



Terminological Literacy of Physical Activity, Physical Education, and Sport: Bridging the Implementation of Sport Pedagogy in PJOK (Physical Education, Sports, and Health) Curriculum

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Abstract. Physical education is fundamentally a learning process that utilizes students' movement as a medium for developing personality and cultivating movement culture toward maturity. However, in practice, many educators and learners still lack a clear understanding of the terminology used in Physical Education, Sports, and Health (PJOK). From a pedagogical perspective, numerous terms are frequently misinterpreted, despite the fact that different terms carry distinct meanings and emphases in the teaching and learning process. Terminologically, concepts such as physical activity, physical education, and school sport are often perceived as similar because they all involve bodily movement. Nevertheless, each concept embodies essential differences that influence how pedagogical principles are implemented. A sound understanding of the philosophical foundations underlying these terms serves as a crucial reference for teachers in shaping instructional approaches during classroom interactions. This understanding ultimately contributes to achieving learning objectives more effectively and efficiently, particularly in designing learning environments and applying appropriate teaching skills.

Keywords: Physical Education, Terminological Literacy, Sport Pedagogy, Physical Activity, School Sport, PJOK

1 Introduction

Physical education is widely recognized as an educational process that employs human movement as a primary medium to foster holistic development, including physical competence, cognitive growth, and socio-emotional maturity. Contemporary perspectives emphasize that physical education is not merely about engaging in physical activity, but about cultivating movement literacy and lifelong engagement in active lifestyles [1], [2]. Within school contexts, particularly in the subject of Physical Education, Sports, and Health (PJOK), the pedagogical process should be grounded in

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I. I. I. Pane and Y. Putri (eds.), *Proceedings of the 2nd International Conference of Sport Science, Sport Coaching Science, and Physical Education, Health and Recreation 2025 (ICOSSCOPER 2025)*, Advances in Social Science, Education and Humanities Research 1022,

https://doi.org/10.2991/978-2-38476-591-1_23

clear conceptual understanding to ensure that learning objectives are achieved effectively.

However, empirical observations indicate that misunderstandings regarding key terminology remain prevalent among educators and students. Terms such as *physical activity*, *physical education*, and *school sport* are often used interchangeably, despite representing conceptually distinct domains. Physical activity generally refers to any bodily movement produced by skeletal muscles that results in energy expenditure, encompassing a broad spectrum of daily activities [3]. In contrast, physical education is a structured, curriculum-based educational process designed to develop motor skills, knowledge, and values through planned instruction [4]. Meanwhile, school sport tends to emphasize organized, competitive activities that may not always align directly with educational outcomes [5]. The lack of terminological clarity may lead to inconsistencies in instructional design and pedagogical implementation.

From a pedagogical standpoint, the misinterpretation of these concepts can influence how teachers design learning environments, select teaching strategies, and assess student outcomes. Sport pedagogy highlights the importance of aligning instructional practices with educational philosophy, where teachers act as facilitators who intentionally structure learning experiences to support student development [6]. Without a solid understanding of the philosophical and terminological distinctions, educators may inadvertently prioritize performance-oriented activities over educationally meaningful experiences.

Furthermore, recent developments in physical education research underscore the importance of conceptual literacy among teachers as a determinant of instructional quality. Teachers who possess strong conceptual and terminological understanding are better equipped to create inclusive, engaging, and developmentally appropriate learning environments [7], [8]. This is particularly relevant in the Indonesian context, where PJOK serves as a strategic subject for promoting health, character education, and active lifestyles among students.

Therefore, strengthening terminological literacy in physical activity, physical education, and sport is essential to bridge the gap between theoretical understanding and pedagogical practice. A clear comprehension of these concepts enables teachers to implement sport pedagogy more effectively, ensuring that instructional practices are aligned with educational goals and contribute to the holistic development of learners.

2 Methods

2.1 Research Design

This study employed a qualitative research design with a conceptual–analytical approach to explore and clarify the distinctions among the terms *physical activity*, *physical education*, and *school sport* within the framework of sport pedagogy. Qualitative inquiry is particularly appropriate for examining conceptual meanings, interpretative variations, and pedagogical implications embedded in educational discourse [9]. The

study aimed to construct a coherent understanding of terminological literacy and its relevance to instructional practices in PJOK.

2.2 Data Sources

The data for this study were derived from a systematic review of scholarly literature, including peer-reviewed journal articles, international reports, and academic books published between 2018 and 2024. Sources were retrieved from reputable academic databases such as Scopus, Web of Science, and Google Scholar to ensure credibility and relevance. Priority was given to publications focusing on physical education pedagogy, sport science, and educational terminology. This approach enabled the identification of dominant conceptual frameworks and emerging perspectives related to movement-based education [10].

2.3 Data Collection Procedure

Data collection followed a structured literature review process. Initially, relevant keywords such as *physical activity*, *physical education*, *school sport*, *terminology*, and *sport pedagogy* were used to identify pertinent studies. Inclusion criteria consisted of (1) publications written in English, (2) studies addressing conceptual or pedagogical aspects of physical education, and (3) works published within the last six years. Articles that lacked theoretical or empirical relevance were excluded. This systematic filtering ensured that the selected literature provided a robust foundation for conceptual analysis [11].

2.4 Data Analysis

The collected data were analyzed using thematic analysis, which allows for the identification, comparison, and interpretation of patterns across qualitative data sources. The analysis process involved three stages: (1) coding key concepts and definitions related to each term, (2) categorizing similarities and differences among the concepts, and (3) interpreting the pedagogical implications of these distinctions within PJOK learning contexts. Thematic analysis is widely used in educational research to synthesize complex theoretical constructs and generate meaningful insights [12].

2.5 Trustworthiness of the Study

To ensure the trustworthiness of the findings, this study applied credibility, dependability, and confirmability criteria. Credibility was enhanced through the use of multiple high-quality academic sources, while dependability was maintained by following a transparent and systematic review process. Confirmability was achieved by grounding interpretations in established theoretical frameworks and minimizing researcher bias. Such criteria are essential in qualitative research to ensure the rigor and validity of conceptual findings [13].

3 Result and Discussion

3.1 Conceptual Distinctions of Key Terminologies

The analysis of recent literature reveals that although *physical activity*, *physical education*, and *school sport* share a common foundation in bodily movement, they differ significantly in purpose, structure, and pedagogical orientation. These distinctions are essential for understanding how sport pedagogy should be implemented in the PJOK context.

Table 1. Conceptual Comparison of Key Terms

Aspect	Physical Activity	Physical Education	School Sport
Definition	Any bodily movement resulting in energy expenditure	Structured educational process using movement as a medium	Organized and competitive sport activities in schools
Nature	Informal, spontaneous	Formal, curriculum-based	Semi-formal, competition-oriented
Objective	Health and fitness	Holistic development (cognitive, affective, psychomotor)	Performance and achievement
Pedagogical Basis	Not necessarily pedagogical	Strong pedagogical foundation	Limited pedagogical focus
Learning Context	Daily life activities	Classroom/school setting	Extracurricular or competition setting

The findings confirm that conceptual overlap often leads to pedagogical misalignment. For instance, when physical education is reduced to mere physical activity, the educational value—such as critical thinking, cooperation, and character development—is diminished. Similarly, equating school sport with physical education may result in an excessive focus on competition rather than inclusive learning experiences.

3.2 Implications for Sport Pedagogy

The distinction among these terminologies has direct implications for instructional practices. Recent studies emphasize that effective sport pedagogy requires intentional alignment between learning objectives, content selection, and teaching strategies [14]. Teachers who understand terminological differences are better positioned to design meaningful learning experiences rather than simply facilitating physical engagement. Moreover, contemporary pedagogical models—such as models-based practice and student-centered learning—highlight the importance of contextualizing movement activities within educational goals [15]. In this regard, physical education should not be limited to activity participation but should involve reflective learning processes that enhance students’ understanding of movement, health, and social interaction.

The results also indicate that terminological literacy contributes to improved instructional quality. Teachers with strong conceptual clarity are more capable of:

1. Designing inclusive and adaptive learning environments
2. Selecting appropriate teaching methods
3. Evaluating student learning outcomes comprehensively

This aligns with recent findings that teacher cognition and conceptual understanding significantly influence pedagogical effectiveness in physical education settings [16].

3.3 Conceptual Framework of Terminological Literacy in Sport Pedagogy

Based on the synthesis of findings, this study proposes a conceptual framework that positions **terminological literacy** as a central bridge between theoretical understanding and pedagogical implementation.

Terminological Literacy as a Bridge for Sport Pedagogy Implementation

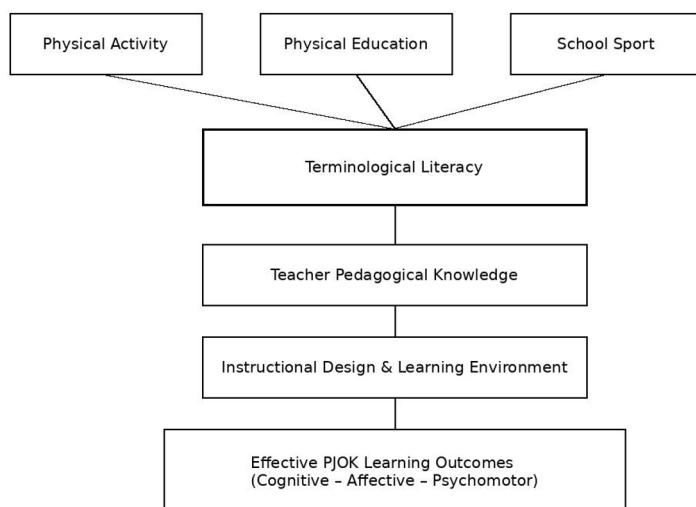


Fig. 1. Terminological Literacy as a Bridge for Sport Pedagogy Implementation in PJOK

3.4 Discussion

The findings reinforce the argument that terminological clarity is not merely a linguistic issue but a pedagogical necessity. Misinterpretation of key concepts may lead to fragmented teaching practices and reduced educational impact. In contrast, a well-grounded understanding enables teachers to integrate movement, knowledge, and values effectively.

Recent literature also suggests that the future of physical education lies in strengthening conceptual and pedagogical integration, particularly in developing countries where curriculum implementation often varies [17]. In the Indonesian PJOK

context, this implies the need for professional development programs that emphasize conceptual literacy alongside teaching skills.

Furthermore, integrating terminological literacy into teacher education can support curriculum alignment and improve learning outcomes. This is particularly important in the era of educational transformation, where physical education is expected to contribute not only to physical fitness but also to lifelong learning and well-being [18].

4 Conclusion and Implications

4.1 Conclusion

This study highlights that terminological clarity in *physical activity*, *physical education*, and *school sport* is fundamental to effective pedagogical practice in PJOK. Although these terms share a common basis in human movement, they differ in scope, purpose, and educational orientation. The findings demonstrate that misinterpretation of these concepts can lead to inconsistencies in instructional design, where teaching practices may prioritize physical engagement or competition over meaningful educational outcomes.

By synthesizing contemporary literature, this study confirms that *terminological literacy* serves as a critical bridge between theoretical understanding and pedagogical implementation. Teachers who possess a clear conceptual grasp of these distinctions are better equipped to design structured, inclusive, and goal-oriented learning experiences. Consequently, physical education can fulfill its broader mission of fostering holistic student development across cognitive, affective, and psychomotor domains.

Furthermore, the proposed conceptual framework reinforces the central role of terminological literacy in shaping teacher knowledge, instructional strategies, and learning environments. This alignment ultimately contributes to more effective and efficient achievement of PJOK learning objectives.

4.2 Implications

Theoretical Implications

This study contributes to the field of sport pedagogy by emphasizing the importance of conceptual and terminological precision as a foundation for educational practice. It extends existing discourse by positioning terminological literacy not merely as definitional knowledge, but as a pedagogical competence that influences how teaching and learning processes are structured. Future research may further explore the integration of terminological literacy within broader pedagogical models and curriculum frameworks.

Practical Implications

For practitioners, particularly PJOK teachers, the findings underscore the need to:

1. Differentiate clearly between physical activity, physical education, and school sport in lesson planning

2. Align instructional strategies with educational objectives rather than solely performance outcomes
3. Design learning environments that promote holistic student development
4. Apply appropriate teaching skills grounded in pedagogical principles

Teacher training and professional development programs should therefore incorporate explicit discussions on conceptual and terminological understanding to enhance instructional quality.

Policy Implications

At the institutional and policy level, curriculum developers and education stakeholders should ensure that official PJOK guidelines reflect clear conceptual distinctions among key terms. Strengthening terminological clarity within curriculum documents can support consistency in implementation across schools. Additionally, integrating this perspective into teacher education programs can improve the overall quality of physical education delivery.

Future Research Directions

Further empirical studies are recommended to examine the impact of terminological literacy on teaching effectiveness and student learning outcomes. Quantitative and mixed-method approaches may provide deeper insights into how conceptual understanding translates into classroom practice, particularly in diverse educational contexts.

Acknowledgments. The authors would like to express their sincere appreciation to Universitas Negeri Medan (UNIMED) for its institutional support in facilitating this study. Gratitude is also extended to colleagues and academic peers who provided valuable insights and constructive feedback throughout the research process. Their contributions have significantly enhanced the conceptual clarity and academic quality of this work.

Disclosure of Interests. The authors declare that there are no competing interests associated with this study. The research was conducted independently, without any financial or commercial relationships that could be interpreted as a potential conflict of interest.

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