



A literature review: Enhance students' physical literacy

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Abstract

At the moment, Indonesia is moving into the endemic phase. For information on healthy living in the world of education. The purpose of this study is to highlight the value of physical literacy as a means of embracing this time of transition. At this time, there is no clear correlation between the online sports learning process and the field-based lectures themselves. It is necessary to promote physical literacy in order to boost physical activity. Sports learning will therefore function effectively. The study conducted a thorough review of many articles on physical literacy. A total of 12 studies were included in this review. The outcome is that, in general, physical literacy will be better applied right away, specifically when the child is still a young child.

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INTRODUCTION

Currently the world is in a period of concern, this is due to a pandemic that is attacking the whole world. This pandemic is caused by a deadly virus called Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) and the name of the disease as Coronavirus Disease 2019 (Covid-19). This global pandemic has also paralyzed the country of Indonesia. This deadly pandemic not only claimed lives but suffered losses and damage to various aspects including economic, social, and education, which had a bad impact. Talking about education during a pandemic, of course, has a serious impact, namely, not opening face-to-face learning directly, because this virus can spread quickly through droplets which results in changes to the learning system. The learning system that is applied now is through online learning, which means through other media and can be done from home. Learning systems like this are considered the best to reduce the spread of the virus. This learning has a positive impact but does not rule out other negative impacts, another negative impact most felt in online learning is physical education learning. Why is that? This happens because in physical education learning includes physical activity and motion in it which is difficult to monitor online without a face-to-face process.

Continued discussion of physical education in which there is physical activity gives some biased results. This is because the teacher cannot control how physical activity in physical education learning is due to not meeting face to face. In line with this, Setiawan, Kresnapati, Setiawan (2020) revealed that utilizing online learning platforms such as Zoom, Google Classroom and Google Meet is quite effective in reducing the spread of the virus but not optimal in physical education learning. Raibowo & Nopiyanto (2020) research results reveal that 75% of physical education learning through online is less effective because physical education learning includes physical activities that should be carried out in the field. The difficulties encountered in learning physical education online include, monotonous learning from classes in their limited environmental conditions and the limited educational content does not adequately convey the value of physical education, trial and error methods are applied nationally, due to lack of expertise in operating online physical education classes, and very limited learning and evaluation guidelines in physical education learning (Jeong Wi-Young So 2020).

The lack of maximum physical education learning during this pandemic has created a new problem, namely, decreased levels of physical activity associated with fitness levels. In fact, physical activity is one way that must be continued in order to increase immunity to fight several diseases and avoid being overweight due to lack of movement through physical activity on the food intake received. Lesser & Nienhuis (2020) explained that due to the Covid-19 pandemic, the level of physical activity that is usually done in physical education learning is reduced because doing so only during learning. Children were more likely to engage in physical activity indoors or in neighborhood walks during the early vs. pre-covid-19. About a third of children used remote/streaming services for class activities and lessons during the early covid-19 period (Dunton, Bridgette Do & Wang 2020). Harrington I & O'Reilly (2020) revealed that there was a decrease in physical activity that affected student fitness due to online learning during the COVID-19 pandemic. During online learning due to the pandemic period, there is a decrease in physical activity that affects how well students are. It was further explained, there was an increase in body weight in students during online learning because they were used to not doing other physical activities except when learning physical education and when learning did not do physical activity optimally so that it affected the level of fitness they had (Barkley et al 2020).

Based on the existing problems regarding physical education learning during a pandemic that is carried out online reducing physical activity, this is getting serious attention. This serious concern about online physical learning requires a teacher to maximize technology. In the use of learning technology requires media to clarify the presentation so that it is verbal. According to (Sardirman, 2009) the use of learning media can clarify the presentation of material (Cecep & Bambang, 2011) stating: , learning media can be grouped into four groups, namely (1) print technology media, (2) audio visual technology media, (3) computer-based technology media, (4) a combination of print and computer technology. Of the four types of media, the media will be maximized when using a combination of print and computer technology because it contains several forms of computer-controlled media.

Research conducted by Williyanto et al (2020) reveals that physical education teachers must utilize technology to support online learning. It was further disclosed that through print media and computers, teachers require to publish and students

send physical education learning videos that involve physical activity. The use of technology through «free learning» implemented by the Ministry of Education and Culture is one example of the use of technology in online learning (Abidah et al 2020). The use of technology as one of the media in physical education learning has been carried out although it is still experiencing some difficulties and has not shown the results of physical education learning and good physical activity as well as direct field learning.

Physical skills thus far have positive effects on motor skills (often described as fun and entertainment) motivation (as self-confidence) and motor knowledge (sometimes described as inner experience) which are prerequisites for human experience. This is possible. Because each of these individual components have been identified across a diverse range of literature, scholars and practitioners (Dudley, 2018). Physical literacy is a larger construct than physical education or mere participation in physical activity. In addition to improving physical abilities and improving mobility skills there should be concomitant and targeted interventions that focus on confidence and motivation to intentionally apply and use these mobility skills in the real world after high school. (Roetert, Ellenbecker, & Kriellaars, 2018).

In the development of technology-based media in physical education learning, it is necessary to deliver physical literacy. The results of Basoglus research (2018) reveal that literacy is needed in developing learning media because it will affect the characteristics, qualifications, behavior, awareness, knowledge, and understanding of the development of healthy and recreational active life opportunities in physical education learning. Involving literacy in physical education learning will affect the increase in motivation, self-confidence, physical competence, knowledge, and understanding to appreciate and be responsible for the involvement of lifelong physical activity (Myers & Keegan 2019). Lundvall (2020) explains that in the physical education learning process when providing learning media, it is required to be based on physical education learning literacy so that it is in accordance with the intended target. Furthermore, literacy needs to be considered to be configured, maintained and socially realized in practice.

METHOD

This research is a systematic review. The systematic review was conducted during December and January 2018-2022 and focused on studies analyzing physical literacy. The source of

the data for this research comes from the literature obtained through the internet taken from the websites www.eric.ed.gov, www.researchgate.net, scholar, and www.elsevier.com. The final study sample was selected according to the following inclusion criteria, after refining the literature, which: (i) studies containing at least one of the keywords used; (ii) designed to address the type of influence exerted by the media; (iii) including the media as a means of publication to the public; and (iv) using a cross-sectional or experimental research design. In data processing, the title and summary of the sample were first read critically to ensure that they met the inclusion criteria. All published studies in either English or Indonesian were considered, resulting in a total of 217 studies being obtained for further examination. To determine the theme of the work, the research domains “Physical literacy” and “sports literacy” were targeted, with other areas less relevant to the study objectives being ignored.

RESULTS AND DISCUSSION

Physical literacy is by definition involved with the physical; as such, the idea and traits should be developed inside and via the physical, as well as through a variety of activities. Knowledge and understanding of movement and health are not an exception in this regard. While it is obvious and common sense to develop the former through physical activity, data reveals that this is not necessarily the case with the latter (Cale & Harris, 2018). The researcher has divided the findings of the literature study into numerous articles based on the literature they have found. **Table 1** lists the articles that made the cut.

Table 1. Scientific studies that form the basis of the study

Authors	Sample	Treatment Type
Trevor Bopp and Michael Stellefson (Bopp & Stellefson, 2020)	31	All-Engage Playbook (Media)
Avery D. Faigenbaum and Tamara Rial Rebullido (Faigenbaum & Rebullido, 2018)	13	Various methode
Geert J.P. Savelsbergh and Rene Wormhoudt (Savelsbergh & Wormhoudt, 2018)	-	Athletic skills model
K.W.R. Sum, T. Wallheadb , S.C.A. Haa , H.P.C. Sit (Sum, Wallhead, Ha, & Sit, 2018)	70	CPD Programe

Lowri C. Edwards, et al (Edwards et al., 2019)	-	PE-CPD
Ali Brian, et al (Brian et al., 2019)	41	Investigation
Richard J. Keegan, et al (Keegan et al., 2019)	18	Modified Delphi methodology
Kyle Pushkarenko, et al (Pushkarenko, Dunn, & Goodwin, 2021)	6	Phenomenology
Alexandra L. Stoddart, et al (Alexandra L. Stoddart, M. Louise Humbert, Serene Kerpan, 2021)	161	PLitPE
Barbi Law, et al (Law et al., 2018)	4189	Teacher training
Natalie E. Houser, et al (Houser et al., 2019)	19	Physical Activity
Maria Mendoza Muñoz, et al (Mendoza-Muñoz et al., 2022)	128	PLBreaks

Thus, also aiding the promotion of lifelong engagement in physical activity (Durden-Myers, Green, & Whitehead, 2018). When developing a tool to measure or chart progress, we must caution that physical literacy is a complex multifaceted concept, and as such, it is a challenging task to produce one form of monitoring that clearly meets all elements of the concept. It has been suggested that physical literacy does not necessarily need to be (or can be, or should be) assessed using a common instrument or tool (Robinson & Randall, 2017). Physical literacy is not a pedagogical model but is the overall aim of work in PE. Health-related fitness can support understanding in this area, and games for understanding can help learners to gain a deeper understanding of games activities (Flemons, Diffey, & Cunliffe, 2018).

Physical literacy is an idea, not a physical quality, that must be learned, practiced, and accepted over the course of a person's life. Depending on a combination of physical, psychosocial, and environmental circumstances, youth might advance or regress along the continuum of physical literacy. For instance, a sedentary youngster with low motor skills can advance along the continuum of physical literacy if given regular opportunity to take part in programs of structured exercise that address neuromuscular inadequacies in a supportive setting. On the other hand, a physically literate child who stops playing sports, gets inactive, and loses interest in MVPA may regress along the continuum of physical literacy (Faigenbaum & Rebullido, 2018).

Based on **Table 1**, physical literacy is taught for children. Although one of the core principles of physical literacy is that people should engage in sport and physical activity for the rest of their lives, younger populations have received significantly more attention than older ones. It is inevitable that there will be a lot of research on physical activity among seniors and that some definitive knowledge will be attained. Researchers have also used this information to further develop the PL framework for studies including older persons (Setiawan, 2022). Children's potential for physical literacy can be best cultivated at a young age. Children's development of physical literacy depends heavily on physical education, which aims to develop children's cognitive, affective, and psychomotor skills as well as their motivation, self-assurance, and excitement for physical activity (Bulqini, Puspodari, Arfanda, Suroto, & Mutohir, 2021).

CONCLUSION

Knowledge and understanding of movement and health, which are either explicitly or implicitly incorporated within the physical education curricula in most countries, are fundamental to developing physical literacy and to participating, appreciating, and accepting responsibility for engaging in physical activities for life. A solid, comprehensive, and holistic knowledge and awareness are unquestionably necessary to promote the aforementioned and to lead an active, healthy life. Health-related outcomes for children have been published addressing four major categories: safety concerns, exercise impacts, health advantages, and activity promotion in an effort to reach consensus on and illustrate the scope in health-related learning. By starting sooner, specifically with young children, physical literacy can be increased.

Conflicts of interest - If the authors have any conflicts of interest to declare

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