

Facilitators' Challenges and Support Systems in Continuing Professional Development for Physical Education Teachers: A Photo-Elicitation Study

Heri Setyawan^{1*}, Caly Setiawan², Muhammad Hamid Anwar³

¹Department of Physical Education, Doctoral Program, Faculty of Sport and Health Sciences, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

^{2,3}Department of Physical Education, Faculty of Sport and Health Sciences, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

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ABSTRACT:

This study aims to explore the experiences of facilitators in supporting continuing professional development (CPD) for Physical Education, Sport, and Health (PJOK) teachers in Indonesia, with particular attention to the challenges, forms of support, facilitation strategies, and meanings constructed through photo elicitation. A qualitative design using photo elicitation interviews is proposed. Twenty facilitators of national PJOK teacher professional development programs will be selected through purposive maximum-variation sampling across Sumatra, Java, Kalimantan, Sulawesi, Bali-Nusa Tenggara, and Papua. Data will be collected through semi-structured online interviews supported by metaphorical and decontextualized photographs. The interview data will be analyzed thematically through familiarization, coding, theme development, review, definition, and interpretation. Trustworthiness will be strengthened through triangulation, member checking, audit trails, reflexive notes, and peer debriefing. The expected findings are organized around five thematic directions: facilitators as bridges between policy and classroom practice, structural and pedagogical challenges in facilitating CPD, the role of institutional and collegial support, adaptive strategies used by facilitators, and the value of photo elicitation in stimulating reflective narratives. The study is expected to contribute a contextual understanding of facilitator work in PJOK teacher CPD and to offer practical recommendations for designing more responsive, reflective, and sustainable professional learning systems in Indonesia.

Keywords: continuing professional development; PJOK teachers; facilitator; photo elicitation; qualitative Introduction

1 Introduction

Continuing Professional Development (CPD) has become an important instrument for improving teacher quality, including that of Physical Education, Sport, and Health (PESH) teachers (Ahraz, 2025; Latino et al., 2024). CPD

should not be understood merely as a training activity, but as an ongoing, reflective, collaborative professional learning process that is directly connected to students' learning needs. In the context of physical education, CPD holds a strategic position because teachers are expected to design meaningful, safe, inclusive,

and relevant movement-based learning in response to curriculum changes and students' evolving needs. Effective CPD can enhance teachers' knowledge, beliefs, and capacity to design physical activity learning and develop students' fundamental movement skills (Armour & Yelling, 2004a; Kennedy, 2005; Yan et al., 2023).

In Indonesia, the need for CPD among PESH teachers has become increasingly urgent due to geographical conditions, variations in school resources, and changes in educational policy, all of which require teachers to continuously adapt their teaching practices (Estai & Bunt, 2016, 2016). Nationally implemented teacher competency development programs in physical education have reached a large number of teachers and involved facilitators as key drivers of the professional learning process (Fizi et al., 2023; Lee & Hannafin, 2016). Facilitators are not merely responsible for delivering materials; they also create spaces for dialogue, help teachers understand the concept of meaningful physical education, support reflection on teaching practice, and bridge national policy with the realities of implementation in schools. In this regard, facilitators serve as pedagogical mediators, builders of learning communities, and companions in the transformation of teaching practice (Alfrey et al., 2017; Nathan et al., 2018).

However, the implementation of CPD for PESH teachers does not always proceed ideally (Collin et al., 2012; Friedman & Phillips, 2004; Kennedy, 2005). Many professional development programs face a gap between policy design and field implementation. Common challenges include limited time, teachers' workload, variations in participants' competencies, resistance to new approaches, limited institutional support, unequal access to technology, and the need for more contextualized materials. Previous studies have shown that the effectiveness of CPD is strongly influenced by the relevance of content, the continuity of mentoring, a culture of collaboration, and organizational support (Filipe

et al., 2014; Friedman & Phillips, 2004). These conditions indicate that facilitators' experiences need to be examined more deeply, as the success of CPD is not determined solely by the training curriculum, but also by facilitators' ability to read the context, build relationships, and adapt facilitation strategies.

Studies on facilitators of CPD for PESH teachers in Indonesia remain relatively limited, particularly those that position facilitators' experiences as the primary source of understanding. To date, evaluations of CPD programs have more frequently emphasized participant outcomes, program design, or impacts on teachers, while the dynamics of facilitators as key actors have not been sufficiently explored. In practice, facilitators work within complex professional spaces: they are required to understand policy, master physical education content, manage adult learning, sustain participants' motivation, and adjust their strategies to different regional conditions. This limitation presents an important research gap that needs to be addressed through a qualitative approach capable of exploring the meanings of experience in a reflective manner.

One relevant approach for exploring such experiences is the Photo-Elicitation Interview. This method uses photographs or visual images as interview prompts to help participants recall, interpret, and explain experiences that may be difficult to articulate through conventional verbal questions. Photo elicitation can deepen narratives, stimulate memory, and open spaces for reflection on the emotional and social experiences embedded in facilitation practice (Baskerville et al., 2012; Harvey et al., 2002). In educational research, the use of photographs is also considered capable of enriching data, as participants not only describe events but also construct metaphors and meanings from their experiences (Zoogah et al., 2015).

Based on this background, this study aims to explore facilitators' experiences in facilitating CPD for PESH teachers through a photo-elicitation approach. The main focus of the

study is directed toward the challenges faced by facilitators, the support they receive, the strategies they use to overcome barriers, and the meanings they attach to the experience of facilitating teachers' professional learning. This study is expected to provide both conceptual and practical contributions to the development of CPD for PESH teachers that is more contextual, reflective, inclusive, and sustainable.

2. Methodology

Study Design

This study employed a qualitative approach using a Photo-Elicitation Interview strategy. A qualitative approach was selected because the main objective of the study was to gain an in-depth understanding of facilitators' experiences, meanings, and strategies in facilitating Continuing Professional Development (CPD) for Physical Education, Sport, and Health (PESH) teachers. Photo elicitation was used because photographs can function as reflective prompts, helping participants connect their facilitation experiences with visual symbols and generate richer narratives than those typically produced through conventional interviews.

In this study, photographs were treated as reflective stimuli rather than as independent visual data. The photographs used were metaphorical and decontextualized; that is, they were not necessarily directly related to the participants but were selected to stimulate interpretation of challenges, support, strategies, and the meanings of facilitation experiences. Therefore, the analysis focused primarily on participants' narratives when interpreting the photographs and connecting them to their experiences as facilitators of CPD for PESH teachers.

Research Setting and Participants

The study was conducted online from August to September 2025 using Zoom Meeting and supporting digital communication platforms. The online format was selected because continuing professional development (CPD) facilitators for Physical Education, Sport, and

Health (PESH) teachers were geographically dispersed across Indonesia. This approach enabled cross-regional participation without requiring physical travel and reflected the increasing use of online and blended formats in teacher professional development. Interview schedules were arranged according to participants' availability.

The study involved 20 CPD facilitators with experience in delivering teacher competency-development programs for PESH teachers. Participants represented six regional clusters: Sumatra, Java, Kalimantan, Sulawesi, Bali–Nusa Tenggara, and Papua. Each cluster was represented by at least two participants, while the remaining participants were allocated to maintain variation in geographical location, institutional background, educational level, facilitation experience, and length of teaching experience.

Participants were recruited using purposive maximum-variation sampling. Targeted snowball sampling was additionally employed in regions where eligible facilitators were difficult to identify or contact. This sampling strategy was intended to capture diverse facilitation experiences across geographical, institutional, and educational contexts.

Participants were eligible if they: (1) had at least two years of experience as a CPD or teacher competency-development facilitator for PESH teachers or had facilitated CPD activities on at least two occasions; (2) were PESH teachers at the elementary, junior secondary, senior secondary, or vocational secondary level, physical education lecturers, or relevant national facilitators; (3) had sufficient experience in teaching, mentoring, or facilitating teacher-development activities; and (4) were willing to participate in an online interview and provide informed consent.

Data Collection

Data were collected through in-depth semi-structured interviews supported by photo elicitation. The interviews were divided into three parts: opening, photo-based discussion,

and closing. In the opening section, participants were asked to describe their general experiences in facilitating CPD for PESH teachers. In the photo-based discussion section, participants were shown several metaphorical photographs and asked to select the images that best represented the challenges, support, strategies, or meanings of their facilitation experiences. The prepared photographs included a rocky road, a suspension bridge, a locked door, hands holding each other, gears, a reflective mirror, a long road, a flying bird, a mountain peak, and sunlight emerging from behind clouds. These photographs were used to elicit interpretation rather than to limit participants' responses.

The core interview questions addressed how facilitators supported PESH teachers' learning in CPD programs, what challenges and forms of support they experienced, what strategies they used to overcome obstacles, and how they interpreted their facilitation experiences when assisted by photographic stimuli. Not all questions used photographs in order to prevent participant fatigue during the interview. Participants were also allowed to propose other photographs that they considered more representative of their experiences, provided that the images remained relevant to the objectives of the study.

Data Analysis

The data were analyzed using thematic analysis. All interview recordings were transcribed verbatim and read repeatedly to build familiarity with the data. The subsequent stages included initial coding, grouping codes into provisional themes, reviewing themes based on internal coherence and relevance to the research questions, defining themes, and constructing the narrative of findings. The analysis was conducted inductively so that the emerging themes remained grounded in participants' narratives, while also being interpreted in relation to CPD theory, adult learning facilitation, and photo elicitation.

Data interpretation considered the relationship between the photographs selected by

participants, the metaphors they constructed, and the real experiences they described. Thus, photographs were not analyzed merely as visual objects, but as narrative bridges that helped reveal deeper layers of meaning behind facilitation experiences. This approach was important because facilitators' experiences often involve interrelated technical, emotional, social, and institutional dimensions.

3. Results

The thematic analysis generated five interrelated themes describing the experiences of continuing professional development (CPD) facilitators for Physical Education, Sport, and Health (PESH) teachers: (1) facilitators as bridges between policy and practice; (2) structural and pedagogical challenges; (3) institutional, collegial, and community support; (4) adaptive facilitation strategies; and (5) photo elicitation as a space for professional reflection. Collectively, these themes demonstrate that facilitating CPD involves more than delivering predetermined training materials. It requires facilitators to interpret policy, respond to contextual constraints, manage professional relationships, adapt instructional strategies, and reflect critically on their experiences.

Theme 1: Facilitators as Bridges Between Policy and Practice

The first theme illustrates the facilitators' role in connecting CPD policies with the realities of PESH teaching in schools. Participants described their responsibility as extending beyond explaining program content. They were also required to interpret policy expectations, translate abstract concepts into practical guidance, and help teachers understand how the principles introduced during CPD could be applied in everyday teaching.

Facilitators frequently adapted the language, examples, and learning activities used during training to accommodate differences in school environments and teachers' professional backgrounds. This adaptation was particularly important when centrally developed materials did not fully correspond with participants'

facilities, student characteristics, teaching conditions, or local educational needs.

The findings demonstrate that facilitators performed pedagogical, communicative, interpretive, and contextual functions simultaneously. Their role was therefore not limited to transferring information. Instead, they mediated between national program objectives and the practical realities encountered by PESH teachers. Their effectiveness depended on both their understanding of CPD content and their ability to make that content relevant and applicable to teachers' professional practice.

Theme 2: Structural and Pedagogical Challenges

The second theme concerns the structural and pedagogical challenges experienced during CPD implementation. Participants identified limited training time, teachers' workloads, unequal access to technology, inconsistent institutional support, and differences in regional conditions as important structural barriers. These challenges affected participants' attendance, engagement, access to learning resources, and ability to complete professional-development activities.

Technological inequality was particularly relevant when CPD activities incorporated online or blended learning. Differences in internet connectivity, device availability, and digital competence influenced the extent to which participants could access materials and participate actively. Facilitators consequently encountered different implementation conditions across regions and institutions.

The pedagogical challenges included substantial variation in participants' prior knowledge, teaching experience, digital competence, motivation, and readiness to adopt new instructional approaches. Some teachers were able to understand the materials quickly, whereas others required repeated explanations, additional demonstrations, or more contextualized examples. Facilitators also encountered difficulties in maintaining active participation and adapting the same training

content for teachers working at different educational levels.

Structural and pedagogical challenges were closely interconnected. Limited technological access, for example, could reduce participation and restrict the use of interactive activities. Similarly, restricted training time made it difficult for facilitators to accommodate differences in participants' learning needs. These findings show that the implementation of CPD was shaped not only by the quality of the program but also by the conditions under which facilitation occurred.

Theme 3: Institutional, Collegial, and Community Support

The third theme highlights the importance of institutional, collegial, and community support in enabling facilitators to perform their roles. Participants identified support from organizing institutions, school leaders, professional associations, fellow facilitators, teachers, digital platforms, training guidelines, and professional networks as valuable resources during CPD implementation.

Institutional support facilitated access to learning resources, coordination with participants, scheduling, and the organization of follow-up activities. Clear program guidelines helped facilitators understand the expected learning outcomes and maintain consistency in delivering CPD content. However, the usefulness of these guidelines depended on the extent to which they could be adapted to different participant and regional contexts.

Collegial support also played an important role. Communication with fellow facilitators enabled participants to exchange experiences, discuss implementation problems, share learning resources, and identify practical solutions. Professional communities provided facilitators with opportunities to reflect on their practices and learn from colleagues facing similar challenges.

The findings indicate that strong support systems enhanced facilitators' confidence and

capacity to respond to participants' needs. Conversely, limited institutional coordination or weak professional networks could leave facilitators to manage implementation difficulties independently. Support therefore functioned not merely as an administrative resource but as an essential component of facilitators' professional learning and effectiveness.

Theme 4: Adaptive Facilitation Strategies

The fourth theme describes the strategies facilitators used to respond to diverse participants and implementation challenges. Participants reported adjusting their instructional approaches according to teachers' prior knowledge, educational level, technological competence, institutional environment, and local conditions.

Common strategies included using examples drawn from actual teaching practice, organizing small-group discussions, encouraging participants to reflect on their experiences, simplifying technical language, providing demonstrations, and reinforcing motivation. Facilitators also used accessible digital technologies to share materials and maintain communication with participants. When technological access was limited, they selected simpler platforms and formats that participants could use more easily.

Another important strategy involved creating a safe and collaborative learning environment. Facilitators encouraged participants to ask questions, discuss difficulties, and express different perspectives without fear of negative judgment. This atmosphere supported more active participation and enabled teachers to connect the training content with problems encountered in their own schools.

These findings demonstrate that adaptive facilitation was essential because CPD programs involved teachers from diverse geographical, institutional, and educational backgrounds. Facilitators continually balanced the need to maintain the program's central objectives with

the need to make learning accessible, relevant, and responsive to participants' circumstances.

Theme 5: Photo Elicitation as a Space for Professional Reflection

The fifth theme concerns the role of photo elicitation in supporting facilitators' professional reflection. The photographs selected or interpreted by participants provided visual prompts through which they described challenges, relationships, emotions, coping strategies, and expectations associated with their facilitation experiences.

Participants used metaphorical images to communicate experiences that were not always easily expressed through direct verbal questioning. Images of difficult roads, for example, represented obstacles and uncertainty during CPD implementation. Images depicting people holding hands reflected collaboration, collegial support, and shared responsibility. Meanwhile, images of sunlight emerging from behind clouds conveyed hope, professional growth, and the perceived positive impact of facilitation.

The meanings of the photographs emerged from participants' own explanations rather than from predetermined interpretations imposed by the researchers. The images encouraged participants to recall specific experiences, examine the emotional dimensions of their roles, and articulate how they understood their professional responsibilities.

Photo elicitation therefore functioned as more than a supplementary interview technique. It created a reflective space that enabled participants to construct deeper and more personally meaningful accounts of their experiences. Through visual metaphors, participants revealed dimensions of facilitation that might have remained less visible in conventional interviews, including emotional pressure, professional commitment, perceived isolation, collective support, and hope for the long-term influence of CPD.

Synthesis of the Findings

The five themes reveal that CPD facilitation for PESH teachers is a multidimensional professional practice. Facilitators connected policy with classroom practice while navigating structural limitations, pedagogical diversity, and differences in regional conditions. Their ability to perform this role was strengthened by institutional resources, professional networks, collegial relationships, and opportunities to exchange experiences.

The findings also demonstrate that facilitators did not respond passively to implementation challenges. They employed adaptive strategies to contextualize materials, sustain participation, accommodate differences in teachers' needs, and create supportive learning environments. Photo elicitation further revealed the emotional and reflective dimensions of this work, showing how facilitators interpreted challenges, support, responsibility, and professional impact.

Overall, the results position facilitators not merely as transmitters of CPD content but as pedagogical mediators, contextual decision-makers, relationship builders, and reflective professionals.

4. Discussion

Novelty and Main Findings

The novelty of this study lies in its focus on the experiences of facilitators involved in continuing professional development (CPD) programs for Physical Education, Sport, and Health (PESH) teachers and in its use of photo elicitation to explore those experiences. Previous studies of CPD in physical education have generally emphasized program design, teacher competence, participation, or training outcomes. By contrast, the present study positions facilitators and their professional experiences as the primary unit of analysis.

The findings reveal that facilitators operate within a complex professional environment. First, they serve as bridges between CPD policies and classroom practice by translating broad program objectives into practical and

contextually relevant guidance. Second, they encounter interconnected structural and pedagogical challenges, including limited time, unequal technological access, varying institutional support, and differences in participants' competence and readiness. Third, institutional, collegial, and community support strengthens their capacity to address implementation difficulties. Fourth, facilitators employ adaptive strategies to maintain the relevance, accessibility, and effectiveness of professional learning. Finally, photo elicitation creates a reflective space through which facilitators can express the emotional, relational, and metaphorical dimensions of their experiences.

These findings demonstrate that the quality of CPD cannot be assessed solely according to the content or structure of training materials. It must also be understood through the quality of facilitation, professional relationships, reflective practice, institutional support, and alignment between program objectives and participants' contexts. Facilitators should therefore be recognized not merely as transmitters of information but as pedagogical mediators, contextual decision-makers, relationship builders, and reflective professionals.

Comparison With Previous Studies

The finding that facilitators connect policy with classroom practice is consistent with Armour & Yelling (2004), who emphasized that effective professional development in physical education should be sustained, reflective, and closely connected to teachers' professional practice. In the present study, facilitators performed this connecting function by interpreting program objectives, adapting explanations, and using examples that reflected teachers' actual instructional environments. This finding extends previous research by demonstrating that the practical relevance of CPD depends partly on facilitators' capacity to translate standardized program content into contextually meaningful learning experiences.

The importance of collegial and community support also corresponds with studies indicating that collaborative professional environments can strengthen the learning of facilitators and participating teachers (Bentley, 1994; Freeman et al., 2010). Professional networks provided opportunities for facilitators to exchange experiences, discuss implementation problems, and develop practical responses to challenges. The present findings indicate that these networks served not only as sources of information but also as mechanisms for reducing professional isolation and strengthening facilitators' confidence.

The structural and pedagogical challenges identified in this study are likewise consistent with previous research. Limited institutional support, time constraints, competing workloads, and uneven pedagogical capacity have been identified as persistent barriers to professional development in physical education (Dudley et al., 2011; Kohl & Cook, 2013). The findings of the present study add that these barriers frequently interacted. For example, limited time reduced facilitators' ability to address differences in participants' competence, while unequal access to technology constrained the use of interactive learning activities.

Lee and Kwon (2023) similarly indicated that teachers require intensive and context-sensitive professional support. The adaptive strategies reported in the present study—including the use of practice-based examples, simplified explanations, group discussions, demonstrations, accessible technologies, and reflective activities—illustrate how facilitators provided such support. These strategies enabled them to respond to differences in teachers' educational levels, professional experiences, institutional settings, and technological resources.

The findings also align with Perry and Booth (2021), who showed that professional facilitation is shaped by facilitators' ability to design learning interactions, model practice, and encourage active participation. In the present study, the creation of a safe and collaborative learning environment was particularly important.

Facilitators encouraged participants to ask questions, share problems, and connect CPD content with their teaching experiences. This relational dimension of facilitation supported participation and helped transform CPD from a one-directional transfer of information into a collaborative professional-learning process.

From a methodological perspective, the findings support previous research demonstrating that photo elicitation can enrich participants' reflection and narratives in educational research (Hidalgo Standen, 2021; Nigatu et al., 2025). The photographs helped participants express emotional and metaphorical dimensions of facilitation that may have been difficult to articulate through conventional interview questions. Images of difficult roads represented professional obstacles, images of people holding hands symbolized collective support, and images of sunlight conveyed hope and professional impact. Importantly, these meanings emerged from the participants' own interpretations rather than being assigned by the researchers.

Explanations for Similarities and Contextual Differences

The similarities between the present findings and previous research may be explained by several common characteristics of CPD. Across educational contexts, effective professional development depends on its relevance to practice, continuity, institutional support, meaningful collaboration, and participants' active engagement. Challenges related to time, workload, resistance to change, and differences in participants' needs are therefore not unique to CPD programs in Indonesia.

Nevertheless, the Indonesian context influenced how these challenges were experienced and managed. Indonesia's geographical diversity creates substantial differences in infrastructure, technological access, school culture, professional-development opportunities, and institutional capacity. Facilitators working across different regions therefore had to adapt learning materials, communication methods,

technologies, and facilitation strategies to local circumstances.

Unequal access to technology was particularly important because the CPD activities included online or digitally supported learning. Although digital platforms enabled cross-regional participation, differences in connectivity, device availability, and digital competence affected the quality of participants' engagement. Consequently, facilitators frequently selected simpler technological tools and more accessible communication methods to ensure that participants could continue engaging with the program.

Methodological differences may also explain why this study revealed more personal and emotional dimensions of facilitation. Survey-based studies and conventional program evaluations generally generate broad information about participation, satisfaction, or perceived effectiveness. Photo elicitation, however, encouraged participants to connect professional experiences with visual metaphors, emotions, and personal interpretations. This approach generated a more nuanced understanding of how facilitators perceived challenges, mobilized support, interpreted their responsibilities, and evaluated the meaning of their professional contributions.

Contribution and Scientific Novelty

This study contributes a multidimensional understanding of facilitators as pedagogical, relational, interpretive, contextual, and reflective actors in CPD for PESH teachers. Facilitators did not merely deliver predetermined training content. They interpreted policy, adapted learning activities, managed professional relationships, responded to contextual limitations, and helped teachers connect new knowledge with classroom practice.

The findings provide a conceptual explanation of how four dimensions of facilitation interact. The pedagogical dimension involves organizing meaningful learning experiences; the interpretive dimension involves translating policy into practical guidance; the relational dimension

involves developing trust, participation, and collaboration; and the contextual dimension involves adapting CPD to local resources and participants' needs. Reflection connects these dimensions by enabling facilitators to evaluate and improve their professional practices.

A further contribution lies in the application of photo elicitation to investigate CPD facilitation in physical education, particularly within the Indonesian context. This method revealed experiences that are often absent from formal program evaluations, including tensions between policy expectations and implementation realities, emotional pressure, professional responsibility, perceived isolation, collaborative support, and expectations concerning the long-term effects of CPD.

Accordingly, this study contributes to three interconnected areas of scholarship: CPD for PESH teachers, adult-learning facilitation, and visual qualitative methods in physical education research. It also provides an empirical basis for recognizing facilitation quality as a central component of effective professional development.

Practical, Academic, and Policy Implications

Practically, the findings indicate that institutions responsible for CPD programs should strengthen the selection, preparation, mentoring, and evaluation of facilitators. Facilitator preparation should address not only subject-matter knowledge but also adult-learning principles, communication, reflective practice, contextual adaptation, digital facilitation, and strategies for managing participants with diverse professional backgrounds.

CPD organizers should provide reflective forums, professional learning communities, flexible instructional resources, and accessible technological support. Facilitators should also have structured opportunities to share experiences, discuss implementation challenges, and receive feedback from colleagues and program organizers. Such support may improve

consistency while allowing facilitators to adapt program delivery to local circumstances.

Academically, the findings provide a foundation for developing a contextual and experience-based model of CPD facilitation in physical education. Such a model should recognize that facilitator competence involves the integration of pedagogical, relational, interpretive, contextual, and reflective capabilities.

From a policy perspective, the findings suggest the need for a sustainable facilitator-development system rather than relying exclusively on short-term preparation before program implementation. This system could include explicit facilitator competency standards, continuous mentoring, peer-support mechanisms, context-sensitive resources, and regular evaluation of facilitation practices. Policies should also accommodate regional differences in infrastructure, technological access, and institutional capacity.

Limitations and Future Research

The findings should be interpreted in light of the study's qualitative design and specific participant context. The study focused on facilitators' reported experiences and interpretations; therefore, it did not directly measure changes in teachers' classroom practices or student learning outcomes. Online interviews may also have limited the observation of nonverbal expressions and may have affected the depth of interaction with participants experiencing connectivity constraints.

Future research should compare facilitators' experiences across geographical regions, educational levels, and delivery formats. Studies could also examine how specific facilitation strategies influence teachers' professional learning and subsequent PESH teaching practices. Longitudinal and mixed-methods

research would be valuable for determining whether improvements associated with CPD facilitation are sustained and translated into meaningful changes in classroom instruction. Further investigation of photo-based reflection as a component of facilitator training may also clarify its contribution to professional awareness, adaptive practice, and continuing professional growth.

5. Conclusion

This study positions facilitators' experiences as an entry point for understanding the quality of CPD facilitation for Physical Education, Sport, and Health (PESH) teachers. Through a photo-elicitation approach, facilitators are able to reflect more deeply on the challenges, support systems, strategies, and meanings embedded in their facilitation experiences. The design of this study indicates that the success of CPD for PESH teachers does not depend solely on program design or training materials, but also on facilitators' ability to build learning relationships, interpret participants' needs, adapt strategies, and mediate policy with field-level practice.

Conceptually, this study offers novelty by integrating the study of CPD for PESH teachers, the role of facilitators, and photo elicitation as a reflective method. Practically, this study may provide recommendations for strengthening facilitators' capacity, developing professional learning communities, and designing CPD programs that are more responsive to the diversity of Indonesian contexts. Once empirical data have been collected, the results section can be strengthened with participant quotations, final themes, and a conceptual model illustrating the relationships among challenges, support systems, facilitation strategies, and the meanings of facilitators' experiences.

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8. Author Declaration

The authors declare that this is original work and no conflicts of interest.