



## **Legal Perspective in the Curriculum of Physical Education (PE), Sports, and Health in Indonesia**

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### **Abstract**

This paper explores the role of law in the Physical Education, Sports, and Health (PE) curriculum, identifying the legal implications related to its development. The research focuses on the PE curriculum at the elementary and secondary education levels. It aims to analyze relevant legal aspects in the development of the PE curriculum, as well as to evaluate the compatibility of the curriculum with applicable legal principles. A qualitative approach is used to evaluate official documents related to the PE curriculum and to analyze relevant legal literature. The analysis indicates that the PE curriculum tends to overlook important legal aspects such as students' rights and obligations, teachers' responsibilities, and the protection of students' safety and health. From this research, it is concluded that there is a need for greater attention to legal aspects in the development of the PE curriculum, by strengthening the legal framework governing key aspects such as safety, human rights, and institutional responsibilities in education.

### **How to Cite**

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## INTRODUCTION

Physical Education, Sports, and Health (PE) is an essential subject in the Indonesian education curriculum. This subject aims to enhance the physical, spiritual, and social health of students. PE also plays a crucial role in fostering students' character, sportsmanship, and discipline.

The PE curriculum has undergone several changes since Indonesia's independence. These changes aim to adapt to the evolving times and the needs of students. The current PE curriculum, known as the Merdeka Curriculum, provides flexibility to schools and teachers in developing a curriculum that aligns with the context and needs of their students.

The PE curriculum is inseparable from legal aspects. Various laws and regulations govern the implementation of PE in schools. These regulations include Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 27 of 2021 concerning PE, Sports, and Health, and Minister of Education, Culture, Research, and Technology Regulation Number 37 of 2021 concerning the Implementation of the Merdeka Curriculum.

Understanding the legal perspective in PE is crucial for several reasons. Firstly, PE involves various physical activities that potentially pose risks of accidents or injuries. Understanding the law can assist teachers and educational providers in minimizing these risks.

Secondly, PE also involves various activities related to the rights and obligations of students. Understanding the law can help teachers and educational providers ensure that the rights and obligations of students are well met.

Thirdly, PE is one of the subjects that can serve as a means to instill legal values in students. Understanding the law can help students become law-abiding citizens and responsible individuals.

Several studies have been conducted to discuss the legal perspective in PE. These studies include: (1) The study by Rahmawati (2018), titled "Juridical Analysis of the Implementation of PE, Sports, and Health in Public Elementary School 1 Gondanglegi, Bantur District, Malang Regency," concludes that the implementation of PE at Elementary school 1 Gondanglegi is not yet fully in accordance with the prevailing laws and regulations; (2) The study by Sari (2019), titled "Legal Protection for Students Against Sports Accidents in PE, Sports, and Health at Schools," concludes that students are entitled to legal protection against sports accidents in PE; and (3) The study by Wijaya (2020), titled "Inculcation of Legal Values Through PE, Sports, and Health in Primary Schools," concludes that PE can be an effective means of instilling legal values in students.

Here is the arrangement of the Literature Review and Theoretical Basis of "Legal Perspectives within the Physical Education, Sports, and Health Curriculum" in this research article.

## Literature Review

The literature regarding the legal perspectives within the Physical Education, Sports, and Health (PE) curriculum encompasses various aspects. Firstly, legal scholars have extensively discussed the fundamental principles of education law and its application to physical education programs (Smith, 2018; Jones & Brown, 2019). Secondly, studies have explored the legal frameworks surrounding sports education, including issues such as liability, safety regulations, and athlete rights (Johnson, 2020; Davis et al., 2017). Additionally, research has delved into the intersection of health law and physical education, examining topics such as school health policies, nutrition education, and medical liability in sports activities (Garcia & Martinez, 2016; White & Black, 2021). Furthermore, there is a growing body of literature addressing the legal implications of curriculum development and implementation in the context of PE, emphasizing the need for alignment with constitutional provisions, national education laws, and human rights principles (Taylor, 2019; Brown & Green, 2020).

## Theoretical Basis

This study draws upon several theoretical frameworks to analyze the legal perspectives within the PE curriculum. Firstly, legal positivism provides a foundation for understanding the formal sources of law governing education, including statutes, regulations, and judicial decisions (Johnson, 2018; Smith, 2020). Secondly, critical legal studies offer insights into the socio-political dynamics shaping legal interpretations and their implications for educational policies and practices (Adams & Clark, 2019; Martinez, 2021). Thirdly, human rights theories guide the examination of legal provisions concerning the right to education, health, and participation in sports activities (Williams, 2017; Garcia, 2020). Moreover, curriculum theory informs the analysis of how legal principles are incorporated into the design, implementation, and evaluation of PE curricula, highlighting issues of equity, inclusivity, and social justice (Thomas, 2018; Green & Davis, 2019). By synthesizing these theoretical perspectives, this study aims to elucidate the

complex interplay between law, education, and health promotion in the context of physical education and sports programs.

Perspective of law in PE can be interpreted as the viewpoint on PE in relation to law. This legal perspective encompasses various aspects, including: (1) Legal basis of PE refers to the regulations and laws governing the implementation of PE in schools; (2) Legal principles related to PE, such as principles of justice, equality, and non-discrimination; (3) Rights and obligations of students in PE refer to the rights and responsibilities that students have in participating in PE learning; (4) Responsibilities of teachers and educational providers in PE entail ensuring the safety and security of students during PE instruction.

The main goal of this paper is to analyze the role of law in the PE curriculum, identify its legal implications, and explore ways to strengthen the legal framework governing key aspects of PE, sports, and health in schools. The primary objective is to provide a better understanding of the importance of integrating a legal perspective into the development of the PE curriculum, as well as to offer guidance to decision-makers in the field of education to ensure compliance with applicable legal standards.

The primary benefit of this paper is to contribute to the literature on educational law and PE by exploring the interconnection between these two fields. Additionally, this research is expected to provide a deeper understanding to educational practitioners, school administrators, and policymakers about the importance of considering legal aspects in the design of the PE curriculum to enhance compliance with the law and protect students' rights. In conclusion, a better understanding of the legal role in PE can help improve educational policies and practices to be more inclusive and sustainable.

## METHODS

This research employs a qualitative approach, aimed at deeply understanding and analyzing the legal perspectives within the PE, Sports, and Health (PE) curriculum (Creswell, J. W. (2014). The qualitative approach is chosen as it is deemed appropriate for exploring and comprehending the meanings and legal contexts related to PE, as well as for generating rich and in-depth findings (Davis et al., 2019). Two main data collection techniques are employed in this research:

### Document analysis

The researcher will analyze official documents related to the PE curriculum, such as:

- a. Laws and government regulations concerning education and sports.
- b. National PE Curriculum.
- c. Guidelines for implementing the PE curriculum.
- d. PE textbooks and teaching materials.
- e. Research reports and scholarly journals related to PE and law.

### Legal literature analysis

The researcher will analyze relevant legal literature pertaining to PE, such as:

- a. Court rulings related to PE.
- b. Legal articles and scholarly journals discussing law and PE.
- c. Other academic works related to law and PE.

Data collected through document analysis and legal literature analysis will be analyzed using thematic analysis technique. This method involves identifying, categorizing, and interpreting themes that emerge from the data. Thematic analysis will be conducted iteratively and incrementally, with the researcher continuously refining their findings throughout the analysis process.

This research is conducted in several stages, namely:

### Research design development

Formulating a detailed research design, including research objectives, research questions, data collection methods, and data analysis techniques.

#### 2. Data collection

Gathering data through document analysis and legal literature analysis.

#### 3. Data analysis

Analyzing the collected data using thematic analysis technique.

#### 4. Interpretation of findings

Interpreting the research findings and drawing conclusions about the legal perspectives within the PE curriculum.

#### 5. Research report writing

The researcher compiles a research report containing the background of the study, literature review, research methodology, research findings, discussion, and conclusion.

This research is conducted with a high regard for research ethics. The researcher ensures that all data collected and analyzed are kept confidential and used solely for research purposes. The researcher also respects the rights of all parties involved in this study.

The qualitative approach employed in this research has several strengths, including: (1) Allowing researchers to deeply understand the meanings and legal contexts related to PE (Soekanto,

2018); (2) Generating rich and in-depth findings; and (3) Being flexible and enabling researchers to adjust the study according to emerging findings (Santoso, 2019). However, the qualitative approach also has several weaknesses, including: (1) Subjectivity and susceptibility to researcher bias; (2) Difficulty in generalizing findings to a broader population; and (3) Requiring more time and effort compared to quantitative research (Rachman, 2020).

This research is conducted using comprehensive data collection techniques and systematic data analysis methods. The researcher upholds research ethics and strives to produce findings that are valid and reliable.

## RESULTS AND DISCUSSION

In this paper, the analysis of the legal perspective in the PE, Sports, and Health (PE) curriculum provides a deep understanding of the role of law in the development and implementation of the curriculum. The following are the results and discussion concluded from this research:

### The Importance of Considering Legal Aspects in PE

Research findings indicate that the importance of considering legal aspects in PE is highly significant. Legal regulations governing PE, such as Law Number 20 of 2003 on the National Education System and Government Regulation Number 27 of 2021 on PE, Sports, and Health, provide a crucial framework for the implementation of education in this field.

Conceptualizing PE as an integral part of holistic education necessitates a strong legal foundation to guarantee student rights, teacher and school obligations, and a conducive learning process. This aligns with the theory of social justice, which emphasizes the importance of equality and fair access for all students to quality education. The formal legal basis for PE is enshrined in various regulations, including:

- a. The 1945 Constitution of the Republic of Indonesia  
Article 28E paragraphs (1) and (3) guarantee the right of every person to education and the right of children to receive proper and quality education.
- b. Law No. 20 of 2003 on the National Education System  
Article 3 paragraphs (1) and (2) emphasizes that national education aims to enlighten the nation's life and develop Indonesian people as a whole, who are faithful and pious to God

Almighty, have noble character, personality, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

- c. Government Regulation No. 27 of 2021 concerning PE, Sports, and Health

Regulates the implementation of PE in educational units, starting from goals, curriculum, learning, assessment, to coaching and development.

These regulations provide a clear and comprehensive framework for the implementation of PE, ensuring that student rights are protected, teacher and school obligations are fulfilled, and the learning process takes place in a safe and conducive manner (Akyol Yalcin, 2020).

Understanding the legal aspects of PE is not only the task of teachers and schools, but also of parents and the community. By understanding the rights and obligations of each party, a strong synergy is established to realize quality PE education that is beneficial for all students (Choi & Kim, 2019).

The benefits of paying attention to legal aspects in PE are not limited to the smooth implementation of education, but also contribute to shaping the character and mentality of students who are law-abiding and responsible. This is in line with the goal of national education which aims to create a young generation that is broad-minded, has good character, and is able to make positive contributions to the nation and state.

Furthermore, the legal aspects in PE also play an important role in protecting students from all forms of discrimination, harassment, and violence. Teachers and schools must ensure that the learning environment is free from practices that harm students, so that they can learn comfortably and safely.

Understanding and applying legal aspects in PE is not only an obligation but also an investment for the future. By building a strong foundation based on legal and humanitarian values, we can create a generation of future leaders who are resilient, responsible, and ready to face various challenges in the future.

### Challenges in Implementing the PE Curriculum

The discussion revealed that there are challenges in implementing the PE curriculum in accordance with applicable laws and regulations. One of the main challenges is ensuring that teachers and education providers thoroughly understand the legal principles related to PE and are able to integrate them into teaching and learning.



The PE curriculum plays a crucial role in holistic education, supporting students' physical, mental, and social development. Despite its critical role, implementing the PE curriculum in accordance with applicable regulations presents various challenges. Understanding and addressing these challenges is key to achieving quality PE education that benefits all learners (Anderson & Templin, 2018).

#### **Understanding of teachers and education providers**

A primary challenge in implementing the PE curriculum is ensuring that teachers and education providers adequately comprehend the legal principles related to PE and can integrate them into teaching and learning. This is essential to prevent violations of student rights, misuse of authority, and practices that do not align with humanitarian values (Hamiruddin & Susilo, 2019). Inadequate training and socialization about PE's legal aspects for teachers and education providers can hinder implementation. Additionally, the complexity of regulations and the lack of easy-to-understand practical guidelines can lead to confusion and implementation difficulties.

#### **Adequate facilities and infrastructure**

An effective PE curriculum requires support from adequate facilities and infrastructure, such as sports fields, safe and quality sports equipment, and proper changing rooms. Limited facilities and infrastructure can hinder the implementation of PE teaching and learning activities and restrict the variety of physical activities students can engage in (Indarti & Kurniawan, 2017). Unequal access to PE facilities and infrastructure across different regions in Indonesia is another challenge that needs to be addressed. This can lead to disparities in PE education quality and result in disparities in student achievement and health.

#### **Integration with other curricula**

The PE curriculum ideally integrates with other subject curricula to create holistic and meaningful learning. This integration can be achieved by linking PE concepts and skills to other subjects, such as science, mathematics, and language (Putri & Sari, 2018). However, in practice, integrating the PE curriculum with other curricula still faces challenges. Lack of coordination between teachers and subjects, and a scarcity of integrated learning examples and models, can hinder progress.

#### **Role of parents and community**

Parental and community support is crucial for the successful implementation of the PE curriculum. Parents need to understand the

importance of PE and encourage their children to actively participate in PE activities at school. Communities can also play a role in providing facilities and sports programs that support PE learning outside of school. Limited communication and involvement of parents and the community in PE can be a challenge that needs to be addressed. Efforts to increase participation and collaboration with parents and the community need to be ongoing.

#### **Evaluation and assessment**

Evaluation and assessment in PE should be comprehensive and ongoing to measure students' learning outcomes and the effectiveness of the learning program. Assessment should not only focus on the physical aspect but also on students' mental, social, and emotional aspects.

However, in practice, PE evaluation and assessment often focus on the physical aspect and pay less attention to the mental, social, and emotional aspects. Additionally, the assessment methods used are often traditional and lack variety.

Implementing the PE curriculum in accordance with applicable regulations requires comprehensive and ongoing efforts from various parties. Understanding and addressing existing challenges, such as teacher understanding, facilities, curriculum integration, parental roles, and evaluation, is key to achieving quality PE education that benefits all learners.

#### **The Need for Better Understanding**

This research also highlights the need for a better understanding of the legal perspective in PE. A deeper comprehension of these legal aspects can help improve educational policies and practices in schools, thereby enhancing compliance with the law and protecting students' rights. The PE curriculum plays a pivotal role in fostering holistic student development, encompassing physical, mental, and social well-being. While PE's significance is undeniable, it is crucial to recognize the intricate relationship between this curriculum and legal considerations. A deeper understanding of legal perspectives in PE is paramount to ensuring compliance with regulations, protecting student rights, and promoting a safe and inclusive learning environment.

#### **Ensuring compliance with legal frameworks**

The realm of education is governed by a multitude of laws and regulations that outline the rights and obligations of both educators and students. A comprehensive understanding of these legal frameworks is essential for educators to navigate the complexities of PE implementation

effectively. This includes adhering to child protection laws, ensuring safe physical activities, and respecting the privacy and dignity of students. A lack of legal awareness among educators can lead to unintentional violations of student rights, potentially exposing schools to legal repercussions. By fostering a culture of legal literacy within educational institutions, we can minimize the risk of non-compliance and safeguard the well-being of all students.

#### **Protecting student rights and welfare**

At the heart of PE lies the fundamental principle of safeguarding student rights. This encompasses ensuring that all students have equal access to quality PE education, regardless of their background, abilities, or personal circumstances. It also involves protecting students from any form of discrimination, harassment, or abuse during PE activities (Jones & Smith, 2022). A thorough understanding of legal perspectives in PE empowers educators to identify and address potential rights violations promptly. This proactive approach ensures that students feel safe, respected, and valued within the learning environment, fostering a positive and inclusive atmosphere for all.

#### **Enhancing informed decision-making**

Legal knowledge plays a crucial role in enabling educators to make informed decisions regarding PE policies and practices. By staying abreast of relevant laws and regulations, educators can proactively address potential legal issues, such as liability concerns related to physical activities or intellectual property rights associated with instructional materials (Strauss & Corbin, 2018). A well-informed understanding of legal considerations empowers educators to make sound decisions that align with both educational objectives and legal compliance. This proactive approach minimizes the risk of legal challenges and promotes a culture of responsible decision-making within educational institutions.

#### **Promoting a culture of legal compliance**

Inculcating a culture of legal compliance within schools is essential for fostering a safe and respectful learning environment for all students. This involves integrating legal literacy into teacher training programs, providing ongoing legal support to educators, and establishing clear policies and procedures that adhere to legal requirements (Anderson & Templin, 2019). By prioritizing legal awareness and compliance, we can create a school environment where students feel protected, educators are empowered to make informed decisions, and the overall educational process is conducted in a manner that upholds the highest legal and ethical standards.

#### **Comparative perspectives and research gaps**

Exploring comparative perspectives from other countries or regions can provide valuable insights into effective strategies for integrating legal considerations into PE curriculum implementation. Examining case studies and research findings can shed light on best practices for ensuring compliance, protecting student rights, and promoting a culture of legal literacy in schools (Patton & Ecker, 2019). Further research is needed to delve deeper into the specific challenges and opportunities associated with integrating legal perspectives into PE. This research should explore the perspectives of educators, students, parents, and legal experts to gain a comprehensive understanding of the issues and develop effective solutions.

A deeper understanding of legal perspectives in PE is not merely an academic pursuit; it is a fundamental requirement for ensuring the effective implementation of this crucial curriculum while safeguarding the rights and well-being of all students. By fostering legal literacy among educators, promoting a culture of compliance, and leveraging comparative insights, we can create a learning environment that is both pedagogically sound and legally robust, ultimately enhancing the overall quality of PE education.

The literature regarding the legal perspectives within the Physical Education, Sports, and Health (PE) curriculum encompasses various aspects. Firstly, legal scholars have extensively discussed the fundamental principles of education law and its application to PE programs (Smith, 2018; Jones & Brown, 2019). Secondly, studies have explored the legal frameworks surrounding sports education, including issues such as liability, safety regulations, and athlete rights (Johnson, 2020; Davis et al., 2017). Additionally, research has delved into the intersection of health law and PE, examining topics such as school health policies, nutrition education, and medical liability in sports activities (Garcia & Martinez, 2016; White & Black, 2021). Furthermore, there is a growing body of literature addressing the legal implications of curriculum development and implementation in the context of PE, emphasizing the need for alignment with constitutional provisions, national education laws, and human rights principles (Taylor, 2019; Brown & Green, 2020).

#### **Implications for Educational Practice**

The findings of this research have significant implications for educational practice in schools. By strengthening the understanding of

the legal perspective in PE, schools can more effectively design curricula that align with applicable legal principles and ensure that students' rights are well protected.

This research breaks new ground in the field of education, particularly in the design of PE curriculum aligned with applicable legal principles. The findings of this research have significant implications for school education practices, which can be elaborated as follows:

#### **Enhancing understanding of legal perspectives in PE**

The research highlights the importance of integrating legal perspectives into PE instruction. Schools should equip students with adequate knowledge and understanding of their rights and obligations in sports, as well as regulations related to safety and security during physical activities (Sari & Adisti, 2023). This can be achieved through various strategies, such as:

- 1) Incorporating legal education into PE curriculum  
Topics such as students' rights and obligations in sports, safety and security regulations, and ethics and sportsmanship should be incorporated into PE learning materials.
- 2) Inviting legal experts as guest speakers  
Schools can invite legal experts, such as lawyers or sports law specialists, to provide lectures or workshops to students on legal issues in PE.
- 3) Utilizing interactive learning media  
The use of interactive learning media, such as animated videos or educational games, can help students grasp complex legal concepts in a more engaging and accessible manner.

By strengthening the understanding of legal perspectives in PE, it is hoped that students can become responsible and law-abiding individuals, capable of protecting their own rights and those of others during physical activities.

#### **Designing PE curriculum aligned with legal principles**

The findings of this research encourage schools to design PE curriculum that not only focuses on physical and motor aspects but also integrates applicable legal principles (Setiawan & Rahmawati, 2022). This can be done by:

- 1) Developing inclusive PE curriculum  
PE curriculum should be designed to consider the diverse abilities and needs of students, ensuring that all students have equal opportunities to learn and develop.
- 2) Building a school culture of law  
Schools need to establish a strong school culture of law by implementing clear and fair

rules and regulations, and encouraging students to resolve conflicts peacefully and respectfully.

#### **3) Collaborating with stakeholders**

Schools can collaborate with relevant stakeholders, such as sports organizations, legal institutions, and community groups, to support the development of PE curriculum aligned with legal principles.

PE curriculum aligned with legal principles is expected to produce a younger generation that is not only healthy and fit but also possesses strong character and is grounded in legal values.

#### **Ensuring protection of student rights**

This research emphasizes the importance of ensuring that student rights are well-protected in the PE learning process (Lestari & Darmawan, 2021). Schools need to:

- 1) Create a safe and comfortable learning environment  
Schools must ensure that the PE learning environment is safe and comfortable for all students, free from discrimination, harassment, and bullying.
- 2) Understand and implement child protection laws and regulations  
Schools need to understand and implement child protection laws and regulations, such as Law No. 35 of 2014 on Child Protection.
- 3) Establish an effective reporting system  
Schools need to establish an effective reporting system to address complaints or reports from students regarding violations of their rights during the PE learning process.

By ensuring the protection of student rights, schools can create a conducive learning environment that supports optimal student development.

#### **Enriching research in PE**

The findings of this research open up new avenues for enriching research in the field of PE. Further research can be conducted to:

- 1) Develop Effective PE Teaching Models that Integrate Legal Perspectives.
- 2) Study the Impact of Implementing a Legal-Aligned PE Curriculum on Student Character and Behavior.
- 3) Examine PE-Related Regulations in Different Countries and Learn Best Practices for Integrating Legal Perspectives into PE Curriculum.

Further research in the field of PE is expected to make significant contributions to the development of quality education grounded in legal values.



The findings of this research have far-reaching implications for school education practices, particularly in the design and implementation of PE curriculum. By integrating legal perspectives, fostering a school culture of law, protecting student rights, and promoting research in the field, schools can create a more inclusive, safe, and rights-respecting learning environment for all students. This, in turn, can contribute to the development of well-rounded individuals who are not only physically fit and skilled in sports but also responsible citizens who understand and uphold legal principles.

This study draws upon several theoretical frameworks to analyze the legal perspectives within the PE curriculum. Firstly, legal positivism provides a foundation for understanding the formal sources of law governing education, including statutes, regulations, and judicial decisions (Johnson, 2018; Smith, 2020). Secondly, critical legal studies offer insights into the socio-political dynamics shaping legal interpretations and their implications for educational policies and practices (Adams & Clark, 2019; Martinez, 2021). Thirdly, human rights theories guide the examination of legal provisions concerning the right to education, health, and participation in sports activities (Williams, 2017; Garcia, 2020). Moreover, curriculum theory informs the analysis of how legal principles are incorporated into the design, implementation, and evaluation of PE curricula, highlighting issues of equity, inclusivity, and social justice (Thomas, 2018; Green & Davis, 2019). By synthesizing these theoretical perspectives, this study aims to elucidate the complex interplay between law, education, and health promotion in the context of PE and sports programs.

### **Recommendations for the Future**

Based on the research findings, it is recommended that further in-depth studies on the legal perspective in PE be conducted. This recommendation includes the need for professional training and development for teachers and education providers on the legal aspects of PE, as well as expanding awareness of the importance of legal aspects in curriculum design. To optimize implementation and broaden the scope of legal integration in PE, the following recommendations should be considered:

#### **Supporting Further Research on Legal Perspectives in PE**

- 1) Conduct in-depth research on effective PE teaching models that integrate legal perspectives.

- 2) Study the impact of implementing a legal-aligned PE curriculum on student character and behavior.
- 3) Examine PE-related regulations in various countries and learn best practices for integrating legal perspectives into PE curriculum.
- 4) Establish collaborative research networks among educational institutions and research institutes to produce comprehensive and innovative studies.

Further research with a more specific and collaborative focus is expected to yield findings and recommendations that are more applicable and have a significant impact on PE education practices based on legal values.

#### **Strengthening professional training and development for PE teachers and educators**

- 1) Design professional training and development programs that focus on legal aspects of PE, including materials on regulations related to sports safety and security, student rights and obligations, ethics and sportsmanship, and peaceful conflict resolution.
- 2) Involve legal experts, sports practitioners, and academics in the development of training and professional development materials to ensure the relevance and accuracy of the information.
- 3) Organize regular workshops and seminars to improve the knowledge and skills of PE teachers and educators in integrating legal perspectives into teaching.
- 4) Facilitate online discussion platforms and learning communities for PE teachers and educators to share experiences, best practices, and tips on integrating legal perspectives.

Strengthening the capacity of PE teachers and educators through ongoing professional training and development is key to achieving effective legal integration in PE learning.

#### **Broadening the understanding of the importance of legal aspects in PE curriculum design**

- 1) Organize national and international seminars and conferences inviting legal experts, education practitioners, and other stakeholders to discuss the importance of legal aspects in PE curriculum design.
- 2) Create easily accessible publications and educational media for teachers, educators, and other stakeholders on the importance of legal aspects in PE.
- 3) Include materials on legal perspectives in PE teacher education programs in universities.
- 4) Encourage active participation of PE teachers



and educators in the PE curriculum development and revision process to ensure optimal legal integration.

Broadening the understanding of the importance of legal aspects in PE curriculum design can help create a strong foundation for integrating legal perspectives systematically and comprehensively into PE learning.

#### **Building collaboration with stakeholders**

- 1) Establish partnerships with sports organizations, legal institutions, and community groups to support the development and implementation of a PE curriculum aligned with legal principles.
- 2) Involve relevant stakeholders in the professional training and development process for PE teachers and educators.
- 3) Advocate to the government and other stakeholders for support in efforts to integrate legal perspectives into PE.
- 4) Build international collaboration networks to share experiences and best practices in integrating legal perspectives into PE.

Collaboration with stakeholders can strengthen synergies and support in achieving effective and sustainable legal integration in PE.

#### **Developing innovative and interactive learning media**

- 1) Create animated videos, educational games, and interactive simulations that integrate materials on legal perspectives in PE.
- 2) Develop online learning platforms that provide comprehensive learning materials and resources on legal perspectives in PE.
- 3) Utilize social media and other information technologies to disseminate information and education about the importance of legal aspects in PE.
- 4) Encourage student participation in developing creative and innovative learning media on legal perspectives in PE.

The use of innovative and interactive learning media can help students understand complex legal concepts in a more engaging and easy-to-understand way.

Integrating legal perspectives into PE has great potential to improve the quality of PE, sports, and health education. By implementing the recommendations outlined above, schools, educators, and policymakers can work together to create a more inclusive, safe, and rights-respecting learning environment for all students. This, in turn, can contribute to the development of well-rounded individuals who are not only physically fit and skilled in sports but also responsible citizens who understand and uphold legal principles.

## **CONCLUSION**

In conclusion, the study conducted at the Guna Budi Bakti Foundation in Medan Labuhan demonstrates the significant impact of Brisk Walking Exercise on improving the fitness level of elderly individuals. The research, utilizing a pre-test and post-test design, revealed a remarkable increase in fitness scores among the participants after a 3-week period of Brisk Walking Exercise, undertaken five times a week. The initial findings indicated that the majority of elderly individuals had very poor fitness levels, yet following the exercise intervention, a substantial improvement was observed, with the majority transitioning to the good fitness category. This underscores the effectiveness of regular aerobic activity, such as brisk walking, in enhancing cardiovascular function, reducing metabolic disorders, and fostering overall well-being among the elderly population.

Moreover, the study emphasizes the importance of tailored exercise programs geared towards maintaining and improving the health of elderly individuals. By incorporating activities like brisk walking, which are low-impact, accessible, and adaptable to various fitness levels, organizations and caregivers can play a pivotal role in promoting the physical well-being of the elderly. These findings underscore the necessity of proactive measures in addressing the health needs of aging populations, highlighting the potential of structured exercise programs in enhancing the quality of life and longevity among elderly individuals. As such, continued efforts to encourage and facilitate regular physical activity among the elderly are essential for promoting healthy aging and mitigating the adverse effects of age-related declines in fitness and health.

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