



## Physical Literacy Profile of Regional Athletes of Men's Football Sports Branch

Dewi Kiani Cakrawati<sup>1</sup>; Wawan Sundawan Suherman<sup>1</sup>; Erwin Setyo Kriswanto<sup>1</sup>; Suryo Utomo<sup>2</sup>;  
Buyung Kusumawardhana<sup>3</sup>

<sup>1</sup> Faculty of Health and Sports Sciences, Yogyakarta State University, Colombo Road No. 1, Yogyakarta, 55281, Indonesia

<sup>2</sup> Vocational Faculty, Yogyakarta State University, Jalan Mandung, Kulonprogo, 55651, Indonesia

<sup>3</sup> Faculty of Social Sciences Education and Recreational Sports, PGRI University Semarang. Jalan Gajah Raya, Semarang, 50162, Indonesia

E-mail: dewikianicakrawati@uny.ac.id

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### **Abstract**

This research aims to find out the physical literacy profile of regional athletes in the men's soccer sport. This type of research is quantitative descriptive with an instrument in the form of a questionnaire adopted from the International Physical Literacy Association (IPLA) draft instrument. The research samples in this study were taken using a purposive sampling technique with the criteria of being male and were selected to take part in the national qualifying round with a total of 24 samples. The data analysis technique uses quantitative descriptive analysis presented in percentage form. The results of the research show that the physical literacy profile of regional athletes in the men's soccer sport is in the category of not realizing/ignoring potential at 8.3%, the category for exploring potential at 12.5%, the category for developing potential at 37.5%, the category for consolidating potential at 41.7% and the category of maximizing potential is 0%. The most dominant category with a result of 41.7%, namely the physical literacy profile of regional athletes in the men's soccer sport, is in the category of consolidating potential.

**Keywords:** *Physical; Literacy; Football*

### **Introduction**

*Physical Literacy* is described as the ability to be able to carry out physical activities throughout life. This is reinforced by Kriswanto, et al (2023) who say that *physical literacy* is considered a requirement for someone to adopt a physically active lifestyle. Activity experiences in turn have the potential to maintain individual physical literacy and ideally culminate in a virtuous cycle (Jefferies et al,

2019). Then Bulqini et al (2021:55) said that *physical literacy* is a foundation for individuals who are used in various life activities and efforts to achieve performance. *Physical literacy* provides insight, experience, competence, motivation to individuals so that they have sufficient movement skills as provisions for an active life throughout life. In other words, *physical literacy* aims to provide movement choices so that individuals have a large movement vocabulary (Pambudi et al., 2021:323). The concept of *physical literacy* has been discussed as a way to encourage and maintain lifelong involvement in physical activity. *Physical literacy* can be described as a multifaceted concept consisting of interrelated influence, physical and cognitive domains (Cornish et al., 2020:2; Shearer et al., 2021:2). *Physical literacy* interacts with other physical components to influence children's physical activity patterns (Brown et al., 2020:1063). The importance of *physical literacy* not only contributes to increasing physical activity but also to the results of physical participation (Li et al., 2020:2851).

*Physical Literacy* plays an important role in the world of sports to continue doing physical activity throughout life. Bayli et al (2013:41) explain the LTAD ( *Long Term Athlete Development* ) model which is a seven-stage framework to guide training, competition and *recovery* in physical activities and sports starting from infancy to the adult stage. The seven stages referred to are as follows: 1) Active Start Stage, in the range between 0-6 years, children must continue to actively move, 2) Fundamental Stage, the age at this stage for men is 6-9 years while for women 6-8 years. Basic motor skills such as running, jumping, turning, throwing, kicking and catching, 3) Learning to Train stage, the clinical age for boys is 9-12 years while girls are 8-11 years. In this phase, we begin to integrate physical activities, mental, cognitive and emotional components in a structured program. 4) Training to Train Phase, the aim of this phase is to develop endurance, strength and speed, to develop special skills and sports fitness. Chronological age for men is 12-16 years while women are 11-15 years, 5) Learning to Compete Stage, Men are in the 16-18+ age range while women are in the 15-17+ age range. Aims to develop more specific physical preparation. Athletes' training such as throwing, jumping, running and endurance carried out in the previous stage becomes clearer in purpose. Speed, strength, capacity and aerobic endurance training is optimized according to needs. 6) Training to Win stage, the aim at this stage is to maximize preparation specifically for optimal performance results. Age at this stage for men and women is  $\pm$  20-23 years. At this stage, the athlete becomes a *full-time* athlete and all energy and resources are directed towards supporting the athlete who excels at the highest level. The process of improving all aspects of tactical, technical, physical and mental abilities is maximized according to needs. 7) Active for Life stage, the aim of this stage is to make preparations for them to join society. This phase corresponds to when the athlete completely withdraws or finishes from competitive sports. There are several opportunities to keep doing sports, their skills and knowledge as former athletes and can be used in many areas such as coaching, mentoring and administration. At this stage, the values of sport and the urgency of sport have been ingrained so that they are able and willing to exercise and be active throughout life.

*Physical Literacy* has an important role in improving a person's quality of life. This is in line with Whitehead (2019) who says that physically literate individuals will utilize the potential of movement to make a significant contribution to the quality of life, having confidence in various situations that may be physically challenging. Individuals who are physically literate will be responsive in reading everything related to physical aspects, able to anticipate movement needs and able to respond appropriately with intelligence and imagination. It was further explained that physically literate individuals can easily feel what other people feel and can respond with support and understanding. In addition, physically literate individuals will have the ability to identify the important things that influence their effectiveness in their own movement and will have an understanding of the principles of embodied health that relate to basic aspects such as exercise, rest and nutritional requirements. Individuals who have good *physical literacy* are expected to have cognitive knowledge, be physically competent and mentally motivated to live a physically active life throughout their lives (Sun, 2015: 146). Individuals who are physically literate will be able to carry out various activities in their lives, most of which require physical activities confidently, competently, effectively, efficiently and optimally (Widodo, 2018: 55). Children with greater *physical*

literacy are considered more likely to meet daily physical activity guidelines (Cornish et al, 2020:3) and often, these elements are seen to be related to each other.

Based on some of the literature above which shows the importance of physical literacy, therefore athletes should have good *physical literacy*. Regional athletes regional men's football Special Yogyakarta does not yet know its *physical literacy profile*. Therefore, it is necessary to conduct research on the *physical literacy profile* of regional athletes in the men's soccer sport.

## Method

### Research Design

This research uses quantitative descriptive research. Descriptive research is research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons or connecting them with other variables. Descriptive research is always carried out with the aim of finding a description of the variables studied (Sugiyono, 2022).

### Population and Sample

The population in this study were all regional athletes in the Yogyakarta Special Region football sport, namely 60 athletes. Meanwhile, the sample in this study was 24 using a *purposive sampling technique*. The sample determination in this research was determined by the researcher based on certain considerations. This consideration is that the sample is male and was selected to take part in the national qualifying round.

### Research Instrument

The instrument in this research is a questionnaire adopted from *the International Physical Literacy Association (IPLA) draft instrument* that can be used by all ages with 4 aspects, namely motivation, self-confidence, physical competence, knowledge and understanding with each aspect there are 3 statement points, namely 1) Motivational Aspect, motivation to participate in physical activity, application and ongoing involvement - motivated to apply oneself and motivated to take steps to incorporate physical activity into one's lifestyle, 2) Self-Confidence Aspect, confidence to engage in physical activity, preparation self in the ability and belief that progress can be achieved, self-confidence to interact and be involved with various environments, 3) Physical Competence Aspects, movement patterns which are the basis of all movement/physical activity, movement in various environments, both individually and with other people, sensitive perception and perceptive action in interaction with the physical activity environment, 4) Knowledge and Understanding Aspects, Reflecting and improving performance, Planning, interaction and creativity. This instrument allows all respondents to engage in constructive self-reflection to measure the journey throughout life (Whitehead, 2019).

### Data Analysis Technique

The data analysis technique in this research uses percentage data analysis techniques, because what is included in descriptive statistics includes presenting data through tables, graphs, diagrams, circles, pictograms, calculating the mean, mode, median, calculating deciles, percents, calculating the distribution of data, calculating average, standard deviation and percentage (Sugiyono, 2022). With the following formula:

$$P = \frac{F}{N} \times 100 \%$$

**Information:**

P = Percentage searched (relative frequency)

F = Frequency

N = Number of respondents

To clarify the analysis process, categorization is carried out. This category consists of Not Realizing/Ignoring Potential, Exploring Potential, Developing Potential, Consolidating Potential, and Maximizing Potential. The research basis for determining this ability is to maintain a level of consistency in research.

Table 1. Assessment Norms

Intervals	Category
< 36	Not Realizing/Ignoring Potential
36- 43	Exploring Potential
43 - 50	Developing Potential
50 - 57	Consolidating Potential
> 57	Maximizing Potential

**Results and Discussion**

**Research result**

The results of this study aim to describe the *physical literacy profile data* of regional athletes in the men's soccer sport with the following results:

Table 2. Descriptive *Physical Literacy Profile* of Regional Athletes in Men's Football

Statistics	
N	24
Mean	47
Std. Deviation	7
Max	57
Min	26

Descriptive statistical data from research on the *physical literacy profile* of regional athletes in the men's soccer sport were given the lowest (minimum) score of 26, the highest (maximum) score of 57, the average (mean) of 47, and the standard deviation (SD) of 7.

When displayed in the form of a frequency distribution, the *physical literacy profile* of regional athletes in the DIY men's soccer sport is presented in table 3 as follows:

Table 3. Frequency Distribution of Physical Literacy Profiles for Regional Athletes in Men's Football

Intervals	Category	Frequency	Percentage
< 36	Not Realizing/Ignoring Potential	2	8.3 %
36- 43	Exploring Potential	3	12.5 %
43 - 50	Developing Potential	9	37.5 %
50 - 57	Consolidating Potential	10	41, 7 %
> 57	Maximizing Potential	0	0 %

Based on the table above, it shows that the *physical literacy profile* of regional athletes in the men's soccer sport is in the category of not realizing/ignoring potential of 8.3%, the category of exploring potential of 12.5%, the category of developing potential of 37.5%, the category of consolidating potential amounted to 41.7% and the category of maximizing potential was 0%. The most dominant category with a result of 41.7%, namely the physical literacy profile of regional athletes in the men's soccer sport, is in the category of consolidating potential.

## **Discussion**

Based on the research results, it shows that *the physical literacy profile* of regional athletes in the DIY football sport category, the most dominant category, is the category of consolidating potential at 41.7%. The category of consolidating potential shows that the athlete already has good *physical literacy*. Athletes begin to strengthen and try to maximize their potential. Individuals with greater *physical literacy are considered more likely to meet daily physical activity guidelines* (Cornish et al, 2020:3) and often, *these elements are seen to be related to each other*. Engaging in meaningful physical activity experiences will give individuals the opportunity to develop and maintain their *physical literacy*, conversely those who have good *physical literacy also contribute to developing physical activity habits* (Durdin-Myres et al., 2018:309).

In the motivational aspect, athletes have the motivation to utilize their movement potential to make a significant contribution to the quality of life. Whitehead (2019) said that motivation has an important role or part in being physically "literate". Physical literacy is very important to build a positive learning environment that supports and facilitates a motivating atmosphere.

In the aspect of self-confidence, athletes are able to move calmly and have confidence in various situations that may be physically challenging and are able to manage their performance. They will have overall management of the body that may be described as moving gracefully or calmly. The challenge for athletes in sports is to create individual potential creativity to develop personal skills in their involvement in sports so that they can develop their self-confidence and self-esteem. This is in line with the opinion of Allingham et al (2019:22) who say that individuals who have *physical literacy* must move with calm and confidence in various physically challenging situations and be perceptive in reading all aspects of the physical environment, anticipating needs or possible movements and respond appropriately, with intelligence and motor imagination.

Motivation and self-confidence refer to an individual's enthusiasm for enjoyment and self-confidence in adopting physical activity as an integral part of life.

In the aspect of physical competence, athletes have the ability to develop skills and movement patterns as well as the capacity to experience various intensities and durations of movement. Enhanced physical competency allows athletes to participate in a variety of physical activities and settings. Athletes who are in the category of consolidating potential will be responsive in pseudo-reading related to physical aspects, able to anticipate movement needs and able to respond appropriately with intelligence and imagination. The development of physical competence becomes a means of interacting with various physical activity environments to encourage effective participation which has the potential to increase athlete confidence and thereby provide opportunities for further interaction in the future.

The knowledge and understanding aspect includes the ability to identify and express important qualities that influence movement, understand the health benefits of an active lifestyle and appreciate the safety features associated with physical activity in a variety of settings and physical environments. In addition, athletes will have the ability to identify the things they consider important that influence their effectiveness in their own movement and will have an understanding of the principles of embodied health

that relate to basic aspects such as exercise, rest and nutritional fulfillment. Knowledge and understanding of movement and the nature of movement forms are essential to building lifelong participation in physical activity.

The ultimate goal of *physical literacy* is involvement in physical activity throughout life. *The International Physical Literacy Association* says that engagement in lifelong physical activity refers to individuals taking personal responsibility for physical literacy by freely choosing to be active on a regular basis. This involves prioritizing and maintaining engagement in a variety of personally meaningful and challenging activities as an integral part of one's lifestyle.

### **Conclusion**

Based on results research above, regional athletes in the men's soccer sport already have good *physical literacy*, this is shown in the research results with the most dominant category, namely consolidating potential of 41.7 %. Athlete area men's soccer sport It is necessary to continue to improve and develop existing potential, athletes need to understand the meaning and ultimate goal of *physical literacy*. With athlete understand *physical literacy* so will help athlete for develop in a way fast.

Future research can be designed and investigated on different sample groups and it is recommended to apply pretests and posttests in experimental research . It is also hoped that further research can develop forms of physical activity that aim to develop *physical literacy* .

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