



Implementation of Physical Education, Sports and Health in Nias Regency, North Sumatra

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Abstract

This study aims to analyze the Physical Education, Sports, and Health (PE) policy at the Junior High School level in Nias Regency, North Sumatra, using Stephen J. Ball's educational policy analysis theory, which encompasses three main contexts: the context of influence, the context of formulation, and the context of implementation. This study uses a qualitative approach with a case study method, through data collection techniques in the form of interviews, observations, and documentation involving elements of the Nias Regency Education Office, school principals, PE teachers, and relevant policy documents. The results show that policy formulation is still influenced by limited coordination and data support. Implementation is running quite well but is hampered by sports facilities, teacher competence, and health facilities in schools. Supporting factors include school commitment, student enthusiasm, and support for the national curriculum; while inhibiting factors include minimal budget, lack of infrastructure, and slow bureaucracy. This study recommends increasing funding, teacher training, and strengthening coordination between stakeholders to optimize PE policy in Nias Regency. In conclusion, the physical education policy in Nias Regency has been implemented but has not been optimal, so it is necessary to increase funding, strengthen teacher competency, and coordinate between stakeholders to optimize its implementation.

How to Cite

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INTRODUCTION

Physical Education, Sports, and Health (PE) is an integral part of national education, aiming to develop physical fitness, motor skills, healthy lifestyles, and sportsmanship values in students (Lengkana & Sofa, 2017). The implementation of PE policies in each region is inextricably linked to geographic, social, and political conditions, as well as the availability of resources.

Nias Regency, as an island region in North Sumatra Province, has unique geographic and sociocultural characteristics. These conditions influence the implementation of education, including PE subjects, which require adequate facilities, infrastructure, and teacher competency. Government regulations, national education standards, and curriculum policies such as the 2013 Curriculum and the Independent Curriculum provide implementation guidelines, but implementation at the school level is often influenced by local dynamics (Sari et al., 2020).

Government Regulation of the Republic of Indonesia Number 7 of 2005 concerning the 2004-2009 National Medium-Term Development Plan outlined various issues, including: a) inadequate availability of educators (both quantity and quality) (Musfah, 2021), b) low educator welfare, c) inadequate learning facilities (Aprilia & Rusli, 2025), d) inadequate educational operational costs, e) educational development unable to improve entrepreneurial skills, f) educational management not being implemented effectively and efficiently, and g) inadequate educational development budgets (Thamrin, 2015).

A phenomenon occurring in Nias Regency, particularly in Idanogawo District, is the mismatch between the educational background qualifications and the subject areas of teachers teaching Physical Education, Sports, and Health, and the lack of necessary infrastructure to support the learning process of Physical Education, Sports, and Health. This results in students in Nias Regency, particularly in Idanogawo District, being inactive in the learning process and resulting in a lack of interest in majoring in Physical Education, Sports, and Health (PE).

This phenomenon contradicts research conducted by Mustafa (2020), which explains that the contribution of Physical Education, Sports, and Health (PE) in developing 21st-century skills is crucial. Physical education is not merely an isolated physical development activity, but must be within the context of general education. This process is carried out consciously and involves systematic interaction between teachers and

students to achieve predetermined goals (Mustafa, 2020). Therefore, this study will identify the implementation of physical education, sports, and health policies in Nias Regency, specifically in junior high schools in Idanogawo District.

The novelty of this research lies in the analysis of Physical Education (PE) policy that contextually focuses on Nias Regency as an island region with geographical and infrastructure limitations, which is still rarely studied in research on Physical Education policy in Indonesia. This research applies Stephen J. Ball's policy analysis theory that includes the context of influence, formulation, and implementation of policies specifically at the Junior High School level, thus providing a deeper theoretical perspective on the dynamics of Physical Education policy at the regional level. In addition, this research integrates the policy analysis process with the reality of field implementation.

METHODS

The research method used in this study is a descriptive qualitative approach, which aims to gain an in-depth understanding of the implementation of Physical Education, Sports, and Health (PE) in the Nias Regency, North Sumatra, especially at the Junior High School level in Idanogawo District. The qualitative approach was chosen because the problems studied are related to the process, policy dynamics, and experiences of implementers in the field that cannot be measured only with numbers, but require exploration of the meaning, perception, and implementation practices. This is in line with the explanation of Sidiq and Choiri (2019) who said that the purpose of qualitative research is to find answers to a phenomenon or question through the systematic application of scientific procedures using a qualitative approach (Sidiq & Choiri, 2019).

Data were collected through in-depth interviews, observations, and documentation studies (Bafadal et al., 2024). Research informants consisted of Education Office officials, school principals, physical education teachers, and other parties involved in policy implementation. The research instruments included interview guidelines, observation sheets, and documentation checklists. Data analysis techniques followed the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing (Helaludin & Wijaya, 2019). This method enabled the study to describe the implementation of the physical education policy in detail, including supporting factors, obstacles, and the dyna-

mics of practices occurring in schools in Nias Regency.

RESULTS AND DISCUSSION

Nias Regency is a regency within North Sumatra Province located on an island called Nias Island. Nias Island consists of four regencies (Nias Regency, North Nias Regency, West Nias Regency, and South Nias Regency) and one city (Gunungsitoli City). Nias Regency is located to the west of Sumatra Island and is surrounded by the Indian Ocean. Geographically, Nias Regency is located at 0° North Latitude (N) and 97°97'58'29" East Longitude (E), close to the equator (Zega, 2024)

The implementation of Physical Education, Sports, and Health (Physics, Sports, and Health) in Nias Regency, the research location, is focused on the Idanogawo sub-district. There are nine junior high schools in Idanogawo sub-district, divided into seven public schools and two private schools. These schools include Idanogawo Public Junior High School 1, Idanogawo Public Junior High School 2, Idanogawo Public Junior High School 3, Idanogawo Public Junior High School 4, Idanogawo Public Junior High School 5, Idanogawo Public Junior High School 6, Idanogawo Public Junior High School 7, Idanogawo Private Junior High School, and Nias Adventist Private Junior High School.

Based on the results of field research obtained through interviews, observations, and documentation, the implementation of Physical Education (PE) at the Junior High School level in Idanogawo District, Nias Regency, shows that the PE policy has been implemented in accordance with the national curriculum, but has not been running optimally. Interviews with Physical Education teachers at Idanogawo 1 Public Junior High School revealed that limited sports facilities and infrastructure were a major obstacle to learning. One PE teacher stated that

"Physical Education lessons are still being held, but not all material can be taught as planned due to limited facilities. Teachers often have to modify learning activities to ensure they can still be implemented" (Harefa, 2025).

This finding is supported by observations showing a lack of sports fields, play equipment, and other supporting facilities in several schools. In addition, the results of interviews with the principal of the first state secondary school 1 Idanogawo revealed that although the school has a strong commitment to the implementation of Physical Education, the limited school budget is

an obstacle in providing adequate facilities. One principal stated that

"the school's support for Physical Education is very large, but limited funds mean the school has not been able to meet the standards of ideal sports facilities and infrastructure" (Telaumbanu, 2025).

Of the nine schools studied, only two teachers have a bachelor's degree in sports, while the other seven do not. Meanwhile, only three schools have adequate facilities and infrastructure to support PE learning, including sports fields, sports learning equipment or media, and classrooms in good condition. Such as at Idanogawo Public Junior High School 1 and The First State High School of Nias Adventist College, each school has an accreditation of "A".

The implementation of Physical Education, Sports, and Health (PE) in Nias Regency is a complex process because it involves interactions between national policies, regional policies, and real-world conditions at the school level. Referring to Stephen J. Ball's policy implementation theory, implementation is not merely carrying out written rules, but rather a dynamic process involving three main components: organization, interpretation, and application (Arwildayanto et al., 2018). In the context of Nias Regency, these three stages take place in geographical, social, and resource-based situations that vary greatly between schools, thus influencing the overall success of PE learning implementation.

Organizational Stage

In the organizational stage, schools, together with the Nias Regency Education Office, are responsible for preparing the structures and resources necessary for the implementation of Physical Education, Sports, and Health (PE). Organizational work includes providing teachers, facilities, infrastructure, and allocating learning time according to the national curriculum (Murniarti, 2024). The implementation of PE in Nias Regency is still hampered by limited sports facilities and infrastructure, particularly in schools located in remote areas. Many schools lack standard sports fields, play equipment, or health rooms, forcing teachers to adapt learning activities using limited resources. The Education Office has made organizational efforts by distributing basic facilities such as balls, mats, and safety signs, but these are not evenly distributed.

On the teaching staff side, the organization also faces the challenge of a limited number of physical education teachers. Some schools still rely on teachers without a physical education background due to the lack of competent

teachers in the area. Nevertheless, the local government has begun designing technical training programs and physical education workshops as part of its organizational strategy for policy implementation, although their scope remains limited. Overall, the organizational phase in Nias Regency demonstrates efforts to meet minimum standards, but still requires strengthening in terms of equalizing facilities, improving teacher competency, and providing budgetary support.

Interpretation Stage

The interpretation stage encompasses how teachers and schools understand, translate, and interpret physical education (PE) policies to suit local needs (Taman et al., 2018). In Ball's theory, interpretation is crucial because implementing actors determine how policies will be implemented in practice (Wardani et al., 2022). In Nias Regency, PE teachers interpret the 2013 Curriculum and the Independent Curriculum by adapting them to the conditions of infrastructure, student characteristics, and the school's physical environment. Policy interpretation in this region is heavily influenced by terrain and climate conditions. For example, traditional games or outdoor physical activities are often adapted to weather, soil conditions, or available space. Government support in terms of funding, construction, and maintenance of facilities is essential to address these limitations. Without greater government attention, physical education in elementary schools will not be able to run optimally. Therefore, improving facilities and infrastructure in elementary schools is urgently needed to ensure the achievement of the goals of the physical education curriculum and improve the quality of student health and fitness (Syarifatunnisa et al., 2023)

Teachers in remote areas often use local games and simple physical activities due to the lack of standard equipment. Meanwhile, schools with better facilities can implement a more comprehensive physical education curriculum, including formal sports topics such as athletics, large ball games, and physical fitness. Furthermore, teachers interpret health and safety aspects more strictly, given the higher risk of injury in schools with limited facilities. They adapt activities to maintain safety, for example, replacing sports equipment with natural materials or utilizing makeshift open spaces. Policy interpretation is also evident in learning assessments, where teachers prioritize student participation and activeness over technical skills, due to disparities in facilities between schools. Overall, the interpretation of physical education policy in Nias Regency

is adaptive and pragmatic. Teachers are the primary actors in adapting national policies to local needs to ensure learning continues despite limitations (Komarudin, 2024)

Implementation Stage

The implementation stage is the actual process of implementing the Physical Education (PE) policy in the classroom or on the field. In this phase, successful implementation is largely determined by the interaction between the policy, teachers, students, facilities, and the school environment (Wardani et al., 2022). In Nias Regency, the implementation of the PE policy shows considerable variation across schools. Some schools in urban areas, such as Gunungsitoli, are able to implement all curriculum components relatively comprehensively, while schools in remote areas are only able to implement a portion of the material within the school's facilities. The implementation of PE learning still focuses on basic physical activities that do not require equipment, such as running, jumping, traditional games, and simple fitness exercises. Formal sports materials that require complete facilities, such as volleyball, soccer, or floor exercises, are often adapted or replaced. In practice, PE teachers strive to maintain the primary goals of PE, namely fitness, health, and sportsmanship, even when facilities are less than ideal.

From a health perspective, the implementation of the UKS (School Health Efforts) policy in many schools remains suboptimal due to a shortage of health workers and limited first aid facilities. However, several schools have collaborated with nearby community health centers to provide health education on issues such as clean and healthy lifestyles (PHBS).

CONCLUSION

The implementation of Physical Education, Sports, and Health in the Nias Regency of North Sumatra consists of ;

Organization, including the provision of teachers, facilities, infrastructure, and allocation of learning time according to the demands of the national curriculum shows an effort to meet minimum standards, but still requires strengthening in terms of equal distribution of facilities, improving teacher competency, and budget support.

Interpretation, shows the policy of Physical Education, Sports, and Health (PE) of Nias Regency, adapting national policies to local needs with teachers as the main actors so that learning continues despite limitations.

Implementation, shows the success of PE which is not only determined by written policies, but by the ability of teachers to manage local conditions to achieve learning objectives.

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