

Government Readiness, Teacher Understanding, and Student Basic Movement Skills in Supporting National Sports Design

By

Hasmyati

Universitas Negeri Makassar, Makassar, Indonesia

Hikmad Hakim

Universitas Negeri Makassar, Makassar, Indonesia

Imam Suyudi

Universitas Negeri Makassar, Makassar, Indonesia

Muhammad Zulfikar

Universitas Negeri Makassar, Makassar, Indonesia

Hezron Alhim Dos Santos

Universitas Negeri Makassar, Makassar, Indonesia

*Correspondence E-mail: hezronsantos@unm.ac.id

Nur Indah Atifah Anwar

Universitas Negeri Makassar, Makassar, Indonesia

Alimin Hamzah

Universitas Negeri Makassar, Makassar, Indonesia

Abstract

Implementing the XX National Sports Event in Papua Province in 2021 shows that the results for the province of South Sulawesi are in 20th place out of 34 provinces. This position indicates that the condition of sports achievement in South Sulawesi Province has decreased compared to the performance at the implementation of the previous National Sports Event. Therefore, the government drafted a National Sports Design (NSD) document. NSD is outlined in the form of Presidential Regulation of the Republic of Indonesia Number 86 of 2021 concerning athlete development through the Long-Term Athlete Development (LTAD) principle, namely training, competition, and recovery programs based on the athlete's biological age and not on chronological age. His primary focus is administration, sports science, and sponsorship which will get a periodization plan with his biological age. And to look for correlational relationships with other variables that can affect students' basic movement skills as a basis for determining LTAD policies by the government in Makassar City. This research uses a quantitative method, using a cross-sectional survey type, an overview of the conditions of the variables to be tested. The techniques used are descriptive and inferential statistics through simple and multiple regression analysis. 67% of respondents have a high understanding of the National Sports Design in Makassar City Government, 11.4% have moderate knowledge, and 22.9% have a low understanding. In the understanding of physical education teachers regarding Long Term Athlete Development in Makassar City, 39.1% of respondents had a high understanding, 30.4% of respondents had a moderate understanding, 21.7% of respondents had a low understanding, and 8.7% of respondents had a very low understanding. In the basic movement skills of elementary school students in Makassar City, as many as 5.83% of students are in the very low category, 28.33% of students are in a low

category, 46.67% of students are in the below average category, and 19, 17% of students are in the average category. Physical education teachers' understanding of Long-Term Athlete Development and students' basic movement skills are the same.

Keywords: government readiness, teacher understanding, student basic movement skills, national sports design, Indonesia

Introduction

Implementing the XX National Sports Event in Papua Province in 2021 shows the results of South Sulawesi Province being in 20th place out of 34 Provinces. This position shows that the condition of sports achievement in South Sulawesi has decreased compared to the performance at the implementation of the previous National Sports Event. Sports Achievement in an area for coaching needs to pay attention to several sectors supporting factors for sports achievement. These sectors include education, the economy, management, and sports organizations. The educational point of view is an important factor in supporting sports achievement.

Education is considered essential to support sports achievement, as seen from the provision of athletes who will compete in various matches. Athletes who will compete need to be optimally prepared from an early age to maturity. As a country that pays attention to sports, Indonesia has developed the concept of sports coaching at every level by providing physical, health, and educational curricula. The hope is to prepare a generation that is ready for sporting events.

Current sports and health lessons need to be improved to prepare someone to become an athlete who can compete in a national and international environment. Therefore, the solution is to add additional activities for students so that their interests and talents can develop. Students are also accessible if their parents want to provide courses in sports as supplemental training.

The study of sports achievement in Indonesia cannot only be seen from sports and health subjects. Sports achievement is a goal achieved by athletes through a complex system. This complexity is shown by many parties that will influence someone to excel. Indonesia still needs to produce optimal results because of the Olympics in Japan in 2021. So, sports experts in Indonesia are again compiling a national sports system. Through the Ministry of Youth and Sports of the Republic of Indonesia, the government introduced the concept of fostering national sports, namely the National Sports Design (NSD). This NSD puts the process of accelerating the coaching, development, and improvement of sports achievements so that it is organized in a systematic, measurable, and accountable manner.

Athlete development through NSD uses the principle of Long-Term Athlete Development (LTAD). LTAD is a training, competition, and recovery program based on the athlete's biological age, not chronological age (Ford et al., 2011) and with the focus on athletes, supported by coaches, administration, sports science, and sponsors. So, athletes who undergo LTAD training and competition will get a periodization plan that follows their biological age. Physical fitness is the basis for students to excel. The problem faced in Indonesia is data collection; currently, more than unified data is available regarding the fitness of students who will work to become athletes. This data is urgently needed for further use in identifying students' potential to become athletes at the national to international levels.

Sports facilities and infrastructure in Indonesia still need to be improved and up to standard compared to the Indonesian population. Sports competition management must still show a good, routine, and sustainable structure. The events held are often incidental related to political moments. Besides that, budget support is still limited, and competition managers in several sports are also not independent because the sports business climate needs to develop correctly.

LTAD is new for sports and health teachers, sports coaches, sports management, and administrators of sports organizations. LTAD utilizes data from athletes from childhood to adulthood to achieve international achievements. Synchronization between sports science by researchers and practitioners has yet to be harmoniously established.

Methods

Types of research

The type of research used is quantitative, using a cross-sectional survey type. The design of this study was chosen to obtain an overview of the conditions of the variables to be tested and to look for relationships with other variables that could affect students' basic movement skills as a basis for determining LTAD policies that policymakers could consider in sports development in Makassar City. The research location was in the city of Makassar at several elementary schools. Selection of schools using cluster random sampling technique. The more schools from the population are sampled, the higher the legitimacy of the research for generalization. The advantages of random cluster sampling are that it can be used when it is difficult or impossible to select individual samples at random, it is easier to implement in schools, and it saves time.

Population and sample

The population of this research is an elementary school in Makassar City. Researchers chose several elementary schools with cluster random sampling techniques through several considerations. Starting with the researcher randomizing, 120 samples were selected from several elementary schools to collect the data. For survey studies, a minimum sample of 100 is significant; therefore, the researcher decided to take a sample of 120 to be representative of the study population.

Research variable

In this study, researchers focused on variables that had been formulated by exploring, elaborating, and analyzing more deeply related research variables. The variables in this study are the readiness of the Makassar City government to implement the Long-Term Athlete Development (LTAD), students' basic movement skills, and sports education teachers' understanding of LTAD).

Research instrument

To collect data in this study, researchers used several instruments, including:

1. Government readiness questionnaires in implementing LTAD.
2. A questionnaire on teachers' understanding of LTAD.
3. A basic movement skills test.

In addition, we are validating and checking the reliability of researchers using a measuring instrument questionnaire. The construction of the developed questionnaire follows

the Likert model, namely scoring in the questionnaire: 1) strongly agree; 2) agree; 3) undecided; 4) disagree; 5) strongly disagree.

Data collection technique

Data collection techniques used in this study, as follows:

1. Test, which is to measure the fundamental movement skills of elementary school students. This test uses the TGMD-2 instrument; a new test used to measure students' movement skills. This test has been tested globally for its validity and reliability.
2. Observation, namely the researcher makes observations related to the object of study discussed. Researchers made observations at two different locations in elementary schools in Makassar City. The observational approach used is demography, observation based on psychomotor knowledge and observation based on sample experience.
3. Questionnaires, namely data collection techniques with a series of questions that will be given to respondents, with the hope that they will answer the list of questions listed on the questionnaire sheet. The questionnaire model used is a Likert scale with two items, namely favorable and unfavorable, consisting of several items with four alternative answers: strongly agree, agree, disagree, and strongly disagree.
4. Interviews are only to strengthen data from data collection techniques that are used.
5. Researchers use this technique to reinforce data through documents, such as photos and videos). One of the benefits of documentation is proving that the researcher went into the field so that he is free from violations such as fabrication.

Data analysis technique

The data analysis technique in this study used SPSS series 22. Normality test, that is, before the data is analyzed further, a normality test is carried out on the data first. The normality test used is the Kolmogorov-Smirnov test. Followed by a reliability test, which was conducted to see the consistency of each item in the research scale. Finally, the validity test is carried out to determine whether the measuring instrument used matches the object to be measured.

Result

Makassar City government readiness in implementing Long Term Athlete Development

To get an overview of the research data, descriptive data analysis was used to understand the understanding of National Sport Design (NSD) in the government of Makassar City. This is intended to give meaning to the results of the analysis that has been carried out:

Table 1. *Descriptive analysis of readiness data regarding the implementation of the NSD*

	N	Min Value	Maximum Value	Mean	Std. Deviation
Total Sample	35	33	86	68.4286	19.61885
Valid N	35				

The results of the description test show that the number of samples from the Makassar City government, such as youth and sports service employees and National Sports Committee (NSC) officials, is 35 people. The average score for understanding NSD for the Makassar City government is 68, while the standard deviation is 19.6. The highest score for

understanding NSD is 86, while the lowest score is 33. The results of the descriptive data analysis are an illustration of the assessment of NSD understanding for the government of Makassar City. To be more specific, an overview of this level of knowledge is shown in the frequency analysis.

Table 2. *Frequency analysis of NSD understanding data*

	Category	Category			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	8	22.9	22.9	22.9
	Currently	4	11.4	11.4	34.3
	very high	23	65.7	65.7	100
	Total	35	100	100	

Understanding of sports education teachers regarding Long Term Athlete Development

Data on sports education teachers' understanding of LTAD were analyzed descriptively. Questionnaire data that has been collected before being analyzed descriptively needs to be tested for data normality. Data normality testing was carried out with the Kolmogorov Smirnov test.

Table 3. *Kolmogorov Smirnov normality test*

No	N	Mean	Stand. Deviation	Kolmogorov-Smirnov Z	Asymp Sig. (2 tailed)	Information
1	23	89.198	9.20075	0.578	0.892	Significant

The results of the data normality test are sig 0.89 > 0.05 which means the data is normally distributed. The data presented were normally distributed, then a description test was carried out to show the data categorization of the level of understanding of sports education teachers regarding Long Term Athlete Development.

Table 4. *Test the frequency description of the level of understanding sports education teacher regarding Long Term Athlete Development*

No	Category	Frequency	Percentage
1	Very low	2	8.7
2	Low	5	21.7
3	Currently	7	30.4
4	Tall	9	39.1
TOTAL		23	100.0

Table data shows that the level of understanding of sports education teachers regarding Long Term Athlete Development (LTAD) is in the very low category, around 8.7%, and in the low category, around 21.7%. In the moderate category, it is around 30%, while in the high category, there is 39.1%. Based on these data, the largest presentation is shown in the high category. Many teachers in the sample studied to understand the LTAD concept as an NSD policy.

Basic movement skills of students

Descriptive analysis of students' basic movement skills data can be seen in the summary of the results of the descriptive analysis listed in table 5.

Table 5. *Descriptive analysis of students' basic movement skills*

	Basic Movement Skills of Students
N	240
Average	82,65
Standard Deviation	8,294
Variance	68,789
Range	48
Minimum	58
Maximum	106
Total	19836

The data in this study, namely the score of basic movement skills, shows that the greater the score obtained, the higher the level of students' basic movement skills. Before the research data were analyzed further, criteria for the level of students' basic movement skills were first determined. The criteria for students' basic movement skills are divided into seven categories (Coco, 2020). The purpose of categorization is to place individuals into separate groups in stages according to a continuum based on the attributes being measured (Coco, 2020).

Table 6. *Categorization of students' basic movement skills*

Basic Movement Skills Score	Category
> 130	Very superior
121-130	Superior
111-120	Above average
90-110	Average
80-89	Below average
70-79	Low
<70	Very low

From the results of the data analysis, as many as 47% of students are in the below-average category. This percentage is the largest percentage of all students. The remaining 28% of students are in a low category, 19% of students are in the average category, and the remaining 6% are in the very low category. From these results, it can be concluded that, in general, students have basic movement skills that are below average. This is also supported by the absence of students who are in categories above the average and higher categories. Data on students' motor skills were also analyzed by gender. The analysis results show that the average scores of male and female students' movement skills are not much different.

Table 7. *Comparison of students' basic movement skill scores by gender*

No	Gender	Average Score	Category
1	Man	82,17	Below average
2	Woman	83,34	Below average

Male students and female students are in the same category, which is below average. So there is no significant difference in the fundamental movement skills of male and female students.

The relationship between sports teachers' understanding of Long-Term Athlete Development and students' basic movement skills

This study also aims to reveal the relationship between sports education teachers' understanding of Long-Term Athlete Development and students' basic movement skills. Following are the results of the correlation test in table 8:

Table 8. *Correlation test results of sports education teachers' understanding of Long-Term Athlete Development and students' basic movement skills*

		Correlations	
		FMS	Teacher's Understanding
FMS	Pearson Correlation	1	.107
	Sig. (2-tailed)		.097
	N	240	240
Teacher's Understanding	Pearson Correlation	.107	1
	Sig. (2-tailed)	.097	
	N	240	240

The correlation test results show that the significance value is at a score of 0.97. It can be concluded that there is no significant relationship between the sports education teacher's understanding of Long-Term Athlete Development and students' basic movement skills.

Discussion

In recent years, sport development has become a common feature of many countries' government sports policies and activities related to sports development (Bergsgard & Norberg, 2010; Cahaya et al., 2022; Houlihan & Green, 2007; Mislia et al., 2021; Yusriadi et al., 2022). In fostering and developing national sports, the government has established a National Sports Design (NSD) policy. The desire to use sport and physical activity as a social policy can achieve many non-sport goals, such as health promotion, tackling youth crime, drug use, overall welfare, and job creation (Balyi et al., 2013; Balyi & Hamilton, 2004).

In fostering and developing national sports, the Indonesian government also establishes a National Sport Design (NSD). NSD is a master plan for the direction of national sports development and development policies that are carried out in an effective, efficient, superior, measurable, systematic, accountable, and sustainable manner within the scope of sports education, recreational sports, performance sports, and the sports industry. NSD involves many parties in the implementation phase up to 2045, such as local governments, sports organizations, educational institutions, and others. This research focuses on the Makassar City government's understanding of implementing NSD.

The results showed that as much as 65.7% of respondents expressed their understanding regarding NSD. This shows that most of the Makassar City government has understood the contents of the NSD implementation. This result is in line with the expectation that an optimal and increasing role is needed from government agencies in helping to set the sports policy agenda and influencing the development of modern sports more broadly (Bloyce & Smith, 2009; Cahaya et al., 2022; Coalter, 2007, 2010; Mislia et al., 2021; Nurman et al., 2022; Suryanti et al., 2021).

The government's understanding and readiness are important factors in the enforcement of sports systems and policies effectively and sustainably. From a sports management perspective, a great deal of research has been done focusing on the areas of program and design, sustainable management, capacity building, creation, utilization of results, concept advancement, and theory (Achmat et al., 2021; Chelladurai, 2013; Idris et al., 2022; Wahyuni et al., 2021; Woratschek et al., 2014). This research is the basis of the national sports concept development process. In addition, research can be used as evaluation material to develop

sustainable sports policies and create a positive impact. In addition, this research seeks to fill the repertoire of studies related to sports management and policy.

The results of this study show that the level of understanding of sports education teachers in Makassar City regarding the basic concept of NSD is high, showing hope for achieving the goals of sports coaching that take place optimally. Sports education teachers have an important role in athlete preparation (Hastie et al., 2011). A good basic concept will affect the creation of athletes at local, national, and international levels. The concept of sports coaching is implemented as an NSD policy for various collaborations with several local, central, and private government parties in organizing sports events (Siedentop, 2001). Sports and health education teachers play an important role in preparing young athletes in schools at the fundamental stage to train to compete.

At a crucial stage, teachers are also considered very important in translating sports and health education lessons to align with the NSD policy's vision. Sports education teachers become mentors for students to become outstanding athletes in the future. Teachers are also at the forefront of finding prospective athletes to be coached. Several championships support this to develop sports talent possessed by students.

Other research has revealed a significant correlation between children's basic movement skills and physical activity with moderate to vigorous and light to vigorous intensity. This research also specifically reveals that galloping and sliding motion skills correlate with moderate to vigorous physical activity. A combination of throwing and catching motion skills correlates with moderate to vigorous and light to vigorous physical activity (Ahral et al., 2021; Fatmawati, Tamsah, Romadhoni, et al., 2021; Fitria et al., 2021; Spittle & Byrne, 2009). Furthermore, the results of other studies reveal that students' locomotor movement skills positively correlate with their movement skill competence (Kirk, 2004). In addition, this study also revealed that mastery of locomotor movement skills could increase pleasure in playing. It can lead students to have good physical activity. Another positive impact of mastering basic movement skills is the involvement of children in physical activities when they are teenagers (Alexander & Luckman, 2001) and on their self-confidence (Aci et al., 2021; Fatmawati, Tamsah, Utina, et al., 2021; Kasim et al., 2022; MacPhail et al., 2003). These studies show the importance of children mastering basic movement skills from an early age because this mastery has a major impact on children's involvement in sports which will lead children to be confident in carrying out movement activities needed for everyday life, have an active lifestyle, and enjoy activities.

The results also showed that the average score of female students was higher than that of male students. However, there was no difference in gender-based assessment categories between male and female students in mastering basic movement skills. Both are in the below-average category; this result follows several other studies that have not found differences in the effect of gender on children's basic movement skills (Hastie & Wallhead, 2016; MacPhail et al., 2004). However, research finds that men have a better mastery of basic motor skills than women (Penney et al., 2002). This shows the need for broader research on observing students' basic movement skills based on gender.

This study also examines the relationship between sports education teachers' understanding of LTAD and students' basic movement skills. The results showed that there was no significant relationship. This study shows that the understanding of sports education teachers in schools tends to be high but needs to be followed by the low level of basic movement skills of students in schools. These results align with other studies that sports

education teachers carry out teaching based on the number of students, social environment, and facilities. This shows that sports education teachers do not care about targeted learning outcomes despite their understanding of the importance of achieving long-term goals, such as the habit of living a healthy and active life, until the formation of high-achieving athletes from school.

The results of this study also show that the intention of sports education teachers to achieve the universal goals of sports education and the goal of NSD as the basis for the newest national sport is only partially significant. The competence of teachers has not been compared with the quality of teaching sports education in schools. Therefore, the government's attention is also needed to contribute to teachers in the implementation of NSD.

Conclusion

In understanding the National Sports Design (NSD) in the Makassar City government, as many as 67% of respondents had a very high understanding, 11.4% of respondents had a moderate understanding, and 22.9% of respondents had a very low understanding. In the understanding of physical education teachers regarding Long Term Athlete Development (LTAD) in Makassar City, 39.1% of respondents had high understanding, 30.4% of respondents had moderate understanding, 21.7% of respondents had low understanding, and as many as 8,7% of respondents have very low understanding. In the basic movement skills of elementary school students in Makassar City, as many as 5.83% of students are in the very low category, 28.33% of students are in a low category, 46.67% of students are in the below average category, and 19, 17% of students are in the average category. Physical education teachers' understanding of LTAD and students' basic movement skills are the same.

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