1st Unnes International Conference on Research Innovation and Commercialization (UICRIC) for Better Life 2015

Patra Jasa Hotel Semarang, November 27 - 28th 2015
FOREWORD

First, we would like to express our gratitude to Allah Almighty for His blessings so that this proceeding of the “1st UNNES International Conference on Research and Commercialization for Better Life 2015” can be published. These proceedings consist of all papers presented at the conference on 27th-28th November 2015 at Patrajasa Hotel Semarang Central Java Indonesia. The papers were internally reviewed by the qualified reviewers.

The theme of the conference was “1st UNNES International Conference on Research and Commercialization for Better Life 2015”. It was expected that through this proceeding, we are able to disseminate the results of studies in the field of research.

This event invited seven speakers who presented materials closely related to the theme, namely: ........... (by Prof. Muhammad Nasir), ............... (by Prof. Fathur Rokhman), ............. (by Prof. Prof. Rahim MD. Sail), ................. (by Joop Van De Flier), ............... (by Asst. Prof. Rotchanatach Darnsawasdi), ............... (Prof. Chow Yang Lee) and ................... (by Dr. Ayami Nakaya). We hope that this proceeding will be beneficial for the society in terms of education, research, and community services.

Semarang, 26th November 2015

Editorial Board
WELCOMING SPEECH FROM THE COMMITTEE CHAIR PERSON

In order to realize the vision of Semarang State University (UNNES) as the University of Conservation with an international repute, Institute for Research and Community Services (LP2M) establish 1st UNNES International Conference on Research Innovation and Commercialization (UICRIC) for the better life 2015. This event aims to increase the number of research publications and improvement of academic atmosphere through improving the quality of research works which we expect to occur downstream of research results to be a product that can be mass produced in an attempt to increase the welfare of society in general. It also aims to increase the capacity of researchers in generating better quality of research proposals in the future.

The scope of the research clusters that will be presented in this international seminar are: Education Innovations, Science and Technology, Quality of Life and Resource Development, Conservation, and the Art, Culture and Humanity.

Chairman of the Committee

Evi Widowati, S.KM., M.Kes.
REVIEW TEAM

Reviewers
1. Prof. Dr. Totok Sumaryanto F., M.Pd.
2. Prof. Dr. Etty Soesilowati, M.Si.
3. Prof. Dr. Suchatiningsih Dian Wisika Prajanti, M.Si.
4. Dr. Subiyanto, M.Si.
5. J. A. van der Flier
6. Prof. Rahim MD. Sail
7. Asst. Prof. Rotchanatch Darnsawasdi
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Sport in Education System: a comparative study

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Abstract - The research objective of comparison in sports coaching early age used in sports education in Indonesia is to understand the situation and what should be done. This comparison is used to build or redesign a sports coaching model of early childhood in Indonesia. Until now, there is no single model of the national early childhood sports coaching reference in sports education. The method used in this study is to compare how the model and practice of sport education by answering some questions (1) Does the school and parents have a common view that sport education is as important as intellectual education? (2) How much sport education considered as part of their overall education? (3) How sport education support character education and development? (4) How the interest of students to the sport? (5) Is there an early age sports coaching model that is the basis for long-term sports development? A comparative study based on the assumption that (1) The success of sports coaching stems from sports coaching early age (2) The model of education and sports coaching is still using the old model (3) Finding a coaching model that is appropriate to the culture and conditions, while maintaining freshness and not only simply adopting models from other countries. The results from this comparative study then used to redesign the model of sports coaching early age in accordance with the conditions and culture of Indonesia.

Keywords - Sports Development Model, an early age

BACKGROUND

Coaching that takes into account the special character of children in sport from an early age is necessary because children are born with the characteristics and potential of each. This uniqueness becomes an argument for parents and educators to children development in accordance with their potential.

Sports coaching children at an early age became an important thing because the experience in childhood will give an impact on the development himself forward with no harm and undermine a child's future, both in physiological development, motor, social and mental child.

In declaration a world fit for children (WFC) in the 27th United Nations General Assembly Special Session on children. Namely the promotion of healthy lifestyle (promoting healthy lives), the provision of educational quality (providing quality education), protection against misconduct (abuse), exploitation, and violence (protecting against abuse, exploitation and violence), and HIV / AIDS (combating HIV / AIDS).

Sports coaching at primary school age should get the true meaning of achievement in sports, which is having fun, developing athletic and social skills, and nurturing a healthy, positive sense of self-esteem refer to Aubrey H. Fine and Sachs, so that the child will acquire the learning experience through total sports experience or TSE. Cratty (1970) states that the movement is learning and learning requires movement.

Coaching programs as extracurricular and student sport competition such as O2SN and POPNAS (two abbreviation of the most National Student Sport Competition) as a venue for improving the quality of education and as a talent search students. Achievement is not something that is generated instant, but requires programming since elementary school, program sports coaching should make a long-term program for young athletes (young athlete long term development programs) taking into account the characteristics of the child, motor development, TSE and move as one piece of the child's intelligence in multiple intelligence (bodily Intelligence).

Based on the background, we will compare Indonesia sport coaching model in case studies during the last 10 years. The problem questions are (1) Does the school and parents have a common view that sport education is as important as intellectual education? (2) How much sport education considered as part of their overall education? (3) How sport education support character education and development? (4) How the interest of students to the sport? (5) Is there an early age sports coaching model that is the basis for long-term sports development? A comparative study based on the assumption that (1) The success of sports coaching stems from sports coaching early age (2) The model of education and sports coaching is still using the old model (3) Finding a coaching model that is appropriate to the culture and conditions, while maintaining freshness and not only simply adopting models from other countries. It is formulated "How do sports coaching model of early childhood?" The purpose of this study were (1) conduct basic research to produce a coaching model sports an early age; (2) produce a blueprint which to base further development of the model development;

The model is a pattern of something that will be created or generated and the model is an abstraction of the real system, the picture is more simple and has a percentage that is comprehensive level. While the model development is an ongoing series of processes related to the previous model, the model should be evaluated and modified continuously in response to new science saw, level of development, and measurement of progress. Coaching used to improve the knowledge, attitudes, skills, and coaching emphasis on practical wide approach, the development of attitudes, abilities and skills.

Sports is the basic ability of human beings to be developed and trained for the benefit of health for them may have had an understanding as bodybuilding to strengthen and nourish the body. Exercise objectives are: a) Physical fitness; b) Motor skills; c) Knowledge; d) Social objective; e) Aesthetic or Appraisal Objective. Daniel Landers a professor of physical education from Arizona State University discovered another benefit of exercise for the human brain, which are: a) increase the ability of the
brain, regular physical exercise can improve concentration, creativity and mental health, because sport can increase the amount of oxygen in the blood and accelerates the flow of blood to the brain; b) helps delay the aging process; c) reduce stress; d) Raise endurance body; e) improve self-confidence.

Early childhood is a child in the age of 0-8 years, Beichler and Snowman (Dwi Yulianti; 2010; 7) argues early childhood is children aged between 3-6 years, Augusta (2012) states early childhood is an individual who unique in that it has a pattern of growth and development in the physical, cognitive, social-emotional, creativity, language and communication in particular that in accordance with the stages that are traversed by the child. The period of early childhood is often called the "golden age" or golden period, because this period nearly all potential child has a sensitive time to grow and develop fast and furious. The development of each child is not the same as every individual has different developments, the food intake of nutritious and balanced and intense stimulation is needed for the growth and development.

Siti Aisyah (2010) said that the characteristics of early childhood, among others: a) have a great curiosity; b) is a unique person; c) like fantasy and imagination; d) the most potential for future study: e) shows the egocentric attitude; f) have a short concentration span; g) as part of a social creature. The role of sports early age are: 1) stimulation of growth and organic growth; 2) neomuscular motor skills; 3) intellectual development; 4) development of emotional.

**METHODS**

This study aims to compare sports education for early age in Indonesia comparing few countries that have great model of early age sport coaching. This research is a qualitative research using case-oriented strategy. A case study is “the intensive study of a single case for the purpose of understanding a larger class of cases (a population)”, while case study research may include several cases. The number of cases is limited by the extent to which they can be investigated intensively⁵. At a given point such intensive study is no longer possible, and the emphasis of a study will shift from the individual case to a sample of cases. Gerring refers to such a study as a “cross-case study” and he sees case studies and cross-case studies as lying on a continuum (Gerring 2007:95). Unit analysis in this research is policies, curricula, syllabi, materials, standards and the information from school, teacher, parents and student.

António Nóvoa in Peter Lor (2011) stated that comparative education as a *mode of governance* and on the other hand, its importance as a *historical journey*. Further, they were referring to a history that enables us to understand the problems of the present through an analysis of the way they have been and are constituted throughout the past and present, enabling a constitution of the future.

The project of raising an understanding of the historical specificity of educational phenomena and simultaneously acknowledging the radical presence of the other(s) defines a new agenda for comparative research. As argued by Fritz Ringer, “there is simply no other means of arriving at explanations, and not just descriptions, of change in education than the comparative approach” (Schriewer & Nóvoa). According to Nóvoa, The focus of Comparative Education should not be on the “facts” or the “realities”, but on *problems*. By definition, the facts (events, countries, systems, etc.) are incomparable. It is possible to highlight differences and similarities, but it is hard to go further. Only *problems* can constitute the basis for complex comparisons: problems that are anchored in the present, but that possess a history and anticipate different possible futures; problems that are located and relocated in places and times, through processes of transfer, circulation and appropriation; problems that can only be elucidated through the adoption of new *zones of looking* that are inscribed in a space delimited by frontiers of meaning, and not only by physical boundaries.

**DISCUSSION**

Children today have a lifestyle that is static, in one study said that more than 7,000 young teens in 34 countries, almost a third of his life more happy not to move, to spend three hours a day or more watching TV or playing computer (Gruthold et al, 2010). Education should have a concern in encouraging children to be active from a young age sets good habits early on, helps them develop the skills they need to stay active throughout their lives and also have physical fitness. Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity (John F. Kennedy). Such findings validate that participation in sport will increase health behaviors and that sport participation could be an important component wellness.

Sports, whether team-based or individual, are a great activity for children that provide a variety of benefits other than physical activity. Participation in sports can help build self-esteem and confidence, can motivate children to excel academically and can help build social skills. Participation also can teach children the benefits of goal-setting and practice.

What education should noticed as Aspen Institute research paper noted from the prevailing youth sports culture supports the idea that high doses of one sport at an early age is the only pathway to athletic stardom. Since there are many myths that have grown up around the supposed need for children to specialize in a single sport before adolescence.
The trend towards early specialization in one sport, and an increasingly professionalized approach to youth sports, appears to be driven more by adults more intent on winning than acting in the best long-term interests of children. There is some support for early specialization, with the strongest support in sports in which peak performance occurs in adolescence or early adulthood, specifically women's gymnastics and women's figure skating. A study of Australian athletes finding that 28% of senior national athletes reaching elite playing status within just four years of beginning their sport and 69% of novice athletes developing into senior elite athletes in an average of 7.5 years. The American Medical Society for Sport Medicine (AMSSM) state that consideration should be given to delaying intensive, specialized training until late adolescence, rather than a specific age, to optimize skill development in most sports. Research suggests that sampling and playing multiple sports at an early age, instead of specializing, has numerous benefits, including long-term talent development. Specifically, an early sampling pathway has been associated with: longer playing careers, enhanced peer relationships as college athletes, increased physical capacity and motor skill base; increased ability to transfer motor and psychological skills to other sports; fewer hours being required to reach top levels; and increased motivation, confidence, and self-direction.

**Canada.** The development model of sports coaching in several countries including Canada: long-term athlete development (LTAD) model of Canada. LTAD divide sport development model in seven stages, where LTAD supports the coach, competition, and recovery program based on developmental age-physical maturation, mental and emotional individuals, not chronological age.

According to Canada LTAD model, students or children in age 6-9 are in Fundamental stage of Physical Literacy, for the fundamental sport skills program. This model could answer the question of the comprising sport-coaching model as below:

1. The school and parents have a common view that sport education is as important as intellectual education. LTAD has a comprehensive model, it involving schools and parents to have responsibility to their student and children activity in sports.
2. LTAD model put sport education considered as part of their overall education as well.
3. LTAD as sport coaching program for long term and also for early age support character education and development.
4. The FUN activity in FUNdamental stage has increase in interest of students to the sport
5. The Canada LTAD Model could be a comprehensive model which has an early age sports coaching model that is the basis for long-term sports development.
**Figure 1: Canada LTAD Model** (Source: Canadian Sport Centers, 2007. *Long Term Athlete Development: Canadian Sport for Life*. Ottawa: Canadian Sport Centers)
New Zealand. New Zealand has Sport In Education Model in 2012. This model enhanced sport and PE environment to deliver on schools’ outcomes, and to increase student participation in sport in the school setting. This environment will include: the development and utilization of tools and resources that can be used to deliver Math, English and PE subjects using sport as a context to engage students in learning; a dedicated PE resource within the school to provide professional development and assist with the introduction of new teaching practices; connections between secondary schools and clusters of primary schools, where secondary PE experts can provide professional development and support to primary school teachers; student leadership development in secondary schools, particularly coaches, and utilization of these leaders/coaches in primary and secondary schools; and the incorporation of the values and characteristics of sport into the school environment – eg teamwork, rules, respect and leadership.

According to NZ Sport in Education model, Schools use sport to advance academic, social, sporting and other student outcomes. This model integrated sport with other subject, what we will understand from this model, it could answer the question of the comprising sport-coaching model as below:

(1) The school and parents have a common view that sport education is as important as intellectual education. NZ Sport in School model has a comprehensive model, it involving schools and parents to have responsibility to their student and children activity in sports.
(2) NZ Sport in School model put sport education considered as part of their overall education as well and even use sport to enhanced academic performance
(3) NZ Sport in School model as sport coaching program for long term and also for early age support character education and development.
(4) NZ Sport in School model has increase in interest of students to the education and sport
(5) NZ Sport in School could be a comprehensive model which has an early age sports education model that is the basis for long-term sports development.
### Curriculum Development
- Maths, English and PE teaching and assessment resources developed using sport as a context
- Professional development for curriculum teachers

### Student Leadership
- Curriculum-aligned leadership programme - Growing Coaches
- Practical coaching experience with primary and secondary students

### Secondary-Primary connections
- Professional development support for primary teachers in PE
- Enhanced intra-school sports programmes in primary schools

### School values and culture
- Utilising the values of sport inside the school
- Role modelling
- Sports imagery

### Community links
- Improved facility utilisation
- Club connections and support

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## Monitoring and Evaluation

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## Advocacy and Promotion
NZCER: Me & My Class: Measuring Student Engagement

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<th>Examples of results from an item bank of student engagement questions</th>
<th>SiE Class 1</th>
<th>SiE Class 2</th>
<th>Comparison Class</th>
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<tr>
<td>I am always on time and organized</td>
<td>96%</td>
<td>83%</td>
<td>78%</td>
</tr>
<tr>
<td>I always want to go to this class</td>
<td>65%</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>I have fun</td>
<td>81%</td>
<td>81%</td>
<td>23%</td>
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**Figure 3:** Source: Sport New Zealand Sport in Education Project Booklet

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![Diagram of training and optimal trainability](image)

*ABC’s = Agility, Balance, Coordination Speed + RJT = Run Jump Throw + KSB’s = Knee bounce, Sidestep, Bouncing with object + CK1 = Catching, Kicking, Shotting with body

**Figure 2:** Adaptation to Training and Optimal Trainability (adapted from Balyi & Way, 2002; in Balyi & Hamilton, 2004).
United Kingdom (UK). Two contemporary UK coaching texts have directly advocated the underlying concepts and application of the LTAD model for practitioners in sports performance and athletic development (Balyi & Stafford, 2005; Balyi & Williams, 2009). Sport scientist Dr. Istvan Balyi created this model in early 1990’s. It is one of a “number of approaches that focus on key, common principals of individual development, which has helped sports organizations to consider good practice in long term planning for young athletes”. The FA developed the Long Term Player Development approach, which lets people know how to work with performers who differ in gender, age and ability in football. Since is defined by Dictionary of Sport and Exercise Science as “A model that explains sport specific best practice for a serious athlete at each stage of skills learning”.

The four-stage model of LTAD was next developed from the five stages during 2001 to the current six stages created in 2004. Even so sports can commonly be categorized as either early specialization or known as late specialization sports. Late specialization sports such as all team sports, the importance through the main two stages of training has to involve the performer’s technical tactical skills and the development of their general motor. As early specialization sports involve a four-phase model, whilst the late specialization sports require a six-stage model. (D. Burns).

According to UK model, students or children in age 6-9 are in specific training age and Fundamental stage of Physical Literacy, for the fundamental sport skills program. This model could answer the question of the comprising sport-coaching model as below:

1. The school and parents have a common view that sport education is as important as intellectual education. UK sport model has a comprehensive model, it involving schools and parents to have responsibility to their student and children activity in sports.
2. UK Sport Model put sport education considered as part of their overall education as well.
3. UK Sport Model as sport coaching program for long term and also for early age support character education and development.
4. This model can increase in interest of students to the sport
5. UK Sport Model could be a comprehensive model which has an early age sports coaching model that is the basis for long-term sports development.

International Council for Coaching Excellent (ICCE). To this point the focus has been on the broader aims, expectations and roles of coaches. Now it’s time to look at what coaches do and what purposes their actions serve. The primary functions of coaches have been extensively researched and written about in recent years. Several functional and competence-based frameworks have been developed at national and international levels. The International Sport Coaching Framework specifies six primary functions, all helping to fulfill the core purpose of guiding improvement and development: 1. Set The Vision And Strategy, which is the coach creates a vision and a strategy based on the needs and stage of development of the athletes and the organizational and social context of the programme. 2. Shape The Environment, that the coach recruits and contracts to work with a group of athletes and takes responsibility for setting out plans for specified periods. The coach also seeks to maximize the environment in which the programme occurs through personnel, facilities, resources, working practices and the management of other coaches and support personnel. 3. Build Relationships, means the coach builds positive and effective relationships with athletes and others associated with the programme. This includes personnel at the club, school, federation and other levels. The coach is responsible for engaging in, contributing to and influencing the organizational context. 4. Conduct Practices And Structure Competitions, that the coach organizes suitable and challenging practices and targets competitions for the athletes. Such ongoing experiences are required for continued development and improvement. 5. Read And React To The ‘Field’, The coach observes and responds to events appropriately, including all on- and off-field matters. Effective decision making is essential to fulfilling this function. 6. Learn And Reflect, which the coach evaluates the programme as a whole as well as each practice and competition. Evaluation and reflection underpin a process of ongoing learning and professional development. The coach also supports efforts to educate and develop other coaches.

These primary functions describe how coaches accomplish their aims in general terms. Substantial variation may exist depending on the nature of specific coaching roles and circumstances. Also, experienced coaches typically are more engaged in all of the functions than are early-stage coaches. But all coaches should be aware of and strive to fulfill these primary functions regardless of experience. The primary functions are interrelated and occur within. Children. Generally up to 12-year-olds, who receive their initial exposure to multiple sports and the development of the core capabilities as the basis for their individual choices and pathways.

According to ICCE model, students or children in age 6-9 are in the program of multiple sport. This model could answer the question of the comprising sport-coaching model as below:

1. The school and parents have a common view that sport education is as important as intellectual education. This model has a comprehensive model, it involving schools and parents to have responsibility to their student and children activity in sports.
2. ICCE model put sport education considered as part of their overall education as well.
(3) ICCE as sport coaching program for long term and also for early age support character education and development.
(4) ICCE model can increase in interest of students to the sport
(5) ICCE Model could be a comprehensive model which has an early age sports coaching model that is the basis for long-term sports development.

**Indonesia:** Sport education for early age in Indonesia considered the movement need in early age. Through movement, student will have movement competency and being motivated, this sport education model will raise their confident in movement and other (thinking and social behavior), and they also will have fun in movement. The fundamental movement designed of walking, running, catching and throwing with variations and ranging from simple to complex movement. This fundamental movement include jump, kick, strike or beat and through variation movement program to reach student agility, balance and coordination, and also body management skill. The POAUD model (or SDEA-Sport Development for Early Age) as the figure below
Figure 3. SEAD Model is an adaptation from POAD Model (Johansyah L. & E. Yulianti 2014)
According to POAUD model, students or children in age 6-9 are in stage of Physical Literacy, for the fundamental sport skills program and multiple sport. This model could answer the question of the comprising sport-coaching model as below:

1. The school and parents have a common view that sport education is as important as intellectual education. POAUD has a comprehensive model, it involving schools and parents to have responsibility to their student and children activity in sports.
2. POAUD model put sport education considered as part of their overall education as well.
3. POAUD as sport coaching program for long term and also for early age support character education and development.
4. The Fun activity in this model has increase in interest of students to the sport
5. The POAUD Model could be a comprehensive model which has an early age sports coaching model that is the basis for long-term sports development.

CONCLUSION

From this discussion can be concluded that the health education model developed by ICCE, in Canada, New Zealand, UK and Indonesia has a goal to increase children's participation in sports and physical health as well as parents and schools also provide support for the use of this model, as well as involved and responsible for sports education. All models provide support for sport as part of the overall education. Sports education model in New Zealand even use sport to be integrated with other subjects. Sport education and coaching program for long term and also for early age support character education and development. The Fun activity in this model has increase in interest of students to the sport. It could be a comprehensive model, which has an early age sports coaching model that is the basis for long-term sports development.

REFERENCES
