

# Physical Education Sport and Health National Curriculum and Elite Sport Development: Policy, Synergy, or Conflict?

Sulistiyono  
*Sport Science Departement*  
*Universitas Negeri Yogyakarta*  
 Sleman, Indonesia  
 sulistiyono@uny.ac.id

Wawan S, Suherman  
*Sport Science Departement*  
*Universitas Negeri Yogyakarta*  
 Sleman, Indonesia  
 wansuherman@uny.ac.id

Dwi Kurnianto  
*Sport Science Departement*  
*Universitas Negeri Yogyakarta*  
 Sleman, Indonesia  
 duwi.kp.@uny.ac.id

**Abstract**—the policies that are established by sport organizations can be macro, meso, or micro. This study aims at describing the conflict and synergy among government policies through The Ministry of Education and Culture on sport education and sport achievement. The method employed was analysis of documents and structured interviews. The results of the research are: outcome, approach, and quality learning of Physical Education, Sport, and Health in elementary schools, junior and senior high school s based on The Indonesian National Curriculum, establishment of elite athlete policies through school/ education, conflict of obtaining the knowledge of the implementation of Physical Education, Sport, and Health with elite athlete development policy through school/ education, and synergy between Physical Education, Sport, and Health, school and elite athlete development policies through school/ education. The opinions of school principals and teachers of Physical Education, Sport, and Health on the elite athlete development through school/ education policy supposing that by making school athletes who are able to perform optimally their performance is considered accomplished, then there is the conflict of the employment of Physical Education, Sports, and Health for the growth and training of sport athletes. A more synchronized policy between schools and sport clubs as a means of developing achievements in sports may be a good thing for future researches to be conducted.

**Keywords**—*conflict, elite sport development, policy, physical education sport and health*

## I. INTRODUCTION

Sports are of specific importance to the government because through the success of sport, the popularity of the government in power can be improved. The focus of the government is embodied in the form of sport development policy, popular sport policy that is how strategy develops sporting achievement, in spite of the fact that there are other sport sectors that are education sport and recreation and health sport. Sport recreation and sports education are widely used as the foundation for the development of sports achievement; schools have become the most fundamental organization in the pyramid of sports coaching achievements [1]. Conflicts on sports education policies, particularly on

Physical Education, Sport, and Health subjects with the growth of sports achievements through schools is possible [2], due to determinant factors determining decision-making on the policy.

Physical education encourages skill development, effective skill development in schools needs to be established on the platform of quality general physical education [3]. Physical education can be an option that is picked over moral and ethical education [4]. Physical and sport education that meets the standard can provide for the needs of the body throughout one's lifetime and influence performance [5]. Physical education is essentially a vital portion of the total educational set up [6]. Students who become good athletes find it hard to synergize academic activities with sports training [7]. The ability of teachers to support students who become leading athletes is very essential in the operation of educational programs and sports activities ideally [8]. Developing and coaching elite sports and education can be positively synchronized but can also be negative [9]. The principles of government and related stakeholders concerning sport academies and sport education are essential in terms of direction and growth [10]. The people formulating the framework make policies that are in line with the times, innovation, well-designed, and meet up with the needs of society [11]. National, regional and local needs should be considered when making sports policies [12].

The direction of sport education policy in a country can be examined through the national Physical Education, Sport, and Health curriculum that is formulated and made known to the community, as well as the direction of sport development policies where the Government of Indonesia, through various sport development organizations such as KONI (National Sport Committee of Indonesia), KOI (International Sport Committee of Indonesia), Branch Board of Sports from the regional to the national level chooses and establishes the foundation for the development of sport achievements by educational institutions. This study is aimed at exploring the synergy and conflict caused by the development of "Elite Sport Development" through the school/education organization with the national Physical Education, Sport, and Health curriculum which has become the guideline document for policy development and implementation of Physical Education, Sport, and Health.

## II. METHOD

Data was obtained by analysis method and document review related to the national curriculum of Physical Education, Sport, and Health and development of sport achievement policy through student/school/education that was determined and introduced by the Indonesian government through diverse media and structured interviews. This research has been approved of by the Commission of ethics of Research, Yogyakarta State Universities. The official document given out by the Government through the Ministry of education and culture such as laws, government regulations, articles in scientific journals in the past five years since 2013-2018. Analysis and review of the most recent national curriculum policy document of Physical Education, Sport, and Health was the national curriculum of 2013. The document was in the form of a decision letter, national curriculum document of 2013. The informants were people who were chosen and ready to make information related to sport policies available: student athletes, coaches in sport clubs, coach-teachers, headmasters and leaders of sport public organisations. The interview conducted to fortify the data analysis was conducted on the practitioners and implementers of the Physical Education, Sport, and Health policy in this case the Physical Education, Sport, and Health teachers and Coaches who were designated to be the coaches of the student sport teams on the multievent level of the District, Province or National level. The interview is composed of students elected in provincial competitions, athletes, Coach-Teachers, principals of the school which have student athletes, parents of student - athletes, and the Head Office of athlete State education level provinces without being forced to take part in this research.

## III. RESULT

### A. *Outcome of Physical Education, Sport, and Health (PESH)*

Every country makes efforts to improve the quality of its human resources. The growth of the Education system in which it is organized about the national education curriculum is part of a strategy to face ever-changing challenges. Indonesia is one of the countries practicing Physical Education, Sport, and Health as one of the subjects with the expectation for the students from elementary, junior high and high school level competencies that are grouped into three categories of attitude, knowledge, and skill.

Based on the analysis of the Indonesian national curriculum documents especially on PESH subject, it can be stated that the expected results are people who are competent in knowledge, skills, and attitudes. Cognitively competent people are expected to support attitude competence and skill competence and competence in being able to support cognitive and skill competencies. Competence of attitude is associated to common values, i.e. spiritual values (related to the 1st Core Competence) and social values (related to 2nd Core Competence). Behavioral learning should also be associated to the attributes of the subjects taught. For instance, according to the PESH learning characteristics, attitude competence also includes sportsmanship. Knowledge competence is related to knowledge aspect of the concept of motion, sport techniques, and health. Ability

competence is related to skill in performing motion on one sport material.

### B. *Approach to Physical Education, Sport, and Health Learning*

Regulation of The Minister of Education and Culture No. 65 in 2013 shows that the scientific approach is implemented by the following steps: observing, questioning, trying, associating, communicating and creating. Learning with a scientific approach is planned in a way that allows students to actively acquire knowledge, skills and attitudes through observing steps, formulating questions (and formulating hypotheses), obtaining data or information through diverse methods (e.g. observation, interviews, and literature study), processing or undertaking analysis of data or information and arriving at conclusions, as well as communicating results. Practical Physical Education, Sport, and Health learning can be described as follows: 1) students observe the motion skills practiced by friends, or through video, 2) students ask, and try to practice motion assignment as instructed by the teacher, 3) the students, through teacher stimulation make attempts to solve problems materially and in the last stage, 4) students have the ability to communicate what can be found from the experience of motion experienced.

### C. *Quality Physical Education, Sport, and Health*

Qualified Physical Education, Sport, and Health provide an avenue for all students to experience motions. Motion experiences can boost feelings of self-confidence, happiness, and provide a diversity of basic skills. Sport competitions are a selectable means but they have to be carefully planned. The sport competitions are modified based on the growth and development of the students. Qualified Physical Education, Sport, and Health should give students the opportunity to take part in activities and some approaches can be chosen e.g. "sport education" developed by Siedentop. The chosen and planned sport competition activities give students opportunities to play a variety of roles such as players, coaches, match organizers, referees, team managers, scorers, [12]. Sport education model is able to achieve the ambition of Physical Education, Sport, and Health and develop students' work skills in sport competitions in the future. The Implementation of Sport Education in upper secondary and lower secondary schools summarized by [13] providing strong and persuasive evidence that Sport Education can help young people in becoming competent, literate and enthusiastic sport persons.

### D. *Development of Sport achievement through School, Student/ Athlete Path in of Education Department*

The development of sport achievements demands the right policies to attain maximum sport achievements. Schools in which there are students, teachers, school management and all their social relations are among the organizations or environments picked for the development of sport achievements. The central, provincial, and district governments throughout Indonesia allocate budgets for the purpose of conducting regular sport competitions yearly.

Leader of Education Department X: The budget allocation for holding the multievent sport competition O2SN (National Student Sport Olympics) and POPDA (Regional Multievent Sport for Student Junior High School) is an annual policy following the Ministry of Education and

Culture of Indonesia. Yogyakarta Province is always attempting to get a better O2SN national level ranking than those from previous Years. Coaching program at talented sport talent athlete at elementary and junior high school level and Talented Athlete Program (PAB) is a program which was put into practice in an effort to achieve more in the student competition event of national level.

Allocating budgets for carrying out athlete-based competitions for students is evidence that the government implements one policy to improve sport achievements through athletes, schools, or education department from district, province and national levels. The sport competition event which is held is tiered from district, province, to national level is POPNAS (National Regional Multievent Sport For Student Junior High School), POPDA for high schools and O2SN (National Student Sport Olympics) for Elementary Schools And Junior High Schools.

The competition is an event that is able to encourage athletes to engage in sport coaching. Competitions among students such as O2SN and POPNAS have become exclusive competitions for athletes and the reality is largely nurtured by clubs and social groups. It is unique, for an athlete to participate in a competition while such athlete is still a student, managed by a school or an Education Department representing a student organization in the district, provincial and national levels but the process of coaching and training is executed by a community of sport clubs. Multievent sport competitions among students are conducted in consideration of the budget that has been made available. The budget for conducting multievent sports competitions for students has become a national program and policy through The Ministry of Education and Culture. Meanwhile, the organization of multievent sport competitions for the junior student level in Indonesia is not available yet.

#### *E. Strength of Development of Sport Achievement through School/Student -Athlete Path of Education Department*

The development of the elite athlete requires long-term coaching, in which every branch has different characteristics especially at the athlete's peak age. The athlete's peak age is attained after an average of 8-10 years, and during the coaching, an athlete doubles his/ her role as a student. Two tasks require high intellectual, kinaesthetic, social, and emotional intelligence. The policy of elite athlete development through tiered student competitions from district level to national level at least fortifies and enhances the student athlete's motivation to practice.

Student Athlete: "I am highly motivated to train hard towards being selected and be crowned the champion in student competition events such as O2SN or POPNAS. Champion of the Regency, representing the Regency to compete at the province level, becoming the province champion and representing the province at the national level are the greatest motivations for me to practice with high passion".

Club X Coach: "The student championship provides additional experience to compete, in a situation where sport

coaching achievement lacks quality events for athletes to fight and compete".

Parent of Student Athlete X: "Championships or competitions among educational institutions, or among students in the management of District Education Department from District, Region, Province, to the National level give awards in the form of gaining admission with ease into the school on the level above of the achievement. The award of special treatment to the selection of recipients, prospective students, or students at national high school or college is an encouragement or an additional motivation for me to continue to support our children".

#### *F. National Curriculum of Physical Education, Sport, and Health and Elite Sport Development: Synergy or Conflict?*

Coach-Teacher X: "I use Physical Education, Sport, and Health learning to provide skill training to the sport branch which promotes achievements in O2SN implementation. Fortunately I like the training on this branch and I have mastered it, it is a pride when I am given the task to become a student athlete trainer and it is brought about by the name of the District, Region or Province. I admit that the use of Physical Education, Sport, and Health learning with an achievement-oriented development orientation in sports influences the direction of the implementation of the Physical Education, Sport, and Health curriculum, but I will do it to bring about the successful of student athletes in the District, Region, or Province. "

Headmaster: "In my opinion, a successful Physical education, Sport and Health teacher is one who is able to carry out the Physical Education, Sport, and Health education tasks well, and one who also has the ability to train student athletes to achieve optimal performance."

Sport competitions among students which are managed by the school or Department of Education influences the learning process in school, including the Physical Education, Sport, and Health subject. There is a command/ coercion to the department to impart skills on the student athletes to compete, and a type of prestige for the leadership of the Education Department, the Regional Leader is observed from a Political point of view that if a region is successful in acquiring a good position in a multi-event student competition, its leadership is also considered successful. Similarly, principals and teachers who are successful in bringing athletes to win in a competition are seen as successful and competent teachers.

Inter-school, inter-district, inter-regional, and inter-provincial sport competition events demand student orientation and the school principal's perspective, Physical Education, Sport, and Health teachers in the process of learning stray from that should be implemented according to the national curriculum of Physical Education, Sport, and Health.

#### IV. DISCUSSION

The policy of elite athlete development through school/ Education Department affects the practice of Physical Education, Sport, and Health learning that is not in harmony

with the national curriculum. Physical Education, Sport, and Health Learning should promote the development of knowledge, attitudes, and optimal motion skills if the attempt made towards learning is in harmony with the national curriculum. The advantage of Physical Education, Sport, and Health when done in line with the national curriculum is the development of fitness, healthy lifestyle and attitude [1], and the cognitive abilities of students. Enhanced physical fitness is associated with the chance to engage in physical activities at least twice weekly. Physical Education, Sport, and Health reduce the risk of illness caused by lack of movement such as high blood pressure and diabetes and it helps to maintain bone health. Healthy ways of life during adulthood are influenced by experiences from physical activities that are performed during childhood, and adolescence. Physical Education, Sport, and Health improves academic performance, because it makes blood flow to the brain smoother, the self-confidence [14] of people who engage in physical activities is higher than that of people with less physical activity [4]. Physical Education, Sport, and Health allows for the development of knowledge, attitude, and character of students with scientific approach, sport education, teaching games for understanding [15] or some other approach.

The government policies put in place by enacting the national curriculum in its implementation faces numerous hindrances and challenges which are caused by the occurrence of clash / conflict with the government policy itself in the sub-field of sports achievement policy (elite sport development). The points of view of some heads of departments, principals and teachers of PJOK on the policy of elite sport development or athlete elite through schools or educational institutions is one of the causes [7]. Physical Education, Sport, and Health Learning is executed by sport exercise training approach in the development of certain sport achievements to achieve optimal success in student sport events [16]. Physical Education, Sport, and Health Learning should must give the same experience to all students, notwithstanding their gender difference and ability [2], and heterogeneous student competence to experience unnecessary processes.

The national curriculum is a mode of government policy on education (10), particularly in Physical Education, Sport, and Health subject. The policy is always in relation to the expectations to be achieved, how to achieve it, how to know what is expected to have been achieved or not. A defect in the implementation of Physical Education, Sport, and Health learning is the function of supervision which has not been optimal. The leadership of the principal is a key element in preserving the quality of service in the education service process [17] including how to preserve the quality of the Physical Education, Sport, and Health study service. The principal can perform supervisory functions on the learning plan made by Physical Education, Sport, and Health teachers, to oversee the implementation of Physical Education, Sport and Health learning, and make sure that the evaluation tools are used by valid, reliable and objective Physical Education, Sport, and Health teachers [18] to find out whether the learning is done in conformity with the planning made.

The policy of developing the elite athlete through educational institutions so as to achieve the maximum

achievement in sport is debatable among policy experts [19]. The research results show that on the one hand the policy interferes with the implementation of the national curriculum of physical education, sport, and health, but on the other side of the competition, events that require student status, and are managed by the school, the Education Department from District to the National level motivates athletes to practice. The high level of motivation of the student athletes is due to the multievent sports in Indonesia at school age by the Government through the Department of Education and the awards given [20] the pride of representing the region is priceless athletes, parents, and trainers for development [21, 20]. Grouped competition events can be used to assess the progress of student athlete's achievements after the training process.

The policies developed for elite athletes through the school/Department of Education path with the implementation of the multievent of the students every year have the power to allocate substantial funds for the purpose of organizing multievent student sports in the District, Province, and National levels. The sport policy of the government through the Ministry of Education and Culture with funding support is a significant force in the development policy of the elite athlete through the school path [22]. The KONI (National Sport Committee of Indonesian) or sport achievement coaching organization through the club track may understand, and realize the importance of multievents being tiered to National level because it encourages the elite athlete to practice (21), but this budget support is not owned by KONI (22).

Although, The National sport policy for elite athlete development through education (School)/Department of Education, has multievents annually, it has not been able to implement a number of branches such as multievent concerning Olympics Games. Sport branches contain around 5- 10 sports. The most prominent disadvantage is that the student athlete competes with the name of his or her Regional Education Department where such an athlete schools but in the training process, and the coaching is usually carried out by the sport club [5]. Specific policies in terms of academic learning on athlete students are also not completely executed to support the creation of a favourable training program. Lesson hours for student athletes are similar to lesson hours for other students. Student athletes need special policies in relation to their academics from the school which should be able to provide a convenient and optimal atmosphere when training [23].

The policy discourse built the harmony between the Ministry of Education and Culture, Department of Education, and school as the executor of the policy with Sport Achievement Club (Sport Club Society) is an ideal policy which has to be optimized if the government is determined to ensure that the elite Indonesian sport athletes are increasingly victorious in International sport events in Southeast Asia to World-level events such as the Olympics, the Ministry of Education and Culture has prepared policy tools related to the management of student athletes, special education services for student athletes, teacher-trainer human resources, and financial support for student athletes [3, 5] while the sports club organizations assist with sports facilities and professional coaching staffs [19] so that the optimal performance of Indonesian athletes can be attained in

accordance with the prediction. This strategic policy may be achieved in the form of special schools for athletes [8, 24, 25] at district level throughout Indonesia, provincial level sporting schools, and national athlete schools.

#### V. CONCLUSION

Sports policies are mainly influenced by the political condition and the government administration. Sports policies are related to sports in nations besides Indonesia. The implemented policies may have an influence or effect that may differ from the predictions or estimates of the policy making team and the decision maker in this case is the government. The Government of Indonesia through the Ministry of Education and Culture is in charge of overseeing the education system in Indonesia, and is tasked with an additional function to provide special services to students who are potential athletes who may be able to develop at higher level. The conflict takes place in the stages of the implementation of the sport education policy (Physical Education, Sport, and Health) with the policy of elite sport development through school/Education Department. Teachers and principals who are assigned to the quality of Physical Education, Sport, and Health learning, according to the directive of the national curriculum become actors because of the motivation to become teachers who have extra jobs as trainers at multi-national events, and principals are considered prosperous as leaders if their schools succeed in achieving various feats in sport competitions. The synergies between school/ educational paths with sport clubs should be assessed with the concept of sporting school policy, or special class of sports that are capable of making special services to elite athletes available, assistance and stable funding systems should also be provided while sport clubs should provide facilitation in the form of human resources, mentoring and training programs should be established, and competitions on various issues should be held so that the maximum achievement in sport can keep growing.

#### REFERENCE

- [1] R. Bailey, General Article Physical Education and Sport in Schools : A Review of Benefits and Outcomes. 2006;76(8):397–401.
- [2] S. Miles, N. Singal, "International Journal of Inclusive The Education for All and inclusive education debate: conflict, contradiction or opportunity?," 2010;(May 2013):37–41.
- [3] R. Bailey, D. Morley, "Towards a model of talent development in physical education," Sport Educ Soc. 2006;11(3):211–30.
- [4] D. Kirk, "elite sport model or Sport Education? Framing quality physical education : the elite sport model or Sport Education? 2006;(October 2014):37–41.
- [5] D. Kirk, T. Gorely, "Challenging Thinking About the Relationship Between School Physical Education and Sport Performance," Eur Phys Educ Rev. 2000;6(2):119–34.
- [6] A. Fisik, P. Siswa, Indonesian Journal of Primary Education. 2017;1(1):51–8.
- [7] C. Ryan, H. Thorpe, C. Pope, The policy and practice of implementing a student–athlete support network: a case study. Int J Sport Policy [Internet]. 2017;9(3):415–30. Available from: <https://doi.org/10.1080/19406940.2017.1320301>
- [8] M. O’Neill, A. Calder, B. Hinz, "Student-athletes in my classroom: Australian teachers’ perspectives of the problems faced by student-athletes balancing school and sport," Aust J Teach Educ. 2017;42(9):160–78.
- [9] F. M. Mezzadri, Moraes Silva M, K. M. Figueira, F. A. Starepravo. Sport Policies in Brazil. Int J Sport Policy. 2015;7(4):655–66.
- [10] S. Yao, Study on the Reform of General College Physical Education Curriculum System. 2016;85(Msetasse):1323–6.
- [11] P. O. Schut, C. Collinet, "French sports policies for young people: fragmentation and coordination modes," Int J Sport Policy. 2016;8(1):117–34.
- [12] D. Siedentop, "What is Sport Education and How Does it Work? J Phys Educ Recreat Danc [Internet].," 1998;69(4):18–20. Available from: <http://www.tandfonline.com/doi/abs/10.1080/07303084.1998.10605528>
- [13] J. T. Deenihan, A. McPhail, A-M. Young "Living the curriculum": Integrating sport education into a Physical Education Teacher Education programme. Eur Phys Educ Rev [Internet]. 2011;17(1):51–68. Available from: <http://journals.sagepub.com/doi/10.1177/1356336X11402262>
- [14] D. Apaak, E. O. Sarpong, "Internal Challenges Affecting Academic Performance of Student-Athletes in Ghanaian Public Universities," J Educ Pract [Internet]. 2015;6(14):18–23. Available from: <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1080130&site=ehost-live>
- [15] S. Devecioglu, H. Sahan, M. Tekin, M. Yildiz, "Development of Innovation Strategies for Sports Education," Procedia - Soc Behav Sci [Internet]. 2012;46:445–9. Available from: <http://linkinghub.elsevier.com/retrieve/pii/S1877042812012682>
- [16] I. Ericsson, M. K. Karlsson, "Motor skills and school performance in children with daily physical education in school – a 9-year intervention study," 2012;1–6.
- [17] F. Jacobs Addressing and navigating the social domain in sport : Coaches and physical education teachers. 1-220 p.
- [18] A. Suherman, "Mata pelajaran pendidikan jasmani ( Studi Deskriptif Kualitatif pada SDN Cilengkrang )," Mimb Sekol Dasar. 2014;1(1):71–6.
- [19] Bosscher V De, Knop P De, Bottenburg M Van, Shibli S. A Conceptual Framework for Analysing Sports Policy Factors Leading to International Sporting Success. (January 2015):37–41.
- [20] P. Sarrazin, S. Biddle, J. P. Famose, F. Cury, K. Fox, M. Durand. "Goal orientations and conceptions of the nature of sport ability in children: A social cognitive approach," Br J Soc Psychol [Internet]. 1996;35(3):399–414. Available from: <https://www.scopus.com/inward/record.uri?eid=2-s2.0-0030491848&partnerID=40&md5=328aea623b432e52fdb40ee6745c71a>
- [21] J. J. Lesyk, A. S. Kornspan, "Coaches’ expectations and beliefs regarding benefits of youth sport participation," Percept Mot Ski [Internet]. 2000;90(2):399–402. Available from: [http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list\\_uids=10833730](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list_uids=10833730)
- [22] N. Nassif, M. Amara, "Sport, policy and politics in Lebanon," Int J Sport Policy Polit [Internet]. 2015;7(3):443–55. Available from: <http://www.tandfonline.com/doi/full/10.1080/19406940.2014.914553>
- [23] A. Coghlan, K. Filo, "Bringing Personal Character Strengths into the Production of the Leisure Experience," Leis Sci [Internet]. 2016 Mar 14;38(2):100–17. Available from: <http://www.tandfonline.com/doi/full/10.1080/01490400.2015.1087355>
- [24] B. Houlihan Sport, Policy and Politics.
- [25] C. Knowles, S. Matthews, "Student Athletes and Emotional Health" Presenters : nn.