

## The Role of Physical Education Teachers in Sepak Takraw Extracurricular Activities at EBC 10 de Dezembro Comoro-Díli

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### Abstract

**Background of study:** Physical education is an integral part of the educational system aimed at developing students' physical, mental, social, and emotional capabilities. At EBC 10 Dezembro Comoro-Dili, Sepak Takraw extracurricular activities serve as a strategic platform for talent development; however, implementation still faces significant motivational and methodological challenges.

**Aims and scope of paper:** This study aims to analyze the role of Physical Education (PE) teachers in Sepak Takraw extracurricular activities at EBC 10 Dezembro Comoro-Dili and to identify the constraints and strategies involved in student coaching.

**Methods:** This study employed a descriptive method with a naturalistic qualitative approach (SRQR). Data were collected through observation, in-depth interviews with key informants (PE teachers/coaches and the school principal), and documentation. Data analysis followed the Miles and Huberman model: data reduction, data display, and conclusion drawing.

**Results:** The findings indicate that PE teachers play a vital role as planners, coaches, mentors, and motivators. While basic technical skills and discipline aspects are well-managed, significant constraints were found, including low student motivation, limited practice time, and a lack of variety in teaching methods. Institutional support in terms of policy is adequate, but the coaches' pedagogical innovation needs improvement.

**Conclusion:** The role of PE teachers at EBC 10 Dezembro Comoro-Dili is satisfactory in technical aspects but requires strengthening in innovation and motivational functions to ensure effective and sustainable coaching.

**Keywords:** Coach Role; Extracurricular; PE Teacher; Sepak Takraw; Student

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## INTRODUCTION

Physical education represents a fundamental pillar within the global educational landscape, designed to foster a balanced development of physical, mental, social, and emotional attributes through structured movement (Singh & Parmar, 2023). It is not merely an instructional period for physical exercise but a comprehensive medium where students learn to navigate complex social interactions and cognitive challenges through the lens of physical activity. By engaging in diverse sports and movement patterns, students cultivate a holistic sense of well-being that serves as a foundation for their overall academic and personal growth (Anwar et al., 2025). This multi-dimensional approach ensures that the school environment contributes significantly to the formation of healthy, resilient, and socially competent individuals.

In a formal educational context, physical education is defined as a deliberate and systematic learning process aimed at improving physical fitness, motor skills, and sportsmanship (Cereda, 2023). The curriculum is designed to ensure that every student, regardless of their initial athletic ability, has the opportunity to master fundamental

movement skills that are appropriate for their developmental stage. Therefore, physical education acts as a bridge between theoretical knowledge of health and the practical application of a physically active lifestyle (Thorburn, 2021).

The role of a Physical Education (PE) teacher extends far beyond the traditional boundaries of technical instruction or sports coaching. These educators function as vital facilitators who guide students in internalizing core human values such as cooperation, discipline, and integrity (Mashoedi et al., 2025). Through the management of game-based learning and competitive scenarios, teachers create a safe space for students to experience both success and failure, teaching them how to handle these outcomes with grace and sportsmanship. Ideally, the PE teacher serves as a role model whose influence shapes the character and ethical outlook of the students, transforming the sports field into a classroom for life skills.

Despite these noble objectives, the practical implementation of sports education often encounters significant pedagogical hurdles (Hernando-Garijo et al., 2021). One of the primary challenges is ensuring that the intensity and variety of physical activities are sufficient to promote genuine fitness while remaining accessible to all students. Many physical education programs struggle to balance the need for rigorous physical training with the requirement for inclusive participation. Furthermore, limitations in school environments, such as inadequate equipment or limited instructional time, often force teachers to simplify their methods, which can lead to a reduction in the quality of the learning experience and the students' eventual mastery of motor skills.

In the specific realm of technical sports instruction, disciplines like Sepak Takraw present unique challenges that require high levels of specialized coaching (Kiram et al., 2023). Sepak Takraw is a culturally rich and physically demanding sport that requires extraordinary coordination, flexibility, and explosive power. For students to excel in this sport, they must undergo a meticulous progression of skill acquisition, starting from basic ball control to advanced tactical maneuvers. Teaching such a complex discipline requires a coach who is not only technically proficient but also capable of breaking down intricate movements into digestible, engaging learning segments for young athletes.

Extracurricular activities, particularly in sports, serve as a strategic extension of the formal school curriculum, providing a dedicated platform for talent identification and development (Mudzakir et al., 2025). At EBC 10 Dezembro Comoro-Dili, the Sepak Takraw extracurricular program is envisioned as a center for athletic excellence where students can hone their specialized skills outside of regular classroom hours. These programs allow for a more concentrated focus on specific disciplines, fostering a sense of community and school pride among participants. When managed effectively, extracurricular sports can become a transformative experience that defines a student's adolescent years and potential career path in athletics (Hebard et al., 2021).

However, preliminary evidence from EBC 10 Dezembro Comoro-Dili suggests that the current Sepak Takraw program faces substantial operational barriers that hinder its effectiveness. Observations indicate that while the intention for talent development is present, the implementation is often stalled by limited facilities and a reliance on monotonous training routines (Puspita & Fitriasia, 2025). Furthermore, there is a visible fluctuation in student motivation, often tied to the lack of innovative pedagogical approaches that fail to capture the interest of modern learners. Without addressing these gaps in instructional delivery and resource management, the program risks becoming a mere routine rather than a dynamic environment for growth (Mncube et al., 2023).

Consequently, there is a pressing need for a systematic analysis of the professional role of PE teachers in navigating these complexities (Lindkvist, 2023). This study aims to evaluate how educators at EBC 10 Dezembro Comoro-Dili can overcome existing constraints to create a more effective, engaging, and sustainable coaching environment. By examining the interplay between teacher roles as planners, coaches, and motivators, this research seeks to provide actionable insights into improving the quality of extracurricular sports programs. Ultimately, the goal is to ensure that the Sepak Takraw program fulfills its potential as a catalyst for student talent development and character building in Timor-Leste.

## METHOD

This study employs a descriptive research design with a naturalistic qualitative approach, following the Standards for Reporting Qualitative Research (SRQR) framework. This design was selected to provide a comprehensive and contextual description of the PE teacher's role within the natural environment of the school without any experimental manipulation. By utilizing a naturalistic approach, the researcher is able to observe the genuine interactions, instructional habits, and behavioral dynamics that occur during standard extracurricular sessions (Mustakim et al., 2024). The research was conducted at EBC 10 de Dezembro Comoro-Dili over a period of two months to ensure a consistent observation of the coaching process. This extended duration allowed the researcher to establish rapport with the subjects and observe the progression of training sessions over time, thereby reducing the likelihood of observing anomalous or staged behaviors (Baccari et al., 2024).

The participants in this study were selected using a purposive sampling technique, which involves choosing informants based on their direct relevance to the research objectives. The primary informants consisted of one Physical Education (PE) teacher who acts as the Sepak Takraw coach, a selected group of students from Class II who are active participants in the program, and the school principal, Mr. Calistro A. Guterres, who provided institutional context. The researcher served as the primary instrument, supported by semi-structured interview guides and observation protocols. Semi-structured interviews were chosen to allow for flexibility; while specific core questions guided the conversation, the interviewer had the freedom to probe deeper into interesting or unexpected responses. Sample interview questions included: "What specific pedagogical strategies do you implement to balance technical training with character development?" for the teacher. For the students, the questions focused on their psychological engagement, such as: "What actions from your coach make you feel most motivated to attend practice?".

To ensure validity and reliability in a qualitative context, the instruments were validated through expert judgment and source triangulation, comparing data from the teacher, students, and principal to establish a credible narrative. The data collection was carried out in three stages: the preparation stage (permitting and instrument validation), the implementation stage (field observations and face-to-face interviews), and the reporting stage (data transcription and verification). Data were analyzed using the interactive model by Miles and Huberman, which involves three concurrent flows of activity: data reduction (sorting and focusing the raw notes), data display (presenting the findings in an organized narrative), and conclusion drawing/verification. This process ensures that the findings are grounded in the actual responses and behaviors observed during the research. The scope

of this methodology is centered on the qualitative case study of EBC 10 de Dezembro Comoro-Díli. While it provides deep situational insights, the results are context-specific and are not intended for broad statistical generalization, but rather to serve as a qualitative reference for sports coaching in similar educational settings.

## RESULTS AND DISCUSSION

### Result

The results of this study, derived from observations, interviews, and documentation at EBC 10 de Dezembro Comoro-Díli, reveal that the Physical Education (PE) teacher performs several critical roles in the Sepak Takraw extracurricular program. These roles are categorized into four primary functions: planner, coach, mentor, and motivator.

As a planner, the teacher successfully structured a training program that focused on fundamental technical skills such as *sepak sila*, *sepak kuda*, and *heading*. However, the implementation phase showed some inconsistencies. Observation data indicated that while the technical drills were well-organized, the sessions often felt repetitive. One student informant noted during an interview:

*"I enjoy playing Sepak Takraw, but sometimes the practice feels the same every day. We do the same kicks over and over, and it makes some of my friends lose interest after a few weeks."*

Regarding the role as a motivator, the teacher demonstrated a strong commitment to discipline, but struggled to maintain consistent student enthusiasm. While the School Principal, Mr. Calistro A. Guterres, emphasized that *"the school provides full policy support and facilities,"* the teacher admitted that limited time and the lack of innovative training media were significant hurdles. The teacher stated:

*"My main challenge is keeping the students excited. With the limited time we have after school, I often focus only on the techniques, which I realize might be less engaging for younger students."*

### Discussion

The findings of this study highlight a significant gap between the teacher's technical competence and their role as a pedagogical innovator. In the context of the teacher as a planner and coach, the mastery of basic techniques is evident. However, a PE teacher must go beyond technical instruction to create an active and creative learning atmosphere. The current reliance on repetitive drills at EBC 10 de Dezembro suggests that the teacher has yet to fully implement the "creative and fun" aspects of sports pedagogy. This lack of variety is a common issue in traditional coaching, where the focus on form often overshadows the psychological engagement of the athlete.

The repetitive nature of the training at EBC 10 de Dezembro is a primary factor in the diminishing interest among students. When students perceive that the sessions are the same every day, their intrinsic motivation begins to wane. This observation aligns with the theoretical understanding that variety and challenge are essential for maintaining engagement in sports. For younger students, the element of play and diverse stimuli are just as important as the mastery of the *sepak sila* or *sepak kuda*. Without instructional variety, the extracurricular activity risks becoming a chore rather than a sought-after talent development platform.

The lack of student motivation identified in this study is a critical concern that requires immediate pedagogical attention. Motivation is considered the fuel of the learning

process; without it, skill acquisition becomes stagnant. The low consistency in student attendance at the school is a direct result of the teacher's struggle to function as an effective motivator. To bridge this gap, the teacher must adopt strategies that tap into the students' social and emotional needs, ensuring that the training environment is supportive and stimulating. Motivation should not just be about discipline, but about fostering a genuine passion for the sport.

Institutional support from the principal is strong, yet this research underscores that facilities and policies alone are insufficient for a successful program. The principal's provision of facilities creates the necessary foundation, but the "Pedagogical Role" of the teacher is what breathes life into those resources. There is a pressing need for more varied training methods to transform the extracurricular activity from a monotonous routine into a dynamic talent development platform. The disconnect between available support and student enthusiasm suggests that the bottleneck lies in the instructional delivery rather than the institutional framework.

The professionalism gap identified in the literature is clearly reflected in this case study. The dual role of a teacher and a coach requires not just sports knowledge, but also psychological strategies to maintain student interest. At EBC 10 de Dezembro, the teacher's focus on technical drills at the expense of engagement strategies illustrates this gap. Professionalism in coaching involves the ability to balance the rigors of technical training with the soft skills of mentorship and inspiration. Expanding the teacher's toolkit to include sports psychology could significantly enhance the program's outcomes.

Furthermore the implications of these findings suggest that the effectiveness of the Sepak Takraw program is heavily dependent on the teacher's ability to innovate. Innovation in this context could mean the introduction of "Game-Based Tracking" or other modern pedagogical tools that make progress visible and exciting for students. When students can see their own growth through varied and measurable challenges, their motivation is likely to become more stable. The teacher must become an "architect of experience," designing sessions that are as intellectually stimulating as they are physically demanding.

The time constraints mentioned by the teacher pose a significant barrier to implementation. With limited time after school, the coach feels pressured to prioritize technical drills over the "fun" aspects of the game. However, this is a pedagogical fallacy; the "fun" aspects, such as small-sided games or creative challenges, are often the most effective ways to build technical proficiency. Efficient practice design does not require more time, but rather more thoughtful integration of skills into game-like scenarios. Learning to maximize short windows of time is a vital skill for any extracurricular coach.

Finally, this study contributes to the understanding of sports coaching in Timor-Leste by identifying the critical need for pedagogical training among PE teachers (Nunes et al., 2024). While this study is limited by its focus on a single school, it serves as a qualitative signal for broader systemic challenges. Future research should explore comparative analyses between different schools in Dili to identify if these challenges are widespread. Strengthening the communicative bond between the coach and students, alongside consistent institutional support, will be pivotal in ensuring the sustainability of the program.

### **Research Contributions and Limitations**

This study provides significant theoretical and practical contributions to the existing literature on sports coaching and physical education, particularly within the educational context of Timor-Leste. Theoretically, it reinforces the concept that the

pedagogical and psychological roles of a Physical Education teacher are equally as critical as their technical expertise. By highlighting the gap where technical proficiency does not automatically translate to effective student motivation, this research offers empirical evidence supporting the need for holistic sports pedagogy. Practically, the findings serve as an evaluative tool for school administrators and PE teachers at EBC 10 de Dezembro Comoro-Dili and similar educational institutions. The study emphasizes the urgent need to transition from traditional, repetition-based drilling to more dynamic, game-based instructional models to sustain student engagement and maximize talent development in extracurricular activities.

Despite these contributions, this study is subject to several methodological limitations that must be acknowledged. First, the research design is confined to a qualitative case study focused exclusively on a single institution. Consequently, the findings are deeply embedded in this specific cultural and administrative context and cannot be statistically generalized to all schools in Dili or across Timor-Leste. Second, the study's duration was limited to a two-month observation period. While this timeframe was sufficient for identifying immediate pedagogical patterns and technical routines, it may not capture long-term fluctuations in student motivation or the sustained impact of the teacher's instructional strategies over an entire academic year. Lastly, the research focus is solely on Sepak Takraw, a highly specialized sport with unique physical demands and a steep learning curve, which may influence student motivation differently than other mainstream team sports like football or basketball.

To build upon the foundation established by this study, future research should aim to address these limitations by employing broader and more diverse methodological approaches. A comparative qualitative analysis involving multiple schools across different socioeconomic districts in Dili would provide a more comprehensive understanding of systemic challenges in physical education and extracurricular management nationwide. Additionally, longitudinal studies could be conducted to observe the long-term effects of pedagogical innovations on student retention and athletic skill acquisition. Finally, incorporating quantitative methods to measure the direct correlation between specific, varied coaching behaviors and measurable student motivation levels would further solidify the evidence base for effective sports pedagogy in developing educational systems.

## CONCLUSION

The study concludes that the Physical Education (PE) teacher at EBC 10 de Dezembro Comoro-Dili plays a multifaceted role as a planner, coach, mentor, and motivator. The teacher has successfully implemented a structured training program focusing on fundamental Sepak Takraw techniques and fostering student discipline. The establishment of these core technical and behavioral foundations is a commendable achievement. However, several critical challenges remain, including inconsistent student motivation, time constraints, and a lack of pedagogical innovation in training methods. To optimize the program, it is essential for the teacher to integrate more diverse and engaging training strategies. Transitioning from static drilling to dynamic, game-centered learning models could significantly enhance student retention and enthusiasm. Ultimately, strengthening the communicative bond between the coach and students, alongside consistent institutional support, will be pivotal in ensuring the sustainability and effectiveness of the Sepak Takraw extracurricular program as a platform for student talent development.

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### AUTHOR CONTRIBUTIONS AND DECLARATIONS

F.A. Bria designed the research, conducted field observations, collected the primary data, and drafted the initial manuscript. F.B. Pereira provided conceptual input, performed data validation, and carried out the final manuscript editing and proofreading. All authors have read and approved the final version of the manuscript. They confirm that this work is original, free from plagiarism (with a similarity index below 15%), and complies with ethical standards. All authors are fully prepared to accept any consequences in the event of any provision violations.

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