

EVALUATING MALAYSIA'S PHYSICAL EDUCATION PROGRAM IN LIGHT OF UNESCO'S QUALITY PHYSICAL EDUCATION GUIDELINES

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Abstract

Physical education (PE) plays a pivotal role in fostering students' holistic development, and promoting physical health, along with social, emotional, and cognitive growth. As societies worldwide recognize the importance of physical activity in combating sedentary lifestyles and related health issues, the quality of physical education programs has come under increasing scrutiny. In this context, UNESCO's Quality Physical Education (QPE) guidelines have emerged as a critical framework, setting international standards for effective and inclusive physical education. This paper evaluates Malaysia's physical education program, specifically assessing its alignment with UNESCO's Quality Physical Education (QPE) guidelines. The analysis identifies the strengths and areas for improvement within Malaysia's physical education system in line with UNESCO's QPE guidelines by drawing upon various sources, including literature, policy documents, and empirical data. The evaluation, employing a qualitative approach, sheds light on the importance of these factors in achieving international standards for quality physical education. The findings highlight the importance of adequate funding, infrastructure development, teacher training, stakeholder collaboration, and monitoring mechanisms in achieving international standards for quality physical education. The outcomes of this evaluation offer valuable recommendations for policymakers, educators, and stakeholders to enhance the quality and effectiveness of physical education in Malaysia, ensuring the promotion of active lifestyles, holistic development, and equitable access to physical education opportunities for all students.

Keywords: Quality Physical Education, UNESCO Guideline, Malaysia.

INTRODUCTION

Physical education is universally acknowledged for its pivotal role in fostering the holistic development of individuals, promoting physical fitness, motor skills, and overall well-being (Masurier & Corbin, 2006; Mustafa & Salleh, 2018; Pauline & Arifin, 2020; Rustam & Kassim,

2018; Zulhafizsyam & Ardzulyna, 2023). Recognizing the global significance of quality physical education, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has developed the Quality Physical Education (QPE) guidelines as a standard to ensure effective and comprehensive programs (UNESCO, 2015; UNESCO, 2021). These guidelines serve as a framework to assess and enhance the quality of physical education worldwide.

This paper evaluates Malaysia's physical education program, specifically examining its alignment with the UNESCO QPE guidelines, aligning with global efforts. Malaysia, like many countries, faces the challenge of addressing declining levels of physical fitness and sedentary lifestyles among its youth population (Alias et al., 2022; Morhan, 2022; Nasir et al., 2022; National Institutes of Health, 2019; Shahril et al., 2023; Zulfarina et al., 2022). By evaluating Malaysia's physical education program in light of the QPE guidelines, this analysis aims to identify strengths and areas for improvement in the country's approach to physical education.

This evaluation delves into various aspects of Malaysia's physical education program, including curriculum design, teacher training and professional development, infrastructure and resources, assessment practices, and inclusivity measures based on the UNESCO QPE's benchmarks. The aim is to comprehensively understand the strengths and areas for improvement within Malaysia's physical education system by assessing each component.

The findings of this evaluation will shed light on the extent to which Malaysia's physical education program aligns with the QPE guidelines, highlighting effective practices and identifying potential gaps or challenges that need to be addressed. It is important to note that this evaluation focuses on primary and secondary schools in Malaysia and is conducted within the constraints of potentially overlooking variations across different tiers of education. Regional differences within Malaysia's education system may not receive comprehensive attention, limiting the broad applicability of the findings. Additionally, time and resource constraints may impact the evaluation's depth and scope.

Overall, this evaluation is a significant step towards ensuring that Malaysia's physical education program aligns with international standards and best practices outlined by UNESCO. By identifying areas for improvement and proposing recommendations, this analysis aims to contribute to the ongoing efforts of policymakers, educators, and stakeholders in enhancing the quality and impact of physical education in Malaysia. Ultimately, it is hoped that this evaluation will lead to the development of targeted interventions and policies that promote active and healthy lifestyles among Malaysian youth, fostering their overall well-being and long-term success.

METHODOLOGY

The evaluation of Malaysia's physical education program involved a rigorous and systematic methodology to ensure a comprehensive assessment conducted from January 2023 to January 2024. The evaluation process consisted of several key steps.

Firstly, a wide range of data sources was reviewed, spanning policy documents, research studies, and expert opinions. Policy documents were scrutinized to understand Malaysia's physical education program's official guidelines, frameworks, and objectives. Research studies provided empirical evidence and insights into the program's effectiveness, challenges, and potential areas for improvement. Expert opinions were gathered through interviews to collaborate data reviewed from professionals in physical education, curriculum development, and policy implementation.

Secondly, specific criteria and indicators of Malaysia's physical education program were meticulously identified to measure the alignment of the program with the UNESCO Quality Physical Education (QPE) guidelines. These criteria and indicators served as a framework for evaluating various aspects of Malaysia's program, including curriculum design, teacher training and professional development, infrastructure and resources, assessment practices, and inclusivity measures. For each criterion, specific indicators were established to assess the extent to which the program meets the recommended standards outlined in the QPE guidelines. As an illustrative example, one criterion for evaluation is "Curriculum Design." An example indicator is the incorporation of diverse physical activities, skill development modules, and health education topics in the curriculum. This ensures a well-rounded framework aligned with the program's objectives of promoting active lifestyles and holistic student development.

By employing this methodology, the evaluation aimed to provide an objective and evidence-based analysis of Malaysia's physical education program. The combination of diverse data sources and well-defined evaluation criteria allowed for a thorough examination of the program's strengths and areas for improvement. The findings from this evaluation will contribute to the ongoing efforts of policymakers, educators, and stakeholders in enhancing the quality and effectiveness of physical education in Malaysia, aligning it with international standards and best practices.

FINDINGS

UNESCO's Quality Physical Education (QPE) Guidelines

UNESCO's Quality Physical Education (QPE) guidelines have gained prominence recently, reflecting a global commitment to prioritize physical education policies. The Intergovernmental Committee's recognition of QPE policy development as a core priority underscores this commitment (UNESCO, 2015). UNESCO has also endorsed the International Position Statement on Physical Education by the International Council of Sport Science and Physical Education (ICSSPE) (UNESCO, 2011).

While there has been growing acknowledgment of the broad value of physical education and sports, implementing related policies lacks consistency globally. To address this issue, UNESCO's Intergovernmental Committee for Physical Education and Sport (CIGEPS) called for tools to strengthen government capacity in this area in 2010. In response, UNESCO, CIGEPS, and the North Western Counties Physical Education Association (NWCPEA) conducted a comprehensive worldwide survey over two years. This survey aimed to review existing practices in physical education provision and identify trends and contemporary issues (UNESCO, 2021).

The survey, involving more than 220 countries and autonomous regions, collected qualitative and quantitative data from government officials and practitioners. The data was analyzed and categorized into three interconnected benchmarks defining the provision of Quality Physical Education (QPE). These benchmarks include:

- *Basic needs*: These benchmarks establish the minimum conditions necessary to deliver essential QPE.
- *Quality Physical Education (QPE)*: These benchmarks outline the requirements for a well-rounded QPE program.
- *Quality Physical Education Teacher Education (QPETE)*: These benchmarks identify the key areas of training needed to enhance the abilities and effectiveness of physical education teachers.

A comprehensive breakdown of the benchmarks is provided in *Table 1*, serving as a reference guide for practitioners, head teachers, school administrators, and other relevant individuals. The mapping process's findings and additional research results influenced the creation of the current QPE Guidelines for Policy-Makers. These action-oriented guidelines offer practical guidance for implementing QPE policies globally (UNESCO, 2021).

Table 1. *Quality Physical Education (QPE) Benchmarks Summary*

Sets of Benchmark			
Meeting Standards	Minimum	Providing Quality Physical Education (QPE)	Ensuring Quality Physical Education Teacher Education (QPETE)
Policy		Curriculum	Professional Profile
A PE program should align with the curriculum, and promote equality, and inclusion. Recommended weekly curriculum time: 120 or 180 minutes. Teachers must adhere to child protection criteria and ensure a safe environment for students during PE.		The curriculum prioritizes equality, inclusion, and equal opportunities while addressing diverse needs. It is structured with clear aims and outcomes. It offers a wide range of culturally enriched activities and promotes physical literacy, cooperation, and healthy competition. It caters to various learning domains and fosters core skills like leadership, communication, and teamwork. It emphasizes values like respect, tolerance, and fair play, and aligns with the global citizenship agenda.	Recruit capable and committed trainees for teacher education, emphasizing ethical values, equity, and inclusion. Provide training on safeguarding and child protection. Encourage research and capacity-building to develop reflective practitioners who contribute to knowledge sharing.
Human Resources		Cross-Curricular/External Links	Knowledge & Understanding
Essential components for a quality physical education program include qualified teaching personnel at all compulsory schooling levels, curriculum coordinators for mentorship, and regular professional development. Additionally, maintaining a		Encourage school-to-school and community connections, integrating physical education with the environment and diverse communities. Foster experiential learning and	The program of study integrates theory and practice, with clear aims and outcomes. It offers diverse opportunities for knowledge and skill development across various fields, emphasizes individualized approaches to

balanced learner-to-teacher ratio is crucial.	cross-curricular links for a well-rounded curriculum.	teaching, and promotes personal well-being and lifelong active lifestyles.
Resources	Learners	Skills for Teaching
Adequate, safe, and accessible material resources including facilities, equipment, and learning materials are vital. Engagement should occur in a secure environment without fear of abuse. Collaborative partnerships, such as with out-of-school sports clubs, optimize resource utilization.	Learners demonstrate age-appropriate growth in confidence, competence, and knowledge aligned with the curriculum. They exhibit physical proficiency across different activities, engage actively in PE with various roles, and maintain positive attitudes towards a healthy lifestyle.	The program provides a balanced curriculum that develops teachers' pedagogical skills, including differentiation and reflection. It emphasizes observation, analysis, and utilization of information for teaching improvement. It also promotes safety and risk management.
Capacity Development	Assessment	Teaching Practice
Regular quality assurance measures, such as external school inspections and internal assessments, should be implemented. Qualified personnel should monitor and evaluate strengths, weaknesses, and areas for improvement. Collaboration with the national coordinating body enhances provision quality and promotes professional development opportunities.	Ongoing evaluative assessment is integrated into the QPE program, prioritizing the learner's involvement. Performance management includes regular observations and other strategies to inform and enhance teaching, fostering a positive learning culture.	Ensure a balanced allocation of time for learning content knowledge, pedagogy, and practical teaching experience. Provide opportunities to gain practical experience in inclusive physical education and supporting children with disabilities. Supervise teaching practices through qualified staff and mentorship from experienced teachers in cooperating schools.
Advocacy	Research	Course Qualification
PE teachers, with the support of school leaders, inspectors, and educational counsellors, actively promote the inherent and external benefits of physical education to the entire school community and the broader society.	Active involvement in research networks and partnerships to promote the values of physical education through media initiatives, and to share exemplary teaching and learning practices.	Establish a standardized qualification system and clear criteria for awarding qualifications. Require teachers to be registered with a recognized authority, such as a Teaching Council, to

ensure adherence to professional standards.

Monitoring & Evaluation

Consistent adherence to the Core Principles of Quality Physical Education (QPE) and/or Quality Physical Education Teacher Education (QPETE) is reinforced through regular self-assessment. There should be periodic reviews that involve evaluating the curriculum and providing regular reports to the national coordinating body.

Monitoring & Evaluation

Establish a well-organized strategy for assessing and maintaining the quality of the program through systematic evaluation.

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UNESCO'S QPE Key Concerns

The QPE Guidelines also highlighted several key concerns to be addressed by policymakers and stakeholders to appropriately position QPE within overall policy.

1. *Comprehensive National Strategy for QPE*: A comprehensive strategy should be in place.
2. *Curriculum Flexibility*: The curriculum must allow for flexibility and adaptation.
3. *Community Partnerships*: Build partnerships between schools and community sports organizations.
4. *Monitoring and Quality Assurance*: Implement measures for monitoring and quality assurance.
5. *Utilization of Benchmarks*: Benchmarks should be utilized to support the development of provision within schools and Higher Education Institutions.
6. *Teacher Education Criteria*: Teacher education should be built around a set of criteria outlining baseline principles.
7. *Appropriately Trained Teachers*: Trained teachers are necessary at all levels of schooling.
8. *Continuing Professional Development (CPD)*: A framework for CPD needs to emphasize the importance of inclusion.
9. *Funding Support*: Funding must fully support the provision of QPE and associated facilities.
10. *Advocacy Measures*: Measures should be in place to highlight the importance of participation in QPE to society at large.

Addressing these key concerns based on national needs and infrastructure is crucial to implementing QPE policies successfully.

Malaysia's Physical Education Program

The implementation of Quality Physical Education (QPE) in Malaysia is intricately woven into the broader context of the National Education Policy of 2017 (Education Policy Planning and Research Division [BPPDP], 2017). This policy framework, encompassing various facets of education, sets the stage for the integration of physical education, emphasizing its role in holistic student development (Malaysia's Board of Schools' Board of Inspectors and Quality Assurance [BOI], 2019; Kinjawan et al., 2020; Syaukani et al., 2023; Wee, 2019). With a core focus on physical activity, health education, and overall well-being, Malaysia's QPE program is outlined in structured frameworks and additional policies, such as the 'One Student One Sport' policy (1M1S), to support its objectives further (Elumalai & Saryono, 2015; Sports Division, 2011). It serves as a core subject and is also intertwined with health education, aligning with the broader educational goals.

In general, the implementation of physical education follows certain legislation and guidelines set by the Ministry of Education to ensure consistency and quality across schools in Malaysia. Its implementation is standardized via the Ministry of Education administrative circulars and guidelines, including the Curriculum and Assessment Standard Document for Physical and Health Education (DSKP-PJPK), Curriculum Development Division, Ministry of Education Malaysia, and Malaysia's Board of Schools' Board of Inspectors and Quality Assurance (BOI) Guidelines for the Management of the Physical and Health Education (PJPK) Subject 2019 (Curriculum Development Division [BPK], 2021a; 2021b).

The curriculum, outlined in the Curriculum and Assessment Standard Document for Physical and Health Education (DSKP-PJPK), follows international standards, drawing inspiration from bodies like the National Sports Policy, World Health Organization, and the International Council for Health, Physical Education, Recreational-Sports, and Dance (ICHPER-SD) (ICHPER-SD, 2012). Within this structured framework, the curriculum's objectives are clearly defined, focusing on students' abilities to apply skills, knowledge, and values for physical development, fitness, and personal health. The content is meticulously formulated to cater to the practicality of skills for both genders, drawing inspiration from national sports policies and international health guidelines (Elumalai & Saryono, 2015; Li et al., 2024).

The delivery of QPE extends to all students, including those with disabilities (OKU), underlining Malaysia's commitment to inclusive education. The Education Act of 1996 and the Persons with Disabilities Act of schooling options such as special education schools, Integrated Special Education Programs (PPKI), and Inclusive Education Programs (Bari & Ali, 2005; BPK, 2021c; Ghani et al., 2019; MOE, 2021; Razali et al., 2019; Special Needs Education Division [BPKhas], 2018a, 2018b, 2023; Zulhafizsyam & Ardzulyna, 2023; Zulkifli & Anal, 2023).

The implementation guidelines stress the importance of consistent instruction, safety measures, and a designated dress code (BPK, 2021a; 2021b). To ensure the effective implementation of QPE, Malaysia significantly emphasizes qualified and trained instructors known as *Guru Pendidikan Jasmani (Guru PJ)*. These teachers, specializing in physical education and health-related subjects, play a crucial role in delivering the curriculum, organizing physical activities, and imparting knowledge and skills related to physical fitness, health, and well-being (BPK, 2021a, 2021b; Ghani et al., 2016; Jani, 2006; Ling et al., 2022; Makhsin et al., 2022; MOE, 2014; Razali et al., 2019; Teacher Professionalism Division (BPG), 2009). However, challenges arise with reported cases of non-specialized teachers filling in due to shortages, exacerbated by less-than-ideal learner-to-

teacher class ratios (Amin & Lian, 2022; Kilue & Muhamad, 2017; Mansor, 2022; Said et al., 2023; Wee, 2013, 2017, 2019; Wee et al., 2021; Wee & Chin, 2022; Zahidi & Syed Ali, 2014).

Effective subject management is ensured through subject committees, with Heads of PJKP Committees overseeing planning, coordination, and mentorship. This leadership is pivotal in guiding and enhancing the professional development of teachers within the committee, ensuring a cohesive and effective delivery of QPE (Teacher Education Division (BPendG), 2014). The Ministry of Education's circulars further stresses the need for a staff development program to enhance teachers' knowledge and skills continuously, promoting ongoing improvement in delivering physical and health education (Makhsin et al., 2022; Marjonet et al., 2020).

The time allocation for Physical and Health Education (PJKP) in Malaysian schools is well-defined. Primary schools have 48 hours per year, with 32 hours for Physical Education and 16 hours for Health Education (BOI, 2019). PJKP sessions occur on alternate days, lasting 30 minutes each. The minimum time allocation in secondary schools is 64 hours per year, with two hours per week dedicated to PJKP. This includes 48 hours for Physical Education and 16 hours for Health Education, with a schedule of three hours per week for Physical Education and one hour every two weeks for Health Education (BPK, 2021a, 2021b; Kilue & Mohamad, 2017).

Facilities and resources for physical activities are encouraged, aligning with the Malaysia Education Blueprint. However, there are challenges reported in certain schools regarding the adequacy of facilities and equipment, potentially impacting the effectiveness of teaching and learning (Kilue & Mohamad, 2017; Ling et al., 2021; Wee, 2013; Wee & Chin, 2020; Wee et al., 2021; Yaakop et al., 2021).

The importance of School Curriculum Committees (JKS) and their role in capacity development, external inspections, internal assessments, and overall curriculum quality is highlighted (BPPDP, 2017). Collaboration with the national coordinating body is crucial for enhancing provision quality and fostering professional development opportunities. However, the BOI guideline does not explicitly mention this significant aspect (Kilue & Mohamad, 2017; Wee, 2013).

Initiatives such as cross-country runs, sports competitions between schools and participation in nationally organized events, like The National Sports Day (*Hari Sukan Negara*), reflect active advocacy for physical education within the broader school community and society (Jacobs et al., 2014). However, funding inadequacies for smaller programs at the school or local community level are reported by PJKP teachers (Wee, 2013; Wee et al., 2021; Yaakop et al., 2021).

As for the Malaysian Physical and Health Education curriculum, it significantly emphasizes skill development, fitness, and health education (BOI, 2019; BPK 2021a, 2021b). While it demonstrates a holistic approach and a well-structured framework, there is room for improvement in addressing equality, inclusion, and aligning with global citizenship values.

The curriculum effectively nurtures interpersonal skills, values, and experiential learning, contributing to a comprehensive educational experience (BOI, 2019; BPK, 2021a; BPK, 2021b). However, enhancing explicit attention to diversity, global perspectives, and values could elevate its effectiveness in preparing students for a connected world. Importantly, the curriculum lacks specific strategies for fostering school-to-school and community connections, integrating with diverse communities and considering environmental factors.

The BOI guidelines provide insights into learners' development but lack explicit references to age-appropriate confidence, competence, and knowledge growth. Assessment remains fundamental, focusing on performance, participation, and grasping key concepts (Basir et al., 2020; Eng & Kwang, 2016; Gengatharan et al., 2021). Traditional evaluation methods, including fitness tests and skill demonstrations, are commonly utilized. The PJPK assessment, utilizing School-Based Assessment (PBS) and Sports and Physical Education Assessment (PAJSK or SEGAK), aligns with KSSR and KSSM, ensuring fairness and quality (Arumugham, 2020; BPK, 2016; Curriculum and Assessment Standards Document, Curriculum Development Division, Ministry of Education Malaysia, 2018; MOE, 2020; Samsudin et al., 2020; Veloo & Ali, 2016; Zainudin et al., 2022). The SEGAK Test, conducted biannually, serves as a standardized physical fitness assessment, evaluating individual fitness levels and advocating for an active lifestyle (BPK, 2016).

While the BOI guidelines offer valuable insights into learners' development and the assessment process, it is noteworthy that despite ongoing research on physical education issues in Malaysia (Ali et al., 2018), the guidelines do not explicitly underscore the necessity for PE teachers' active involvement in research networks and partnerships, media initiatives, and sharing exemplary practices.

In alignment with UNESCO's Quality Physical Education (QPE) teacher benchmarks, the Teacher Professionalism Division (BPG)-managed teachers' training program for PJPK in Malaysia meticulously designs a syllabus (confidentially accessed by the authors) to shape aspiring educators into well-rounded professionals (refer to BPG, 2009; MOE, 2020; MOE, 2014; BPendG, 2014 for detailed insights). Over four academic years, this program equips future teachers with essential skills, striking a balance between theoretical foundations and practical applications.

Key pillars of language proficiency, educational foundations, and practical training receive strong emphasis, ensuring graduates' thorough preparation for effective teaching. The program's structured curriculum, complemented by a credit-balanced design, produces a comprehensive qualification covering vital physical and health education aspects. Additionally, incorporating professional practice, internships, and school-based experiences empowers graduates to apply theoretical knowledge seamlessly in real-world teaching scenarios, facilitating a smooth transition to teaching practice (Document accessed confidentially).

To uphold and enhance the quality of the teachers' training course, a qualification body in Malaysia conducts periodic curriculum reviews through the Malaysian Qualification Agency (Malaysian Qualifications Agency [MQA], 2017; MOE, 2013;).

In conclusion, examining Malaysia's Quality Physical Education program reveals a dedicated commitment to fostering holistic student development. The structured framework, inclusive measures, and alignment with international benchmarks showcase the program's strengths. Acknowledged challenges and identified areas for improvement provide valuable insights for ongoing enhancements, which will be expounded upon in the subsequent section of this paper.

DISCUSSION

The findings comprehensively examine UNESCO's Quality Physical Education (QPE) guidelines and the degree to which Malaysia's educational framework aligns with these guidelines. UNESCO's QPE guidelines, endorsed by CIGEPS, underscore the importance of aligning physical education programs with national curricula while promoting equality and inclusion (UNESCO,

2015). The detailed benchmarks in the guidelines offer a roadmap for policymakers and educators to ensure the delivery of quality physical education programs worldwide.

The evaluation of Malaysia's Physical Education Program involved a comprehensive assessment of various aspects, including curriculum design, teacher training and professional development, infrastructure and resources, assessment practices, and inclusivity measures. These insights shed light on the global commitment to prioritizing physical education policies and the challenges and successes encountered in translating these policies into practice in Malaysia.

The evaluation of Malaysia's Physical Education Program revealed significant findings. The program integrates a structured curriculum, trained instructors, and facilities to provide a comprehensive educational experience emphasizing the importance of an active lifestyle. Examining Malaysia's QPE program against UNESCO's QPE guidelines reveals alignment in several key areas, such as curriculum design, teacher qualifications, and assessment methods. This alignment reflects Malaysia's commitment to adopting international best practices in physical education while tailoring them to meet local needs and priorities (ICHPER-SD, 2012).

Despite the global recognition of the importance of physical education, the findings highlight challenges in consistently implementing related policies. The evaluation underscored the crucial need for increased investment in teacher training and professional development within Malaysia's physical education sector. While current initiatives strive to enhance the competence of physical education instructors, ongoing training programs are essential to keep teachers abreast of the latest knowledge and pedagogical approaches. Nevertheless, challenges such as resource limitations, insufficient facilities, and a shortage of specialized teachers remain prominent (Wee et al., 2021). Resolving these issues demands sustained investment in infrastructure, continuous teacher training, and fostering collaboration between educational institutions and community organizations.

Variations in resource allocation, teacher qualifications, and curriculum flexibility also hinder standardized QPE programs across different regions in Malaysia (Kilue & Mohamed, 2017; Wee & Chin, 2022; Yaakop et al., 2021). The shortage of qualified teachers underscores the necessity for ongoing professional development to equip all teachers with the skills to deliver quality physical education effectively. Teachers can implement innovative strategies to engage and inspire students in physical activities by prioritizing professional development.

Assessment practices were another key aspect evaluated. The findings indicated that traditional assessment methods, such as fitness tests and performance evaluations, were commonly used in Malaysia's Physical Education Program. However, there is a need to explore more diverse and inclusive assessment approaches that go beyond measuring physical fitness alone. This includes considering alternative assessment methods focusing on skill development, personal growth, and overall well-being (Arsaythama & Krishnasamy, 2017; Gengatharan et al., 2023; Veloo & Ali, 2016). By adopting a broader range of assessment approaches, the program can capture a more comprehensive understanding of students' abilities and progress.

Lastly, the evaluation recognized the importance of inclusivity measures in physical education. The structured curriculum and emphasis on inclusive education underscore Malaysia's commitment to ensuring that all students, including those with disabilities, have access to quality physical education (Ghani et al., 2019). While efforts promoted equal access and participation for all students, further enhancements are needed. This includes adaptations, modifications, and differentiated instruction to cater to students' diverse needs and abilities. By creating an inclusive

learning environment, Malaysia's Physical Education Program can ensure that every student can participate, benefit, and thrive in physical education activities.

Nevertheless, the case study of Malaysia's QPE program exemplifies a concerted effort to integrate physical education into the broader educational framework. Through policies like the National Education Policy and initiatives such as the 'One Student One Sport' Policy (Sports Division, 2011), Malaysia prioritizes physical activity and health education as integral components of student development.

Overall, these findings provide valuable insights into the strengths and areas for improvement in Malaysia's Physical Education Program. They serve as a foundation for policymakers, educators, and stakeholders to address the identified challenges and further enhance the quality, effectiveness, and inclusivity of physical education in Malaysia. By implementing targeted strategies and continuous improvements, Malaysia can strive towards an exemplary physical education program that nurtures students' well-being and physical fitness.

Moving forward, policymakers and stakeholders must prioritize addressing key concerns identified in both UNESCO's guidelines and Malaysia's QPE program. A comprehensive national strategy for QPE, curriculum flexibility, community partnerships, and ongoing monitoring and quality assurance measures are essential for ensuring the effective implementation of QPE policies. Moreover, continued investment in teacher training, facilities, and resources is crucial for fostering a culture of physical activity and well-being among students.

In summary, the findings highlighted in this study emphasize the global dedication to prioritizing physical education policies and the obstacles and achievements in implementing these policies. By adhering to international standards, such as UNESCO's QPE guidelines, and tackling significant issues identified domestically, nations like Malaysia can guarantee that every student receives access to high-quality physical education programs fostering holistic development and well-being.

CONCLUSION

This study thoroughly examines UNESCO's Quality Physical Education (QPE) guidelines and their alignment with Malaysia's educational landscape. Through this exploration, several key findings and arguments have emerged. Firstly, it has become evident that while there is a global recognition of the importance of physical education, there are significant challenges in consistently implementing related policies. These challenges span various aspects, including curriculum design, teacher training, resource allocation, and assessment practices.

The implications of these findings are profound. They underscore the critical need for increased teacher training and professional development investments, addressing resource limitations and fostering collaboration between educational institutions and community organizations. Collaborative initiatives with local communities and sports bodies can offer additional resources, support, and diverse perspectives. This may involve organizing community sports events, inviting guest speakers, and involving external experts to enrich the physical education experience. Additionally, variations in resource allocation and curriculum flexibility pose obstacles to achieving standardized QPE programs across different regions.

Policymakers and stakeholders should prioritize developing and implementing a comprehensive national strategy for QPE, focusing on curriculum flexibility, community partnerships, and ongoing monitoring and quality assurance measures. Continuous investment in teacher training,

facilities, and resources is essential for promoting a culture of physical activity and well-being among students. Also, substantial investment and maintenance in sports facilities and equipment are essential, providing a conducive environment for diverse physical activities and ensuring student safety.

Future research should explore diverse and inclusive assessment approaches beyond traditional methods, as well as further investigate the implications of an inclusive learning environment for all students. Inclusivity measures should be intensified, with a specific emphasis on providing adaptations and differentiated instruction to meet the diverse needs of students. Additionally, there is a need to examine the effectiveness of ongoing teacher training programs and the impact of collaborative initiatives between educational institutions and community organizations.

By addressing these challenges and implementing practical recommendations, Malaysia can strive towards an exemplary physical education program that nurtures holistic student development. Ultimately, this study underscores the importance of prioritizing physical education and its significant role in promoting the well-being and development of students, both locally and globally.

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