



Deep Learning to Foster Sports Awareness Among Junior High School Students in Bandung

Acep Setiawan¹, Aam Ali Rahman², Ayi Suherman³, Muhammad Nur Alif⁴,
Adang Sudrajat⁵

Department of Physical Education, Sekolah Pascasarjana, Universitas Pendidikan Indonesia,
Bandung, Indonesia^{1,2,3,4,5}

E-mail: acepsetiawan@upi.edu

ABSTRACT

Physical inactivity among adolescents remains a persistent public health and educational concern, and junior high school physical education needs pedagogical approaches that cultivate awareness of physical activity rather than technical skills alone. Objectives: This study examined how deep learning, a competency-based pedagogical framework, was implemented in junior high school physical education, and explored teachers' and students' lived experiences of fostering physical literacy and sport awareness across three public schools in Bandung. Methods: Using a qualitative phenomenological design, three physical education teachers and 18 students from SMPN 3, SMPN 27, and SMPN 16 Bandung were purposively sampled. Data from semi-structured interviews, participatory observation, and document analysis were analyzed through bracketing, horizontalization, coding, and composite phenomenological interpretation in NVivo. Findings: Deep learning was enacted through meaningful movement explanation, reflective discussion, contextualized activity, digital journaling, and school-based habituation, and students' physical activity awareness shifted when movement was connected to bodily meaning, emotional safety, peer relations, family support, and future-oriented healthy living. Conclusion: Deep learning can foster physical literacy and sport awareness when teachers combine authentic movement experiences with structured reflection, ethical care, and a supportive school ecology. These findings suggest that teacher professional development and school routines centered on reflection and meaning-making offer a practical pathway for cultivating lifelong physical activity habits among adolescents.

Keywords: *Deep learning; junior high school; phenomenology; physical education; sport awareness*



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INTRODUCTION

Physical inactivity among adolescents remains a major public health and educational concern. The World Health Organization (2022) reports that more than

81% of adolescents worldwide do not meet recommended physical activity levels. In Indonesia, more than 60% of junior high school students are classified as physically inactive (Kementerian Kesehatan RI, 2023). This situation is not merely a matter of insufficient movement time; it reflects a deeper educational challenge in which many adolescents experience physical activity as episodic, school-bound, or externally imposed rather than as a meaningful part of everyday life.

Physical education is strategically positioned to respond to this challenge because it can connect movement, health literacy, social interaction, and habit formation. Siedentop et al. (2020) argue that effective physical education should cultivate a lasting love of movement rather than only transmit sport techniques. However, the problem observed in many school contexts is that students may participate physically without developing personal awareness of why movement matters. This gap between participation and awareness is the practical problem addressed in the present study.

Deep learning, as conceptualized by Fullan (2021), offers a relevant framework because it emphasizes authentic engagement, meaning-making, collaboration, communication, creativity, critical thinking, citizenship, and character. In physical education, this orientation intersects with physical literacy, namely the development of motivation, confidence, physical competence, knowledge, and understanding needed to value and take responsibility for physical activity across life (Casey et al., 2021). To avoid conceptual ambiguity, the term deep learning in this article refers exclusively to a pedagogical framework for meaningful learning and not to deep learning as a machine-learning technique in artificial intelligence.

Operationally, deep learning in this study was defined as physical education learning that contains five observable features: (1) students are invited to understand the purpose and health meaning of movement, not only to perform it; (2) movement tasks are linked to real-life habits such as exercise, sleep, nutrition, discipline, and social participation; (3) students are given opportunities to collaborate, make decisions, solve movement problems, and express personal responses; (4) reflection is embedded through discussion, journaling, digital forms, or teacher questions; and (5) evidence of learning is traced not only through skill

performance but also through students' emerging sport awareness and self-initiated activity beyond formal lessons.

The research gap can therefore be stated more specifically. Previous studies in Indonesian and physical education contexts have examined physical literacy, motivation, learning outcomes, gender differences, and teacher encouragement in deep learning-oriented instruction (Adi et al., 2025). These studies are predominantly quantitative or outcome-oriented: they establish that deep learning correlates with motivation and performance but do not explain how teachers and students actually experience its implementation in everyday practice, how reflection becomes embedded in movement-based learning, or how school ecology shapes the emergence of sport awareness. A phenomenological approach is justified precisely because sport awareness is a matter of lived meaning rather than measurable behavior alone; understanding its development requires methods that access participants' first-person experience rather than only their outcomes. Phenomenological evidence about the lived meaning of deep learning implementation in Indonesian junior high school physical education remains limited, and this gap constitutes the novel contribution of the present study.

The present study addresses that gap by examining three public junior high schools in Bandung with different institutional contexts. Its contribution is threefold. Theoretically, it extends deep learning and physical literacy frameworks by offering an experience-based account of how meaning, reflection, and school ecology jointly shape sport awareness, rather than treating these as isolated variables. Empirically, it foregrounds teachers' and students' lived experiences rather than only measuring outcomes, evidence that has been largely absent from outcome-oriented studies in this field. Practically, it identifies contextual mechanisms, including reflective questioning, emotional safety, and school-based habituation, that physical education teachers and school policy can adopt to cultivate sport awareness among junior high school students regardless of facility completeness.

METHOD

Research Design, Positionality, and Bracketing

This study employed a qualitative phenomenological design to explore the lived experiences of teachers and students in implementing deep learning in physical education. Phenomenology was selected because the study sought to understand how participants made meaning of movement, reflection, school programs, and sport awareness from their own experiential standpoint (Creswell & Poth, 2024). The study followed a descriptive-interpretive phenomenological tradition: bracketing procedures drew on Husserlian epoché, whereas thematic development followed Moustakas's transcendental phenomenology and Vagle's (2018) post-intentional approach, allowing the researchers to describe participants' lived experiences while acknowledging that their own positionality inevitably shapes interpretation. The design was not intended to test an intervention statistically; rather, it aimed to describe the essence and structure of participants' experiences across three school contexts.

The research team approached the field with prior academic and professional familiarity with physical education. This positionality was treated as both a resource and a potential source of bias. Before data collection, the first author wrote reflexive memos identifying assumptions, including the belief that meaningful physical education could strengthen students' willingness to be active. During data collection and analysis, these assumptions were bracketed through epoché by separating field descriptions from interpretation, recording reflective notes after interviews and observations, and discussing emerging interpretations with co-authors. Bracketing did not mean eliminating the researcher's perspective; it meant making interpretive assumptions visible so that participant meanings remained central.

Participants and Setting

Three public junior high schools in Bandung served as research sites: SMPN 3 Bandung, an urban-core school with relatively complete facilities; SMPN 27 Bandung, a transitional-zone school with school-wide physical activity programs; and SMPN 16 Bandung, an urban-periphery school that required more adaptive use of limited facilities. The sites were selected through purposive sampling to represent variation in the institutional context (Patton, 2022). Participants

comprised three physical education teachers with at least five years of teaching experience and 18 students from Grades VII-IX selected to represent gender, grade level, and variation in activity engagement. The number of participants was guided by the principle of information power (Malterud et al., 2016) rather than a fixed sample-size rule: because the study aim was narrow, the sample held specific dialogue with established theory, and the analysis involved cross-case comparison across three schools, a moderate sample was judged sufficient to generate rich, cross-case information. Data collection was conducted during the even semester of the 2025/2026 academic year and continued until interviews and observations no longer produced substantially new meaning units, indicating that meaning saturation had been reached.

Operational Focus of Deep Learning Implementation

The operational focus of deep learning was translated into indicators for interviews, observations, and document analysis. In lesson implementation, the researchers looked for: explanation of why a movement or activity mattered; opportunities for student reflection before, during, or after the activity; student agency in trying, choosing, or adapting movement tasks; collaboration and communication in sport activities; joyful and emotionally safe participation; and transfer of learning into everyday healthy habits. The 7 KAIH framework was used as a contextual lens because the interview protocol positioned exercise as a central habit connected with waking early, worship, healthy eating, learning, social participation, and adequate sleep.

Data Collection Techniques

Three complementary techniques were employed. First, semi-structured interviews with teachers and students were used to elicit lived experiences, perceptions, and meaning-making processes. Second, participatory observation in classroom and field settings documented teacher explanation, student participation, reflection practices, emotional climate, and school-level habituation programs; observation involved two to three lesson sessions per school, each lasting approximately 60-90 minutes, focusing on teachers' explanation of movement purpose, reflective practices, student engagement, and classroom emotional climate, with field notes recorded immediately after each session. Third, document

analysis of lesson plans, assessment records, and school policy documents was used to corroborate interview and observation data and to situate participants' experiences within institutional routines (Merriam & Tisdell, 2016).

Interview Protocol and Procedure

The interview protocol was open-ended and conversational. The teacher protocol consisted of 25 main questions organized into seven sections: professional background, understanding of deep learning, planning and implementation, relationship with the 7 KAIH program, assessment of students' sport awareness, enabling and inhibiting factors, and reflective expectations. Sample teacher questions included: "What comes to mind when you hear the term deep learning in education?", "How do you encourage students to think about why they perform a movement?", and "How do you know that a student truly understands the importance of exercise, not merely follows instructions?"

The student protocol consisted of 18 main questions organized into five sections: opening and personal background, experiences in physical education, sport awareness at school and home, relationship with 7 KAIH habits, and meaning of learning. Sample student questions included: "What physical education lesson do you remember most?", "Has your teacher ever asked what you felt or learned after physical activity?", and "Do habits such as sleeping early, eating well, and exercising feel connected to you?" Follow-up probes were used when participants' responses were brief or required clarification.

Before each interview, participants received an explanation of the study purpose, voluntary participation, confidentiality, and the right to stop answering. Interviews were conducted in a quiet and comfortable school setting. Student interviews used age-appropriate language and avoided evaluative wording so that students did not perceive the interview as a test. With participant permission, interviews were audio-recorded and later transcribed verbatim. Immediately after each interview, the interviewer wrote field notes on setting, non-verbal responses, openness of the participant, and contextual impressions.

Ethical Considerations

Ethical approval was obtained from the Research Ethics Committee of Universitas Pendidikan Indonesia, and permission was also obtained from the

participating schools. As this study involved junior high school students, written informed consent was obtained from teachers and parents or guardians, and student assent was obtained before conducting interviews and observations. Participants were informed that their involvement was voluntary, that they could withdraw at any time without academic consequences, and that their responses would not affect their physical education grades. Names were replaced with codes such as T1, T2, T3, and S1-S18; school names were used solely to describe the institutional context. Audio files and transcripts were stored securely and accessed only by the research team. Reporting of this study follows the Consolidated Criteria for Reporting Qualitative Research (COREQ) guidelines (Tong et al., 2007) to ensure methodological transparency.

Data Analysis

Data analysis followed a phenomenological logic adapted from Vagle (2018). First, the researchers conducted epoché by reviewing reflexive memos and identifying assumptions about deep learning, physical activity, and teacher innovation. Second, interview transcripts, observation notes, and documents were imported into NVivo and read repeatedly to identify significant statements. Third, horizontalization was conducted by treating each meaningful statement as potentially important before reducing overlapping or repetitive statements. Fourth, open coding was applied to meaning units such as the meaning of movement, reflective closure, student agency, family support, laziness, facility limitation, digital journaling, and school habituation. Fifth, related codes were clustered into themes separately for teachers and students. Teacher themes were then compared with student themes to identify convergences and divergences. Sixth, textural descriptions were written to describe what participants experienced, while structural descriptions explained how those experiences were shaped by school facilities, teacher identity, peer relations, family support, and school programs.

Finally, a composite description was developed to articulate the essence of deep learning implementation in physical education across the three schools. NVivo supported code management, coding comparison, word-frequency displays, hierarchy charts, and cross-school matrix analysis; however, final theme interpretation was conducted by the researchers through iterative discussion.

Data Trustworthiness

Credibility was strengthened through prolonged field engagement, methodological triangulation among interviews, observation, and documents, member checking in which preliminary themes and illustrative quotations were shared with participating teachers and selected students for confirmation and correction, and peer debriefing in which coding decisions and emerging themes were reviewed collaboratively among the co-authors before being finalized. Transferability was supported through a thick description of the three school contexts and participant characteristics. Dependability was maintained through an audit trail consisting of interview protocols, field notes, coding records, and analytic memos that were cross-referenced to trace the analytic process from raw data to final themes. Confirmability was supported by reflexive bracketing notes and transparent documentation of how codes were developed into themes (Nowell et al., 2017).

RESULTS AND DISCUSSION

RESULTS

Implementation of Deep Learning in Bandung

Observation, interviews, and document analysis revealed that deep learning was implemented not as a fixed instructional model but as a pedagogical orientation. Across the three schools, the common pattern was that teachers attempted to move students from merely performing sport activities toward understanding the meaning, benefit, and personal relevance of movement. This implementation appeared through benefit explanation before activity, reflective closure after activity, digital or written journaling, contextual use of school programs, and encouragement for students to connect physical activity with healthy routines outside school.

At SMPN 3 Bandung, where facilities were relatively complete, deep learning appeared in structured theory-before-practice explanation, reflective practice, tactical challenges, and daily Google Form habituation related to 7 KAIH. At SMPN 27 Bandung, implementation was more programmatic and sport-specific, especially through the Rabu Bugar dan Fit (Rabit) program. At SMPN 16 Bandung, limited facilities encouraged teacher improvisation and emotional check-ins, making the learning atmosphere more personal and relational. These variations indicate that

deep learning was not dependent solely on facility completeness; it was also shaped by teacher creativity, school culture, and students' sense of being cared for.

Teachers' Phenomenological Themes

Six teacher themes emerged from the data. The first theme, internalization of the meaning of movement, showed that teachers framed physical activity as a pathway to long-term healthy living rather than as an isolated skill lesson. A teacher at SMPN 3 described the intended learning progression as follows: "From knowledge to ability, from ability to habit, and from habit to mastery" (T1, SMPN 3 Bandung).

This quotation illustrates that the teacher understood physical education as a gradual transformation from cognitive understanding to embodied habit. In this sense, deep learning was visible when students were expected to know the reason for movement, practice it repeatedly, and eventually make it part of their personal discipline.

The second theme, reflection as the heart of learning, referred to teachers' efforts to ask students what they felt, learned, and intended to do after physical activity. Reflection was conducted through short oral discussion, ten-minute end-of-session journaling, and Google Form responses. The third theme, teacher adaptation and creativity, showed that teachers modified lesson plans and activities in response to student condition, weather, space, and available equipment. In SMPN 27, for instance, the Rabbit program rotated from gymnastics to traditional games. Two students described this variation as follows, Student 1: "More fun and more meaningful than just following the same routine every week" (S7, Grade VII, SMPN 27 Bandung); Student 2: "If the activities are always the same, after a while they stop feeling meaningful. But because they keep changing, I feel more motivated to join in, and when I go home I feel more... fulfilled, I guess." (S9, Grade VIII, SMPN 27 Bandung).

The fourth theme, physical activity awareness as evidence of impact, revealed that teachers considered spontaneous student activity outside class to be more meaningful than short-term skill performance alone. Teachers mentioned signs such as students exercising independently, sharing running activities on WhatsApp status, or using Strava on weekends. The fifth theme, supporting

ecosystem, emphasized that deep learning depended on family support, school programs, digital journaling, and cross-subject collaboration. The sixth theme, professional journey as motivation, showed that teacher professional education (PPG) functioned not merely as administrative certification but as a trigger for pedagogical responsibility and moral reflection.



Figure 1. Dominant Word Frequency in Physical Education Teacher and Student Data (NVivo 14 Word Cloud)

Students' Lived Experiences

Students' narratives produced six interrelated themes. The first theme, physical education as a space for self-discovery, showed that students began to recognize abilities they had not previously noticed when teachers explained the purpose and bodily meaning of activity. One student stated: "Once the teacher explained not just how to do it, but why it matters for our bodies, I started enjoying it instead of just finishing the activity" (S3, Grade VIII, SMPN 3 Bandung).

The second theme, emotional resonance as gateway to awareness, was especially visible at SMPN 16. Students described the teacher's opening question about feelings as a form of care that made them more willing to participate. One student explained: "When Sir asked how I was feeling before class, it felt like he actually cared. It made me want to try harder" (S13, Grade VII, SMPN 16 Bandung).

The third theme, layered and diverse motivation, showed that students' willingness to be active was influenced by teachers, peers, family, and athletic role models. The fourth theme, laziness as a consciously recognized and managed phenomenon, indicated that students did not deny barriers such as tiredness, social media distraction, or dependence on peers. Rather, several students began to name

these barriers and manage them through gradual routine-building, sport journaling, or participation in school programs. Three students explained: Student 1: "Honestly, I wasn't that interested at first, but my friends asked me to join them, so I just went along. Turns out it was actually fun. So now whenever there's an activity, I'm the one who invites others first." (S5, Grade IX, SMPN 3 Bandung); Student 2: "My parents always say, 'Just try it first, you'll regret it if you don't.' And honestly, I've rarely regretted joining an activity." (S8, Grade VII, SMPN 27 Bandung); Student 3: "What made me want to join wasn't being forced, it was seeing the teacher's own enthusiasm. It would feel embarrassing if we were the ones who didn't care." (S18, Grade IX, SMPN 16 Bandung).

The fifth theme, 7 KAIH interpreted relationally, revealed that students did not experience the seven habits as separate checklist items. They tended to understand sleep, eating, learning, social participation, and exercise as connected habits. A Grade IX student stated: "When I sleep on time, I wake up feeling ready to exercise. And when I exercise, I focus better in class, they're all connected" (S17, Grade IX, SMPN 16 Bandung).

The sixth theme, consistent school programs creating a positive ecological structure, demonstrated that repeated school routines such as Senam Rabbit at SMPN 27 and morning gymnastics at SMPN 3 and SMPN 16 created a rhythm that normalized physical activity beyond formal physical education lessons. These routines helped students experience exercise not as a one-time assignment but as part of school culture.

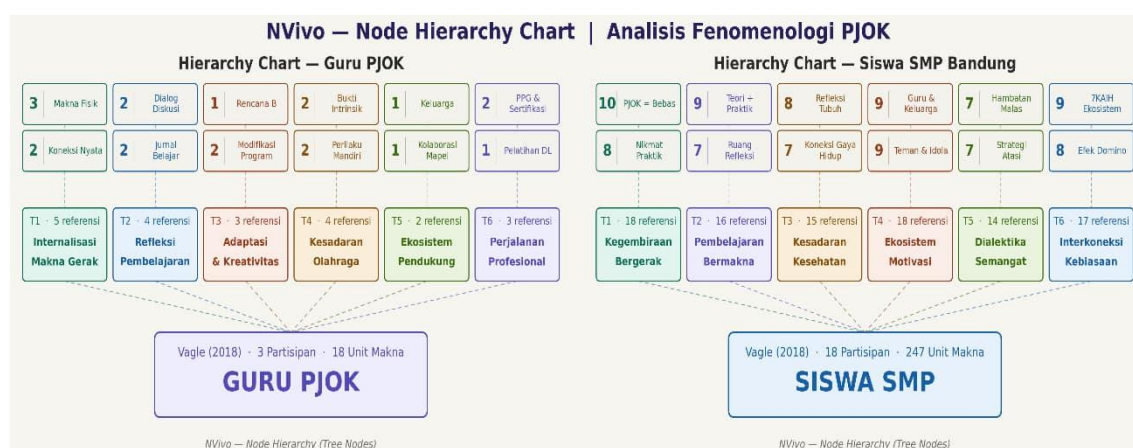


Figure 2. Thematic Structure and Sub-themes of Phenomenological Analysis of Physical Education Teachers and Students (NVivo 14 Hierarchy Chart)

Enabling and Inhibiting Factors

Enabling factors included teacher competence, willingness to innovate, emotionally safe learning climates, supportive school culture, and adequate or creatively adapted facilities. Digital tools such as Google Forms and sport applications were useful when they supported reflection rather than replacing movement. Family support also appeared as an important ecological factor because students who received encouragement at home were more likely to sustain activity outside school.

Inhibiting factors included limited curricular time, facility constraints, uneven student motivation, excessive screen-based habits, social norms that discouraged full participation, and inconsistent family support. From the student perspective, laziness was not simply a moral weakness; it was experienced as a fluctuating condition shaped by fatigue, peer presence, embarrassment, and competing digital entertainment. This finding is important because it suggests that deep learning must help students recognize and regulate barriers, not merely instruct them to exercise. As expressed by a teacher and a student: The teacher stated: "In my opinion, one of the biggest barriers is students' dependence on gadgets and social media. During break time, many students prefer to sit and play on their phones rather than move around. Besides that, our sports facilities are still limited; the available field has to be used in turns, so not all students get equal opportunities to be physically active." (T3, SMPN 16 Bandung); The student expressed: "Sometimes I feel lazy if none of my friends are joining. If my friends don't want to go, I don't want to go alone either. And after school I'm already tired, so I'd rather just lie down and scroll through social media than exercise." (S18, Grade IX, SMPN 16 Bandung).

Structural analysis revealed four enabling or inhibiting structures. The first was a motivational structure grounded in teachers' personal identity and professional calling. The second was a transformational structure in which professional certification strengthened teachers' sense of responsibility. One teacher at SMPN 27 stated:

“After PPG, I felt a stronger responsibility to make each session genuinely meaningful, not just procedurally correct” (T2, SMPN 27 Bandung).

The third structure was pedagogical: deep learning operated through a spiral process of contextualized explanation, activity, reflection, and meaning-construction. The fourth was adaptive: teachers treated improvisation as a core competence, especially when facilities, student readiness, or weather conditions required immediate adjustment.

Comparative Patterns Across Schools

Three cross-school patterns emerged. First, teachers who regularly incorporated reflection produced students with a stronger awareness of personal physical activity. Second, authentic experiential learning was more durable and meaningful than technical instruction alone. Third, genuine engagement occurred when students felt safe to try, fail, ask questions, and express feelings without embarrassment.

School-level distinctions were also evident. SMPN 3 Bandung privileged theory-before-practice explanation, structured 7 KAIH habituation, and a daily Google Form. SMPN 16 Bandung was distinguished by emotional check-ins and creative free-play adaptation. SMPN 27 Bandung featured a pre-activity benefit explanation and the Rabbit program embedded within the wider school culture. Grade-level differences further indicated that Grade IX students expressed more mature and systematic health awareness than Grade VII students, suggesting possible cumulative effects of sustained physical education experience.

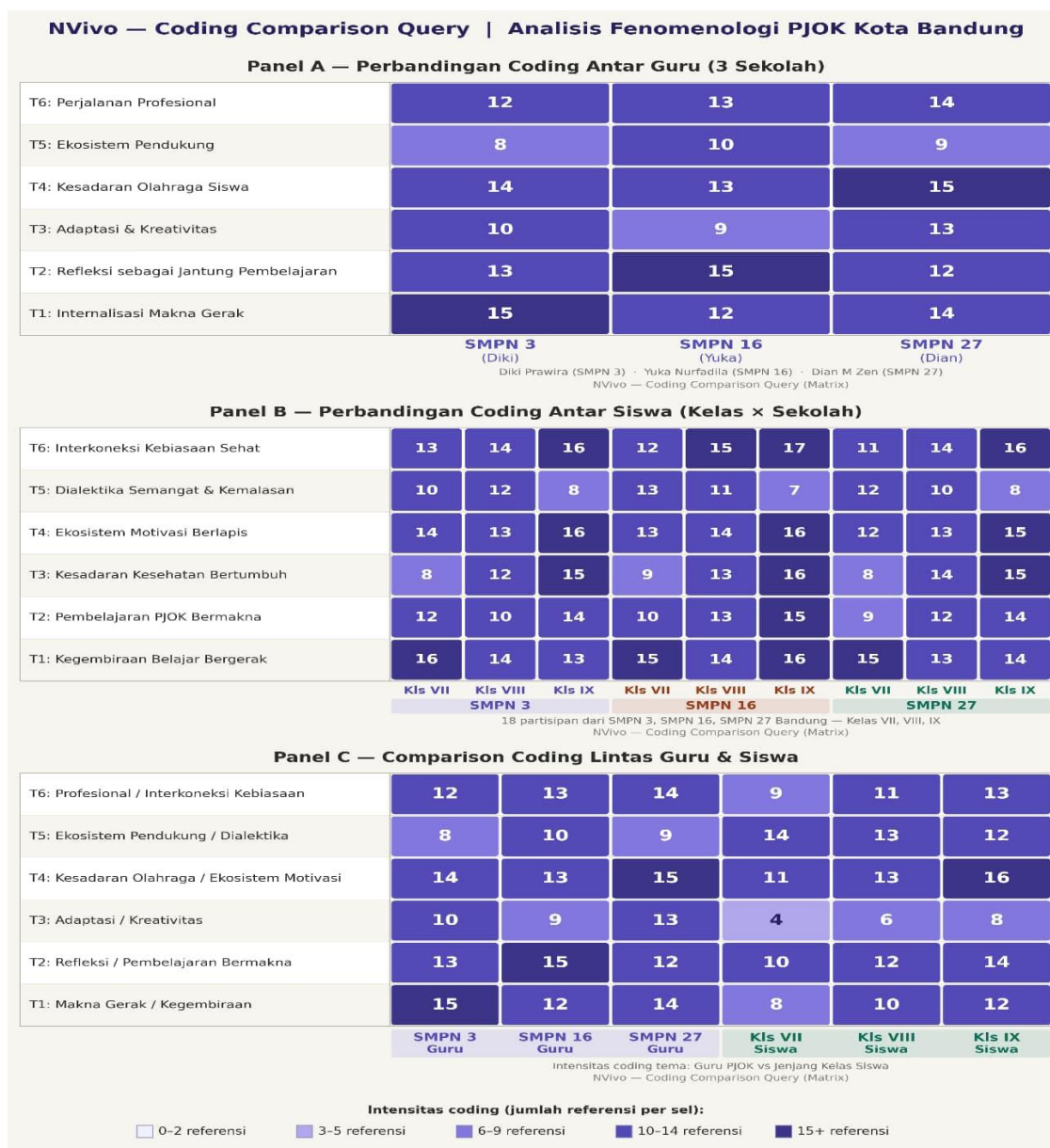


Figure 3. Cross-Participant Coding Intensity Comparison Matrix (Nvivo14 Comparison Coding)

DISCUSSION

The findings indicate that deep learning in physical education functions as a meaning-oriented pedagogical practice rather than a set of isolated instructional techniques. Sport awareness developed because teachers repositioned students from passive movement recipients to active meaning-makers: by explaining why a movement mattered before asking students to perform it, teachers converted routine physical activity into an object of reflection, a mechanism consistent with

what Chen & Light (2021) describe as necessary for shifting instruction from teacher-controlled sequencing toward student-centered inquiry. The Merdeka Curriculum's emphasis on holistic competency rather than content delivery (Kemdikbudristek, 2022) provided an institutional rationale for this shift, but the present data show that the shift was realized concretely through the specific practices of benefit explanation, reflective closure, and journaling identified in the Results.

The motivational pattern observed across the three schools helps explain how this reflective pedagogy translated into sustained engagement. Students became more willing to participate when the three conditions of Ryan & Deci (2020) self-determination theory, autonomy, competence, and relatedness, were jointly present: autonomy was supported when students could express feelings and preferences during reflection, competence developed as teachers explained the purpose and benefit of movement, and relatedness emerged through teacher care, peer encouragement, and family support. This joint presence, rather than any single factor, appears to be the mechanism through which attitude and motivation strengthen physical education outcomes, complementing Nugraha et al., (2025) and extending Adi et al., (2025b) by specifying the experiential pathway through which physical literacy, motivation, and learning outcomes become connected in participants' everyday accounts.

These findings also extend Lau et al., (2025), who reported that teacher encouragement during deep learning improved students' attentiveness and technical performance in volleyball. Where Lau et al., (2025) documented encouragement as a performance-enhancing input, the present data show how encouragement operated experientially, as emotional recognition, reflective questioning, and follow-up beyond class time. This distinction matters theoretically because it repositions teacher encouragement from a motivational stimulus into a relational practice that sustains reflection, suggesting that the pillars of mindful, meaningful, and joyful learning are not simply outcomes of deep learning but conditions that teachers actively construct through everyday interaction.

A central finding of this study is that deep learning was not implemented uniformly; its enactment varied systematically with school context, and this

variation is itself theoretically significant rather than incidental. At SMPN 3, structured facilities enabled a theory-before-practice sequence and formalized digital habituation; at SMPN 27, an established school program (Rabit) embedded deep learning within an existing institutional routine; at SMPN 16, facility limitations pushed teachers toward improvisation and emotional check-ins that produced a more personal, relational pedagogy. This pattern indicates that deep learning does not require facility completeness to be effective; it requires teachers to identify which resource, whether structural, programmatic, or relational, is locally available and to organize reflection around it. This extends Guthold et al., (2020) multilevel understanding of adolescent physical activity by showing that school physical education is not merely one ecological layer among several but an adaptive layer capable of compensating for resource constraints through pedagogical creativity. Sukamti (2021) identifies comparable sociocultural barriers in Indonesia, and the present findings suggest that these barriers can be partially offset at the classroom level even before broader ecosystem support becomes available.

The tacit knowledge dimension observed among teachers constitutes the most novel finding of this study. Teachers had begun enacting deep learning principles, explaining purpose, embedding reflection, adapting to context, before they possessed the formal vocabulary to name these practices as deep learning. This suggests that deep learning in physical education is not acquired solely through top-down curricular training; it can emerge from teachers' professional identity, accumulated classroom experience, and moral commitment to students' wellbeing, and formal training such as PPG appears to function as a catalyst that makes existing tacit practice explicit rather than as the sole origin of that practice. This helps explain why the same curricular orientation looked different across schools: teachers were not implementing a uniform model but translating an internalized pedagogical disposition into locally available practices. It also extends Nur et al., (2019) by showing that attention to diverse motivational patterns must be matched by attention to diverse teacher knowledge bases, since a deep learning approach that assumes uniform teacher readiness risks overlooking the tacit expertise that already exists in the field.

Taken together, the study contributes to physical education literature by specifying the lived mechanism through which deep learning may foster sport awareness: teachers convert movement into meaning, students feel emotionally safe enough to participate, reflection helps students name bodily and lifestyle changes, and school routines provide ecological reinforcement, with the strength and form of this mechanism varying according to each school's available resources. This contribution is distinct from studies that measure physical activity levels, skill performance, or motivational scores because it explains how awareness is experienced and constructed in everyday school life rather than only whether it occurs.

Several limitations qualify these conclusions. The study was conducted in three urban public schools within a single city, which may limit transferability to rural, private, or under-resourced settings with different institutional structures. The cross-sectional design captured participants' experiences at a single point in the academic year and cannot establish how sport awareness develops or is sustained over time. Reliance on self-reported reflection and interview accounts, although appropriate for a phenomenological design, means that the findings describe perceived rather than objectively measured behavior change.

These limitations point to practical implications for teacher training and school policy. Physical education teacher professional development should explicitly cultivate reflective questioning, meaningful movement explanation, and emotional attentiveness as trainable competencies rather than assuming they emerge automatically from technical training; recognizing teachers' existing tacit expertise, rather than treating them as recipients of an entirely new curriculum, may make such training more effective. School policy should support physical activity not only through facilities but through consistent routines, such as reflective journaling or habituation programs, that can be adapted to locally available resources. Future research using longitudinal or comparative designs across broader geographic and institutional contexts is needed to examine how sport awareness, once fostered, is sustained or attenuated over time.

CONCLUSION

This phenomenological study of three public junior high schools in Bandung shows that deep learning, understood as a competency-based pedagogical framework emphasizing mindful, meaningful, and joyful engagement, appears to foster sport awareness when enacted through authentic movement experience, purposeful explanation, reflective dialogue, student agency, and supportive school routines. Theoretically, the study contributes to the deep learning and physical literacy literature by specifying the experiential mechanism, meaning-making, emotional safety, reflection, and ecological reinforcement through which sport awareness is constructed, and by showing that teachers' tacit professional knowledge, rather than curricular training alone, plays a substantial role in this process. This contribution addresses the phenomenological gap identified at the outset of this article: prior quantitative and outcome-oriented studies established that deep learning correlates with motivation and physical literacy but could not explain how these relationships are lived and enacted in daily practice, and the present findings suggest that this lived dimension is where sport awareness is actually constructed.

The findings also indicate that deep learning is mediated by institutional and ecological conditions rather than by facility completeness alone: complete facilities appeared to support structured implementation, while limited facilities did not seem to prevent meaningful learning when teachers were creative and emotionally responsive. For teacher professional development, these findings suggest prioritizing reflective questioning, meaningful movement explanation, and recognition of teachers' existing tacit expertise as concrete training objectives, rather than treating reflection as an optional add-on to technical instruction. For school policy, the findings indicate that sustaining physical activity awareness requires consistent, locally adapted routines, such as reflective journaling or habituation programs, embedded in school culture rather than facilities alone. The overarching implication is that fostering sport awareness in physical education is less a matter of what facilities a school has than of whether teachers and school routines consistently invite students to reflect on why movement matters in their own lives.

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