

Application of Gibbs Framework Reflection Method in Elementary School Sports Teachers Community

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Abstract. *This research was conducted in the community of the PJOK Subject Teacher Working Group in Penajam District, Penajam Paser Utara Regency. accompanied by (Mulyadi Hamid and Nurmadhani Fitri). The application of reflection management using the Gibbs framework, with the aim of knowing the improvement of sports teacher competence by using 6 reflection flows of the Gibbs Framework consisting of Description, Feeling, Evaluation, Analysis, Conclusion, and Follow-up Plan. The approach used in this research is a descriptive qualitative approach with the aim of getting a clear picture of the data analysed in the form of real facts in the field in the form of observation results, interviews and supporting documentation obtained from the informants studied. The results of the research on the application of the Gibbs reflection framework have a positive impact on PJOK teachers, where Gibbs Reflection can improve teachers' professional skills, self-awareness, and ability to manage the classroom better. The impact on learners can be observed from the effectiveness, engagement, understanding, skills, and confidence of learners. The continuous reflection process enables teachers to continuously develop their competence, create effective learning, and support learners' overall development.*

Keywords: *Implementation, Strategy, Sports Teacher Competency Improvement, Gibbs Framework Reflection*

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INTRODUCTION

The independent curriculum is designed to overcome the learning crisis during the Covid pandemic and after, with the hope that it can restore students' interest in learning, improve the quality of learning in educational units that are in favor of students (Hadi et al., 2023). Before the independent curriculum, the K13 curriculum was a reference for National Education which actually also encouraged student-centered learning, but there were several things that were improved in the independent curriculum. According to Mukhtar (2024), the relevance of the K13 Curriculum is adjusted to the needs of students, adjusted to the existing local culture, so that it can encourage students to be more independent in learning.

This is further strengthened in the independent curriculum, which emphasizes competency-based learning, development of students' motor skills, and the ability to compile programs to strengthen the Pancasila Student profile (Tarmo & Kimaro, 2021; Kimario & Otieno, 2022; Simarmata & Mayuni, 2023). The Pancasila student profile project can provide more meaningful learning in solving problems, facing challenges, developing more independent motor skills, according to the talents and interests of students (Susanti et al., 2023). Researchers argue that the differences between the K13 Curriculum and the Independent Curriculum reflect an in-depth evaluation conducted by the Ministry of Education, Culture, Research and Technology as an improvement on the previous Curriculum.

The Independent Curriculum provides more freedom to teachers and students in designing student-centered learning models (Wang, 2023; Riskiyah et al., 2024; Anisa, 2022). More flexible learning in developing students' talents and interests, a differentiated learning approach that is adjusted to students' abilities, in achieving their learning goals. In an effort to achieve the vision and mission of National Education, there needs to be a strategy to improve the quality of teachers, in various forms of activities, training and mastery of the Gibbs reflection model. The ability to evaluate and analyze learning is an important aspect in implementing the Gibbs reflection framework. so that it can create a young generation that is qualified, has noble character and is able to compete globally (Ezezika & Johnston, 2023; Pieper et al., 2021; Mello & Wattret, 2021).

The difference in competence between class teachers and sports teachers especially in their respective roles and specializations (Kryshtanovych et al., 2021; He et al., 2021). Class teachers are more focused on integrated learning in the classroom, including literacy, numeracy, social and moral knowledge. The development of sports teacher competence, in accordance with educational management, is more related to pedagogical competence, motor skills, sports management as a strategy in creating higher quality learning that is in favor of students (Lohmann et al., 2021; Kornosenko et al., 2021). The concept of motor skills, physical development and a healthy lifestyle, is one of the focuses of sports teachers in creating active, practical and movement-based learning that is instilled in students and is directly useful in real life in society (Siedentop et al., 2022; Purwanto & Ockta, 2024).

Sports teachers must be able to design more interesting activities in the form of physical activities combined with the values of sportsmanship, teamwork, discipline and mental resilience. Sports teachers must understand the right educational strategy management, in designing learning models related to the elements of student movement. Assessing students' motor skills, fitness and physical abilities is one of the goals of sports learning that has an impact on real life (Gula, 2024; Zulkifli & Danis, 2022). Some differences in the application of Gibbs framework reflection, Classroom Teachers and Sports Teachers, especially in the context of learning, Gibbs' reflection focus and strategies used by Sports Teachers tend to conduct learning outside the classroom or on the field. So that the approach taken is related to physical activity, movement coordination and motor skills, which are packaged in game learning (Supriatna & Suhairi, 2021).

The use of Gibbs framework reflection is focused on the process of physical activity and student performance during sports learning activities. Reflection will evaluate more about game strategies, teamwork, student sportsmanship and activeness in physical activities independently or in groups. That not all Sports teachers have sufficient knowledge and skills in conducting learning reflections that are in accordance with the standard Gibbs reflection model (Downham & Cushion, 2024; Karasievyh et al., 2021). So that research needs to be conducted in order to improve the competence of Sports Teachers through the use of more effective Gibbs framework reflection. In accordance with the commonly used framework. Reflection is important to do as an honesty, openness to criticism, both self and others, and is done continuously in achieving the goal of improving the competence of quality teachers and students.

Many teachers still have a monotonous understanding and model of learning movement, so there needs to be research with the hope of increasing teacher awareness, better understanding of good learning models through reflection (Pakaya et al., 2020). The application of the Gibbs reflection model in learning according to a clearer flow, patterned according to the reflection stage, greatly helps teachers in knowing and measuring their own abilities, and designing follow-up learning. The diverse character of teachers, some are not comfortable admitting their weaknesses or strengths, so that in carrying out learning activities they are not optimal, how to find the talents and interests of students (Fahrudin et al., 2021). Conducting evaluations and re-analyzes before designing better, more comfortable, and enjoyable learning for students.

Another obstacle faced by teachers, in general, is not being able to divide their time well, so that there is no room for conducting structured reflections such as the Gibbs framework (Ridwan et al., 2025). The shortcomings and advantages of teachers in learning practices are never realized as an important action in improving sustainable competence. Good reflection requires deep understanding, the ability to analyze situations, identify emotions, evaluate experiences and plan follow-up improvements that are in favor of students (Nesbit, 2012). Reflection is actually often done in everyday life and learning, thinking about what has happened, how to deal with problems, so that our role as teachers is how to reflect on a connection with the world of education.

Uniting theory and practice in the field, designing learning models, motor skills and physical fitness that are more meaningful for students. said that reflection is an important tool used to help teachers think about what to do, the consequences of the learning actions taken (Zulfa, 2017). Furthermore, Dewey groups teachers based on actions that are often carried out into two, namely routine and reflective actions in learning. Reflective actions are a development of routine actions that are carried out as a form of change in the learning model from understanding the shortcomings and advantages and follow-up actions that will be carried out that are of higher quality in learning (Adhim & Zaitun, 2024).

Researchers argue that reflection is a process in which theory, practice, beliefs and actions are carried out consciously and deliberately, to improve the role of teachers in educating the nation's life. Through reflection, teachers and students will learn from experience and develop their own mindsets which are carried out consciously through structured reflection questions (Hendrianty et al., 2024). The habit of reflecting will strengthen mental, reading skills, listening to information, and the ability to explore the understanding that is developed in depth as a new, higher quality idea.

The reflection method that is in accordance with the reflection management flow will guide teachers in understanding how to learn properly, identify what is needed in learning, and explore the good potential, knowledge and skills possessed by students (Wijaya et al., 2023). Teachers will be more developed and able to correct, evaluate, fun and student-centered learning models, conclude and make comprehensive follow-up plans in learning (Akbar et al., 2023). There are several reflection models that can be applied in sports learning with the hope of creating fun learning, student-centered, and providing a sense of security in participating in movement activities on the field.

According to Archambault et al. (2022) a reflection is a framework or guide that can be used to improve performance, create meaningful learning spaces, in achieving real goals. Gibbs framework is one of the most widely used reflection models and influences the development of learning models (Tan et al., 2024). So, researchers will focus on discussing the application of the Gibbs framework reflection model in improving the competence of sports teachers. The benefits of getting used to doing reflection can improve the competence of sports teachers, because with structured reflection, teachers and students can understand what potential needs to be developed in themselves, understand the weaknesses and strengths of teachers and students (Lin et al., 2022).

Reflection is important to do in every learning session, in order to build student confidence, express opinions, collaborate and take responsibility (Awidi & Klutsey, 2024). Another impact of reflection for teachers is being able to think critically about the material being taught, being able to design a fun learning model, and teachers being able to modify the learning model according to curriculum demands. The researcher concluded that reflection is a process of thinking back, feeling, imagining and considering what has happened in learning in the past, what is happening now, and what can be done differently in the future. Gibbs framework reflection management according to the stages of description, feelings, evaluation, analysis, conclusions and follow-up plans (Slameto et al., 2023). Helping teachers in managing classes, improving the

effectiveness of learning, designing strategies, modifying learning according to existing school resources.

METHODS

The approach used in this study is a descriptive qualitative approach, with the aim of obtaining a clear picture of the data analyzed, in the form of facts, a picture of real actions in the field. Both in the form of writing, observation answers, interview conversation results obtained from the informants studied, collected and analyzed as primary data that will be developed as research results. Both behavior, perception, motivation and actions are described as data, either in the form of writing, questions and answers, direct sentences that can be documented as sources of data to be analyzed. Researchers interpret that the data obtained from the results of observations, interviews and documentation are data that can be studied more deeply, through interactions between researchers and informants. Qualitative descriptive research is a series of activities to obtain real data, real as it is in the field, as authentic data from the sports teachers being studied. The role of the researcher is as a facilitator who can guide the course of a study, solve problems and provide trigger questions in exploring the competencies of the informants being studied. Implementing new ideas that are found and used as solutions in developing learning, building collaborative learning results from information collection, observation and interviews with informants being studied.

The researcher took the research location in the Subject Teacher Working Group (KKG PJOK) community Located on Jalan, Pariwisata, Girimukti Village (State Elementary School 028 Penajam) Penajam District, North Penajam Paser Regency, and some took the Observation location, interviews at the informant's school being studied. The PJOK subject teacher working group is a community of Elementary School Sports Teachers, Penajam District, North Penajam Paser Regency. This community has the same goal, collaborating with each other in improving the competence of sports teachers, creating quality, character and dignified understanding. The KKG PJOK Secretariat located in Girimukti Village, Penajam District, facilitates access for every community member when carrying out routine KKG activities every month. KKG activities have various programs related to the competence of sports teachers, sharing the latest information, how to implement the independence curriculum, and discussing sports tournament activities.

RESULTS AND DISCUSSION

Researchers examined how the Gibbs Reflection Framework could enhance the professional competence of elementary school sports teachers who are part of the Subject Teacher Working Group (KKG PJOK) operating in Penajam District. The research data from interviews and observational and document-based analysis revealed three primary findings about how Gibbs reflection strategies are used and how they facilitate teacher growth and support better student learning outcomes.

Strategy for Implementing Gibbs Framework Reflection in Improving Sports Teacher Competence

Teacher competency management is a process designed to ensure that teachers have the pedagogical abilities, skills and knowledge needed to create good, collaborative and meaningful learning. Teachers' abilities, communicating and being skilled in using technology, managing classroom management, understanding school culture, mastering the learning materials taught, as basic things that professional teachers must have.

Through classroom observations, surveys and interviews conducted by researchers in measuring competency, teacher understanding as the main informant in this study, with the application of the Gibbs framework reflection model which is structured according to the Gibbs reflection flow. Teachers can find out their own weaknesses and strengths in carrying out learning and can map the challenges faced, and are able to formulate the best solutions that will be carried out in the next quality learning that is in favor of students. Based on the results of observations and interviews conducted as informant 1 stated that:

"Teachers must be given direct and massive guidance, so that they are able to understand and apply the steps for implementing the Gibbs framework reflection independently, encouraging group discussions within the school community."

share understanding of the results of Gibbs reflections applied in classroom learning and try to integrate Gibbs reflections into daily learning plans, as a structured follow-up evaluation

Furthermore, the researcher conducted observations and interviews with informant 2 gave the opinion that:

"The application of the Gibbs framework reflection is very useful in improving my competence as a sports teacher. By following structured steps, I can identify areas of strength and weakness in teaching in the classroom and on the field. Being able to plan concrete improvement steps, this certainly has an impact on improving the quality of PJOK teaching that is more effective, efficient, and relevant to the needs and characteristics of students."

The next interview that the researcher, coinciding with the KKG activity, in the Subject Teacher Working Group community at SD 005 Penajam. The interview expressed his opinion that the importance of implementing the Gibbs framework reflection after learning will affect the next learning approach model, informant 3 said:

"The strategy for implementing Gibbs reflection which is carried out continuously, without eliminating the stages or steps of the Gibbs reflection, can improve the competence of teachers and students because from the beginning to the end of learning, a structured evaluation is carried out, which will automatically have an impact on the actions, attitudes and positive characters of teachers and students."

Then the researcher continued the interview with the next informant who attended the KKG activity on November 28, 2024. The results of the interview, gave his opinion that the strategy for implementing Gibbs framework reflection in an effort to improve the competence of sports teachers includes:

"Teachers must have a self-commitment, to improve their quality, always try to apply Gibbs reflection in more regular and structured learning, so that it becomes a better teacher habit, in implementing quality learning, by participating in various good learning practice activities, collaboration becomes part of the initiative for change in the school practitioner community, motivating themselves and students as a superior generation."

In a separate interview with, he expressed his opinion that many things can be applied in learning to improve student competence, of course teachers must master the material better. The persuasive learning approach strategy is carried out, so that teachers must understand how the application of Gibbs framework reflection can improve the competence of teachers and students as a whole, this interview was conducted on November 5, 2024 by conveying the strategy as follows:

"Teachers must dare to describe in full the learning that has been done, so that teachers know the shortcomings and advantages, and reflect back on enjoyable learning, like what students want, and find the best solution in solving the challenges faced, Have ideas and dare to modify learning so that it is easier for students to understand, enjoyable and challenging learning encourages teachers to learn continuously about the application of reflection models that are in accordance with the actual flow."

Furthermore, the researcher conducted an interview with, a sports teacher at SD 028 Penajam, the interview was conducted on November 5, 2024, the informant expressed her opinion about the strategy for implementing Gibbs framework reflection in improving teacher competence through:

"One of the reflection models that is very straightforward and complete in developing the professional competence of sports teachers is to get used to using the Gibbs model reflection,

this model is very helpful for individuals, to reflect deeply on their experiences. Identifying young ways to improve their practices in a better future, so this reflection is very important to do after each learning session and can even increase self-confidence, responsibility and better mastery of the material."

The next interview chosen by the researcher was, from SD 021 Penajam, this informant was chosen by the researcher because she had implemented the Gibbs framework reflection in learning at school. So, the researcher needs to dig deeper into the strategies and impacts resulting from the implementation of the Gibbs framework reflection, in this informal interview gave the opinion that:

"The skill of implementing the Gibbs framework reflection model will help sports teachers improve their competence, teaching skills, and skills in monitoring activities in the field. The ability to reflect and observe students comprehensively, provide evaluation and motivation both individually and in groups, be able to map students' talents and interests that are relevant to the activities carried out, students will have high motivation to learn responsibly and be sporty in sports activities."

The next informant that the researcher interviewed, from SD 032 Penajam, this informant was chosen by the researcher as a representative of group 4 who had long implemented the Gibbs framework reflection in sports learning, in the interview session the informant conveyed several strategies in implementing the Gibbs framework that had a real impact on students, the strategies used were:

"Teachers must dare to take real action in the form of descriptions, involve feelings, evaluate and re-analyze the learning that has been done from the beginning of learning to the end of learning. Making conclusions that are reflected in depth about new ideas, in overcoming challenges in learning, what is good and what needs to be improved, all are reflected so that solutions will emerge. Modifying the learning model, and providing opportunities for students to convey ideas, feelings, and ideas in learning activities, so that students feel appreciated for their ideas."

Sports teachers are able to formulate in depth, solutions to solving challenges faced in learning, with a social emotional approach, teachers show maturity in thinking, as an impact of the application of the Gibbs framework reflection. Teachers are skilled in acting, facilitating students according to their learning models, so that educational goals can be realized and in line with the goals of the independent curriculum, namely creating a generation of intelligent, skilled, independent, responsible and ready to compete globally.

Impact of Implementing Gibbs Framework Reflection in Improving the Competence of Sports Teachers

The results obtained by teachers during and after implementing Gibbs framework reflection in learning can be felt directly by sports teachers, both in improving the competence of knowledge, skills and character of teachers who are more prepared in learning. In an interview conducted on November 25, 2024 at SD 029 Penajam, with informant expressed his opinion that.

"There are at least two benefits felt by teachers after implementing Gibbs framework reflection in learning, namely the impact felt by teachers and the impact felt by students."

Teachers will find it easier to identify problems, evaluate and make follow-up plans in learning, design more effective learning improvements, and be able to create a more interesting learning atmosphere that is in favor of students.

"Meanwhile, the benefits obtained by students are that students are more effective because they get learning that suits their talents and interests, are more motivated because the learning model provided is in accordance with the results of previous learning reflections, and students will be more focused in finding a more effective learning model."

On the same day, November 25, 2024, the researcher continued the interview. The informant conveyed the impact felt after understanding and applying the Gibbs framework reflection in learning that:

"The application of the Gibbs framework reflection has a positive impact on sports teachers, where reflection can improve teachers' professional skills, self-awareness, and the ability to manage classes better. Then for students, the impact is seen in increased involvement, understanding, skills, and self-confidence. The ongoing reflection process allows teachers to continue to develop their competencies, create effective learning, and support the overall development of students."

In the KKG activity on November 28 which took place at SD 005 Penajam, researchers conducted observations and direct interviews with from SD 002 Penajam. In the interview, the informant gave his opinion about the impact felt during the implementation of the Gibbs framework reflection in learning that.

"The implementation of the Gibbs framework reflection has a positive impact on sports teachers, reflection is a solution in evaluating the learning that has been carried out, whether it is necessary to change the approach, or improve what is already good, and provide motivation to students continuously. For students, the impact is seen in the active participation of students in learning and playing a role individually or in groups."

Meanwhile, from SD 001 Penajam, in an interview on November 28, 2024, said that:

"The real impact that I feel in implementing the Gibbs model reflection is a better understanding of my own competence as a teacher, the difference in my teaching methods from before and now is very clear, now I understand the 6 flows of implementing the Gibbs framework reflection, have more mastery of the material, be confident and able to map out what students' needs are. Understand what I have to do, in attracting students' interest in learning, and being able to provide a comprehensive evaluation in learning, provide motivation to students in a structured manner, direct them about the learning goals they want to achieve."

The third interview was conducted with, from SD 032 Penajam, who attended the KKG activity at SD 005 Penajam, in the interview session conducted, the researcher explored in depth the impact felt after implementing reflection using the Gibbs framework. Respondents on this occasion provided an explanation of the benefits felt so far, namely.

"That the impact of Gibbs framework reflection in the teaching practice of sports teachers is very clear, both the personality of the teacher, concocting learning materials, the results are very significant, for example teachers are able to evaluate learning practices fairly and authentically, provide feedback on the quality of learning that has been carried out."

On December 5, 2024, the researcher again conducted observations and interviews with, from SD 014 Penajam. In this interview, the informant stated that:

"One of the impacts felt in the application of Gibbs framework reflection is the increase in the overall ability of teachers both in planning, implementing, involving teachers' social and emotional aspects, evaluating more effective learning. The impact on students is the provision of more relevant materials, recognition of ideas, choices and giving responsibility and ownership of students who are more interesting and challenged to complete learning, creating a more enjoyable learning atmosphere for students."

Then the researcher conducted an interview with, from SD 028 Penajam, on December 6, 2024. This interview was conducted to find out the extent of the impact felt after implementing the Gibbs framework reflection, on this occasion the informant gave the opinion that the impact felt during the implementation of reflection was.

"The impact of reflection is able to encourage teachers to improve the quality of teaching continuously, both in terms of designing interesting learning models, improving teaching

skills, effective communication and more comprehensive classroom management. And teachers are able to conduct self-evaluations and student evaluations in an effort to improve teaching practices based on real experiences."

The learning carried out has a direct impact on students, both in involving the role of students, establishing social emotional relationships and encouraging students to develop optimally, both physically, mentally, social relationships and their responsibilities as students. The next interview was conducted on December 7, 2024, targeting informants from SD Negeri 021 Penajam, on behalf in this interview, the informant gave her opinion, the impact felt from the implementation of the Gibbs framework reflection during learning at school is.

"Increased teacher confidence in providing learning services to students, the ability to analyze problems encountered in learning, and teacher self-awareness of strengths, advantages and disadvantages that need to be fixed in learning. Furthermore, teachers are able to provide motivation to students in a structured manner, utilizing school facilities and infrastructure according to student needs."

According to researchers, reflection is a careful consideration of beliefs, knowledge, and reasons that underlie decisions and actions in research, which are designed to help individuals, reflect on their teaching experiences systematically. That reflection is not only about remembering experiences, but also about critically analyzing teaching experiences, activities in real life.

The authors analyzed how the Gibbs Reflection Framework helps to develop professional competence for elementary school sports teachers who participate in the Subject Teacher Working Group (KKG PJOK) in Penajam District. Qualitative data collection over six months revealed at different sites that reflective practices deliver benefits which improve both educator competence and student achievement results. This part combines existing research with important educational principles to enhance the evaluation while demonstrating wider implications. This research utilizes the Gibbs Reflection Framework by Graham Gibbs (1988) since it provides teachers with the six-stage model beginning with Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan. These steps help individuals perform orderly self-assessments while encouraging their development. Gibbs' reflective model demonstrates strong connections to major reflection concepts used in educational contexts.

The Gibbs cycle embodies the full definition of reflective thinking according to Dewey (1933) who explained that students actively study beliefs with persistent and careful focus on their own actions. Experiential Learning Theory from Kolb (1984) implies that learning becomes effective when people experience events followed by reflection followed by thinking followed by action. During sports education, teachers conduct reflective evaluations of their teaching sessions to find insights they translate into new educational methods which they later apply to future classes. Schön (1983) extends educator roles to include "reflective practitioners" who practice reflection-in-action while teaching as well as reflection-on-action for post-teaching analysis. This research found teachers implementing both reflection forms to show their ability to be flexible and responsive educational practitioners.

Educational staff achieved both practical effectiveness and educational transformation through application of the reflective stages. Teachers began their reflective practice at "Description" by listing all important aspects of their learning sessions such as content and activities combined with student interactions. Reflective documentation provided contextual understanding to teachers who used it as a basis for future cycle stages (Hsbollah & Hassan, 2022). The "Feelings" reflective stage encourages teachers to analyze their emotional responses especially because emotions significantly affect their teaching behavior according to Chen et al. (2022). Educational staff who assessed their emotional responses learned better self-awareness combined with essential emotional regulation abilities that form part of social-emotional competence (Jennings & Greenberg, 2009).

Teachers performed "Evaluation" assessments to determine both the successful parts and shortcomings of their teaching methods. The evaluation process enabled informants to separate effective teaching approaches such as student-led drills and cooperative games from methods they needed to improve. Teaching practice demonstrates similar reflective habits as described in Pieper et al. (2021) regarding the necessary role of structured self-assessment evaluations in education. Analysis stage activities led teachers to analyze reasons behind successful and unsuccessful teaching approaches. The educators deliberated about education methods and their students' involvement alongside their teaching resources. Dewey's inquiry-based learning approach finds its match through analytical reflection which also builds students' difficulty-solving capabilities and professional practical judgment abilities. Through "Conclusion" teachers managed to organize their findings before deciding how to implement lesson learnings. Educators implemented fresh teaching methods by adding more flexible approaches during instruction and by using competition along with cooperative activities. The approach matches Tomlinson's (2001) model which modifies content along with procedure while adapting products to fit student requirements.

During the "Action Plan" stage of the reflective process teachers developed specific methods to enhance their upcoming lesson delivery. Implementation of these plans required teachers to either work with colleagues or adapt existing lesson plans or test novice technologies in the classroom thus making thoughtful reflection practical for student needs. The ongoing use of this framework generated noticeable development in teachers' pedagogical abilities. The teachers experienced better lesson preparation together with greater dynamism and stronger classroom control skills. The research data confirms the fundamental nature of autonomy and competence and relatedness in professional motivation as described by Ryan and Deci (2000) in Self-Determination Theory. The process of reflective practice produced teachers who displayed increased levels of empowerment in addition to increased confidence and motivation.

The participants observed modifications to how they identified themselves as professionals. The structured reflection process allowed teachers to view themselves as educational leaders who take initiative instead of simply carrying out assignments. The knowledge transformation is consistent with Shulman's (1987) statement about pedagogical content knowledge developing through reflective practices. The reflective efforts of teachers gained support from the shared knowledge-building culture established by the KKG PJOK faculty. Avalos (2011) supported these findings when he emphasized how teacher learning communities enable professional development for teachers. Teachers used regular group meetings to exchange expertise that led to experience validation and collective solution development.

The teaching practice of reflection produced effects that spread throughout the student body. The teachers noticed both improvement in their students' engagement as well as their motivation and achievement of new skills. The modifications arose because teachers gained new capabilities to create relevant and differentiated teaching methods. Students learn best through constructivist learning theories (Bruner, 1966; Vygotsky, 1978) when they engage in meaningful activities to actively construct knowledge under reflective teachers' guidance. The introduction of inclusive activities provided beneficial learning opportunities which addressed different student learning talents and capabilities. Teachers developed better skills to identify and promote personal talents of each individual student. The research confirms inclusive education practices because these methods require educational adjustments that acknowledge individual student differences (Tomlinson & Imbeau, 2010).

The reflective process enabled teachers to create emotional safety in their classroom environment. The teaching practice of considering classroom dynamics and student feedback resulted in classroom environments that students perceived as encouraging and respectful. Intellectual learning environments play a vital role in developing student exploration abilities and building their capacity for collaboration and becoming resilient (Hamre & Pianta, 2007). There were positive results from the research but it revealed multiple barriers to steady reflection practice deployment. Time limitations combined with work demands along with deficient

institutional backing emerged as regular obstacles. Downham and Cushion (2024) reached similar findings by detecting that reflection loses its value when administrators fail to offer substantial support. School leaders should make time available for teacher reflection while incorporating it in their plans for school improvement.

Teacher willingness to perform public reflection depended on cultural traits that existed in their context. Teacher vulnerability is often viewed with disapproval in collectivist societies where individuals avoid public displays of deficiency. Cultural dimensions theory by Hofstede (2001) shows that professional learning models need to adapt according to workplace norms because they foster respect and psychological safety and trust during professional development programs. The obtained research reveals specific recommendations regarding educational policy development and educational procedure implementation. Teaching programs must start by adopting the Gibbs Reflection Framework as their core reflection method. Educational training should include activities to guide reflection along with peer assessment and instructor demonstration.

Educational facilities should implement professional learning communities which serve as platforms for continuous reflection work. These support groups offer both mentors and emotional backing along with structure and performance check-ins to teachers. Educational policies need to establish reflection as an official requirement for demonstrating effective teaching abilities. Schools should add reflective journals and portfolios within their teacher evaluation system to prove professional development. Research exploring how reflective approaches impact student learning outcomes and teacher retention should study their sustained effects across time periods within high-stress teaching settings alongside disadvantaged schools.

The structured utilization of Gibbs Reflection Framework demonstrates considerable value for transforming sports instruction methods at elementary school levels. The teaching practice with its ability to strengthen emotional intelligence and teaching capabilities leads to better student academic results. Within an institutional setting which supports cultural awareness and provides backing the application of reflective practices drives pedagogical transformation and develops teachers' skills and promotes equity in education. Theory-based research analysis throughout this work demonstrates why reflective practice constitutes a vital method for teacher education and professional development. The Gibbs model proves to be a tool for both self-assessment and the driving force that creates substantial improvement in education quality.

CONCLUSION

The application of the Gibbs Framework Reflection method in sports learning significantly enhances the competence of sports teachers in elementary schools in Penajam District, North Penajam Paser Regency. Over six months of observations, interviews, and documentation, the study revealed improvements in teachers' skills, knowledge, attitudes, and mastery of learning materials. By following the structured six-step Gibbs model, teachers identified strengths and weaknesses, addressed classroom challenges, and implemented effective, student-centered solutions. The method fosters professional growth, self-awareness, and better classroom management, while positively impacting students through increased engagement, understanding, skills, and confidence. This reflective process supports continuous teacher development and promotes effective, holistic learning outcomes.

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