

District Education and Cultural Department Policies in Increasing Student Sports Achievement

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Submission date: 24-Jun-2022 05:21PM (UTC+0700)

Submission ID: 1862253031

File name: Department_Policies_in_Increasing_Student_Sports_Achievement.pdf (94.57K)

Word count: 2793

Character count: 15236



District Education and Cultural Department Policies in Increasing Student Sports Achievement

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Article History

Received February 2022

Accepted February 2022

Published Vol.11 No.(1) 2022

Keywords:

Policy; Coaching; Student Sports

Abstract

This study uses a qualitative research design with the type of case study research to find out information and descriptions of government policies in developing student sports achievements. Determination of research subjects to be used in this study was carried out by snowball sampling. The subjects in this study were all components of the education and culture office of Bener Meriah district, Aceh province, namely the head of the education and culture office, school principals and trainers. The data in this study were obtained based on the output of interviews using respondents. Data analysis consists of data collection, data reduction, data presentation or display, and drawing conclusions. The conclusions of this study are: (1) The policy of the Department of Education and Culture in developing student sports is by allocating funds for coaching, optimizing extracurricular sports in schools, entrusting outstanding student athletes to their home schools and increasing the competence of training physical education teachers, (2) The role of the Department of Education and Culture in the development of student sports is to be in charge of fostering student sports by designing a planned, ordered, and ideal sports nursery implementation program. (3) The strategy used by the Department of Education and Culture in the development of student sports can be done by good talent scouting, regeneration of student athletes and the development of human resource competencies for physical education teachers in sports coaching.

How to Cite

Abdullah, D. S., Et al. (2022). District Education and Cultural Department Policies in Increasing Student Sports Achievement. *Journal of Physical Education, Sport, Health and Recreation*, 11 (1), 30-33.

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INTRODUCTION

Sport is a physical activity that is now a primary need in building a culture of healthy living, its role is no longer underestimated but has become part of people's lives. Sport is now not only oriented to health, but more than that, it is also a means of education and even achievement.

Health, physical fitness and superior personality traits are very supportive factors for the development of human potential, and through good physical education these factors can be obtained. Through systematic sports coaching, the quality of human resources can be directed at increasing self-control, responsibility, discipline, high sportsmanship, which will eventually become champions.

The development of sports achievement is also influenced by the coaching system, if the coaching system is implemented well, the development of sports achievement will also be better. The ideal sports coaching system is based on (1) physical education and organization, which includes educational programs in schools, recreation and sports clubs and organizations in government and (2) training systems, (Stylianou et al., 2019)

The state of Indonesia has a policy set by the government regarding the national sports system. Precisely in 2005 set a policy through the Law of the Republic of Indonesia number 3 of 2012 concerning the National Sports System. This is an effort by the Indonesian government to carry out national development/development through sports, and one of the focuses of sports development is through learning sport activities as stipulated in article 25 paragraph 6 of the law which reads "What is meant by a sports activity unit in this provision is a student sports associations as a forum for students to gather who have interests and talents in certain sports in order to improve sports achievement. Sports development and coaching is an effort to improve the quality of Indonesian people which aims at improving the physical, mental and spiritual health of the community as well as forming high character, personality, discipline and sportsmanship, this can increase achievements that can foster a sense of nationalism..

According to Law no. 3 of 2005 concerning the national sports system, to realize national sports coaching and development that can ensure equitable access to sports, improve health and fitness, improve performance and manage sports that are able to face global challenges and demands. Creating a sports culture to improve the quality of Indonesian people so that the level

of health and fitness can be achieved, this can be started from an early age through sports education carried out in schools and outside schools, for breeding and fostering sports achievements that are carried out systematically and continuously carried out through educational institutions as centers of development and guidance under the coordination and supervision of the sports organization. School age is a very decisive period, where physical growth and development and movement play an important role in the growth of quality individuals in the future through fostering student-age sports at school, (Sulistiyono et al., 2021)

The development of sports in the education unit is included in the realm of sports education, related to sports education, article 18 paragraph 2 of the national sports system law which reads "Educational sports are carried out both in formal and non-formal education channels through intracurricular and/or extracurricular activities". To support the development of sports in schools, the government carries out student-level sports events such as the National Student Sports Olympiad, Regional Student Sports Week and Sports and Arts Week, (Griggs & Randall, 2019)

Coaching student athletes requires careful handling because it relates to the generation of a student's potential and being aware of the effects of training which can actually turn off potential before it develops to its peak, (Andersen & Bakken, 2019). The success of student sports coaching as expected is determined by many factors, both internal and external factors. Internal factors include: coaches, athletes, and facilities and infrastructure. While external factors include; community and family support. Childhood is a period marked by an increase in height, weight and childhood is not as fast as in the early period or infancy, (Bailey, 2018).

The government's efforts in developing the potential of sports that are oriented towards fostering student sports must be carried out with optimal seriousness. For this reason, the government must prepare, accommodate and provide creative spaces as a forum for actualization for student athletes to be able to compete in national and international competitions and be directed at positive social development which can and is expected to be able to develop sports potential in the community. Based on situation analysis and initial observations, (Tolgfors, 2018)

It was identified that the government's obstacles which will later become elements of the study in this research include human resources, funding and supporting facilities and infrastructure, (De Luigi et al., 2018). In general, so far,

students have used extracurricular activities at school on a limited basis without the demands of a specific target and only a small part of the community wants to include their children in sports clubs, one of the underlying factors is the economic factor. This phenomenon is very visible when taking part in a sports competition, the athletes participating in the competition are almost entirely from sports clubs, very few athletes come from school clubs, (Nathan et al., 2021).

This phenomenon attracts attention because it raises a question, "why can this happen?" Why with such a large number of schools only taking athletes from sports clubs? Can recruiting athletes from sports clubs improve the sporting achievements of an area? What is the difference between the achievements of athletes who are raised in school extracurriculars and athletes who are raised in a sports club? So how exactly is coaching student sports achievement at school? The description above states that schools are places to find, develop, nurture students to achieve the highest achievement, but in fact many schools still do not have excellent athletes to compete in a competition event, (Marques et al., 2020).

Based on the background of the problem, problem identification, and problem limitation, the problem to be examined in this research is how the policy of the Department of Education and Culture in improving student sports achievement.

METHODS

The design of this research is qualitative with the type of research is case study. This study aims to collect as much information as possible about certain variables and objects.

The subjects in this study were elements of the Bener Meriah Regency Education and Culture Office which consisted of the head of the Bener Meriah Regency Education and Culture Office, school principals, and physical education teachers. The research data are (1) the main data obtained based on the output of interviews using respondents and observational data (2) secondary data are data obtained based on data that is already available in the club such as archives, photos of activities and others, (Shollenberger et al., 2019).

RESULTS AND DISCUSSION

After conducting interviews with research subjects, the results and discussion of this research are divided into 4 aspects, namely (1). Policy of the Department of Education and Culture, (2)

The Role of the Department of Education and Culture in Improving Student Sports Achievement, (3) Strategy of the Department of Education and Culture in Improving Student Sports Achievement. The description is as follows:

11 Policy of the Department of Education and Culture

Based on the research results, the policies that can be carried out in an effort to improve student sports achievement can focus on 4 policies, namely 1). Budgeting funds for training activities and participation in sports events, 2) optimizing extracurricular activities with the aim of talent scouting potential athletes, 3) empowering schools that already have athlete resources by making them a place for intensive athlete coaching, 4) increasing the competence of physical education teachers in training.

And this is in accordance with (Darmadi et al., 2020) which states that in an effort to improve the sports achievement of school students, it is necessary to continue to carry out sports coaching as early as possible through talent search and scouting, athlete breeding, education and training in sports achievements based on science and technology. technology more effectively and efficiently and improving the quality and organization of sports

5 The Role of the Department of Education and Culture in Improving Student Sports Achievement

The role of the Department of Education and Culture in an effort to improve student sports achievement is as an initiator and person in charge of student sports coaching programs, the realization is by establishing a student sports coaching program in the form of extracurricular sports programs, holding regular sports events or championships aimed at talent scouting potential athletes.

And this is in accordance with the statement of (Rustandi et al., 2021) which states that stakeholders must initiate strategic programs that promote and develop people's lives, and are responsible for all the sustainability of the programs being run.

1 Strategy of the Department of Education and Culture in Improving Student Sports Achievement

The strategy used by the Department of Education and Culture in improving student sports development is the development of human resources, namely talent scouting through optimizing sports extracurricular activities in schools. The talent scouting process is carried out

to find talented athletes who have the potential to become champions. Student athletes who have a good track record and pass the selection will enter the student sports coaching program to be given further coaching.

This is in accordance with the opinion of (Raharja et al., 2021) which states that sports coaching to get outstanding athletes must be done with a good plan and an effective strategy is needed, it is necessary to pay attention to supporting factors in achieving achievement so that the expected targets can be met. several factors that influence the achievement of athletes include: (1) athletes, (2) coaches, (3) organization, (4) place, equipment, finances, (5) environment, (6) government participation.

9 CONCLUSION

Based 14 the results of research and discussion, the policy of the Department of Education and Culture in the development of student sports can be concluded as follows:

The policy of the Department of Education and Culture in developing student sports is by allocating funds for coaching, optimizing extracurricular sports in schools, entrusting outstanding student athletes to their home schools and increasing the competence of training physical education teachers 1

The role of the Department of Education and Culture in the development of student sports is to be in charge of fostering student sports by designing a planned, tiered, and ideal sports nursery implementation program 1

The strategy used by the Department of Education and Culture in the development of student sports can be done by good talent scouting, regeneration of student athletes and the development of human resource competencies for physical education teachers in sports coaching.

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