

Effectiveness of Direction Instruction Model in Physical Education Learning: Systematic Literature Review

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Abstract: Direction instruction model learning is a learning model specifically designed to develop students' understanding of well-structured procedural knowledge and declarative knowledge that can be learned step by step. The purpose of this study was to analyze scientific literature reviews on the effectiveness of the direct instruction model in physical education teaching that have been made previously. This study uses a systematic literature review method, where researchers search for articles through the Google Scholar database to identify information about the direct instruction model in physical education learning. This research process is guided by PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analysis) and database retrieval through Harzing's Publish or Perish application, covering the period from 2020 to 2025. Overall, through the search process, 200 articles are identified, and 24 articles match the topic of discussion. After the data are selected based on the predetermined inclusion and exclusion criteria, nine journal articles are then given a quality assessment (Quality Assessment). According to the results of the Quality Assessment (QA), five relevant journal articles were identified. This study found that the direction instruction model in physical education learning can effectively improve students' understanding, motivation, physical fitness, and motor skills, according to the results of a systematic literature analysis. Thus, the direction instruction model has been proven effective in optimizing the physical education learning process.

Keyword : *Direct Instruction, Physical Education. Literature Review*

Introduction

The 21st century has seen a significant shift in teacher abilities and skills, as the changes required are extraordinary. In the past, teachers were only required to teach one way, with all students paying attention to the information taught by the teacher. Learning today is no longer like that; learning in the 21st century is more student-centered. Teachers act as guides who lead students, and students play a greater role in the learning process (Azzarito & Ennis, 2010). Teachers must be able to let students become the subjects of their learning. Actively thinking, communicating with classmates and teachers, observing, researching, and drawing conclusions from the learning materials they are studying (Purnomo et al., 2024).



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The opening of the 1945 Constitution, paragraph four, means that educating the nation is the goal of the Indonesian Government. Educating the nation's life means intelligent human resources. The quality of intelligent human resources is expected to enable them to compete with countries around the world and face the challenges of the times; this certainly requires an exchange of teachers in schools to allow students to have new experiences in learning physical education (Clohessy & Bowles, 2020). Improving human resources through formal and non-formal education is one way to educate the nation's workforce. Quality education is a crucial discourse that needs to be taken seriously by the Indonesian Government, including in the orientation of the objectives of Physical Education, Sports, and Health (PJOK) Learning, so that schools are well-equipped to promote students' physical activity (Watson et al., 2017).

As an integral part of the educational curriculum, physical education plays a crucial role in the holistic development of students (Purnomo et al., 2024). Physical education is an integral part of holistic education, incorporating physical activities to develop individuals organically, neuromedically, intellectually, socially, emotionally, and spiritually (Mawarti, 2009). Physical education, sports, and health are integral to the reconstruction of the entire national education system (Jusnaedi Anas, 2015). In the current era of globalization, the success of education is highly dependent on the quality of education in a country. Education is a necessity that everyone must have. One aspect that must be considered in efforts to improve the quality of education is the teaching and learning process (PBM). Therefore, student learning outcomes can be improved through an effective learning process (Cai et al., 2025).

The learning system must include the development of learning tools. There are ten elements of the learning design plan, namely: problem identification, student analysis, task analysis, formulating indicators, compiling evaluation instruments, learning strategies, selecting media or learning resources, detailing supporting services, preparing evaluations of learning outcomes and program results and carrying out learning tool revision activities (Hamdani, 2011). The learning process will be optimized if it has been appropriately planned, specifically by selecting an appropriate learning model. The learning process for each student must be actively involved in order to achieve learning goals. Therefore, students need help from teachers to motivate them in an active learning process (Lobo et al., 2025). The learning process is a process of transferring knowledge between individuals, where interaction occurs between educators or teachers and students. Interaction in the learning process is crucial because it can motivate students to engage in the learning process (Azzarito & Ennis, 2010).

Education is a vital aspect of human life that is always present and never abandoned. Education plays a crucial role in helping students develop understanding, knowledge, and skills, including critical thinking skills. Thus, education is often viewed as a theoretical and intellectual pursuit (Green & Green, 2006). Education can be

interpreted as a deliberate and structured effort to achieve a better standard of living or progress. Physical education plays a vital role in shaping and improving the overall quality of life, and is designed to achieve educational objectives. The purpose of physical education is not only to improve students' motor skills and physical fitness (Leahy et al., 2020), but also to holistically develop cognitive, emotional, and psychomotor intelligence.

Physical education, sports, and health are an educational process carried out consciously and systematically through various physical activities to develop physical abilities and skills, promote physical growth, enhance cognitive development, and foster character formation. States that physical education is all human activities that are selected and carried out according to the goals to be achieved. The selection of a learning model type must contribute to everyday life and provide opportunities for students to develop tolerance, friendliness, kindness, helpfulness, and a strong personality (Nurhasan et al., 2005). Physical education not only improves health and motor skills but also enhances mental and character development, as well as human behavior. The success of Physical Education learning is primarily determined by several factors involved in the learning process. These factors include teachers, students, curriculum, approaches, methods, learning models, facilities and infrastructure, assessments used, and a conducive learning environment (Curtner-Smith et al., 2025) (Soini & Watt, 2024).

Physical Education learning is not entirely focused on improving students' abilities in the cognitive domain, but instead emphasizes psychomotor skills, so that physical activity can increase student focus (Donnelly et al., 2017). Physical education aims to increase students' physical activity in order to achieve the learning goals themselves (Ginanjari et al., 2019). The low quality of Physical Education learning can be interpreted as being less effective in the learning process. This can be caused by several factors, including teacher quality, student motivation and interest, inadequate facilities and infrastructure, inappropriate learning models, flawed assessments, and an unsupportive learning environment.

Physical education is an important part of holistic education that aims to develop physical fitness, motor skills, critical thinking skills, social skills, reasoning skills, emotional stability, ethics, healthy lifestyles, and the ability to maintain environmental cleanliness (Yudesta, 2015). Physical education plays a crucial role in the overall development of individuals, encompassing physical, psychological, and social aspects. To ensure this development, a fun learning approach is needed.

Effectiveness is an assessment made regarding the achievements of individuals, groups, and organizations. The closer their achievements are to the expected achievements, the more effective their perceptions are (PUTRI, 2019). Learning effectiveness is a learning process carried out by teachers to enhance students'

abilities and cognition, enabling them to transition from students who struggle with learning to those who are more easily learnable (Hidayah et al., 2020). The effectiveness of a study program must be evaluated not only in terms of academic performance, but also in terms of the process and supporting facilities. The effectiveness of a learning method is a measure of its success in the learning process. One of the learning models that is getting more attention in the 21st century to achieve the success of this learning process is very good because informal communication between students makes students quickly understand the material being discussed, this model combines the concept of learning through practical projects with a collaborative and contextual approach (Barba-mart et al., n.d.). Effective physical education learning prioritizes cognitive, psychomotor, and affective aspects. Therefore, a systematic learning strategy is needed.

The direct instruction learning model is a teacher-centered learning approach, where students follow the instructions provided by the teacher, relying on the teacher's teaching abilities (Basketball et al., 2021; Sidik & Winata, 2016). Direct instruction learning is a straightforward learning model. However, it is widely applied by teachers because it incorporates behavioral learning, such as students concentrating on the teacher, direct interaction between teachers and students, and student trust in the teacher (Zahriani, 2014). This model also helps students develop their knowledge by learning directly (Pritandhari, 2017).

The direct instruction model has advantages such as teachers being able to control the content of the material in class so that students remain concentrated on the material being taught, so that the learning process is more effective because teachers have many opportunities to explain and demonstrate the material being explained, and encourage students to be independent in learning and not dependent on the teacher by providing strategies for the tasks given (Jati Purwantoro, 2016). This direct instruction learning is related to the learning process, starting from the learning stages, which include easy, moderate, and even complex stages, allowing students to receive learning materials that are easy for them to understand (Alit, 2019). The same principle applies to the direct instruction learning model, which involves understanding the knowledge provided by the teacher completely, given procedurally, or through a process of stages, ultimately leading to an increase in learning achievement (Anam, 2016). This direct instruction learning model has characteristics that include direct transformation and skills, learning oriented towards specific goals, structured learning materials, a well-organized and structured learning environment, and explicit instruction by the teacher (Metzler, 2011; Harmono, 2017).

This systematic literature review involves a series of systematic steps to identify and analyze large datasets from existing studies (Donato & Donato, 2019). A deep understanding of the concept of systematic review aims to reduce similarities in publications so that criteria become objective and can formulate publication

recommendations (Janssen & Leblanc, 2010). In the context of physical education learning, it can provide valuable insights for curriculum development, teaching design, and learning evaluation. Research on optimizing physical education learning through a direct instruction approach is important for providing a deeper understanding.

Based on the problems explained above, a literature review is expected to identify empirical evidence that supports or opposes the effectiveness of the direct instruction learning model in the context of physical education. These findings can inform education practitioners, researchers, and policymakers in designing and implementing effective learning strategies to enhance physical quality at all levels of education.

Method

This study uses a systematic literature review approach which is a systematically structured literature review method that concludes what is already known and what still needs to be researched (Cumming & Chow, 2023) (Cai et al., 2025). A systematic literature review refers to a specific research methodology used to collect and evaluate related research on a particular topic focus (Lusiana & Suryani, 2018). The systematic literature review method is an approach used to identify, assess, and interpret all research related to the topic of study, topic area, or phenomenon that is the focus of the research (Barbara Kitchenham, 2014). This study follows several stages of a systematic review using the PRISMA (Preferred Reporting Items for Systematic Review and Meta-analyses) method (Leahy et al., 2020) (Watson et al., 2017) (Donnelly et al., 2017), namely (1) data identification, (2) data filtering, (3) data eligibility assessment, and (4) inclusion of data that has been assessed. The researcher then searched for articles by using the Google Scholar database. The researcher's first search on the Google Scholar site yielded 200 results using the keyword "Model Direction Instruction in Physical Education." However, only five articles could be downloaded and were related to the keywords used by the researcher.

Table 1. Search Results in the Data Collection Process

Data base	Key word
<i>Google scholar</i>	<i>Model Direction Instruction in Physical Education</i>

The next stage is the screening stage, where the author excluded 200 documents that were not relevant to the study's scope from the search results on Google Scholar. Some of them may not be accessible or downloadable. As a result, 47 articles were approved and could proceed to the next stage of the study. The third stage involves the qualification process, where inclusion and exclusion are done manually based on predetermined criteria. Eligible articles will

proceed to the final review stage or be included in the systematic review process.

Table 2. Inclusion and Exclusion Criteria

Type	Inclusion	Exclusion
Article Type	Research Article	In addition to research articles which include various other sources such as these dissertation, seminar papers and proceedings
Language	Indonesian	Apart from Indonesian
Participant	Siswa Sekolah Dasar, Sekolah Menengah Pertama, Sekolah Menengah Atas, Guru dan Pendidikan	In addition to Elementary School students, middle schools, High Schools, Teachers, and Education
Research Variabel	Physical Education (X) Model Direction Instruction (Y)	In addition to those related to Physical Education (X) Model Direction Instruction (Y)
Scope Discussion	Physical Education	Beside Physical Education
Index	Sinta	Non-Sinta

Results And Discussion

Based on the systematic literature review conducted, seven articles were identified as worthy of analysis. The articles used were articles originating from Indonesia. This study is about "Model Direction Instruction in Physical Education: Systematic Literature Review". Searching for articles through a specially designated database (namely Google Scholar) through Harzing's Publish or Perish application. The researcher's first search used the keyword "Model Direction Instruction in Physical Education" with a 5-year timeframe from 2020 to 2025. Overall, through the search process, 200 articles were identified, and 24 articles matched the topic of discussion. After the data was selected based on the predetermined inclusion and exclusion criteria, nine journal articles were then given a quality assessment (Quality Assessment). According to the results of the Quality Assessment (QA), five relevant journal articles were identified, which were then grouped based on the development platform and approach used to address the research question. After going through the screening process, five documents successfully passed the inclusion and exclusion stages. In this systematic literature review, an evaluation was carried out on the data found by answering

"Y" (yes) or "T" (no) for each question in the quality assessment standard.

- QA1. Have the articles in the journal been indexed by SINTA 1-6?
- QA2. Does the article mention a research problem that is relevant to this study?
- QA3. Does the article contain participants or populations related to students, teachers, and primary and secondary school education?
- QA4. Does the journal use relevant research methods to reveal the effectiveness of physical education learning through the direction instruction model approach?

In each paper, the answer marks for each of the above questions will be given below:

Y (yes): For the statement of the article, it mentions the research problem that is relevant to this research and whether there are participants/populations related to students, teachers, and elementary and secondary school education, and whether the journal uses relevant research methods to determine the effectiveness of physical education learning through the direction instruction model approach and is indexed by sinta 1-6.

T (no): For the statement of the article does not correspond to the attached question.

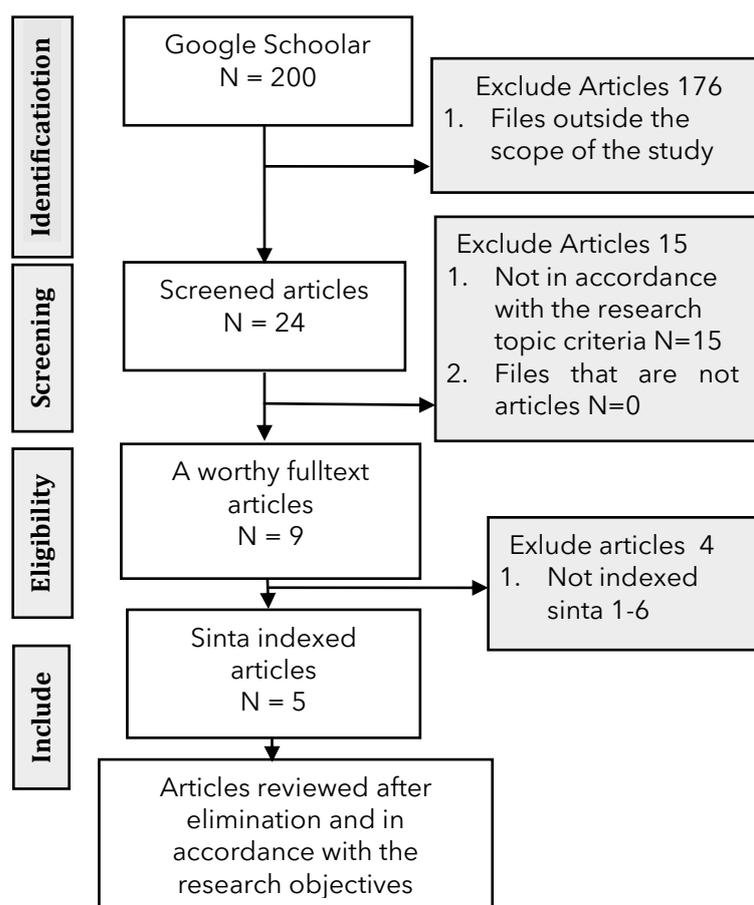
Table 3. Article Assessment Results								
No	Writer	Title	Year	Q 1	Q 2	Q 3	Q 4	Results
1	Arifin	Implementation of Direct Teaching Learning Model to Improve Student Learning Outcomes in Physical Education Learning Specific Movement Material of Basketball Game in Class VII-G Semester 1 of SMPN1 Bolo in the 2022/2023	2023	Y	Y	Y	Y	Y

		Academic Year						
2	Andhy Widhiya	Efforts to Improve Volleyball Underhand Passing Skills Through the Direct Instruction Learning Model for Grade VI Students of SDN Setono 5 Ngrambe	2021	Y	Y	Y	Y	Y
3	Fajrul Rahman	The Effectiveness of Direct Instruction Learning Model on Basic Badminton Technique Skills at State Senior High School 1 Citeureup	2024	Y	Y	Y	Y	Y
4	Indri Susilowati	Application of Direct Learning Methods to Basic Underhand Passing Techniques in Volleyball	2022	Y	Y	Y	Y	Y
5	Rika Defira	Improving Learning Outcomes in Planning and Installation of Audio Video Systems with the Application of Direct Instruction Learning Models for Class XII TAV1 Students of SMK N 1 Bangkinang	2021	Y	Y	Y	Y	Y

Symbol Description:

- V: Journals or data used in the study were selected based on criteria such as having relevant questions, appropriate methods, and information such as adequately described populations. The selected articles also had a citation index between 1 and 6. Data selection was based on these criteria to ensure adequate relevance and quality.
- X: The study did not use a specific journal or data because the articles did not meet the required criteria. The articles did not provide sufficient information about the article, the research question, the population studied, the research methods used, or the selection of data. In addition, the articles were not indexed between 1 and 6.

At the quality assessment stage, including the feasibility stage, nine documents were removed because they did not meet the inclusion criteria related to the citation index. Based on the quality assessment results, five final articles met the inclusion criteria established by the author. In systematic literature review research, the collected journal articles were selected using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) method (Ribeiro et al., 2018; Wewege et al., 2017), which is represented in the PRISMA flow diagram that guides this research.



Picture 1 Flow Chart PRISMA

Conclusions

Based on the results of exclusion, inclusion, and data analysis, one discussion theme emerged from the five final articles analyzed thematically, namely "Effectiveness of the direction instruction model in physical education learning". Through a systematic literature review analysis that incorporated inclusion criteria, search strategies, and study analysis (Winn & Mackintosh, 2017), this theme emerged as the primary focus for understanding and exploring research potential in the field of Physical Education. The articles reviewed showed that the direction instruction model approach plays a significant role in improving the quality of physical education learning. This approach includes more targeted teaching strategies, an emphasis on tactical aspects of physical activity, and the integration of skills into the learning curriculum. This approach focuses on developing teacher skills, which include situational understanding, quick decision making, and effective responses in physical activity. By integrating a tactical approach, Physical Education learning becomes more engaging and meaningful for

students, enabling them to apply knowledge and skills in various physical situations.

Several studies have demonstrated the effectiveness of the direct instruction model in physical education, as reflected in various research findings. For example, research from (Arifin, 2023) entitled "implementation of direct instruction learning models to improve student learning outcomes in physical education learning on specific basketball game movement material in class VII-G semester 1 of SMPN 1 Bolo in the 2022/2023 academic year" This study aims to describe the implementation and impact of the Direct Instruction learning model to improve student learning outcomes in physical education learning on specific basketball game movement material in VII-G semester 1 of SMPN 1 Bolo in the 2022/2023 academic year. The results of the study at the pre-cycle stage showed that the average student learning outcomes were 73.37, with a classical completeness of 60%. This value was still below the specified completeness indicator, namely an average value of ≥ 75 and a classical completeness of $\geq 85\%$. Data collection techniques include observation, documents, and practice. The improvement in student learning outcomes can be assessed by comparing test results and practical performance. The results of Cycle 1 show that the average student learning outcomes are 74.93, and the completion percentage is 73.33%. This percentage is still below the success indicator, which is 85% or higher. Meanwhile, the teacher's performance score in implementing learning in Cycle 1 is 4.35. This score has not reached the set performance indicator, which is ≥ 4.50 . The test results in Cycle 2 show that the average student learning outcomes are 78.00, with a completion rate of 90%. These learning outcomes and classical completion meet the success indicators, namely an average value of ≥ 75 and a percentage of completion of $\geq 85\%$. For teacher performance in implementing learning, the score obtained is 4.60, which exceeds the set performance indicators. Therefore, the learning outcomes and teacher performance in Cycle Two have been successful. The improvement of student learning outcomes is due to increased student activity, teacher and student interaction in the learning process of implementing the Direct Instruction learning model (direct teaching). Thus, after the implementation of learning improvements up to cycle 2, because it achieved the established success indicators, the research was considered successful.

A research study conducted by Andhy Widhiya (2021) with the title Efforts to Improve Volleyball Underhand Passing Skills Through the Direct Instruction Learning Model for Grade VI Students of SDN Setono 5 Ngrambe. This study demonstrates that the Direct Instruction learning model can improve student learning outcomes in volleyball, specifically in underhand passing

techniques, as expected by the researcher. Initial data, collected before taking action in Cycle I and Cycle II, specifically during the initial implementation, revealed that 68.75% of students had not completed the learning implementation, which equates to 11 students. These results serve as a reference for researchers to implement improvements in Cycle I, thereby enhancing student learning outcomes and improving grade completion rates. The results of Cycle I showed that nine students completed the learning, or 56.25% of the students who had completed it. In Cycle II, there was a notable increase of 14 students who completed the volleyball learning with underhand passing techniques, representing 87.5% of the total.

Another study by Fajrul Rahman (2024), entitled "The Effectiveness of the Direct Instruction Learning Model on Basic Badminton Technique Skills at SMA Negeri 1 Citeureup." This study aims to determine the effectiveness of the direct instruction learning model in improving basic badminton technique skills in students of SMAN 1 Citeureup. The approach to this research is quantitative, utilizing an experimental method, as the population consists of students from Class X at SMA Negeri 1 Citeureup. This study uses a one-group pretest-posttest design. The study's results showed a significant increase in the average score from before to after treatment, rising from 5.5 to 9.7, with an N_Gain value of 64.29%.

Furthermore, the significance value was calculated from the pretest-posttest design. Furthermore, the significance value calculated from the hypothesis test is smaller than the significance level (α), which is $0.000 < 0.05$. The calculation of descriptive statistics on the average pretest and posttest shows that the direct learning model has a positive effect on improving the basic badminton skills of students at SMAN 1 Citeureup. Research by Ali Rahman (2023) with the title of research on the Application of the cooperative learning model of the team games tournament (TGT) type to the learning outcomes of basketball dribbling. This study uses quantitative research with pure experiments, a randomized control group pretest-posttest research design. The research instrument is a knowledge and skills test. The sample was determined using cluster random sampling, with two classes: class VIII-D as the experimental class and class VIII-E as the control class. According to the results of the nonparametric Wilcoxon test, both groups showed an increase. According to the results of the Mann-Whitney test, there is a significant difference in the learning outcomes of the knowledge and skills tests between the experimental class and the control class. The results of the N-gain test show that the increase in the experimental class, as measured by both knowledge and skills tests, was 17.56% and 17.48%.

respectively. While in the control class, the increase in knowledge test scores was 7.52%, and in skills, it was 5.95%. It is concluded that the cooperative learning model of the team games tournament (TGT) type influences the learning outcomes of basketball dribbling.

The direction instruction model approach is practical in the Application of physical education, according to research conducted by Indri Susilowati (2021) entitled Application of direct learning methods to basic underhand passing techniques in volleyball. The problem in this study is whether the Application of direct learning can improve students' knowledge of underhand passing in volleyball in class VIII students of SMPN 20 Mataram in the 2021/2022 academic year. The purpose of this study was to improve the basic underhand passing technique in volleyball in class VIII students of SMPN 20 Mataram through direct learning methods. This research is a Classroom Action Research (CAR). The research was conducted in two cycles, each Cycle consisting of Planning, implementation, observation, and reflection. The subjects of this study were 26 students of class VIII D of SMPN 20 Mataram. Data on volleyball underhand passing learning outcomes were obtained through performance tests, and observation sheets were used to collect student activities during the volleyball underhand passing learning process, applying direct learning. The results of this study were obtained through an assessment of three aspects: psychomotor, affective, and cognitive. According to the assessment results, there was a significant increase in outcomes from Cycle I to Cycle II. The results of learning to pass under the ball in volleyball obtained from Cycle I were eight students, representing a completion percentage of 30.77%. During Cycle II, there was an increase of 21 students, resulting in a percentage of completion of 80.77% of the total number of students. Thus, the increase from Cycle I to Cycle II was 50%, or 13 students, out of the total number. Based on the study's results, it was concluded that through direct learning methods, the basic technique of passing under the ball can be improved in class VIII students of SMPN 20 Mataram during the 2021/2022 academic year. For physical education teachers in junior high schools, they can apply learning with direct learning in Physical Education lessons, especially in the basic technique of passing under the ball in volleyball.

Then, the research conducted by Rika Defira (2021) with the title "Improving Learning Outcomes in Planning and Installing Audio-Video Systems by Implementing Direct Instruction Models for Class XII TAV1 Students at SMK N 1 Bangkinang." The results of the study showed that the Application of the Direct Instruction Learning Model as a learning model for Planning and installing audio video systems can increase student activity and can

improve student learning outcomes with an average of 78.3 classical completeness of 61.3% in Cycle I to 84.83 with classical completeness of 87% in Cycle II. From the study's results, the Application of the direct instruction learning model as a learning method can improve students' learning outcomes in planning and installing audio-video systems, making it a viable choice for learning audio-video techniques. The discussion of the results as a whole shows that the use of the direction instruction model in physical education has a significant positive impact on student motivation, physical fitness levels, motor skills, and their understanding of various physical education materials. The direction instruction model encourages active student participation, generates their cognitive involvement, and improves skills in various physical activities. This confirms that the direction instruction model is a practical choice in the context of physical education learning. The articles analyzed provide strong empirical evidence and concrete findings, which support the concept of optimizing learning through the direct instruction model. Therefore, these findings have significant value in the development of physical education curricula and provide practical guidance for teachers in implementing the direct instruction model in the learning process, especially in physical education.

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Author Contribution

Conceptualization & methodology: Imron Nugroho Saputro; investigation : Pungki Indarto; writing–original draft preparation: Akhmad Azlan Khoirun Rozikin, Ardhian Tomy Kurniawan.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Data Availability

The datasets generated and/or analyzed during the current study are available from the corresponding author upon reasonable request.

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