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Proceeding



The International Seminar of Physical Education and Sport

Building Health, Excellence,
Wellbeing and Friendly People Through Physical Education and Sport



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BE

The International Seminar Of Physical Education and Sport

Building Health, Excellence, Wellbeing and Friendly People Through Physical Education and Sport
Febriani Fajar Chawal, Semarang State University, Surakarta

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PREFACE

This book of edited papers represents the collective contributions of over 100 speakers from many provinces of Indonesia who will present at the 2009 International Seminar of Physical Education and Sport.

The Seminar program has been developed within a multidisciplinary framework which includes an extensive range of disciplines associated with the major partners involved in the Seminar, Semarang State University Indonesia, Deputy Assistant Of Deputy Of Sport Achievement, Science & Technology of Ministry Of National Youth And Sport Republic of Indonesia, and ISORI (Association of Sport Scholar in Indonesia)

The Seminar presents a unique opportunity to discover the interesting research being conducted around the region in Indonesia and to share ideas and develop collaborations between different culture and individuals.

In the development of the program and proceedings, thanks are extended to the many people in Faculty of Sports Science Semarang State University who contributed to the review of abstracts included in these proceedings. The proceedings will provide a valuable and informative record of this historical event and facilitate wider dissemination of the information to the national community in physical education and sport.

Best regards,

2009 Organizing Committe

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social responsibility. The third part gives some lessons that could be learned from the project.

The paper concludes that the program is a valuable lesson learned for anyone working with underserved community using physical activity as the vehicle. It also strongly recommends that research agenda in this area could potentially be innovative and socially be worthwhile.

Key words: Social Responsibility, Underserved Street Children

* Cahyo Yuwono and Saryono are with the Yogyakarta State University. Ahmed Wiyono is the director of Ludica Foundation.

INTRODUCTION

We had taken the phenomena of street children as an granted for quite long time before we finally changed our mind about them. It was the common to have slum area on the economy and then in the society because of the crisis. But now, ten years from the crisis, it might be decreasing and yet the street children man existed, even develop into a new form of social entity. They were around us and in comparison to those living with warm-happy of our daily live. We always saw their faces. We have gradually realized that we could not let them lose the importance of this period, especially their education.

This is the meeting point of our concerns. The Yogyakarta State University has a strong commitment on the community development. More specifically, at the School of Sport Science there have been growing interest on the critical theories and the use of sport and physical activity as the means to address social issues. Similarly, Ludica Foundation is a non-governmental agency working to serve disadvantaged communities using physical activity based program.

In the beginning of 2005, we have collaborated educational opportunities. Particularly, the project was intended to foster social responsibility for street children using sport education model. Futsal League has been well accepted among youth. On November 2006, this project was nominated as a distinguished community development program from Semarang State University and it observed and monitored implementation.

Fostering Social Responsibility for Underserved Youth (Lessons Learned from Street Children Futsal League)

By Caly Setiawan, Saryono, Ahmad Wiyono)*

Abstract

This paper provides lessons learned from a community development program intended to serve disadvantaged people. The program was designed as a project about fostering social responsibility for street children using sport education. The first part of the paper explores the theoretical underpinning of the project. This paper examines community sport development model (Cooke, 1996). As this program operated under the community sport development model, it heavily equipped with Teaching Social Responsibility (Hellison and Siedentop, 1994) and Sport Education (Siedentop, 1994) approaches. The second part of the paper presents the Street Children Futsal League. This project was a collaborative project run by Yogyakarta State University and Ludica Foundation. It involved three community based organizations working to serve street children. Using Sport Education model, the program was intended to foster social responsibility. The third part generates valuable lessons that could be learned from the project.

The paper concludes that the program served as a valuable lesson for anyone working with underserved community using physical activity as the vehicle. It also strongly recommends that research agenda in this area could potentially be innovative and socially worthwhile.

Key words: Social Responsibility, Underserved Youth, Sport Education, Futsal League, Street Children

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INTRODUCTION

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In the beginning of 2008, we have collaborated to design the project on providing educational opportunities. Particularly, the project was intended to foster social responsibility for street children using sport education model. Futsal League has been set as this kind of sport has been booming and widely accepted among youth. On November 2008, this project was nominated as a distinguished community development program from the Yogyakarta State University and it deserved funding for project implementation.

community development program intended to serve disadvantaged people. The program was designed as a project about fostering social responsibility for street children using sport education.

The first part of the paper explores the theoretical underpinning of the project. This paper examines community sport development model (Cooke, 1996) in comparison to elite athlete model (Cooke, 1996). As this program operated under the community sport development model, it heavily equipped with Teaching Social Responsibility (Hellison and Siedentop, 1994) and Sport Education (Siedentop, 1994) approaches. The second part of the paper presents the Street Children Futsal League. This project was a collaborative project run by Yogyakarta State University and Ludica Foundation. It involved three community based organizations working to serve street children. Using Sport Education model, the program was intended to foster social responsibility. The third part generates valuable lessons that could be learned from the project.

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Key words: Youth, Sport Education, Futsal League,

Yogyakarta State University. Ahmad Wiyono is

This project has been done. But it yielded important lessons learned ranging from theoretical consideration underpinning similar projects to possible research agenda on such area. This paper is an effort to elicit the lessons learned from this project.

THE UNDERPINNING THEORIES

Indonesian Street Children

According to Wikipedia, there are two kinds of street children; *children on the streets* and *children of the streets*. First, *children on the streets* are children who have economic activities on the streets but they still have family relationship. Second, *children of the streets* are children who spend most of the time on the streets and they have no family or family disconnection. However, recent phenomena yield a new emerging category; *children from the families of the street*. This alarming category describes children who are on the streets and from families who live/ stay on the streets (id.wikipedia.org). While the term of street children was originally taboo and tended to be antisocial, this term now is accepted (Civil Society Forum for East and South East Asia, 2003). As a community, they have their own terms such as *gembel*, *glanet*, *tikyan*, and *rendan* (terms for the girls). In Indonesia, the number of street children could not be precisely estimated. A study conducted on 1999 in 12 cities in Indonesia showed that the number of street children reached 170.000 (West, 2003). However, several data versions present that the number of street children have dramatically been increasing since reformation (Speak, 2005).

Street children deal with complicated problems. Beazley (2002, 2003) identified how marginalization of street children occurs and how they culturally counter it. As a result, these children tend to be assumed as socially disorder. In addition, Civil Society Forum for East and South East Asia (2003) found that negative stigma and poor economic opportunities make them marginalized. Indeed, there have been many programs intended to help these children. But these programs also deal with significant barriers such as the discontinuity of the program when these kids reach 18 years old. They also have no access to health care and other governmental welfare service since they have no birth certificate. Furthermore, there is no a clear cut definition about "anak jalanan" (street children) resulting to lack of adequate demographic data so it inhibits advocating. Moreover, those who live separately from the families have no alternative services since this kind of category have not been considered as important (Civil Society Forum for East and South East Asia, 2003).

Conceptualization of Community Sport Development

Theoretical review on community sport development (CSD) needs an analysis on the community and community development. The term community can variously be interpreted and resulted to yield multiple meanings. Community indicates ideas about collectivity, togetherness, sense of belonging, or something to share. Community can be defined by its members or a label externally constructed and defined (Hylton dan Totten, 2001). Community can also be imagined and at the same time realized. For example, community can be an area which is geographically defined (places, localities, inhabitants) or can also be experience (interest groups, affiliations, sport activities).

While what it calls as community development is the development scale based on intervention level either external (top-down deterministic model) to internal (bottom-up deterministic model) imposition in nature. Other than that, community development is not merely community service, but local community empowerment to take part actively in defining needs and solutions.

Furthermore, CSD refers to the terms community and community development above. It anchors to the paradigm which is different from common sport development. Sport development is too focused on the high level athlete. National Sport System Acts (NSSA)/ Undang-undang Sistem Keolahragaan Nasional, for example, points to developmental paradigm from Geoff Cooke namely *house of sport* (1996) as shown in the figure bellow.

Figure 1. The house of sport (Cooke, 1996)

That paradigm provides an illustration on the sustainable development based on the every level of development is sport. These levels indicate hierarchical progress from participation towards "performance" and "excellence", so that the main focus is on the established specific sports. In contrast, CSD is not only focused on sport development and also merely sport in society. But it covers "community development" world. Figure 2 represents the frame of active community which is the paradigm of CSD.

Figure 2. The frame of active community (Hylton et al., 2001)

Personal and Social Responsibility through Physical Activity

Originally, research about developing social responsibility through physical activity has been from Hellison's ideas (1978) about teaching personal and social responsibility (TPSR). Since the launching of his book, *Beyond Balls and Bats* (Hellison 1978), research and physical education curriculum model development for TPSR have grown in North America, Australia, New Zealand, and some countries in Europe (Hellison dan Martinek, 2006). More than a curricular model, TPSR has also been developed for programs outside the school walls. Hellison and Walsh (2002) analyzed 26 research findings about TPSR in sport programs for poor and marginalized children. From all findings from 1978 to 2001, it can be concluded several important points; (1) "physical activities as potential vehicles for teaching life skills and value, while simultaneously developing the contents of physical activities", (2) the purposes of physical activity programs covering/helping children to take responsibility upon their welfare and personal development, (3) the increase of such variable as self-control, effort, self-direction, and cooperation (Hellison dan Walsh, 2002).

Sport Education (SE) Model for Street Children Futsal League

Sport Education (SE) is situated learning and have long been developed as a curriculum model in physical education. It was first developed in the US but now is widely practiced around the world. Although this approach has not yet been well-known and moreover systematically implemented in Indonesia, we have seen its potencies for non-curricular purposes such as an approach for street children empowerment.

SE model emphasizes the development of positive social-behavior and provides opportunities for the children to develop leadership skills (Siedentop, 1994). SE is designed to develop positive sport experiences through contextual important stimulation features of authentic sports. According to Siedentop, Hastie, and van der Mars (2004), the SE includes several teams. Each team independently assigns its members to be in charge for such roles as captain, coach, and manager. Each team also delegates its representatives to be assigned as referees, journalists, record keepers, and statisticians. In addition, they define their team's name, color, uniform, mascot, and logo. This is called team affiliation.

The first part of session is a kind of training camp in which technical assistant will help skill training. After several meetings, team coach will do the training by him/herself for the team. After basic skills have been learned and practiced, the next step pre-session competition. During this session, the children practice to be a referee, learn to record score and statistic, and involve in several managerial tasks such as marking the field, running the time, and preparing equipments.

As session progressed, the training has been fewer and formal competition becomes the main focus. The next step is competition in which the main purpose is to win the game by compiling points from the matches. However, winning the game is not the only purpose but it also includes sportsmanship, fair play, organization, and the completeness of managerial tasks. At the final matches, various awards will be given such as awards for top rank team, referee, fair play, and participation.

In order to develop enthusiastic players, important aspects in SE model are that children take roles more than merely "athletes". As previously mentioned, in addition to practicing skills, they also involve as coach referee, manager, and score keeper. Experiences in SE then offer rich settings interactively in which emphasizing opportunity for being responsible.

Those activities will help to teach positive leadership, organization, and interpersonal skills in a context assuming various role responsibilities. In fact, research conducted by Hastie and Sharpe (1999) shows that SE has positive effects on socially at-risk children. In this SE model, we used Futsal known as modified soccer. Futsal is identical with smaller field and number of players (Saryono, 2006). We considered Futsal as this game is recently gaining popularity and greater access to the facilities.

FUTSAL LEAGUE: FOSTERING RESPONSIBILITY FOR STREET CHILDREN

Partners and Partisipants

This project involved three partners. One of the organization partners was Ludica Foundation, an NGO working to serve marginalized communities using sport based programs. Other two partners were community based organizations working with street children. They were Rumah Singgah Diponegoro and Rumah Singgah Pambudi. The participants of the league were the street children who were attached to those organizations. Each "rumah singgah" developed a team consists of 10-12 children with various roles taken. At least, the roles should include manager, coach, referee, and player. Referee from each team would make a referee commision together with other referees from other teams.

Pre-event Stage

Prior the event, we had several meetings with the partners to share and line up our perceptions. We aimed at having common perception and understanding among 5 different institutions about the ideas and goals of the Futsal League. Ludica Foundation was willing to be the event organizer and "rumah singgah" persons were happy with their roles as facilitators.

Event Stage

Although in the pre-event stage we had more organizations, but in the event itself we had only three teams from two "rumah singgah" organizations. Lack of coordination and time frame limits inhibited us to have more effective collaboration. In addition, each organization had its ideological stem and then its own agenda which might not immediately in line with others. Having common program may need some more negotiating efforts.

Team Affiliation. Team affiliation has been conducted on September 2008. The children in a "rumah singgah" run several meetings to develop a team by assigning roles such as manager, coach, and referee. They also named the team along with its mascot, color, logo, place and training schedule. They even designed their team uniform by themselves. To develop the team, we supported them with funding, in amount of Rp. 500.000,-. All the process was facilitated but not interfered by "rumah singgah".

Training Session. Training session has been run from October to November 2008. Each team had two times per week schedule of training taking place in nearby futsal court. In this session, each team was provided with technical assistants who were students from Faculty of Sport Science, Yogyakarta State University. The tasks of these assistants were to help and give training consultancies such as training program development, exercise procedures, training content and load. They also helped to develop referee skills and leaderships. At this season, the referee practiced to lead the match. It sometimes happened that they wanted to have more frequent in the training and dealt with lack of money to rent the court. Then, they went to the street making money for this purpose.

League Event. Ludica Foundation organized the event on November 2008. A full competition was implemented to provide each team to play more often. The location was

defined using home-away approach. The winner was not only the team winning the games but it was also those who showed fair play, cooperation, and well-organization.

Debriefing Workshop

Once the event has been done, we facilitated a workshop involving partners and street children representation to develop a model for street children empowerment using sport education

LESSONS LEARNED FROM THE PROJECT

There are several lessons learned that can be elicited from this program. We point at the underpinning theories should be included as the theoretical foundation of such program. We also highlight some consideration to work with vulnerable communities like street children. The heaviest emphasis we put here as our lesson is on the university community partnership. The last lesson is more a research recommendation for such effort.

When one is running a community based project, it usually entails theories underpinning the project. These theories can possibly be either explicit or implicit. This project strongly suggests that such similar project should be anchored in critical theories. These theories in sociology help to frame both structural and cultural inequality in society. Another theory would include recent approach in sport pedagogy such as TPSR or other physical activity based intervention theory. In many cases, the recent development in physical education pedagogy could also be applied such as teaching games for understanding (TGfU). In addition to the theories, a chosen model as the project framework is also critical. Many people more likely expect elite athlete model when the work with sport based programs. But, it would not work real well applied as social intervention. This project advocates the frame of active community (Hylton et al, 2001) for community sport development and strongly suggests it for similar programs.

In addition, organizations or individuals working to serve marginalized communities should consider several factors. These factors include the empathy of their emotional vulnerability, awareness of their potential economic harm, alert of gender biased, and possibility of creating new problem. In many cases, all these factors evolve in such subtle ways so that working with them requires a thorough observation on the potential social, emotional, and economic harm.

Another lesson learned from this project is the idea that when interdependency, complexity, uncertainty, and novelty are evident in the problems; collaboration and partnerships become critical in such efforts (Lawson 2003). At this point, we formed university-community partnership. Getting through a successful partnership involves two interconnected organizational challenges. There are structural and cultural challenges. First, the structural challenges are potentially yielded from the fact that university-community partnership brings together multiple organizational entities characterized by latent structural inequalities and differential power (Nyden, et al. 1997; Knapp 1998; Lerner and Simon 1998; Nichols 1990). For example, it was quite possible that this kind of project would potentially be exploitative because of the conflicting interests in the incentives and agendas produced from those different structures. While community members pursued project-related resources, larger access to networks, and greater legitimacy from partnering with higher education researchers, faculty sought tenure and promotion by securing external research funding which oftentimes favored traditional-academic oriented research rather than applied research such as community-based research (Ferman and Till 2004). To some extent, when power differences have intensively been exercised, these conflicting agendas would possibly create resources and expertise dependency leading universities to "dominate problem-solving efforts, to prioritize university interests over those of the community, and to treat the community as deficient" (Tippins, Bell, and Lerner 1998, 181; Cherry and Shefner 2004, 12:227).

In addition to the multiple constituents, another potential challenge is structural capacity to work collaboratively in a genuine partnership. A genuine partnership dealing with multi-faceted social problems suggests interprofessional collaboration (Brabeck, et al. 1997; Lawson 2004; Russel and Hymans 1999). When professionals are lacking collaborative skills, it will bring about organizational incapacity to deal with the complexity of inter-organizational relationship working to serve community (Knapp, et al. 1998). Therefore, professional preparation education becomes a relevant venue in developing collaborative skills through, for example, interprofessional education (Knapp, et al. 1998). Ironically, while interprofessional education remains to be undeveloped in most professional curricula, some well-established interprofessional education curricula are being questioned upon their real outcomes to provide such skill development (Gilbert 2005; Knapp, et al. 1998).

Second, the cultural challenges involve differences among partners regarding race, language, knowledge, norms, and skills (Brabeck, et al. 1998, Lawson 2004). To illustrate, the ways by which individuals socialized in the university were governed by norms, expectations, and practices that were different from those of the community and these approaches were possibly carried out across contexts of partnership, which potentially created conflicting cultures (Matsuoka, Mulroy, and Umemoto 2002). Equally important, other challenges are also apparent once an engagement has become established. In fact, successful partnership efforts in many universities are dealing with maintaining a culture of engagement since the on going change in student and faculty populations, accreditation standards, and the actual integration of teaching, scholarship, and service are influential factors reshaping university policies, programs, and practices (Cope and Leatherwood 2001).

Finally, the project provides rich resources for research. Any research can be taken to investigate the project. But for the partnership effort, the Futsal League strongly suggests theory of change elicitation research. Theory of change explanations about the logic model of overall programs in the community partnerships covering all the way from starting points to the ends. This kind of explanation will ease policy makers and public to understand the programs. Moreover, for certain group of people, the presentations of theory of change evaluation are more "convincing and memorable than are statistical findings alone (Weiss 1997, 21: 519)." Thus, a theory of change evaluation may be influential for the making of future policy related to community improvement through university-community engagement.

CONCLUSION

This project has been done. But it yielded important lessons learned ranging from theoretical consideration underpinning similar projects to possible research agenda on such area. There are several lessons learned that can be elicited from this program. We point at the underpinning theories of such program, social and cultural considerations to work with vulnerable communities, university-community partnership and a research recommendation for such effort.

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