THE ROLE OF SCHOOLS IN ESPORTS DEVELOPMENT AMONG YOUNG PEOPLE

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Abstract

eSports has created a promising digital industry development. The benefits that come and the challenges in understanding eSports must also be explored. The IOC's movement informing the Olympic Virtual Series activities must be responded to by sports practitioners or people who focus on sports as demands and adaptations in sports development. The formation of the Indonesia eSports Association (IeSPA) under the guidance of the Komite Olahraga Rekreasi Masyarakat Indonesia (KORMI) and registered as a member of the Komite Olimpiade Indonesia/National Olympic Committee (KOI/NOC) and Esport Indonesia (ESI) is officially recognized as a member of the Komite Olahraga Nasional Indonesia (KONI). This article contains a literature review that discusses eSports that must be taken seriously to organize the future by focusing on the plan to respond to eSports. eSports are a concern at this time. The debate whether eSports are included in sports is still the focus of many people. However, the author does not want to be protracted, so the author focuses more on preparing young people to respond to eSports, which is a positive thing. The implementation of eSports in schools, especially in Indonesia, is included as a school activity to provide students insight into eSports. Future career planning,g, and others will be possible and beneficial for the younger generation. The purpose of bringing eSports into schools is to understand that it is essential to learn what it takes to perform at an elite level and incorporate an understanding of sport into it.

Keyword: eSport, education, career

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1. INTRODUCTION

eSports fulfills four of the five characteristics of sports (Cunningham et al., 2017), namely (a) physical activity, (b) requires skills, (c) competitive, and (d) has a level of stability and (e) institutional organization (Rodgers, 1977). eSports requires skill, is competitive, has some level of stability (e.g., coaches, sponsors, and many followers), and has some level of institutionalization of rules, records, and other standards (Cunningham et al., 2017). However, despite the opposing arguments of Funk et al., 2018; Hallmann & Giel, 2018; Jenny, Manning, Keiper, & Olrich, 2017; Keiper, Manning, Jenny, Olrich, & Croft, 2017 (in Cunningham et al., 2017), the extent to which eSports involves physical activity is debatable. eSports and other variants of 'digital sports' are gaining popularity worldwide and may even challenge the concept of sporting hegemony (Hilvoorde & Pot, 2016). The relationship of eSports with sport in general by looking at its characteristics, can support the role of eSports as a recognized sports entertainment product by the industry, representing a substantial growth opportunity for sports and related organizations (Funk et al., 2017).

Related to its development in Indonesia, the virtual community of online games has become an essential concern for the government by inaugurating the Indonesia eSports Association (IeSPA) under the guidance of the Komite Olahraga Rekreasi Masyarakat Indonesia (KORMI) and the auspices of the Kementerian Pemuda dan Olahraga (Kemenpora). This shows the government's seriousness in controlling the development of the online game industry and related stakeholders (Ahdiyat & Irwansyah, 2018). Moreover, the socialization results showed that students agreed and understood the importance of sport as a source of Indonesian soft power (Rachman et al., 2020).

Seeing the opportunities of the so-called egalitarian digital era, the challenge is to go beyond haste and shape the eSports breakthrough into something sustainable, positive, and meaningful; something that adds value to our society, relationships, body, mind and spirit (Murray et al., 2020). eSport is a critical topic for academic research because it involves various aspects of disciplines, including sociology, communication, psychology, technology, economics, industry, and other elements (Ahdiyat & Irwansyah, 2018). This good topic should be discussed by sports management academics so that they can embrace the potential of eSports to be studied so as to provide new views to the industry through education and research (Funk et al., 2017).

Therefore, the author feels that we should accept this development by making preparations to handle it. This handling aims to open the door further for the next generation to respond to the arrival of a more organized product of the digital era. The author feels the need to discuss eSport considerations that can be included in Indonesia's education area.

2. METHODS

This article contains a literature review that discusses eSports that must be taken seriously to organize the future by focusing on education as a means to respond to esports. This article describes and solves research problems using a qualitative descriptive analysis method by conducting a literature review. This method aims to describe symptoms, concerns, or concepts that focus on research by examining secondary data in journals, scientific articles, news, electronic and digital sources, and various other sources relevant to the article's discussion.

3. ADVANTAGES OF ESPORT DEVELOPMENT

The growing interest in eSports and the growth of organized competition has attracted a lot of attention from the sports, events and entertainment industries (Funk et al., 2017). eSports are becoming increasingly intertwined into sports organizational structures (e.g., sponsorship) to broaden market appeal (Cunningham et al., 2017). The esports industry reached a market share of more than one billion US dollars in 2019 and expects significant growth in the following years by becoming one of the most growing potential projects that provide innovation and attract investment in the current era of the digital electronics industry (Raditya et al., 2021). The development of the eSport industry creates a community, namely people who are united by the same principles, perceptions, values, and interests (Ahdiyat & Irwansyah, 2018). In response to its development, game industry professionals in China invited funding institutions to work with the government to develop alternatives for the eSports industry (Zhao & Lin, 2020). The results of Ahdiyat & Irwansyah's research (2018) found that: 1) The online game industry in Indonesia plays a role in forming online and offline communities that receive attention from the government as a community that has an important role in society; 2) Through activities in online and offline communities, gamers can take advantage of their hobbies as a way to generate financial benefits; 3) The business potential in the online gaming community can significantly help the development of the online game industry.

eSports is progressively featured in the sports landscape, and will continue to evolve in tandem with the development of gaming technology (Cunningham et al., 2017). eSports has taken over the global youth sports landscape – so much so that the International Olympic Committee (IOC) wants to capitalize on its popularity in making the Olympics more attractive to young people (Tjønndal et al., 2020). The Indonesian eSports Association (IeSPA) has also been formed. When these eSports

have a large following and a special institutional framework is formed, they must be recognized as a sport (Llorens, 2017). Although eSports has created a good international industry growth, this does not guarantee a smooth run. It still needs support from various parties in terms of understanding diplomacy, sports politics, the nature of the state, and nuanced and bespoke concepts of power (Murray et al., 2020).

4. ESPORTS IN THE SCHOOLS?

eSports contains elements of value, namely sports, social, health, economic, education, achievement, and knowledge (Wali & Widiyanto, 2020). In addition, there are also things contained in eSports. Competitive games to beat opponents require a lot of skill, accuracy, concentration, body control, fast movement, endurance, and team strategy; all of these are features that contribute to defining eSport gaming (Llorens, 2017).

Due to the ongoing cultural and economic globalization with prolonged youth trends, more and more young people in Indonesia are growing up with youth culture and lifestyle in a global consumer-based reference system (Naafs & White, 2012). Eklund and Roman (2018); Martončik (2015) (in Tjønndal et al., 2020) explains that games can be an important arena for friendship and a sense of belonging for young people that provides positive mental health benefits, for example by releasing stress.

Indonesia must be able to catch up with educational standards from other countries, so that Indonesia has the ability to compete in the global market, by utilizing technology both to increase its income and productivity, as well as the strength of Visit Indonesia to investors, formed through the presence of human resources (Sukasni & Efendy, 2017). Generation change is no longer about gender, class and ethnicity, 'generation' is a moving target; not talking about changes in a particular group of people but about the differences between one generation group and those who replace it (Naafs & White, 2012). And schools must facilitate the things that come from these changes.

eSports requires the learning and performance of motor skills in the embodiment of a virtual environment that can be considered fun or even athletic, with the types of skills that may be tested can even be considered as basic movement skills under proper educational supervision, as well as knowledge of the game, eSports can develop a unique element of literacy digital (Hilvoorde & Pot, 2016). In Norway, eSports is entering the realm of education. High schools were the first to incorporate eSports as a sport by introducing eSports courses in their elite sports programmes, to incorporate eSports into the school curriculum to understand that it is important to learn what it takes to appear in the school curriculum with the aim of reaching the elite level and adding to the understanding that a healthy lifestyle is a must (Tjønndal et al., 2020). Quality education is understood as one of the most powerful and proven drivers for ensuring sustainable development, which can be applied in a wide range of formal and non-formal education contexts, and which can generate multiple benefits for the general population (García et al., 2020).

eSports entering the realm of education also occurs in Japan. They outlined how to take advantage of esports under consideration by introducing curricula in several private high schools and correspondence high schools, and aiming to train athletes (Komatsu, Matsumoto, and Prowant 2021). In America, high school and post-secondary schools are adopting eSports at an increasing pace, reflecting the demand for sports among the dominant age groups, with high school engagement increasing in 2018 from 200 schools to over 1200 in the United States engaged in development of eSports in education (Rothwell and Shaffer 2019; Hennick, 2019). The North America Scholastic Esports Federation (NASEF) provides all students with the opportunity to use esports as a platform to acquire essential communication, collaboration, and problem-solving skills; needed to thrive in work and life (Komatsu et al. 2021).

5. E-SPORT CAREER MUST BE ARRANGED FOR THE FUTURE

The significant growth of the eSports industry has resulted in the creation of career opportunities, so many people are pursuing careers in the eSports industry (for example, as professional players) (Bányai et al., 2020). The results of the study show that younger players are more likely to seek career opportunities as professional esports players than older players (Raditya et al., 2021). Young people are the most critical key actors in economic and social change (Naafs & White, 2012).

The results of an online survey with a sample of Hungarian esports players, that esports is the most popular career choice among teenagers and young adults under the age of 24 (eNet, 2017), with the characteristics of esports players being dominated by men as much as 92% (Newzoo, 2017). The popularity of esports careers among aspiring young gamers is not surprising, given the potential afforded by the high income, respect, and fame bestowed by top esports players (Raditya et al., 2021). But there is of course another view, a study shows that only a few people are aware and know how to make their way to the professional player profession, so not many people know what to expect when going down that road, how to prepare to achieve it, and what to expect. must do to become a professional player in the e-sports industry (Bányai et al., 2020).

A careful planning in an eSport career is indeed important but the development of an esports career is not only about planning, but by taking advantage of opportunities (for example through chance events) that arise (Meng-lewis et al., 2020). Spaaij and Schaillee (2020) in Tjønndal et al. (2020), coaches and sports club leaders argue that if eSports is organized through local sports clubs, then youth who participate in eSports will get the same benefits as those who engage in regular sports; benefits such as learning fair play and zero tolerance for drug use, social skills, and democratic participation. Such concepts should be tried to be applied in schools to guide students. Young men and women consider education and work as part of how they will realize their future but also pay attention to the lifestyles and desires of today's youth (Naafs & White, 2012). Paradigm changes related to this must be welcomed by educational institutions, how schools must be able to adapt to these changes, prepare provisions for how lifestyles and desires become considerations for young people in their careers. Classical career theory does not apply to a career in esports today, but the future remains to be seen, as the esports industry becomes more established and the transition becomes clearer (Meng-lewis et al., 2020).

In other words, eSport is not just a game, if it is properly nurtured, sports can be included in it so that it can foster an increase in participants and inculcate positive values and a healthy lifestyle. Esports players can't just do what they want because they are eSports athletes, they have to obey the rules and regulations of the club. well behaved, otherwise - they cannot represent the club (Leader of a local sports club cited in Drammens Tidende 2017) (Tjønndal et al., 2020). The practical implication for managers, coaches and players is that career uncertainty should not be seen as a negative thing to be taken for granted, but can be seen as a positive force, which when embraced can propel careers forward, with this understanding helping stakeholders (e.g., players , coaches, managers and support organizations) to manage and deal with fortuitous events in players' careers in terms of how to develop the right way of thinking and how to respond to change and can help stakeholders to better predict the outcome of complex situations by assessing what is currently known, what is is not known, and what can be learned (Meng-lewis et al., 2020).

6. CONCLUSION

eSports is a concern today, whether eSports is included in sports or not is the focus of many people. However, the author does not want to procrastinate on this matter so that he focuses more on preparing the younger generation to respond to eSports which is a positive thing. The implementation of eSports in schools, especially in Indonesia, including school activities to provide insight to students in responding to eSports, future career planning, and others, will be beneficial for the younger generation. The goal of eSports to school is to give students an understanding that it is

important to learn what it takes to perform at an elite level and incorporate an understanding of the sport in it. This eSport can be done in one or two meetings in PE or can be used as Interest-Based Learning, with content as a medium to provide understanding for students that it is essential to learn what it takes to perform at an elite level. For that, a healthy lifestyle is a must.

7. LIMITATION

This research is limited to a review of the existing literature. It cannot provide information on how eSports affect its application in learning in schools. Researchers suggest that future research can apply a model to see how far the application of eSports in schools can affect students' understanding of sport.

8. ACKNOWLEDGEMENT

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