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The Role of School Culture and Curriculum in Improving Sport Education

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Abstract: Literature Review the role of school culture and curriculum in improving Sport Education is a scientific article with the aim to analyze whether school culture and curriculum in improving sport education. Metode Qualitative approach method with literature review method to explore and analyze the relationship between school culture, curriculum and sport education. The results of this article are: 1) school culture plays a role in improving Sport Education, 2) curriculum plays a role in improving Sport Education. Apart from these 2 exogenous variables that affect the endogenous variables of Sport Education, there are many other factors including the quality of Education, school facilities, interest in learning.

Keyword: School Culture, Curriculum Sport Education.

INTRODUCTION

Sports education or sport education has a very important role in shaping the character, Health, and physical skills of learners. In this context, school culture and physical education curriculum (Penjas) play a key role in creating an environment that supports the development of sports in schools. A positive school culture, which encourages physical activity and cooperation, can create a conducive atmosphere for students to be actively involved in sports education.

A school culture that prioritizes a healthy and active lifestyle will have a positive impact on students' enthusiasm to participate in sports activities. The attitudes and values promoted in the school culture, such as discipline, sportsmanship and cooperation, strongly support the success of sports education. Through an inclusive and supportive culture, students will be more motivated to participate in sports activities, which in turn will improve their physical skills and knowledge.

In addition to school culture, physical education curriculum has an important role in improving sports education. A well-structured curriculum will provide a solid foundation for students in understanding the importance of sports and developing their physical skills. Learning integrated with the theory and practice of sports, as well as promoting health aspects, will equip students with useful knowledge to maintain fitness throughout life.

The combination of a supportive school culture and a good physical education curriculum can create an effective sports education ecosystem. With the support of these two factors, sport education will not only improve students' physical skills, but also form their character and healthy living habits that will benefit them in the future. Therefore, it is important for schools to develop and maintain a culture that supports physical education and develop relevant and applicable curricula to improve the quality of sports education.

This article aims to identify and analyze the main factors that influence the implementation of *Sport Education* in the context of character formation and mental health of students. With a deeper understanding of these factors, it is hoped that a more effective sports learning strategy can be developed and in accordance with the needs of students.

This study aims to determine whether school culture and curriculum play a role in sports Education. Based on the reference of the problems previously described. Questions scientific *literature review articles* as follows:

1. Does School Culture play a role in sports Education?
2. Does the curriculum play a role in sports Education?

METHODS

This study uses a descriptive qualitative approach to the literature study method. This approach was chosen to explore a deeper understanding of the application of *the Sport Education model* in physical education and its impact on school culture and curriculum.

RESULTS AND DISCUSSION

Results

The results of this article based on the background of the problem, objectives and methods are as follows:

Sport Education

Physical education and sports are an integral part of a holistic education system. Physical education in its implementation should be directed to the achievement of educational goals themselves. According To (Nasution., 2020) sports education is a learning process carried out through physical activities aimed at improving physical condition, motor skills, and shaping student character, such as discipline, responsibility, and cooperation.

In the context of the Sport Education Model, sports education not only teaches the techniques and tactics of the game, but also instills values such as leadership, fairness, and active participation in the sports community (Siedentop et al., 2020). The purpose of education is to form a completely healthy physical and spiritual man, so it is clear that in physical education and sports education in educating students and preparing athletes, character factors need to be built along with the formation of atlet achievements.

Sports education is part of education to develop abilities through movement so that it can achieve health and educational goals that are expected to include knowledge, skills, and attitudes. Thus pjok teachers need to understand the purpose of physical education so that motion learning becomes aligned with the targets achieved.

Sport Education has been widely studied by previous researchers, including: (Aprelyani, S., 2024), (Masgumelar, N. K., & Mustafa, P. S., 2021), (Aliriad, H., 2023), (Syafuruddin, M. A., Jahrir, A. S., & Joseph, A., 2022).

School Culture

School culture is an asset that is unique and not the same between one school and another. The existence of this culture is immediately recognizable when people come into contact with the school. Through school culture, outsiders will see the distinctive characteristics of the

school that can be identified through the values it professes, the attitudes it has, the habits it displays, and the actions shown by all school personnel who form a special unit of the school system.

According to Deal and Peterson in Supardi (2015: 221) states that: school culture is a set of values that underlie the behavior, traditions, daily habits, and symbols Yangdi practiced by principals, teachers, administrative officers, students and the community around the school. School culture is a characteristic, character or disposition, and the image of the school in the wider community.

Etymologically culture or culture, in the Indonesian dictionary (1988: 130-131), is "mind, intellect, results." Whereas culturing is to teach to have a culture, to educate to be cultured, to get used to something good so that it is cultured. Culture is defined as the idea of human work done by habituation. This habituation is done so that the implementation of obligations and Tasks does not feel heavy because they are used to it.

School culture has been widely studied by previous researchers, including: (Nizary, M. A., & Hamami, T., 2020), (Amelia, M., 2022), (Fauziah, R. S. P., Maryani, N., & Wulandari, R. W., 2021), (Widodo, H., 2021).

Curriculum

Curriculum is a set of plans and arrangements regarding the objectives, content, and materials of the lesson and the way in which it is used as a guideline for the organization of learning activities to achieve certain educational objectives. In addition, the curriculum is an educational program that covers a variety of subjects that must be learned by students from elementary school (SD) to college (PT) that has existed since there was a school system.

The concept of curriculum is very flexible and tentative because the curriculum is constantly evolving to be better because the developments in education are also increasingly complex (Kim & Jung., 2019). The curriculum is formed with the formal framework of the educational system to foster the idea of lifelong learning and emphasize the importance of education in responding to the needs and interests of a knowledge and development (Mueller et al., 2020).

In the national curriculum physical education is for all children and the purpose of physical education is to promote general fitness rather than training for Olympic championships or to correct motor difficulties or disabilities (McKinlay., 1993). In physical education the Curriculum Framework, process, goals are based on two main assumptions, namely: (1) Physical Education is primarily concerned with moving individuals in interaction with the environment, and (2) any individual can seek personal meaning through a combination of potential movement goals (Jewett., 1980).

The curriculum has been widely studied by previous researchers, including: (Gusteti, M. U., & Neviyarni, N., 2022), (Lestari, D., Asbari, M., & Yani, E. E., 2023), (Mustafa, P. S., & Gusdiyanto, H., 2023), (Puspitaningrum, D. C., 2024).

Discussion

a) School culture in improving sports Education

School culture is a set of values, norms, habits, and behaviors that prevail in the school environment. In the context of sport education, school culture that supports a healthy lifestyle, sportsmanship, and cooperation is instrumental in creating a positive and productive learning environment for the development of physical education. According to Suryadi (2020), a positive school culture creates habits and values that can encourage students to be active in physical activities and build good character. In this context, school culture is not only about rules, but also about the habituation to a consistently applied healthy and sporty life.

Sport education has a broader purpose than simply improving students' physical fitness. This education also teaches values such as discipline, cooperation, and sportsmanship. According to Prasetyo and Handayani (2021), the integration of character values in sports is easier to implement if the school has a culture that emphasizes the formation of students' personalities. With the support of a strong school culture, students are not only physically active but also grow as a moral person.

A school environment that supports active participation in sports, such as through the organization of tournaments, sports clubs and regular physical activities, is essential. According to Wibowo (2022), a school culture that involves all parties—teachers, students, and parents can increase student involvement in sports activities as a whole. This creates a healthy and educational competitive atmosphere.

Thus, a purposeful and consistent school culture plays a strategic role in improving the quality of sports education. Schools need to instill the values of fitness and sportsmanship as part of the school's identity, so that students not only develop academically, but also physically and emotionally (Nugroho & Lestari, 2023).

This research is in line with research conducted by: (Prasetyo, H., & Handayani, R., 2021), (Suryadi, D., 2020), (Nugroho, R., & Lestari, A., 2023), (Wibowo, T., 2022).

b) Curriculum in improving Sport Education

The curriculum is the main tool in the educational process that serves as a guide for teachers in planning learning. In the context of sports education, the curriculum has an important role to ensure that the materials and activities taught are relevant, systematic, and in accordance with the developmental needs of learners. According to Kurniawan (2020), a well-designed curriculum can increase the effectiveness of sports learning while shaping the character of students through the values of sportsmanship, cooperation, and discipline.

The ideal physical education curriculum should not only focus on aspects of motor skills, but should also include the cognitive and affective aspects of the student. This means that students are invited to understand the importance of a healthy lifestyle, get to know different types of sports, and internalize values such as fair play and leadership. According to Ramadhan and Sari (2021), the application of the sport education model in the curriculum can provide a more meaningful learning experience because students are not only participants, but can also act as coaches, referees, and team managers.

In addition, the flexibility of the curriculum also allows schools to adapt sports materials to environmental conditions and local needs. This can increase student engagement, as the sport taught is more relevant and interesting to them. According to Handoko (2022), a curriculum that is adaptive to the local context is able to encourage sports learning innovation, so that students are more motivated to be physically and socially active.

Thus, a holistic and contextually designed curriculum has a strategic role in improving the quality of sports education. Through an integrative and participatory approach, students not only grow into physically healthy individuals, but also have strong character, good cooperation, and the ability to think critically in the context of sports and everyday life (Yuliani, 2023).

This research is in line with research conducted by: (Handoko, R., 2022), (Robinson, A., 2020), (Ramadhan, D., & Sari, M., 2021), (Yuliani, F. 2023).

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, then obtained the framework of thinking articles such as below.

Sport Education (Y)

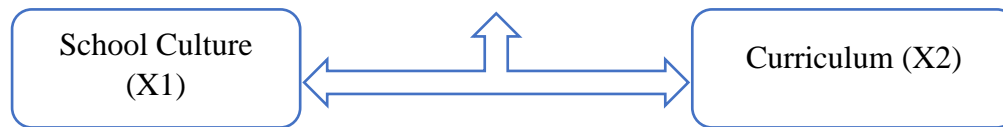


Figure 1. Conceptual Framework

And there are many other factors that affect Sport Education (Y), namely:

- a) Quality Of Education: (Paramita, A., Ali, H., & Dwikoco, F., 2022), (Raharjo, S. S., & Hayati, R. (2022), (Ruyani, I., Ali, H., & Us, K. A., 2022), (Setiawati, F. (2020).
- b) School Facilities: (Nugraha, D., 2023), (Damanik, B. E., & Suhendro, D., 2022), (Kusumarini, E., & Handayani, E. S., 2022), (Raharjo, S. S., & Hayati, R., 2022).
- c) Interest In Learning: (Reski, N., 2021) , (Zulfah, N., 2023), (Sari, M., Elvira, D. N., & Apos;, N., 2024), (Dukalang, M., 2024).

CONCLUSION

This study aims to determine whether sport education plays a role in improving school culture and curriculum. Based on the question of the article, the conclusions can be drawn from this study are as follows: 1) school culture plays a role in Sport Education; 2) curriculum plays a role in Sport Education.

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