

# DEVELOPMENT OF THE PHYSICAL, SPORTS AND HEALTH EDUCATIONS MANAGEMENT WITH PONDY'S FIVE-STAGE MODEL (PFSM)

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**Abstract:** This paper aims to describe the development of physical, sports and health education management with Pondy's Five-Stage Model (PFSM). Physical education of sports and health is a human lifelong development process. In this paper made conclusions, among others; Conflict is an unavoidable aspect in any organization, Physical, Sports, and Health Education does not operate in vacuums. A number of factors outside and inside the organization can either contribute to or detract from the club achieving its goals. It is important for managers to understand the sport management. The environment comprises the internal environment (micro-environment), and external environment (market- and macro-environment).

**Keywords:** Physical, Sports, Health, Education, Management.

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## 1. INTRODUCTION

In principle physical education is a form of education that prioritizes the motion of human beings without regard to the development of other aspects of attitude and knowledge, in other words that physical education in addition to prioritizing psychometrics aspects but still pay attention also to other aspects of affective and cognitive (Kristiyandaru, 2010 ).

Understanding of physical education of sports and health that emerged in the KTSP or the 2006 curriculum according to the Regulation of the Minister of National Education of the Republic of Indonesia no. 22 of 2006 on Graduate Competency Standards (SKL) for elementary and secondary education units, as I described in chapter I, says that physical exercise and health education is an integral part of education as a whole, aiming to develop aspects of physical fitness, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of healthy lifestyles and the introduction of clean environment through physical activity, selected systematically planned in order to achieve the goals of national education (Mulyasa, E. 2009).

Physical education of sports and health is a human lifelong development process. Physical education of sports and health taught in schools has a very important role that is with physical education sports and health, students can be directly involved in various learning experiences through physical activities, sports and health. With such learning experience, students are directed to better physical growth and psychic development, while establishing a healthy lifestyle and lifestyle (Lutan, R., 2001).

Sports education is a curriculum and development of teaching models, in the development of physical education programs in schools. Sports education has the potential for a physical education revolution. During this time the curriculum that prevailed in Indonesia from the beginning of independence until now using the model of physical education curriculum. This model applies from elementary school (SD) to high school (high school). As a result curriculum for all levels of schools throughout the same territory of Indonesia. Such a curriculum is less favorable for learners because the interests and talents of each child are not channeled properly. Sports education provides a more complete and authentic experience than physical education. In this model, the students not only learn how to learn to exercise more fully but also learn

individual responsibility and teamwork effectively. The sport education model has many goals than a physical education program. This model is expected to educate students into players and have a sense of responsibility and help them develop competent, educated and sports enthusiasts (Wahjoedi, 2005).

## 2. THE SPORTS PHYSICAL AND HEALTH EDUCATION MANAGEMENT

According to Khomsin (2001) that physical education is the process of fulfilling the personal needs of students which includes cognitive, affective, and psychomotor aspects that can explicitly be satisfied through all forms of physical activity that followed. In principle physical education is a form of education that prioritizes the motion of human beings without ignoring the development of other aspects of attitude and knowledge, in other words that physical education in addition to prioritizing psychomotor aspects but still pay attention also to other aspects of affective and cognitive

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According to Khomsin (2001) said that the goals of physical education of sports and health can be classified into five main parts: (1) Organic, this aspect is related to muscular strength, abnormalities, and cardiovascular endurance, (2) Interpretive, this aspect is related to the problem the ability of students to investigate, discover, acquire knowledge and make judgments, (3) neuromuscular development, (4) for the development of social factors, this aspect relates to the ability to assess oneself and others by connecting individuals to society and the environment; emotional development, this aspect is related to the ability to respond to a healthy physical activity through the fulfillment of basic needs.

Meanwhile, according to the Regulation of the Minister of National Education of the Republic of Indonesia no. 22 of 2006 the objective of physical education and physical education subjects given in schools is that students have the following abilities:

- a. Develop self-management skills in the development and maintenance of physical fitness and healthy lifestyle through a variety of selected physical and sport activities.
- b. Improve physical growth and better psychic development.
- c. Improve basic motion skills and skills.
- d. It lays the foundation for a strong moral character through internalization of the values contained in physical education, sports and health.
- e. Develop sportsmanship, honesty, discipline, responsibility, cooperation, confidence, and democratic.
- f. Develop tactility to safeguard the safety of self, others, and the environment.
- g. Understand the concept of physical activity and exercise in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness, skill, and positive attitude.

related to the above objectives, physical education teachers, sports and health are required to maximize their role in school. According to education expert Oemar Hamalik (2001) said that the role of teachers can also be a leader, meaning that teachers are obliged to supervise student learning activities, make plans for the class, conduct the best learning management, classroom management, democratically manage class . Meanwhile, according to Abdul Majid (2007) said teachers can arrange and engineer things. Teachers can organize students based on the situation that exists when the learning process takes place. Another opinion from Martinis Yamin (2007: 55) states that the role of teachers in schools has a dual role, on their shoulders lies the quality of education. The teacher is also a managerial who will manage the learning process, plan the lesson, design the lesson, carry out the learning activities with the students, and control the students' skills and achievements.

From the above description illustrates that in carrying out his duties a teacher including physical education teacher sports and health should be able to manage or manage the learning, because if the teacher included in the physical education sports and health can organize learning well expected results will also be better. Sukardi (2006) said that as a professional teacher and should be done by every teacher in the school has five main duties, that is planning, implementing learning, evaluating learning outcomes, follow up learning outcomes, and conduct guidance and counseling.

In addition, E. Eksteen (2104) said that The practice of sport management is not limited to large sport clubs only, but effective and efficient sport management practice is equally important in smaller sport organizations as well as in non-profit organizations such as government departments, universities, schools etc. Good sport management practice is applicable to every organization where one, two or more people work together to achieve a set of goals. A sport manager is responsible for achieving the sport organization's objectives through efficient and effective use of resources. Efficient means getting the maximum out of your available resources. Effective means doing the right thing to attain your objective; it also describes how well you achieve the objectives. The manager's resources include human, financial, physical, and informational resources.

The following figure shows the management responsibilities of Physical, Sports, and Health Education

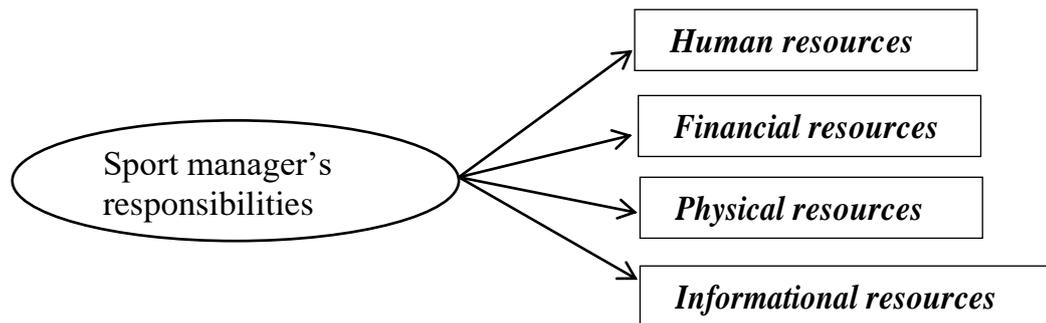


Figure 1: Sport manager's responsibilities factors (E. Eksteen, 2014)

Furthermore, Conflict is an unavoidable aspect in any organization. Anyone who has been involved in any type of sport club, amateur or professional will have experienced the conflict that can occur in these clubs. A conflict exists whenever argument becomes antagonistic. When the issues are important and the opposing opinions strong, temperature rise and conflict can ensue (E. Eksteen 2014).

There are two types of conflict you need to distinguish between, namely functional and dysfunctional conflict. Functional conflict is commonly referred to in management circles as constructive or cooperative and those engaging in functional conflict apply a win-win attitude to solve problems. Dysfunctional conflict is conflict that prevents groups from achieving their objectives and entails fighting and disruption. The distinction between functional and dysfunctional conflict pivots on whether the club's interests are served. Functional conflict serves the clubs interest and dysfunctional conflict threatens the club's interests. Certain situations produce more conflict than others. By knowing the antecedents of conflict, managers are better able to anticipate it and take steps to resolve it if it becomes dysfunctional (E. Eksteen 2014).

Often we tend to think of conflict situations as discrete events, the conflict occurs and then is resolved by some means. However, a conflict situation is made up of a series interrelated stages. By being aware of the stages of the conflict process, and consequently the conditions that produce conflict and the events that can trigger a conflict situation, sport managers can be in a better position to manage the incident. Pondy (1967) developed a five-stage model of conflict (E. Eksteen 2014).

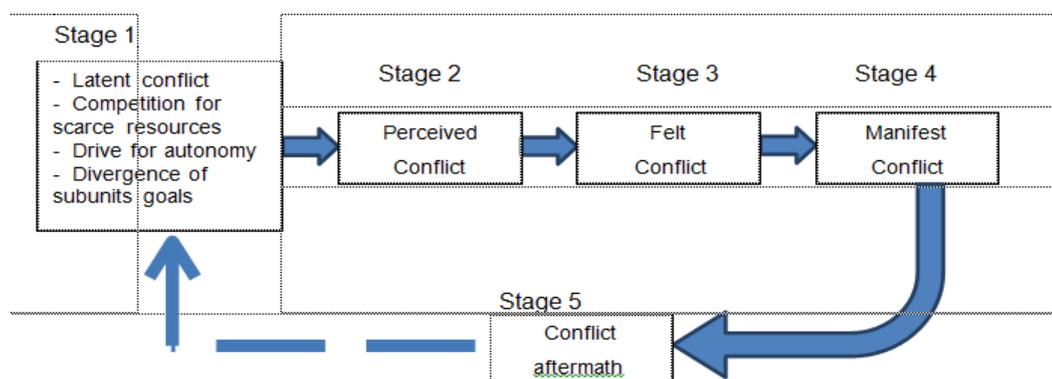


Figure 2: Pondy's five-stage model of conflict (E. Eksteen, 2014)

The following figure is conflict styles that Physical, Sports, and Health education must be aware of.

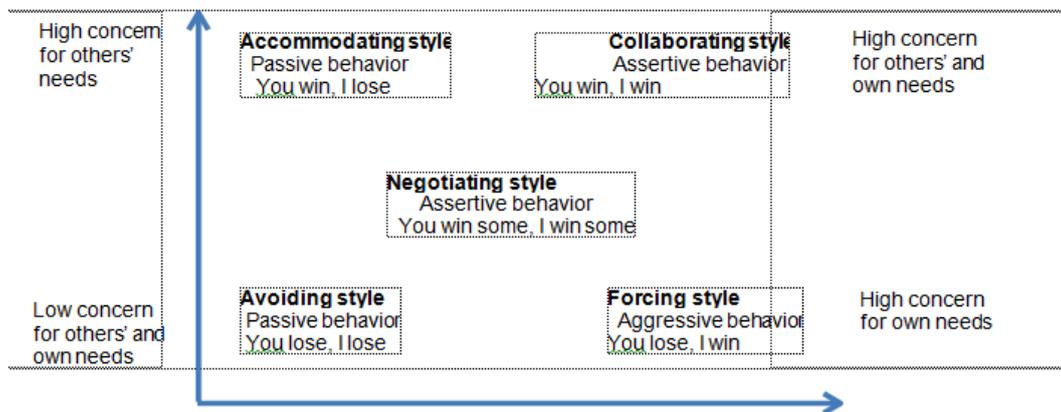


Figure 3: Styles of conflict management (E. Eksteen, 2014)

### 3. ETHICS IN PHYSICAL, SPORTS, AND HEALTH EDUCATION MANAGEMENT

Why discuss ethics? Ethics has taken on increased importance in sport club management in recent years. The temptation for sport club managers and clubs to act unethically or immorally has become greater for the following reasons: overemphasis on success, pursuit of prestige and material rewards, and self-interest. These factors have created a competitive environment with a great deal at stake for all involved. The higher the stakes, the greater the temptation is to disregard the rightness of actions. This highlights the importance of discussing ethics within the sport club environment. In this section, we discuss basic ethical concepts in sport club management, moral development, ethical theories, provide some guidelines for ethical behavior, and discuss how you can manage employee ethics (E. Eksteen, 2014).

There are four basic ethical concepts that each sport club manager must understand, saw in table below.

ethical concepts	Deskriptor
Values	<ul style="list-style-type: none"> <li>• A person's ethics are based on values.</li> <li>• A value is anything a person assesses to be worthwhile, interesting, desirable, or important.</li> <li>• Values in the form of virtues or moral values</li> <li>• Values in the form of tangible outcomes</li> <li>• Values in the form of intangible outcomes</li> <li>• Values are derived from a variety of sources such as family, friends, teachers, and religion</li> </ul>
Principles	<ul style="list-style-type: none"> <li>• Principles are universal guides that tell what actions, intentions, or motives are prohibited.</li> <li>• Principles enable values to be translated in action.</li> <li>• Example, if the sport club manager values honesty, he will develop a principle that he will not falsify the paperwork regarding the age of participants.</li> </ul>
Action	<ul style="list-style-type: none"> <li>• An action is the ultimate statement of a person's values and principles.</li> <li>• Example, a sport club manager can say he values honesty and develop a principle that he will not be dishonest in managing the club, but when asked to replace a player for one whose parents are influential in the club, what he does is the ultimate statement of his ethics</li> </ul>
Morality	<ul style="list-style-type: none"> <li>• Morality is the debate over the rightness and wrongness of an action.</li> <li>• A moral person does what is right.</li> <li>• Example, a club's coach who recruits a player away from another club to improve his team and further his reputation as a successful coach. In his recruiting, the coach fabricates false information about the player's current club that sways the player's decision. This coach can justify his action based on self-interest, arguing that he needs to stay employed or continue with his coaching career. Some may view his action as morally wrong, others may make normative judgements about the coach because he has benefited at the expense of another.</li> </ul>

Physical, Sports, and Health Education do not operate in vacuums. A number of factors outside and inside the organization can either contribute to or detract from the club achieving its goals. It is important for managers to understand the sport management. The environment comprises the internal environment (micro-environment), and external environment (market- and macro-environment).

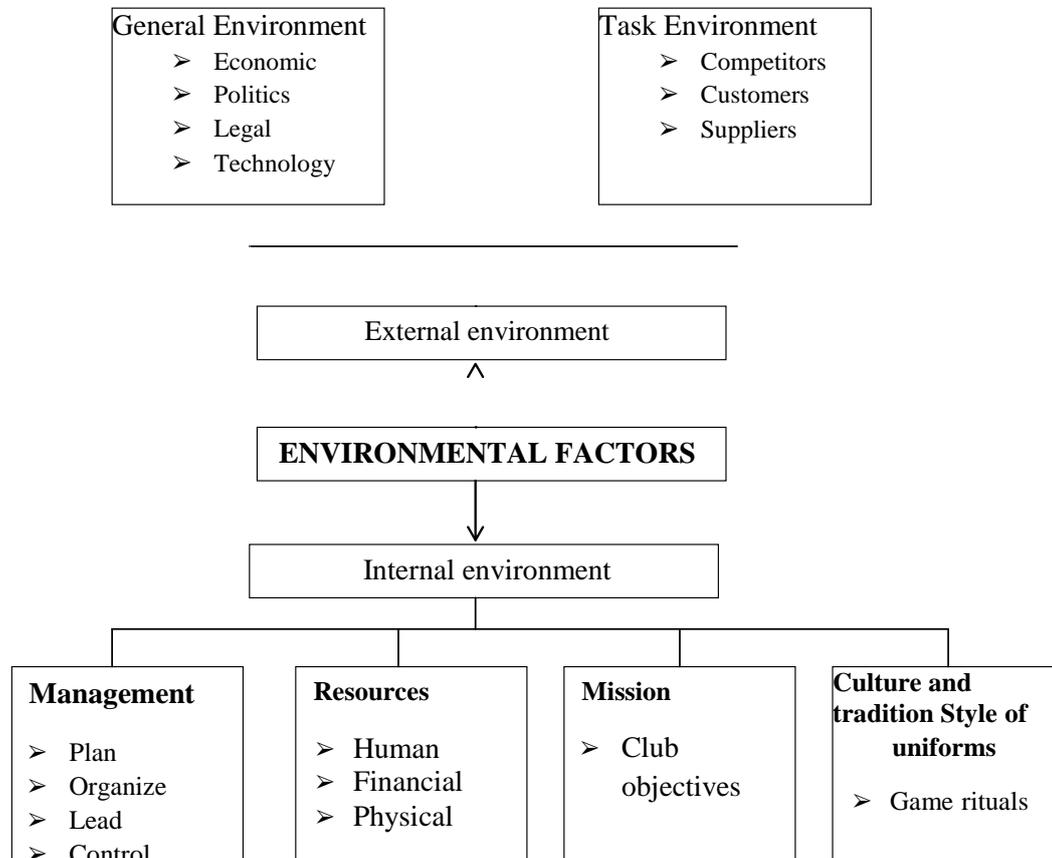


Figure 4: Internal and external environmental factors (E. Eksteen, 2014)

#### 4. CONCLUSION

1. Physical education is a form of education that prioritizes human motion without ignoring the development of other aspects of attitude and knowledge, in other words that physical education in addition to prioritizing the psychomotor aspect but still pay attention also to other aspects of affective and cognitive.
2. Physical education of sports and health is a human lifelong development process. Physical education of sports and health taught in schools has a very important role that is with physical education of sports and health, students can be directly involved in various learning experiences through physical activities, sports and health.
3. Good sport management practice is applicable to every organization where one, two or more people work together to achieve a set of goals. A sport manager is responsible for achieving the sport organization's objectives through efficient and effective use of resources
4. Conflict is an unavoidable aspect in any organization. Anyone who has been involved in any type of sport club, amateur or professional will have experienced the conflict that can occur in these clubs. A conflict exists whenever argument becomes antagonistic.
5. Ethics has taken on increased importance in sport club management in recent years. The temptation for sport club managers and clubs to act unethically or immorally has become greater for the following reasons: overemphasis on success, pursuit of prestige and material rewards, and self- interest.
6. Physical, Sports, and Health Education do not operate in vacuums. A number of factors outside and inside the organization can either contribute to or detract from the club achieving its goals. It is important for managers to understand the sport management. The environment comprises the internal environment (micro-environment), and external environment (market- and macro-environment).

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