



## **Physical Education Teachers' Perceptions of Esports Adoption by KEMENPORA**

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### **Abstract**

This research aims to determine the perceptions of physical education teachers in Cimahi, West Java regarding the designation of esports as a sport by the Ministry of Youth and Sports. Esports is an electronic sport that relies on an internet connection by presenting competition either as a team or individually to win matches that prioritize strategy without physical clashes. The method in this research uses a qualitative case study approach involving 10 selected physical education teachers in the city of Cimahi, West Java, where quite a lot of schools present esports extracurriculars through interview observations and data analysis documentation loaded in the NVivo 12 software application. The results obtained from this application is that all participants agree to the KEMENPORA's policy of classifying esports as sports. Esports also has a lot of relevance to the values that grow in the school environment, including: critical thinking, creativity and courage to make decisions. The conclusion of this research is that esports is currently developing in several big cities and there is a need for equitable distribution through outreach to the community, schools and parents of students. In this way, esports is no longer considered an unproductive activity but rather a sport that is being carried out without physical conflict, but must always be monitored and accommodated the potential of students by the school and the parents of the children concerned.

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## INTRODUCTION

Playing online games is an alternative to entertain yourself and eliminate boredom after carrying out tiring routine activities (Antroponce, 2021). However, playing online games can actually cause children or players to experience decreased motivation to learn, have difficulty interacting with their surroundings, and are easily provoked by emotional turmoil (Anggraeni, 2021). The determination of esports as part of performance sports by the Ministry of Youth and Sports since 2020 has given rise to polemics among sports practitioners, including Physical Education Teachers (Fahmi, 2022). The debate that is still being discussed is that esports should not be recommended as a sport but merely as an online gaming competition (Anggraeni et al., 2021). Then the Physical Education Teacher is responsible for learning objectives which consist of cognitive, affective and psychomotor through physical activity. Of course, they have very varied perceptions of esports which do not involve significant physical activity (Kanca, 2018). Therefore, the research "Perceptions of Physical Education Teachers on the Determination of esports as a Sport by the Ministry of Youth and Sports" is important considering that the public is still unfamiliar with esports, where the perceptions of Physical Education Teachers will be a reference for the community, especially parents of students (Pokhrel, 2024). Their perception of esports really determines the success of KEMENPORA's policy on sports renewal from an educational perspective (Syaputra, 2020). On the other hand, there are quite a few negative impacts that can arise from playing online games, even though it produces promising income by being selected as an esports athlete or professional player (Mathematics, 2022). More than that, playing online games can also develop leadership skills, strengthen optimism, and reconcile with frustration or anxiety in an adaptive way. (Granic et al 2014; Berdaya et al 2020). Thus, research is needed to dig up further information on the causes and effects of this determination, as well as exploring the implications of the interviewees' perceptions of the role of esports in Physical Education (Rachman et al., 2020). In conducting the study "Physical Education Teachers' Perceptions of the Determination of Esports as a Sport by the Ministry of Youth and Sports", there were 3 relevant studies from abroad that were explored and reviewed, including; (Funk et al., 2017) from Philadelphia, USA conducted a study on how esports grows and develops through proper management

using qualitative grounded theory methods on 17 specific sports practitioners who stated implicitly in their research that there is a need to provide more esports academy courses like the one mentioned. conducted at Miami University, University of Nevada and University of Las Vegas, as well as regulations on selectivity criteria for how certain online games are entitled to be categorized as divisions within esports. (Qian et al., 2019) from Taiwan who conducted a study on the development of the scale of esports and the motivation of online game fans using mixed methods with 8 sports educators as resource persons who produced calls for routine socialization regarding the management of esports in expanding its scale and friend ties, entertainment content. , inspiration, competition and appreciation in the form of winning quite tempting prizes apart from popularity are the motivations for online game fans. Strengthened by research (Angelina et al., 2021) from Indonesia which conducted a study of the social impact of the online game Mobile Legends: Bang Bang on teenagers in Fogi Village, Sanana District, Sula Islands Regency using a narrative qualitative method conducted by question and answer with 2 informants who played online games This results in results that confirm that game players will gain good knowledge and experience about technology, especially the internet, can trigger players' creativity and imagination, then entertain the mind when they are bored, so an escape for teenagers is playing games, they feel calm and satisfied. The negative impact that can be caused is addiction, which can disrupt study concentration and neglect student duties and other obligations as a teenager. Responding to previous studies, in research (Funk et al., 2017) no regulations were found to determine online gaming divisions that were appropriate to be included in the esports category and also esports academies which were expected to be realized but were not complete in terms of the various aspects that needed to be presented. Then there is research (Qian et al., 2019) which only focuses on the development of esports, but it is not known how the plans that are thought to be able to ignite esports in Taiwan develop as desired, either from achievement or mere recreation, and the reasons why esports are so popular are known. Likewise, research (Angelina et al., 2021) discusses just one online game out of the many games categorized as esports in Indonesia regarding the positive & negative impacts of Mobile Legends: Bang-Bang. Therefore, this research is focused on the perspective that will be conveyed by the 10 selected Physical Education Teachers

according to the criteria desired by the author through a question and answer session, in other words, an interview regarding the decision of the Ministry of Youth and Sports which has determined esports to be part of achievement sports to help provide another point of view regarding the community, especially parents of students, because based on findings in the field, esports can also produce benefits, not just harm. Considering the stigma of society which still tends to think that playing online games only shows someone who is unproductive. Thus, there is great hope that this research will make a clear contribution to the current field of sports in Indonesia as a form of adjustment or indeed the need for further study in various aspects concerned. Therefore, the research "Physical Education Teachers' Perceptions of the Determination of Esports as a Sport by the KEMENPORA" will raise questions regarding "Please explain your views regarding the determination of esports by the KEMENPORA!" Do you agree or do you disagree?"

## METHODS

The qualitative method with a case study approach was chosen to fulfill the objectives of this research, because case studies focus on a research strategy in which researchers carefully investigate a process of events and programs (Introduction & Discussion, n.d.). Referring to the definition of a case study, it is an approach that is taken intensively, in detail and in depth regarding something in the form of a program, event, activity and so on to gain holistic insight or information about that matter (Anak, 2008). This allows researchers to understand in depth and contextually how Physical Education Teachers perceive the inauguration of esports. The subjects of this research were taken using a purposive sampling technique where the research subjects were determined first based on relevant characteristics, therefore prioritizing several Physical Education Teachers who came from schools that presented esports extracurriculars and quite a lot of them were in Cimahi City, West Java. 10 Physical Education Teachers will be selected who have the criteria for a minimum of 2 years of teaching experience with an age range of 25-35 years and will be asked to be interviewed to provide information through a question and answer session. There are two stages in this research, the first stage is creating a questionnaire containing short questions regarding information on gender, age and teach-

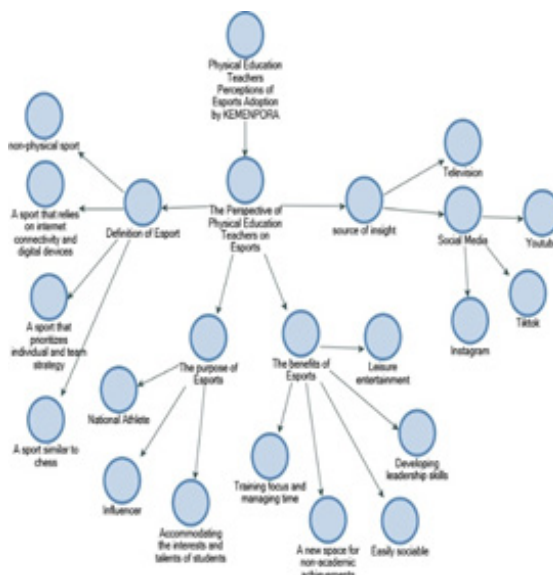
ing experience. The questionnaire was created with short answers using Google Form because it has a simple, concise, but professional appearance (Rakhmi et al., 2023). Then create a question instrument for the interview session from several research questions, namely regarding insight, understanding and also PE teachers' responses to esports which have become part of achievement sports. Next, the second stage looks at the results of the answers to the questionnaire that has been distributed to select research subjects that meet the criteria. Next, the subject was contacted via the WhatsApp number that had been included in the previous questionnaire, this aimed to ask the subject for permission to be interviewed. After obtaining permission, the researcher and research subjects held a meeting for the next follow-up, namely questions and answers or interviews. Data collection was carried out in two stages. The first stage was carried out by distributing questionnaires to Physical Education Teachers containing questions regarding descriptive data on characteristics such as gender, age and teaching experience. The second stage of data collection was carried out through semi-structured interviews, requiring 10 Physical Education Teachers who met the criteria based on previous Google Form data acquisition to be interviewed. Before conducting the interview, participants were given an explanation of the purpose of this research, then asked permission to record the conversation during the interview. The interview was conducted at a time and place agreed upon by both parties. Thematic inductive data analysis will be used to test and group data based on research subject information so as to produce themes and create value. The categorization coding effort from the NVivo 12 software will be a facility so that the data is more effective in terms of results and more efficient in terms of time (Tambun et al., 2023) as well as avoiding irregularities in the various responses of research subjects. Interview data classification will be given a special code in nodes. This inductive method allows the themes provided by participants as answers to research questions to be identified.

## RESULTS AND DISCUSSION

The explanation in **Figure 1** is the general results of findings in the field through questions and answers with 10 sources who were willing to provide information about esports and published in the NVivo 12 software.



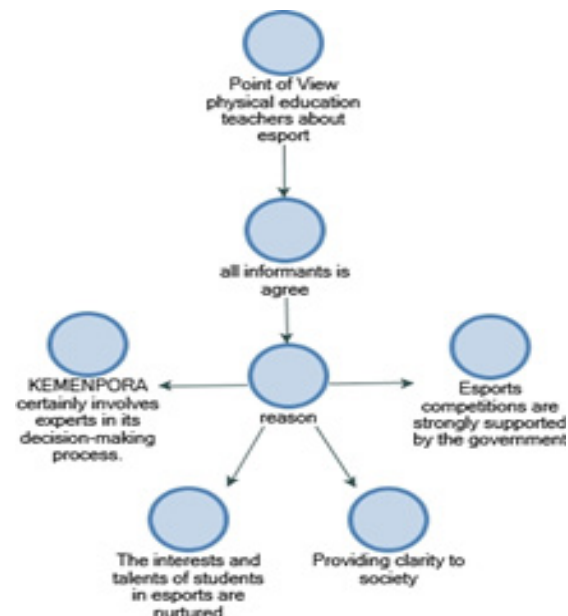
**Figure 1.** Thematic Inductive Interview Results Contained in NVivo 12.



**Figure 2.** Interview Results in Findings of Physical Education Teachers' Insights Regarding Esports Loaded Via NVivo 12.

Based on **Figure 2**, it explains that there are 4 things that can be used as benchmarks for insight into esports, including: definition of esports, sources of insight, goals and benefits. The definition of esports from 10 sources, some of the answers were almost the same, but it was divided into 4 important findings which stated that esports is an electronic sport that does not use physical activity, while esports is a sport that prioritizes team and individual strategy, and esports can be said to be a sport that requires connection. the internet is also gadgets, as well as esports, namely a sport similar to chess, where every definition given by the resource person is in line with the statement that esports is an online video game that uses

electronic means, the ability of many people to then participate in individual and group matches to show their skills in various types of videos. on-line game certain (Swot, 2021). Next, regarding sources of information obtained by participants about esports, including: social media and television. Social media where esports information often appears are Instagram, TikTok and YouTube. Turning to the goal of esports which is known by various sources who state that it is a step to becoming a national athlete, then accommodating students' interests and talents, becoming an influencer can also be a choice of esports goals. Esports is useful as a new space for non-academic achievements for students, it can train focus and manage time, train leadership skills, both daring to make decisions, problem solving and designing strategies, esports is certainly an alternative entertainment.

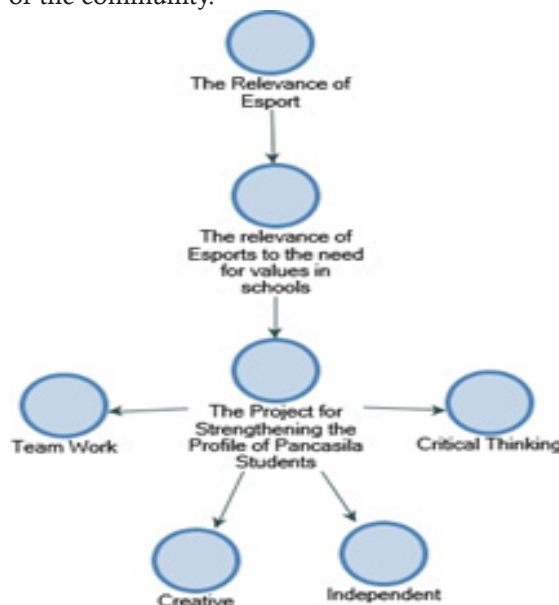


**Figure 3.** Interview Results in the Views of Physical Education Teachers on the Determination of Esports as a Sport by the Ministry of Youth and Sports, Published via NVivo 12.

The results of the findings are based on **Figure 3** regarding statements from each resource person regarding their point of view in the KEMENPORA policy determining esports as part of sports. All interviewees certainly agreed, several reasons were given because with the clarity of the category of esports as a sport it certainly meets the needs of students' interests/talents, then the KEMENPORA certainly does not It is haphazardly determined but involves various experts in its formulation, thus there are quite a lot of esports competitions that are clearly supported

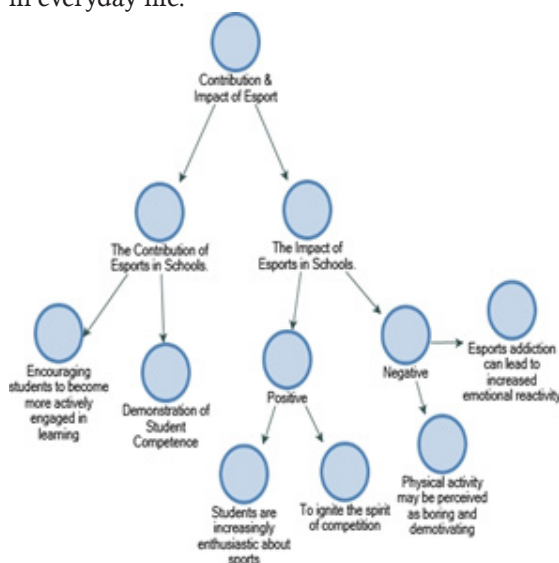


by the government, apart from that there is great hope that the determination of esports can provide a positive stigma to the parents of students or the community.



**Figure 4** Interview Results on the Relevance of Esports to School Values Contained via NVivo 12.

Based on **Figure 4** regarding the relevance of esports to values in the school environment, from the opinion of the sources, it turns out that there is a common thread with several values contained in the project to strengthen the profile of Pancasila students (P5), including: critical thinking, mutual cooperation, and creativity, as well as independence. According to various participant statements, the presence of esports contains positive values that can be a stimulus for habituation in everyday life.



**Figure 5.** Interview Results regarding the Contribution and Impact of Esports on Physical Education Learning Contained via NVivo 12.

It can be seen based on **Figure 5** that esports contributes and has positive impacts but also negative impacts. The resource person's statement regarding the contribution of esports states that it is one of the students' efforts to show off their abilities and of course intends to make the school and themselves proud, then esports contributes to inspiring students to be more active. Apart from its contribution, esports has a positive influence in maintaining sports enthusiasm and inspiring students' competitive spirit when learning physical education. However, it cannot be denied that esports also has a very negative influence when learning physical education, namely that there are students who are lazy about exercising, want to rest quickly and switch to playing online games, of course it is very dangerous if it is not limited.

Perceptions of Physical Education Teachers regarding the Determination of Esports as a Sport by the Ministry of Youth and Sports, it can be seen that as time goes by, sport is one that is experiencing development, both in terms of place, equipment and regulations. The development of increasingly sophisticated technology has an impact on the adaptation of sports, for example esports, considering that it doesn't have to be a physical clash, but just a clash of strategies, for example: chess, which is no stranger to being categorized as a sport and has many competitions, as well as esports.

Often esports receive a negative stigma from society, especially parents of students, however, based on findings in the field, the negative impacts of esports are only small compared to the positive impacts that can be obtained from esports. Considering that it has now been 5 years since the beginning of esports being categorized as a sport by the Ministry of Youth and Sports and it is easy to find various direct government programs for esports, including the Indonesian Esports Executive Board (PBESI), then the Garudaku academy, and several schools in big cities, one of which is Cimahi, West Java, which has become a bridge between esports and the educational environment by presenting esports extracurriculars where the coaches are directly appointed by the licensed PBESI. Becoming a national athlete through esports is no longer a dream, but in the big Southeast Asian level event, namely the Sea Games, esports from various divisions has been presented. The role of parents and the school should be to be strict within certain limits for their sons when playing esports and accommodate their interests/talents, because without this supervision, it cannot be denied that playing esports is just filling free time.

## CONCLUSION

The findings above indicate that Physical Education teachers have a fairly deep understanding of the definition of esports, which is commonly recognized as electronic sports that rely on internet connectivity and digital devices while emphasizing strategic play, either individually or as a team, without direct physical contact. All ten Physical Education teachers unanimously agreed with the policy set forth by the National Sports Committee and the Ministry of Youth and Sports, which classifies esports as a competitive sport in Indonesia.

The primary respondents' perceptions of the relevance of esports to the values required in the school environment can be observed through the Pancasila Student Profile Strengthening Project (P5), which predominantly aligns with four out of its six key elements: critical thinking, collaboration, creativity, and independence. These values can be indirectly fostered through esports. Furthermore, the Physical Education teachers expressed that esports could contribute to the school environment by accommodating students' interests and talents through extracurricular esports programs. These programs serve as a stimulus for students to become more actively engaged in their respective fields while also cultivating a competitive spirit. The impact of esports on Physical Education learning tends to be positive, particularly for students who are dedicated to excelling in esports and recognize the necessity of physical training in competitive gaming. However, concerns were raised regarding the potential negative effects of esports addiction, such as increased emotional sensitivity and a decline in participation in physical activities among students who are less inclined toward physical exercise.

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