

Integrating Physical Literacy into Indonesian Physical Education Curriculum

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Abstract: Physical literacy is the part and the objective of physical education. This paper will discuss the definition of physical literacy, the benefits of legislation for physical literacy, the integration of physical literacy into physical education curriculum, and the benefits of physical literacy for school-age children. The conclusion is that physical literacy not only deals with physical ability, but also relates to knowledge, attitudes, and movement ability. Legislation is important for physical literacy movement in Indonesia so that the policies run effectively. Besides, the four patterns of integration are philosophy, learning method, curriculum content, and goals. Physical literacy is important for school-age children.

1 INTRODUCTION

The Jakarta Post newspaper on May 31, 2016 released the results of journalistic investigation entitled *The Fitness Phenomena* written by Dian Arthen (Dian, A, 2016). This article presented the phenomenon of fitness culture loved by middle class community of Jakarta. At present, Jakarta's middle-class community have the awareness to have good fitness, they go to aerobics class, gym, fitness center, and studios to do regular fitness exercises.

Millennials from Jakarta, Bandung, Semarang, Surabaya, Yogyakarta, Palembang, Medan, Makassar, and Manado have realized that sport activities are very important for maintaining health. Sport training activities must be done regularly so that the fitness is maintained. Types of sports favored by millennials are running, gym, Muay Thai, Zumba, yoga, cycling, archery, Pilates, squash, and Freeletics (Litbang Koran Sindo, 2019).

It is just a shame that the two results of the investigation are not equipped with data on how much the fitness level of the millennials is. Results of several studies on the level of fitness of school-age children show that on average, only 15 percent of children have good fitness levels, and the rest are sufficient and lack. This condition indicates that the hobby in doing exercises has not been significantly correlated with the level of fitness (Agus, A, Sulistiyono, 2014). exercises, but also deals with the

awareness of the importance of the exercise and good level of physical fitness.

Government of the Republic of Indonesia recognizes that physical fitness and physical literacy are very important for school-age children. In curriculum 2013, basic competencies for all levels of education include awareness of regular physical activity, fitness, and exercise benefits. Thus, by design, the curriculum contains physical literacy material. The government has incorporated physical literacy into physical education material. However, after reviewing the regulation, there is not any governing law on physical literacy movement for school communities even though we know how important physical literacy for the future of the nation is. Thus, this article will discuss the following aspects. What physical literacy is? Why is the legal regulation important for the physical literacy movement? How to integrate physical literacy into physical education curriculum? Why is physical literacy important for school-age children?

2 DISCUSSION

2.1 Physical Literacy

The illustration of Jakarta community and millennials above shows that some Indonesian people have practiced physical literacy, but the

concept of physical literacy has not been fully explored. The term 'literacy' is used globally to describe movements to improve reading and writing skills. Currently, the literacy movement has expanded into various fields, one of which is in the field of physical literacy.

The physical literacy movement began to grow in the 1990s. The pioneer figure of physical literacy is Dr. Margaret Whitehead who was persistent, tenacious, and persistent in promoting physical literacy. In 2010, she refines the concept of physical literacy as "the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity (PA) throughout the life course" (Lundvall & Suzanne, 2015).

Movement of physical literacy has continued to grow around the world with its various definitions. Physical literacy movement grows with the birth of the International Physical Literacy Association (IPLA). The results of The Alpen Institute show that definition of physical literacy is a disposition that capitalizes on the human-embodied capability, where the individual has the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activity for life (Spengler, J.O., & Cohen, J, 2015).

The definition of physical literacy indicates that physical literacy is not only related to physical ability, but also related to affective (motivation, confidence, and valuing/ responsibility), cognitive (knowledge, understanding), and attitude (lifestyle). physical literacy should be viewed as an umbrella concept that captures the knowledge, skills, understandings, and values related to taking responsibility for purposeful physical activity and human movement across life course, regardless the physical or psychological constraint. There are four core elements contained within a model of physical literacy that can manifest in observable student behavior. Those core elements are (a) movement competencies; (b) rules, tactics, and strategies of movement; (c) motivational and behavioral skills of movement; and (d) personal and social attributes of movement (Dudley, Dean A, 2015).

Therefore, the purpose of physical literacy is to enable people to have positive, meaningful experiences in their involvement in a wide range of physical activities, with the outcome that they are motivated and confident to value and take responsibility for their own physical activity throughout life.

2.2 The Importance of Rule for Physical Literacy

In some countries, physical literacy has become public-led movement with support of public policy in the form of legal regulations. The same should be true in Indonesia. In general, literacy movement already has legal regulation, but it is not for physical literacy movement. Indonesia embraces *continentalist* pattern of public policy (Nugroho, R., 2011). According to the *continentalist* view, the law is one of the public policies, whether its form, the product, process, or the burden. From product side or the form, public policy can be a rule of law; it can be a convention or an agreement. From a procedural standpoint, the law is a product of state or government, so that the public or the community is more likely to be the product or recipient of the state's behavior.

The impact of a continentalist pattern is that a policy can be fully implemented effectively when there are many policies. Therefore, the physical literacy movement needs to be governed by a comprehensive set of rules, namely, *macro*, *meso*, and *micro* - policies. This means that every government regulation will be effective as soon as it is available to be implemented. For instance: government regulations on physical literacy movement followed by the implementation of the regulation of the Ministerial Regulation on physical literacy movement.

This is necessary as Indonesia adheres to continental public policy. According to previous research, physical literacy movement for the public has its own rules of Ministry of Youth and Sport Regulation No. 18 of 2017 on Movement of Doing Sports (*Ayo Olahraga*). The purpose of the sports movement is very similar to the goal of physical literacy. It is related to the public awareness regarding the importance of physical and sport activities which aims at: improving health and fitness of the community towards the emergence of healthy, fit, productive society; building the character of the nation; preserving and growing the sport culture; and making efforts to make available time to prevent destructive harm

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regarding the importance of physical and sport activities which aims at: improving health and fitness of the community towards the emergence of healthy, fit, productive society; building the character of the nation; preserving and growing the sport culture; and making efforts to make available time to prevent destructive harm. However, the legal regulation of the physical literacy movement for school society is not yet available, although it is still widely possible to use Permenpora/ Ministry of Youth and Sport Regulation as it applies to performance, recreational, and educational sports. Educational sports involve sports activities held in schools.

2.3 Integrating Physical Literacy into Physical Education Curriculum

Physical literacy is a part of physical education because physical literacy is the philosophy and the purpose of physical education (Lundvall & Suzanne, 2015). Lundvall's thinking was reinforced that the concept of physical literacy may prompt the reconsideration of both (typical) curriculum content as well as the methods of the instruction or the delivery - and this would likely constitute a new self-contained pedagogical model (Australian Sport Commission, 2017).

Physical literacy is not only part of physical education, either as a philosophy that is the foundation of physical education or as a goal to be achieved from physical education, but also part of curriculum content and new form of physical education learning method. Therefore, the integration of physical literacy in physical education can work as (1) science-based philosophy on why physical education is needed by learners; (2) the purpose of physical education that is the target of why physical education is taught; (3) method of learning that delivers content or lesson materials to be understood by the learners; and (4) curriculum content or teaching material that need to be delivered to the learners.

Government of the Republic of Indonesia has fully realized that physical fitness is an important part of the lives of its citizens. Physical fitness is considered as having the potential to affect various people's life sides, such as productivity, health, and ultimately human well-being. Therefore, upon closer scrutiny, the Government of the Republic of Indonesia has implemented the physical literacy movement in *Gerakan Ayo Olahraga/ Let's Do Sports* movement under Regulation of Minister of Youth and Sports No. 18 of 2017 on *Gerakan Ayo*

Olahraga Movement. Within the movement, there is an effort to develop attitudes, skills, and knowledge regarding the importance of physical activity and sports in realizing sport culture in healthy, fit, and productive society that has noble character (Lembaran Negara, 2017).

In addition, the Government of Indonesia has included physical literacy movement in Physical Education, Sport, and health subject (*Penjasorkes*) in Curriculum 13. Objectives of *Penjasorkes* include four competencies, namely (1) spiritual attitude, (2) social attitude, (3) knowledge, and (4) basic movement skills, self-development, games, athletics, aquatics, gymnastics, rhythmic activities, physical fitness, and healthy lifestyles (Permendikbud, 2016). The objectives of *Penjasorkes* in Curriculum 2013 indicate that physical literacy is included in *Penjasorkes* objective.

If studied deeper, as logical consequence of the purpose of physical literacy which is in line with the goal of Physical Education, this will be implied in the physical education curriculum content in Physical Literacy. This indicates that the Government of Indonesia has integrated physical literacy into the physical education of curriculum content. Thus, out of the four integration patterns, there are two patterns that have yet to be implemented: physical literacy philosophy and the use of physical literacy instructional method. However, this temporary conclusion still needs to be completed with further studies on integration patterns to obtain more valid and accurate data.

2.4 The Effect of Physical Literacy on School Age Child

It is well-realized that physical literacy is closely linked to physical education, especially to physical fitness and much-needed healthy lifestyle today. When physical literacy is well implemented, it will impact on physical competences, understanding, and knowledge of physical activity, motivation and confidence benefits in performing physical activity because it contains adequate motor skills and social competence to interact in sport activities.

Physical literacy (PL) has great benefits for its actors (Basoglu, Umut D, 2018). PL educates individuals to manage their movements in changing and challenging environmental conditions; about how to maintain their courage, balance, coordination, and speed. PL forms the basis for characteristics, qualifications, behaviors, awareness, knowledge and understanding of the development of healthy active living and physical recreation

opportunities. PL has four inter-related core domains: (a) physical fitness (cardio-respiratory, muscular strength and flexibility), (b) motor behavior (fundamental motor skill proficiency), (c) physical activity behavior (directly measured daily activity), and (d) psycho-social/ cognitive factors (attitudes, knowledge, and feelings). Physical literacy provides a foundation for elite sport, public health, recreation and physical education rather than merely being a term used to improve public perceptions.

Literacy has been defined in the field of physical education, as the foundation of physical education programs. Furthermore, individuals who are physically literate move with competence and confidence in wide variety of multiple environments that benefit the healthy development of the whole person” (Stoddart, A.L., and Humbert, M.L., 2017).

The objectives of physical education emphasize that students should become physically literate as a result of the curriculum being taught effectively. Although the curricula state that physical literacy is an expected outcome of physical education, this outcome can only be attained if the teachers are teaching the curriculum effectively. Due to the important role that PE teacher plays in the overall development of children; it is vital for the teachers of physical education to understand physical literacy.

3 CONCLUSIONS

A closer look at the problems and discussions above shows that physical literacy is defined as an ‘umbrella concept’ that captures knowledge, skills, understandings, and values related to taking responsibility for purposeful physical activity and human movement across the life course. Indonesia already has the legal regulation of the physical literacy movement in Permenpora/ Ministry of Youth and Sport Regulation No. 18 of 2017 on *Gerakan Ayo Olahraga/ Let’s Do Sports Movement*. Since Indonesia uses continental pattern of public policy systems, the policy will work effectively if it is equipped with the complete legal regulations.

The integration of physical literacy in physical education has been done in terms of setting the goals of the teachers and the content of the curriculum for teachers. Physical literacy is important for school-age children because this enables them to develop their whole potential through physical activity.

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