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Sports Policy on The Scope of Educational Sports Development Patterns: An Analysis Study

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Abstract

This study aims to analyze the realization of the policy of educational sports development patterns based on sports law, by the mandate of the sports law that sports education is an integral part of nation-building to improve the quality of life and human welfare. This study uses a descriptive qualitative approach. This research was conducted in Bogor Regency with the consideration that it is the only region that has a concentration on the development of sports education. This is certainly expected to be a role model for other areas of sports education development. Then by conducting observations, documentation studies, and interviews as a tool for data collection. To analyze the data collected, we designed ten indicators based on the essence of sports law in the scope of educational sports. Then, the data is analyzed by referring to the analysis method of realizing Korten's policy which views three dimensions. The first dimension is the compatibility between the program and the user. Second, the suitability between user groups and the capabilities of the implementing organization. Third, compatibility between user groups and implementing organizations. The results of this study found that the realization of the applied educational sports development pattern policy was close to conformity with what was stated in the sports law. Although, there are still some aspects that could be more optimal in their implementation, which is caused by the absence of a good relationship between the three dimensions, namely policies (programs), implementing organizations, and user groups (society). Therefore, the government, as the policy maker, by collaborating with the community, must immediately improve in realizing the pattern of developing educational sports by the mandate of the sports law.

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INTRODUCTION

Sports policy is the key from the starting point of implementing a sports development pattern (Morales Fontanilla, 2020; Zheng et al., 2018). The way of sports development is applied the result of a plan that has been designed through several stages until it becomes a policy at the macro level implemented by the government. Policies are formulated through careful planning and are based on problems that have occurred, both those that have occurred and predictions of future challenges (Nugroho, 2017). In Indonesia, the policies implemented will be based on the highest rules, namely in the form of laws. Especially in sports, Sports Law Number 11 of 2022 regulates all national sports dynamics.

In the sporting law, sport is divided into three areas. Educational sports are one of the scopes that form the basis for implementing sports for other scopes, namely the scope of community sports and achievement sports (UU Keolahragaan, 2022). In sports development, education is the basis for forming one's character in sports activities (Holt et al., 2017). Sports are carried out from an early age, a process of formation in life starting from early (primary) education. In addition, the development of sports carried out from an early age will also positively impact awareness of the importance of exercising in maintaining health through the goals of community sports (Coakley, 2010; Jung et al., 2016). Then, another impact, of course, will be

a talent search process to achieve the highest achievements by the goals of elite sports.

In sports, many aspects are discussed if you look at the indicators that must be implemented and achieved by the Sports Law as the basic guideline and the highest guideline for operational foundations in the sports field in Indonesia. One that is very important is the scope of educational sports which is the fundamental pillar in developing sports in Indonesia. Another term, "Physical Education," focuses on coaching and developing educational sports (Ramadan et al., 2020). With the division of the scope of this sport, the hope is that sports can be more structured and focused on their respective scopes, aiming that the expected sports can be achieved by the ideals based on the basic rules of the sports law. Laws or legislation are passed by the legislature or other elements of resilience (UURI, 2009). In addition, the law is a product of national policies that are based on the needs that occur in society to lead to a better life (Rushananto, 2014). Therefore, in Indonesia, the operational basis for activities must be based on the law (Vita Elysia, Ake Wihadanto, 2017). There is no exception in sports, which in this case, has a unique law regulating everything about sports.

In the study of sports, several problems still need to achieve the ideals contained in the Sports Law, especially in sports development. According to Ma'mun (2016), The main problem with the points of the system of sports development patterns in Indonesia, especially those related to educational sports, is that the educational Sports coaching system has not

been organized and standardized; not yet integrated sports development policies between the center and the regions; not yet integrated sports activities with the education system in a systematic, structured, and sustainable manner; the nursery system is not yet organized; limited sports facilities and infrastructure, especially for development centers; the limited number of qualified sports personnel; the lack of development of sports development centers in the regions; not yet organized student sports competitions; and not yet the optimal application of Science and Technology into the coaching system.

Research related to sports policy has been carried out several times by researchers from various countries. Won & Hong (2015) revealed related the picture of national sports policy in South Korea, which focuses on four parts, namely government involvement in sports, organizational structure and funding for sports, the role of the non-profit and commercial sectors in sports policy, and the critical role of sport as a political issue. Then the research conducted by Yamamoto (2012) said that the development of sports policy in Japan is based on the political momentum needed to achieve the enforcement of sports law in Japan but has yet to discuss its implementation. In contrast to Yamamoto's research, Hasselgard & Straume (2015) found that the policy case for implementing Norwegian Sports Development and Peace (SDP) in Zimbabwe did not always match the formal project discourse found in policy documents and project plans, which were initially developed under the substantial

influence by Norwegian donors. This is in line with what was revealed by Ilsya et al. (2022), who said there was still an imbalance between the implementation of sports policies in the sphere of elite sports and two other sports, namely educational and recreational sports. Likewise revealed by Muhlisin et al. (2021), the direction of sports policy in Indonesia is still towards elite sports that focus on developing the sport itself. Suppose sports development policies and practices are properly implemented. In that case, they can lead to a sustained increase in sports participation across the population and a narrowing of inequalities related to social class and gender (Rowe, 2015).

Referring to some of these studies, this is the first time anyone has specifically discussed the analysis of sports policy that focuses on the policy of the development of educational sports patterns. Then, although currently, the analysis of sports policy over the last two decades has progressed, the analysis of sports policy/management still needs to be improved and more challenging. In addition, there needs to be more literature that explicitly addresses the philosophical, methodological, and practical challenges in analyzing policy in sporting countries (Dowling et al., 2018). Therefore, this study aims to analyze the policy of the pattern of educational sports development based on sports law. To the mandate of the sports law, educational sports are an essential part of nation-building to improve the quality of life and human welfare (UU Keolahragaan, 2022).

METHODS

The method used in this study is a descriptive qualitative approach to explore the experiences, views, reality, and perspectives of sports policymakers and users of the policies applied (Cresswell, 2008).

In this study, it was carried out in Bogor Regency, especially the Youth and Sports Office (DYS), the Education Office, and the Indonesian Student Sports Development Board as sports policymakers, one of which focused on educational sports, as well as deliberations for physical education and sports teachers in Bogor Regency. The research was conducted in Bogor Regency with consideration as the only area that focuses on the development of educational sports at the student and student levels. Besides that, Bogor Regency also has the All-Indonesian Student Sports Development Board (BAPOPSI), which already has a role in developing educational sports.

In this study, the sampling technique used is purposive sampling, namely, parties considered able to provide information related to the objectives to be achieved. Several respondents were from officials in the Youth and Sports Office, especially in the field of educational sports, Education office officials who were in positions that managed educational Sports, core administrators board of Trustees for Student Sports throughout Indonesia, as well as chairman of the deliberation of teachers of physical education and sports subjects in Bogor Regency.

The instrument used is not a questionnaire or a test but a researcher. However, to guide the research, the researcher prepared several guidelines based on the sports law and research problems, research sub-problems, observed aspects, data sources, and guidelines used in observations, interviews, and documentation studies. The indicators that form the basis for this research include:

1. Educational track and student sports activities
2. Start time and implementation of educational sports
3. Implementation system and utilization of sports
4. Educational sports advisor
5. Facilities and infrastructure
6. Supporting forum in developing achievement in educational sports

This research divides the stages into three parts according to the data collection techniques: observation, interviews, and documentation studies.

1. Observation allows researchers to feel what is felt and lived by the subject so that it is also possible for researchers to be a data source. Thus, the presence of researchers directly in the field can provide broad opportunities to collect data that is used as the basis for obtaining accurate data;
2. The planning of the interview is done by compiling an Interview Guide that contains the main open-ended questions. Questions regarding various aspects related to the government's process of determining sports policies. Other

questions regarding various aspects related to the role and function of local governments in managing educational sports policies by applicable sports laws;

3. Then the document review is focused on the material or substance aspects that are related to the applied educational Sports policy, including; regional regulation documents and governor regulations concerning educational sports, documentation (reports) of sports activities that have been carried out, program area profile documents, sports work program design documents, work program realization documents/sports activity reports including (name,

orientation, objectives, benefits), participants, outputs), as well as other documents related to regulations and programs in the applied educational sports field.

Policy analysis of the development pattern of educational sports based on the law on sports in the sphere of educational sports will use the theory developed by Korten known as the "policy implementation conformity model." This model is based on the compatibility between the three dimensions of program implementation: the program itself, program implementation, and program target groups (Korten, 2016).

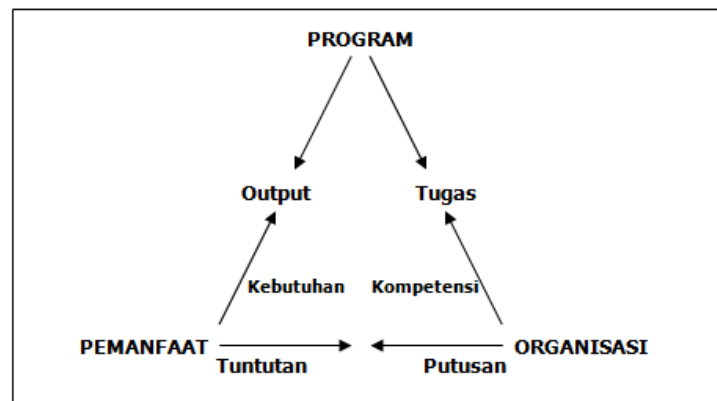


Figure 1. David C. Korten Policy Implementation Conformity Model

Korten (2016) states that a program will be successfully implemented if there is a match between the three elements of program implementation. First, the suitability between the program and the user, namely the suitability between what is offered by the program and what is needed by the target group (users). Second, the compatibility between the program and the implementing organization, namely the

compatibility between the tasks required by the program and the capabilities of the implementing organization. Third, the suitability between the user group and the implementing organization, namely the compatibility between the conditions decided by the organization to obtain program outputs and what the program target group can do. The following is a description of the Korten theory in the analysis of educational sports

policies by the sports law on the development of educational sports in the Bogor district:

Table 1. Critical Analysis of Korten Model Implementation

1) A (what is offered)	⇔	C (what is needed)
2) A (what is required)	⇔	B (ability)
3) B (determined terms)	⇔	C (what can be done)

A: Program (educational sports policy)
 B: Organization (DYS, Education Office)
 C: User (Physical Education Teacher)

From the table of critical policy analysis of the Korten model above, it can be explained that the three elements that are key to implementation, namely the program regarding the three sports scopes offered, must be by what is needed by the community (the object of the program) which in this case is the subject teacher. Physical education; The program required in the three scopes of educational sports must be by the ability of the Youth and Sports Office and the Education Office to implement the program; The Youth and Sports Office and the Education Office decide the conditions needed to obtain program outputs according to what can be done by the community (the object of the program) which in this case is physical education, subject teachers.

FINDINGS AND DISCUSSION

Findings

In Law number 11 of 2022 concerning sports, especially in articles 17 and 18 regarding educational sports and article 26 regarding the development and coaching of educational sports, several aspects must be observed in researching the pattern of developing educational sports policies in Bogor Regency. Some of these aspects are indicators

of the implementation of educational sports policies. The following are the results that the researcher translates into a conclusion from each indicator based on the results of interviews, observations, and documentation studies conducted by researchers, including:

1. Educational track and student sports activities

Educational sports held in Bogor Regency are carried out through two channels, namely the formal education path and the non-formal education path. These two educational paths have differences; formal education is education held in schools in general under the Education Office's coordination. Meanwhile, non-formal education is organized by educational institutions through activities that suit the needs, such as Football Schools and others. The statement of the informant supports this:

Educational sports are held on formal channels in schools, and non-formal channels are held outside of schools as usual. Then the format is divided into two, namely extracurricular and extracurricular (MN, DE)

These facts prove that the educational path is held by what is stated in the sports law, especially in Article 18, paragraphs 2, 4, and 5.

Extracurricular activities through Physical Education and Sports, and extracurricular activities through activities outside of school hours.

2. Start time and implementation of educational sports.

It has been started since early childhood education; educational sports have been implemented in Bogor Regency. In the school environment, it is known as physical education and sports subjects, which are also held in stages and structured. Educational sports start from early childhood education, primary education, to secondary education. However, it is unfortunate that the observational findings do not find that educational sports are compulsory in higher education. In line with these findings, the informant revealed:

Educational sports are given from an early age with the aim that children can continue to be accustomed to moving in sports activities to maintain their health. As well as sports, education is carried out in stages from early childhood to adolescence (middle) (YRG, MGMP)

The implementation of sports from an early age and carried out in stages and a structured manner is the basis of the sports law article 18, paragraphs 3, 5, and article 26, paragraph 5. Then the physical education curriculum document and sports as a technical guide for sports learning also state that educational sports are carried out from an early age and then given in stages.

3. Implementation system and utilization of sports

In the system of implementing sports, education, which is held in schools, will be integrated with the national education system by Article 26, paragraph 1 of the sports law. However, there are differences in the terms used in the education law document, which mentions "Physical education and sports." In contrast, the sports law document states it as "Educational Sports." This is in line with what was revealed by the informant:

Implementation of educational sports based on the national education system as the legal basis used in the learning process by being derived from the curriculum for physical education and sports (MN, DE)

In addition, in the learning process, physical education and sports currently utilize various types of sports, including traditional recreational sports, by Article 26, paragraph 8 of the sports law. In the observation process, it was found that traditional sports became a medium in the learning process. This is supported by another informant who said:

Currently, educational sports in the latest curriculum, namely the independent curriculum, require physical education and sports teachers to teach traditional sports as the basis of Indonesia's cultural heritage (YRG, MGMP).

4. Educational sports advisor

In the context of education, of course, there must be a mentor who directs, fosters, and, of course, guides students so that they can instill character values and acquire the knowledge, skills, and attitudes needed to build a lifelong active, healthy lifestyle by article 18 paragraph 1 of the sports law. In this case, the

supervisor is the teacher/lecturer who meets the qualifications and competencies. According to the informant it was stated that:

In the extracurricular context, teachers already have the appropriate qualifications and competencies, as evidenced by a certificate of competence. However, in the context of extracurriculars, it is still not sure that the sports staff who assist in the implementation of activities outside of class hours (extracurricular) have the appropriate competencies and qualifications required (MN, DE)

On the other hand, on the need for sports development Education in the context of sports achievement, sports personnel, in this case, are coaches who already have the required qualifications. This is by what was revealed by the informant:

Of course, the guiding coach already has a certificate from the sports held at PPOPM (Student and Student Educational Sports and Training), with 12 different sports. Then the coach is contracted for payment by the level of the trainer's license in fostering athletes in Bogor Regency(ST, DYS). So in this educational sport, which acts as a mentor, there are three different roles: teachers in schools during class hours (extracurricular), sports personnel outside of class hours (extracurricular), and coaches who guide student-athletes in facing competitions between students.

5. Facilities and infrastructure

In Bogor Regency, sports facilities and infrastructure that support the development of educational sports towards achievement are

good, by the mandate of the sports law article 26 paragraph 2. This is by the informant's statement:

Already supported by adequate facilities and infrastructure for their respective sports, as many as 23 sports infrastructures are spread across the sub-districts of Bogor Regency, from the Pangarsi stadium to the mini stadium. Then for PPOPM has its training building specifically for sports and the PPOPM dormitory in Karadenan, cibinong sub-district (TT, DYS)

In contrast to the condition of supporting facilities and infrastructure for the development of educational sports towards achievement. Referring to the results of observations, it was found that the condition of facilities and infrastructure in schools needed to be improved, mainly due to the limited land for the development of the sport itself. This is certainly not by the sports law article 18, paragraph 7, which should provide education units with adequate facilities by national education standards.

6. Supporting forum in developing achievement in educational sports

In the development of educational sports that leads to developing achievement, it was found through the observations of researchers that in Bogor Regency, there is PPOPM or Student and Student Educational Sports and Training, which is a training center for student-athletes of all levels, from primary education, secondary education to higher education. This is by the mandate of the sports law article 26, paragraphs 6 and 7, related to the forum for supporting educational sports achievements.

Although there are no special sports schools or there are still limited sports classes. In line with what was revealed by the informant:

We have PPOPM and gym classes but have not had a particular sports school. Please note that we focus on developing PPOM. The concept of PPOPM is that athletes study in traditional schools in the same class. However, in the end, it was conceptualized to become a separate school, so it did not join formal schools. The PPOPM concept is indeed for student-athletes and college students, but when they are still only students (TT, DYS)

The training camp formed is a preparation event for sports competitions between student-athletes, such as the Student Sports Week, both at the regional and national levels. In line with this, the informant revealed that:

Speaking tiered from the start of the sub-district, but starting from POPKAB (Regency Student Sports Week). However, it tiered up to POPDA, POPWILDA, POPWILNAS, and POPNAS. As currently, we are sending 42 athletes for selection in POPWILNAS. Internally, we organize POPKAB, but if we participate in a tiered competition, we follow it. However, we also held the BAPOPSI Cup in Bogor Regency (TT, DYS). In addition to the Regional Student Sports Week, which is held at the provincial level, the Bogor district government, through DYS, also organizes sports competitions for students at the district level so that this event is the beginning of the selection process for student-athletes who will compete in competitions at the next level.

Discussion

In this session, it will be discussed related to the policies that have been implemented with their suitability to other aspects by the policy analysis developed by Korten (2016). This analysis will discuss educational sports development policies, institutions that implement these policies, namely the Youth and Sports Office and the Education Office, and users or beneficiaries of the implemented policies, namely educational Sports stakeholders who are physical education and sports teachers.

Conformity of Educational Sports development policies with user needs. The design of a policy will be based on the needs of the community amid situations and conditions that occur around the community itself (Dunn, 2018). That way, the policy will be a solution in solving the problems that occur. The policies implemented will become the basis or basis for policymakers, in this case, the government, in formulating programs to be implemented in the community on existing needs (Hudson et al., 2019). Likewise, the educational Sports development policy is contained in the sports law and is prepared with reference to the technical needs of the community who are the users. This is in line with what was revealed by Jawardi (2016). In essence, every basic rule in the form of law during the preparation process will be based on the community's needs.

In the development of sports, education must have several aspects of clarity in meeting the needs demanded by situations and conditions. First, the education path is divided into two, namely formal and non-formal, as well as extracurricular and extracurricular formats. Formal and non-formal needs refer to the scope of

school and non-school because students sometimes still need education outside of school (Sudarwati, 2021). While the extracurricular format is a mandatory requirement in physical education and sports, the extracurricular format is an additional requirement carried out outside of class hours (Ferrari Valentino & Iskandar, 2020). Second, sport Education must be implemented early because it is a human need to move and exercise to maintain health (Smee et al., 2021). Besides that, of course, educational sports must be carried out in stages and structured according to the child's growth period (Karmila et al., 2019). Third, the implementation of educational sports must also be integrated with the national education system because it has two critical parts: sports and education (Scott et al., 2021). In this regard, the education system also requires the involvement of Indonesian culture. Therefore, educational sports must also be instilled in traditional sports as a form of national heritage. Fourth, to achieve the goals of educational sports, students, as the main subject, need a mentor (teacher) in developing educational sports who also guides in the academic and non-academic realms (Backman & Barker, 2020). Fifth, supporting facilities and infrastructure is needed because they will significantly impact the development process of educational sports itself. With adequate facilities and infrastructure, of course, the achievements of the development of educational sports will be maximized (Dewi et al., 2021). Sixth, in order to develop student achievement in the field of sports, of course, there is a need for a supporting forum, namely competition between students, and strengthened by training centers to focus students more on becoming professional athletes, the pride of the

nation in the future (Cece et al., 2021). Some of these needs are enshrined in sports law. So that educational Sports development policies are on the needs of the situation and conditions in the community.

Conformity of the institution's capacity with the policy of educational sports development. The policies implemented in the scope of the development of educational sports are those contained in the sports law article 17, article 18, and article 26, based on the findings that it has been implemented by the indicators by the two institutions tasked with implementing it, namely the Youth and Sports Office and the Education Office. However, some aspects could be more optimal concerning the institution's capacity. The Department of Youth and Sports has a more dominant task of developing educational sports to achieve the best achievement (Rawe, 2018). Meanwhile, the Education Office has a more dominant task on how the development of educational sports is interpreted as material physical literacy, which includes knowledge, skills, abilities, and attitudes (Erlianti & Fajrin, 2021).

In the planning, the policy is designed to provide solutions or meet the community's needs, in this case, in the scope of educational sports. However, in the implementation process, aspects could still be more optimal. As in the aspect of implementing sports, education has not required implementation until higher education, which is currently happening, is required for primary education, up to secondary education only. This is not optimal because, according to Ramadan et al. (2020), educational sports should be given at all levels of use to build a healthy, active lifestyle

throughout life. Then in the aspect of mentors who guide students, there still needs to be more competence, especially in extracurricular formats. This is a problem because this supervisor should have the appropriate competence because this supervisor is also a critical factor in directing students to achieve maximum results (Backman & Barker, 2020). Another aspect that has yet to be maximized is the facilities and infrastructure in the school environment because the availability of land limits it. However, the facilities and infrastructure available to support achievement are already qualified, with several facilities in the student training center environment. In achieving maximum goals in a development pattern, it must be supported by adequate facilities and infrastructure according to needs because it will significantly impact student development (Dewi et al., 2021).

For some other aspects, it has been quite optimal in its implementation, such as the aspect of the Education pathway, which is divided into two, formal and non-formal, as well as extracurricular and extracurricular formats. According to Sudarwati (2021), The implementation of good education does refer to the national education system, one of which is the division of formal and non-formal channels, as well as extracurricular, which is an obligation during school hours and extracurricular activities which are a place for students to develop outside of school hours. Then in the aspect of the implementation system that has been integrated with education, it is undoubtedly a further strengthening factor in developing educational sports. In implementing the process, it must also be integrated with the system that supports it

(Scott et al., 2021), such as sports. Education must be integrated with sports laws and national education system laws. Finally, from supporting institutions in developing achievements, there are always tiered competitions starting at the district level, such as the Regency Student Sports Week or the BAPOPSI Cup, which are then continued in the provincial to national level competitions. In achieving the highest achievement, one of the most important things is the existence of a tiered and continuous competition (Zimmermann & Klein, 2018). Besides that, the training center will be the key and the primary need for student-athletes in preparing themselves for the next competition (Wake Up, 2017)

Conformity of user needs with institutional capacity. The needs of the community (users) regarding the development of educational sports have been enshrined in the sports law with six indicators (Sports Act, 2022). These needs are designed in a policy that the relevant institution must implement. In this case, the Youth and Sports Office and the Education Office are responsible for the dynamics of sports and education, which must continue to collaborate well. In addition, when the educational Sports policy is implemented, it must also be supported by various parties, especially the community as users of the implemented policies. From the findings, it is clear that the institution's capacity to carry out educational sports policies by the mandate of the sports law, which also refers to the community's needs, still needs to be optimally distributed in every aspect. This must be addressed immediately because, according to Dunn (2018), in policy implementation, it must continue to be analyzed and evaluated so that it can continue to be

improved by following the process. Then in its implementation, it must continue to be supported by various parties, from the regional leadership level to the units that run it (Patton et al., 2015).

To the capacity of institutions that have implemented educational sports development policies to date, users have to collaborate to implement the policies implemented so that all goals can be achieved. Collaboration here is between institutions (Harris & Houlihan, 2016), Institutions with the community because, with a slick collaboration, it will be possible to achieve the educational Sports development pattern that has been designed. This is also in line with the opinion (Siddiki & Curley, 2022) that from the start of the design of policies that will be implemented to the needs of the situation and conditions, all parties from the government as policymakers, then programs from policy derivatives, to of course the people who are the users of these policies must continue to join hands in realizing a policy system that has already been implemented. The determined direction in order to achieve it. Therefore, the policy expected to be achieved with the keynote is a collaboration between all parties involved.

CONCLUSION

The policy on the pattern of development of educational sports based on sports law is set out in article 17, article 18, and article 26. The mandate of the sports law is that educational sports is an important part of nation-building in order to improve the quality of life and human welfare. There are six important indicators in the implementation of the pattern of educational sports development, namely the

educational path and student sports activities, the start time and implementation of educational sports, the implementation system and utilization of sports types, educational sports mentors, facilities and infrastructure, as well as a supporting forum in developing achievement in educational sports. The realization of the applied educational sports development pattern policy is close to conformity with what is stated in the sports law. Although, there are still some aspects that are not optimal in their implementation, which is caused by the absence of a good relationship between the three dimensions, namely policies (programs), implementing organizations, and user groups (society). Therefore, the government, as the policy maker, by collaborating with the community, must immediately improve in realizing the pattern of developing educational sports by the mandate of the sports law so that all expectations that have been designed can be achieved. In addition, this research is limited to the scope of educational sports because there are other scopes, namely community sports and elite sports. Therefore, recommendations for further research can examine strategic issues in community sports policy and elite sports.

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