

Genealogy on Policies and Strategies of Physical Education for Elementary Schools in Indonesia Genealogía de Políticas y Estrategias de Educación Física para Escuelas Primarias en Indonesia

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Abstract. This paper delves into an examination of policies and strategies for physical education in elementary schools, with a specific focus on assessing their effectiveness and sustainability to enhance the overall quality of physical education. Employing a qualitative approach that involves a comprehensive review of relevant literature, the study aims to scrutinize and evaluate the impact of these policies and strategies. The findings highlight crucial elements essential for effective physical education, such as the development of a well-rounded curriculum, accurate assessment methods, continuous teacher training, institutional and governmental support, integration of modern technology, fostering community partnerships, and active involvement of parents. The conclusions drawn from this research underscore the critical importance of implementing robust policies and strategies to address the existing challenges in elementary school physical education. Furthermore, the study emphasizes the potential for significant improvements in the effectiveness and sustainability of physical education through the adoption and implementation of these measures, ultimately paving the way for a more holistic and beneficial educational experience for students.

Key words: policy, physical education, elementary school, sports strategy.

Resumen. Este artículo profundiza en un examen de políticas y estrategias para la educación física en las escuelas primarias, con un enfoque específico en evaluar su efectividad y sostenibilidad para mejorar la calidad general de la educación física. Empleando un enfoque cualitativo que implica una revisión exhaustiva de la literatura relevante, el estudio tiene como objetivo analizar y evaluar el impacto de estas políticas y estrategias. Los hallazgos resaltan elementos cruciales esenciales para una educación física efectiva, como el desarrollo de un plan de estudios integral, métodos de evaluación precisos, capacitación continua de los docentes, apoyo institucional y gubernamental, integración de tecnología moderna, fomento de alianzas comunitarias y participación activa de los padres. Las conclusiones extraídas de esta investigación subrayan la importancia crítica de implementar políticas y estrategias sólidas para abordar los desafíos existentes en la educación física de las escuelas primarias. Además, el estudio enfatiza el potencial para mejoras significativas en la efectividad y sostenibilidad de la educación física a través de la adopción e implementación de estas medidas, allanando así el camino hacia una experiencia educativa más holística y beneficiosa para los estudiantes.

Palabras clave: política, educación física, escuela primaria, estrategia deportiva.

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Introduction

Physical education in elementary schools plays a crucial role in shaping children's educational journey. Proficient physical education not only has the potential to enhance children's health and overall well-being but also to boost their academic performance (Naiman, Leatherdale, Gotay, & Mâsse, 2015). However, the delivery of effective and sustainable physical education in elementary schools faces various challenges. These obstacles include the lack of a comprehensive curriculum, inadequate assessment methods, insufficient teacher training, and limited support from educational institutions and government entities. Moreover, the incorporation of modern technology in elementary school physical education programs remains largely untapped, presenting an opportunity for improvement in enhancing the overall quality and effectiveness of physical education initiatives.

The formulation and implementation of policies and strategies pertaining to physical education in elementary schools have undergone significant evolution over time. A genealogical analysis of these policies and strategies provides valuable insights into the progression, challenges, and achievements in promoting physical education within the elementary school framework (Setiawan & Anwar, 2023). This article aims to delve into the historical

trajectory of physical education policies and strategies for elementary schools in Indonesia, examining the shifts in educational paradigms, governmental initiatives, and societal influences that have shaped the current landscape. By scrutinizing the historical development of these policies and strategies, this research seeks to elucidate the factors that have contributed to their evolution, as well as the impact they have had on the overall provision of physical education in elementary schools.

This study endeavors to identify key differences and similarities between past and present policies and strategies, shedding light on the contextual factors that have influenced their formulation and implementation. Through a comprehensive exploration of historical documents, educational literature, and policy archives, this research would provide a nuanced understanding of the multifaceted dimensions of physical education in Indonesian elementary schools.

By undertaking this genealogical inquiry, this study endeavors to contribute to the existing body of knowledge regarding physical education policies and strategies for elementary schools, while offering insights that may inform future policy development and implementation (Sawyer, Judge, & Gimbert, 2015; Skala, Springer, Sharma, Hoelscher, & Kelder, 2012). Ultimately, the findings of this research endeavor to enrich the discourse surrounding

physical education in elementary schools in Indonesia, thereby fostering a more informed and evidence-based approach to policy formulation and educational practice.

In Indonesia, there is a common perception in society that "every change of minister results in a change of curriculum." This transition has implications for the alteration or shift in national educational policies, thus leading to changes in the practices of learning within schools (Christine & Paskarina, 2021; Irianto, 2021). The adaptation of curricula to align with national policies has rendered the educational landscape in Indonesia inseparable from political interests. In other words, curriculum politics in Indonesia constitutes a discursive agenda. The agenda within the politics of the curriculum is a global phenomenon, as can also be seen in the case of Malaysia. For instance, the subject of Physical Education, as constructed by the Standard Documents and Curriculum and Assessment (DSKP), Syllabus (SP), Curriculum Standard Document (DSK), Syllabus Description (HSP), and the assessment from the latest Physical Education subjects, reflects this global trend (Yaakop, Koh, & Mohammad Yasin, 2023).

Indonesia has undergone eleven instances of curriculum changes or transformations since the country's establishment (Pratama, 2015). The progression of the Indonesian curriculum is evident through the following iterations: Curriculum 1947 (with clearly outlined study plans), Curriculum 1964 (for Elementary Schools), Curriculum 1968 for Elementary Schools, Curriculum 1973 (as part of the school development pioneer project), Curriculum 1975 for Elementary Schools, Curriculum 1984, Curriculum 1994, Curriculum 1997 (a revision of Curriculum 1994), Curriculum 2004 pioneering the Competence-based Curriculum (Kurikulum Berbasis Kompetensi or KBK), Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, and Curriculum 2013, and Merdeka Curriculum 2020.

Education is often perceived as being subservient to political authority, with policies and decisions regarding education being influenced and shaped by the dynamics of political power (Putri & Suhardi, 2023). This relationship between education and political power underscores the intricate interplay between governance, ideology, and the shaping of educational systems and practices (Wang, 2009). The influence of political power on education extends to the formulation of curricula, allocation of resources, and the establishment of educational priorities, reflecting the broader socio-political objectives of those in positions of authority (Pupala, Yulindrasari, & Rahardjo, 2022). This complex dynamic warrants thorough examination and critical analysis to understand the implications for educational equity, access, and quality within diverse societal and political frameworks.

The dynamics of educational politics, as previously outlined, are often not fully recognized by practitioners or scholars in Physical Education (Sanchez-Vaznaugh et al., 2017; Weaver et al., 2017). This is due to the perception

of Physical Education solely as a positivistic discipline and practice related to individual fitness, thereby being assessed merely instrumentally without acknowledging its position within the realm of politics. At least, this tendency has been discerned by me as a researcher while observing the practices of Physical Education in elementary schools or other educational levels. However, upon examining historical sources representing policies and strategies in sports, it becomes evident that Physical Education as a field of study is intricately intertwined with the politics of educational curriculum that condition it. This underscores the imperative for a deeper understanding of the political dimensions shaping Physical Education, particularly within the broader context of educational governance and policy formulation.

I depart from the inclination of national curriculum politics in Indonesia, which has implications for the policies and strategies of physical education in schools. I have chosen to focus on physical education at the elementary school level because it is at this level that physical education is rooted; at least, students receive instruction in sports-related subjects and techniques from elementary school onwards. Therefore, I endeavor to frame the discourse on policies and strategies for elementary school physical education not merely as instrumental subjects taught to students, but rather as products of a discursive historical formation. Such an understanding would position the construction of physical education in elementary schools within a historical context. However, the history referred to here is not in the general sense, but rather a genealogical history within the Foucauldian framework (Dreyfus & Rabinow, 2014).

Foucault criticized the traditional method of history, which focused solely on official records and established historical narratives (du Plessis, 2020; O'Farrell, 2002). Instead, he emphasized the importance of examining unofficial sources such as archival documents, memos, newspapers, and popular literature. Foucault argued that these sources could provide deeper insights into the hidden dynamics of power and social relationships behind official historical narratives.

In the genealogical method, Foucault scrutinized how specific concepts or practices emerged and evolved over time, as well as how they were used to maintain power and control human behavior. Foucault also examined how these concepts or practices changed and adapted with social and political shifts (Borch, 2014). The genealogical method does not aim to seek absolute truth or complete historical narratives. Instead, its goal is to reveal the complexity and diversity of history and to question the underlying assumptions that shape human thought and practices (Maher, 2022; Taylor, 2014). Drawing on Foucault's genealogical approach, this study seeks to explore the historical emergence and evolution of policies and strategies governing physical education in elementary schools in Indonesia. By examining the genealogy of these policies and strategies, the research aims to uncover the underlying

power dynamics, social influences, and fundamental assumptions that have informed the development of physical education within the Indonesian educational context.

Method

This study employs the literature review research method, which involves the collection, review, and analysis of various literary sources pertinent to the research topic (Miles, Huberman, & Saldaña, 2014; Sugiyono, 2015). This method is utilized to explore policies and strategies for physical education within elementary schools. In conducting a literature review research, researchers are required to compile relevant literary sources associated with the research subject. These sources may encompass books, journals, articles, research reports, and policy documents concerning physical education in elementary schools (Arikunto, 2016). Following the compilation of literary sources, researchers proceed to review and analyze the content of each source. The selected literature primarily focuses on policy documents containing information regarding physical education in Indonesia, including laws, decrees, government regulations, and other relevant materials.

The literature review method enables researchers to document pertinent information regarding the research topic, encompassing aspects such as the definition of physical education policy, the objectives it aims to achieve, the strategies implemented, and the impact of these policies on students. Subsequently, researchers synthesize the gathered and analyzed data to formulate conclusions and recommendations pertaining to policies and strategies for physical education in elementary schools. Through literature review research, scholars can gain a comprehensive understanding of the diverse facets of policies and strategies for physical education in elementary schools, thereby offering valuable insights for enhancing these policies and strategies. This approach not only aids in identifying areas for improvement but also contributes to the development of informed recommendations aimed at advancing the quality and effectiveness of physical education initiatives within elementary school settings (Jajang, 2020).

In addition to the literature review, this research also employs Michel Foucault's genealogical approach. The analytical stages utilized in this study are outlined as follows (Biebricher, 2008; Owen, 2002). First, the researcher identifies the concepts or practices to be analyzed. At this stage, policies and strategies of physical education in elementary schools will be examined as discourses or a set of concepts that have historically shaped the national curriculum in Indonesia. Subsequently, the second stage

involves tracing the history and origins of the concepts or practices of physical education in Indonesia. In this phase, the researcher will focus on legal products related to physical education in Indonesia. Thirdly, analyzing the hidden power dynamics and social relationships behind the concepts or practices of physical education in Indonesia. Fourthly, identifying the social and political changes that have influenced the concepts or practices of physical education in Indonesia. This stage entails researching how the concepts or practices of physical education have changed and adapted alongside social and political shifts.

In conclusion, the literature review method has provided a comprehensive understanding of the policies and strategies for physical education within elementary schools in Indonesia. By compiling, reviewing, and analyzing a wide array of literary sources, including policy documents, laws, government regulations, and research reports, this approach has facilitated the documentation of essential information regarding the definition of physical education policy, its objectives, implemented strategies, and their impact on students. This method has enabled the synthesis of gathered data to formulate informed conclusions and recommendations, thereby offering valuable insights for enhancing the quality and effectiveness of physical education initiatives within elementary school settings.

The incorporation of Michel Foucault's genealogical approach has further enriched the research process (Foucault, 1981, 1995). By employing this method, the study has delved into the historical emergence and evolution of policies and strategies governing physical education in elementary schools in Indonesia. Through the stages of identifying, tracing, analyzing hidden power dynamics, and identifying social and political changes, the genealogical approach has provided deeper insights into the historical context and influences that have shaped the development of physical education policies and strategies. This combined methodological approach has not only identified areas for improvement but has also contributed to the development of informed recommendations aimed at advancing the quality and effectiveness of physical education initiatives within the Indonesian educational framework.

Results

The subsequent delineation is bifurcated into two domains, specifically denoted as results and discussion. The results encapsulate the research findings, whereas the discussion entails a thorough examination of the findings in conjunction with pertinent theories selected to expound upon this subject matter. The specifics of these primary focal points are explicated as follows.

Table 1.
Year and Chronology of Physical Education Policies in Indonesia

Year	Description	Product Policy or Law	Explanation
1949	"The Physical and Sports Education Policy in Indonesia was first regulated in 1949 through Law No. 5 of 1949 concerning the Organization of the Ministry of Education and Culture. In that law, Physical Education and Sports was regulated as one part of the education curriculum."	"Law No. 5 of 1949 concerning the Organization of the Ministry of Education and Culture"	"Physical Education and Sports are regulated as part of the national education curriculum."
1964	"In 1964, the government issued Minister of Education and Culture Decree No. 38 of 1964 concerning the Elementary School Curriculum. In that decree, Physical Education and Sports was regulated as one of the mandatory subjects to be taught in elementary schools."	"Minister of Education and Culture Decree No. 38 of 1964 concerning the Elementary School Curriculum"	"Physical Education became a mandatory subject in schools."
1984	"In 1984, the government issued Minister of Education and Culture Decree No. 0135/0/1984 concerning the Guidelines for the Implementation of Physical Education and Sports in Elementary Schools. This decree provides guidelines for the implementation of Physical Education and Sports in elementary schools, including the timing and frequency of lessons, teaching materials, and assessment."	"Minister of Education and Culture Decree No. 0135/0/1984 concerning the Guidelines for the Implementation of Physical Education and Sports in Elementary Schools"	"The Technical Guidelines for Physical Education, including aspects such as timing, frequency, teaching materials, and assessment."
1994	"In 1994, the government issued Minister of Education and Culture Regulation No. 023/O/1994 concerning the Implementation of Physical Education and Sports in Elementary Schools. This regulation stipulates that Physical Education and Sports must be taught for a minimum of two hours per week and must adhere to the standards set by the government."	"Minister of Education and Culture Regulation No. 023/O/1994 concerning the Implementation of Physical Education and Sports in Elementary Schools"	"The determination of Physical Education and Sports instruction with a requirement of two hours per week."
2013	"In 2013, the government issued Minister of Education and Culture Regulation No. 65 of 2013 concerning the Standards of the Basic and Secondary Education Process. In this regulation, Physical Education and Sports became one of the components in the standards of the basic and secondary education process that must be fulfilled by schools."	"Government Regulation of the Ministry of Education and Culture (Permendikbud) No. 65 of 2013 concerning the Standards of the Basic and Secondary Education Process"	"Physical Education and Sports become a component in the standards of the basic and secondary education process."
2018	"In 2018, the government issued Minister of Education and Culture Regulation No. 20 of 2018 concerning the National Education Standards. In this regulation, Physical Education and Sports are regulated as one of the subjects that must be taught in elementary schools, with a minimum requirement of two hours per week."	"Government Regulation of the Ministry of Education and Culture (Permendikbud) No. 20 of 2018 concerning the National Education Standards."	"Strengthening the policy of Physical Education and Sports as in previous years."

In a genealogical analysis of the historical development of physical education policies and regulations in Indonesia, it is evident that the regulation and implementation of Physical Education and Sports (Pendidikan Jasmani dan Olahraga) have evolved over time, reflecting changes in educational paradigms and governmental initiatives.

First, **1949**: The inclusion of Physical Education and Sports as part of the national education curriculum in Law No. 5 of 1949 signifies the early recognition of physical education within the educational framework, highlighting

its foundational status within the Indonesian education system. Second, **1964**: The issuance of Minister of Education and Culture Decree No. 38 of 1964 marked a significant shift, mandating Physical Education and Sports as a compulsory subject in elementary schools. This regulatory change reflects a deliberate effort to institutionalize physical education within the formal education system, emphasizing its importance in the holistic development of students.

Third, **1984**: Minister of Education and Culture Decree

No. 0135/0/1984 provided detailed guidelines for the implementation of Physical Education and Sports in elementary schools, addressing aspects such as lesson timing, frequency, teaching materials, and assessment. This demonstrates a more comprehensive approach to the regulation and standardization of physical education practices, aiming to ensure consistency and quality in its delivery. Fourth, **1994**: Minister of Education and Culture Regulation No. 023/O/1994 further solidified the regulation of Physical Education and Sports by stipulating a minimum requirement of two hours per week for its instruction, thereby formalizing the allocation of instructional time for physical education within the school curriculum.

Fifth, **2013**: The issuance of Minister of Education and Culture Regulation No. 65 of 2013 integrated Physical Education and Sports as a component in the standards of the basic and secondary education process, emphasizing its significance as an essential element of the educational experience. Sixth, **2018**: Minister of Education and Culture Regulation No. 20 of 2018 reinforced the policy of Physical Education and Sports by stipulating its mandatory inclusion as a subject to be taught in elementary schools, with a minimum requirement of two hours per week. This regulation underscores the ongoing commitment to prioritize and uphold the importance of physical education within the national education standards.

In a genealogical context, these policy and regulatory developments reflect the evolving societal attitudes towards physical education, the changing educational priorities, and the government's role in shaping the landscape of physical education within the Indonesian educational system. The progression of regulations and guidelines demonstrates a concerted effort to formalize and standardize the provision of physical education, emphasizing its integral role in the educational journey of students and the broader objectives of the national education system.

The evolution of physical education policy for elementary schools in Indonesia has witnessed a series of changes encompassing class scheduling, frequency, teaching materials, assessment methods, and the established standards for schools. Despite these transformations, Physical Education and Sports continue to maintain their status as mandatory subjects within the elementary school curriculum in the present era. Various factors play a pivotal role in either influencing or being influenced by the alterations in physical education policy for elementary schools in Indonesia. These factors contribute to the dynamic landscape of physical education policies and practices, shaping the educational experience and outcomes for students in Indonesia.

Initially, the advancement of science and technology significantly shapes the landscape of physical education in Indonesia. The continuous evolution in science and technology necessitates adaptations in physical education policies to align with the latest scientific and technological advancements. Furthermore, social, political, and

economic developments play a crucial role in influencing physical education policies. These policies must be responsive to the dynamic social, political, and economic conditions to effectively cater to the needs and challenges present in the contemporary Indonesian society.

Thirdly, education standards play a pivotal role in shaping physical education policies, as they serve as benchmarks set by the government that policies must adhere to. These policies need to be in line with the educational standards mandated by the government to ensure consistency and quality in physical education programs. Additionally, fourthly, public pressure can exert influence on physical education policies. Acknowledgment of the importance of physical education by the public can lead to increased government attention towards these policies. Fifthly, resource availability, including budgetary allocations, teaching staff, facilities, and infrastructure, significantly impacts physical education policies. Limited resources necessitate policy adjustments to align with resource constraints and ensure effective implementation of physical education programs.

Discussion

The analysis of the historical development of physical education policies and regulations in Indonesia, through the lens of Michel Foucault's approach, offers a profound philosophical reflection on the nature of power, knowledge, and historical transformation within the realm of education policy. Foucault's approach invites a critical examination of the historical emergence and evolution of policies and strategies governing physical education, emphasizing the intricate interplay between power, knowledge, and societal practices. This approach prompts a philosophical reflection on the ways in which power operates within the domain of education, shaping the formation of policies and regulations governing physical education over time.

The analysis highlights the dynamic nature of power and knowledge, illustrating how the regulation of physical education has evolved in response to shifting social, political, and educational contexts. It underscores the contingent and contextual nature of policies, revealing how they are shaped by historical contingencies, social forces, and power dynamics. This philosophical reflection challenges essentialist views of policy formation, emphasizing the fluidity and historical contingency of educational regulations. Furthermore, the approach sheds light on the ways in which knowledge about physical education is constructed, disseminated, and utilized within the educational system (van Reeuwijk, Rahmah, & Mmari, 2023; Yasdin, Parenrengi, Hasriani, & Mahande, 2023). It underscores the role of power in defining what constitutes legitimate knowledge and acceptable practices within the realm of physical education, thereby highlighting the inherent power-knowledge dynamics that influence educational policy formation.

Moreover, the approach encourages a critical examination of the implications of power-knowledge dynamics on the lived experiences of students and educators within the educational system. By uncovering the historical development of physical education policies, this reflection prompts a consideration of how power operates to regulate and shape the educational experiences of individuals, influencing the opportunities and constraints within the educational landscape. Thereby, the analysis of physical education policies in Indonesia offers a philosophical reflection on the dynamic interplay between power, knowledge, and historical transformation within the educational domain. It underscores the contingent and contextual nature of policies, the power-knowledge dynamics that shape educational regulations, and the implications of power on the lived experiences of individuals within the educational system.

The Decolonization of the Dutch Education System and Its Implications for Physical Education in Indonesia

In 1949, the introduction of the first regulation governing physical education in Indonesia marked a pivotal shift and an intentional move towards the "decolonization" of the Dutch education system (Maksum, 2014). This significant development occurred in the aftermath of Indonesia's declaration of independence on August 17, 1945, which symbolized the nation's liberation from the colonial dominance of the Netherlands. The inaugural regulation on the organization of physical education also served as an acknowledgment of the distinct national education system that emerged following the colonial period. Despite this recognition, the policies and strategies governing physical education during this transitional phase continued to reflect the influence of the physical education curriculum inherited from the Dutch colonial era.

This historical context reveals the enduring impact of colonial legacies on the formulation and implementation of physical education policies in Indonesia. Notably, the establishment of the Military Gymnastics and Sports School in Bandung in 1922 and the founding of the Institute for Physical Education Teachers, AILLO (*Academisch instituut voor Lichamelijke Opvoeding*), in Surabaya exemplify the institutionalization of physical education practices influenced by the colonial era. We can discern the enduring influence of power dynamics and knowledge formations within the domain of physical education.

The historical transition from Dutch colonial rule to an independent Indonesian education system reflects the interplay of power and knowledge in shaping the evolution of physical education policies. Foucault's genealogical perspective invites critical reflection on the ways in which power operates to perpetuate and transform educational practices, shedding light on the complex interrelationships between historical contingencies, social forces, and policy formulations. This comparative analysis underscores the significance of historical context and power-knowledge

dynamics in shaping the trajectory of physical education policies, offering valuable insights into the enduring legacies of colonial influences within the educational landscape.

The Flexibility of Physical Education System in Response to the Dynamics of Social, Political, and Technological Discourses

The research findings outlined in Table 1 above illustrate the systemic perspective that underpins the understanding of physical education policy. In the Indonesian context, the national education system functions as the primary system, with physical education policy operating as one of its subsystems. As per system theory, subsystems must interact and integrate with other subsystems to effectively fulfill the overarching goals of the principal system. In the realm of physical education policy in Indonesia, the subsystem of physical education policy must engage in collaborative interactions with other subsystems within the national education system to successfully realize the objectives of the broader national education framework.

When considering the landscape of physical education policy in Indonesia, it becomes evident that external environmental elements such as advancements in science and technology, societal shifts, political dynamics, economic changes, and public expectations play a pivotal role in shaping physical education policy. It is imperative for physical education policy to exhibit flexibility in response to fluctuations in the external environment and to integrate these factors into its development. For instance, the policy should be designed to embrace technological progress that impacts teaching and learning approaches, while also acknowledging societal expectations that emphasize the importance of physical education for the well-being of children.

Therefore, system theory provides insight into the essential requirement for the physical education policy in Indonesia to engage in interaction and integration with other subsystems within the national education system to efficiently achieve the objectives of national education. Furthermore, system theory emphasizes the critical need for the physical education policy to be responsive to shifts in the external environment and to incorporate these elements into its structure and implementation.

The evolution of physical education has been characterized by fluctuations over time. Disparities in the academic recognition of physical education still exist in certain European countries. In the 1960s, a shift occurred in some nations where physical fitness became a significant component of the objectives of physical education, both in Western and Eastern regions. The pinnacle of physical education advancement was witnessed in the 1970s, marked by substantial growth, encompassing enhancements in facilities, elevated standards for physical education instructors, and an increase in weekly lesson time to three hours (Lee & Gao, 2020; Nathan et al., 2020).

Physical Education Amidst the Ideology of Globalism

In the 1980s, there was a regression in the field of physical education, characterized by a reduction in the weekly lesson hours to just two hours. Consequently, physical education was perceived as having minimal impact on an individual's educational trajectory. However, a shift occurred around the turn of the millennium, specifically in 2001 with the introduction of the 1994 curriculum, where physical education began to be recognized as a subject capable of influencing one's educational path, albeit with a weightage of only 20%, compared to the 80% allocated to other subjects (Lengkana & Sofa, 2017; Widodo, 2014). This situation highlights the challenges faced by physical education amidst the backdrop of contemporary international developments heavily influenced by the growing trends of economic and communication globalization (Carlson et al., 2013). Consequently, these circumstances have led to the marginalization and neglect of physical education.

Policy makers frequently exhibit a sense of urgency in their responses to globalization, primarily directing their attention towards economic and political policies. However, it is crucial to emphasize the necessity for a sustained and strategic approach towards nurturing human resources that are not only resilient but also competitive across various dimensions such as knowledge, physical fitness, and spiritual well-being. This underscores the critical need for a heightened level of dedication and investment in physical education to effectively cater to the requirements of a workforce capable of thriving in the current landscape of globalization. By prioritizing the holistic development of individuals through comprehensive physical education programs, societies can better equip their human capital to excel in the complexities of the globalized world.

Physical education policies vary significantly across the globe compared to those in Indonesia. Certain countries like Japan and Finland have well-developed physical education policies that are intricately linked with their national education frameworks (Taryatman & Rahim, 2018). For instance, Japan implements a physical education initiative known as "Undōkai," an annual school event aimed at fostering the physical and mental well-being of students. On the other hand, Finland's physical education program is seamlessly integrated with extracurricular sports activities, emphasizing the enhancement of students' health and social competencies. These examples highlight the diverse approaches taken by different nations to promote physical education within their educational systems.

On the contrary, Indonesia encounters persistent challenges in the successful execution of physical education policies. These hurdles encompass insufficient sports facilities, a scarcity of skilled teaching personnel, and a dearth of community support in advocating for the significance of physical education for children. Moreover,

the existing physical education policies in Indonesia primarily focus on the physical dimension, with inadequate integration of psychological and social components into the curriculum. This deficiency underscores the need for a more comprehensive approach that addresses not only the physical aspects but also incorporates psychological and social elements within the realm of physical education in Indonesia.

Challenges of Physical Education in the Era of the Fourth Industrial Revolution

Physical education policies globally share a common objective of enhancing the health and abilities of students through physical activities. Nevertheless, the execution of these policies can diverge based on the social, cultural, and environmental contexts prevalent in each nation (Sanchez-Vaznaugh et al., 2017). Consequently, Indonesia must persist in refining its physical education policies by taking into account these factors to bolster the efficacy and productivity of physical education programs within the country. By tailoring policies to align with the unique societal, cultural, and environmental dynamics of Indonesia, the impact and success of physical education initiatives can be significantly enhanced.

In the Indonesian context, for instance, the updated iteration of the 2013 curriculum framework stipulates that physical education learning today not merely encourages students to engage in physical activity and enjoy the process, but also necessitates the development of critical, creative, and innovative thinking skills. Furthermore, the curriculum emphasizes the importance of students cultivating effective collaboration and communication abilities (Setyawan et al., 2024). Moreover, challenges in formulating effective physical education policies for elementary schools in Indonesia have emerged in the era of the 4.0 Industrial Revolution and Society 5.0 (Goodyear, Skinner, McKeever, & Griffiths, 2023). The first significant challenge pertains to lifestyle changes: With the prevalence of the 4.0 Industrial Revolution and Society 5.0, there is a noticeable shift towards sedentary behaviors, such as prolonged hours spent in front of computers or electronic devices. This shift can result in reduced physical activity levels, consequently impacting both physical and mental well-being negatively. Hence, there is a pressing need to adapt physical education programs to accommodate this evolving lifestyle trend.

Secondly, the rapid advancement of technology presents another obstacle for physical education in elementary schools. Students are increasingly drawn to gadgets and video games, potentially diminishing their interest in physical activities. To address this challenge, there is a call for innovative approaches in physical education that leverage technology to engage students effectively and sustain their interest in physical fitness and well-being. By integrating technology into physical education curricula, educators can create dynamic and interactive learning experiences that resonate with modern students and foster

a lifelong commitment to physical activity and health.

Subsequently, a critical concern arises regarding global competition in the era of the 4.0 Industrial Revolution and Society 5.0. As global competition escalates, there is a growing need for human resources to excel in all facets, including physical aptitude (Escaron et al., 2021). Therefore, physical education must prioritize the development of physical capabilities that can enhance students' competitiveness in the future. Moreover, it is essential to enhance the proficiency of physical education instructors to keep pace with technological advancements and meet the evolving needs of students in the era of the 4.0 Industrial Revolution and Society 5.0. Consequently, there is a crucial need for training and professional development opportunities for physical education instructors.

Addressing these challenges requires a focus on physical education policies that aim to nurture students' physical, psychological, and social skills during the era of the 4.0 Industrial Revolution and Society 5.0. Additionally, innovation in physical education pedagogy that integrates technology is indispensable to foster student engagement and enhance learning effectiveness. By adapting physical education practices to align with the demands of the modern era, educational institutions can better prepare students to thrive in a globally competitive landscape characterized by rapid technological advancements and societal transformations.

In light of the myriad challenges and analyses surrounding the policies and strategies governing physical education in Indonesian elementary schools as discussed above, the author aims to offer valuable insights. The following discussion puts forth a series of recommendations for policies and strategies governing physical education in Indonesian elementary schools. Firstly, it is recommended to ensure the availability of adequate sports facilities in every elementary school to facilitate students' participation in physical activities at an optimal level. Subsequently, there is a call for the development of an integrated physical education curriculum that addresses the psychological and social dimensions of students. Additionally, emphasis is placed on enhancing the pedagogical quality of physical education instructors through comprehensive training and professional development initiatives.

Furthermore, it is advocated to promote parental involvement in supporting children's physical activities at home, encompassing sports and other physical pursuits. Additionally, the introduction of a variety of sports and physical activities that engage students is suggested to enhance student interest and motivation in physical participation. Lastly, the incorporation of technology into physical education instruction, such as leveraging applications and wearable devices for monitoring student progress and providing more targeted feedback, is recommended. The implementation of these suggestions is envisioned to not only improve the effectiveness and efficiency of physical education in Indonesian elementary schools but also to foster the enhancement of students'

health and physical, psychological, and social competencies.

Conclusion

In conclusion, the analysis of the historical development of physical education policies and regulations in Indonesia, viewed through the lens of Michel Foucault's approach, has provided a profound philosophical reflection on the nature of power, knowledge, and historical transformation within the realm of education policy. This approach has prompted a critical examination of the historical emergence and evolution of policies and strategies governing physical education, emphasizing the intricate interplay between power, knowledge, and societal practices. It has underscored the contingent and contextual nature of policies, revealing how they are shaped by historical contingencies, social forces, and power dynamics, challenging essentialist views of policy formation and emphasizing the fluidity and historical contingency of educational regulations.

The examination has shed light on the ways in which knowledge about physical education is constructed, disseminated, and utilized within the educational system, emphasizing the role of power in defining legitimate knowledge and acceptable practices within the realm of physical education. This approach has encouraged a critical examination of the implications of power-knowledge dynamics on the lived experiences of students and educators within the educational system, prompting a consideration of how power operates to regulate and shape the educational experiences of individuals, influencing the opportunities and constraints within the educational landscape. The analysis of physical education policies in Indonesia offers a philosophical reflection on the dynamic interplay between power, knowledge, and historical transformation within the educational domain, providing valuable insights into the enduring legacies of colonial influences within the educational landscape.

Drawing from a genealogical analysis of the policies and strategies guiding physical education in Indonesian elementary schools, it becomes evident that the trajectory of physical education in Indonesia has been marked by a blend of advancements and setbacks over time. Initially, physical education was undervalued and received scant consideration from the authorities, resulting in a period of stagnation. However, as time passed, there was a notable shift towards a more serious acknowledgment of the importance of physical education by both the government and society, signifying progress in this realm. Despite this progress, several challenges persist within the policies and strategies governing physical education in Indonesian elementary schools that necessitate attention and resolution.

The challenges encompass the lack of sufficient sports facilities, inadequate quality of physical education teachers, as well as shifts in lifestyle and technological advancements that can impact students' engagement in physical activities.

To address these challenges effectively, it is imperative to implement appropriate policies and strategies. These may include ensuring the provision of adequate sports facilities in all elementary schools, elevating the caliber of physical education teachers through targeted training and professional development initiatives, and integrating technology into physical education instruction to stimulate student interest. By surmounting these obstacles and enacting suitable policies and strategies, there is a potential for physical education in Indonesian elementary schools to enhance its effectiveness and efficiency in fostering the improvement of students' health, physical aptitude, psychological well-being, and social competencies.

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