

# The Impact of Physical Education on Enhancing the Mental Health of Students at SDN 3 Tungkal Ilir Banyuasin

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## Abstrak

Penelitian ini bertujuan untuk menganalisis peran Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK) dalam meningkatkan kesehatan mental siswa di SDN 3 Tungkal Ilir, Kabupaten Banyuasin. Metode penelitian yang digunakan adalah mixed-methods, yang menggabungkan pendekatan kuantitatif dan kualitatif. Data kuantitatif diperoleh melalui kuesioner yang mengukur frekuensi aktivitas fisik, suasana hati, tingkat kecemasan, dan kepercayaan diri siswa kelas IV–VI ( $N = 130$ ). Data kualitatif diperoleh melalui wawancara mendalam dengan 15 siswa dan 2 guru PJOK, serta pengamatan di kelas. Analisis data kuantitatif menggunakan statistik deskriptif dan regresi linier, sedangkan data kualitatif dianalisis secara tematik. Hasil menunjukkan bahwa frekuensi aktivitas PJOK yang lebih tinggi secara positif terkait dengan peningkatan suasana hati ( $r = 0.62, p < 0.01$ ) dan kepercayaan diri ( $r = 0.58, p < 0.01$ ), serta secara negatif terkait dengan tingkat kecemasan ( $r = -0.55, p < 0.01$ ). Integrasi aspek sosial-emosional dalam PJOK, didukung oleh bimbingan guru dan fasilitas yang memadai, meningkatkan kesehatan mental siswa, sementara batasan waktu, fasilitas yang tidak memadai, dan pelatihan guru yang terbatas menjadi hambatan. PJOK rutin dan terstruktur yang mencakup elemen-elemen ini dapat secara efektif meningkatkan kesejahteraan mental siswa sekolah dasar, dengan implikasi bagi kurikulum, pelatihan guru, dan penyediaan fasilitas.

**Kata kunci:** Kesehatan Mental, Sekolah Dasar, Aktivitas Fisik, Pembelajaran Sosial-Emosional.

## Abstract

This study seeks to examine the impact of Physical Education, Sports, and Health (PJOK) on enhancing students' mental health in SDN 3 Tungkal Ilir, Banyuasin Regency. The employed research methodology is mixed-methods, integrating both quantitative and qualitative methodologies. Quantitative data were collected by a questionnaire assessing the frequency of physical activity, mood, anxiety levels, and self-confidence among students in grades IV–VI ( $N = 130$ ). Qualitative data was acquired through comprehensive interviews with 15 students and 2 PJOK instructors, in addition to classroom observations. Quantitative data analysis use descriptive statistics and linear regression, whereas qualitative data is examined thematically. The findings indicated that increased frequency of PJOK activity correlated favorably with enhanced mood ( $r = 0.62, p < 0.01$ ) and confidence ( $r = 0.58, p < 0.01$ ), while exhibiting a negative correlation with anxiety levels ( $r = -0.55, p < 0.01$ ). The incorporation of social-emotional elements in PJOK, bolstered by teacher support and sufficient resources, improves students' mental health, but time constraints, inadequate facilities, and limited teacher training present obstacles. A systematic and organized PJOK program incorporating these components can significantly enhance the mental well-being of primary pupils, affecting curriculum design, educator training, and facility availability.

**Keywords:** Mental health, primary education, physical activity, social-emotional development.

## 1. INTRODUCTION

The mental health of primary school-aged children (6-12 years) is crucial for their psychological, social, and academic development. During this period, children commence the development of self-assurance, emotional control abilities, and more intricate social interactions (Wassenaar et al., 2019; Pennebaker et al., 2025; Dale et al., 2019). Recent studies indicate that elementary school children experience concerns regarding academic pressure, peer connections, and school performance, which, if handled, may precipitate long-term anxiety and stress. Madigan et al. (2023) demonstrate a rise in the incidence of anxiety and mild depression among elementary school kids in various Southeast Asian nations. The

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results demonstrate that elementary school-aged children are increasingly experiencing significant emotional suffering as a result of scholastic pressures and social contexts. This disease underscores the necessity for increased focus on pupils' mental health from an early age to prevent the escalation into more severe psychological disorders during adolescence (Wahdi et al., 2022; World Health Organization, 2025; Gul et al., 2025). Zhang and Chen (2023) concluded that organized physical activity in educational institutions significantly enhances mental health outcomes, including the reduction of anxiety and moderate depression in children. Physical education enhances students' physical fitness and significantly influences their psychological well-being. Arifya et al. (2025) assert that "physical education fosters students' socio-emotional development through organized physical activities that enhance emotional regulation, promote cooperation, and cultivate discipline, while also mitigating stress and anxiety, thereby positively influencing students' mental health".

School is the primary setting in which youngsters allocate the majority of their daytime hours (Ardliana et al., 2021; Rosenfeld, 2019; Pardede, 2020). Consequently, educational institutions bear significant responsibility for the entire development of students' potential, encompassing physical, social, emotional, and cerebral dimensions. Rahmawati and Sari (2022) assert that a healthy and supportive school atmosphere significantly influences students' psychological equilibrium, particularly through learning activities that promote social interaction and self-confidence. Furthermore, research by Putra et al. (2023) substantiates that educational institutions might serve as an effective platform for the implementation of promotive and preventative intervention programs aimed at enhancing students' mental well-being. Evidence demonstrated the influence of physical education on adolescent mental health and wellbeing, revealing significantly positive outcomes associated with interventions that included minor adjustments to standard offerings, such as the incorporation of teacher workshops and/or the application of curriculum models (Rocliffe et al., 2024; Jiao et al., 2025; Park, 2024). Educational institutions serve not only as venues for the dissemination of academic knowledge but also as environments for character development and the enhancement of students' emotional well-being (Yusuf et al., 2021; Akram et al., 2022; Mufti et al., 2019).

Educational institutions serve not only as venues for the dissemination of academic knowledge but also as environments for character development and the enhancement of students' emotional well-being (Kurniawan et al., 2024; Rasyid et al., 2021; Qassrawi et al., 2024). Through engaging and participatory education, kids can acquire emotional regulation skills, cultivate empathy, and establish constructive social relationships. Physical Education, Sports, and Health (PJOK) is a fundamental component of the curriculum that can directly facilitate this growth. Handayani and Wardiah (2021) assert that physical activities in educational settings contribute to enhancing mood and alleviating psychological stress via structured and pleasurable exercise. Physical education not only focuses on physical development but also enhances the psychological well-being of children. Physical education, sports, and health (PJOK) significantly contribute to the preservation of mental health and the enhancement of pupils' psychological well-being (Hanafi & Pristilia, 2025; Park, 2024; Hartanto et al., 2021).

According to Fu et al. (2025), "physical activity enhances multiple facets of mental health, such as anxiety, depression, stress, self-esteem, and social competence in typically developing children and adolescents." This aligns with the findings of a literature analysis indicating that "physical education significantly contributes to the mental health of students via physical activity, social interaction, and positive emotional development" (Yuliawan et al., 2025). Physical education is an effective pedagogical approach for enhancing the mental health of

primary school kids. Numerous prior research indicate that educational practices using scheduled physical activities might enhance students' mental health and emotional well-being through physical engagement, social interaction, and psychological support (Santoso & Rahayu, 2021). Nonetheless, some individuals perceive PJOK exclusively as a physical endeavor, encompassing activities like running, leaping, or gymnastics, which are solely focused on physical health. Numerous studies conducted over the past five years have demonstrated that PJOK has a dual impact, enhancing not just physical fitness but also fortifying psychological dimensions such as self-confidence, emotional regulation, and students' mental well-being. A global meta-analysis by Lee et al. (2022), supported by Zhang & Chen (2023), concluded that structured moderate- to high-intensity physical activity in schools can diminish anxiety and mild depression in elementary school-aged children.

The emphasis on the motor component of physical activity frequently fails to yield optimal benefits for the comprehensive development of students (Gallahue & Ozmun, 2019; Umar et al., 2023; Nurulita & Aziz, 2024). Education that emphasizes exclusively physical skills, neglecting emotional and social dimensions, can hinder pupils from acquiring essential qualities such as empathy, responsibility, and cooperation. Santoso and Rahayu (2022) assert that a balanced physical education approach, integrating movement mastery and character development, is more beneficial in enhancing students' psychological well-being. Consequently, PJOK educators must devise curricula that not only enhance physical fitness but also promote social connection and emotional growth among pupils.

Moreover, physical education significantly influences students' mental health by offering scheduled activities that enhance emotional well-being. Putra & Wardiah (2024) assert that "consistent engagement in physical activity correlates with diminished symptoms of anxiety, depression, and stress in school children, underscoring its protective function in fostering psychological well-being." These results underscore that effective physical education can mitigate the adverse psychological impacts frequently encountered by elementary school students. By promoting engagement in physical activities, schools can provide a significant avenue for enhancing students' mental health, developing emotional control, and cultivating a sense of community through social interactions during these activities. Social-emotional factors, including teamwork, leadership, self-regulation, and emotional regulation, have demonstrated significant mediating effects between physical activity and students' mental health. Research findings in Indonesia and other Asian nations indicate that PJOK programs incorporating social-emotional learning (SEL) components yield more substantial improvements in life satisfaction, feelings of safety at school, and students' capacity to manage emotional stress (Wijaya & Prasetyo, 2023; Lee & Chen, 2024). Consequently, comprehensively structured physical education serves not only to enhance physical fitness but also as a platform for cultivating mental health and positive character in primary school pupils.

Despite the recognized potential of PJOK for mental health, its application in practice frequently encounters numerous challenges. The challenges include inadequate sports facilities, insufficient emotional support from parents or educators, reduced or suboptimal implementation of physical education hours, and a deficiency in training for teachers to incorporate psychological elements into physical instruction. Moreover, student motivation is affected by the design of physical exercise. If it is tedious, less enjoyable, or excessively competitive without assistance, the impact on mental health can be significantly diminished. Every educational setting possesses distinct attributes: the physical environment, institutional culture, human resources, policies, and responses to student requirements. At SDN 3 Tungkal Ilir, there is a paucity of published studies empirically assessing the implementation of PJOK

and its effects on students' mental health. Are the amenities sufficient? What is the frequency of PJOK implementation? What are the perceptions of students and teachers regarding the influence of PJOK on students' psychological well-being? The responses to these inquiries are crucial for the formulation of contextual interventions.

A recent literature review indicates that the majority of research regarding the correlation between Physical Education, Sports, and Health (PJOK) and mental health predominantly centers on adolescent populations, particularly junior high and high school students. Currently, research investigating the effects of PJOK on the mental health of primary school-aged children, particularly in rural regions of Indonesia, remains exceedingly scarce. The elementary school time is crucial for establishing active living habits and fostering children's psychological well-being (Rahmawati & Handayani, 2022). This scenario indicates a study gap that must be addressed promptly to comprehend how the local context influences the efficacy of PJOK learning on students' mental dimensions. Much of the prior research predominantly employed a cross-sectional quantitative methodology that just delineated the correlations among variables, failing to explore the students' comprehensive experiences. This method has failed to encapsulate the emotional and social variables that emerge throughout the physical learning process in educational institutions. Hidayat and Sari (2023) assert that qualitative or mixed-methods research is essential to uncover the subjective opinions of students and teachers regarding learning experiences associated with mental health. This methodology enables researchers to comprehend contextual elements, like social support, intrinsic motivation, and educational settings that foster psychological well-being. Numerous prior research indicate that physical education substantially enhances students' mental and emotional well-being by promoting physical activity and social contact (Rajab & Kurniadi, 2025). Lee and Chen (2023) assert that participation in physical education classes positively impacts students' mental well-being by improving social adaptation, alleviating stress symptoms, and promoting emotional regulation through organized physical activity.

Consequently, research at SDN 3 Tungkal Ilir is crucial as it offers a comprehensive understanding of the actual application of PJOK in rural primary schools. This study aims to elucidate students' and instructors' perceptions of PJOK implementation through a blend of quantitative and qualitative methodologies, while also identifying elements that enhance or impede its impact on students' mental health. Putra and Wardiah (2024) assert that the integration of various methodologies yields not just quantitative data but also a narrative framework that enhances the comprehension of study findings.

This research aims to elucidate the impact of PJOK in enhancing the mental health of students at SDN 3 Tungkal Ilir, thereby providing a practical contribution to educational institutions and policymakers. Prior research, like that by Wibowo and Rahmawati (2024), indicates that a nurturing environment and organized physical activities substantially enhance students' mental health. The recommendations entail developing a PJOK curriculum that is more attuned to students' emotional needs, training teachers in emotional intelligence and supportive pedagogical strategies, and ensuring the availability of sufficient facilities to promote healthy and enjoyable physical activities. Furthermore, the findings of this study are anticipated to serve as a foundation for advocacy directed at local governments and the Education Office to incorporate mental health as a criterion for evaluating the effectiveness of the PJOK curriculum at the primary school level (Raja & Dewi, 2023).

## 2. METHOD

This study uses a mixed-methods methodology, which is a research approach that combines quantitative and qualitative methods in an integrated manner to obtain more comprehensive and in-depth results. Based on Sugiyono (2021), "Mixed methods research is an approach that combines both quantitative and qualitative methods in one study, to provide a more comprehensive understanding of a research problem." This approach was chosen because the role of Physical Education in improving students' mental health can not only be measured through statistical figures, but also needs to be understood through the subjective experiences and perceptions of the individuals involved in the learning process. According to Arikunto (2020), "In qualitative research, the aim is to understand the meaning behind the data, where the researcher becomes a key instrument in interpreting the context and experiences of the participants." Quantitative methods are used to obtain objective and measurable data, such as the frequency of PJOK activities, the level of student participation, and mental health scores based on standard instruments. Meanwhile, qualitative methods are used to explore a deeper understanding of how students and teachers interpret PJOK activities, including how these activities can help reduce stress, increase confidence, and strengthen social relationships between students (Neuman, 2019).

The location of this research is SDN 3 Tungkal Ilir, which is located in Banyuasin Regency, South Sumatra Province. This school was chosen because it represents the characteristics of elementary schools in rural areas with simple infrastructure conditions, but has great potential in the implementation of PJOK learning. The beautiful school environment and the socio-cultural community that upholds the value of togetherness are interesting contexts to examine the relationship between physical activity and students' mental health. According to Wibowo and Rahmawati (2023), research in rural areas is important because the physical and social environmental factors in areas like this often have a different influence on children's psychological development than schools in urban areas. Thus, research at SDN 3 Tungkal Ilir is expected to provide a real picture of how the implementation of physical education can play a role in supporting the mental well-being of students in rural elementary schools in Indonesia.

Participants in this study consisted of students in grades IV to VI with an age range of around 9 to 12 years, PJOK teachers, and principals at SDN 3 Tungkal Ilir. The total number of participants in the quantitative data collection was 130 students, representing the active student population at the school. Quantitative data were collected through questionnaires related to physical activity and student mental health indicators. Meanwhile, to explore the results of the quantitative findings, in-depth interviews were also conducted involving 15 students who were selected by purposive sampling, which is based on certain criteria such as the level of participation in PJOK learning and the variation in response to physical activities. In addition, 2 PJOK teachers were also interviewed to obtain professional views on the implementation of physical learning and its effect on students' psychological conditions. This approach allows researchers to gain a more holistic understanding—not only in terms of numbers, but also from the participants' direct experiences in the context of PJOK learning in elementary school.

The instruments and data collection can be seen in the table below.

**Table 1.** *Instruments and Data Collection in Research*

No.	Instruments	Intended Use	Measured/Observed Aspects	Data Collection Techniques	Subject / Participant
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1	Mental Health and Physical Activity Questionnaire	Measure students' psychological condition as well as their level of participation in physical activities at school	1. Anxiety scale 2. Stress Scale 3. Mood 4. Frequency and duration of physical activity at school	Distributed closed questionnaires with Likert scale	130 class students IV-VI
2	PJOK Class Observation	Assessing how PJOK learning is implemented in schools	- Students' physical activity patterns - Social interaction between students - Teacher involvement - Availability of sports facilities and facilities	Direct observation using structured observation sheets during PJOK activities	PJOK students and teachers
3	In-Depth Interviews	Gain subjective views and first-hand experience of the role of PJOK on mental health	1. Students' perceptions of the benefits of PJOK 2. Obstacles in participating in PJOK activities 3. Teachers' strategies in supporting students' mental health	Semi-structured interviews (face-to-face and recorded)	15 students and 2 PJOK teachers

Quantitative data in this study were obtained through the results of a questionnaire containing measurements of students' mental health (including levels of anxiety, stress, and mood) and the frequency of PJOK activities followed. The analysis was carried out using descriptive and inferential statistics. Descriptive statistics are used to describe data characteristics, such as mean, standard deviation, percentage, and frequency distribution, for example, the number of times students take PJOK in a week and average mental health scores. Furthermore, inferential statistical analysis is carried out to test the relationship or influence between variables. Simple linear regression is used to see the relationship between the frequency of PJOK activity (X) and mental health score (Y), while multivariate linear regression is used when there is more than one independent variable, such as PJOK frequency, activity intensity, and teacher support for students' mental health. The analysis process is carried out using statistical software such as SPSS or JASP with a significance level ( $\alpha$ ) = 0.05.

Meanwhile, qualitative data obtained from PJOK class interviews and observations were analyzed using a thematic analysis approach to gain an in-depth understanding of perceptions, experiences, and contextual factors that affect the role of PJOK on students' mental health. The analysis stage begins with the process of transcribing data from the results of the interview. The coding process is carried out to mark important relevant parts, such as themes about teacher support, feelings of happiness, or facility constraints. The codes that have similarities are then grouped into several major themes, including students' perception of the benefits of PJOK, social support, sports facilities and infrastructure, and implementation barriers. Furthermore, the themes were interpreted in depth to understand how physical education contributes to students' psychological well-being, by including direct excerpts from the interview results as supporting evidence for the research findings.

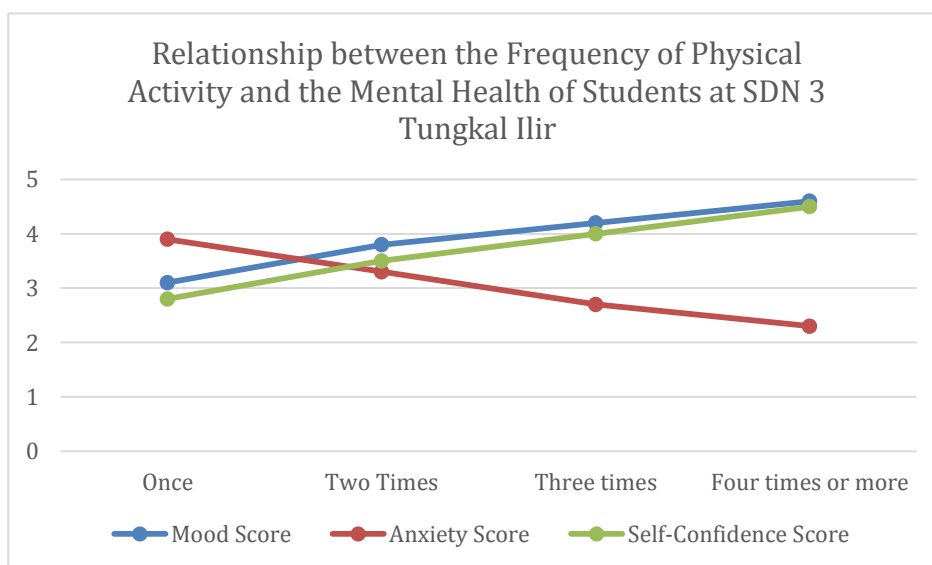
### 3. RESULT AND DISCUSSION

This section presents the results of research on the relationship between the frequency of physical activity in PJOK subjects and student mental health indicators, which include mood, anxiety levels, and self-confidence. Data were obtained through the distribution of questionnaires to 130 students in grades IV to VI of SDN 3 Tungkal Ilir and analyzed using descriptive statistics to describe the general tendency of each research variable.

**Table 2.** *The Relationship between Frequency of Physical Activity and Mental Health of Students of SDN 3 Tungkal Ilir (N = 130)*

Frequency of Physical Activity per Week	Number of Students (n)	Mood Score (1–5)	Anxiety Score (1–5)	Confidence Score (1–5)
1 time	25	3.1	3.9	2.8
2 times	48	3.8	3.3	3.5
3 times	41	4.2	2.7	4.0
≥ 4 times	16	4.6	2.3	4.5
Overall average	130	3.9	3.1	3.7

The results of the descriptive analysis showed that the more often students participated in physical activities, the more positive the mental health indicators were. Students who took PJOK three or more times per week had higher mood scores (average 4.2–4.6) and lower anxiety levels (average 2.3–2.7) than students who only took PJOK once a week. In addition, confidence scores also increased along with the frequency of physical activity, indicating a positive psychological effect of active participation in PJOK learning.



**Figure 1.** *Diagram of the Relationship between Physical Activity and Mental Health of Students of SDN 3 Tungkal Ilir*

Research by Handayani and Wardiah (2023) shows that physical activity at school plays an important role in improving students' psychological well-being by reducing psychological stress and improving their mood. The results of a simple linear regression test showed that the frequency of physical activity had a significant positive relationship with mood ( $r = 0.62$ ,  $p < 0.01$ ) and self-confidence ( $r = 0.58$ ,  $p < 0.01$ ), as well as a significant negative relationship with anxiety levels ( $r = -0.55$ ,  $p < 0.01$ ). Thus, it can be concluded that routine and structured physical activities at school contribute significantly to improving the mental health of SDN 3 Tungkal Ilir students. presents evidence linking school-based physical activity to improvements in students' mental health, which aligns well with Zhang and Chen's (2023) findings. Zhang and Chen discuss how school-based physical activity programs positively affect mental health outcomes in children. In their study, they emphasize the role of structured and regular physical activity in reducing anxiety and depression, similar to the findings in your document, where physical activity is shown to have a significant positive relationship with mood and a negative relationship with anxiety.

The results of the study show that the integration of social-emotional aspects in PJOK, such as teamwork, group games, and reflection after activities, is able to strengthen the positive effects on students' mental health. These findings were obtained from qualitative data, namely the results of in-depth interviews with PJOK students and teachers as well as classroom observations. From the interviews, students said that group activities made them feel more confident, happy, and able to control their emotions. At the same time, the teacher emphasized the importance of paying attention to students' psychological state during learning. Classroom observations support this, showing that an inclusive and motivating learning environment, supported by adequate basic sports facilities, encourages active student participation and creates a comfortable learning atmosphere. Thus, these two data sources together confirm that the combination of structured physical activity and attention to social-emotional aspects significantly contributes to improved students' mental health.

In addition to supporting factors, the study also identified several obstacles in the implementation of PJOK that have an impact on its effectiveness on students' mental health. These findings were obtained from interviews with teachers and students as well as classroom observations. The teacher explained that one of the main obstacles is the PJOK learning time, which is often used for non-physical activities, such as administrative preparations or other activities, so that the duration of physical exercise is limited. Students also said that the available facilities are still incomplete, such as limited changing rooms, minimal sports equipment, and inadequate fields, thus reducing their comfort and motivation to participate. In addition, PJOK teachers admitted that training related to mental health aspects is still minimal, so they have difficulty in integrating strategies to support students' psychological well-being optimally. These barriers confirm that the effectiveness of PJOK is not only influenced by the learning program, but also by contextual factors related to teacher time, facilities, and capacity.

The results of this study show that the frequency and quality of routine and structured PJOK activities are positively associated with improved students' mental health, including better mood, lower anxiety levels, and increased self-confidence. These findings are in line with the theory of physical activity and mental health put forward by Biddle et al. (2019), which state that participation in regular physical activity can improve mood, reduce stress, and strengthen psychological coping mechanisms and This is in line with the WHO (2020) guidelines, which state that "schools should implement structured and planned activities that promote students' mental health, including physical education programs that not only improve physical fitness

but also contribute to emotional well-being through social interaction and character building." The quantitative data of this study support this theory, because students who participated in PJOK three or more times per week showed better mental health scores compared to students with lower frequency. Linear regression analysis also showed a significant relationship between the frequency of CHD and mental health indicators, corroborating evidence that physical activity in school can be an effective strategy to support children's psychological well-being.

In addition, the results of interviews and observations showed that the integration of social-emotional aspects in PJOK, such as teamwork, group games, and reflection after activities, reinforced the positive effects on students' mental health. This supports the social-emotional learning (SEL) theory put forward by Durlak et al. (2011), where learning that develops social and emotional skills can increase self-confidence, emotion regulation ability, and the quality of interpersonal relationships. In the context of this study, PJOK activities designed collaboratively not only improve physical fitness but also provide space for students to learn to manage emotions, work together, and feel social success, thus creating a more holistic psychological impact. Physical education that balances movement mastery and character building will be more effective in improving students' psychological well-being." (Santoso & Rahayu, 2022)

However, this study also found several obstacles that affect the effectiveness of PJOK, such as limited learning time, incomplete sports facilities, and a lack of teacher training related to mental health. These barriers are in line with the ecological model theory of health behavior (Bronfenbrenner, 1979), which emphasizes that health behaviors and outcomes are influenced by interactions between individuals, the social environment, and contextual factors. This means that although physical activity has great potential to improve mental health, the success of its implementation is still influenced by teacher support, the availability of facilities, and school policies that allow for optimal PJOK learning time.

Overall, the findings of this study confirm that PJOK in elementary schools not only serves as a means of improving physical fitness but also as a promotive intervention for students' mental health, especially when social-emotional aspects are integrated into the learning process. This is in accordance with the view of the WHO (2020) that school is a strategic environment to promote children's mental well-being, and a structured physical learning program can be one of the effective strategies in achieving this. This study emphasizes the importance of curriculum planning, teacher training, and the provision of adequate facilities so that PJOK can provide optimal benefits both physically and psychologically for students.

#### **4. CONCLUSION**

Based on the results of research on the role of Physical Education, Sports, and Health (PJOK) in improving the mental health of SDN 3 Tungkal Ilir students, it can be concluded as follows:

1. Regular and structured PJOK activities are positively related to students' mental health, shown by improved mood, decreased anxiety levels, and increased confidence. The more often students participate in PJOK, the greater the positive impact on psychological well-being.
2. The integration of social-emotional aspects in PJOK activities, such as teamwork, group games, and reflection after activities, strengthens the positive effects on mental health. This shows that PJOK not only functions for physical fitness, but also as a means of developing students' social and emotional skills.

3. The main supporting factors include teacher support that is sensitive to students' psychological conditions, an inclusive and motivating classroom environment, and the availability of basic sports facilities. These factors increase the effectiveness of PJOK in supporting students' mental health.
4. The obstacles found include PJOK learning time, which is often used for non-physical activities, incomplete facilities, and a lack of teacher training in mental health aspects. This obstacle needs to be considered so that the PJOK program can provide optimal benefits.

Thus, PJOK in elementary schools can play a role as an effective strategy in improving students' mental health, especially if supported by proper curriculum planning, strengthening social-emotional aspects, teacher attention, and providing adequate facilities.

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