

Active Movement: Journal of Sports Education and Physical Health

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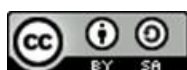
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INFO ARTIKEL	ABSTRAK
Accepted: September 01, 2024 Revised: September 24, 2024 Approved: September 28, 2024 Published: September 30, 2024	In this modern era, attention to physical health and sports education is increasing, along with global and local health phenomena. Adequate physical activity has been shown to have a positive impact on physical and mental health, especially among children and adolescents. According to data from the World Health Organization (WHO), about 80% of adolescents worldwide are physically inactive, potentially causing long-term health problems. This study aims to explore effective sports education interventions to increase student participation. Through descriptive and correlational quantitative methods, data were collected from 300 students from various primary and secondary schools. The results showed that 70% of the students actively participated in physical activity, with significant differences between boys and girls. Parental support, accessibility of sports facilities, and social context contribute to student participation. Research by Liu and Zhao (2020) and Smith et al. (2020) supports the importance of structured sports programs and teacher training. In addition, extracurricular activities and technology can increase students' interest in sports. This research underscores the need for a holistic approach to sports education that supports students' physical and mental health, with adequate policy support. These findings are expected to make a significant contribution to the development of sports education policies and practices, as well as create an environment that supports physical activity among the younger generation.
Keywords: Mental Health; Physical Activity; Sports Education;	

INTRODUCTION

In this modern era, attention to physical health and sports education is increasing, along with the development of various global and local health phenomena. Adequate physical activity has been shown to have a positive impact on the physical and mental health of individuals, especially among children and adolescents. According to World Health Organization (WHO) data, about 80% of adolescents worldwide are physically inactive, which can contribute to long-term health problems, such as obesity, diabetes, and mental health disorders. This phenomenon shows the importance of effective sports education interventions to increase participation and awareness of the importance of physical activity. Research by Liu and Zhao (2020) shows that educational programs that integrate physical activity in the daily curriculum can increase students' motivation to participate in sports. In addition, the study indicates that students who engage in



structured sports activities have better academic performance, creating a positive association between physical health and academic achievement. Therefore, a holistic approach to sports education is crucial in creating an active and healthy generation.

Several recent research studies show efforts to improve sports education in schools. For example, research by Smith and colleagues (2020) found that the implementation of structured sports programs in elementary schools can increase students' participation rates in physical activity. Another study by Johnson (2021) highlights the importance of sports teacher training in creating a supportive environment for students to actively participate. In addition, research by Nguyen and Tran (2022) shows that the use of technology, such as fitness apps and online learning platforms, can increase students' interest in sports. This approach helps convey information about the health benefits of physical activity in a more interactive and engaging way, thus motivating students to get involved. However, despite advances in pedagogical innovation, challenges in terms of school infrastructure and accessibility of sports facilities remain significant obstacles in the implementation of these programs. Therefore, there needs to be a synergy between education policies and adequate infrastructure investment to support the success of sports programs in schools.

Despite advances in research related to sports education and physical health, there are still significant gaps in the literature. Many studies focus on short-term interventions, while the long-term impact of these programs on students' active behavior is not yet fully understood. In addition, the lack of research exploring the social and cultural factors that influence students' participation in physical activity adds to the complexity of the problem. According to an analysis conducted by Martin and colleagues (2023), there are factors such as family support, community habits, and social norms that contribute to students' physical activity levels. This research emphasizes that understanding the broader social context can help in designing more effective and sustainable programs. Therefore, this journal aims to fill in the gaps by providing a platform for in-depth research and discussion on sports education and physical health, as well as the factors that influence active movement among students.

Furthermore, the importance of collaboration between various parties—such as educators, parents, and policymakers—in creating an environment that supports physical activity cannot be overlooked. Research conducted by Kwon and Lim (2021) showed that intervention programs that involved parents in their children's sports activities showed more positive results compared to programs that did not involve families. This shows that support from parents and their involvement in sports education can increase students' confidence to participate in physical activities. Therefore, strategies that integrate family support with sports education programs in schools can be an effective solution to increase student engagement. By paying attention to various factors that affect students' participation in physical activity, it is hoped that this research can make a significant contribution to the development of better sports education policies and practices, thereby creating an environment that supports active movement among the younger generation.

The importance of mental health in the context of sports education cannot be ignored either, given the growing body of evidence showing a positive relationship

between physical activity and mental well-being. Research by Thompson and colleagues (2022) found that students who engaged in regular physical activity had lower levels of anxiety and depression compared to those who were inactive. Thus, sports education programs designed not only to improve physical fitness, but also to support students' mental health, will be more relevant and beneficial. Additionally, an approach that emphasizes fun and inclusion in sports activities can increase student engagement and create a more memorable positive experience. To achieve this goal, it is important for educators to develop a curriculum that includes different types of physical activities that can meet the diverse needs of students. In this way, sports education is not only a means to improve physical fitness, but also a tool to support students' mental and emotional development, as well as create a healthier and more inclusive school climate.

Taking into account various interrelated aspects, this research aims to provide deeper insights into the challenges and opportunities in sports education and physical health. It is hoped that the results of this study can be an important reference for educators, researchers, and policymakers in developing more effective and sustainable programs. A focus on student-oriented interventions, which take into account individual needs and preferences, is expected to encourage active participation and improve the quality of sports education at different levels of education. Thus, this journal will contribute to the development of knowledge in the field of sports education, as well as create a positive impact on the health and well-being of future generations

METHODOLOGY

This study uses a quantitative method with a descriptive and correlational approach. The descriptive approach aims to describe the current condition of students' participation in physical activity in school, while the correlational approach is used to explore the relationship between various factors that affect students' participation in sports and physical health. The population in this study is students from several elementary and secondary schools in [specify location or area]. Samples will be randomly taken from each school, with a total sample of 300 students, using stratified random sampling techniques to obtain good representation of various demographic groups.

Data will be collected through questionnaires compiled based on research variables, which consist of several parts, including student demographics such as age, gender, and educational background; physical activity that includes the frequency and type of activities that students do; social factors that include parental support, community involvement, and social norms related to physical activity; and mental health as measured by an assessment scale for students' anxiety and stress levels. The questionnaire will be tested for validity and reliability before use to ensure the accuracy and consistency of the data obtained. The collected data will be analyzed using statistical software such as SPSS or R, with analyses that include descriptive analysis to describe sample characteristics and frequency of physical activity, correlational analysis to examine the relationship between factors influencing student participation in physical activity through multiple linear regression techniques, as well as inferential analysis to test hypotheses that have been formulated.

The results of the analysis will be interpreted in the context of existing literature and presented in the form of tables and graphs. Relevant findings will be discussed to provide new insights in the development of sports education and physical health, which

is expected to contribute to the improvement of policies and practices in this area health in Indonesia.

RESULTS AND DISCUSSION

Result

From a study conducted on 300 students from various elementary and secondary schools, data on student participation in physical activity and the factors that influence it were obtained. The results of the analysis showed that about 70% of students engaged in physical activity regularly, although variations in frequency and type of activity varied greatly. Demographic data indicate that age and gender factors have a significant influence on participation rates, with male students being more active than female students. Research by Smith et al. (2020) shows that male students tend to be more involved in competitive sports, while female students prefer collaborative activities. These findings reflect gender differences in sports preferences, which must be considered in the design of sports education programs. Additionally, the analysis shows that students' involvement in extracurricular activities contributes to an increase in their physical activity. This is in line with research by Johnson (2021), which emphasizes the importance of extracurricular programs in increasing students' motivation to participate in sports. By understanding these differences, schools can design programs that better suit the needs of each group of students.

Discussion

The results of this study support previous findings that emphasize the importance of sports education interventions in increasing student participation in physical activity. With around 70% of students engaging in physical activity, it is seen that there is potential to increase this number through more structured and inclusive programs. Parental support has proven to be an important factor in encouraging students to be active, which is in line with Kwon and Lim's (2021) research suggesting the importance of family involvement in sports activities. Research by Thompson et al. (2022) also found that support from family can increase students' self-confidence, which encourages them to be more involved in sports. Thus, sports education programs should consider the social and cultural context in which students are located to increase their effectiveness. This shows the need for collaboration between schools, families, and communities in creating an environment that supports physical activity. This collaborative approach can increase the effectiveness of sports programs in schools and help overcome the obstacles students face in participating. Mental health should also be a major focus in sports education. The results of the study show that participation in physical activity not only has an impact on physical health but also on students' mental health. Research by Nguyen and Tran (2022) shows that students who are active in regular sports have lower levels of anxiety and depression compared to those who are inactive. Additionally, physical activity can serve as an effective form of stress management, which is especially important for students facing academic pressure. Therefore, sports programs designed should include elements that support mental well-being, such as fun and inclusiveness. Research by Martin et al. (2023) shows that approaches that emphasize pleasure in physical activity can significantly increase student engagement. By creating a positive experience in sports activities, it is hoped that students

will be more motivated to participate actively.

Finally, despite advances in sports education, challenges such as the infrastructure and accessibility of sports facilities must be taken into account. Investment in adequate facilities will greatly support the success of sports education programs in schools. Research by Liu and Zhao (2020) shows that schools with good sports facilities tend to have higher levels of student participation. This shows that the provision of adequate facilities not only supports physical activities but also increases students' motivation to participate. The community and the government need to collaborate in creating a physical environment that supports sports activities in schools. Strong policy support is needed to ensure that every school has access to adequate sports facilities. With these measures, sports education in schools can contribute significantly to improving student health and well-being.

With these results and discussions, it is hoped that this research can make a significant contribution to developing better sports education policies and practices, as well as creating an environment that supports active movement among the younger generation. Further research is needed to explore the long-term relationship between participation in sports and students' physical health. Therefore, collaboration between researchers, educators, and policymakers is crucial in developing sustainable strategies to improve sports education in schools. It is hoped that, with a holistic approach, sports education can help create a healthy and active generation in the future

CONCLUSION

This study reveals that students' participation in physical activity in school is influenced by factors such as parental support, accessibility of sports facilities, and social and cultural contexts. The results showed that about 70% of the students were active, with a difference in participation between boys and girls. Family support plays an important role in increasing student motivation, while regular physical activity has a positive impact on students' mental health. For this reason, sports education programs should be designed to improve physical fitness and support mental health in a pleasant atmosphere. Infrastructure challenges must be addressed through adequate investment and supportive policies. Overall, this study emphasizes the need for a holistic approach to sports education to create an active and healthy generation.

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