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## Factors Fitness and Mental Affecting the Performance of Sports Teachers

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**Abstract:** Literature review of fitness and mental factors affecting the performance of sports teachers is a scientific article with the aim of analyzing whether teacher performance is influenced by fitness and mentality. The qualitative approach **method** with the literature study method (literature review) to explore and analyze the relationship between fitness, mentality, and teacher performance. The **results** of this article are: 1) Fitness affects the performance of sports teachers, 2) Mentality affects the performance of sports teachers. Apart from these 2 exogenous variables that affect the endogenous variable of teacher performance, there are many other factors including the quality of education, discipline, character building, physical activity, and principal leadership.

**Keyword:** Fitness, Mental, Teacher Perfomance, Perfomance.

## INTRODUCTION

The role of a sports teacher or Physical Education, Sports, and Health (PJOK) is not only limited to transferring knowledge about physical activity, but also includes character building, discipline, and habituation of a healthy lifestyle to students. Therefore, a PJOK teacher is required to have optimal performance in the learning process, both in terms of pedagogical, professional, social, and personality abilities.

The teaching performance of a sports teacher is greatly influenced by a number of factors, including physical fitness and mental condition. Excellent physical fitness allows teachers to show examples of movements directly, actively accompany students during practice, and maintain physical endurance when doing outdoor activities. Meanwhile, mental aspects such as motivation, self-confidence, and emotional stability also play an important role in determining the quality of teacher interaction with students and the effectiveness of classroom management.

Unfortunately, there are still many PJOK teachers who face challenges in maintaining physical fitness due to administrative workloads, as well as lack of attention to mental health in the school environment. This condition has an impact on decreasing teaching enthusiasm, low role models in physical activity practices, and lack of innovation in learning.

Based on this background, it is important to examine how fitness and mental factors affect the performance of sports teachers, so that they can be the basis for developing a more holistic PJOK teacher coaching strategy.

This study aims to determine whether fitness and mental affect the performance of sports teachers. Based on references from the problems that have been explained previously. The questions of the scientific article literature review are as follows:

1. Does Fitness Affect Sports Teacher Performance?
2. Does Mental Affect Sports Teacher Performance?

## **METHOD**

This study uses a literature review method, which aims to examine and analyze various previous research results related to the influence of physical and mental fitness on the performance of sports teachers. This literature review is descriptive-analytical, with a qualitative approach to describe general patterns, research gaps, and the contribution of each factor to the performance of sports teachers.

## **RESULTS AND DISCUSSION**

### **Results**

The results of this article based on the background of the problem, objectives, and methods are as follows:

### **Teacher Performance**

Teacher performance is the ability of a teacher to carry out learning tasks, guide, and train students, and carry out additional tasks professionally and responsibly. (Supardi, 2016).

Teacher performance refers to the work results achieved by teachers in carrying out their duties and responsibilities. In the context of sports teachers, this performance concerns aspects of planning, implementing, and evaluating Physical Education, Sports, and Health (PJOK) learning, as well as teacher interaction with students actively and physically. The ability of a teacher to carry out their duties responsibly and professionally in order to achieve predetermined learning objectives. (Usman, 2014).

Teacher performance indicators according to (Weinberg & Gould, 2015) are: 1) Achievement motivation, 2) Self-confidence, 3) Focus and concentration, 4) Emotional control, 5) Resistance to pressure.

Teacher performance has been widely studied by previous researchers, including: (Damrah et al., 2020), (Kusuma, 2016), (Fannany et al., 2020), (Yusnita, 2024), (Sihombing, 2024), (Daulay et al., 2024), (Kusuma et al., 2025), (Kurniawan et al., 2024), (Syafei et al., 2023).

### **Fitness**

Physical fitness is a person's ability to carry out daily activities with full energy without experiencing excessive fatigue and still having energy reserves to do other activities. According to Heyward (2018), physical fitness is a condition that reflects the body's ability to work efficiently and effectively in various activities, and is able to deal with physical and mental stress. Fitness also includes various components such as muscle strength, cardiovascular endurance, flexibility, speed, and body composition.

Meanwhile, according to Prawira (2017), fitness is the result of the body's adaptation to training stimuli that are carried out consistently. This fitness affects the physical ability and endurance of an athlete in facing sports competitions. He also emphasized that fitness must be measured comprehensively so that it can be an objective indicator in a training program.

According to Fox, Bowers, and Foss (1993), these dimensions of fitness are divided into two main categories: 1) Health-Related Fitness, which includes cardiovascular, muscle

strength, muscle endurance, flexibility, and body composition, related to a person's ability to live a healthy and active life; 2) Skill-Related Fitness, which includes agility, balance, coordination, speed, and reaction, relates to the ability to perform physical activities that require specific skills.

Fitness has been widely studied by previous researchers, including: (Kurniawan, D., & Amiq, F., 2025), (Suharjana, F., 2011), (Romadhona, E., & Candra, J., 2024), (Afandi et al., 2023), (Purwantini, D., 2021), (Perdana et al., 2024).

## **Mental**

According to KBBI, mental is defined as a mental, spiritual, or psychological condition that affects the way a person thinks, feels, and behaves. Mental is also often associated with resilience in the face of pressure, or emotional resilience in dealing with problems. Mental is something related to the human mind and character, which is not physical. (KBBI, 2023).

Mental health is a condition of well-being of an individual who is aware of his/her own abilities, can cope with normal life pressures, can work productively, and is able to contribute to his/her community. Mental is a psychological aspect that reflects the emotional state, thoughts, and behavior of an individual that affects the way an individual interacts with themselves and their surroundings. (Ardhani & Syamsudin, 2021).

Based on WHO documents & sources from UIN Imam Bonjol, there are indicators of mental, namely: 1) Free from stress and anxiety, 2) Able to accept disappointment, 3) Able to work (productive), 4) Building good social relationships, 5) Having a purpose in life and meaning (self-realization).

Mental has been widely studied by previous researchers, including: (Ali, H et al., 2020), (Kurnia Agusman, S., 2022), (Vibriyanti, D., 2020), (Ridlo, I. A., 2020), (Iwanda et al., 2024), (Hudaniah, H., 2024), (Darisman et al., 2020).

## **Discussion**

### **a) Fitness towards teacher performance**

The results of this study strengthen the findings of various journals stating that physical fitness directly contributes to the quality of sports teacher performance, both physically and psychologically. According to Siregar & Ramadhani (2022), PJOK teachers who have good fitness tend to be more confident when teaching, can demonstrate sports techniques correctly, and are more respected by students as role models in a healthy lifestyle. This is in line with the findings of this study, where teachers with high fitness show more optimal, active, and consistent teaching performance.

In addition, Handoko (2020) stated that teachers who are less fit tend to experience obstacles during learning, especially when asked to do physical activities or demonstrate sports techniques. This was also found in research subjects who had low fitness - they had difficulty in motor activities and often handed over practical assignments to students without direct supervision.

In terms of psychology, fit teachers also showed a more positive attitude, were less easily stressed, and were more enthusiastic about carrying out additional tasks such as training school sports teams. This indicates that fitness not only has an impact on the physical aspect, but also on the mental endurance and work motivation of teachers.

Overall, the results of this study indicate that the higher the level of physical fitness of PJOK teachers, the higher the quality of teaching performance displayed. Fitness plays a major supporting factor in the success of the PJOK learning process.

This research is in line with research conducted by: (Handoko, 2020), (Siregar & Ramadhani, 2022), (Rasyid et al., 2022), (Setyawan et al., 2024), (Kurniawan, D., & Amiq,

F., 2025), (Suharjana, F., 2011), (Romadhona, E., & Candra, J., 2024), (Afandi et al., 2023), (Purwantini, D., 2021), (Perdana et al., 2024).

### b) Mentality towards teacher performance

The results of this study strengthen the statement of Rohmah & Suherman (2022) which explains that the teacher's mentality, especially in the form of internal motivation and self-confidence, has an important role in creating an active and meaningful learning atmosphere. PJOK teachers are required not only to teach theoretically, but also to be role models in terms of discipline, sportsmanship, and toughness, all of which require mental stability.

This finding is also consistent with Marwiyah's research (2021) which states that PJOK teachers with high mental toughness have better performance in terms of discipline, problem-solving ability in the field, and involvement in student activities.

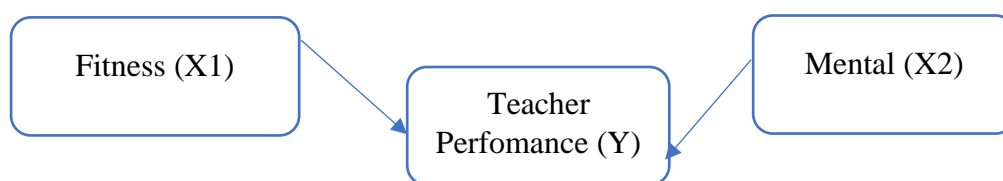
Specifically, the mental aspects that influence the performance of sports teachers include: 1) Intrinsic Motivation: Teachers who have internal motivation are better able to create interesting and non-monotonous learning; 2) Self-Confidence: Teachers who believe in their abilities tend to be more active in providing examples and answering student questions; 3) Emotional Stability: Teachers who are able to control their emotions will be more effective in handling classes, especially in less than ideal conditions such as bad weather or inadequate sports facilities.

It can be concluded that the performance of sports teachers is not only influenced by physical aspects such as fitness, but is also greatly determined by mental and psychological health. Without strong mental support, teachers tend to experience decreased work enthusiasm, inconsistency in implementing learning, and difficulty becoming an inspirational figure for students.

This research is in line with research conducted by: (Ali, H et al., 2020), (Kurnia Agusman, S., 2022), (Vibriyanti, D., 2020), (Ridlo, I. A., 2020), (Iwanda et al., 2024), (Hudaniah, H., 2024), (Darisman et al., 2020), (Saputra & Hidayat, 2019), (Marwiyah, 2021).

### Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking in this article is obtained as below.



**Figure 1. Conceptual Framework**

And there are many other factors that influence Teacher Performance (Y), including:

- Education Quality : (Paramita, A., Ali, H., & Dwikoco, F., 2022), (Silviah, R., 2024), (Hernikasari, I., Ali, H., & Hadita, H., 2022), (Patilima, S., 2022), (Raharjo, S. B., 2012).
- Discipline : (Ali, H., Susanto, P. C., & Saputra, F., 2024), (Silviah, R., 2024), (Muhajirin, A., Purnamasasi, I. O., Rony, Z. T., & Ali, H., 2024), (Rohman, H., 2020).
- Character Performance : (Ali, H., 2016), (Silviah, R., 2024), (Nasution, W. N., 2016), (Yanti, S., 2019), (Hasan, R., 2024).
- Physical Activity : (Silviah, R., 2024), (Hotma, R., Ali, H., & Winda, 2023), (Huwaida et al., 2022), (Yani et al., 2021).

- e) Principal Leadership : (Pratiwi, N. P., & Ali, H., 2023), (Ali, H., 2016), (Silviah, R., 2024), (Ali, M. M., & Ali, H., 2023).

## CONCLUSION

This study aims to determine whether fitness and mental affect the performance of sports teachers. Based on the article's questions, the following conclusions can be drawn from this study: 1) Fitness affects teacher performance, 2) Mental affects teacher performance.

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