

The Expectations of PJOK Teachers In Supporting The Acceleration of National Potential Young Athlete Training Centers (SLOMPN)

Kusmiyati Kusmiyati^{1,2*}, Soegiyanto Soegiyanto¹, Hari Setijono³, Soedjatmiko Soedjatmiko¹

¹Universitas Negeri Semarang, Indonesia

²STKIP Darussalam Cilacap, Indonesia

³Universitas Negeri Surabaya, Indonesia

*Corresponding Author: kusmiyatinsw@yahoo.co.id

Abstract. The National Potential Young Athlete Training Center (SLOMPN) is a form of real implementation of the National Sports Grand Design (DBON). A special program which is the initial solution for a long-term national sports policy. Resources that have relevance and potential are the professional group of Physical Education, Sports and Health Teachers (PJOK). The PJOK teacher's personal, professional and social responsibility is a great potential to support the success of SLOMPN. The process of scouting initial talent and providing input for young sportsmen who are within the scope of the school, is an integral part of the SLOMPN system. The form of real roles that PJOK teachers can contribute is very much determined by the initial conditions of their expectations. This research aims to examine the direction and quality of PJOK Teacher expectations in the complete series of SLOMPN implementation. The research was carried out by conducting a random survey of the expectations of PJOK teachers in the Yogyakarta, Solo, Semarang (Joglosemar) areas through questionnaires (Google form). Several Focus Group Discussions (FGD) partially limited groups were conducted to obtain in-depth information and attitudes following up on questionnaire responses about expectations. The results of the research are that 81% of PJOK teachers in the 3 regions are willing to support the acceleration of SLOMPN, while 19% have not been involved in supporting the acceleration of SLOMPN.

Keywords: Expectations; PJOK Teachers; SLOMPN; and National Sports Grand Design (DBON)

INTRODUCTION

The Minister of Youth and Sports has initiated the birth of Presidential Regulation (Perpres) Number 86 of 2021 Concerning the Grand Design of National Sports (DBON). DBON is a master plan document that contains policy directions for fostering and developing national sports that are carried out in an effective, efficient, superior, measurable, systematic, accountable and sustainable manner within the scope of sports education, recreational sports, performance sports and the sports industry. The objectives of DBON are (1) to improve sports culture in society; (2) increasing the capacity, synergy, and productivity of national sports achievements; and (3) promoting a sports-based national economy. Sports are all aspects related to sports that require regulation, education, training, coaching and development, (Perpres Number 86 of 2021). Based on Law of the Republic of Indonesia No. 11 of 2022 the central government has the authority to compile and determine the grand design of the national sport (DBON), while the local government implements the grand design of the national sport in the regions by establishing regional sports designs.

DBON is something new, its launch coincides with the 38th national sports day (HAORNAS) on September 9, 2021. Haornas is a momentum of sporting success which is described as a symbol of national revival and sports champions become national icons. This is the culture of sports that is carried out in a coherent, integrated and sustainable manner. This Presidential Regulation carries several missions, two of which are to realize Indonesian people who actively participate in sports with a good level of physical fitness, and to create students who actively participate in sports so that they have superior character, have movement skills and a good level of physical fitness. Improving the sports culture in society, of course DBON will build the capacity of a community for all the leading sports from the regions that will compete with the world community. To make this happen, support from various elements, such as academics and sports players themselves, is needed.

Achieving DBON goals is carried out in stages by developing a roadmap to achieve ideal conditions in 2045. There are various targets that are achievement oriented for each stage, as stated and set out in the Appendix to Presidential Decree Number 86. The very important thing is that the

successful achievement of the goals can only be realized by the existence of cooperation between Stakeholders (Stakeholders) sports. central government, provincial government, district/city government and all elements of society who are able to work together and collaborate to achieve DBON goals.

DBON is a strategic policy to improve the sports governance ecosystem in the future. Implementation is conditioned by strengthening the performance of Policy Stakeholders (Decision makers) as well as Stakeholders. In the realm of Stakeholders, professional community groups have a strategic position to make a meaningful contribution to DBON. One that is expected to contribute to the success of DBON goals is from the Physical, Sports and Health Education Teacher Profession (PJOK).

Maintaining the continuity of DBON implementation is carried out with various efforts. One that is ideal to be developed is to involve a sports college (PT-Kor). There are at least 4 (four) PT-Cor, namely UNJ Jakarta, UPI Bandung, UNNES Semarang, and Unesa Surabaya. The four PT-Kors are entrusted with the function of being the National Potential Young Athlete Training Center (SLOMPON). Starting July 27 2022, PT-Kor will be busier because they have to carry out a new function as the Training Center for DBON priority sports. In the future, PT-Kor should be played more as a contributor to the stage of "arlet high performance training" starting to prove the role of advanced science and technology that has been successfully developed by PT-Kor throughout Indonesia. The best role of the PT-Kor climate must be raised by opening opportunities to contribute more openly (Kristiyanto, 2022).

PJOK teachers are professionals who manage the process of teaching and learning activities between students and their environment

which are arranged systematically with the aim of forming physically and mentally healthy human beings, Sukinta (2001: 7-8). The contribution of PJOK teachers As professionals is very influential in realizing DBON. Resources that have relevance and potential are the professional group of Physical Education, Sports and Health Teachers (PJOK). The PJOK teacher's personal, professional and social responsibility is a great potential to support the success of SLOMPN. The process of scouting initial talent and providing input for young sportsmen within the scope of the school is an integral part of the SLOMPN system. The form of real roles that PJOK teachers can contribute is very much determined by the initial conditions of their expectations. This research aims to examine the direction and quality of PJOK Teacher expectations in the complete series of SLOMPN implementation.

METHODS

This research method is pursued by conducting a survey. Survey research is a quantitative study using the same structured or systematic questions to many people, then all the answers obtained by the researcher are recorded, processed, and analyzed.

The survey was conducted to determine the expectations of PJOK teachers in the Yogyakarta, Solo, Semarang (Joglosemar) areas randomly through the distribution of a questionnaire (Google form). Several Focus Group Discussions (FGD) partially limited groups were conducted to obtain in-depth information and attitudes following up on questionnaire responses about expectations.

The instrument used is a questionnaire. Questionnaires are used to determine feasibility by using the feasibility assessment rules using the expectation response scale (Bandura, 2006).

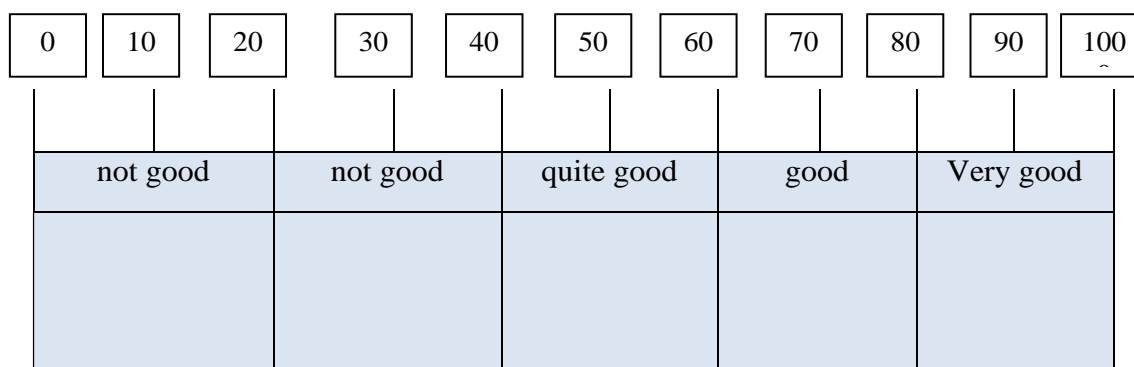


Figure 1. The scale of expectations of PJOK teachers in supporting the acceleration of SLOMPN

The grouping of the scales in this questionnaire is divided into 2 assumptions by the researcher, namely "not good and not good are said to be negative" and "quite good, good and very good scales are said to be positive" in order to obtain simple conclusions.

RESULTS AND DISCUSSION

There are four sports colleges that have received the mandate to organize SLOMPN. The sports resources owned by the SLOMPN organizing college are of course already at an adequate standard. However, the success of SLOMPN is certainly influenced by the roles of resources in the external environment of higher education institutions. One of them is the PJOK Teacher. Researchers took three areas that were considered to have the potential to contribute to supporting the acceleration of SLOMPN, namely Yogyakarta, Solo and Semarang.

Based on the results of this study, there were 650 respondents to the data for Physical Education, Sports and Health (PJOK) teachers based on the areas that had been surveyed, in the Yogyakarta region, there were 650 respondents, 957 respondents in Solo, and 876 respondents in Semarang. Ideally the number of respondents who must respond to the questionnaire is that number. However, in reality it is not easy to get a complete number of respondents. Thus the analysis of respondents was only carried out on a questionnaire that had been collected, namely Yogyakarta 450 respondents, Solo 786 respondents, and Semarang 578 respondents.

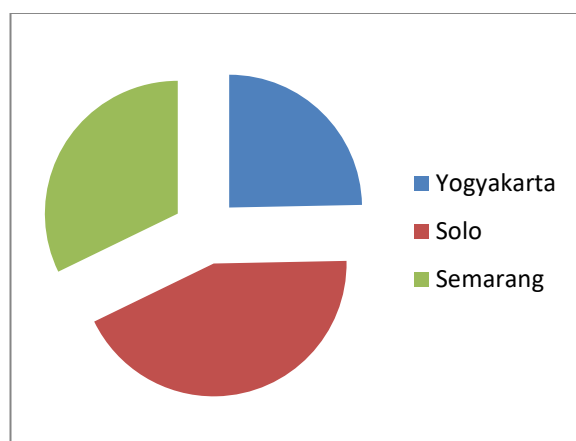


Figure 2. Respondent Data

From the results of the data filled in by the respondents it shows that 19% of PJOK teachers have not been involved in supporting the acceleration of SLOMPN, while 81% of PJOK

teachers in the 3 regions have been involved and are willing to support the acceleration of SLOMPN so that it can be said that the acceleration of SLOMPN is supported by the majority of PJOK teachers. In these 3 areas. Thus SLOMPN must be developed by involving the contribution of PJOK teachers as a gateway for the training of athletes in their respective institutions, which will eventually be selected in stages from the smallest to the largest scale. So that it will produce potential athlete seeds towards golden Indonesia 2045.

CONCLUSION

The National Sports Grand Design is a concrete form that must be supported for the achievement of sporting achievements on the international level. One of the places to produce potential athletes is SLOMPN. The success of SLOMPN definitely requires external contributions, one of which is the PJOK teacher. There are 81% of PJOK teachers in 3 Regions who have been or are willing to be involved in supporting the acceleration of SLOMPN, while there are 19% of teachers who have not been involved in supporting the acceleration of SLOMPN.

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