



Physical Literacy in Physical Education Curriculum

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Article History

Received April 2021

Accepted June 2021

Published Vol.10 No.(2) 2021

Keywords:

Curriculum; Physical Education (PE); Physical Literacy (PL)

Abstract

This study discusses how Physical Education Teachers Educator (PETE) adopt Physical Literacy (PL). Knowledge is the foundation of PL to know what to do and when is the right time to do it. The research has a goal, so that PETE understands the definition of PL. This research study contains 3 stages, the first is determining the objectives of the PL, the second is curriculum planning and the third is the learning approach. The method used is a literature review of several opinions about PL in Physical Education (PE). The national PE curriculum is structured and developed to achieve national education goals that are adapted to current conditions and future needs in order to live regularly and actively, through Physical Activity (PA). For this reason, efforts should be made to create a healthy lifestyle and maintain physical fitness (PF). PL is a potential that can be optimally developed for children from an early age. The role of PE is very important in the formation of PL in children, where cognitive, affective and psychomotor aspects are in the goal of PE which can provide motivation, confidence and enthusiasm to continue doing PA.

How to Cite

Bulqini, A., Et al. (2021). Physical Literacy in Physical Education Curriculum. *Journal of Physical Education, Sport, Health and Recreation*, 10 (2), 55-60

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p-ISSN 2460-724X

e-ISSN 2252-6773

INTRODUCTION

The concept of PL has been widely used in developed countries. PL has been established as a goal in education. And the most important thing is the implication of the concept of PL (Durdan-Myers et al., 2018). PL is a concept that generates a strong desire to deal with the problem of physical inactivity (Market, 2016). The essence of PL is a holistic approach that is integrated between the mind and the body so that PA is formed. Individuals who have good PL are expected to have cognitive knowledge, be physically competent, and be mentally motivated in a life-long physical-active life (Sun, 2015).

The term PL is a physically literate person means someone who is intelligent or educated in matters relating to their body. Individuals who are physically literate will be able to carry out various activities in their lives, most of them require these PA confidently, competently, effectively, and efficiently and optimally (Widodo, 2018). PL is described as the ability to identify, understand, interpret, create, respond effectively, and communicate using the dimensions of human needs in a broad range of situations and contexts (Pramo, 2017). PL is the foundation for individuals who are used in various life activities as well as efforts to achieve performance. Individuals who are literate or physically literate will move confidently and competently between a wide spectrum of conditions and opportunities for PA, including activities in various fields of motion, including land, water, air.

PL must be selected, planned and at the time of delivery it can be used as a learning center for students. This learning content should be designed to develop students, motivation, confidence, physical competence and knowledge and understanding. The content given to students is "what" and "how" to be informed in PL (Durdan-Myers et al., 2018).

METHODS

This literature review analyzes relevant articles and focuses on learning methods that develop PL that affect students to do sports outside of class hours. PE is carried out independently and carried out throughout life. The articles used in this literature review are articles obtained using Google Scholar, Science Direct and books by entering the keywords "curriculum", "PE", "PL" and "PA". The articles used are articles from 2009-2020.

RESULTS AND DISCUSSION

Definition of Physical Education

Education is the activity of learning about general knowledge and carried out in a group. Law of the Republic of Indonesia number 20 of 2003 concerning the national education system in Chapter 1 Article 1 states "Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state". Education as the spearhead for creating development and progress in a country, therefore education is something that is important for the people of Indonesia. Education also aims to achieve goals (Nurhadiansyah et al., 2016).

RI Law No.1 of 1989 concerning the education system in Indonesia including PE states that the development of a complete Indonesian human being is a person who has faith and piety towards God Almighty and virtuous, has knowledge and skills, physical and spiritual health, personality. strong and independent, as well as a sense of social and national responsibility.

From the statement regarding the education system in Indonesia, it is clear that PE is an educational process that is carried out consciously and systematically to obtain physical growth, health and physical fitness, abilities, intelligence and character and personality development through PA carried out continuously in the framework of the formation of a complete Indonesian man.

PE is an important part of the educational process. PE is not a decoration that schools use to keep children busy, but PE is an important part of education. Educational goals can be achieved through PE, because the nature of education is comprehensive which includes physical, intellectual, emotional, social and moral aspects. This is in line with physical education which must be carried out as a whole, not in parts (Rosdiani 2013). PE can also be interpreted as an educational process carried out through PA designed to improve PF, develop motor skills, knowledge and behavior of healthy and active life, sportsmanship and emotional intelligence (Arfanda & Arimbi, 2020).

The purpose of education is not physical activity itself, but to develop students' potential through PA. (M. Furqon Hidayatullah, 2012). No education has no pedagogical goals and no education is complete without PE, because move-

ment as a PA is the basis for humans to know the world and themselves which naturally develop in line with the times (Dini Rosdiani, 2015). PE has a mission to produce physically educated people. This means that through PE, students should be able to develop the potential of students as a whole including cognitive, affective, and psychomotor aspects. Judging from these objectives, it can be understood that physical education is different from sports education which places more emphasis on mastering sports skills (Widodo, 2018).

The current condition in Indonesia is that the assessment for PE only refers to psychomotor aspects, most schools have not used PE assessments, namely aspects of knowledge and skills (Permana & Habibie, 2020). So that PE has not been able to lead to the perfect PL skills of students. According to experts, learning PE in schools is not in accordance with the actual concept of physical education. Many PETE still focus on assessments of student achievement. The PETE will consider students successful if they excel in the sport being taught. They mostly measure the results achieved by students and not measure the processes that have been carried out by their students (Soedjatmiko, 2015).

So more and more PETE are realizing that good assessment practices in PE are thought to increase student motivation and involvement in learning (Breen, 2009). Better skills and knowledge are a success in understanding how students learn. The relationship between assessment and instruction changes learning goals for students and schools. Assessment is something that is always done in learning, although there are many different views about the assessment itself.

Definition of PL

The essence of sports and health PE is the process of education through learning by paying attention to the development of the potential of students through PA that are created through motor skills, healthy, active living behavior, positive attitudes and emotional intelligence so that educational goals are achieved (Nurhadiansyah et al., 2016).

According to the World Health Organization (WHO) defines PA as "movements produced by skeletal muscles and carried out by the body, requiring energy expenditure". Whitehead defines PL as a motivation, confidence, physical competence, knowledge and understanding to value and be responsible for life-long involvement in physical activity "(Edwards et al., 2017). While the definition of PL is a focus on physical competencies such as Fundamental Movement Skills

(FMS) which are basic movement skills and motor development (Durden-Myers et al., 2018).

In Indonesia, PL has not been widely applied in PE, even most PETE do not know PL. Likewise, the concept of PE has begun to shift to the concept of sports education which is more like a drill (Widodo, 2018). Through a variety of selected PA and sports, it can help develop self-management skills in the development and improvement of PF and healthy lifestyles. Helps improve physical and psychological growth, abilities and basic movement skills. Through the internalization of the values contained in PE can help develop a good moral foundation. To achieve good physical growth, a healthy lifestyle, fitness, skills, and a positive attitude, it is necessary to understand the concept of PA and sports in a good environment (Nurhadiansyah et al., 2016).

It is not easy to cover all of the above, especially with the wide scope and development that always occurs in PA and sports. To do totality PA and sports, it requires a categorization that is restrictive (limiting) individual development. In fact, the categorization of PA will always change and develop according to the stages of the students. However, this categorization can be the starting point of a more complex PA (Durden-Myers et al., 2018).

Physical literacy goals

PE and PA are two similar terms and they are related, but they also have differences. PE always uses PA, but PA does not necessarily include PE. PE is part of the school curriculum which aims to learn to move and learn through motion. Learning motion will help students in developing knowledge, skills and attitudes, while learning through motion will help students to carry out an active and healthy lifestyle. This is what is called PL. PA is the movement of the body that releases energy (Widodo, 2014).

Initially, PE should have the aim of making students more confident by providing various kinds of movement patterns. To explore these movements, the teacher must plan an environment that is designed in a semi-structured way of playing for students. For example, for the theme of balance for elementary school students, teachers must provide various tools to explore balance in a variety of different forms.

Movement patterns in general are the development of early motion patterns from students. This movement pattern is more structured and students begin to have to adapt to anticipate movements, for example hitting, running, jumping, balancing movements and giving cues. The

motion patterns developed are general motion patterns and are applied gradually starting from simple activities. Acquisition of general movement patterns is a prerequisite for developing subtle movement patterns (Durden-Myers et al., 2018).

Smooth movement patterns are an intermediate between general and specific movements. At this stage, the focus is on developing self-awareness and precision in the context of activities, so that a more perfect movement pattern will be created, because independence and responsibility will be required. Specific movement patterns are deeper patterns than subtle patterns. Specific movement patterns must pay attention to all aspects, not just PA. The characteristics of this specific movement pattern must demonstrate responsiveness, overcome obstacles and think quickly (Durden-Myers et al., 2018).

PETE play an important role in helping the development of motor skills of students to become individuals who have (Silverman & Mercier, 2015). In this case the PETE must be aware of the form of the movement they are designing, so that it can be developed and applied in the PE curriculum in various contexts of the movement. This means that PE content should not only focus on the experience of PA, but must also consider the development of meaningful and beneficial competencies for students in every movement, by balancing quality and quantity. Too long time will result in boredom, while too little time will not give meaning to students.

Young (Ennis, 2015) emphasized that education is currently related to literacy as the basis of competence and continuous development of performance, so that life and knowledge will be more meaningful. In other words, students who are equipped with PL can not only demonstrate their knowledge and skills, but can also apply their skills to games that are more complex and require quick decisions, because PL encourages students to make decisions, but still cannot be separated from the teacher.

Cycles in interconnected PL mean that literate individuals will have the motivation to move or have activities carried out competently and confidently so that effective and efficient movements arise. PL involves lifelong learning through movement and PA. So that it provides health benefits, physical well-being, psychology, social and cognitive (Arini, 2020).

A curriculum contains the goals of the education system, so curriculum objectives have an important role in directing teaching activities and coloring other curriculum components. In the di-

mension of curriculum management, coherence is needed between the curriculum and learning carried out in educational institutions, namely: First, the curriculum is based on the purposes or goal of the curriculum - the curriculum objectives to be achieved. Second, the curriculum is based on a point of view based on the context of the curriculum used. Third, the curriculum rests on a strategic point of view regarding the development of the chosen curriculum. Development is also inseparable from the process, the learning strategy chosen, the learning techniques used. That is the other side of the view of curriculum as a process (Widodo, 2018).

The development of PL is increasingly recognized as a mature concept for the development of educational sports. Until the emergence of the International Physical Literacy (IPLA) Association which put forward a consensus statement consisting of several sports experts. IPLA defines that PL is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for the elements in PA for life.

Curriculum planning

The problem that arises is "how can the experience of students who have been designed for years by the school ensure that the content and learning approach is correct?"

The curriculum is the most important part of the educational process. In the old view, the curriculum is defined as a set of subjects taught at school. Meanwhile, in a new paradigm the curriculum can be interpreted as an educational design that provides opportunities for students to develop their potential. Based on these explanations, both from old views and new paradigm about curriculum, the existence of curriculum is still important to improve the quality of education. Like traffic, curriculum is like a sign that must be obeyed in order to be safe on the highway. The curriculum is a reference for educational managers and actors to carry out the learning process (Hasanah & Sibilana, 2020).

Article 1 paragraph 19 of Law Number 20 Year 2003 concerning the National Education System (Sisdiknas) states that "The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals". Planning a PE curriculum is a job that is full of challenges, because it must accommodate various situations that will arise. For example, the time allocated for PE, school facilities, the expect-

tations of the school and parents, the opportunity to go further (student achievement later).

There are four main principles that need to be considered in compiling a curriculum related to PL (Durden-Myers et al., 2018). First are the activities that must be covered; second, namely the time given to make the activity meaningful; third, the opportunity for learners to choose activities (in certain stages) and fourth is that decisions must be made for further learner involvement both inside and outside the school.

PETE must continue to provide guidance to students during the learning process, so that PL can be achieved. Without the guidance of a PETE, the goals set will be useless, because they also include short-term and long-term goals. The consequences of negligence that occur, students become unskilled and PL will not appear, and what will happen is when students are outside the school environment they will not be competent because they cannot be actively involved in PA. (Ennis, 2015).

It must be realized that PL is an end in itself and not a means to an end (Whitehead et al., 2018). Whitehead presents PL as an aspect towards a better quality of life. It is conceived to erase the mind-body duality through self-awareness as active manifestation, and claims that human exploration and physical expression increase self-awareness. (Jurbala, 2015).

All students have the same opportunity to feel PL. There must be a real understanding of the activities and challenges associated with PA, so that students will get sufficient experience. To get real progress and success, students need to be directly involved in every activity .

Approach to learning

The next problem that arises is "how are the students involved, so that it is possible for everyone to develop physical literacy and how to develop it?"

Strategies learning/ approach can be defined as plan learning, learning which contains the contents of several series of activities designed to achieve certain educational goals. In a series of activities, there are two definitions. First, the strategies learning is a strategy learning and PE, Sport and health, an action plan (a series of activities) including the use of methods and uses. Various resources / strengths in learning strategies are structured to achieve specific goals. Teachers need to promote positive health behaviors because students spend a lot of time in the school environment, elements of the traditional school curriculum are directly related to health, and schools

usually provide extracurricular programs that can improve health (Pate, 2009).

In the learning process at school, there will be interactions between students and educators, teachers convey information. The importance of PETE to teacher development is a description of how teachers acquire, produce and learn to use knowledge in teaching (Dillon, 2009).

In this case it is called a strategy or approach. In line with this, the teaching-learning strategy (approach) is the methods chosen to deliver subject matter in a particular teaching environment both at school and in the family environment, which includes the nature, scope and sequence of activities that can provide learning experiences to students. Thus the learning approach consists of all components of teaching materials and procedures that will be used to help students achieve optimal teaching goals. PETE are often marginalized, rarely provided with substantive professional development, and plagued by a lack of support (Melissa Parker, 2009). Currently existing traditional models of teacher education have focused on developing content knowledge and developing personal and pedagogical skills to prepare teachers to teach PE (Cosgrave, 2009).

Learning is a collaborative effort between students, teachers, principals, education offices that make up the education system (Durden-Myers et al., 2018). This relates to how students' tasks are packaged in a pedagogical perspective through an exploratory and non-linear process associated with their dynamically changing environment. Elementary school level students prefer fun play activities and friendship. Meanwhile, students with a higher level will prefer experiences with individual and group activities that can reflect themselves. Therefore, a pedagogical approach is needed to be able to adapt appropriately and be relevant to the needs of students.

There are seven key principles in planning and involving students in PA, namely a) individual, b) motivation, c) self-confidence, d) physical competence, e) knowledge and understanding, f) responsibility and g) feedback (Durden-Myers et al., 2018).

CONCLUSION

Individuals who are literate or physically literate will move confidently and competently among a broad spectrum, conditions and opportunities for PA, including activities in various fields of motion, including on land, water, air. PL must be selected, planned and at the time of its delivery can be used as a learning center for

students. How students can be interested and PL independently properly, all depends on the learning content designed to develop motivation, self-confidence, physical competence and knowledge and understanding of students, this is inseparable from the role of a PETE. The content given to students is about the "what" and "how" of implementing of PL. Students who are aware of PL, he will do it without feeling forced and PL is a necessity to get a sustainable healthy.

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