

Physical Education Graduates Prospect in Wetland Area

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Abstract: As a university located in wetland area, Lambung Mangkurat University must adapt with the surrounding geographical area to prepare prospective graduates that meets the current local demands. This paper seeks to explore the prospect of Physical Education Graduates in wetland areas. This paper was a descriptive research which examined the current development of Physical Education to meet the demand of wetland area. This paper showed that some efforts must be performed to improve the graduates of Physical Education Department. The efforts that must be made including: the preparation of professional faculty members, suitable and contextualized curriculum, supporting facilities and infrastructure, improving institutional understanding, and improving institutional support in the form of policy.

Key Words: physical education, graduates prospect, wetland area, graduates quality

Abstrak: Sebagai perguruan tinggi yang terletak di lahan basah, Universitas Lambung Mangkurat harus beradaptasi dengan wilayah geografis sekitarnya untuk mempersiapkan calon lulusan yang sesuai dengan tuntutan daerah saat ini. Penelitian ini berupaya untuk mengeksplorasi prospek lulusan Pendidikan Jasmani di lahan basah. Penelitian ini merupakan penelitian deskriptif yang mengkaji perkembangan Pendidikan Jasmani saat ini untuk memenuhi kebutuhan lahan sawah. Penelitian ini menunjukkan bahwa beberapa upaya harus dilakukan untuk meningkatkan lulusan Jurusan Pendidikan Jasmani. Upaya yang harus dilakukan antara lain: penyiapan tenaga pengajar yang profesional, kurikulum yang sesuai dan kontekstual, sarana dan prasarana penunjang, peningkatan pemahaman kelembagaan, dan peningkatan dukungan kelembagaan berupa kebijakan.

Kata kunci: pendidikan jasmani, calon sarjana, lahan basah, kualitas lulusan

INTRODUCTION

Lambung Mangkurat University (ULM) is a public university located in South Kalimantan where it is the third largest wetland area in Indonesia. As a matter of fact, wetland is an obstacle for developing South Kalimantan's potential. One of the study programs in ULM is Physical Education under the department of Sports and Health Education. Concerning the geographical, the lecturers, staff and students are taught about wetlands to improve the study program, both academic and non-academic. In the future, it is expected that the study program will be a wetland-based physical education development study center. To develop students' talents, interests and achievements in sports, several wetland-based sports are encouraged to achieve the national and international level title. Likewise, it is expected that the graduates could contribute as professional wetland-based physical teachers, coaches and/or athletes.

ULM was founded in 1956 based on the Notary Deed Number 24, September 21, 1956, which marked the establishment of the Kalimantan Trade Academy Foundation. The establishment was the result of the reunion of the Indonesian Armed Forces Division IV ALRI Lambung Mangkurat. Initially, ULM consists of four faculties: Faculty of Social and Political Science, Faculty of Law, and Faculty of Agriculture. In 1964, Faculty of Fisheries and Forestry was established. In the following year, in 1965, Faculty of Engineering was Established. In 1966, ULM was taken over by the Level I Regional Government. The merger of the Faculty of Education and the Vocational Faculty into the Teacher Training and Education Faculty took place in 1983 (Unlam, 2015).

These days ULM manages 11 faculties in four different locations located in Banjarmasin (two Campus) and Banjarbaru (two campus). Physical Education study program occupies the former Sports Teacher School (SGO) campus and Primary School

Education Department occupies the former Teacher Education School (SPG).

ULM sets out as the leading and competitive university in wetland environment". To accomplish the goal as the leading university in wetland are, ULM specifies four prominent missions as follows: Equal, fair, and relevant implementation of the Three Pillars of Higher Education focusing on wetland management programs; Strengthening university governance based on good university governance, developing institutions, improving the quality of human resources and infrastructure; Producing graduates with the ability to face global competition; Increasing cooperation with various domestic and foreign universities, central and regional governments, business and industry, and other international or domestic stakeholders

As one of the concerns of ULM, understanding the wetland environment is necessary for all lecturers and students. The particularity of ULM geographical condition needs to be used as a learning resource for all university members (lecturers, students, staff) to be taken into account. Accordingly, all the community members know how to develop study program, activities, and any agenda which are adaptable in wetland area.

The term wetland was first published after the Convention on Wetlands of International Importance, held in Ramsar, Iran on 2 February 1971, and is commonly referred to as the Ramsar Convention. In addition, World Wetlands Day is observed on the 2nd of February, which was first commemorated in 1997. Wetlands are described in Article 1(1) of the Convention: 'The coverage of wetlands shall be brackish, swamp, peat or water, whether natural or artificial, permanent or meanwhile, flowing or stagnant, fresh, brackish or salty, covering areas of sea water not exceeding six meters in depth at low tide.'

Wetland is dynamic, with all the elements and layers connected together. When living around wetland, human activities will be greatly influenced (Rahmi et al., 2015). In Indonesia, wetland can be found in most of the islands. South Kalimantan has the third largest wetland area in Indonesia which reaches 5.1 per cent of Indonesia's area or 96 million Km². Wetlands in Indonesia based on the characteristics of the land system can be divided into six groups, specifically: Tidal swamps, Seasonal Swamps, Alluvial Plains, Meander belts, Peat Swamps and Marshes, and Flood plains (Turner, 1991; Rochgiyanti & Susanto, 2018).

Wetlands are suitable for several activities such as fishing, hunting, survival skills training and sports activities such as canoeing, rafting, snorkeling, swimming and sailing (Kumungaetal., 2020). Those statements show that there are certain sports that can be developed in wetland areas (Dangetal., 2020) and there are sports that can only be done in wetland (Schwartz et.al, 1994).

DISCUSSION

Establishing Leading University in Wetland Area

There are two perspectives that need to be taken into account when establishing leading universities. Firstly, it should consider external aspects, such as central and regional government, and the development of the institution's natural resources. Second, there are internal aspects such as institutional governance, transformation and decision-making on the development of global institutions (Salmi, 2009).

Central government involvement was not a very important factor in maintaining global development in the past. The University of the Ivy League states that they are not internationally known in a single day, not by government intervention. This was also experienced by Oxford University. It takes time and every single stakeholder support.

The central government is not the only key player in accommodating the development of the global universities. In federal states such as California in 1960, the state government designed the integrated higher education system. As part of the acceleration of development, the city government of Shanghai has supported leading universities such as Fudan University. "The private sector is also involved in helping to increase the funding of top institutions, such as Singapore, Hong Kong, and China. As shown by the Massachusetts Olin College of Engineering or the British Columbia Quest University of Canada Anil Agarwal provided US\$1 trillion to set up multi-discipline laboratories in Orissa, India.

The first prominent internal aspect is the quality of the universities' leadership and strategic vision. Second is the preparation and the right tasks to accomplish the objectives. In the end, in every sector, global universities might not lead. For instance, Harvard is widely known for its leadership in all disciplines, particularly medicine, education, politics, law, business, English and history.

The objective of every organization in today's highly competitive environment is to dominate market and gain new customers. To make breakthroughs and foster an innovative culture, an organization is essential. In the innovation process, knowledge is important because it not only represents the input, but also the output of the transformation process (Hana, 2013).

Physical Education

In order to achieve educational objectives, physical education is an educational process through physical activities, games, or sports. The objective is to assist students, as true Indonesians, grow and develop and in line with the goals of national education. The conscious utilization of body movements is what distinguishes physical education from other subjects. It also aims to provide students with flexibility to learn different activities while at the same time fostering their physical, mental, social, emotional and manner-based potential.

Physical education subjects in schools focus on the physical and psychomotor domains but also on the cognitive and affective domains. Physical education involves body and movement component awareness, basic motor skills, physical fitness, physical activities such as games, rhythmic movements and aquatic movements and gymnastics, body conditioning activities, sports game modification, individual sports, pair and team sports, survival skills, free and active lifestyle and sportsmanship (Depdiknas, 2006b).

The aim of this subject is to acquire certain skills (Depdiknas, 2006b) as follows: self-management and physical fitness by doing physical activities; increasing physical growth and mental growth; improving basic mobility; understanding good decency from physical education such as integrity, discipline, responsibility, teamwork, trust, and survivability.

Lambung Mangkurat University As Bachelor of Physical Education Maker in Wetland Area

Faculty of Education (FKIP) ULM in Banjarmasin, South Kalimantan was founded on 1st June 1962, a year after ULM became a public university. FKIP ULM consists of (1) History, (2) English, (3) In a science study, and (4) Physical Education, but from 1964 FKIP became IKIP Bandung Banjarmasin branch with faculties (1) Social Education (FKIS), (2) Art Education, (3) Math Education (FKIE).

IKIP Bandung, Banjarmasin branch Physical Education is one of disciplines that belongs to FKIP ULM, used to be a sports institute (STO). The IKIP Bandung branch of Banjarmasin is led by the Coordinating Dean/Presidium Member and each faculty is led by the Young Dean. In subsequent developments since 1970 the Banjarmasin branch of IKIP Bandung re-integrated with UNLAM into two faculties, namely the Teaching Faculty (FKg) and the Faculty of Education (FIP) University of Lambung Mangkurat Banjarmasin. Furthermore, since July 1983 the Teaching Faculty (FKg) of Lambung Mangkurat University and the Faculty of Education (FIP) of the Lambung Mangkurat University of Banjarmasin joined (with integrity) to become the Teacher Training and Education Faculty (FKIP) Lambung Mangkurat University Banjarmasin and STO joining the FKIP Lambung Mangkurat University Banjarmasin with name of the Department of Sports and Health Education (JPOK). At the beginning of the merger, based on the Decree of the Indonesian Minister of Education and Culture No. 0566/0/1983 FKIP UNLAM had 5 departments, namely: (1) Department of Social Studies Education, (2) Department of Language and Arts Education, (3) Department of Mathematics and Natural Sciences Education, (4) Department Science Education, and (5) Department of Sports and Health Education

The vision of the Faculty of Physical Education and Sports is to become a Center for the Study of Physical Education and Sports in a Wetland Environment with Character and National Competitiveness. The mission to achieve this vision is as follows: Organizing physical education and sports in preparing educators and education personnel with Character and Competitiveness in a Wetland Environment; Carrying out research and development in the field of physical education and sports that accommodate developing problems in the scope of physical education, community sports, sports in wetland environments; Organizing community service in the field of physical education and sports in a professional manner in order to play an active role in developing physical education and sports in a wetland environment; Corporate with college education institutions, schools, government agencies and communities in the field of physical education and sports in wetland environments.

Kalimantan with its wetlands should be a source of athletes for water-based sports, such as canoeing, swimming, rowing, kayaking and others. But the only recently developed is only rowing. However, there are still many sports that are a mainstay for South Kalimantan to achieve certain achievements apart from water-based sports, such as boxing, wrestling, and others. With the vision and mission of the Lambung Mangkurat University making wetlands its superiority, like it or not, physical education and sports at Unlam must also focus on developing types of sports that are suitable for wetlands.

Data of achievement of speciality sports, Ministry of Youth and Sports in 2014 shows that South Kalimantan has Pencak as a national achievement and boxing as a regional achievement. Meanwhile for water sports such as rowing owned by Central Kalimantan, swimming by Central Java and Riau (Kemenpora, 2014).

In order to develop the potential of wetlands for the development of physical education and sports in South Kalimantan. This paper proposes several ideas to be used as material for discussion and collective reflection in the context of building physical education in schools in South Kalimantan.

Availability of Professionals

Educational success involves inputs, processes and outputs. An important input to pay attention to is human resources involved in the process of implementing physical education. Success in Physical Education in a wetland environment requires the right educators (professionals). Lambung Mangkurat University (ULM) in this case can provide physical education teaching staff or the necessary resources. However, it is necessary to carry out an in-depth study and proper analysis as follows: Study of potential and resource needs related to the development of wetland-based physical education; Study and ongoing curriculum development, as well as appropriate and expected curriculum needs; Study and mapping the potential, both wetlands and human resources in South Kalimantan, as well as related educational institutions. These studies are important in order to create human resource inputs needed in the future.

The Right Curriculum

Curriculum development is the next step in an effort to direct the wetland-based FKIP ULM physical education study program. The curriculum is good for physical education study programs, training curricula

for wetland sports, training curricula and so on. This requires the involvement and support of many parties. It cannot be handled by the study program alone, it must involve internal and external potentials of ULM.

Availability of adequate facilities and infrastructure

The existence of facilities and infrastructure for curriculum development, as well as the need for skills development for students, and other related parties are urgently needed. It is realized that it requires a lot of money and careful planning and synergy. How ULM has its own swimming pool, paddle training location, kayaking, canoeing and so on which are managed by the university.

Inter-Institutional Synergy

Synergy between institutions is the main key in realizing ULM as a wetland-based physical education center. The role of the central government, provincial governments, district / city governments, private parties, professionals must all work together and be involved in it. As a state-owned university, it is very worthy of support from all parties.

As a Center for Study and Development

One form of joint institutions that could be developed is the existence of a center for the study and development of sports based on wetlands. Seeing that the achievements of sports based on wetlands, such as rowing, canoeing, kayaking, are still not optimal, the existence of this study and development center is something worth fighting for.

Conceptually, some of these things can be described as in Table 2. Table 2. Development concept of physical education and wetland sports.

BACHELOR OF PHYSICAL EDUCATION AS EDUCATOR AND SUPERVISOR OF PHYSICAL EDUCATION IN WETLANDS

Law Number 14 of 2005 about Teachers and Lecturers requires several competencies to be an educator, namely pedagogical competence, personality, social and professional competence. These competencies are obtained through professional education.

Physical Education Educators must also meet professional competency requirements; pedagogic competence, personality competence, and social

Table 2. Development Concept of Establishing Physical Education in Wetland Area

INPUT	PROCESS	OUTPUT	DESCRIPTION
Study on Potential: <ul style="list-style-type: none"> • School • Human resources • Infrastructure 	Developing: <ul style="list-style-type: none"> • Educational curriculum • Training curriculum • Education and Training 	Result: <ul style="list-style-type: none"> • Trainer • Graduates • Athlete • Any supporting human resources 	<ul style="list-style-type: none"> • Through education process in ULM • Training and coaching • Certification
Development team	Agenda <ul style="list-style-type: none"> • Research • Seminar • Training 	<ul style="list-style-type: none"> • Research result • Required human resource 	The establishment of study center
Infrastructure need analysis	Cooperation with relevant stakeholders	Infrastructure, Educational facilities,	Central government, Regional government, any relevant institution

competence as main competencies and meet the requirements of teaching competence, guiding competence, motivational competence, and leadership competence as additional competencies.

Physical Education Educators also serve as supervisors in wetland environments due to a shortage of Physical Education teachers in certain schools. In carrying out the duties of the Physical Education undergraduate supervisor, Swearingen (1961) has the following functions: 1. to analyze the teaching and learning situation; 2. stimulate creative endeavors; 3. coordinating all school activities; 4. complement the school leadership; 5. increase the experience of educators; 6. provide facilities and assessments continuously; 7. provide knowledge and skills to the supervised individual; and 8. increase the insight of the school community so as to assist schools in formulating school goals and increasing the competence of educators.

Responding to the tasks of Physical Education undergraduate, namely as educators and physical education supervisors in a wetland environment, Lambung Mangkurat University as a producer of Physical Education graduates has fulfilled the human resources, facilities, infrastructure, curriculum, and so on to produce Physical Education graduates who are ready to carry out their duties at wetland environment both as educators and as Physical Education supervisors.

CONCLUSION

Making Lambung Mangkurat University a center for physical education studies is not easy. The advantages of wetland-based areas are determined as comparative advantages, so that they can become competitive. In South Kalimantan, many physical activities are carried out in wetlands. To facilitate the activities of school-age children in wetland environments, professional physical education teachers are needed, and physical education supervisors are needed to facilitate teacher performance in schools that do not have physical education teachers. This requires serious attention from various parties. Everything that has been declared by Lambung Mangkurat University has received support from the government and the private sector. Without their support, the development of physical education in a wetland environment will be slow and fail.

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