



Social Capital Integration Model Training in Physical Education and Sports

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Abstract

This training aims to disseminate information about the meaning of student involvement in physical education activities that can be used as development instruments, especially for developing social capital, which is a provision in navigating life throughout their lives. Increasing teachers' understanding of the learning process in schools makes physical education activities a social movement with more advantages for the government and society to realize the community's social life as expected. This training was held at the Auditorium of the Graduate School, Universitas Pendidikan Indonesia. The result of this training is that the participants are able to design the Social Capital Integration Model program in the Guidance and Development of Physical Education and Sports in the learning process. This training is an initial step to introduce participants to how to create a program to achieve the learning objectives.

Keywords: *Integration, Social Capital, Physical Education and Sports, Training*

1. INTRODUCTION

Sport has now experienced a paradigm shift from the development of the sport to development through sport. This is in line with the issue of sports globally, which has been outlined through the 1978 UNESCO declaration on the importance of physical education and sports as an instrument of development. In Indonesia, the sport has been regulated in the 2005 National Sports System Law (UU SKN), which includes three sports contexts (Educational Sports, Recreational Sports, and Achievement Sports). Although it has been regulated in the SKN Law, the implementation of sports in Indonesia still refers to the development of sport or sports development for the sport itself, such as health, fitness, playing skills, and achievement. It is still rare for sports practice in Indonesia to refer to development through sports or sports with other goals, such as social aspects, character, etc. This is different from what has been done by the Australian Sports Commission (ASC) and the Australian Agency

for International Development (AusAID), which have collaborated by using sports media as a development strategy goal, including Saving lives, Promoting opportunities for all, Sustainable economic development, Effective governance, Humanitarian and disaster response (Commission et al., 2017).

In addition, in recent years, the South Korean government has begun to show interest in the development through a sport approach to become a developed sports country in its socio-political context (Ha et al., 2016). Development through sport has spread widely after the eight Millennium Development Goals (MDGs) were established at the United Nations Millennium Summit in September 2000 and continued by the Sustainable Development Goals (SDG's), which proclaimed 17 goals to achieve a better and more sustainable future for all (Nations, 2019). One of them is good health and well-being.

Social capital is among the most popular concepts contributing to public and individual health, well-being, and understanding of relationships (Enfi & Nathaniel, 2013; Ferlander, 2007). The same thing was expressed by Skinner (2008) "Social capital is seen as a way of expanding empowerment, well-being, and community development: all geared toward an improved civil society". In addition, Ferlander (2007) also said that social capital has a positive relationship with health. Social capital consists of several components: governance, norms, friendship-acceptance, and trust-reciprocity (Forsell et al., 2018).

In Australia, the development of social capital is carried out with various sports activities, which are then connected to government policies. This is intended, so that based on social inclusion, social connectedness, and the community environment are manifested in the Australian state government's sports policies so that it illustrates how the high level of policy transfer among authorized policy institutions (Nicholson & Hoye, 2011). Research conducted by Lee (2011) states that Indonesia's social capital is still below the average, far behind Japan, Taiwan, and Korea, which occupy the TOP 25 positions, while the 1st, 2nd and 3rd positions are occupied by the Netherlands, Denmark, and Australia, "The distribution of social capital varied widely among the nine East Asian countries included in the study. Japan, Taiwan, and Korea ranked among the top 25, but ASEAN 4 (Thailand, Malaysia, Indonesia, and Philippines) scored less than average". Therefore, it is essential to regulate sports that can increase the Indonesian people's social capital.

In its application, Bean & Forneris (2016) has found a practical way, namely by integrating in a structured and deliberate manner the components (life skills) to be achieved in sports training or learning. The results obtained are sports programs designed in a structured and intentional way to develop life skills better than structured but unintentional programs in the context of positive youth development. Previous research that researchers have carried out has tried integrating social capital into sports and recreation training, and the results obtained are in accordance with Bean & Forneris (2016).

This study tries to expand the previous research results by integrating social capital into swimming sports clubs. This study aims to change the paradigm that is currently happening in Indonesia, which still needs to be more focused on the development of sports rather than development through sports. In addition, it provides knowledge that the benefits of sport are not only limited to the aspect of movement skills but have many benefits beyond the goals of the sport itself (social, character, psycho-social, etc.) In addition, sport provides several benefits for the community, including delivering strong social capital to live in society and contributing to realizing the quality of life. From some of the statements above and previous studies that have been investigated regarding integrating social capital into sports and recreational activities, the results provided have a significant impact. Therefore, to continue the research to the next stage, it is continued with community service entitled Dissemination of Social Capital Integration Models in the Guidance and Development of Physical Education and Sports to disseminate the research results and change the paradigm towards development through sports.

2. METHODS

The location for training was held at the Auditorium of the Graduate School, Universitas Pendidikan Indonesia, Bandung City. Meanwhile, the location of the training participants came from various regions in Indonesia, especially West Java. The participants are prospective physical education teachers who will teach at the junior and senior high school levels. The information about the program as depicted in Figure 1 was shared on social media such as Instagram and WhatsApp.



Figure 1. Flyer of the Program

The training was carried out at the Postgraduate School Auditorium, Universitas Pendidikan Indonesia. The training was held on August 19, 2022, consisting of 3 sessions. Resource persons gave material on the Importance of Social Capital Integration in Physical Education Learning in the first session. In addition, there are sharing sessions provided by researchers on social capital who have successfully implemented integration programs through learning and sports training. In this session, the presenters gave the stages of integrating social capital. Furthermore, at the end of the event, the participants were asked to make a program in groups based on the type of sport. Completing this program, then discussed together to produce a program under the integration stages.

3. RESULTS AND DISCUSSION

3.1 Results of Program Implementation

The results obtained in this training activity were the delivery of information about the Social Capital Integration Model in the Guidance and Development of Physical Education and Sports to 65 prospective teachers of Physical Education and Health Sports (Figure 2). Participants who previously did not know about this model became aware and understood the importance of integrating the components of social capital in PJOK learning to improve the social capital capabilities of students. The training activity ended by giving directions on

creating a Social Capital Integration Model program in the Guidance and Development of Physical Education and Sports. This training is an initial step to introduce participants to creating a program to achieve the learning objectives.

The participants very well received the dissemination activity. Overall, there were 65 participants participated in this activity. The participants came from prospective physical education teachers. The training was carried out well, as seen from the enthusiasm and discussion during the dissemination. However, there are still limitations in organizing this dissemination related to needing to be able to conduct direct trials on programs made by the participants.



Figure 2. Material and Documentation

3.2 Program Evaluation

This activity is the second year that it has been carried out. In the first year, training activities were only conducted online in 2021. In 2022, this activity was successfully carried out offline by inviting prospective Physical Education teachers from various regions in Indonesia. This activity can be carried out well because the dissemination of information through social media has been done long before the activity began. This allows the participants to prepare themselves and have time to attend this activity. During the activity, the participants were very enthusiastic about the material presented by the speakers, and the discussion went well. Making programs in groups was also welcomed by the participants.

They were able to share experiences and knowledge in creating programs. Initially, the participants were still very unfamiliar with the term 'social capital', but after participating in this program, they understood more and were able to create an example of a social capital integration program that would later be implemented in the schools where they teach.

3.3 Factor Analysis and Program Support

The dissemination activities were welcomed very well by the participants. Overall, 65 participants participated in this activity. The participants came from prospective physical education teachers. The training was carried out well, as seen from the enthusiasm and discussion during the dissemination. However, there are still limitations in organizing this dissemination related to needing to be able to carry out direct trials on the programs made by the participants. As a follow-up effort from this, researchers will try to make activities that can directly test the implementation of the program that has been made. This aims to provide practical experience for PE teachers when they are in the field later.

3.4 Analysis of Program Success

Overall, the program is running very well. Participants who previously needed help understanding and had never made an integration program understood more and could make programs based on predetermined topics.

4. CONCLUSION

This dissemination activity concludes that information related to the Social Capital Integration Model in the Guidance and Development of Physical Education and Sports has been conveyed to prospective PJOK teachers. In addition, in this dissemination activity, the participants also received brief training on creating a Social Capital Integration Model program in the Guidance and Development of Physical Education and Sports.

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