

ABSTRAK

Penelitian ini dilatarbelakangi oleh pembelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK) pada fase C sekolah dasar memiliki karakteristik aktivitas fisik yang berpotensi menimbulkan risiko cedera, sehingga menuntut kemampuan guru dalam mengelola pembelajaran secara aman, efektif, dan adaptif. Pendekatan yang relevan dengan kepemimpinan situasional, yaitu kemampuan guru menyesuaikan gaya kepemimpinan dengan tingkat kesiapan peserta didik dan situasi pembelajaran. Penelitian ini bertujuan mendeskripsikan penerapan kepemimpinan situasional guru PJOK dalam pembelajaran berisiko cedera di fase C, mengidentifikasi gaya kepemimpinan yang paling dominan digunakan, menganalisis respons dan perilaku siswa, serta mengungkap faktor pendukung dan penghambat keberhasilan penerapannya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus yang dilaksanakan di SDN 3 Sukanagara Kecamatan Padaherang Kabupaten Pangandaran Jawa Barat. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan studi dokumentasi, dengan informan utama meliputi kepala sekolah, guru PJOK, dan pengawas sekolah. Analisis data dilakukan secara deskriptif melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan kepemimpinan situasional guru PJOK dalam pembelajaran berisiko cedera telah dilaksanakan melalui empat gaya kepemimpinan, yaitu mengarahkan (*directing/telling*), konsultatif (*coaching/selling*), partisipatif (*supporting/participating*), dan mendelegasikan (*delegating*). Gaya kepemimpinan yang paling dominan digunakan adalah gaya mengarahkan/konsultatif, terutama pada aktivitas PJOK yang memiliki tingkat risiko cedera tinggi. Respons siswa menunjukkan peningkatan rasa aman, keberanian, dan keaktifan dalam pembelajaran, meskipun tingkat kemandirian masih perlu dikembangkan. Faktor pendukung meliputi kompetensi profesional guru, pengalaman mengajar, komunikasi efektif, serta dukungan sarana prasarana, sedangkan faktor penghambat meliputi jumlah siswa yang terlalu banyak, perbedaan kemampuan siswa, keterbatasan waktu, dan rendahnya kesadaran keselamatan peserta didik.

Kata kunci: Kepemimpinan situasional, guru PJOK, pembelajaran berisiko cedera, fase C, sekolah dasar.

ABSTRACT

This research is motivated by the fact that PJOK (Physical Education, Sports, and Health) learning in stage C of elementary schools has the characteristics of physical activities that have the potential to cause injury risks, thus requiring teachers' abilities to manage learning safely, effectively, and adaptively. One relevant approach in this context is situational leadership, namely the ability of teachers to adjust their leadership style to the level of student readiness and the learning situation. This study aims to describe the application of situational leadership by physical education teachers in learning at risk of injury in phase C, identify the most dominant leadership styles used, analyze student responses and behavior, and reveal supporting and inhibiting factors for successful implementation. This study uses a qualitative approach with a case study method conducted at SDN 3 Sukanagara, Padaherang District, Pangandaran Regency, West Java. Data collection techniques were carried out through observation, in-depth interviews, and documentation studies, with key informants including the principal, physical education teachers, and school supervisors. Data analysis was carried out descriptively through the stages of data reduction, data presentation, and conclusion drawing. The results of the study indicate that the application of situational leadership by physical education (PJOK) teachers in injury-risk learning was implemented through four leadership styles: directing/telling, consulting/coaching, supporting/participating, and delegating. The most dominant leadership styles were directing and consulting, especially in PJOK activities with a high injury risk. Student responses indicated an increased sense of security, courage, and active participation in learning, although levels of independence still need to be developed. Supporting factors included teacher professional competence, teaching experience, effective communication, and supporting infrastructure. While inhibiting factors included excessive student numbers, extreme differences in student abilities, limited time, and low student safety awareness.

Keywords: *Situational leadership, PJOK teachers, injury-risk learning, phase C, elementary school.*