

Between the National Sports Master Plan and On-the-Ground Reality: Elementary School Physical Education Teachers' Responses to the Readiness for Implementing DBON Sports Disciplines in Schools

Hariadi Said

Physical Education Program, Gorontalo State University, Indonesia

Corresponding Author: Hariadi Said

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ABSTRACT

This study analyzes how Physical Education, Sports, and Health (PJOK) teachers in elementary schools respond to plans for implementing sports disciplines from the National Sports Master Plan (DBON) in their schools. The focus is on which sports are considered realistic, the condition of existing facilities and infrastructure, and what strategies are suitable for the elementary school level. A descriptive quantitative survey was conducted among 184 elementary school PJOK teachers using a questionnaire covering the selection of sports, the condition of facilities and infrastructure, barriers to implementation, and opportunities for utilizing traditional sports to train students' basic motor skills. The data was analyzed using descriptive statistics (frequency and percentage). The results showed that the most popular sports were track and field (36.8%), soccer (22.3%), badminton (12.7%), pencak silat (9.3%), and mini volleyball (6.6%). On the other hand, facility conditions remain limited: 50.6% of schools lack an athletics track, 60.4% lack a soccer or futsal field, 64.2% lack a gymnasium or exercise room, and 97.9% lack access to a swimming pool. This means that the implementation of

DBON in elementary schools needs to be carried out adaptively through modified learning, the use of traditional sports as a basis for movement, the provision of basic equipment, the reinforcement of safety measures, and collaboration with sports facilities outside of school.

Keywords: DBON, physical education teachers, elementary schools, sports facilities and infrastructure, traditional sports, physical literacy

INTRODUCTION

The Indonesian Government has placed sport development as a strategic component of national human resource development through the National Sports Grand Design (Desain Besar Olahraga Nasional/DBON), established under Presidential Regulation No. 86 of 2021. The DBON serves as a comprehensive roadmap for developing a sustainable, integrated, and measurable national sports ecosystem involving the central and local governments, educational institutions, sports organizations, academics, the private sector, the media, and the wider community (President of the Republic of Indonesia, 2021). Within the education sector, the DBON emphasizes the importance of strengthening physical education, promoting lifelong physical

activity, identifying sporting talent from an early age, and creating a systematic pathway from school-based participation to elite athletic development.

The implementation of DBON in schools is further reinforced by Law No. 11 of 2022 on Sports, which highlights educational sports as a fundamental pillar of national sports development. The law regulates educational sports, community sports, competitive sports, talent identification and development, sports facilities and infrastructure, funding mechanisms, sports science and technology, and collaboration among relevant stakeholders (Republic of Indonesia, 2022). Consequently, implementing DBON at the elementary school level should not be interpreted merely as introducing additional sports disciplines into the curriculum. Instead, it should promote a comprehensive educational approach that develops physical literacy, encourages regular participation in physical activity, strengthens character education, ensures student safety, and establishes a foundation for long-term talent development.

Elementary school represents a critical period for developing children's fundamental movement skills, which are widely recognized as the building blocks for lifelong physical activity and sports participation. At this developmental stage, physical education should prioritize mastery of locomotor, non-locomotor, and manipulative skills, while simultaneously improving balance, coordination, agility, and cooperative abilities, rather than emphasizing early sports specialization (Goodway et al., 2019; Stodden et al., 2008). Strong evidence indicates that children with well-developed fundamental movement skills are more likely to remain physically active throughout adolescence and adulthood. Furthermore, the World Health Organization recommends that children and adolescents accumulate at least 60 minutes of moderate-to-vigorous physical activity daily to support healthy physical, cognitive, and psychosocial

development (World Health Organization, 2020; Bull et al., 2020). These recommendations reinforce the strategic role of elementary schools in establishing active lifestyles and reducing sedentary behavior from an early age.

Besides introducing modern sports, physical education in Indonesia also possesses considerable potential to utilize traditional games as culturally relevant learning media. Traditional games such as engklek, gobak sodor (hadang), egrang, bakiak, bentengan, boi-boian, jump rope, and tug-of-war effectively develop running, jumping, throwing, balance, agility, teamwork, strategic thinking, and sportsmanship while simultaneously preserving local cultural heritage. From the perspective of Outcome-Based Education (OBE), these traditional activities should not merely function as complementary recreational exercises but as authentic learning experiences that facilitate the achievement of expected learning outcomes in motor competence, physical literacy, social skills, and character development (Whitehead, 2010; UNESCO, 2015). The OBE framework emphasizes learning outcomes by designing curriculum, teaching strategies, and assessment based on clearly defined competencies that students are expected to achieve.

Despite the comprehensive policy framework established through DBON, successful implementation ultimately depends on schools' readiness to translate national policy into educational practice. Factors such as teacher competence, availability of sports facilities and equipment, curriculum implementation, school leadership support, safety considerations, and collaboration with local sports organizations significantly influence the effectiveness of DBON implementation in elementary schools. Previous studies have suggested that policy implementation often encounters practical challenges when institutional capacity and available resources do not adequately support policy expectations. Therefore, understanding teachers' perspectives and the actual

conditions of school sports facilities is essential for identifying implementation gaps and developing practical strategies that align national policy objectives with local educational realities.

Against this background, this study investigates elementary school physical education teachers' perceptions regarding the DBON sports disciplines considered most appropriate for elementary school students, examines the availability and condition of school sports facilities supporting those disciplines, analyzes the alignment between teachers' preferences and existing infrastructure, and formulates practical strategies for implementing DBON in elementary schools. These strategies are expected to integrate the principles of Outcome-Based Education, promote regular physical activity, optimize the use of traditional sports and games, and provide evidence-based recommendations that strengthen the implementation of DBON within the Indonesian elementary education system.

MATERIALS & METHODS

Research Design

This study employed a descriptive quantitative research approach using a survey design to examine elementary school physical education teachers' perceptions regarding the implementation of the National Sports Grand Design (DBON) in elementary schools. A descriptive survey was considered the most appropriate design because the study did not seek to manipulate variables or test the effects of an intervention but rather to provide a comprehensive description of teachers' responses concerning the selection of DBON sports disciplines, the availability of sports facilities and infrastructure, perceived implementation barriers, and potential strategies for strengthening DBON implementation. Through this approach, the study aimed to generate empirical evidence reflecting the current conditions of DBON implementation from the perspective of

practitioners directly involved in physical education at the elementary school level.

Participants

The study involved 184 elementary school physical education (PJOK) teachers as respondents. Participants were selected because they are directly responsible for planning, implementing, and evaluating physical education learning in schools and therefore possess practical knowledge regarding the feasibility of implementing DBON sports disciplines. Their experiences also provide valuable insights into the adequacy of existing sports facilities and infrastructure, the challenges encountered during instruction, and the opportunities for improving school-based sports programs. All respondents voluntarily participated by completing the research questionnaire after receiving information regarding the purpose of the study.

Research Instrument

Data were collected using a structured questionnaire consisting of both closed-ended and open-ended items. The questionnaire was developed based on the objectives of the National Sports Grand Design (DBON), the learning outcomes expected in elementary school physical education, and indicators related to school sports facilities and infrastructure. The instrument explored several aspects, including teachers' preferences regarding the most appropriate DBON sports disciplines for elementary school students, the availability and condition of sports facilities and equipment, challenges encountered in implementing DBON programs, opportunities for collaboration with sports clubs and other external stakeholders, and the utilization of traditional sports and games to develop students' fundamental movement skills. For the assessment of sports facilities and infrastructure, respondents classified each facility into one of three categories: Available in Good Condition, Available but Needs Improvement, and Not Available. Open-

ended questions were included to enable respondents to provide additional comments and recommendations that could not be fully captured through fixed-response items.

Research Procedure

The study was conducted through several sequential stages. Initially, the questionnaire was designed by referring to the policy directions of the National Sports Grand Design (DBON), the objectives of elementary school physical education, and indicators describing the adequacy of sports facilities and infrastructure. After the instrument had been finalized, it was distributed to elementary school physical education teachers. A total of 184 completed questionnaires were successfully collected and screened for completeness before analysis. The responses were subsequently coded and categorized according to the sports disciplines selected by teachers and the reported condition of sports facilities and infrastructure. Following the coding process, the data were tabulated and summarized into frequencies and percentages to facilitate interpretation. The final stage involved interpreting the findings to identify implementation gaps and formulate practical recommendations for adaptive and impactful DBON implementation in elementary schools.

Data Analysis

The collected data were analyzed using descriptive statistical techniques. Frequencies and percentages were calculated to describe the distribution of teachers' responses regarding the selection of DBON sports disciplines, the condition of sports facilities and infrastructure, implementation barriers, and proposed improvement strategies. Percentage analysis was selected because it provides a straightforward and meaningful description of response patterns across all questionnaire items. The percentage for each response category was calculated using the formula: $P = (f/N) \times 100\%$

where P represents the percentage of responses, f denotes the frequency of respondents selecting a particular response category, and N represents the total number of respondents. The descriptive findings were then interpreted to identify dominant trends and priorities for strengthening DBON implementation in elementary schools.

Research Assumptions

This study was guided by several assumptions derived from the objectives of the National Sports Grand Design and the realities of physical education implementation in elementary schools. It was assumed that elementary school physical education teachers would generally prefer sports disciplines that are safe, inexpensive, developmentally appropriate, and easy to integrate into existing physical education lessons. It was also assumed that the availability and quality of sports facilities and infrastructure in many elementary schools remain insufficient to fully support the implementation of all DBON priority sports. Furthermore, the study assumed that effective implementation of DBON requires adaptive strategies that include modified learning activities, greater utilization of traditional sports and games to develop fundamental movement skills, gradual improvement of essential sports equipment, and stronger collaboration between schools, local governments, sports organizations, and community stakeholders.

RESULT

Respondent Characteristics

Table 1 presents the characteristics of the research respondents. A total of 184 elementary school physical education (PJOK) teachers participated in this study, representing 100% of the respondents. Physical education teachers were intentionally selected because they play a central role in planning and implementing physical education learning and possess direct knowledge of students' developmental characteristics, the availability of sports

facilities and infrastructure, and the practical challenges associated with implementing the National Sports Grand Design (DBON) in elementary schools. Their professional experiences provide valuable insights into

the suitability of various DBON sports disciplines and the extent to which existing school resources support their implementation.

Table 1. Characteristics of Research Respondents

School Level	Number of Respondents	Percentage
Elementary School Physical Education Teachers	184	100%

DBON Sports Disciplines Considered Most Suitable for Elementary Schools

Table 2 presents the distribution of sports disciplines considered most appropriate for implementation in elementary schools based on the responses of physical education teachers. Among the ten sports identified, track and field received the highest level of support, being selected by 36.8% of respondents. This indicates that teachers perceive athletics as the most suitable sport for elementary school students because its activities emphasize fundamental movement skills such as running, jumping, and throwing, which are essential components of children's motor development. These basic movement patterns are also relatively easy to integrate into physical education lessons and require minimal specialized equipment, making athletics highly feasible for schools with varying resource availability.

The second most frequently selected sport was soccer, chosen by 22.3% of respondents. Soccer remains one of the most popular sports among Indonesian children and provides opportunities to develop locomotor skills, teamwork, coordination, and decision-making. Its popularity among students may also increase participation and motivation during physical education lessons. Badminton, selected by 12.7% of respondents, was the third most preferred discipline. Teachers likely considered badminton suitable because it promotes agility, coordination, balance, and reaction speed while requiring relatively simple facilities that are commonly available in many schools.

Pencak Silat, Indonesia's traditional martial art, was selected by 9.3% of respondents.

This finding suggests that teachers recognize its educational value in developing not only physical fitness, balance, flexibility, and coordination but also discipline, self-control, respect, and cultural identity. The inclusion of Pencak Silat also aligns with national efforts to preserve Indonesia's cultural heritage while promoting character education through physical education.

Other sports received lower levels of preference. Mini volleyball was selected by 6.6% of respondents, followed by gymnastics (5.1%). These sports were considered beneficial for improving coordination, flexibility, teamwork, and body control but may be less frequently implemented because they require additional equipment or specialized instructional expertise. Approximately 3.4% of respondents suggested other sports not specifically listed in the questionnaire, reflecting variations in local school contexts and regional sporting preferences.

The least preferred sports were swimming (2.0%), table tennis (1.2%), and mini basketball (0.5%). The relatively low preference for these sports is likely associated with limited access to specialized facilities and equipment. Swimming, in particular, requires swimming pools and certified instructors, resources that are generally unavailable in many elementary schools. Likewise, table tennis and mini basketball require dedicated facilities and equipment that may not be accessible in all schools.

Overall, the findings indicate that elementary school physical education teachers tend to prioritize sports disciplines

that emphasize the development of fundamental movement skills, are safe and developmentally appropriate for young children, require relatively simple facilities, and can be easily integrated into regular physical education lessons. These results suggest that practicality, accessibility, and alignment with children's developmental needs are the primary considerations influencing teachers' preferences for implementing DBON sports disciplines in elementary schools.

Table 2. DBON Sports Disciplines Considered Most Suitable for Elementary Schools

No	Sport	Percentage
1	Track and field	36.8%
2	Soccer	22.3%
3	Badminton	12.7%
4	Pencak silat	9.3%
5	Mini volleyball	6.6%
6	Gymnastics	5.1%
7	Others	3.4%
8	Swimming	2.0%
9	Table tennis	1.2%
10	Mini basketball	0.5%

DISCUSSION

Elementary school physical education teachers consider track and field to be the most realistic option. This is understandable because track and field involves the basic movements of running, jumping, and throwing, which form the foundation of children's motor development. Various studies on motor development also show that basic motor skills are linked to children's participation in physical activity, fitness, and self-confidence (Barnett et al., 2016; Morgan et al., 2013; Lubans et al., 2010). Therefore, track and field in elementary school should not be viewed solely as a competitive sport, but as a way to build students' foundational motor skills.

The choice of soccer as the second option demonstrates that teachers have a deep understanding of children's interests and play culture. Unfortunately, soccer/futsal fields and mini/portable goals remain limited, necessitating a modified soccer model. Games such as 3-on-3, target passing, zig-zag dribbling, and simple

shooting drills can be implemented without waiting for standard facilities. This modified approach aligns with the principles of quality physical education, which prioritize safety, inclusion, and students' active participation (UNESCO, 2015; OECD, 2019).

Badminton, pencak silat, and mini volleyball also play their own unique roles. Badminton develops hand-eye coordination, reaction time, and agility. Pencak silat combines sports with culture, discipline, and character building. Mini volleyball fosters teamwork and communication. The problem is that equipment and practice space for these sports are still lacking, so their implementation must be accompanied by the provision of simple equipment and teacher training in adapted instruction.

The main finding of this study is the gap between the sports selected by teachers and the facilities available at schools. As a national policy, the DBON requires adaptation at the school level so that it does not remain merely a document on paper. Elementary school physical education teachers cannot be forced to implement standard sports if their schools lack basic facilities. Therefore, the policy for implementing the DBON must take into account that every school has different conditions.

According to OBE, the success of a program is not measured by how many sports are introduced, but by what students actually achieve. For example, have their basic motor skills improved? Are they more confident in moving, better at cooperating, more disciplined, more sportsmanlike, and accustomed to being active? The principle of constructive alignment in OBE requires alignment between learning outcomes, learning activities, assessment, and real-world outcomes (Biggs & Tang, 2011; Harden et al., 1999; Spady, 1994).

Traditional sports can serve as a key strategy for implementing DBON in elementary schools. Engklek develops balance and coordination; gobak sodor/hadang fosters agility, reaction time,

strategy, and cooperation; egrang builds balance and leg strength; boi-boian hones throwing, catching, and accuracy; and tug-of-war builds strength and teamwork. Through these games, traditional sports bridge Physical Education (PJOK) learning with local culture, basic movements, and the future development of athletic talent. The implementation of DBON also requires supporting resources, a focus on safety, and cooperation with parties outside the school.

Equipment such as first-aid kits, traffic cones, vests, whistles, stopwatches, mats, and storage for equipment should be considered basic necessities for physical education classes. Additionally, partnerships with sports complexes, clubs, youth soccer schools, pencak silat schools, swimming pools, universities, and local sports facilities can serve as a solution for schools that lack their own facilities.

Table 3. Condition of Key Facilities and Infrastructure Supporting DBON Sports in Elementary Schools

No	Facilities/Infrastructure	Available – In Good Condition	Available – Needs Repair	Not Available
1	Athletics/running/jumping/throwing areas	11.4%	38.0%	50.6%
2	Soccer/futsal field	16.8%	22.8%	60.4%
3	Badminton rackets and shuttlecocks	29.9%	45.7%	24.5%
4	Pencak silat training area/room	17.9%	23.9%	58.2%
5	Volleyball court	20.7%	45.1%	34.2%
6	Gymnasium/gym for gymnastics	14.1%	21.7%	64.2%
7	Access to a swimming pool	0.5%	1.6%	97.9%

Table 3 shows that support facilities for the sports chosen by teachers are not evenly distributed. Track and field is indeed the most popular choice, but 50.6% of schools do not have a track and field area. Soccer is also a popular choice, yet 60.4% of schools do not have a soccer or futsal field. Swimming pools are the rarest facilities: 97.9% of schools do not have access to one. This data confirms that the implementation of DBON in elementary schools cannot be separated from the readiness of basic motor skills facilities. The athletics/running/jumping/throwing area is the most fundamental facility because it is directly related to the development of students' locomotor, non-locomotor, and manipulative movements. However, in reality, only 11.4% of schools have these areas in good condition, while 50.6% do not have them at all. This means that the implementation of DBON in elementary schools requires an adaptive approach, such as modified athletics, the use of schoolyards, traditional games based on running, jumping, and throwing, and the creation of simple, safe movement spaces for students.

There is a clear disparity between elementary school students' high interest in soccer/futsal and the facilities available at their schools. Only 16.8% of schools have soccer/futsal fields in good condition, while 60.4% have no fields at all. To address this, the implementation of DBON in soccer should involve modified games: utilizing limited space, using mini/portable goals and lightweight balls, and focusing on basic skills such as dribbling, passing, shooting at a target, and small-sided games like 3-on-3 or 4-on-4.

Badminton is a sport that is relatively well-suited for implementation in elementary schools because some schools already have rackets and shuttlecocks. However, only 29.9% of schools have equipment in good condition, 45.7% still need repairs, and 24.5% do not have any equipment at all. Therefore, implementing badminton in elementary schools still requires the provision of basic equipment: child-sized rackets, suitable shuttlecocks, portable nets, and adjustments to the playing area so that learning can take place safely and effectively.

The implementation of pencak silat in elementary schools is still hampered by limited training space. Only 17.9% of schools have pencak silat training areas in good condition, while 58.2% do not. Therefore, pencak silat in elementary schools needs to be developed using a modified approach: training in simple spaces, non-contact instruction, an emphasis on cultural values and discipline, and collaboration with local pencak silat schools.

Volleyball is a sport that is fairly well-suited for implementation in elementary schools, as 65.8% of schools already have courts, although most still need repairs. Only 20.7% of schools have courts in good condition, 45.1% need repairs, and 34.2% do not yet have courts. Therefore, the implementation of volleyball in elementary schools should focus on mini-volleyball with a low net, a lightweight ball, and simple rules, along with court improvements to ensure that learning is safe and enjoyable for the children.

The implementation of physical education in elementary schools is still hampered by a lack of space. Only 14.1% of schools have a gym or physical education room in good condition, while 64.2% do not. As a solution, physical education classes in elementary schools can make use of the schoolyard, the assembly field, vacant classrooms, spacious patios, or other safe areas. The focus should be on teaching basic movements, balance, flexibility, rhythm, and coordination, rather than complex and high-risk gymnastics movements.

Swimming is the most difficult sport to implement in elementary schools in terms of facilities. Only 0.5% of schools have access to a swimming pool in good condition, and 97.9% have no access at all. Swimming is not yet a realistic option as a regular Physical Education (PJOK) activity in most elementary schools. A more practical approach is to make swimming a special program through partnerships with public swimming pools, sports centers, local governments, swimming clubs, or off-

campus sports facilities—complete with safety protocols, parental consent, teacher supervision, and competent instructors.

CONCLUSION

The findings of this study, based on responses from 184 elementary school Physical Education (PJOK) teachers, indicate that teachers tend to prioritize DBON sports that are practical, safe, affordable, adaptable to existing school conditions, and appropriate for students' developmental characteristics. Track and field, soccer, badminton, pencak silat, and mini-volleyball emerged as the most preferred sports because they effectively promote fundamental movement skills, teamwork, coordination, and character development while aligning with children's interests. Nevertheless, the successful implementation of these sports as standard DBON activities remains constrained by the limited availability of facilities and equipment in many elementary schools. Consequently, DBON implementation should adopt an adaptive approach by modifying learning activities according to available resources, integrating traditional sports as a foundation for developing fundamental movement skills, improving school safety measures, providing essential sports equipment, and strengthening collaboration with external sports facilities and community partners.

The findings should be interpreted in light of several limitations. Data were collected using self-reported questionnaires, making the results dependent on respondents' perceptions, understanding, and honesty. In addition, the descriptive design does not allow causal relationships among variables to be established. Information regarding school facilities and infrastructure was based solely on teachers' assessments rather than direct field observations, and the study did not incorporate the perspectives of other key stakeholders, including students, school principals, parents, local Education Offices, Youth and Sports Offices, or managers of community sports facilities. Future studies

should address these limitations by employing observational methods and involving multiple stakeholder groups to obtain a more comprehensive understanding of DBON implementation in elementary schools.

Based on these findings, it is recommended that local governments and policymakers provide basic DBON sports equipment packages for elementary schools, including lightweight balls, cones, training vests, mini goals, rackets, shuttlecocks, mats, whistles, stopwatches, and first-aid kits, to support equitable implementation. The DBON program at the elementary level should prioritize the development of physical activity habits and physical literacy rather than early specialization for competitive performance. Furthermore, PJOK teachers should receive professional training on adapting DBON sports activities to schools with limited facilities. Traditional sports should be incorporated as a cost-effective, culturally relevant, and safe approach to developing students' fundamental movement skills. Finally, schools are encouraged to establish partnerships with sports clubs, youth soccer academies, pencak silat organizations, swimming facilities, sports halls, universities, and other community sports providers to expand students' learning opportunities and strengthen the implementation of the DBON program.

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