

A comparison of Indonesian and Dutch realities

In the Physical Education Curriculum and Physical Education Teacher Education

Recently we had a very good opportunity to conduct a visit program to the Netherlands in order to obtain an overview of the Dutch physical education (PE) curriculum and more specifically of PE Teacher Education (PETE) at the level of higher education.

In this article you can read our findings.

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Introduction

The program was conducted at the School of Human Movement and Sports (formerly called Calo), Windesheim, Zwolle, for about two weeks (from 27 September to 10 October, 2008). During this program, we had the opportunity for a one day visit to the SLO, the Dutch Institute for Curriculum Development, in Enschede.

We would like to express our great gratitude to Mr. Bram Donkers, the Director of Calo, and Henk van der Palen, Head of the PE Department, who supported our team during our stay in Zwolle and we offer also special thanks to Mr. Jorg Radstake and his colleagues, for their professional support during our visit. Likewise we thank drs. Berend Brouwer and drs. Chris Mooij and their colleagues for their fruitful explanation regarding PE curricula in the Dutch school system. Our visit actually could be traced back to 1999, when two Indonesian sport academicians (one of them was Prof. Rusli Lutan from our school) met Dr. Bart Crum at The International PE Summit in Berlin. Since then, there has been a special relationship between our faculty (School of Sport and Health Education of Indonesia University of Education in

Bandung - FPOK UPI) and Bart Crum, who meanwhile has visited our university five times in order to speak in Indonesian PE conferences and to give a two week course on 'didactics of teaching games.' Through that course (in which Bart Crum was supported by two Calo experts: Mart Regterschot and Jorg Radstake) we started to get acquainted with the idea of 'movement problem based teaching/learning'. In 2007, in line with the effort of our school

to innovate our PETE program, we invited Bart Crum to come for about 6 weeks to Bandung in order to support us with the reconstruction of our PETE curriculum. He declined our invitation because he did not believe it would be good to impose his Dutch ideas on our institute. Instead, he suggested that an UPI delegation should come to a Dutch PETE college in order to acquire PETE curriculum ideas that could be useful and transferable to the Indonesian conditions. We think that his decision may have been fortunate for us, because we benefitted from our visit to Calo in Zwolle. As soon as we accepted his suggestion Bart Crum has been very instrumental in the realization of contacts between UPI Bandung and The School of Human Movement and Sports in Zwolle and he also arranged for us the visit to the PE team of SLO in Enschede, so that we could get informed about the state of the art of PE curriculum development in the Netherlands.



FOTO: BART CRUM

Welkom in Indonesië



FOTO: BART GRUIM

'Command'-model

Our visit was basically meant to collect information and witness the practice of the Calo Model of PETE, which possibly can be adopted and adapted in our institute.

'basic competencies.' They depend on the grade level of children. Below is an example of the content standard structure for the area of games

Competency Standard	Basic Competencies
To be able to apply basic movements in simple games/physical activities as well as basic values of playing games	<p>1.1 To apply basic movements such as walking, running, and jumping in simple games, as well as sportsmanship values, honesty, cooperation, tolerance, and self confidence</p> <p>1.2 To apply the basic movements of turning, swinging or flexing in the simple games, as well as sportsmanship values, honesty, cooperation, tolerance, and self confidence</p> <p>1.3 To apply the basic movements of throwing and catching in the simple games, as well as sportsmanship values, honesty, cooperation, tolerance, and self confidence.</p>

Grade 1, Semester 1, Primary School

We expected that our experiences would be directly relevant for our discourse to innovate our PETE program.

Indonesian PE (curriculum)

In Indonesia, the curriculum in schools has been newly developed and officially implemented in 2006. Just like other subject matter curriculum, the PE curriculum is represented by a single document containing a long list of standards to be mastered by the pupils. These standards are grouped into six activities representing the key learning

and sports activities: In all documents the same structure is apparently organized based on the activities and the grade of the students. To be able to implement the content standard, the teachers of each level of schools are assigned to arrange its scope and sequences based on the needs and available resources in each school. Since the newly implemented curriculum is rather different in comparison with the old one, it has caused a substantial turbulence among teachers. This was mainly due to lack of comprehension in interpreting the

areas for the PE program. They are: games and sports activities, fitness activities, rhythmic activities, gymnastics activities, aquatic activities, and outdoor activities. Our 'National Content Standard' is structured into two different levels of operational standards which are labeled as 'competency standard' and

content standard into a practical and operational curriculum. Consequently most teachers were embarrassed and automatically returned to the old ways of instruction. In fact the reality of Indonesian PE is still characterized by a heavy emphasis on the acquisition of standard sport skills rather than helping children to learn to solve movement problems. There is no room at all in the curriculum to accommodate other objectives, e.g. coming from the cognitive, social and affective domain. All standards are categorized as technical movement and sport skills.

Apart from the one-sided emphasis of the curriculum Indonesian PE has to cope with poor working conditions at almost every school. First, we would like to mention that the number of children in a class in most schools is around 40-50. Moreover, very often two or three classes are grouped together because of time and space limitations. So, it is no exception to find one PE teacher involved with around 100 to 120 children in one PE learning situation.

'Crowded and disordered classes' would be the first impression when witnessing such classes. Secondly, it must be emphasized that most of the facilities (indoor as well as outdoor) are poor and that the equipment is very limited. Given these conditions it is not surprising that PE teachers have serious problems to offer their pupils a range of learning tasks and to strive for differentiated levels of relevant learning.

They don't see another option than to follow strictly the national guideline and to give instruction in a particular sport using what Muska Mosston has labeled as the *command style*. Thus, when a sport (e.g. basketball) has been chosen, they will assign all children to practice the same task for the whole lesson.

SLO visit - striking impressions

Our one day visit to the SLO (the Dutch Institute for Curriculum Development) was very informative. We were informed about the way the PE team at SLO connects to schools and teachers, about the activity domains and the core objectives for each domain (which refer to technomotor and sociomotor as well as to cognitive-reflective learning). We got a thorough explanation about the basic curriculum documents (in fact these documents can be seen as teacher manuals) for primary education as



Tien studenten één bal

well as lower secondary education. We were impressed by the consistent way in which in both manuals the idea of 'learning lines' have been elaborated. A 'learning line' is a sequence of goals that have to be attained. Starting from the core Dutch objectives for PE the SLO team has selected a broad range of movement activities and then elaborated how these activities can be developed in a methodical way so that pupils can make learning progress. We saw the video materials that are developed in connection with a digital system which enables teachers to follow the learning progress of each pupil. We got a bit acquainted with the idea that pupils should experience a movement activity along four dimensions. They are: involvement in movement¹, performing better in movement², moving healthy³ and arranging movement⁴. These four dimension areas of learning are the best clues for teachers to select their choice of didactical and methodical knowledge, both in theory and practice. All in all: a lot of relevant information and striking impressions. There was one thing that concerned us a bit, namely the fact that a movement activity is often introduced in a rudimentary way. By the way, we observed the same characteristic in methodology lessons at Calo.

We experienced the way in which complex skill were reduced to a basic movement problem, sometimes as a kind of trivialization of the original sport skill or sport game. Nevertheless, we think that Indonesian PE curriculum developers can learn a lot from what already has been accomplished by the SLO PE department. We hope that in the near future we can realize translations of the Dutch basis documents (teacher manuals).

PETE in Indonesia

In Indonesia PETE is conducted at the level of higher learning. The program takes four years. Originally, teacher preparation programs in Indonesia were differentiated into two different pathways; one for primary school teachers and one for secondary school teachers. The preparation of PE teachers was situated in the latter pathway. The program for primary school teachers lasted two years. Recently, the system has been changed and now both primary and secondary school teachers are educated in a four-year program. Teachers in service whose qualification is based on a two-year program are now encouraged and even forced to improve their qualification to an undergraduate degree level. The structure change is directly related to the effort of our government to improve the quality of

education in Indonesia. PE teachers are educated in faculties of Sport and Health Education, which are situated within the Universities of Teacher Education. There are about eleven public PETE programs in Indonesia. However, there are numerous private programs, which are not controlled by government. In the initial phase, the candidates are selected from various graduates coming from general high schools, vocational high schools, and also from religion-based high schools. They are selected through a series of motor abilities tests identifying various abilities such as general endurance, flexibility, coordination, speed, local muscle strength, agility, and power. Those who are

accepted, go through a series of programs to meet the expected competencies. The program comprises:

- 1 improving students' own skills in many sports (courses mostly in the first and second year)
- 2 improving students theoretical-conceptual basis by a large number of theory classes (starting in the first year and continuing to the fourth year)
- 3 didactical and methodical practice in the area of sport learning (mostly in the third year)
- 4 social experiential practice with a focus on participation in society settings (during two months in the second semester of the third year)
- 5 four months of internship in a school (in the second semester of the fourth year)
- 6 after the completion of 1-5 students concentrate on their 'project' (conducting some research and writing a research report called skripsi).

All of the above areas contain about 150 semester hours in order to complete the program. Depending on how fast the students accomplish the program parts, they will finish their graduation after about 4 to 6 years. Then they can become PE teachers in secondary and high schools. However, recently, the situation changed and became

more problematic since the 2007 enactment of the law affecting teachers and university lecturers. This law supports the policy to allow each university graduate to become a teacher after following two semesters of professional teacher education in the form of additional course work. This means for example that graduates from sport science, who in their education process have not been equipped with teaching skills and didactical competencies, only need two extra semesters to become certified as a PE teacher.

PETE at Calo, Zwolle

For us, it was rather surprising to see the many and great differences that exist between PETE at Calo and PETE as we know it at home. First we noticed that the Calo curriculum and the realization process are clear indicators of the serious concern of the Dutch government and the Calo concerns for the important and critical role of PE teachers for the education of children and youth. We saw substantial evidence for this contention. Evidence came, for example, from the central role of the internship of the students (*stage*) during the whole PETE program. The 'stage' forms really the heart of the teacher preparation program. Through our visits to Calo students in their 'stage' schools we got convinced that such an internship can really be very instrumental in developing the teaching abilities and skills of the students. We learned that the PETE program at Calo is comprised of the following elements:

- courses for the improvement of own movement skills
- theory courses (not organized on the basis of the various disciplines but around themes)
- the internship (in each program year at different school types/levels and varying in length and intensity)
- reflection and Simulation
- profiling.

We found it striking that as far as the own movement skill courses are concerned there is a differentiation in the amount of time that is available. Gymnastics, athletics, dance, swimming and sport games are included in the program during eight semesters, while judo and 'circus' are taught during two, and one semesters respectively. An important difference regarding our home situation, is that in

Calo's program the focus is already on the issue of 'how to teach' and 'how to organize learning situations' for this skill domain. Another important characteristic, that is rather different from the Indonesian situation, is in the thematic organization of the theory courses (in our institute the whole range of different disciplines are central). However, the most important difference with our system is to be found in the central position of the 'stage'. It can be said that at Calo the internships form the heart and the lungs of the whole PETE program. They take the largest amount of curriculum time; they start in the first semester and continue to the last semester of the final year. They are well guided and supervised by Calo staff, who regularly visit the internship

of the *stage* is certainly one element that could be 'copied' in our new curriculum. However, we also are aware of the difficulties that we will meet in trying to do so. We need to convince our colleagues in the department and we need the cooperation of teachers/coaches at the schools. Meanwhile we will be looking forward to opportunities for a follow up of our first visit. We hope for example, that in the near future an exchange of lecturers and students between Windesheim-Calo and UPI-FPOK will become possible.

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FOTO: JORG RADSTAKE

Bezoek bij SLO

schools. The experiences collected in the internship are discussed and evaluated in special sessions at Calo. We became convinced that the 'stage' is the missing link in our program at UPI, Bandung. Since in our program internships play a minor role (it is only during one semester), it is not surprising that the teaching competencies of our graduates cannot be compared with the competencies of Calo graduates.

Epilogue

We left The Netherlands with a wealth of new experiences, insights and ideas to be applied at home. We do hope that we will be successful in implementing the new insights in our faculty. The central position

University of Education (UPI) – Bandung.

Noten:

- ¹ In het Nederlands 'Bewegen beleven'
- ² In het Nederlands 'Bewegen verbeteren'
- ³ In het Nederlands 'Gezond bewegen'
- ⁴ In het Nederlands 'Bewegen regelen'

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