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## **Policy Analysis for Development and Development of Sports Education: Perspective of Regional Regulation Number 11 of 2017 Concerning the Implementation of Sports**

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### **Abstract**

Regional Regulation Number 11 of 2017 concerning Organizing Sports is the key to the development of sports, especially educational sports. This Regional Regulation places sport as a very important instrument for regional development. However, at this time, sports are still positioned only as the development of the sport itself. So it is not in accordance with what is stated in Regional Regulation Number 11 of 2017. Therefore, the purpose of this study is to find out the Policy for Development and Development of Sports Education from the Perspective of Regional Regulations. The method used in this research is to use a descriptive qualitative approach. Then by making observations, documentation studies, and interviews as a tool for collecting data and for analyzing the data. The results of this study found that the Policy for Development and Development of Sports Education from the Perspective of Regional Regulations was in accordance with Regional Regulation Number 11 of 2017 concerning Organizing Sports. However, there are still deficiencies and inequalities in several aspects such as facilities and infrastructure, the competency of sports teachers who do not yet have competency certificates from the main sports branch and the uneven distribution of schools in implementing special sports class programs.

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## INTRODUCTION

Sports is one of several sectors that are considered in its development (Muñoz & Prieto Andreu, 2021). In many countries, sport is a central point of development because it influences the quality of life of its people and enhances the image of the country itself (Zhang, 2019). Many countries promote participation in physical activity among their citizens (Ruseski & Maresova, 2014). The UK is setting ambitious national targets and increasing funding of community sport and physical activity projects (such as the Sports Hub in Regent's Park, London) demonstrates that sport and physical activity gains social, political and health policy importance and participation is motivated by enjoyment and the development and maintenance of support networks social (Allender, Cowburn, & Foster, 2020). In recent years, the South Korean government has begun to show interest in a “development through sport” approach focusing on the development of sport, to utilize sport as a conduit for various social development schemes, as well as in efforts to promote international cooperation through sport, and programs designed to enhance international cooperation through sport have several limitations such as focusing on elite sport and taking a primary focus on developing approaches to sport (Ha, Lee, & Ok, 2016).

Sport has entered a new chapter by integrating the concept of Sport for Development and Peace (SDP) as an issue in the Sustainable Development Goals as the UN's development vision which is recommended for adoption by all its members from 2015-2030 (Ma'mun, 2016). Within the scope of sport UK education has a concept known as PESSCL (Physical Education, School Sport and Club Link) as well as physical education and sports strategy for young people with

the term PESSYP (physical education and sport strategy for young people) which aims at various goals. social (Department for Education, 2013). The findings from his research are five discourses that build and shape policies for PESS during the period (2003-2010), namely: sport for sport itself, health, citizenship, lifetime participation, and Olympic legacy (values). (Jung, Pope, & Kirk, 2016). This was done by the central government for political purposes. So that the policy discourse for PESS is politically charged and will have an impact on the quality of education and opportunities to provide experiences for young people that are beneficial to their lives in the future. There are four key elements in physical education and school sports in England Coakley and Pike (2009), namely lifelong activities or sports as part of everyday life (lifelong activity) through the physical education curriculum (PE Curriculum); Participating throughout life or exercising in community groups (lifelong participation) through sports activities at school outside school hours organized in the form of clubs or school sports activity units (out of school hours activity); Sports development (sport development) through a network of cooperation with clubs outside the school (club links); Talent development through competitive sports scheduled throughout the year in a structured, systematic and sustainable manner (competitive school sport) (Coakley & Pike, 2015).

According to Amung Ma'mun (2018), if Coakley and Pike's thoughts are further translated or integrated with the concept of fostering and developing educational sports in the National Sports System, namely the PE curriculum, what is meant is educational sports which are an integral part in the implementation of national education in the context of formation of lifelong activity; Out of school hour activities are the same as extracurriculars which provide

opportunities for students to actively exercise at school outside of study hours in the framework of forming lifelong participation in active sports; Club links are the same as sports activity units that have a network with sports associations in the community (outside of school) as an effort for sport development; Competitive School Sport is the same as sports classes, coaching and training centers, and sports schools in the context of developing talent (talent development). Of the issues that have arisen, the amount of government attention to advancing the coaching and development of sports is currently showing a very significant increase, this is evidenced by the launch of presidential regulation Number 86 of 2021 which regulates the Grand Design of national sports where in article four DBON reads article 1 paragraphs three and four that 'National Sports are sports based on Pancasila and the 1945 Constitution of the Republic of Indonesia which are rooted in sports values, Indonesian national culture, and responsive to the demands of sports development. Sport is all systematic activities to encourage, foster and develop physical, spiritual and social potential.

And it is also explained about educational sports "Educational sports are physical education and sports which are carried out as part of an organized and continuous education process to acquire knowledge, personality, skills, health, and physical fitness (Peraturan Presiden Republik Indonesia, 2021)."

Judging from the achievements of the Riau province in the XX PON activities in Papua, it is in 8th place, showing good things. However, when viewed from the two previous PON holding periods, this indicates a downgrade (West Java XIX PON ranked 7th; Pekanbaru XVIII PON ranked 6th) (Listiandi et al., 2019). In this case, it becomes a point of view of refusal to study for policy makers in the world of sports in

Riau, so that they can find a solution, it is feared that in the implementation of the next PON, there will be a decline again. In line with that Saputra, Y. M (2021) stated 'There is a gap between expectations and reality in the implementation of supervision.' Meanwhile, the mandate from Regional Regulation No. 11 of 2017 article 10 that sports coaching and development includes: a. Educational Sports; b. Achievement Sports; c. Recreational Sports; d. Sports with Disabilities, indicating that sports coaching and development must touch all lines and nothing is neglected. It is imperative that the management of sport is carried out by competent professionals in the area, which is increasingly being realized, as shown in a UK study where there is an impact of sport policy on sport management, such as the recognition of professional quality. sports manager (Teixeira & Ribeiro, 2016). Of the issues that arise nationally and internationally, the regional government of Riau province must be able to compensate by collaborating with Regional Regulation No. 11 of 2017. From the brief description above, researchers are very interested in examining further the Policy Analysis for Development and Development of Sports Education Perspective Regional Regulation Number 11 of 2017 concerning Organizing Sports. Therefore, this research can be one of the efforts to enrich the repertoire of sports policy research.

## **METHODS**

### **Research Participants and Procedures**

This research was carried out in Riau Province, especially the Youth and Sports Service and the Riau Provincial Education Office as sports policy makers, one of which focuses on sports education. In this study the sampling technique used was purposive sampling, namely parties

who are considered to be able to provide information related to the objectives to be achieved. Several respondents were from officials in the Youth and Sports Office and the Education Office, especially in the field of sports education. The research method used is a descriptive qualitative approach which aims to describe the implementation of sports education policies in detail (Creswell, 2009).

### Research Instruments

The instruments used in this study the researchers made a number of guidelines compiled based on Regional Regulation Number 11 of 2017 concerning the Organization of Sports and based on research problems, research sub-problems, observed aspects, data sources, guidelines used in observation, interviews and documentation studies. Through observation or observation, it allows the researcher to feel what is felt and internalized by the subject so that it is also possible for the researcher to become a source of data. In planning the interview, it was carried out by compiling an Interview Guide which contained open-ended questions aimed at determining sports policies carried out by the Government, especially the Youth and Sports Agency and the Education Office of Riau Province. Then the document review is focused on material or substance aspects that are related to sports policies that are implemented and supported in research.

### Data analysis

Analysis of the policy implementation of Regional Regulation Number 11 of 2017 concerning Organizing Sports in the scope of sports Education will use the theory developed by Korten known as the "policy implementation suitability model". This model focuses on compatibility between the three elements in program implementation, namely the

program itself, program implementation and the program's target group (Korten, 2016).

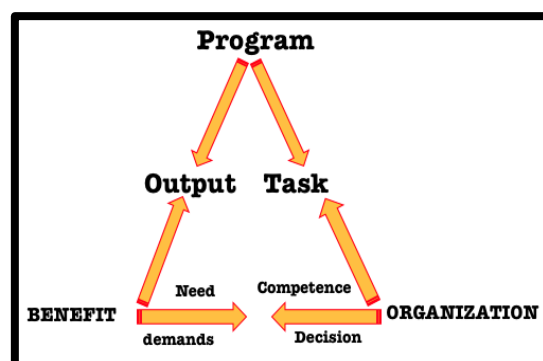


Figure 1. Policy Implementation Suitability Model David C. Korten

Korten, (2016) states that a program will be successfully implemented if there is compatibility of the three elements of program implementation. First, the suitability between the program and the beneficiaries, namely the suitability between what is offered by the program and what is needed by the target group (beneficiaries). Second, the suitability between the program and the implementing organization, namely the suitability between the tasks required by the program and the capabilities of the implementing organization. Third, compatibility between beneficiary groups and implementing organizations, namely compatibility between the requirements decided by the organization to be able to obtain program outputs with what can be done by program target groups (Rocavert, 2016).

## RESULTS

In Regional Regulation Number 11 of 2017 concerning Organizing Sports, especially in articles 11-19 related to sports education, especially regarding the development and fostering of sports education, the internalization of educational prices is contained in (RPJMD, Strategic Planning for Youth and Sports

Education and Education and Education) including the following:

Riau Province Regional Medium Term Development Plan (RPJMD) 2019-2024

Development of prospective athletes in stages and in collaboration with the Provincial and district/city Education Offices starting from the SD/MI, SMP/MTs, SMA/MA/SMK and Higher Education levels for all sports; Increasing the role of the Sports Branch Association by providing assistance/subsidizing operational costs, training and activities; Include Riau athletes in various sports competitions for all ages and education levels, both at the provincial, national and even regional and international levels; Increasing sports competitions for all levels of age and education, both at the provincial, national and even regional and international levels;

Renstra Dispora Provinsi Riau 2019-2024

The development of sports through education or schools is known as physical education (physical education) by incorporating physical education content into lesson units for each path and level of education, from elementary school to tertiary institutions, both intra and extracurricular. Implementation and development is carried out through: (PPLP, PPLM, POPNAS, POSPENAS, POPDA, POPWIL, POSPEDA, PEPARPEDA, PEPARPENAS). Facilities and infrastructure: (1). Riau Main Stadium, (2). Rumbai Sports Center area, (3). Youth Arena, (4). Rumbai Sport Center Swimming Pool, (5). Rumbai Sport Center Basketball Hall, (6). Gymnastics Hall Sport Center Rumbai, (7). Kaharuddin Nasution Sport Center Rumbai Stadium, (8). Sport Center Rumbai Athletic Stadium, (9). Martial Arts Center Rumbai Hall, (10). Soccer Takraw Hall, (11). Athlete Dormitory Sport Center

Rumbai, (12). BaseBall Stadium, (13). Shooting Hall, (14). GOR Tribuana, (15). Riau KNPI Complex).

Riau Provincial Education Office RENSTRA 2019-2024

Implementation of the Riau Province National Student Sports Olympiad (O2SN). Number of students in regencies/cities participating in the National Student Sports Olympiad (O2SN) for SD, SMP, SMA and Vocational School. Program Performance Targets and Framework (a) Targets participating in activities in 2023 (708 people).

(b) With Funding. (c) IDR 7,301,860,830.00.

Formal and non-formal education pathways

Implementation of Sports Education in Riau Province is divided into two channels of formal and non-formal education, which in its implementation are the responsibility of two institutions, namely the Department of Youth and Sports and the Office of Education. In the formal education route, it is held in regular schools, the school is a place where educational sports are held with formal channels. Meanwhile, non-formal activities are accommodated by the Riau Province Youth and Sports Agency.

Implementation of intra curricular and extracurricular activities in schools

The Implementation of Educational Sports carried out in schools has two different formats, namely intracurricular, namely the implementation of Educational sports in the Physical Education format which is contained in the Education curriculum which is carried out during class hours. Meanwhile, extracurricular activities are carried out outside of the teaching and learning activities of Sports Education and are directed at developing sports achievements in educational units. Examples of

extracurricular activities in the field of sports such as futsal, football, badminton, volleyball and others;

#### Certified Sports Teacher Competency

The mandate of Riau Regional Regulation Number 11 of 2017 states that the Organization of Sports Education through extracurriculars is carried out by competent Sports Teachers, accompanied by coaches, instructors or Sports guides who have competence from the parent organization of the related Sports branch and/or referrals of Regional Apparatuses that carry out education affairs .

In practice, several sports teachers at schools already have competency certificates from the sports parent, and even the training costs are under the attention of the relevant government, although in several schools in Riau province, not all sports teachers have certificates issued from the sports branch.

#### Adequate facilities and infrastructure

For the facilities and infrastructure available in Riau Province in the implementation of educational sports, they are available in every school for the implementation of formal education, while supporting facilities for non-formal education such as the implementation of PPLP, PPLM, O2SN POPNAS, POSPENAS, POPDA, POPWIL, POSPEDA, PEPARPEDA, PEPARPENAS. The responsibility of the Riau Provincial government is to have several facilities and infrastructure under the auspices of the Dispora and then carry out cooperation such as with Campuses in Riau Province which have adequate advice and infrastructure.

#### Organizing sports championships at regional, national and international levels

In the implementation of Sports Education there are two championship formats. The first championship was held

by the Youth and Sports Service with the format of the Regional Sports Week (POPDA) at the Provincial level, the National Sports Week (POPNAS) at the National level then there was the Arts Sports Week between regional level Islamic Boarding Schools (POSPEDA), Art Sports Week among Islamic Boarding Schools at the national level (POSPENAS ). The second is a championship organized by the Education Office in the format of the National School Sports Olympiad (O2SN) at the regional level (City/District and Province) to the National level.

There are sports activity units, special sports schools, training centers and student training.

The mandate from the Regional Regulation states that the Regional Government carries out coaching and development of education students who have sports talents, abilities and potential to achieve achievements, in a planned, tiered and sustainable manner with the support of sports science through student sports development centers. In implementing sports education, several schools do not yet have special sports classes, in fact, very few schools provide special sports classes. However, regarding activities outside of school hours, in fact, they have carried out extracurricular activities based on the interests and interests of students. Then regarding the student coaching and training center in Riau Province, it has been formed in the PPLP (Student Training Development Center) and PPLM (Student Training Development Center) formats which consist of several sports that have been determined. Athletes who are coached at PPLP/PPLM are obtained from several event organizers under the auspices of the Youth and Sports Agency and then the best are selected to be coached at PPLP/PPLM.

## DISCUSSION

Policy Analysis for Development and Development of Sports Education Perspective Regional Regulation Number 11 of 2017 Concerning the Organization of Sports has several indicators listed in articles 11 to 19, which are explained in their verses. In terms of its implementation, the indicators found by the researchers during the interviews have basically been implemented as a whole.

However, the problem is the lack of equity. This is the central point of the policy implemented by the Riau Province Dispora as policy makers that have not touched the whole scope of sports education. The following are the findings found by researchers during direct interviews with several respondents who were represented by several school teachers at the elementary, junior high, high school levels, the Education Office as an institution that collaborated with Dispora.

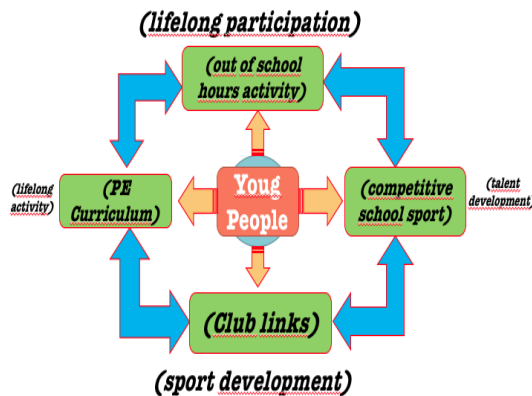
In its implementation, physical education is carried out in extracurricular activities (school hours) as well as in formal and non-formal education channels which are directly guided by the sports teacher. In addition, physical education in its system is integrated with the national education system, which starts at an early age and of course is tiered and structured; Extracurriculars become an instrument for the development of sports education which will lead to lifelong participation in sports in the community (lifelong participation). (Green, 2014). This is because extracurricular activities are carried out in schools outside school hours (out of school hour activities) which are formed from sports activity units (Crowe et al., 2021). The implementation of Sports Education through extracurricular activities is carried out by competent Sports Teachers, accompanied by coaches, instructors or Sports guides who have competence from

the parent organization of the Sports branch.

The extracurricular implementation is carried out and guided by a sports coach/teacher who has a competency certificate according to the sport. The coaching process is carried out in competitions every year between schools in stages and continuously. Physical Education becomes an instrument for the development of sports education which will lead to lifelong activity (Aengevaeren et al., 2019). So the physical education that is given to students becomes the central point of sports as part of everyday life. In the development of sports education, sports clubs are an important instrument that will lead to sports development, because basically students who have talent in sports can be seen from sports clubs (MacIntosh, Parent, & Culver, 2022). Therefore sports clubs can collaborate with schools in the context of fostering and developing educational sports (Seippel & Belbo, 2021).

In the mandate of the Riau Regional Regulation number 11 of 2017 it states that the Regional Government fosters and develops educational students who have sports talents, abilities and potential to achieve achievements, in a planned, tiered and sustainable manner with the support of sports science through student sports development centers. In its implementation, the Riau provincial government through Dispora has formed PPLP (Student Education and Training Center) and PPLM (Student Education and Training Center) as well as sports classes available in several schools. development for students who have potential in one of the sports (Bjørndal & Ronglan, 2021). One of the processes of developing this talent is by holding competitions at every level and continuously such as the National Student Sports Olympiad (O2SN), Regional Student Sports Week (POPDA), National Student Sports Week (POPNAS),

Art Sports Week between regional Islamic Boarding Schools (POSPEDA), Art Sports Week between Islamic Boarding Schools at the national level (POSPENAS).



**Figure 2.** Development Concept Educational Sports

If you translate the concept in the picture above developed by Coakley and Pike, what is expressed by Quennerstedt (2019) regarding sports education is that the only real sustainable goal for physical education is physical education itself. (Pike & Maguire, 2003). This is as the purpose of physical education is directed to, as previously stated, namely focusing on the four elements that have been discussed, and this is indeed close to what the Riau provincial government is doing in the scope of sports education. Therefore, the government, in this case especially the Youth and Sports Service and the Education Office, must collaborate optimally in developing sports, especially in Educational sports, so that in the end sport can become one of the important instruments of national development in accordance with the mandate of Regional Regulation Number 11 of 2017 About Organizing Sports.

## CONCLUSION

In implementing the sports education policy carried out by the government, especially by the Youth and Sports Service and the Riau Provincial Education Office as sports policy makers, they have carried out the mandate of Regional Regulation Number 11 of 2017 concerning Organizing Sports. However, based on findings in the field, the implementation has not been optimally achieved and there are still things that are not in accordance with the Riau Regional Regulations. In this case, the indicators for facilities and infrastructure are not adequate as a whole, as well as the indicators for supporting achievement in sports education, namely regarding the availability of sports classes in only a few schools, PPLP and PPLM only start at the junior high school, senior high school and student levels. Therefore, the government, in this case especially the Youth and Sports Service and the Education Office, must collaborate optimally in developing sports, especially in Educational sports, so that in the end sport can become one of the important instruments of regional development in accordance with the objectives of the establishment of Regional Regulation Number 11 Year 2017 concerning Organizing Sports.

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