
SPORTS CULTURE ONE STUDENT ONE SPORT POLICY IN MALAYSIA

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Abstract

Sport and fitness is becoming more and more important in the lives of every human on the earth. Sports should be integral in a person's life. This is due to the benefits derived in terms of health and to increase their mastery of nature and the environment (WHO 2010). Sport involves basic human skills which are developed and exercised for their own sake, in parallel with several advantages and benefits. Centers for Disease Control and Prevention, (2010), emphasised the risk of insufficient sport and physical activities in adolescents which lead to negative effect on health and fitness. Malaysia has a long history in sports, unfortunately in recent years; the glory dwindled due to the society's changing lifestyle. This phenomenon has prompted the government to form a new policy promoting the school Physical Education and sporting activities. Malaysian Education Ministry has launched "One Student One Sport" policy on 9th of June 2011, which focused on producing and developing a well balanced student in terms of physical, emotion, spiritual and intellect. The policy is in line with the National Sports Policy to cultivate sports in the community, and was started in schools through two strategies, that is "Sports For All and Sports For Excellence." One of the aims include nurturing human capital through wholesome participation amongst students in sports throughout the year, cultivating a sporting culture so that they become a member of the society with an active, balanced and healthy lifestyle, forming good values and self-discipline and creating a track record towards sporting excellence. The purpose of the policy is to move towards a balanced development of body and mind of our young ones. At the same time, it hopes to instill health and vitality into the sports culture in schools. But, the success of "one student, one sport" policy depends on three factors. First, the Education Ministry must try to meet the needs of sports facilities and equipments. The second factor is that the number of sports periods must be increased. Third, the Physical Education curriculum design also requires some changes in order to attract the interest of students and make it as a culture in their life.

Key Word: one sport, one student, policy

Abstrak

Olahraga dan kesehatan kini menjadi hal yang semakin penting dalam hidup setiap manusia di dunia. Olahraga seharusnya bersifat integral bagi kehidupan manusia. Hal ini dikarenakan manfaat yang akan diperoleh untuk kebugaran tubuh dan keterampilan memahami alam dan lingkungan (WHO 2010). Olahraga meliputi kemampuan dasar manusia, yaitu berkembang dan bergerak untuk kepentingan manusia itu sendiri. Kegiatan ini bersifat paralel dengan berbagai keuntungan dan manfaat yang didapat. Centers for Disease Control and Prevention, (2010), menekankan pada resiko aktivitas fisik dan olahraga, yang tidak cukup bagi orang dewasa, yang mampu mengarah kepada efek negatif bagi kesehatan. Malaysia memiliki sejarah yang panjang dalam dunia olahraga. Namun sayangnya beberapa tahun belakangan, kejayaan dunia olahraga tergeser dengan gaya hidup masyarakat yang berubah. Hal ini mendorong pemerintah untuk membentuk kebijakan baru yang bertujuan mengenalkan mata pelajaran Pendidikan Jasmani dan olahraga ke berbagai sekolah. Kementerian Pendidikan Malaysia telah mengeluarkan kebijakan "One Student One Sport" atau "Satu Siswa Satu Olahraga" pada 9 Juni 2011. Fokus kebijakan ini yaitu menghasilkan dan mengembangkan kemampuan siswa untuk memiliki keseimbangan tubuh yang baik dan kecerdasan jasmani, emosi, spiritual, dan intelektual. Kebijakan ini sesuai dengan misi Kebijakan Olahraga Nasional untuk memperkuat olahraga di berbagai komunitas. Misi ini dimulai dari sekolah melalui dua strategi, yaitu "Sport for All and Sport for Excellence" atau "Olahraga untuk Semua dan Olahraga untuk Keunggulan." Adapun tujuannya antara lain untuk membina siswa melalui partisipasi yang menyeluruh, memperkuat budaya olahraga sehingga mereka mampu menjadi anggota masyarakat yang aktif, menyeimbangkan gaya hidup sehat, membentuk disiplin diri dan nilai-nilai terpuji, serta menghasilkan rekam

jejak yang unggul dalam bidang olahraga. Tujuan kebijakan "One Student One Sport" adalah untuk membentuk jiwa dan raga yang seimbang dalam diri generasi muda. Selain itu, kebijakan ini diharapkan mampu melestarikan budaya olahraga di sekolah untuk menjaga kesehatan tubuh. Namun, keberhasilan kebijakan ini membutuhkan tiga faktor pendukung. Pertama, Kementerian Pendidikan harus berusaha memenuhi kebutuhan akan peralatan dan fasilitas olahraga. Kedua, jam olahraga harus ditingkatkan. Ketiga, rancangan kurikulum Pendidikan Jasmani perlu dimodifikasi agar mampu menarik minat para siswa dan menjadikan olahraga sebagai budaya hidup mereka.

Kata Kunci: satu olahraga, satu siswa, kebijakan

INTRODUCTION

Sport and fitness is becoming more and more important in life of every people all over the world. It is because people are being aware of the vital of doing sport and physical activity to improving physical and mental health (WHO 2010 ; Baumgartner, Jackson, Mahar, & Rowe, 2003). Sports should be integral to a person's life. This is due to the benefits in health that can be derived from it to increase their mastery of nature and the environment (WHO 2010). Sport involves basic human skills which developed and exercised for their own sake, in parallel with several advantages and benefits. First, sports are required by people to be healthy, fit, smart, and good looking. Second, sports are entertaining due to many facts. Third, sports are the huge market for countries' (Azhari Rosman, 2009).

There are numerous studies of sport and fitness which illustrate vast benefits of sport participant. Sport and physical activities (PA) are constituents of enhancing health and enriching the social interconnection to support a meaningful life to people all over the world (Grant, 2001 & Collins 2003). Nevertheless, Centers for Disease Control and Prevention, (2010), emphasised the risk of insufficient sport and PA in adolescents which lead negative affect to health and fitness.

Malaysia has a long history in sports, beginning from the colonial era when the British introduced it in the 19th century. This uniting legacy they left behind has grown in importance over the years, and is now regarded as one of the key elements in nation building. Sports in Malaysia has shown that despite having distinct ethnic and cultural diversity, it is indeed possible to create rapport through shared mutual passion and even opposing rivalry, as it hones character development and teambuilding.

Sports have shaped Malaysian society even before independence. Unfortunately in recent years, the glory once associated closely to sports has since dwindled as the result of society's changing lifestyle (Sheikh Kamaruddin, 2012). Having realized the situation and setbacks in sports, the government has taken approaches to ensure that sports continues to play an important role not only to regain the nation's past glory but also to instil passion in sports among all Malaysians.

Malaysian sports cut off from the glory of the past are going through a turmoil and deep crisis because many of our schools, colleges, universities, the state and national sporting bodies are not doing enough to produce and develop new talents and champions (Sheikh Kamaruddin, 2012). The situation regarding sports in the country is being criticized by many sports loving people and this phenomenon has prompted the government to form a new policy promoting the school Physical Education and sporting activities.

THEORETICAL BACKGROUND

There are few theories and models related to this "One Student One Sport" policy. Among these, Cloninger's Temperament and Character Model (1993) and Multilateral Training Theory by Bompa (2005), are giving some basic guidelines to the authorities who involve directly or indirectly in the implementation process.

Cloninger's Temperament and Character Model (1993).

According to Buss and Plomin (1975&1984), Cloninger's Model of personality, including 4 temperament dimensions and 3 character dimensions, is one of the most well-known theories in recent years. Cloninger's definition on temperament and character is the following:

“Temperament represents automatic responses in information processing and learning, presumed to be heritable, whereas character reflects personality development in the context of insight learning and environmental experiences.”

Cloninger hypothesized four temperament dimensions of personality which are assumed to be genetically independent and have predictive validity for patterns of response to specific environmental stimuli. These temperament dimensions are: Novelty Seeking, Harm Avoidance, Reward Dependence and Persistence. (Figure 1).

- 1) **Novelty Seeking** is characterized by behavioural activation in response to new stimuli or cues for potential reward or potential relief of punishment.
- 2) **Harm Avoidance** is defined as a heritable tendency to respond intensively to signals of aversive stimuli, and responsible for learning to inhibit behaviour to avoid punishment.
- 3) **Reward Dependence** is also a heritable tendency to respond intensively to signals of reward, and to maintain or resist the behaviour that was previously been associated with rewards or relief from punishment.
- 4) **Persistence dimension** means the maintenance of behaviour. Individuals high in Persistence are hard-working, persistent, and stable despite frustration and fatigue. They perceive frustration as a personal challenge, and do not give up easily. They tend to be a perfectionist, who wants to get more than what is necessary.

Cloninger also describes three character dimensions which are: Self-directedness, Cooperativeness and Self-transcendence.

- 1) **Self-directedness** means an individual control, to regulate and adapt one’s behaviour to fit the situation in accord with individually chosen goals and values.
- 2) **Cooperativeness** - Cooperativeness dimension shows the individual differences in identification with and acceptance of other people. Cooperative individuals are described as socially tolerant, empathic and helpful.
- 3) **Self-transcendence** is the third character dimension which associated with spirituality, and

refers generally to identification with everything which part of a unified whole.

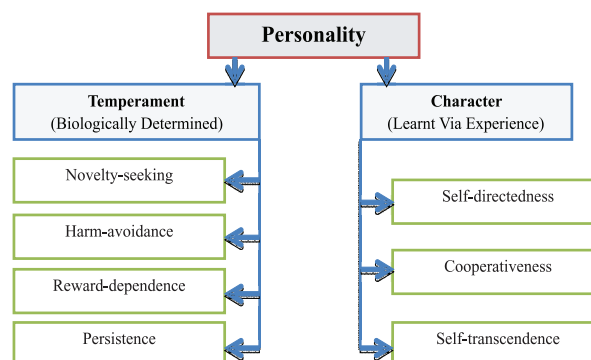


Figure 1: Cloninger’s Temperament and Character Model (1993)

Multilateral Training Theory by Bompa (2005)

According to Bompa (2005), a policy or system should not be imported, although it may be beneficial to first study. Furthermore, in creating or developing a better policy, we must consider a country’s social and cultural background. A sport system should include the physical education and sport organization of a nation, considering school programs, recreation and sport clubs, the organizational structure of sport governing bodies, and the systems of athletic training. A national sport system should consider the nation’s values, traditions, climate, and sports emphasis, especially for young participants. Young people must develop the basic skills and abilities to benefit from physical instruction, as well as to perform appropriately in most sports. Base on this quotation, the “One Student One Sport” policy is having a fundamental idea to develop the Malaysians sports culture from childhood. (Figure 2).

Level	Organization and Competitive Units	Objectives
High Performance Athletics	National Teams	Obtain high performance and records
Good Performance Athletics	Athletes taking part in the highest level of domestic competitions	Maintain at high degrees the level of preparations and promote individuals with high possibilities in the athletics level
Basics of Performance Athletics	Individuals and teams of children and juniors Belonging to clubs and schools that organize training and competitions	Train in conjunction with the needs of higher performance athletes. Stimulate them to aim at high performance athletics
Recreation	Individuals who may or may not be members of sports organizations and do not necessarily strive for high performance	Develop skill and bio- motor abilities. Encourage them to take part in fun athletics.

Figure 2 : A potential National Sport System

ONE STUDENT ONE SPORT POLICY

Malaysian Education Ministry has launched “One Student One Sport” policy on 9th of June 2011, which became spear of two heads to complement school sport development scope in producing and developing well balanced students in terms of physical, emotional, spiritual and intellectual. The policy is in line with the National Sports Policy to cultivate sports in the community, and must be started in schools through two strategies, that is “Sports For All and Sports For Excellence.” One of the aims include nurturing human capital through wholesome participation amongst students in sports throughout the year, cultivating a sporting culture so that they become a member of the society with an active, balanced and healthy lifestyle, forming good values and self-discipline and creating a track record towards sporting excellence.

The “One Student One Sport” policy is also conceptualised to provide access to all students in obtaining benefits from involvement in sports, especially to the less privileged, different health backgrounds or disabilities, less active students and provide opportunity to all students with talents and potentials to be polished to a higher level. The policy compel all pupils that did not experience health problem choose one sport of game offered in the school workable with school agreement. The ministry has outlined several ways in order to strengthen the implementation of this policy and those are that, the school should plan how to maximize the use of facilities, equipment and expertise, to collaborate with relevant agencies and ensure sports throughout the year.

According to the Malaysian Education Ministry, the main aim of this policy is to have a Healthy Social School Environment and also to help fulfil the joint working objectives between Ministry of Education and other key government agencies like Ministry of Health which involve in health issues and the Ministry of Youth and Sport which is involved in the development for sports for all and sports for high performance. As written in our National Sports Policy, the Ministry of Education will provide time for physical education for all pupils as well as develop and coordinate sports activities in schools including the development of

leadership qualities in sport and physical education. In line with this aim the “One Student One Sport” policy has a few objectives as below:-

- 1) Increase physical fitness
- 2) Develop character, self-esteem discipline and moral values
- 3) Foster racial unity
- 4) Develop a sports culture amongst students
- 5) To full fill school children’s natural affinity for physical activities
- 6) To provide balance between academic and physical needs
- 7) To provide a platform towards sports excellence

The “One Student One Sport” policy is made compulsory for Standard 4 to Standard 6 children in Primary Schools and Remove class, Form 1 to Form 6 in Secondary schools. For preschool children up to Standard 3, they are encouraged to participate in this programme according to the school’s capacity. There are few factors to be considered while implementing this policy. Before the “One Student One Sport” policy is carried out, it has to take into account these principles:

- 1) Every student including special needs students without any health problems, will be required to take part in at least one type of sports
- 2) A student can take part in more than one sport according to his ability and the type of sports offered by the school, or that is carried out with the agreement of the school
- 3) The type of sports offered under the “One Student One Sport” policy must have elements of physical movements
- 4) Sports activities are held in school throughout the year in accordance with sports house or sports club activities. School athletic tournaments with cross country runs and pre-standard sports as leading events are core sports activities in school
- 5) This “One Student One Sport” policy is based on the implementation of a high quality physical education as a subject
- 6) The most important aspect is active participation by all students in sports activities
- 7) Parents and external agencies/sports allies are encouraged to contribute towards the growth of school sports

- 8) Each school with existing infrastructure, facilities and equipment for sports must optimize its use to increase active participation of its students

CONCLUSION

One of the objectives of this policy is to get students involved with a least one sports throughout the year with the hope that all students, including book worms, computer gamers and couch potatoes will get out of their comfort zone to be active physically. In addition, with this involvement, new talents will be discovered, groomed and trained to compete at the higher level. The purpose of the policy is to move towards a balanced development of body and mind of our young ones. At the same time, it hopes to in-still health and vitality into the sports culture in schools. But, the success of “one student, one sport” policy depends on three factors. First, the Education Ministry must try to meet the needs of sports facilities and equipment for schools. The second factor is that the number of sports periods must be increased. In countries such as Finland and Denmark where education is progressive and creative, they attach great importance to physical education. The concept of sports training and the promotion of physical development are well endorsed. Third, the Physical Education curriculum design also requires some changes in order to attract the interest of students and make it as a culture in their life.

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