



ASEAN Journal of Sports for Development and Peace

Journal homepage: <https://ejournal.upi.edu/index.php/ajsdp/>



THE IMPACT OF PHYSICAL EDUCATION AND SPORTS CURRICULUM ON THE DEVELOPMENT OF LIFE SKILLS AMONG SENIOR HIGH SCHOOL STUDENTS IN TIMOR-LESTE.

Epifania Rianti do Rego Tilman Suri*, Julio Miguel Guterres, Amun Ma'mun

Faculty of Sport Education, Universitas Pendidikan Indonesia, Indonesia

*Correspondence: E-mail: epifaniatalitu997@gmail.com

ABSTRACT	ARTICLE INFO
<p>This study aims to assess the efficacy of the existing physical education and sports curriculum on the development of life among senior high school students in Timor-Leste. The instrument used for this study is the Life Skill Scale Sport (LSSS) by Cronin & Alen (2016). The collected data are analyzed using descriptive statistics within a survey design. The study encompasses a population of 203 senior high school students, comprising 97 males and 103 females, drawn from various schools in three municipalities. The findings of this study showed that the mean values of each factor seem to “strongly agree,” which means physical education and sports curriculum are effective in developing life skills among senior high school students. Life skills for the students that have been learning through physical education and sport subject such as leadership, teamwork, and collaboration are essential for student’s personal growth and future career success, these skills enable students to lead effectively, work well to contribute to the collective goals.</p> <p>© 2023 ASEAN Journal of Sport for Development and Peace</p>	<p>Article History: <i>Submitted/Received 9 Sep 2023</i> <i>First Revised 11 Nov 2023</i> <i>Accepted 29 Dec 2023</i> <i>First Available online 20 Jan 2024</i> <i>Publication Date 30 Jan 2024</i></p> <hr/> <p>Keyword: <i>Physical education and sports curriculum,</i> <i>Life skills,</i> <i>Senior high school,</i> <i>Timor-Leste,</i></p>

1. INTRODUCTION

The discussion of physical education and sports in Timor-Leste is reminded of the political strategy of the Portuguese colonial government and the Indonesian government in implementing these subjects in schools ranging from primary education to general education (Paulino, p. 11). The purpose of this learning program is to educate small classes of administration that can manage effectively in the best interests of the Portuguese colony (The World Bank, 2004). Despite that, during the Indonesian occupation of 1975-1999, all Timorese children were encouraged to access basic education on a large scale, with a very specific intention to dominate and assimilate Indonesian society (The World Bank, 2004). After its independence, in 2002, this youngest country, together with development partners prioritized key innovations in the health and education sectors to work for the elimination of extreme (Government of Timor-Leste, 2014). A fundamental component of this is changing the main curriculum to ensure that the content and pedagogy of teaching in the national language during the classroom process supports, not hinders, social development and community recovery (Zealand, 2009). However, in recent research conducted by (Baptista et al., 2017) during the phase of evolution from independence, the transitional government recruited teachers to teach in schools throughout Timor. At that time there was and still is a huge lack of physical education teachers in the educational system Timorese because it was only in 2009 that the first course was opened for physical education and sports teachers at UNTL. Despite achieving eminence education, significant facilities, and infrastructure are required (Wicker et al., 2009). This makes the quality of education will also dynamically continue to be improved, evaluated, and adjusted to the needs of its time. The vision of sustainable global development can be shaped through the contribution of the education system in a country (UNESCO, 2017, p. 7). Furthermore, according to Human Development Index Survey 2021 to 2022, Timor-Leste the ranked 141 out of 191 countries (Human Development Report, 2022), from that level it shows that the nation is in the grouping of "Medium Human Resources Development" category alongside other Asia Pacific Country. In addition, unemployed youth continue to face multiple well-being vulnerabilities and unless more targeted and equality investments are made in health, education, and the economy, this youngest nation may miss out on this unique opportunity to unleash its development potential over the next few decades ("Natl. Hum. Dev. Rep. 2018 - Timor-Leste," 2018). Also, based on the strategic plan of Timor-Leste, to contribute the social capital, all Timorese

children should attend school and receive a quality education that gives them the knowledge and skills to lead healthy, productive lives and to actively to nation's development (Government of Timor-Leste, 2014, p. 14). Moreover, in line with the previous statement (Gould, 2010), young people must develop an abundance of life skills to succeed in our competitive and ever-changing global economy. Such life skills have been defined as "skills that enable individuals to succeed in the different environments in which they live, such a school, home and in their neighbourhoods (Schusler et al., 2017). However, according to the definition of several academics, define skills as behavioural, cognitive interpersonal, or intrapersonal competencies that can be learned, developed, and refined (Cronin Donal,Lorcan & Allen, 2016). Examples skills include team work, goal seating, time management, emotional skills, interpersonal communication, social skills, leadership, problem solving and decision-making (Cronin Donal,Lorcan & Allen, 2016). Therefore, it is necessary to integrate the curriculum of physical education and sport in the secondary school curriculum represent the recognition of its importance, specifically to train responsible citizens of individual development and collective (Education, 2011). In Ligh of this evidence, based (Baptista et al., 2017) there is a lack of human resources and material resources that hinder the teaching and learning process and in turn, prevent the practical class. Based on the description of the problem above, the researcher pursues to examine and investigates the effectiveness of the current physical education and sports curriculum on the development of life skills among senior high schools in Timor-Leste. This research is expected to reveal the level of students' life skills development through the physical education and sport curriculum. The researchers are optimistic that the physical education and sports curriculum which integrates the eight components of life skills can also be integrated in the teaching and learning of physical education and sports among physical education lecturers at universities.

2. METHODS

This research adopted quantitative descriptive with the survey design. It was conducted in three municipalities in Timor-Leste such Dili, Aileu and Liquiça. The participants were the students Timorese in grade 10 until 12 who currently attending senior high schools. There were 203 students male and female and occupied as participants in this study through the purposive sampling technique. The instrument used in this research is the questioners of Life Skills Scale Sport (LSSS) by (Cronin Donal,Lorcan & Allen, 2016), Where the first part of the questionnaire was for the demographic of the participants and the next consisted of 8 factors

and 47 items questions of LSSS, at the same time as personal development of the students was resolute during the practice class of physical education and sport. Furthermore, following agreement from the university’s ethics committee, participants were recruited by contacting physical education teachers from municipal schools. Initial contact was made via WhatsApp, zoom meetings, and the agreement to survey the school was approved. Participants completed the scale after the researchers gave clarification during the class of physical education and explained the purpose of this study. The result underwent statistical analysis, specifically mean and interpreted using the Likert’s scale regarding to “1 Strongly agree” and 5 “Strongly Disagree”. Subsequently, the questionnaire was administered to participants via WhatsApp and to answer the questionnaire through a google form. The instrument was completed in each class without the presence of the physical education and sport teacher. Respondents typically took approximately 10 minutes to complete the measures. Moreover, the participants were reminded that their involvement was voluntary and that all responses would remain unnamed.

Table 1. Mean distribution of Life Skills Scale Sport (LSSS)

The factors	Mean	Description
Team-work	1.58	Strongly agree
Goal Seating	1.61	Strongly agree
Time management	1.75	Strongly agree
Emotional Skills	1.77	Strongly agree
Interpersonal communication	1.71	Strongly agree
Social Skills	1.70	Strongly agree
Leadership	1.74	Strongly agree
Problem-solving and decision making	1.46	Strongly agree
Total	1.66	Strongly agree

(LSSS) of the participants

Descriptive Statistics

Legend 1.00- 1.80 =Strongly agree, 1.81-2.60= Agree, 2.62-3.40= Neutral, 3.41-4.20= Disagree, 4.21-5.00 =Strongly disagree

3. RESULTS AND DISCUSSION

According to the result in the table 1 showed that the mean distribution of the particular of the score in team work descriptive statistic provided, it seems that the respondents “strongly agree” with all the factors mentioned, as indicate by mean values ranging for 1.46 to 1.77. Moreover, this result showed that the highest mean ranting of 1.77 is connected with the emotional skills demonstrating a solid agreement is this part, this suggest that the respondents perceive themselves or other to possess strong emotional skills. Others aspects, like a Team works, Goal seating and Time management, interpersonal communication, social skills and Leadership, also obtain high mean rantings ranging from 1.58 to 1.75 this indicates strong agreement in this area, implying that the respondents believe they excel in these skills. However, in the aspects of problem-solving and decision making established a slightly lower mean ranting of 1,46, it means the respondent could apply that the respondent perceive room for improvement in these particular. The result of the descriptive analysis provides that there in an effective impact of the physical education and sport curriculum on the development of life skills among senior high school students in Timor-Leste. This is because of the students who carry out sports activities at school for as much as 5 and over with a presence of 59.6% studding sport courses that have been integrated some of the aspects of life skills. These result were found in accordance with the statement by (Baptista et al., 2017) said that physical education has very different characteristics from other disciplines, through its properly structured and systematic practical component, which promotes social, emotional, and intellectual development. For example, in the emotional skills, the students can control their emotions when losing in a competition. Life skills for the students that have been learning trough the physical education and sport subject such a leadership, team work and collaboration are important for students’ personal growth and future career success, these skills enable students to lead effectively, work well for the contribute the collective goals.

4. CONCLUSION

In conclusion the impact of physical education and sport curriculum on the development of life skills among senior high school students in Timor-Leste is likely to be effectives and positive, trough the participation in physical education and sport, students have the occasion to develop a range of important of life skills that can benefit them in various aspect of their live. Overall, physical education and sport can have a positive impact of the holistic

development of the senior high students in Timor-Leste, contributing to their physical, mental, and social well-being. However, its important to ensure the quality of instruction, viability of resources and active and evaluation specific to the context of Timor-Leste would further enhance understanding of the effectiveness of physical education and sport in developing of life skills.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

6. REFERENCES

- Baptista, C., Pereira, F., Pereira, J., & Torres, B. (2017). Consideração em torno do ensino da educação física em Timor-Leste. *2ª Conferência Internacional: A Produção Do Conhecimento Científico de Timor-Leste, December*, 105–112.
- Cronin Donal, Lorcan & Allen, J. (2016). Development and Initial Validation of The Life Skills Scale for Sport. *Psychology Of Sport and Exercise*, 3. <https://doi.org/http://dx.doi.org/10.1016/j.psychsport.2016.11.001>
- Development Sector Human, & East Asia and Pacific Region (The World Bank). (2004). Timor-Leste From Reconstruction to Sustainable Improvement. *ChildreDevelopment Sector Human, & East Asia and Pacific Region (The World Bank). (2004). Timor-Leste From Reconstruction to Sustainable Improvement. Children, (29784), 227.N, 29784, 227.*
- Education, M. (2011). *Republic Democratic of Timor-Leste* (p. 38).
- Government of Timor-Leste. (2014). *Strategic development plan 2011 – 2030*. 1–232. <http://timor-leste.gov.tl/wp-content/uploads/2011/07/Timor-Leste-Strategic-Plan-2011-20301.pdf>
- Human Development Report. (2022). *Report 2021/2022*. https://hdr.undp.org/system/files/documents/...report.../hdr2021-22pdf_1.pdf
- National Human Development Report 2018 - Timor-Leste. (2018). In *National Human Development Report 2018 - Timor-Leste*. <https://doi.org/10.18356/28cccb7e-en>
- Paulino, C. B. & V. (2021). Educação Física e Desporto em Timor-Leste: Currículos e práticas no desenvolvimento pessoal e social. In *Research Gate* (Issue February).
- Schusler, T. M., Davis-Manigaulte, J., & Cutter-Mackenzie, A. (2017). Positive youth development. In *Urban Environmental Education Review*. <https://doi.org/10.4324/9781315187259-36>
- Wicker, P., Breuer, C., & Pawlowski, T. (2009). Promoting Sport for All to Age-specific Target Groups: the Impact of Sport Infrastructure. *European Sport Management Quarterly*, 9(2), 103–118. <https://doi.org/10.1080/16184740802571377>