

PJOK Teachers' Strategies to Improve Education Reports Through Literacy Integration at SMP Negeri 2 Proppo

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Abstract. This study examined PJOK (Physical Education, Sport, and Health) teacher strategies at SMP Negeri 2 Proppo for improving education reports through the integration of literacy in learning. Using a descriptive qualitative approach, the study involved nine informants, including the principal, PJOK teachers, and students, with data collected through interviews, observations, and documentation. Findings indicate that PJOK teachers implemented structured strategies encompassing the planning, implementation, and evaluation of learning, emphasizing reading literacy (understanding instructions, rules, health articles), writing literacy (activity reports, fitness plans, reflections), numeracy literacy (performance data analysis, BMI calculation), and digital literacy (using fitness applications, online information seeking). Supporting factors included principal support and resource availability, while obstacles included limited time allocation and the need for enhanced pedagogical skills. This study offers insight into cross-curricular literacy implementation by positioning PJOK as a strategic arena for holistic literacy development, with potential to enhance students' physical, cognitive, and socio-emotional abilities.

Keywords: Teacher Strategy, Learning Literacy, Physical Education, Education Report, Curriculum Integration

1 Introduction

Physical Education, Sport, and Health (PJOK) plays a fundamental role in the holistic development of students within the school environment. This field of study is no longer viewed merely as a means of sharpening motor skills and physical fitness, but has shifted toward character building and the comprehensive enhancement of student literacy [1]. This paradigm shift requires PJOK teachers to transform from mere technical trainers into literacy facilitators capable of instilling the values of healthy living habits, collaboration, and critical thinking through physical activity [2]. The concept of physical literacy underlies students' motivation, self-confidence, physical competence, and intellectual understanding needed to actively participate in physical activities throughout life. The orientation of modern PJOK learning fundamentally rests on a student-centered learning approach, so that the teaching process can fully accommodate the cultural diversity and unique potential of each individual [3].

Although education policy direction emphasizes the strengthening of literacy and character, field facts show significant obstacles in its implementation in PJOK classrooms. Many PJOK teachers still focus solely on achieving physical dexterity and neglect the literacy dimension mandated in the national curriculum. This gap directly affects schools' Education Report

achievements, where literacy indicators are often regarded as the exclusive domain of language or science subjects, even though PJOK has great potential to internalize them. In addition, limited pedagogical understanding and teachers' low technical skills in integrating digital media and innovative methods worsen the stagnation of learning quality [4]. As a result, PJOK learning often becomes monotonous, is less adaptive to 21st-century needs, and has not yet optimally boosted the collective achievement of the Education Report.

Efforts to overcome these obstacles are supported by various theoretical and conceptual foundations regarding the effectiveness of innovative learning models in PJOK. The use of learning strategies based on local wisdom, such as traditional games, has been shown to substantively increase learning interest, active engagement, and students' motor learning outcomes [5]. In addition, the integration of pedagogical technology—such as the use of the interactive medium Kahoot—has become a crucial instrument in building students' conceptual understanding and digital literacy amid the era of Industrial Revolution 4.0 [6]. Physical literacy theory holds that mastery of health knowledge and physical activity, combined with contextual learning, can maximize students' overall learning outcomes [7]. Teachers' appropriate choice of literacy-based learning models becomes the key factor in linking routine physical activity with the improvement of students' cognitive abilities and character.

Various previous studies have documented the important role of educators and media in PJOK teaching. Research by Yuwono [8] and Setijono et al. [9] confirms that teacher competence is a determining factor in the success of directing the process and achieving learning objectives in the classroom. Meanwhile, studies by Makalalag et al. [4] and Kurniawan [6] specifically evaluate teachers' level of digital literacy and the technical challenges in adopting learning technology. On the other hand, research by Syafriadi et al. [5] and Royan et al. [3] focuses on the application of traditional game media and student-centered approaches to boost physical learning mastery. Broadly speaking, the current literature mapping shows that most previous studies place the variables of literacy, learning media, or physical dexterity as elements examined separately or in isolation from one another.

From a review of previous studies, a genuine research gap emerges. No research has yet specifically and comprehensively examined how PJOK teachers' strategies for holistically integrating learning literacy directly affect the improvement of literacy indicators in the Education Report. Existing literature generally treats literacy merely as an individual student cognitive ability without discussing the instructional integration mechanisms carried out by PJOK teachers in the context of school quality evaluation. In addition, there has not been much research linking the synthesis of physical-literacy-based pedagogical strategies with Education Report achievement at the junior secondary school level, particularly in regions with characteristics such as Pamekasan Regency. The absence of a clear integration model leaves PJOK teachers lacking a practical reference for contributing to school education quality indicators.

To fill this gap in the literature, this study aims to identify, analyze, and formulate the strategies applied by PJOK teachers at SMP Negeri 2 Proppo, Pamekasan Regency, in integrating learning literacy, and to analyze their contribution to improving Education Report indicators. The novelty of this study lies in the construction of a holistic integration model that positions literacy-based PJOK learning practice as a predictive mechanism for improving Education Report indicators, rather than merely examining separate variables. Theoretically, this study enriches the literature on the integration of physical and digital literacy in PJOK learning. Practically, the results of this study provide practical guidance for PJOK teachers and school policymakers in designing teacher professional development programs and effective curricula to sustainably boost education quality.

2 Method

This study uses a qualitative approach with an instrumental case study design to analyze PJOK teachers' strategies for integrating learning literacy at SMP Negeri 2 Proppo, Pamekasan Regency. The qualitative approach was chosen because it allows for an in-depth exploration of the complex phenomenon of how PJOK teachers design and implement literacy-based learning and its impact on literacy indicators in the Education Report [8]. The instrumental case study design focuses on one specific case at SMP Negeri 2 Proppo to gain a broader understanding of the issue of integrating learning literacy. This approach is relevant for understanding the teacher's role in directing the learning process to achieve designed educational goals [9].

2.1 Research Subjects

The subjects of this study were nine PJOK teachers at SMP Negeri 2 Proppo, Pamekasan Regency. The researcher selected subjects through purposive sampling, namely selecting informants based on criteria relevant to the research focus. Selection criteria included PJOK teachers who actively teach, have experience integrating literacy into learning, and are willing to serve as informants in the study. Teachers' readiness to integrate literacy is an important determinant of successful curriculum implementation [10]. A total of nine informants was considered adequate to reach data saturation, where no new information emerged from adding further informants.

2.2 Data Collection Techniques

Data collection was carried out through three main techniques: in-depth interviews, observation, and documentation. Semi-structured in-depth interviews were conducted with the nine PJOK teachers to explore their perceptions, experiences, and strategies used in integrating learning literacy. Interview questions covered aspects of planning, implementation, evaluation, and the challenges faced by teachers [8]. Observations were conducted during the PJOK learning process in the classroom to directly observe the implementation of the literacy strategies applied by teachers. Observation sheets were used to record teacher and student activities, classroom interactions, and the use of learning media [4].

Documentation was collected from Lesson Plans (RPP), teaching materials, and Education Report data related to students' literacy indicators at SMP Negeri 2 Proppo. These documents provide a concrete picture of the literacy integration and the results achieved [11].

2.3 Data Analysis Techniques

Data analysis was carried out manually using the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing. Data reduction involves the process of selecting, focusing attention on, simplifying, abstracting, and transforming raw data that emerges from field notes, interview transcripts, and documents. The reduced data is then presented in the form of narratives, matrices, or diagrams to facilitate understanding of the patterns and themes that emerge. Conclusions were drawn gradually and verified throughout the analysis process, comparing findings from various data sources to build a comprehensive understanding. This process enabled the identification of PJOK teachers' strategies for integrating learning literacy that support the improvement of literacy indicators in the Education Report [12].

2.4 Data Validity

The validity of the data in this qualitative study was ensured through source triangulation, method triangulation, and member checking. The researcher conducted source triangulation by comparing information obtained from teacher interviews, classroom observations, and Education Report documents. Method triangulation involved the use of various data collection techniques to verify the consistency of findings. Member checking was conducted by validating the data interpretation with informants to ensure that the research findings matched their perspectives. These steps are important for increasing the credibility and trustworthiness of the research results. Teachers' understanding of the concept of literacy and its application in learning is very important for achieving maximum student learning outcomes [7].

3 Results

3.1 General Overview of the Research Location

SMP Negeri 2 Proppo, Pamekasan Regency, is one of the junior secondary education institutions strategically located in the area. This school plays an important role in providing basic education for the surrounding community, with a focus on students' academic and non-academic development. The school's vision generally emphasizes shaping students who are of good character, high-achieving, and have strong literacy awareness, in line with the demands of the national curriculum. The school's organizational structure involves the principal, the vice-principal for curriculum affairs, and subject teachers, including the nine PJOK teachers who are the main subjects of this study. The general condition of school facilities supports various learning activities, although challenges related to facilities and infrastructure are still found in several aspects.

School programs actively encourage the improvement of learning quality, including initiatives to integrate various types of literacy into every subject. The selection of SMP Negeri 2 Proppo as the research location was based on the school's commitment to supporting literacy programs as well as the willingness of the PJOK teachers to participate in this study.

Table 1. Profile of Research Informants

No.	Informant Name	Position	Years Teaching PJOK	Latest Education
1.	Informant 1	Principal	56	Master's in Educational Management
2.	Informant 2	Student Affairs Coordinator	47	Bachelor's in Guidance and Counseling
3.	Informant 3	PJOK Teacher	45	Bachelor's in Sports Education
4.	Informant 4	Grade 7 Student	13	Junior Secondary School
5.	Informant 5	Grade 7 Student	13	Junior Secondary School
6.	Informant 6	Grade 8 Student	14	Junior Secondary School
7.	Informant 7	Grade 8 Student	14	Junior Secondary School
8.	Informant 8	Grade 9 Student	15	Junior Secondary School
9.	Informant 9	Grade 9 Student	15	Junior Secondary School

3.2 PJOK Teacher Strategies for Integrating Learning Literacy

Learning Planning. The learning planning carried out by PJOK teachers at SMP Negeri 2 Proppo shows a systematic effort to integrate literacy. The teachers formulate learning objectives that focus not only on physical skills, but also on developing understanding of instructions, game rules, and health concepts. The selection of teaching materials takes into account their potential to develop reading, writing, numeracy, and digital literacy, in accordance with curriculum guidelines. The design of learning activities often involves tasks that require students to read sport-related texts, write reports, or analyze performance data. PJOK teachers also strive to create learning scenarios that allow students to discuss and interpret information, so that literacy becomes an integral part of every session. This planning process reflects teachers' awareness of the importance of literacy in supporting the achievement of broader educational goals.

Learning Implementation. The implementation of PJOK learning at SMP Negeri 2 Proppo shows variation in methods and use of media to support literacy. Teachers use group discussion methods to analyze game strategies, which indirectly trains students' reading and speaking literacy. The use of learning media, such as tutorial videos or health infographics, helps students understand material visually and develop their digital literacy. Classroom interaction is encouraged to create a collaborative environment, where students can share ideas and provide feedback, thereby improving their communication and social literacy skills. Some teachers also integrate modified traditional games, asking students to read and understand the new rules, as well as write reflections on their experiences [5]. Students' responses to this literacy approach were generally positive, showing increased learning interest and active participation in cognitively challenging activities.

Learning Evaluation. The learning evaluation carried out by PJOK teachers covers the assessment of students' literacy aspects and the effectiveness of the strategies applied. Teachers assess students' understanding of written instructions, their ability to compile physical activity reports, and the accuracy of their performance data analysis. This assessment is not limited to the cognitive aspect but also includes students' ability to apply literacy knowledge in practical contexts. Teachers regularly evaluate the effectiveness of the strategies used through direct observation and feedback from students [13]. The evaluation results are then used as a basis for adjusting subsequent planning and implementation of learning. Observed changes in students' learning behavior include increased independence in seeking information and an improved ability to articulate their understanding.

3.3 Implementation of PJOK Teacher Strategies for Integrating Learning Literacy

Reading Literacy. The implementation of reading literacy in PJOK learning at SMP Negeri 2 Proppo is visible through various activities. PJOK teachers carry out activities that develop understanding of training instructions, game rules, and relevant health articles. Students are often asked to read and interpret diagrams or infographics about body anatomy or particular sports techniques. Group discussions about these texts help students deepen their understanding and develop critical thinking skills. Teachers also provide supplementary reading materials related to sports history or nutrition to broaden students' insight. These activities aim to ensure that students not only perform physical movements but also understand the theoretical basis and context behind them.

Writing Literacy. The development of writing literacy is integrated through tasks relevant to physical activity. PJOK teachers carry out activities that develop students' ability to create daily or weekly physical activity reports. Students are also trained to develop personal fitness plans, including goals, types of exercise, and progress evaluation. Writing reflections after playing a game or completing an exercise is also part of this strategy, encouraging students to analyze their experiences. These tasks help students organize their thoughts, present information systematically, and use appropriate vocabulary in the context of PJOK. This writing ability supports the development of written communication skills that are important for students.

Numeracy Literacy. Numeracy literacy is integrated by asking students to analyze performance data and health statistics. PJOK teachers carry out activities that develop students' ability to calculate maximum heart rate, calculate body mass index (BMI), or analyze running speed. Students are also invited to interpret graphs or tables showing the development of their fitness or sports statistical data. The use of stopwatches or other measuring devices in PJOK practice directly involves numerical calculation and analysis. These activities train students to use mathematical concepts in real-life contexts, particularly those related to health and physical fitness.

Digital Literacy. Digital literacy is integrated through the use of technology in PJOK learning. PJOK teachers carry out activities that develop the use of fitness applications, seeking health information from trusted online sources, or creating digital presentations on sports topics [6]. Students are taught how to evaluate the reliability of information found on the internet and use software to record or analyze their performance. The use of social media or online collaboration platforms to share projects or discussion results is also part of this strategy. This use of technology prepares students to face the challenges of the digital era and improves their ability to learn independently.

3.4 Supporting and Inhibiting Factors of PJOK Teacher Strategies

Supporting Factors. Several factors support the success of PJOK teachers' strategies for integrating learning literacy. Support from the principal and the vice-principal for curriculum affairs is an important aspect, evident from school policies that encourage literacy programs. The availability of resources such as reference books, internet access, and adequate sports facilities also facilitates strategy implementation. Collaboration among PJOK teachers in sharing ideas and best practices further strengthens literacy integration efforts. Students' enthusiasm and motivation toward innovative PJOK learning are also a major driver. Support from the education office through training and the provision of teaching materials also contributes positively to the success of this program.

Inhibiting Factors. Despite these supporting factors, PJOK teachers also face a number of challenges or obstacles in integrating learning literacy. Limited time allocation for PJOK lesson hours is often an obstacle to conducting in-depth literacy activities. The lack of specific supporting facilities for literacy, such as a mini library in the sports area or adequate digital devices, is also a constraint. Some teachers still need to improve their technical skills and deeper understanding of pedagogically integrating digital literacy [14]. Differences in students' initial literacy levels also require teachers to carry out more complex differentiated learning. Overcoming these obstacles requires sustained effort from teachers and support from various parties.

The Teacher's Role as a Literacy Facilitator. The role of the PJOK teacher is not only as a physical instructor, but also as a facilitator who directs students to actively engage in the literacy learning process [9]. Teachers must systematically design learning experiences that encourage students to think critically, analyze information, and articulate their understanding [15]. PJOK teachers shift their focus from knowledge transmission to creating an environment that facilitates exploration and the construction of meaning by students. This approach is in line with pedagogical principles that emphasize the role of students as active agents in constructing their own knowledge.

In this context, PJOK teachers practice a learning model that positions students as subjects with agency and initiative. An equal teacher-student power relationship is an ideal condition, so that learning objectives can be achieved without pressure that restricts students' potential [16]. Teachers need to ensure that every student feels comfortable asking questions, expressing opinions, and voicing their ideas, which is an important prerequisite for holistic literacy development. Creating an inclusive and participatory classroom climate is key to the success of literacy integration in PJOK.

Cross-Disciplinary Collaboration. The integration of literacy in PJOK learning can be strengthened through collaboration with teachers of other subjects. For example, PJOK teachers can work with Indonesian language teachers to develop students' ability to write good physical activity reports, or with mathematics teachers to analyze performance data more deeply. This interdisciplinary approach helps students see the relevance of literacy in various life contexts and strengthens their holistic understanding [11]. Cross-disciplinary collaboration also opens opportunities for teachers to share strategies and resources, enriching the teaching methods used.

4 Discussion

4.1 PJOK Teacher Strategies for Integrating Learning Literacy

This study identifies PJOK teachers' strategies at SMP Negeri 2 Proppo for integrating learning literacy, covering planning, implementation, and evaluation. The teachers not only focus on developing physical skills but also systematically incorporate literacy into every stage of learning. This approach aligns with the view that Physical Education, Sport, and Health (PJOK) plays a fundamental role in students' holistic development and the formation of comprehensive character and literacy [1]. The quality of learning continues to improve along with the times, and teachers hold a central role in directing the process and objectives of classroom learning [9].

The learning planning carried out by PJOK teachers at SMP Negeri 2 Proppo clearly shows an effort toward literacy integration. They formulate objectives that go beyond the physical aspect, also centering on understanding instructions, rules, and health concepts. The selection of teaching materials is considered based on its potential to develop reading, writing, numeracy, and digital literacy, in accordance with applicable curriculum guidelines. The design of learning activities often involves tasks requiring students to read sport-related texts, write reports, or analyze individual performance data. This planning process reflects teachers' awareness of the importance of literacy in supporting the achievement of broader educational goals, in line with PJOK teachers' need to strengthen their competence in designing learning based on physical literacy and student character [2].

The implementation of learning in the field shows variation in methods and use of media that support the strengthening of literacy. Teachers use group discussion methods to analyze game strategies, which indirectly trains students' reading and speaking literacy. The use of learning media, such as tutorial videos or health infographics, helps students understand material visually and develop their digital literacy. Classroom interaction is encouraged to create a collaborative environment, which improves students' communication and social literacy skills. Students' positive responses to this literacy approach show increased learning interest and active participation in cognitively challenging activities, particularly through the integration of traditional games, which can significantly increase student learning interest [5]. Learning orientation should not be teacher-centered but rather student-centered, and delivered in an engaging and enjoyable manner [3].

Learning evaluation covers the assessment of students' literacy aspects and the effectiveness of the strategies applied by teachers. Teachers assess students' understanding of written instructions, their ability to compile physical activity reports, and the accuracy of their performance data analysis. This assessment is not limited to the cognitive aspect but also includes students' ability to apply literacy knowledge in practical contexts. Teachers regularly evaluate the effectiveness of their strategies through direct observation and student feedback [13]. The evaluation results are used as a basis for adjusting subsequent planning and implementation of learning, an essential cycle for achieving maximum student learning outcomes, especially when educators are able to select and apply learning models and methods that comprehensively improve literacy ability [7].

4.2 Implementation of PJOK Teacher Strategies for Integrating Learning Literacy

The implementation of PJOK teachers' strategies for integrating learning literacy at SMP Negeri 2 Proppo takes various forms, covering reading, writing, numeracy, and digital literacy. Each type of literacy is integrated through specific activities designed to enrich students' learning experience. This integration aligns with the goal of physical education to develop the whole student, not merely sports skills alone [3].

Reading literacy is applied through activities that develop understanding of training instructions, game rules, and relevant health articles. Students are often asked to read and interpret diagrams or infographics about body anatomy or particular sports techniques. Group discussions about these texts help students deepen their understanding, develop critical thinking skills, and broaden their insight. These activities ensure that students not only perform physical movements but also understand the theoretical basis and context behind them.

The development of writing literacy is integrated through activities asking students to create physical activity reports and develop fitness plans. Students are trained to communicate their understanding of sports principles, health benefits, and personal experiences in structured written form. This practice encourages students to reflect on the physical activities they have done, identify progress, and independently design fitness goals. Teachers also encourage students to write reflections after integrating traditional games into PJOK practical learning [5].

Numeracy literacy is developed through activities analyzing performance data and health statistics. Students learn to interpret figures related to heart rate, exercise duration, or achievement of fitness targets. They also compare individual data with group standards or personal goals, thereby improving their ability to make data-based decisions. This ability is very useful for every student, since scientific literacy—understood as an understanding of science, its processes, and its application in society—is important for decision-making [7].

Digital literacy is integrated through the use of digital technology in PJOK learning. Teachers use tutorial videos, fitness applications, or online platforms to present material and

support student activities. This integration helps students develop skills in searching for information, evaluating digital content, and participating safely in online learning environments. Teachers show a high awareness of the importance of digital literacy, although they face challenges in integrating this concept due to a lack of technical skills [8]. Teachers need to be able to integrate technology pedagogically so that learning becomes more effective and suited to students' needs [4].

4.3 Supporting and Inhibiting Factors of PJOK Teacher Strategies

PJOK teachers' strategies for integrating learning literacy at SMP Negeri 2 Proppo are influenced by various supporting and inhibiting factors. Identifying these factors is crucial for understanding the dynamics of literacy implementation in the school environment and for designing more effective interventions. Teachers' readiness to integrate numeracy literacy or other types of literacy is a critical determinant of successful curriculum implementation [10].

The main supporting factors include the school's commitment and the willingness of PJOK teachers to participate in this study and in literacy programs. Support from the principal and colleagues also facilitates teachers in designing and implementing literacy-based learning. As educators, teachers play a very important role in directing the process and objectives of classroom learning, making support for improving their competence crucial [15]. Students' positive response to the innovative literacy approach is also a driving factor. The high level of student interest shown, for example when traditional games are integrated, can motivate teachers to continue developing their strategies [5].

The inhibiting factors faced by PJOK teachers include limited facilities and infrastructure relevant to digital-literacy-based learning. Challenges arise from a lack of technical skills and understanding of technology use among some teachers in integrating digital literacy concepts. Teachers' limited understanding of the Kahoot learning medium, for example, indicates a need for support [6]. Some teachers still require support to optimize the use of digital learning media [14]. Teachers attempt to overcome these obstacles by seeking additional training and collaborating with fellow teachers [8], demonstrating the professionalism expected in the digital era.

Limited time allocation for the subject and administrative workload can also hinder teachers' efforts to design and carry out more in-depth literacy activities. A lack of physical activity can result in a decline in capacity, not only among students but also among educators, requiring the strengthening of literacy competence [9]. Sustained mentoring is needed to improve teachers' understanding of digital literacy and their ability to develop learning tools that integrate this aspect [17]. Overcoming these obstacles requires collaboration among teachers, the school, and the education office to provide adequate resources and training. PJOK teachers play an important role in internalizing character values and healthy living habits through physical activity, making support for developing their literacy competence essential [2].

4.4 The Role of Literacy in Shaping Students' Holistic Character

The integration of literacy in PJOK learning has significant implications for shaping students' holistic character, beyond mere physical development. Through understanding game instructions, students not only learn the rules but also develop discipline and sportsmanship. The ability to analyze health articles encourages critical thinking and awareness of responsibility for one's own health, in line with the concept of "love to learn," which is crucial in character formation [18]. This process enriches the learning experience with cognitive and affective dimensions, leading students to a deeper understanding of themselves and their environment.

The development of writing literacy, such as physical activity reports or fitness plans, fosters independence and organizational skills. Students learn to articulate goals, reflect on progress, and plan future actions, which are essential life skills. This activity strengthens students' capacity to internalize character values through personal reflection on their physical experiences [2]. The ability to communicate ideas clearly and in a structured way also supports the development of self-confidence and presentation skills, which are important aspects of social interaction.

4.5 Challenges of Curriculum Adaptation and Pedagogical Innovation

The integration of literacy in PJOK demands progressive curriculum adaptation and sustained pedagogical innovation from teachers. Designing activities that integrate literacy requires a deep understanding of PJOK competency standards and expected literacy indicators. Alignment between physical and literacy learning objectives is key so that learning does not feel disjointed or burdensome for students [3]. Teachers need to develop creativity in selecting materials and methods that can naturally and meaningfully connect these two domains.

The use of traditional games as a practical teaching method is one effective innovation for increasing learning interest and supporting literacy integration [5]. This approach shows that innovation does not always mean relying on advanced technology, but can also involve utilizing pedagogically relevant cultural heritage. PJOK teachers must continue to seek other innovative strategies suited to the local context and students' needs, so that literacy learning becomes more dynamic and enjoyable. The development of such strategies depends heavily on teachers' professionalism and willingness to adapt to the demands of the modern curriculum.

4.6 Implications for Improving Literacy Indicators in the Education Report

Improving literacy indicators in the Education Report is the ultimate goal of this integration strategy, which requires ongoing evaluation. Teachers' ability to assess student literacy and evaluate the effectiveness of the strategies applied is crucial. A comprehensive evaluation system must be able to capture students' progress in reading, writing, numeracy, and digital literacy specifically within the context of PJOK, not only in terms of final outcomes but also in terms of process.

Data from the Education Report can serve as valuable feedback for teachers to adjust and refine their strategies. An improvement in indicators shows successful integration, while stagnation or decline requires in-depth analysis of the contributing factors. Teachers' readiness to integrate various types of literacy is an important determinant of successful curriculum implementation, which in turn will be reflected in improved education reports [10]. The Education Report functions as both an accountability tool and a guide for ongoing improvement in learning practice.

5 Conclusion

This study examines in depth the strategies of Physical Education, Sport, and Health (PJOK) teachers in integrating learning literacy at SMP Negeri 2 Proppo, Pamekasan Regency. The main focus of the study lies in how teachers design, implement, and evaluate the learning process to support the improvement of literacy indicators in the Education Report. The study's conclusions were formulated based on findings obtained through a qualitative approach with an

instrumental case study design, involving PJOK teachers as the main informants. The results show that literacy integration in PJOK is not merely an addition of activities, but has become an essential part of the entire learning cycle.

PJOK teachers' strategies for integrating learning literacy at SMP Negeri 2 Proppo are divided into three crucial stages: planning, implementation, and evaluation of learning. At the planning stage, PJOK teachers formulate learning objectives that explicitly incorporate literacy aspects, select relevant teaching materials, and design activities that encourage students to think critically and communicate effectively. This planning process is very important because it forms the foundation for systematic literacy implementation in the classroom. Teachers also ensure that each learning unit has a measurable literacy component, making it easier to monitor student progress.

At the implementation stage, PJOK teachers apply various innovative teaching methods, use learning media that support literacy development, and create a conducive classroom interaction. The use of discussion methods, group projects, and presentations is a common practice that encourages students to read, write, speak, and listen actively within the context of sports. At the evaluation stage, PJOK teachers assess students' literacy achievement through various instruments and evaluate the effectiveness of the strategies applied. Literacy assessment focuses not only on final outcomes but also on students' process of understanding and applying literacy concepts during PJOK learning.

The integration of literacy in PJOK learning reflects a transformative pedagogical approach, in which teachers not only transfer movement knowledge but also holistically build students' cognitive capacity. This concept is in line with Vygotsky's theory of social constructivism, which emphasizes the importance of social interaction and language in the development of higher mental functions, including literacy. In the context of PJOK, interaction through discussions about game strategy, rule analysis, and presentation of sports project results allows students to internalize literacy concepts through scaffolding provided by teachers and peers. The selection of relevant teaching materials, for example, involves not only basic techniques but also understanding of sports regulations, the history of sports branches, or sportsmanship ethics, all of which require deep literacy ability. This transformation also includes the development of students' metacognitive skills, in which they are invited to reflect on their own literacy learning process, recognize their strengths and areas for improvement, a crucial aspect in shaping lifelong learners. The role of PJOK teachers expands into that of a facilitator who orchestrates a literacy-rich learning environment, in which physical activity becomes a medium for intellectual exploration and comprehensive personal development.

The implication is that improved literacy indicators in the Education Report reflect not only mastery of reading and writing alone, but also students' ability to reason, analyze, and communicate ideas effectively across various domains of knowledge, including the physical and sports domains.

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