

Physical literacy of elementary school students in Gorontalo 2018

Hariadi Said

Department of Sports, Faculty of Sports and Health, Universitas Negeri Gorontalo, Indonesia

Abstract

This study aims to examine the physical literacy of elementary school students in Gorontalo city. The study involved 338 participants consisting of 207 males and 131 females. The location was conducted at Stadium Merdeka 23 Januari. This is descriptive research with an evaluative method. The research instrument consisted of sprint tests, pull-ups, sit-ups and upright jumps and moderate running. Sprints are done to find out the level of students' speed at a certain distance. Pull up is to find out the strength of the arm, which is realized through the frequency of lifting the body's weight. Sit-ups are to determine the strength of abdominal muscles marked by frequency. Upright jump is to determine the explosive power of the leg muscles by making the highest jump. Running is a run that maintains the stability of accuracy from running fast to moderate. The results showed that the physical literacy level of elementary school students in Gorontalo City was divided into four categories, namely very low, low, medium, and good. Students with a physical literacy in the low-level category were eight (2.36%), low physical literacy level was 135 (39.94%), medium category was 166 (49.11%) and good physical literacy level category was 38 people (9.79%).

Keywords: elementary school students' physical literacy, Gorontalo

Introduction

Everyone wants a healthy and fit body. One of the ways to achieve this objective is through exercise. This is practicable because exercise is designed as interesting as possible to attract many people. The law on National Education system on Article 37 stipulates that physical education, sports, and health are emphasized to encourage physical growth, mental development, motoric skills, knowledge and reasoning, as well as an understanding of values (mental attitude, emotion, sportsmanship, spiritual, and social values). Besides, habituating a healthy lifestyle to encourage the growth and development of balance physical and mental quality is also important.

Physical education is essentially an educational process that utilizes a physical activity to produce holistic changes in individual qualities, physically, mentally, and emotionally. Physical education is a process of a person as an individual or a member of society who is carried out consciously and systematically through various activities in order to obtain physical abilities and skills, growth, intelligence, and character formation. This is done with the aim of: (1) Developing self-management skills in efforts to develop and maintain physical fitness and healthy lifestyle through selected physical and sports activities, (2) Improving physical growth and better psychological development, (3) (4) Laying the foundation of strong moral character through internalizing the values contained in physical education, sports and health, (5) Developing sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democratic and (6) Developing skills to maintain the safety of oneself, others and the environment and (7) Understanding the concept of physical activity and exercise in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness, skillfulness, and having positive attitude.

In order to realize this goal, physical education establishes the following scope: (a) Games and sports include: traditional sports, games. This includes motion exploration, locomotor and non-locomotor skills, and manipulative, athletic, round, rounders, kippers, soccer, basketball, volleyball,

table tennis, field tennis, badminton and martial arts, and other activities, (b) Development activities include: gesture mechanics, physical fitness components, and posture and other activities, (c) Gymnastic activities include: simple dexterity, dexterity without tools, dexterity with tools, and floor exercises, and other activities, (d) Rhythmic activities include : free movement, morning exercise, SKJ, and aerobic exercise and other activities, (e) Water activities include: water games, water safety, water and swimming skills and other activities and (f) Outside classroom education, including: picnic / field trip, introduction to the environment, camping, exploring, and hiking and (g) Health, including the cultivation of a culture of healthy living in everyday life, especially those related to body care so staying healthy, caring for a healthy environment, choosing healthy food and drinks, preventing and caring for injuries, managing proper rest periods and playing an active role in P3K and UKS activities. Health aspects are a separate aspect and implicitly include all aspects.

Physical movement as a child's needs

The world of children is a world that is fresh, new, and always beautiful, filled with wonders and joy. It is a misfortune for most of us that a brilliant world is taken gloomily and even disappears before we grow up. The world of children is amazing, contains a variety of astounding experiences, equipped with various opportunities to obtain coaching. When the teacher enters the world, he can help children develop their knowledge, sharpen their sense of sensitivity, and enrich their skills.

Physical education means educational programs through movement or games and sports. It contains the meaning that certain movements, games, or sports chosen are only tools to educate. What is educating? At least the focus is on the skills of the child. This can be physical and motor skills, thinking skills and problem-solving skills, and can also be emotional and social skills.

Therefore, all the learning scenes in studying motion and exercise were more important than the results. Thus, how teachers choose methods, involve children, interact with students and stimulate student interaction with other students, should be a primary consideration

Departing from the juridical and academic views, it can be concluded that physical education, sports, and health are an integral part of overall education. This aims to develop aspects of physical fitness, motion skills, critical thinking skills, social skills, reasoning, emotional stability, action morals, aspects of a healthy lifestyle and the introduction of a clean environment through selected physical, sports and health activities planned systematically in order to achieve national education goals.

Given the tough challenges for a teacher of physical education, sports, and health to carry out his profession in the Implementation of the 2013 Curriculum, the 2013 curriculum was developed by refining the mindset, as follows:

1. The pattern of teacher-centered learning becomes learner-centered learning. Students must have choices for the material being studied to have the same competencies.
2. One-way learning patterns (teacher-student interaction) become interactive learning (interactive teacher-student-community natural environment, other sources / media).
3. The pattern of isolated learning becomes network learning (students can learn from anyone and from anywhere that can be contacted and obtained through the internet);
4. The pattern of passive learning becomes active-seeking learning (learning active students looking for is increasingly reinforced by science approach learning models);
5. Self-learning patterns into group learning (team-based);
6. Single tool learning patterns become multimedia tool based learning;
7. The pattern of mass-based learning becomes the needs of customers (users) by strengthening the development of the special potential of each student;
8. The pattern of learning of single science (mono-discipline) becomes plural science learning (multidiscipline);
9. The passive learning pattern becomes critical learning.

In essence, physical education, sports, and health are taught in schools to create a physically educated person. National Standards for Physical Education (NASPE) describes a physically educated

person as someone who meets the standards of (1) demonstrating motoric skills and movement patterns needed to perform various physical activities, (2) demonstrating an understanding of movement concepts, principles, strategies, and tactics that they apply in learning and performance of several physical activities, (3) participating regularly in physical activities, (4) achieving and maintaining improvement of health and fitness level, (5) showing personal and social responsibilities, such as respecting oneself and others during physical activities, and (6) appreciating physical activities for health, fun, challenge, self-expression, and or social interaction.

To find out one's physical development is through physical literacy. Whitehead in Goodway (2018) states that physical literacy is a description of a person or a group of people's physical fitness. Physical literacy is one's guarantee of activity. The higher the level of physical literacy of a person or a group, the better is his or her productivity. Barner (2018) argues that physical literacy provides changes for us to think about all factors that assist individuals in physical, psychological, cognitive, and social movements. This indicates that if we want to create productive human resources, we need to improve the level of one's physical literacy through exercise/sport. It also means that physical literacy is what we need to increase our productive human resources.

Physical education, sports, and health subject (hereinafter will be referred to PJOK) are categorized as B group subjects within the structure of the 2013 curriculum. This implies that the content of this subject is developed by the national and is enriched with the local wisdom by the local government. Within the current structure of the curriculum, the PJOK subject has three-hour allocation in a week, where it is a minimum time allocated and can be increased based on the need of the learners. In the 2013 curriculum, the content of PJOK subject contributes to the development of movement and healthy lifestyle competencies, and also contributes to the character education of the state and habituates healthy lifestyle pattern. The final result is to stimulate the balanced growth and development of physical and psychological quality.

Freeman (2007:27-28) writes that physical education uses physical activities to produce an overall increase in physical, mental, and emotional quality of learners. Physical education treats every learner as a united entity, physically and mentally. Thus, both are considered influencing each other.

Meanwhile, Buck et al. (2007) interpret physical education as a study, practice, and appreciation of art and human movement science. Physical education is part of an entire education. Movement is a natural characteristic of human existence as a living creature, indicating that humans can be said as a perfect being as they can run, jump, and throw.

This study is aimed at finding out the fitness of elementary school students in Gorontalo city following the physical and health education in each school. This study will become a reference to improve the teaching climate, especially sports and health education in each school. In addition, the result of this study will become an input for PJOK teachers to pay more attention to the implementation of their job. This statement is in line with Arikunto (2006), who agrees that the scope of evaluative research encompasses curriculum, teachers, and learners.

Research methodology

This study employed the evaluative method. According to Borg and Gall (2003), evaluation is a process of producing judgments on benefit, value, or balance of an education program. Evaluation activity is usually started by assessing one's needs to make a decision on a policy, management, or political strategy. Evaluation activity is designed to produce data on values, services, or the values of an education phenomenon. Evaluative research is commonly utilized to study the success of a program within the education framework.

This study involved 338 elementary school students in Gorontalo city, consisting of 210 male students and 128 female students aged 7-12 years old and distributed in 18 schools. Supandi (1992) notes that 7-12 years old is the elementary school age. Further, Makmun (1995) explains that the age of 9-12 years old is characterized by the development of advanced individualistic attitude compared to the age of 6-9 years old with vast social development characteristics. In this stage, students/children try to learn more about themselves and compare themselves to their peers. If this process is carried

out without guidance, then children will tend to find it hard to adapt to their environment. Therefore, the school is responsible for assisting them.

The data collection method was by testing the fitness level of each individual. The type of tests administered was sprint test, pull up test, and sit up test, vertical jump test, and medium run. These tests were administered to evaluate physical education currently administered at school.

Results and discussion

The result of the study reveals that all students involved in this research having different physical literacy level. In general, they fall within four different categories: very low, low, moderate, and good. The very low category is eight students or 2.36%, the low category is 135 students or 39.94%, the moderate category is 166 students or 49.11%, and the good category is 38 students or 9.79%.

The result of the study reveals that all students involved in this research having different physical literacy level. In general, they fall within four different categories: very low, low, moderate, and good. The very low category is eight students or 2.36%, the low category is 135 students or 39.94%, the moderate category is 166 students or 49.11%, and the good category is 38 students or 9.79%.

The category differences indicate that students who are involved in this study have different physical literacy. Some students were born with very low physical literacy, low physical literacy, moderate physical literacy, and there are those who were born with good physical literacy.

Students with very low physical literacy by 2.36% are those who have the lowest physical literacy compared to others. Generally, those who fall under this category have less proportional body weight. This happens due to their addiction to gadgets, hence, they spent more times in their room than outside. Another bad behavior as a contributing factor to this bad physical literacy is their hobby for snacking during their gaming time.

Goodway (2018) argues that there are three contributing factors that make students' physical literacy low, including the lack of a playground, school is very sedentary (TV, Game, and DVD), and the increase of high fatty food intake and fast food consumption. As a result, their body weight increases and they become lazy to move, implying that students who fall under this low or bad physical literacy need to work harder to achieve high physical literacy/physical fitness. It is ideal that students aged 7-12 years old should understand that doing physical exercise at this age is very significant for their growth and development. Concerning this, Barnett (2018) advice that children should be directed towards game sports as they can freely socialize.

Students with low or lack of physical literacy in this study are 39.94%. This indicates that elementary school students in Gorontalo city have a negative potential for themselves, the school and the government. Students who belong to this category are highly diverse in body weight and habits. There are almost no differences in body weight between male and female students. Whereas from habit, it appears that females are more prone to snacking than males. These two factors highly influence their level of activities, where they tend to stay in their room due to playing with their gadgets, and they forget to do outside activities. This habit is continued in school in which during recess or breaks, they opt to stay in the classroom rather than playing outside with other students. This is in contrast with the suggestion from Lutan (2000) that through physical activities, students are directed to learn. On that ground, changes in behaviors occur related to physical, intellectual, emotional, social, and moral aspects.

Conclusion

In this study, it can be concluded that 49.11% of students are under the moderate category. This is the largest category compared to others. Moderate category means that physical literacy of the elementary school students in Gorontalo city is within the average level. In other words, the physical literacy of the elementary school students in Gorontalo may indicate that PJOK learning in school is improved. Therefore, it brings the positive expectation that a healthy and high achievers generation will emerge in the future, as claimed by Usman (1993: 22).

Finally, 9.79% of students fall under the good category. This proves that only a small portion of elementary school students in Gorontalo city who have good physical literacy level. It indicates that the addition of allocated study time and implementation of teacher's professional education have started to yield a good result. Regardless of its small portion, at least this number brings up the fact that there is an improvement of learning achievement in sports subject when it is properly implemented. Suryabrata (2007:233) argues that development of a person physical literacy is influenced by several intrinsic factors, which are psychological and physiological factors as well as extrinsic factors, such as non-social and social factors. For this reason, students with good physical literacy category enjoy sports, or in other words, they are aware that exercises/sports can increase their physical literacy.

References

- Arikunto, S. 2007. *Manajemen Penelitian*. Jakarta: PT Rineka Cipta.
- Barnett, L. 2018. *The Role and Contribution of Sports and Health Sciences in Enhancing Quality of Life*. Melbourne: Deakin University.
- Borg, W R and Gall, M D. 2003. *Educational Research: An Introduction*. New York: Longman.
- Buck M M. 2007. *Pendidikan Jasmani Olahraga dan Kesehatan; Kurikulum 2013*. Jakarta: Rajawali.
- Goodway J D. 2018. *The Need for Early Sampling Not Early Sport Specialization: Skipping to Physical Literacy*. Department of Human Sciences Crane Center for Early Childhood Research & Policy The Ohio State University.
- Lutan R. 2000. *Belajar Keterampilan Motorik Pengantar Teori dan Metode*. Jakarta: P2LPTK Dirjen Dikti Depdikbud.
- Syamsudin M. 1995. *Psikologi Kependidikan Perangkat Sistem. Pengajaran Modul*. Bandung: Remaja Rosdakarya.
- Slameto. 2010. *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Suryabrata, S. 2007. *Perkembangan Individu*. Jakarta: Rajawali.
- Supandi. 1992. *Strategi Belajar Mengajar Penjaskes*. Jakarta: Depdikbud Dirjen Dikti Proyek Pembinaan Tenaga Kependidikan.
- Usman, M U and Setiawati L. 1993. *Upaya Optimalisasi Kegiatan Belajar Mengajar*. Bandung: PT Remaja Rosdakarya.