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Teacher and student perspectives in developing physical literacy corners (SURFS) in elementary schools

Perspektif guru dan siswa dalam pengembangan sudut literasi fisik (SURFS) di sekolah dasar

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ABSTRACT

The phenomenon of sedentary lifestyles in elementary school children is increasing, resulting in various physical and mental health risks. This study aims to analyze the need to develop a physical literacy corner at SDN 1 Kekait to support students' physical literacy and increase awareness of the importance of physical activity. This study used a qualitative descriptive method with a case study approach involving 35 grade 5 students and five teachers. Data was obtained through questionnaires and semi-structured interviews to identify design preferences, media types, and challenges in implementing physical literacy corners. The results showed that most students understand the concept of literacy corners, but their existence in schools still needs to be improved. Students want a comfortable, attractive, and interactive literacy corner with media such as picture books, sports posters, and miniature props. Teachers emphasized the importance of appropriate educational content and beautiful visual design to motivate students. The main challenges in developing literacy corners are limited funds and facility management. The conclusion of this study shows that the physical literacy corner has the potential to be an effective medium to improve students' understanding of physical activity and healthy lifestyles. Implementation involving school, parents, and community support is needed to create a sustainable literacy corner that positively impacts students' quality of life.

Key words: development; physical literacy; elementary school.

Fenomena gaya hidup sedentary pada anak usia sekolah dasar semakin meningkat, mengakibatkan berbagai risiko kesehatan fisik dan mental. Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan sudut literasi fisik di SDN 1 Kekait sebagai upaya mendukung literasi fisik siswa dan meningkatkan kesadaran akan pentingnya aktivitas fisik. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus, melibatkan 35 siswa kelas 5 dan 5 guru. Data diperoleh melalui angket dan wawancara semi-terstruktur untuk mengidentifikasi preferensi desain, jenis media, dan tantangan implementasi sudut literasi fisik. Hasil penelitian menunjukkan bahwa sebagian besar siswa memahami konsep sudut literasi, namun keberadaannya di sekolah masih minim. Siswa menginginkan sudut literasi yang nyaman, menarik, dan interaktif, dengan media seperti buku cerita bergambar, poster olahraga, serta alat peraga kecil. Guru menekankan pentingnya konten edukatif yang sesuai serta desain visual yang menarik untuk memotivasi siswa. Tantangan utama dalam pengembangan sudut literasi adalah keterbatasan dana dan pengelolaan fasilitas. Kesimpulan penelitian ini menunjukkan bahwa sudut literasi fisik berpotensi menjadi media efektif untuk meningkatkan pemahaman siswa tentang aktivitas fisik dan gaya hidup sehat. Implementasi yang melibatkan dukungan sekolah, orang tua, dan komunitas sangat diperlukan untuk menciptakan sudut literasi yang berkelanjutan dan berdampak positif pada kualitas hidup siswa.

Kata kunci: pengembangan; literasi fisik; sekolah dasar.

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INTRODUCTION

The prevalence of physical inactivity or laziness in all age groups of the world's population is still high. This is exacerbated by the fact that sedentary behaviour has become an increasingly common phenomenon among elementary school-aged children (Tremblay et al., 2014). Children today tend to spend their free time doing sedentary activities, such as watching television, playing video games, or using gadgets for long periods (Ufholz et al., 2022). A study reported that most (81%) of children and adolescents are physically inactive, of which 77.6% are male and 84.7% are female (Guthold et al., 2020). Only 20% of adolescents worldwide are physically active enough (Huang et al., 2019; Strain et al., 2024; WHO, 2024c). In Indonesia itself, based on data from the 2023 Indonesian Health Survey (SKI) conducted by the Ministry of Health of the Republic of Indonesia, data shows that 62.6% of the proportion of physical activity in the population aged ≥ 10 years is in the sufficient category (Badan Kebijakan Pembangunan Kesehatan, 2024). Meanwhile, regarding the reason for not doing physical activity, 48.7% said there was no time. The survey also showed that around 47% of elementary school children in Indonesia are classified as physically inactive and spend more than 4 hours per day in sitting or sedentary activities (Badan Kebijakan Pembangunan Kesehatan, 2024). In West Lombok, preliminary survey results showed that elementary school children were even more likely to spend more than 5 hours daily on sedentary activities outside school hours. This phenomenon shows a shift in children's behavioural patterns towards low physical activity, which can negatively impact their physical and mental development.

A sedentary lifestyle (physical inactivity) is the fourth leading cause of death, a fact that shows that the prevalence of hypokinetic diseases and other problems related to sedentary lifestyles, such as mental health problems, remains a pressing concern (Lin et al., 2020). At primary school age, the negative impact of sedentary behaviour is quite significant. Research shows that children who are less physically active are at risk of experiencing various health problems, including obesity, metabolic disorders, and mental health disorders, such as decreased concentration and motivation to learn (WHO, 2024a). The results of a study conducted in 2016 reported that more than 340 million children and adolescents were classified as overweight or obese (Okunogbe et al., 2022; WHO, 2024b), 470 million adolescents were also diagnosed with diabetes mellitus (Barkai et al., 2019; Pinhas-Hamiel & Zeitler, 2000), and it has also been reported that 16% of the burden of disease and injury in adolescents aged 10-19 years is due to poor mental health (GBD 2019 Risk Factors Collaborators, 2020). Which conditions will contribute to the development of chronic diseases in adulthood? In addition, the World Health Organization (WHO) 2024 also stated

that children who are less physically active have the potential to have a lower quality of life and are more susceptible to stress, anxiety problems, and depression (WHO, 2024a). Therefore, sedentary behaviour among elementary school children needs serious attention from various parties, especially educational institutions that play a significant role in shaping children's behaviour.

Physical literacy is an increasingly prominent concept that explains physical activity behaviour. Physical literacy describes the motivation, self-confidence, physical competence and understanding each individual develops to be physically active according to individual abilities (Whitehead, 2010, 2019). Similar to language literacy, which is a combination of reading, writing, listening and speaking, physical literacy is also a comprehensive interaction of various components (including physical competence, daily behaviour, knowledge and understanding, motivation and self-confidence) to be physically active throughout life (Physical Literacy, 2017). Physical literacy is an important thing that must be instilled in elementary school children to overcome the problem of lack of movement (Faigenbaum & Rial Rebullido, 2018; Giblin et al., 2014). Physical literacy in school-age children is closely related to their ability to choose and adopt a healthy, active lifestyle (Whitehead, 2019). When children understand the benefits of physical activity through physical literacy, they are more likely to engage in activities that improve their physical and emotional health while reducing their time spent in sedentary activities. Thus, physical literacy is vital in improving children’s overall quality of life.

One form of implementation of physical literacy that can be done in the school environment is to create a physical literacy corner or literacy corner in the classroom or library. This literacy corner can function as an information centre where students can learn about the importance of physical activity through media such as books, posters, and wall magazines containing information about sports, active games, and easy-to-do physical activities (Angga et al., 2024). With a physical literacy corner in schools, children will be more motivated to understand the benefits of physical activity and be exposed to various interesting ideas to apply in their daily lives. Several schools abroad have implemented a similar concept with relatively positive results, where students showed increased interest and understanding of the importance of an active lifestyle.

However, although the physical literacy corner has excellent potential, research on developing a physical literacy corner in elementary schools still needs to be completed. There has yet to be an in-depth study on how a physical literacy corner can be designed effectively to optimize students’ understanding of physical activity. This raises a big question regarding the right strategy for creating a physical literacy corner that suits the needs of elementary school

students. Therefore, research is needed to identify the needs and preferences of students and teachers in developing physical literacy corners in elementary schools to improve children's physical literacy and ultimately improve their overall quality of life.

METHOD

This study uses a qualitative descriptive research type with a case study approach (Furidha, 2024; Priya, 2021). This approach was chosen because the study's main objective was to understand the need to develop an appropriate physical literacy corner for elementary school students. A qualitative approach allows researchers to explore students' and teachers' perspectives in more detail regarding a practical physical literacy corner to increase understanding of physical activity's importance. Descriptive research is also helpful in documenting phenomena that occur in the field (Siedlecki, 2020), so that it can provide an accurate picture of students' needs and the implementation of physical literacy corners in the school environment.

Research Subjects

This study's subjects were students and teachers at Kekait 1 Elementary School, West Lombok Regency, West Nusa Tenggara Province. The study's participants were 35 students from grade 5, with an average age of 10.57. The characteristics of the respondents in this study can be described as follows.

Table 1. Characteristics of the respondents

Gender	Frequency	Percentage (%)
Male	16	45,71%
Female	19	54,29%

The selection of grade 5 students was based on cognitive development and interest in physical activity, which tended to have formed in this age group. In addition to students, the study also involved five teachers who play a role in the learning process and students' daily lives at school to obtain input regarding their perceptions of the effectiveness of the physical literacy corner.

Data Collection Techniques

Data collection techniques were carried out through several methods, namely interviews and questionnaires. Semi-structured interviews were conducted with teachers and students to understand the needs and expectations of the physical literacy corner. Questionnaires were given to students to identify their desires and needs for the physical literacy corner to be developed. Data

from this questionnaire will provide a quantitative overview of the student's needs and desires. In contrast, interview data will support qualitative data regarding developing a physical literacy corner.

Data Analysis Techniques

The data obtained from this study were analyzed using thematic qualitative analysis methods (Lochmiller, 2021). The first step was to transcribe the results of interviews and observations, then code them to identify the main themes related to students' needs and desires in developing physical literacy corners. Data from the questionnaire were analyzed descriptively to display the percentage and frequency of students' needs and desires in developing physical literacy corners. The results of this analysis were then integrated Maguire and Delahunt (2017) to provide conclusions regarding the need for the development of effective physical literacy corners in improving students' understanding of the importance of physical activity at SD Negeri 1 Kekait.

FINDINGS AND DISCUSSIONS

Findings

There are six indicators to determine the needs analysis in the development of physical literacy corners, including understanding of literacy corners, the existence of literacy corners in schools, experience of accessing literacy corners, preferences for the form of literacy corners, types of media desired and illustrations in literacy corners. Furthermore, the six indicators are developed into six questions with adjusted scales/responses. Based on the study results, which include questionnaire and interview data, several main findings were obtained related to the development of physical literacy corners at SDN 1 Kekait, West Lombok. The questionnaire results distributed to students at SDN 1 Kekait provide an overview of their needs and preferences for developing physical literacy corners in schools.

In addition to the questionnaire, the needs analysis in developing physical literacy corners will be conducted at SDN 1 Kekait, using semi-structured interviews with teachers and students. Several aspects explored in interviews with teachers include teachers' understanding of the importance of physical activity, experience with physical literacy corners, the need to develop physical literacy corners, and challenges in implementing physical literacy corners. Meanwhile, interviews with students were conducted to uncover several aspects: knowing students' understanding, knowing preferences for form, knowing the type of media desired, knowing interest in illustrations, and knowing behavioural patterns towards literacy corners.

Data was obtained on the indicator of understanding literacy corners; most students (68.6%) understand the concept. However, several students (31.4%)

still need further education about its function. Meanwhile, the indicator of literacy corners in schools shows data that 80% of students stated that there was no literacy corner in their school or class, indicating the need to develop this facility to support learning and increase awareness of the importance of physical activity. The percentage of student responses to the indicators of understanding literacy corners and the existence of literacy corners in schools can be seen in Diagrams 1 and 2.

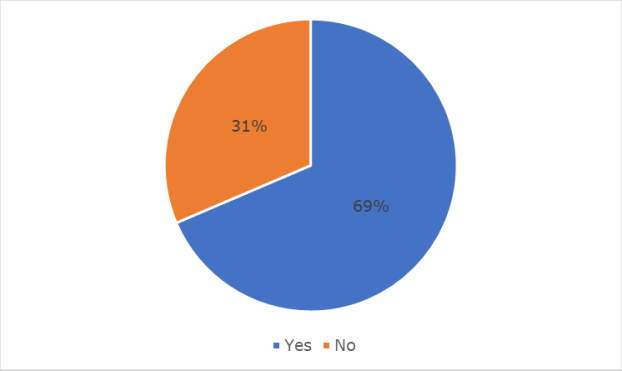

Diagram 1. Understanding of literacy corners

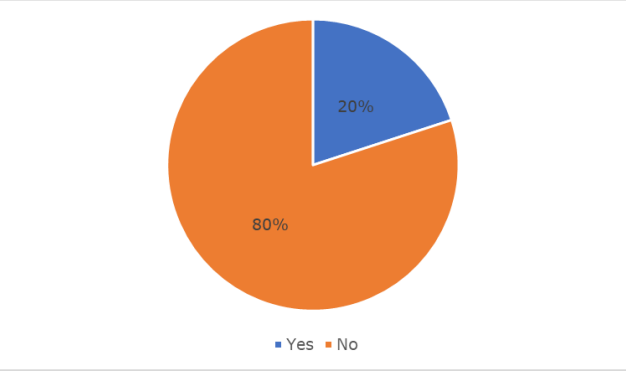

Diagram 2. Existence of literacy corners in schools

The results of interviews with students showed that those who understood the literacy corner considered it important as a fun place to learn. Regarding opinions on the importance of the physical literacy corner in the classroom, a student with the initials WN said, "*It's fun because there is a place to learn new things other than textbooks.*" In line with the previous statement, a student with the initials YG also expressed his opinion: "*The literacy corner is important because it can be a place to study while relaxing.*"

Regarding the development of the physical literacy corner as a medium that can provide knowledge to students, one teacher stated, "*Physical activity is significant because it helps students become healthier, improves concentration, and also helps their motor development.*" However, teachers' experience with the physical literacy corner is still limited because this facility has yet to be widely

used in schools. Another teacher added, "*The physical literacy corner can be an effective learning medium, but the challenges are limited funds and the difficulty of maintaining the cleanliness and tidiness of the corner.*"

Students' experience accessing the literacy corner still needs to be improved. Forty per cent of students admitted to having accessed the literacy corner either at their school or other schools. Most students (60%) have yet to have such an experience, which shows that developing physical literacy corners can be an exciting and educational new experience. The frequency of answers on the literacy corner access experience indicator can be seen in Diagram 3.

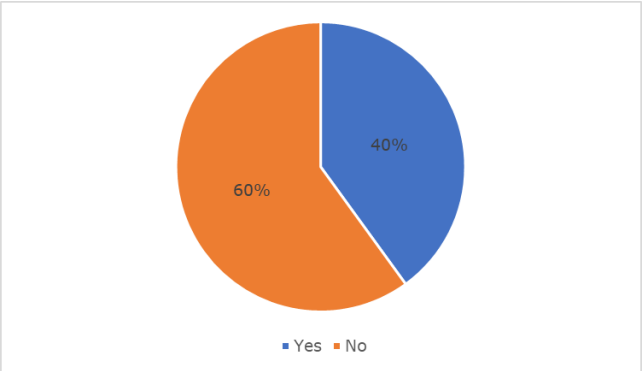

Diagram 3. Experience in accessing physical literacy corners

Regarding the desired form of literacy corners, most students preferred comfortable literacy corners, such as seating with reading material around it, bookshelves, and bulletin boards with information and posters. Students also expressed interest in various media in physical literacy corners, especially story books and physical education or sports posters, each chosen by all respondents (100%). In addition, other media such as magazines, sports equipment, and bulletin boards were also preferred by several students to complement the physical literacy corner. Regarding illustrations, students preferred visuals related to physical activities, such as various sports and traditional games, which were chosen by more than 70% of respondents. The frequency of answers on the indicators of preference for the form of literacy corners, the type of media desired, and illustrations in the literacy corner can be seen in Charts 1, 2 and 3.

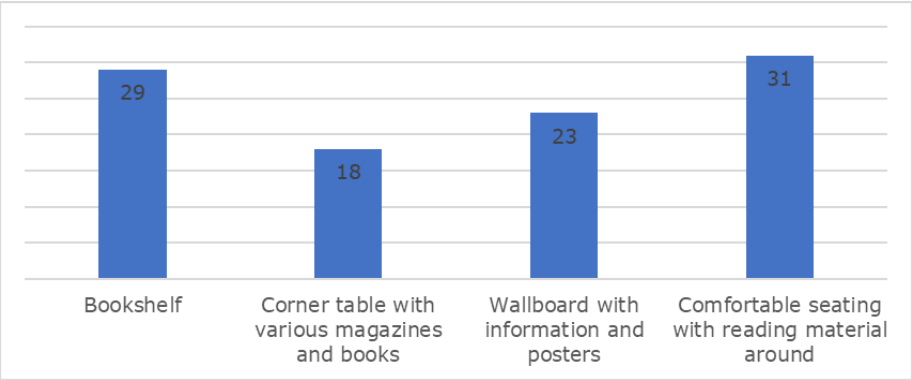

Chart 1. Literacy corner shape preferences

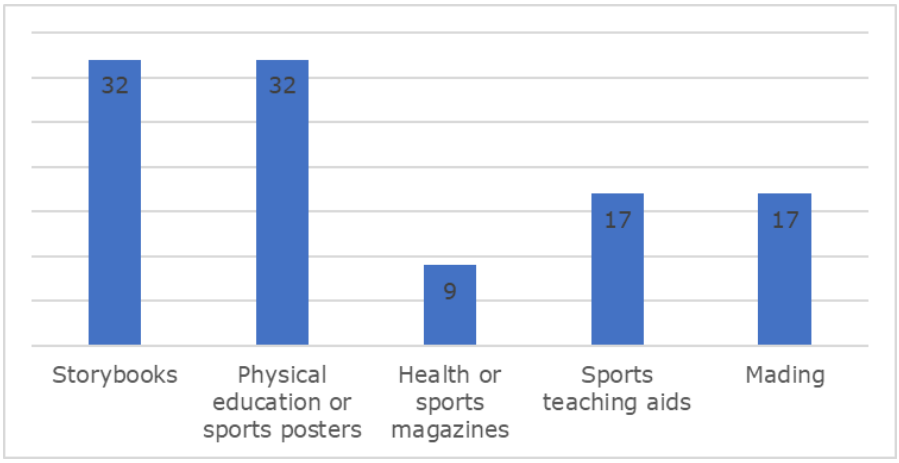

Chart 2. Desired media types

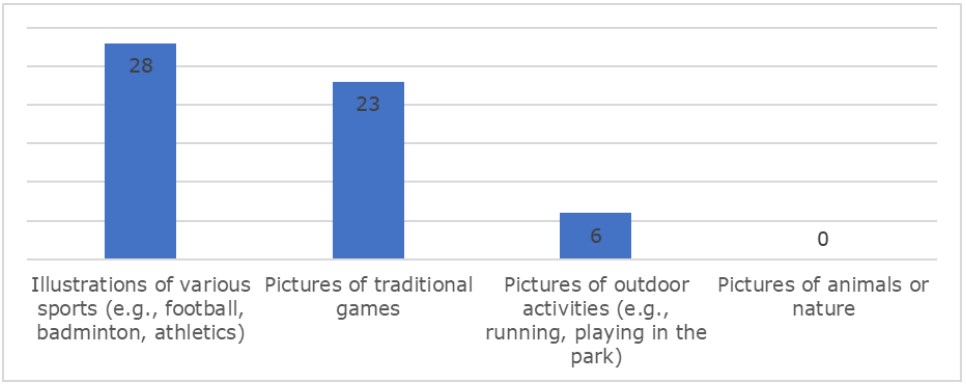

Chart 3. Illustration in literacy corner

Regarding development needs, teachers agreed that an adequate physical literacy corner should include relevant and exciting media, such as picture storybooks, simple sports posters, and miniature props. One teacher suggested, "*You can add props such as mini balls or small sports equipment to strengthen learning.*" The teacher also suggested that the literacy corner be designed with bright colours to attract students' attention. In addition, students' perspectives on the shape of the literacy corner show the need for a comfortable design, such as soft seats and attractive decorations. Another student added, "*If the colours are bright and there are sports pictures, I want to go there more often.*" Then, in terms of the desired media, students prefer storybooks about famous athletes, sports movement posters, and health magazines. One student said, "*I want a book about how to play new sports, such as basketball or traditional games.*" In addition, attractive illustrations such as pictures of sports and traditional games are also the main attraction.

Discussion

This study examines the need to develop physical literacy corners in elementary schools, which need to be improved or even more. More specifically, this study identifies in depth the needs and preferences based on the perspectives of teachers and students in the development of physical literacy corners in elementary schools to improve physical literacy for school-age children, ultimately improving the quality of health and quality of life. The findings in this study indicate that most students already understand the concept of literacy corners, but their existence still needs to be improved in schools. Several factors, such as remote school conditions, minimal educational facilities and infrastructure in various regions, and limited reading materials that are suitable for students, are some of the obstacles and challenges that schools must face in developing literacy corners (Setiawan & Dewayani, 2019; Wuylandari, 2023). The results of other studies also state that the challenges faced by schools in developing reading corners include limited funds, lack of facilities and book collections, and low student awareness of the importance of reading (Hanifah & Antasari, 2024; Pane et al., 2024; Pongoh, 2023).

The development of literacy corners is significant because literacy is the main foundation in education, including health and physical education or children's physical education. So, literacy does not only include the ability to read and write, but more than that, literacy is the understanding and application of information in everyday life. This description is in line with the concept of physical literacy, which the International Physical Literacy Association consistently recognizes as motivation, self-confidence, physical competence, knowledge and understanding to appreciate and be responsible for involvement in lifelong physical activity (Physical Literacy, 2017). This definition emphasizes the aspects needed to guide someone in aspiring and achieving lifelong involvement in physical activity. By the context of this research, the physical literacy corner that will be developed becomes one of the media to strengthen students' knowledge because physical literacy not only involves the ability to do physical activities but also conceptual understanding supported by exposure to visual and written information (Edwards et al., 2017; Elsborg et al., 2021; Gunnell et al., 2018). In addition, the teachers who were interviewed also stated that the physical literacy corner can be an effective learning medium to increase students' awareness of the importance of physical activity. The physical literacy corner will provide students with direct experience in building self-confidence and motivation attributes in students. Direct experience in accessing physical literacy corners will increase student motivation; this is in line with the view (Mosston & Ashworth, 2008), that environment-based learning will be able to increase student motivation through direct experience.

Referring to the research results, the design preferences desired by students for the physical literacy corner that will be developed include being

comfortable, attractive and interactive. Various studies have shown the effectiveness of integrating a learning environment designed with visual elements to increase student engagement or interest (Amanda, 2024; Hayya', 2023; Jiyad et al., 2024; Sahputri et al., 2024; Syahrani & Wiza, 2024). Students' preferences for bookshelves, wall magazines, and comfortable seating indicate the importance of ergonomic and aesthetic aspects in creating a practical literacy corner. Teachers also suggest using bright colours and small props to attract students' attention, to the theory of learning environment design that considers and assesses the physical environment as the third teacher for children (Stæhli & Lawrence, 2018). Physical space can influence children's learning (Deapati et al., 2024; Hanifah, 2021; Julianto, 2019). For physical literacy to be well understood by students, it is necessary to have the support of a literacy corner as a children's learning space that is part of the physical environment designed according to the needs and development of children.

In terms of content, students and teachers agreed that media such as picture books, sports posters, and miniature props can support the development of physical literacy. This finding aligns with several studies showing that relevant visual and written media can strengthen students' understanding of physical activity (Ennis, 2017; Navarra et al., 2021; Pearl et al., 2015). Illustrations related to sports and traditional games were also a major attraction for students, supporting the idea that information visualization can improve students' memory and interest (Andreev et al., 2021; Chijioke & Ekwueme, 2022; Vanichvasin, 2020).

However, this study also revealed challenges in developing physical literacy corners, especially regarding budget and management constraints. Teachers highlighted the need for more significant support in providing quality content and maintaining the cleanliness of literacy corners. This aligns with several study results stating that implementing physical literacy programs requires adequate policy support and resources (Carl et al., 2022; Edwards et al., 2017; Friskawati et al., 2023). This challenge also shows the need for collaboration between schools, parents, and communities to maintain the sustainability of physical literacy corners (Mooses et al., 2021; Webster, 2022).

Overall, this study's results emphasize the importance of developing a physical literacy corner as an information centre and an interactive medium that can motivate students to understand and apply physical activity in their daily lives. Theoretical support and previous research results strengthen the relevance of these findings in improving physical literacy at the elementary school level, which can ultimately contribute to forming a healthier and more active generation.

CONCLUSION

Based on the study results, developing a physical literacy corner at SDN 1 Kekait can improve students' understanding of the importance of physical activity and a healthy lifestyle. Most students understand the concept of a physical literacy corner, although these facilities still need to be improved in schools. Students' preferences indicated the need for a comfortable, attractive, and interactive literacy corner design with relevant media such as picture books, sports posters, and miniature props. Teachers also emphasized engaging educational content and bright visuals to attract students' attention.

However, this study identified challenges in developing a physical literacy corner, especially regarding budget constraints and facility management. Nevertheless, both students and teachers showed enthusiasm for the existence of a physical literacy corner and believed that this facility could be an effective learning medium.

In conclusion, developing a physical literacy corner designed according to the needs of students and teachers, supported by educational content and attractive design, can support students' physical literacy. This implementation could increase students' awareness of physical activity and positively impact their health and quality of life. Support from the school, parents, and community is needed to realize and maintain the sustainability of the physical literacy corner.

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