

Public Policy on Human Resources, Physical Education, Sports and Health

Irfan^a, Oktia Woro Kasmini Handayani^b, Heny Setyawati^c, Sulaiman^d,
^aSchool of Teacher Training and Educational Science (STKIP) Taman Siswa Bima, Indonesia, ^bDoctorate Program of Physical Education, Universitas Negeri Semarang, Indonesia, ^cFaculty of Sport Education, Universitas Negeri Semarang, Indonesia.

Email: ^aIrfanhmt05@gmail.com, ^boktia2016@gmail.unnes.ac.id,
^chenysetyawati@mail.unnes.ac.id, ^dsulaiman@mail.innes.ac.id

This study aims to analyse government policy regarding data on the implementation of physical and sports physical education teachers in the education unit, and the quality of teachers in the sports education and health education system in Bima Regency. The method used in this research is a qualitative approach, aiming for descriptive analysis. Data collection techniques are interviews, observation, examining documents and focus group discussion (FGD). The research result shows: (1) only 80% of physical health and sports education teachers in educational units are qualified to teach undergraduate (S1) physical education and get assigned as education personnel, while 20% of teachers who teach physical education subjects have not yet qualified for their undergraduate education (S1); (2) the quality of education in elementary, junior high, high school / vocational high school level related to education staff in the district of Bima only gets a figure below 5.00 (50%), while at the NTB Province level, the quality of education, especially human resources, is ranked second from the bottom of the ten districts / cities in the NTB province. Conclusions and suggestions from this research involve improving undergraduate education qualifications (S1). Physical education departments and physical education teachers need to map the needs of teachers, and encourage teachers who have not yet qualified for their undergraduate level (S1) to continue their studies to the undergraduate level. The role of public policy needs to be directed towards increasing seminar activities, workshops, (MGMP is Teacher Subject Meeting) and training involving universities and educational institutions, to help improve teacher competencies in the form of reasoning (thinking) and skills (skills). Government policies should also provide support for the issuance of Regents or Regional Regulations for the implementation of physical education in sports and health, to

encourage the acceleration of educational development while improving the quality of education in Bima Regency.

Key words: *Government policy, Human resources, Physical education.*

Introduction

Education is a right for every citizen, Camelia & Daniela Plăstoi (2019) as stated in Law Number 20, 2003 concerning the National Education System Article 34 Implementation of Compulsory Education; (1) every citizen who is six years old can participate in the compulsory education program, (2) the government and regional governments guarantee the implementation of compulsory education at the minimum level of basic education without charging fees, and (3) compulsory education is the responsibility of the state organised by educational institutions, government, local government and the community.

Camelia & Daniela Plăstoi (2019) state that participation and involvement in the educational process creates the basics of a true professional approach, supported by utilising and highlighting the results obtained in the medium and long term. Individual evolution occurs only when individuals collect new information, store it, and then apply it in different contexts, determine new valences, and model verbal and physical (motoric) behaviour. Expressing the body is the result of developing various motor activities, activities that find implications in all execution of elements and procedures specifically for various types of sports. Educating individuals over many years of study about practicing sports has the ultimate goal of forming the improvement of students' abilities, so that it will have a positive effect on the general state of body health, on behaviour, psycho-social circumstances, etc. Alexander and Penney (2005: 287) recommend that the strengthening of human resources in the form of educators is needed, because the changing conditions of the development of knowledge will certainly affect the role of educators in understanding these changes. It is important that educators work hard to adjust to curricula that are in accordance with the changing times. Determining the correct curriculum orientation is one of the challenges in physical education (PE). The teaching of physical education must be carried out creatively, but in reality, many physical education teachers only use monotonous learning models. These teachers are satisfied with their way of teaching that has been routinely carried out for years, and are generally lacking in formal training in curriculum development.

Sedova, Sedlacek & Svaricek (2016) studied the impact of teacher development programs that focus on implementing dialogic teaching practices. Four indicators of dialogic teaching are measured: students speaking with reasoning, teachers asking open questions with high cognitive demand, teacher absorption, and open discussion. An analysis of video recordings made before and after the program shows changes in classroom discourse and an increase in

the number of students speaking with reasoning, associated with changes in teacher communication behaviour. The participants were eight Czech teachers in secondary schools, who took part in a one-year action research teacher development program. Teachers' educational relationships develop from the interaction of teachers and students. Interaction can be characterised by interpersonal content, structure and complementarity. Learning how teacher interactions measured in terms of these characteristics differ for two teachers with different teacher relationships. The computer joystick set allows us to measure the interpersonal behaviour of teachers and students as a two-dimensional construct, a combination of agency and communion. The results show that interpersonal content and complementarity are discriminated by the teacher, and the interpersonal structure is not. Measuring these characteristics seems promising in helping to understand differences in teacher and student relations.

Human resources in the implementation of physical education need to be encouraged by the attitude of the leadership abilities of educators, this is very important in achieving the objectives of implementing physical education in sports and health in education units. Educators are figures who deserve to be used as examples (role models) who are dignified and imitated in every behaviour, displayed as a banner of goodness in educating the life of the nation, especially in education. Gore et al. (2017) explore the application of teacher approaches in Irish second-level schools, who are asked to make significant pedagogical changes as part of curriculum reform. Impacts were measured in meaningful changes in learning during practice in the classroom. Mihajlovic & Mihajlovic's (2019) findings reveal that curriculum flexibility seemed to have a positive impact on participants' professional practice. Some participants felt morally responsible for developing their school. In addition, for most participants, PE must promote (in students) a lifelong participation in physical activity. Different understandings, reflected in assessing student achievement in PE, seem important to accommodate individual student needs.

Shih (2018) reveals matters relating to humanising children's education with the interaction of teachers and students. In order to be a good educator and humanise children in education, so students can develop a healthy body and mind and become better citizens in the future, there are eight important points that need to be considered by the teacher, namely: (1) the teacher's instruction must be suitable for each child, (2) it must be understood that all children have their own talents, (3) there must be a connection with the child's real learning experience, (4) teaching must relate to children's interests, (5) teachers must recognise the nature of children, (6) oppressive education between teachers and students must be eliminated, (7) children must be allowed to learn through their own experiences and discoveries, and (8) teachers must think humanely. A study by Abălașei, Iacob & Puni (2017) discusses the need to educate children through special measures for physical education and sports, big implication for all activities. This can be achieved by educating children with universal values, Olympic values, to create



selfless, proactive, collaborative behaviour and eliminate the hierarchy in educating. This includes instilling sports values in physical education lessons, and being able to develop sports values so that children compete in the organisation of physical education, in which students accept the knowledge system that forms the actual competition theory, in the spirit of friendship, knowledge and mutual respect based on human dignity.

Sports values need to be carried out in the world of education, so that later universal values are placed on a strong foundation, obtained by students at the time the KBM is Teaching and Learning Group organises physical education in sports and health. The foundation is to build the soul and body, through education about the true values of sport for the benefit of national development. An effective way to lay the foundation for human development through sport as nation-building is through organising educators. According to Richards et al. (2013), sports development is the deliberate use of sports, physical activity and games to achieve the specific development goals of a nation. Chepyator Thomson (2014) states that the development of a way forward for PE in African England, is considered critical and guaranteed for the development of adequate children and adolescents and for promoting public health welfare. PE plays an important role in the relationship between education and development; including meeting the individual and social welfare goals of post-colonial British Africa; and thus the needs of all children must be at the forefront in developing and implementing policies. What is justified is the development of standards-based reforms that are based on well-formulated public policies that recognise diversity in a centralised education system; its implementation demonstrates the balance of PE with after-school sports programs and the incorporation of indigenous sports forms.

Lounsbury, McKenzie, Morrow, Monnat & Holt (2013) suggest that PE policies, their implementation, and PE environmental variables can have important implications for rest periods. Some steps in the PE school environment that are designed to improve PE can result in PE time limits. Deficiencies in PE and rest periods are unlikely to be effectively addressed through policy adoption alone. Research conducted by Horrell, Sproule & Gray (2012) reveals implementation of policies in Scotland on physical education students will provide further problems with the implementation of physical education, and consequences that are not yet known in the context of learning experiences undertaken by students in conducting physical education learning in Scotland.

The results of a study by Mozelius & Wiklund (2014) show that 59% of respondents were positive about the concept of using computer games to help physical education, while 40% stated that it would not affect their attitudes towards physical activity. The remaining 1% stated that it would reduce their motivation for physical education classes if exergames were introduced. The results show there is no clear relationship between individual interests and attitudes towards exergames, except for those who have a high interest in playing games

showing a more positive attitude in general. Zhang, Wang, Min & Chen (2016) found a structural relationship model, that the influence of curriculum quality and education service quality first leads to changes in per-student quality received; this change in perception of quality directly impacts loyalty and directly impacts loyalty through satisfaction. Parkinson & Burrows (2019) state that health-based PE teachers embody 'healthy role models' to match dominant PE discourse, as teachers must work in their capacity to help students learn, and work on their 'healthy bodies', simultaneously. It is recommended that the idea of 'health' developed by PE teachers develops in the social context of their personal and professional lives as complex spaces that provide the dilemmas, opportunities and possibilities where the teacher builds, adapts and realises a 'healthy role model' to enhance the interests (self) in the long term and the short. Madigan, et al (2018) declare that as a whole, reviews of recent studies of perfectionism and performance in sports education and in the workplace provide us with further evidence that perfectionism is an important characteristic in the achievement domain.

The state of physical education in sports and health in Bima Regency certainly has many factors that influence both the role of the bureaucracy, teacher competence, facilities and infrastructure, the budget and stakeholder support. The focus of the problem to be revealed in this study is the government policy on human resources for physical education and sports education in the Bima Regency Education Unit, related to data on physical education and physical education teachers in the education unit, and the quality of teachers in the physical and health education system in Bima Regency.

Literature Review

Aspers & Corte (2019) define qualitative research as an iterative process in which increased understanding of the scientific community is achieved by making new significant differences resulting from getting closer to the phenomenon under study. This formulation was developed as a tool to help improve research designs while emphasising that the qualitative dimension is present in quantitative work as well. In addition, it can facilitate teaching, communication between researchers, reduce the gap between qualitative and quantitative researchers, help overcome criticisms of qualitative methods, and be used as a standard for evaluating qualitative research.

Data collection techniques are used in this study, as a prerequisite for measuring public policy on the physical and health education system in the Bima Regency education unit, so that it will direct the researchers to continue to carry out research in a procedural manner. Sugiyono (2017) says that in qualitative research, data collection is done in natural settings (natural conditions), uses primary data sources and data collection techniques concentrate more on participant observation, in-depth interviews (The results of the interview with the department) and documentation. The technique of determining informants is applied purposively to determine

and choose informants who have truly mastered the information and problems in depth, and can be trusted to be a reliable source of data. Preliminary data needed in this study are public policies on human resources for physical education and sports education related to data on the physical and physical education system teachers, and the quality of sports and physical education teachers in educational units. Data collection techniques are applied as a prerequisite for measuring the implementation of human resources systems in physical sports and health education in the education unit, so that will direct the researchers to continue to carry out research in a procedural manner.

Matthew B. Miles and Huberman (1992), are cited in Tjetjep (2014) as saying that data reduction, data presentation, and drawing conclusions / verification as intertwined before, during, and after data collection in parallel forms, build general insight which is called analysis. Data collection, i.e. collecting data at the research location by conducting observations, interviews and documentation, begins by first determining data collection strategies that are deemed appropriate and able to determine the focus and deepening of the data in the subsequent data collection process. Data reduction, namely the process of selection, focusing, abstracting and transformation of rough data in the field directly and continued at the time of data collection, thus begins when the researcher focuses the research area. Presentation of data occurs as a series of organised information that enables research to be carried out. Presentation of data is obtained by various types, networks, linkages of activities or tables. In drawing conclusions, namely in the collection of data, researchers must understand and respond to something that is investigated directly in the field, by arranging patterns of direction and cause and effect.

Discussion and Analysis

The number of physical and health education teachers in the education unit is 820 people consisting of elementary school 515, junior high school 208, high school 97. Based on data from the Education Office (2019), that physical and sports physical education teachers in the education unit are not all qualified (S1) Health Physical Education & Recreation and yet get assigned the task as education personnel in education units to teach physical education or sports and health subjects. There are only 80% of teachers who teach physical and health education in education units with S1 qualifications, while 20% of teachers teaching physical health and sports education subjects in the D3 qualified education unit are 21 people, 98 D2 people, 12 D1 people, from 75 high schools, 1 junior high school, 1 person basic school. Senior comment The Head of the Bima Department of Education and Education Services and the Special Education Development and Special Services commented on the state of human resources in the organisation of physical education in sports and health in Bima Regency.

Physical and health education teachers in physical terms must be different from other subject teachers; sports teachers must not only be able to manage quality education in the education unit, in Bima Regency, physical health and sports education teachers are also given more extracurricular responsibilities, including student council activities and scouts (carried out by national programs), because teachers have more value in the field. The state of physical and health education teachers in the education unit is very urgent because of the superiority of skills needed in the context of implementing the teaching and learning activities in the education unit.

Sports and physical health education teachers must embrace being different because in addition to being given responsibility as an educator, additional assignments are also given as trainers in extracurricular activities. These additional tasks are inherent in the teacher because the activities regarding physical skills in schools mostly involve physical education teachers, both assigned as branching sports coaches, as coaching Osis is students' council, as well as scouting. This understanding continues to apply to the teacher by some others, sometimes the situation on the ground cannot be distinguished from where the teacher's task is as an educational staff in sports education, and the task of a coach in sports achievement. Of course, assignments like these should have skills, but skills in which context are domains for the implementation of physical education in sports and health, and which domains are for training in sports achievement. These two things must of course be distinguished from their duties and functions (Tupoksi is main tasks and functions). Professionalism is one of the standards for measuring quality in the implementation of physical education in sports and health; professionalism as a teacher needs to be understood and instil values to students, so that students will be able to develop good behaviour and positive characteristics. IKH is IKH is an abbreviation of someone who is interviewing, comments Physical and sports physical education teachers at SMPN 1 Monta, regarding the implementation of competency standards of teachers, the central government have sought to implement these standards during the teaching and learning activities in sports and physical health education.

“Regarding teacher competency standards, I have as most of the teaching staff, I have implemented regarding the contents of these competency standards, a small portion of the competency standards have not been implemented. For example, about professional because I want to apply professional competency standards in accordance with K13, but I judge the constraints with the limited facilities. At school we never played learning videos via the Laptop / LCD, sir. Because of LCD / laptop constraints that are not in our school. (Comment KH Teacher of physical education in sports and health at SD INPRES Cenggu, Belo District, Bima Regency, during the focus group discussion (FGD) at STKIP Taman Siswa Bima).

“Teacher competency standards that have been set by the center namely pedagogy, personality, social, and professional, we have strived to be applied in the provision of physical education in accordance with the conditions in the field. Alhamdulillah We always follow the guidelines

with existing competency standards and are supported by the strengthening of psychomotor, cognitive, and affective domain factors. The teaching method used to use KTSP, and now it has been implemented K13 but in the process of implementing teaching and learning activities I provide opportunities for students to be active in teaching and learning activities in school. Our obstacles at the time of physical education providers were supporting facilities and infrastructure for the implementation of the 2013 Curriculum.” SF is an abbreviation of someone who is interviewing, commented the chair of the Bima Regency teacher professional organisation group, regarding the implementation of physical education in sports in the Bima Regency education unit.

“In general, the quality of human resources qualifications in the Regency of Bima is on average already S1, but what about the quality of the person who bears the bachelor is still in question. Because maybe it's too instant because I see that getting a bachelor is very easy now, not in the 70s. Besides that, there are many graduates of Human Resources (HR) Bachelor of Physical Education in sports and health who are oriented to theoretical principles, so that the ability of human resources of teachers during physical education teaching and learning activities relating to limited competency skills Camelia & Daniela Plăstoi (2019).” Theoretical competence and competency skills must be possessed by physical education teachers, because both of these are able to facilitate teachers’ implementation to students, and students also more easily understand the knowledge conveyed by the teacher. So that, while in the process, the teacher is able to diagnose the approach with the method appropriate to overcoming learners' difficulty in learning to get a complete understanding of the meaning of physical sports and health education values, namely the value of honesty, sincerity, responsibility, working hard, respect, friendship and sportsmanship. Thus these values will encourage teachers as qualified human resources, and will facilitate producing quality among physical education and sports teachers in carrying out the professional duties attached to them. The ability of human resources in sports and physical health education teachers in the Bima District, in terms of applicative practices, must be different compared to other subject teachers, because sports teachers have more responsibilities regarding the physical, spiritual and character development of learners in education units.

The Department of Education and Culture Head of the JW Education Personnel Section, at the time of the interview, commented that the condition of the human resources of teachers as educators in Bima Regency was not as good as the quality of education in other regions in NTB Province.

“From ten regencies and cities in NTB Province, our teacher quality data in Bima Regency is serial number nine. The UKG results show that the quality of teachers through tests conducted by the government shows that many results do not pass, but due to the need for re-enactment, Bima Regency is based on the highest scoring criteria from UKG results. The connection with

the implementation of physical education in sports and health so far, especially for academic abilities, teacher achievement is not too much. However non-academic teacher achievement is associated with sports education through sporting performance events but the scope is intended for student level.” As stated by SY as a representative of the Bima Regency Education Board, who also served as Secretary of the Education Board and as the Bima Regency supervisory coordinator, which was only conveyed during a focus group discussion (FGD).

The Board of Education's duty is to support; the district-level teacher ratio data is fulfilled, but the spread is not yet proportional. Another obstacle is also in the curriculum change, for example, the standard has not been completed in the field. The implementation of physical education and sports has different characteristics from the organisation of education in other subjects, but the handling of it has not been fully touched until now. Furthermore, the benefits of organising physical education in sports and health are related to achievement in sports for students, and to getting stakeholder support, and they are very concerned about supporting physical education in the education unit, at the level of PAUD is Early childhood education programs, Kindergarten, Elementary School, Middle School, High School / Vocational School. One such example is LPI is Indonesian Education League, activities, and hiking.

The results of this UKG is Teacher Competency Test are the face of the quality of teachers' human resources as education personnel, as a measure of the quality or non-quality of the implementation of education in Bima Regency. Human resources of education personnel are one of the educational standards that exists in national education standards to determine the quality of education. There are at least eight standards that need to be considered to measure the accumulation of quality of education, which are: graduation standards, content standards, process standards, education assessment standards, education standards and education personnel, education facilities and infrastructure standards, education management standards, and financing standards. Bima Regency is one of the very old districts in Indonesia, judging from the age it is new, naturally development in terms of education has more quality than other regions, which may have just expanded, and the regencies / cities in NTB Province. However, the condition of the provision of education in the Regency of Bima is not as good as could be expected from its age of 379 years, because, of the ten regencies / cities in NTB Province, the Bima District results of UKG are ranked ninth. This shows the Bima Regency, in terms of quality of the National Education Standards (SNP) determined by the central government, has not run optimally. in the Regency of Bima.

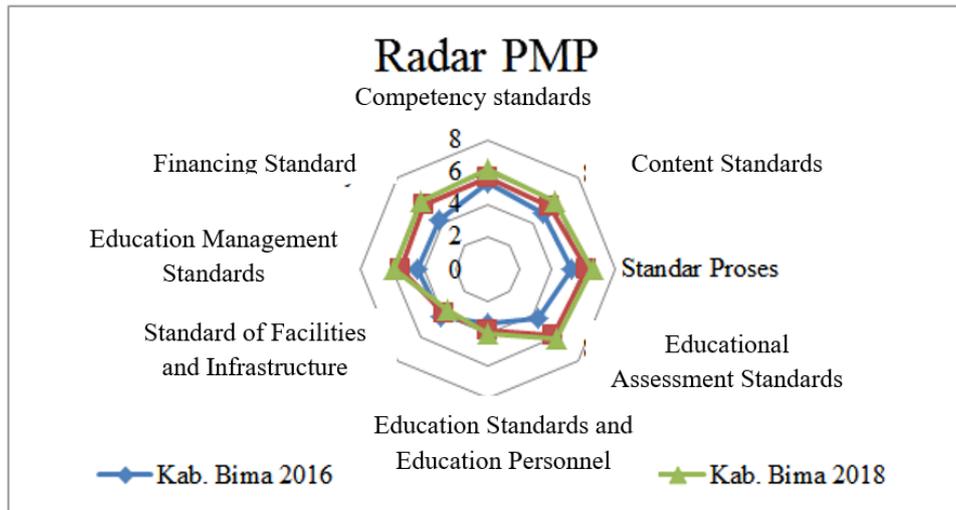


Figure 1. PMP Radar Achievement of Bima District Elementary School Education Standards, sourced from the Bima Regency Education Office in 2019.

Table 1: Condition of National Education Standards at SD Bima District

Number	National Education Standards	Kab. Bima 2016	Kab. Bima 2017	Kab. Bima 2018
1	Graduate competence standard	5,29	5,69	6,12
2	Content Standard	4,82	5,45	5,89
3	Process Standards	5,2	6,22	6,55
4	Educational Assessment Standards	4,38	5,83	6,1
5	Educator and Education Staff Standards	3,41	3,8	3,96
6	Educational Facilities and Infrastructure Standards	4,22	3,85	3,63
7	Education Management Standards	4,43	5,49	5,89
8	Financing Standards	4,25	5,65	5,98

The quality of education providers in Bima Regency refers to the national education standards at the elementary school level, so the education standard data in Bima Regency relates to human resources in 2016, the education standards and education staff in Bima Regency have a total quality of 3.41. In 2017 the education standards and educational staff in Bima Regency have a total quality of 3.80, whereas in 2018 the education standard and education staff in Bima Regency have a total quality of 3.96. From these figures it is indicated that the quality of teacher human resources as measured by the National Education Standards shows, the quality of human resources of elementary school teachers has increased over three years. However, the increase

was only in the range of 0.2-0.5%, meaning that the quality of human resources did not show a good condition.

The state of education and education staff standards at the junior high school level in Bima Regency from 2016-2018 is a comparison data, with the aim of improving the quality of education in year, and is expected to later give a picture of the state of human resources of teachers in Bima Regency. In 2016 the standard of education and education staff in Bima Regency had a total quality of 3.05, in 2017 the standard of education and education staff in the District of Bima had a total quality of 3.78, while in 2018 the standard of education and education staff in the Regency of Bima had 3.50 quality.

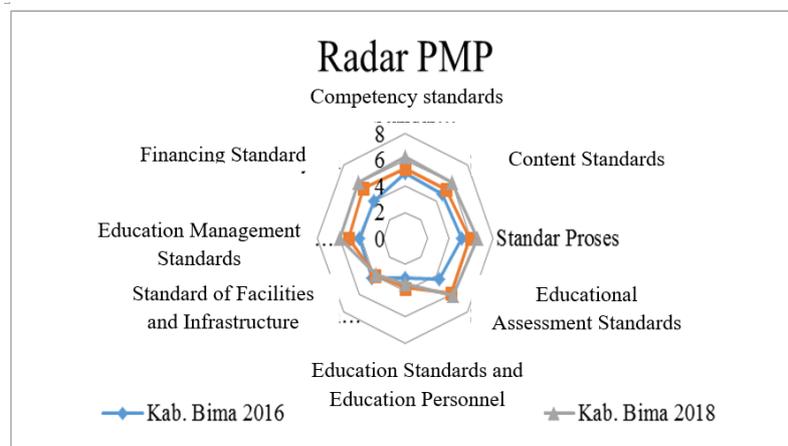


Figure 2. PMP Radar Achievement of Bima Regency Middle School Education Standards, sourced from the Bima Regency Education Office in 2019.

Table 2: Condition of National Education Standards for Junior High Schools in Bima Regency

Number	National Education Standards	Kab. Bima 2016	Kab. Bima 2017	Kab. Bima 2018
1	Graduate competence standard	5,03	5,34	6,24
2	Content Standard	4,79	5,33	6,06
3	Process Standards	5,13	5,92	6,59
4	Educational Assessment Standards	4,44	5,87	6,19
5	Educator and Education Staff Standards	3,05	3,78	3,5
6	Educational Facilities and Infrastructure Standards	4,31	3,96	3,85
7	Education Management Standards	4,22	5,22	5,98
8	Financing Standards	4,08	5,48	6,03

Based on data on the achievement of education standards and education personnel at the Bima Regency Junior High School level, the quality of education is not so good compared to the elementary level, which is increasing every year, whereas the highest quality of junior high school education was only in 2017, with only 3.78. Regarding the conditions of the quality of human resources of teachers in general, of course including physical and physical education teachers, this figure shows the quality of physical and physical education teachers aimed at quality is not very good, referring to the National Education Standards (SNP) set by the government.

The state of the quality of the human resources of teachers at the Bima Regency High School level, is the last way to explain the findings in this study relating to the context of the quality of Bima Regency High School education. In 2016 the National Standards of Education and Education Personnel in Bima Regency had a total quality of 3.03, in 2017 the Education Standards and Education Personnel in Bima District had a total quality of 3.54, while in 2018 the Education Standards and Education Personnel in Bima District had quality of 3.46.

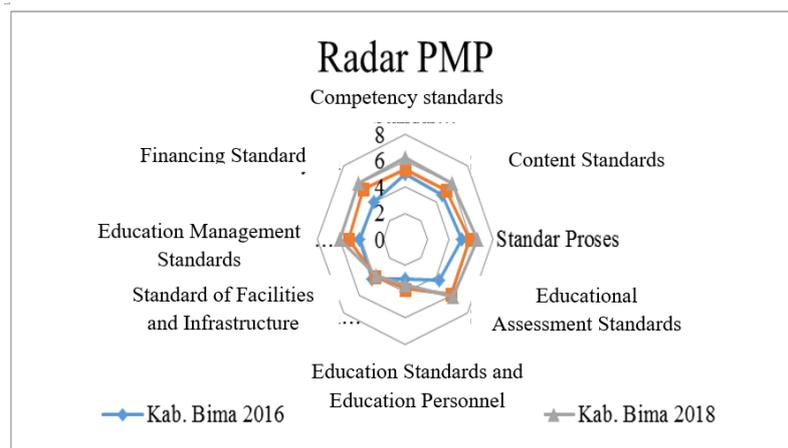


Figure 3. PMP Radar Achievement of Bima Regency High School Level Education Standards Sourced from the Bima Regency Education Office in 2019.

Table 3: Condition of National Education Standards for Bima Regency High School Level

Number	National Education Standards	Kab. Bima 2016	Kab. Bima 2017	Kab. Bima 2018
1	Graduate competence standard	5,39	5,12	6,36
2	Content Standard	4,69	5,03	5,75
3	Process Standards	4,99	5,7	6,59
4	Educational Assessment Standards	4,12	6,21	6,2
5	Educator and Education Staff Standards	3,03	3,54	3,46

6	Educational Facilities and Infrastructure Standards	4,3	4,01	4,26
7	Education Management Standards	3,88	5,02	6,01
8	Financing Standards	3,74	5,12	5,9

From the conditions of the quality of human resources of high school teachers, if we compare the levels of elementary, junior high, and high school, it is better to improve the quality of education standards and education staff in elementary and junior high schools. This is based on the number of quality figures that have been described above; at the level of high school the human resource quality of teachers decreases. Thus the situation of teacher human resources in Bima Regency, as viewed from the National Education Standards, is not very good, at the high school level we expect that there would be better teacher quality qualities than those at the elementary and junior high levels. As to the quality of vocational education in Bima regency in 2016 to 2018, in 2016 the National Standards of Education and education personnel in Bima Regency have a total quality of 2.49, in 2017 the education and education standards in Bima Regency have a total quality of 2.4, whereas in 2018 the standard of education and education personnel in the Regency of Bima have a total quality of 3.06. In 2017 the condition of the quality of human resources of teachers at the Bima District Vocational School has decreased, so that the increase is not tiered, based on the progress of the first year. The quality of vocational schools is not as good as the increase in elementary, junior high and senior high schools; at the level of vocational high school the quality of the human resources of teachers has declined. This means that as per the quality of education measured by the National Education standards, Bima Vocational School teachers do not experience a significant increase, thus the situation of teachers does not reach the minimum national education standard threshold of 5.00, or equivalent to 50%.

Regarding the quality of education, in particular in the National Education Standards, the quality of education personnel related to human resources in the Regency of Bima, only gets a quality score below 5.00 or equivalent to 50%. This means that all levels of education, elementary school, junior high school, high school / vocational school, in the education administration in Bima Regency in this study, are found to be not very good in the quality of education, especially regarding the human resources of teachers under the minimum standard of National Education Standards, whereas at the NTB Province level, the quality of education, especially human resources, is ranked second from the bottom of the ten regencies / cities in NTB Province. The condition of the implementation of education globally, that has been described above, is not much different from the condition of human resources of physical education and sports education teachers because it is a unit that cannot be separated in the context of the provision of education in Bima Regency. (As commented by SY as a representative of the Bima Regency Education Council, who also served as Secretary of the

education board and the Bima Regency supervisory coordinator, which was only conveyed during a focus group discussion (FGD).)

District level teacher ratios based on data is met, but the distribution has not been proportional. Another obstacle is also in the curriculum change, for example, the standard that has not been completed in the field. The implementation of physical education and sports has different characteristics from the organisation of education in other subjects, but the handling has not been maximised until now. Furthermore, the benefits of the implementation of physical education are reported with sports achievements for students, and getting support from stakeholders and parents of students, as they are very concerned about supporting the implementation of physical education, at the level of Paud, Kindergarten, Elementary School, Middle School, High School / Vocational School. One example is LPI activities, and hiking. Realising the implementation of education requires steps in support of human resources, the budget, facilities and infrastructure, and there also needs to be support from a stakeholder environment. It is necessary to implement the education implementation system in Bima Regency through a communication approach (communication), an authority approach (power), a trust approach, and a value approach (values). These values are a reinforcement to carry out education in Bima District, the aim being to be able to improve the quality of education, especially the human resource of teachers, as well as (from the comments of the MS Principal of SMA N 1 Belo) for the administration of education, and the role of all parties, to be aligned.

“This is a comment from the principal: Implemenasi policy with the approach to the task, supervision, trust, communication, and authority. But at school we sometimes take human resources, either coaches or coaches from outside, the human resources of the teachers in the school should be utilised. Because again, the quality of human resources teachers of physical education in sports and health is still minimal in sports branching skills, so that our school is able to show its achievements in the sports branch of achievement. So the role of government policy through activities to increase teacher competency in the form of academic activities programs, as well as non-academic activities need to be increased again.”

Comments ML teacher of SMA N 1 Belo, Bima Regency: “hope for the support and seriousness of all parties in order to improve the implementation of physical education and sports. Thus the condition of the quality of education in the Regency of Bima will increase as other regions have reached 90% of the quality of education. I strongly agree on these components, both human resources, and the budget, facilities and infrastructure, and supported by the stakeholder environment in Bima Regency. So the results are in accordance with the planning of the school namely the achievement in quality and quantity in the implementation of education carried out. These components are appropriate to be applied in schools, but we certainly must be supported by various parties, especially the Bima District Education Office. Thus it will improve the administration of education in Bima Regency.”

The role of public policy in helping sports and physical education teachers to compile various program activities in the form of seminars, workshops, MGMP is Teacher Subject Meeting, and similar training which also involves universities and other credible educational institutions, to work together to help improve teacher competency in Bima Regency, more specifically physical education and sports education teachers. It is thus necessary to check and balance as a function of control and balance in the implementation of education in Bima Regency. Checks and balances can be implemented by all stakeholders, as long as they are positive. Checks and The balance is also expected to be able to face the quality of education in Bima Regency so that it is truly in line with the expectations of all Bima residents. The role of the government is to support the issuance of Regents or Regional Regulations; the creation of a sports and physical health education teacher competency improvement program to conduct teacher competency improvement activities in the form of reasoning (thinking) and skills (skills), would thereby encourage the acceleration of education development while at the same time improving the quality of education in Bima Regency.

Discussion

In order to encourage the improvement of the quality of education, especially human resources, there is the need for efforts to implement a structured and systematic policy through the support of activities that improve the quality of human resources, in the form of training, alignments and a targeted education budget for the cost of providing education, facilities and infrastructure as supporting facilities, in realising the implementation of science-based education and technological progress, and ensuring that education is supported by stakeholders. Alfrey, O'Connor & Jeanes (2017) state that curriculum policy makers cannot be fruitful unless: (1) there is appreciation for each teacher's philosophy; (2) each school culture is fully understood; (3) inevitable challenges are seen as a space for learning, reflecting and moving forward; and (4) support comes in many forms, depending on the teacher and school. Their findings confirm that while policy creates a specific context, it is ideology and history that penetrate the philosophy of the teacher, and the context of the school, which will ultimately determine the policy process.

Realising the implementation of education requires support of human resources and needs to be supported by stakeholder environments. It is necessary to administer the education implementation system in Bima Regency through a communication approach (communication), an authority approach (power), a trust approach, and a value approach (values). These values act as reinforcement to carry out education in Bima Regency, the aim being to be able to improve the quality of education, especially the human resource of teachers. The implementation of education is a system that cannot be separated from policies; the quality of the implementation of education will give the educational civilisation that is valued by the

community. However, the quality of human resources teachers needs large-scale policy interventions from the Regional Government, and the Office of Education as the skipper, to run the education system so that it really encourages integrated development. This is a manifestation of the seriousness of policyholders in realising the delivery of education in Bima Regency, by building a policy system to improve the quality of human resources, which is also supported by a stakeholder environment, to advance education in Bima Regency. Policy implementation needs to be approached through the task approach, supervision, trust, communication and authority, also by increasing professional teacher competence, through coaching and development, through education and training, and training or non-training, and through activities other than education and training. In coaching and development activities technology is also needed. Mastering technology makes it easier to use, assisting teachers to solve problems in implementing physical education in sports and health, while involving technology in learning media that is in accordance with teachers' time helps to realise superior sports and health physical education in education units.

Conclusion

There are only 80% of teachers who teach physical and physical health education in education units with S1 qualifications, while 20% of teachers teaching physical and sports physical education subjects in the D3 qualified education unit are 21 people, 98 D2 people, 12 D1 people, 75 high schools, one junior high school, one elementary school (and person). Regarding the quality of education, especially in the National Education Standards, the quality of education personnel related to human resources in Bima Regency, only obtained quality scores below 5.00 or equivalent to 50%, which means that in all levels of education through elementary, junior high, high school / vocational school, the implementation of education in the district of Bima found in this study is not very good because it is below the minimum standard of National Education Standards. At the NTB Province level, the quality of education in Bima Regency, especially human resources, is ranked second from the bottom of ten districts / cities. Suggestions for mapping the competence of physical and physical health education teachers, which need to be carried out by the Office of Education and education units by compiling instruments in the form of the needs of teachers in the education unit. It is important to encourage the education unit to have a model teacher who has more skills and competencies than other teachers. For the recruitment model, teachers must have pedagogical abilities, communication skills and social abilities. Realising a healthy Milky, (the Healthy Milky program) through activities (SKJ) required to exercise, is to be launched once a week within the government and in the education unit with the support of the issuance of Regents Regulations or Regional Regulations. Sports and physical health education teacher competency improvement programs are not only carried out by the Department of Education but can also be held by education units, as well as other educational institutions, especially universities, to have the role of holding teacher competency improvement activities through innovative



activities in the form of reasoning (thinking) and skills, school service, training and workshops, and technology-based research. Similar trainings that are able to improve teacher competency, are also continuously enhanced by the MGMP routine program at the education unit level, at the regional level, and at the national level.

REFERENCES

- Abălașei, B., Iacob, R., & Puni, R. (2017). "The Impact of Sport Education on Fundamental Values." *10(19)*, 52–57. <https://doi.org/10.1515/tperj-2017-0016>.
- Alfrey, L., O'Connor, J., & Jeanes, R. (2017). "Teachers as Policy Actors: Co-Creating and Enacting Critical Inquiry in Secondary Health and Physical Education." *Physical Education and Sport Pedagogy*, *22(2)*, 107–120. <https://doi.org/10.1080/17408989.2015.1123237>
- Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, *42(2)*, 139–160. <https://doi.org/10.1007/s11133-019-9413-7>
- Camelia-Daniela Plăstoi, I. B. (2019). "Social & Behavioural Sciences Edu World 2018 The 8 Th International Conference Sports Education And Its Impact On The Health And." *The European Proceedings of Social & Behavioural Sciences EpSBS*.
- Chepyator-Thomson, J. R. (2014). "Public policy, physical education and sport in English-speaking Africa." *Physical Education and Sport Pedagogy*, *19(5)*, 512–521. <https://doi.org/10.1080/17408989.2014.891579>
- Edward, Merillee. S (ed). 1980. *Implementation Public Polivy*. Washinton DC: Congresional quater press. Dalam Nugroho, Riant. 2011. *Public Policy Dinamika Kebijakan – Analisis Kebijakan – Manajemen Kebijakan*. Jakarta: PT. Elex Media Komputindo.
- Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H., & Lubans, D. (2017). "Effects of Professional Development on the Quality of teaching: Results from a Randomised Controlled Trial of Quality Teaching Rounds." *Teaching and Teacher Education*, *68*, 99–113. <https://doi.org/10.1016/j.tate.2017.08.007>
- Horrell, A., Sproule, J., & Gray, S. (2012). *Health and wellbeing : a policy context for physical education in Scotland*. (March). <https://doi.org/10.1080/13573322.2011.607948>
- Lounsbery, M. A. F., McKenzie, T. L., Morrow, J. R., Monnat, S. M., & Holt, K. A. (2013). District and school physical education policies: Implications for physical education and recess time. *Annals of Behavioral Medicine*, *45(SUPPL.1)*, 131–141. <https://doi.org/10.1007/s12160-012-9427-9>
- Madigan, D. J., Hill, A. P., Mallinson-Howard, S. H., Curran, T., Jowett, G. E., Madigan, D. J., ... Jowett, G. E. (2018). Perfectionism and Performance in Sport, Education, and the Workplace. *Oxford Research Encyclopedia of Psychology*, (April 2019). <https://doi.org/10.1093/acrefore/9780190236557.013.166>



- Mihajlovic, C., & Mihajlovic, C. (2019). Teachers' perceptions of the Finnish national curriculum and inclusive practices of physical education. *Curriculum Studies in Health and Physical Education*, 0(0), 1–15. <https://doi.org/10.1080/25742981.2019.1627670>
- Miles, M. B., Huberman, A. M., dan Saldana, J. 2014. *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press.
- Mozelius, P., & Wiklund, M. (2014). *Exergames in Secondary School Physical Education : Attitudes Amongst Swedish Students*. (November).
- Parkinson, S., & Burrows, A. (2019). Physical educator and/or health promoter? Constructing 'healthiness' and embodying a 'healthy role model' in secondary school physical education. *Sport, Education and Society*, 0(0), 1–13. <https://doi.org/10.1080/13573322.2019.1613635>
- Richards, J., Kaufman, Z., Schulenkorf, N., Wolff, E., Gannett, K., Siefken, K., & Rodriguez, G. (2013). *Advancing the Evidence Base of Sport for Development: A New Open-Access, Peer-Reviewed Journal*. (April).
- Sedova, K., Sedlacek, M., & Svaricek, R. (2016). Teacher professional development as a means of transforming student classroom talk. *Teaching and Teacher Education*, 57, 14–25. <https://doi.org/10.1016/j.tate.2016.03.005>
- Shih, Y. (2018). *Towards a Pedagogy of Humanizing Child Education in Terms of Teacher-Student Interaction*. 7(3), 197–202. <https://doi.org/10.5539/jel.v7n3p197>
- Sugiyono. 2017. *Metode Penelitian Kebijakan*. Bandung: Alfabeta.
- Zhang, J., Wang, J., Min, S. D., & Chen, K. K. (2016). Leisure, Sport & Tourism Education Influence of curriculum quality and educational service quality on student experiences : A case study in sport management programs. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 18, 81–91. <https://doi.org/10.1016/j.jhlste.2016.04.001>