

Comparison Sport Physical Education in school Indonesia vs Italy (team sport, individual sport)

Vincenzo Alberto Annese*

Physical Education study program Postgraduate PhD, Universitas Negeri Semarang, Jl. Kelud Utara III,
Petompon, Kec. Gajahmungkur, Kota Semarang, Jawa Tengah 50237, Indonesia

*Corresponding Author: annesevincenzoalberto.vaa@gmail.com

Abstrak. Bandingkan dua negara: sistem pendidikan jasmani nasional di sekolah Indonesia dan di sekolah Indonesia dengan Italia. Perbedaan antara olahraga individu dan olahraga kolektif (olahraga tim). Mari kita coba bandingkan kedua negara dengan berbagai sistem pendidikan pemerintah nasional. Pendidikan keluarga dan budaya memainkan peran yang sangat mendasar. Perbedaan ditentukan oleh usia awal dari jam yang didedikasikan untuk olahraga, hingga kemampuan untuk menggunakan banyak disiplin ilmu selama seminggu. Berbagai jenis makanan, budaya, agama, perbandingan dengan jam yang didedikasikan untuk istirahat. Kesediaan untuk mencapai tingkat kesempurnaan dan penolakan afektif dan emotif dengan pindah ke negara lain. Kesediaan untuk mengubah hidup demi lahirnya bakat. setelah kerja kompetitif dengan kerja institusional yang diberikan oleh reputasi yang diperoleh untuk mencapai tujuan penting. Telah banyak kuisisioner yang dikeluarkan kepada mahasiswa dengan metode kuantitatif. Hasil penelitian menunjukkan bahwa pelatih dan guru mengadopsi sistem pengajaran yang kurang condong ke olahraga tim sejauh menyangkut Indonesia. di mana ada dan juga merupakan perbedaan penting dalam pelatihan dan praktik olahraga yang berbeda antara pria dan wanita. Di Indonesia praktek sepak bola bahkan lebih sedikit, meskipun sudah sangat terkenal di seluruh Indonesia. Olahraga kontak seperti judo dan karat juga diadakan di Indonesia. Di Italia, bola voli lebih banyak dipraktikkan di sekolah-sekolah. Di Indonesia khususnya, pemerintah sekolah Indonesia harus berusaha untuk lebih mempromosikan olahraga untuk semua siswa dari tahun pertama sekolah.

Kata kunci: Indonesia, Sekolah, Institusi, Italia, Olahraga

Abstract. Compare two nations: the national physical education system in the Indonesian school and in the Indonesian school with Italy. Differences between individual sport and collective sport (team sport). Let us try to compare the two nations with the various educational systems of the national government. Family education and culture plays a very fundamental role. Differences dictated by the age of the beginning from the hours dedicated to sport, to the ability to use many disciplines during the week. The various types of food, culture, religion, the comparison with the hours dedicated to rest. The willingness to reach levels of perfection and affective and emotive renunciations by moving to other countries. The willingness to change lives for the birth of talent. after competitive work with institutional work given by the reputation gained to reach important goals. They have been many questionnaires issued to students with method quantitative. The results showed that coaches and teachers adopt a teaching system that is much less inclined to team sport as far as Indonesia is concerned. where there is and is also an essential difference in training and differentiated sporting practice between men and women. In Indonesia the practice of football is even less, although it is very well known throughout Indonesia. Contact sports such as judo and carat are also held in Indonesia. In Italy volleyball is practiced more in schools. In Indonesia especially, the Indonesian school government must try to promote more sports for all students from the first year of school.

Key words: Indonesia, School, Institution , Italy, Sport

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INTRODUCTION

The evolution of sport and its exceptional spread worldwide, which took place between the 19th and 20th centuries, stimulated the interest of intellectuals in sports, both in its recreational-recreational and pedagogical-training dimension, and in its decline in competition (amateur, amateur and professional).

The first reflections around sport came from thinkers belonging to different disciplinary sectors, such as pedagogical, sociological and historical, and in particular, they developed in the

context of the Anglo-Saxon analytical tradition - of North European and North American origin - and in the context of reflection German hermeneutic-phenomenological.

The Dutch historian Johan Huizinga was one of the first thinkers to tackle this topic in the famous work *Homo Ludens* and in particular he asked himself about the nature of the relationship between game and sport in the third chapter, entitled *Game and race as creative functions of culture*. Huizinga analyzes the relationship between sport and competition, between game and agon, wondering in the first instance if the

competition can be considered a game and, after answering the question in the affirmative, focuses on the characteristics of the agon, a category which also includes the sports games.

The fundamental objective of metaphysical research is to establish what the meaning and role of sport are in human existence, above all as a recreational and competitive activity. The ethics of sport also deals with analyzing the economic implications of sporting activity, now involved in the commodification process that affects the various areas of contemporary society. In this context, the essence of sport has been distorted by the spasmodic search for performance and inhuman records, framed in a perspective of profit obtainable by any means.

“ACG School Jakarta believes that sports in the digital age is even more crucial for school students than ever. As young people spend a lot of their time online, many are less active than children were in the past. Parents are understandably more cautious about letting their kids out to play. They are only trying to protect them, but before the internet kids were more active, outside playing tag, chasing each other on their bikes or climbing all over jungle gyms” (Expat, 2018).

Finally, a theme halfway between the socio-political dimension and the ethical-moral dimension is certainly that related to education, given the pedagogical potential recognized for sport, difficult to manage and preserve from the contamination of professionalism and the exasperated search for the result. Sport and sociology, a possible and necessary relationship: Sport increasingly presents itself as an activity of fundamental importance in human existence, since it has acquired a leading role in the individual and social life of millions of people, of all ages, all over the world.

Analyzing the different facets of the sports phenomenon, one realizes its complexity and its sometimes ambiguous and contradictory character. If on the one hand it acts as an instrument of aggregation and meeting between different peoples and cultures, demonstrating a great ability to promote peace and dialogue between men, on the other it seems to be the protagonist of an endless process of degeneration, which it passes through episodes of fraud, deception, violence, racism, intolerance, ending up with the increasingly frequent cases of doping, which represent one of the most dramatic and dangerous drifts of sport in today's context. These situations can be understood as the effects of a

distorted view of the concept of competition and a process of commodification of the competitive performance of athletes, which have led to the transformation of sport into a mere "economic affair".

In the face of the questions posed by sports, the need for a rethinking of sport, an effort of understanding, starting from the humanities (and in particular from philosophy), aimed at seeking the human value of sport, is evident. In the Anglo-Saxon and American academic context, the philosophy of sport seems to be in continuous development, in other academic realities the evolution of this discipline is very slow and tiring, if not completely blocked. In Italy, for example, despite the presence of Professor Emanuele Isidori, who is one of the most important sports philosophers in the world, research and studies in this area are not very developed.

As Isidori himself states, the philosophical-sporting research in Italy was slowed down in the first place by the presence of an idealistic tradition, which contributed to creating a climate of diffidence towards the themes of corporeality and sports practice; secondly, the absence of a scientific approach to sport in the academic sphere, given that the faculty of sport sciences in Italy was established in 1998, while in the rest of Europe there were already university curricula specialized in sport.

Given the stage of development of the discipline in the international academic landscape, we can affirm that the philosophy of sport, despite being an ascending sector of study, would deserve greater attention from the international philosophical community, in order to acquire the awareness and credibility necessary for carry out the task to which it is called: to provide sport with the tools to understand each other and to understand the context in which it operates.

With this brief overview on the evolution of the philosophy of sport, we wanted to show that a dialogue between sport and philosophy is not only possible and desirable, but absolutely necessary to observe sport from a different perspective and provide a rational interpretation of a unique phenomenon and overwhelming, but increasingly at the service of the economic and commercial reality.

In this situation, however, the philosophy of sport must on the one hand pursue and obtain disciplinary autonomy, and on the other carry out a job of defining the objectives and methods of research, trying to free itself from other subjects -

such as the psychology of sport, sports pedagogy, sports sociology, etc. -, to find an independent research path and thus provide an original and essentially philosophical contribution. "In Italy, starting from high school, it is crucial for the student to already know what they want to do in the future. The education system is set up in a way that high school is already divided by certain specified studies" (Guerra, 2020).

In Italian the important power on the Italian territory is given by the visualization of the important Italian sports categories: football, volleyball, basketball. Many of these economic powers are given by sponsors and private companies that even have much more power than the Italian national team.

In Indonesia the great powers like those of the national team (ex football players example) have much more strength than in clubs. This leads to an elite athlete, only in the 16-32 age group and therefore to have a job of power after his career in the national team. In Italy the great athletes end their careers very late, sometimes even in their 40s and remain in the sports sector, such as coaches, managers, sports directors. In Italy the sports curriculum is very well addressed from a child, parents have taken their child to one or more sports from an early age.

Very often parents choose sports disciplines for their children. In Italy all children aged 5 to 10 (about 85%) practice at least one sport discipline 3-4 times a week. In Indonesia there is quite general sports training for children and in school they only have two hours per week (as in Italy) of physical education. The hours dedicated to sports are only two per week and there is no specific address for boys in the practice of sports. In Indonesia there are badminton, football, volleyball, basketball and the native Indonesian martial art pencak silat.

Badminton is arguably Indonesia's most successful sport. Indonesia has won gold medals in badminton in every Olympic Games since the sport was first introduced to the Olympics in 1992 except in 2012 Summer Olympics. Indonesia is regularly a participant in the Thomas Cup, Uber Cup, and Sudirman Cup badminton championships.

Indonesia is regularly participating in regional multi-events sports, such as Southeast Asian Games, Asian Games, and Olympic Games. In Southeast Asia, Indonesia is one of the major sport powerhouses in the region by winning the Southeast Asian Games 10 times since 1977. Sporting events in Indonesia are organized by the

Indonesian National Sport Committee (*Komite Olahraga Nasional Indonesia* or *KONI*). The organization, along with the Indonesian government have set the National Sports Day on 9 September.

Indonesia hosts the Pekan Olahraga Nasional multi-sport event every four years. The participants of this event are the athletes from all provinces of Indonesia who's hosting tally is distributed among Indonesian provinces. From a general point of view, sport in Indonesia is seen above all as playing sport to feel better and therefore for disease prevention.

Sport in Italy is very popular: there are three national newspapers that deal exclusively with sports (*La Gazzetta dello Sport* - easily recognizable because it is printed on pink paper - "The Italian Ministry of Education since 2015 launched a trial "School and sport" addressed to high-level student-athletes that attend high school. The aim of this trial is to contrast not only the dropping out of the school but also one of the sports of the high-level student-athletes" (D'Elia, 2019).

The culture of life often leads to irregular eating, with carbohydrate-rich meals (rice) which also transforms the physical body of athletes in old age. Category sport : in Indonesia, they play individual sports very well, while team sports do much less. Individual disciplines include fighting and running, as well as some ball and racket sports. "The Physical Education (PE) programs are defined and implemented by the local school institutions in collaboration with a number of stakeholders, such as local administrations, C.O.N.I. (Italian National Olympic Committee), national sport federations and local clubs, both in the context of school activities and out-of-school programs" (Luca Eid, 2012).

Sport can become a "couple", consisting of a variant in which two athletes compete together. Sepak takraw polo. Italy leads to a great team result thanks to its prevalence in the sport of football. Team sport is defined as a discipline in which more than two athletes compete together for a common goal, forming a team led by the coach. "All this is absurd because in Italy sport constitutes 2% of the gross domestic product; sport teaches, builds, develops people before athletes, it transmits virtues like respect, integrity, socialization and integration. Inhibiting and discouraging student-athletes means limiting the dreams of young people who decided to pursue both sport and study with the same dedication" (sportlinx360, 2019).

METHOD

The research method was qualitative, searching with a questionnaire with a quantitative method of 30 Italian students and 30 foreign students both students of the faculty of motor science for a total of 60 students. There have been many questionnaires issued to students. The results showed that coaches and teachers adopt a teaching system that is much less inclined to team sport as far as Indonesia is concerned. Where there is and is also an essential difference in training and differentiated sporting practice between men and women.

In Indonesia the practice of football is even less, although it is very well known throughout Indonesia. "Euphoria in a sporting event is still felt by the community. Moreover, Indonesia has achieved many achievements in various international school sports competitions such as the 2019 Sea Games, 2018 Asian Games, Asian Para Games 2018, etc. This success is certainly the result of the athlete's hard work. Many factors play an important role in helping athletes work hard, one of which is the existence of a Special Sports School" (Caca, 2020).

Contact sports such as judo and carat are also held in Indonesia. "Parents in Indonesia usually motivates their children to do sports, whether making them take lessons or even play sports together as a family and maybe some children have a hobby and take seriously on the sports" (Adriana, 2019). In Italy volleyball is practiced more in schools.

RESULTS AND DISCUSSION

The deconstructionist approach to sport highlights the need to rethink this practice through "weak" categories, that is, capable of radically deconstructing the strong identities that sport, the last of the great strong narratives of the West, in a contradictory and paradoxical way still presents and on which it bases its structure of social and cultural practice which is not yet inclusive. Just think of the way in which competition and sports competition is commonly conceived in today's society.

The questionnaire survey had positive results in Indonesia as regards the practice of yoga, it appears to be practiced in gyms but also in private rooms or alone at home. sport out of 30 students in Indonesia is practiced while in Italy as many as 26 out of 30 practice it. The race and the sports competition are seen as social performances in which social actors (athletes, for example) collide to affirm their superiority as individuals or as a

group. In these social actors large masses of subjects tend to identify themselves by affirming, through identification with these actors, the superiority (not only in terms of skills and competences) of their individual or group "I" over other "I" - also individual or collective - seen as "otherness" and "diversity" built through an opposing (or rather counter- opposing) logic that has its starting point in the affirmation of a strong identity.

Nationalisms, affirmation of ethnicity and group identity, desire for revenge, to excel and demonstrate one's superiority as an individual subject, group or nation, seem to represent today the main characteristics of contemporary sport. Sport appears conceived by society in terms of a contrast and a clash between strong identities of subjects of whatever nature they are (individual or group).

In sport, the rules serve to ensure that the internal aggressiveness of competition does not turn into instrumental aggression and degenerates into violence, which effectively denies the human and social values on which the dignity of the person and coexistence in community life is based. "In our country, sporting activity, also understood as leisure time, has taken on an ever-increasing economic dimension, transforming itself from an initial mass phenomenon into a real market phenomenon. In Italy, according to ISTAT, there are 20 million people who practice sport in an amateur manner, to which must be added at least 12 million members, between promotional bodies and CONI" (Casu, 2022).

CONCLUSIONS

In conclusion, we believe it is necessary once again to strongly emphasize that the problems of sport are fundamentally philosophical and socio-pedagogical problems; while today the philosophical, social and pedagogical sciences are systematically marginalized in the study of sport, in the name of an erroneous "scientific" positivistic interpretation of sport, which continues to be seen only in its partial dimension of performance and body technique / behavior.

Therefore, to truly conceive sport in the perspective of an authentic educational and improvement tool for social life, a real ethical and cultural revolution of our society is necessary. Very positive results were highlighted for the carrying out of team motor activities as regards the school and sport of Italian students; much less the sporting practice of the team as far as Indonesia is concerned. "According to..., student-

athletes are ineffective when enrolled in public schools, despite the addition of sporting activities in their extracurricular activities” (Fathoni, 2020). In Italy more sports are practiced outside school as an obi or as a lifestyle.

In Indonesia sports are played much more rarely or only professional athletes (national teams or associations). In Indonesia especially, the Indonesian school government must try to promote more sports for all students from the first year of school. “Indonesia has many talented athletes in various sports, including women’s doubles badminton players Greysia Polii and Apriyani Rahayu who managed to bag the gold medal at the 2020 Tokyo Olympics” (Harahap, 2021).

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