Diversity Teaching Goal in Physical Education and Sport at Schools: What is Teaching for?

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Abstract. Physical Education (PE) and Sport at Schools has become one idea. Learning in PE in term of learning of the physical is also means learning of Sport. Then, since sport has own values was also known as learning through sport. Learning of and through the physical or sport was assumed as learning in PE lesson. Observing on national PE Curriculum was founded that teaching PE and Sport has many intended learning outcomes. Elaborating by type, processes, and goals, learning in PE tend to be learning of sport. Learning to be physically educated person seem as learning to be sport people. In the end of paper was described learning in how to oriented the learning process.

1. Introduction

In the beginning of 1960s, physical education (PE) was under study of human movement concept, and was spread out in having the term of “gerak badan” (Indonesia Language). Nevertheless, since sport program was developed in 1970s, the term of physical education and especially the term of “gerak badan” was disappear and was substituted by the word of “olahraga” which the same meaning with the word of sport (American language). The real meaning of physical education and sport is become confusing, and it made long debate that couldn’t be solved until now. The process of teaching physical education is the process of sport training to acquired sport skills techniquelly. Student’s learning becomes learning motor skill. Physical education and sport at schools in its collaboration to prepare sport’s student athlete in being the best in sport performers.

In 2016, teaching physical education was assumed as teaching sport skill. The goal to be physically educated person can be also the goal to be sport people. The goal of teaching physical education is delivering the student to be literate in sport, in a kind of “sportization concept” in the main idea of sport as a tool to educate the student, but at the same time sport is also the goal in the term of educational processes. Sport for educational purposes is also education into sport. Two direction in teaching physical education was developed, first teaching student to be sport people, and second teaching the student as educated person physically, which the primary goal is focusing on the student to be the best sport performers. The student was socialized into sport to be sport performer.

The development of PE consists of three concepts [1] : 1) sportization concept; 2) healthyzation concept; and 3) academization concept. The sportization concept means that PE is sport technique lesson. The teaching learning such in the form of 1) explanation; 2) demonstration; 3) practicing focus on mastering sport skills technique. The process of learning in the kind of drilling, habituating, and training that supposed in the end of lesson the student be able to master sport. The healthyzation concept
means the teaching learning process focus on inviting the student to have as much as possible in exercising their body to have a level of health and fit. The academization concept is in the focus on good understanding, being loyal to practice student own movement capability, being good in temper of the movement and their own skill in performance. The learning process tends to be having student in moving and movement context.

Crum [2] (2016) the character of PE lesson in secondary Dutch school, following four profiles of PE classes, such as: 1) exercise – sweat – fitness; 2) fun – pleasure – entertainment; 3) control – order – discipline; 4) relevant learning concerning movement and sport. At the fitness profile, PE lesson stress on inviting the student to be sweat, health, and fit. The student is busy in moving to increase their own capacity and capability in movement and sport. Entertainment profilee, the PE lesson seems to be as entertain their emotion to have fun – joy and happy, especially in having satisfaction of their leisure time. Control profile means the learning process is to enhance student personal character development. The relevant learning is promoting student learning in the form of “learning to move” and “moving to learn.” Both of learning was directed to be learning to learn to have meaningful, contextual, and purposeful student movement experience. The student was driven to get the meaning of their experiences in movement and sport.

PE was assumed in two way of thinking. First, it is physical activity which can be in further meaning as sport activities. Even sport is high skills performance, but indeed, it is also a form of activity physically, most people says that PE is also physical activity. Second, PE as an educational process. It means that PE is teaching all kind of physical activity to bring the student becomes physically educated person. As an teaching process, PE should be signed by the student’s learning. That learning caused the students to be educated physically. Both meanings was came from physical activity as a performance and physical activity as a learning process. Edward [3] stated that there is a differences between performance and learnig. In term of physical activity, PE, physical activity and sport were interconnection and difficult to have a clear meaning.

Laker [4] PE as one might expect the school subject consist of education of the physical, through the physical and about the physical. On another hand, Chandler [5] sport is structured, goal oriented, competitive, contest based, and ludic. More generally, Hoffman [6] stated that physical activity is movement voluntary, intentional, and directed toward achieving and identifiable goal. It is clear that the three term has own meaning and it couldn’t in the same line.

In the common sense, PE and Sport has become one context. They had married in the storming way. Some of people say that PE is sport skill acquition lesson. The idea of PE, since the beginning, is about teaching of the physical, but now some people will say sport education. It is about teaching of sport to the student. Others people will also say that teaching PE is also education through the physical. Teaching PE can be teaching into sport and teaching through sport. Teaching PE was on diversity idea and goal, which goes to be complexity of idea and goal.

2. Conceptual Approach
In relating to make sure the real concept of PE and Sport at schools is an educational process to have student learning to be physically educated person was indicated by 1) Ken Green [7] that stated “Physical education is supposedly concerned with before viewing in the direction of something that lies as the heart of philosophical conception as education.” 2) Susan Carpel & Susan Piotrowski [8] stated that “Physical education is essentially on educational process whereas the focus in sport is on the activity.” “sport covers arrange of physical activities in which adults and young people may participate, physical education on the other hands is a process of learning.” 3) Susan Capel [9] “As a student PE teacher you are embarking on the long but exciting process of becoming an effective PE teacher of translating your knowledge and love of PE into the ability to encourage pupil’s learning and progress towards becoming physically educated.” 4) Kirk David [10], “A high quality physical education curriculum enables all pupils to enjoy and succeed in many kind of physical activity. They developed a wide range of skills and the ability to use tactics, strategies, and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse situation and
make decisions. They also reflect on their own and others performances and find ways to improve them. As a result they develop the confidence to take a part in different physical activities and learn the value of healthy active life styles.”

The four concept of physical education is really related to education. The concept to educate the student to be physically educated person. It means the physical (body and movement) will together in his/her personality (embodiment). The body in its potentiality to move was not made displacement of him/herself from his/her environment. The body in its potentiality to move made him/her become independence, easy to move, self-dependence, wellness due to his/her body, and comes to the good quality of life. Physical education, even in the term of sport activities lesson, is always focus on designing movement/game/sport situation to have student’s learning in regard to be physically educated person. Student who known well their body, their movement identity, and due to their learning experience their can bring their body to come to the world.

3. Method
The descriptive research by observing teaching learning process and analyzing the content of the National PE and Sport Curriculum was used as a tool to illustrate the learning process that should be at teaching PE and sport at school. Observing how teacher organize, understanding motivation of the student, and difficulty of movement task in making meaningful and purposeful student learning environment. Another way was also conducted to interpreting the content of the curriculum by categorizing the direction of the curriculum content. Observing and analyzing the idea and goal of PE and Sport at school with also considering the role of PE and Sport at school illustrates the main idea of the process of education in to student learning.

4. Result and Discussion
Teaching PE and Sport at schools has many meaning. But, the core of teaching PE and sport can be into two direction. First, teaching goes to enhance sport skills to be good sport performer and become sport people. Second, teaching which goes to create student learning to nurture the learning process physically, affectively, emotionally, cognitively, and socially. Both is on the term learning to move and moving to learn. Learning to move is learning of movement and moving to learn is learning through movement. Learning to move, learning of movement, and learning of the physical is learning about the physical and movement. On the other hands, learning through movement is learning movement related to cognitive, affective, and social skills ability. But, even learning to move or learning through movement, both is directed to be learning to learn. It means that learning within movement is for learning. The student whose experience in movement or sport has contextual and situational meaning. The movement and participation in sport activities comes to the certain purposeful.

Teaching PE and sport at schools is for learning oriented that comprises into learning to move and moving to learn in the umbrella of learning to learn.

| Tabel 1. Items and percentage of items in term of learning to move and moving to learn ( a case on National Junior High School Curricular) |
|---------------------------------------------------------------|
| The sum of items | Learning of movement | Learning through movement |
|                  | 30                  | 33                      |
| Presenteage of items | 48%               | 52%                     |

The tabel illustrate that Teaching PE is 48% on learning of movement which focus on performing in movement and sport skills. For example, learning how to drible the ball, how to kick the ball, how to do a passing ball, how to juggling the ball, etc. On the other hand, learning through movement is learning movement related to cognitive-reflective, social skills, and affective skills ability of the student. For example, learning of soccers game is not only for performing soccer skills but also for having the student.
in being knowing what to do and how to do in the game, being respect and fair during the game, and making cooperative work within players.

Nevertheless, in reality of teaching PE and sport at schools was assumed as teaching sport skills. So then, the teaching goal would rather sport skills acquisition lesson instead of student learning oriented. Such this lesson tends to be learning of movement or learning of sport without enrichment to the learning through movement. This condition leads to surface learning, the learning is only on learning how to perform sport. Meanwhile, if PE and Sport at schools is for student learning, then the learning process would rather slide from learning of movement to moving to learn, in all the form of learning through movement. Moreover, debating within this two orientation, we have to be remember that PE and sport due to its position at school, the goal should be oriented on learning to learn.

Strengthening the learning process in teaching PE and Sport at schools should be divided into two program. The first program is teaching PE and sport for educational purposes that could be conducted at minimum PE lesson on the intracurricular program which focus on learning process. The second is on competitive sport at after school program or at extracurricular program which known in America as interschool program. The two program lies on quality of learning process, due to its purposes, the first is for educational purposes and the second for being good in sport performer, especially to promote the school via sport competition or sport for achievement.

Teaching PE and sport for learning oriented lies on situated learning by designing movement situation. Learning as a goal greatly depend on collaborative within complexity of teacher organization, student’s participation and motivation, and movement task. Further learning environment factors should be considered on time that allocated, space that we have, and facilities together with equipment or tools of learning’s media. By these of six considerations and collaborative work should come out a cause in the form of learning process. Learning that leads to rich learning and deep learning for meaningful, contextual, and purposeful intended learning outcomes. It means that the designing movement situation by situated learning caused the student to learn something because their experiences in movement or sport activities. The learning process that leads the student to becomes physically educated person.

The shift of paradigm in teaching PE and sport within Indonesia school is a need to be done. The shift that leads from teaching of sport skills acquisition as a form of “sport socialization concept” to teaching PE and sport as a learning oriented. The movement task in a form of games or sport activities should be designed by the teacher in situated learning. It invites the student to learn of movement and learn something cognitive-reflexively related to movement. The invitation is also encourage the student to learn something socially and affectively related to movement. This student learning comes toward to be physically educated persons.

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