



ASEAN Journal of Sports for Development and Peace

Journal homepage: <https://ejournal.upi.edu/index.php/ajsdp/>



Challenges of the Implementation of the Olympic Values Education in Indonesia: A Case of Asean University Games 2024

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ABSTRACT	ARTICLE INFO
<p>This research investigates the understanding and challenges of implementing Olympic Values—Excellence, Friendship, and Respect—in Indonesia's sports education. While the International Olympic Committee (IOC) promotes these values to foster ethical behavior among athletes, their integration into Indonesian universities faces significant obstacles due to limited awareness and institutional support. Utilizing a quantitative descriptive approach, data were collected from 178 respondents, including students and lecturers, who had not participated in the ASEAN University Games (AUG). Results indicated that 67% of respondents demonstrated a good understanding of Olympic Values, with 41% emphasizing their importance in daily life and sports. Social media (45%) was identified as the primary source of information. However, challenges persist, such as a lack of awareness (28.1%), insufficient curriculum integration (16.9%), and inadequate resources (14%). The study concludes that while awareness of Olympic Values exists, significant efforts are required to enhance their practical application. Recommendations include increasing institutional support, revising curricula, and improving resource allocation to better incorporate Olympic Values in Indonesian sports education.</p>	<p>Article History: <i>Submitted/Received 21 Oct 2024</i> <i>First Revised 11 Nov 2024</i> <i>Accepted 09 Dec 2024</i> <i>First Available online 31 Jan 2025</i> <i>Publication Date 31 Jan 2025</i></p> <hr/> <p>Keyword: <i>Olympic values,</i> <i>ASEAN,</i> <i>Sport,</i> <i>University</i></p>
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1. INTRODUCTION

Sports are not just about physical achievement and winning but also about character building, ethics, and moral values. In the global context, Olympic Values have long been recognized as an essential foundation for fostering sportsmanship and integrity among athletes and society. These values—Excellence, Friendship, and Respect—have become the cornerstone of sports education worldwide, not only in competitions but also in formal education (Abeza et al., 2021). The International Olympic Committee (IOC) has promoted this values-based education as part of its efforts to use sports as a tool for character development among young people. Indonesia, with its large population and strong sporting potential, faces significant challenges in internalizing and implementing Olympic Values. Despite various sports programs at schools and universities, the application of these values remains suboptimal (Abanazir, 2022). This is due to a lack of awareness, infrastructure limitations, and minimal integration of Olympic Values into sports education curricula in Indonesia.

The history of the Olympic movement in Indonesia began in the early 20th century when the country was still under Dutch colonial rule. During this period, Indonesian athletes participated in the Olympics under the Dutch flag, marking the beginning of Indonesia's involvement in the international Olympic movement. After independence in 1945, attention to sports and participation in international events, including the Olympics, increased, with Indonesia making its debut at the 1952 Summer Olympics in Helsinki, Finland. This participation was a milestone in Indonesia's sports history, placing the country on the global stage and strengthening its national identity through sports. Throughout its journey, Indonesia has faced various challenges in developing the Olympic movement, such as limited funding, inadequate infrastructure, and inconsistent policy support. However, despite these challenges, Indonesian athletes have achieved remarkable success, such as winning the first gold medal in badminton at the 1992 Barcelona Olympics, secured by Alan Budikusuma and Susi Susanti. This achievement not only raised Indonesia's sports profile internationally but also inspired the younger generation to uphold Olympic values in every competition.

The development of sports infrastructure in Indonesia has also seen significant progress, although challenges remain. The government has started building modern sports facilities such as stadiums, training centres, and fields to support athletes preparing for international competitions, including the Olympics (Rocha, Hong, & Gratao, 2023). Although this infrastructure development is uneven across regions, it demonstrates Indonesia's commitment to strengthening its domestic Olympic movement and nurturing young athletes to face challenges on the world stage. However, current challenges—such as the lack of integration of Olympic Values into the education curriculum and limited institutional awareness—show that existing efforts are still insufficient to drive the effective implementation of Olympic Values Education (OVE) (Dervent, 2013). Indonesia's long history of participation in the Olympic movement and infrastructure development provides important context as to why OVE should be a priority in the education system. Athlete development is not only about physical advancement but also the instilling of strong moral and ethical values, which can be achieved by strengthening OVE at every educational level. Therefore, understanding the history of the Olympic movement in Indonesia helps us see that integrating OVE is not just part of the curriculum but also part of the nation's long journey in upholding sportsmanship, friendship, and excellence on the international stage.

Many students and lecturers in educational institutions still do not fully understand the importance of these values, particularly at the university level, which should be a strategic place for shaping high-character and morally strong athletes (Dubinsky, 2023). One sporting event that has the potential to promote Olympic Values in Indonesia is the ASEAN University

Games (AUG), held every two years and involving students from various Southeast Asian countries. In 2024, Indonesia will have the opportunity to host the ASEAN University Games. This event is not only a competition but also a means to strengthen inter-nation friendships, aligned with Olympic values. The AUG provides a significant opportunity for Indonesia to enhance the application of Olympic Values among students and staff, both as participants and spectators ([Humphreys, Johnson, Mason, & Whitehead, 2011](#)).

This research was conducted against this background, where Olympic Values Education in Indonesia still faces various challenges. Focusing on the 2024 ASEAN University Games, this study aims to understand the level of understanding and challenges in implementing Olympic Values among students and lecturers in Indonesia, as well as to explore how events like the AUG can contribute to promoting these values at the regional level. This research also investigates the level of understanding and challenges in implementing Olympic Values Education (OVE) in Indonesia, with a special focus on the 2024 ASEAN University Games. Olympic Values Education in Indonesia faces a long-standing historical challenge, from a lack of infrastructure to insufficient policy support. The urgency to integrate these values is increasing, especially in shaping athletes and society with strong character and sports ethics. Olympic Values, which include Excellence, Friendship, and Respect, form the foundation of sportsmanship and ethical participation in the sports world ([International Olympic Committee, 2024](#)). These values play a crucial role in shaping strong moral and social character among athletes, coaches, and the community.

This research is important because the education of these values, especially at the university level, has great potential to develop athletes who not only excel but also uphold sports ethics. The study evaluates the understanding of students and staff in Indonesia regarding Olympic Values, including their sources of information ([Joerg Koenigstorfer, 2023](#)). In addition, the research identifies challenges in implementing these values, such as a lack of institutional awareness, limited formal policies, and insufficient resources ([Kelly & Brownell, 2011](#)). The ASEAN University Games provide a unique platform to assess the extent to which these values are understood, applied, and integrated into the daily lives of athletes, educators, and students in Southeast Asia ([Koenigstorfer & Preuss, 2018](#)). Through this inter-university sports event in ASEAN, AUG aims to strengthen relationships between nations, improve athletic quality, and promote regional unity. AUG is also a strategic vehicle for instilling Olympic Values, as seen in various international sports events.

Olympic Values Education, encouraged by the International Olympic Committee (IOC), emphasizes three core values: Excellence, which teaches the importance of striving for the best in everything; Friendship, which promotes solidarity and positive relationships among athletes from different countries; and Respect, which includes respect for oneself, opponents, rules of the game, and the environment ([Komite Olimpiade Indonesia, 2024](#)). These values are considered key elements in creating a fair and ethical competitive environment while fostering long-term success beyond physical achievements. However, in Indonesia, the implementation of Olympic Values still faces various obstacles. Although efforts have been made to promote these values through formal sports education, awareness and application of these values are still far from optimal, especially among the younger generation and students. Various factors, such as lack of resources, unsupportive policies, and limited educational infrastructure, contribute to the barriers to implementing these values in higher education institutions ([Kelly & Brownell, 2011](#)).

2. METHODS

Research Design and Approach

This research employs a **quantitative descriptive approach** using a survey method to explore the gap between understanding and implementing **Olympic Values**. The survey aims to identify the challenges educational institutions face in promoting these values. The questionnaire used has been validated and designed to assess understanding, challenges, and perceptions regarding the **ASEAN University Games (AUG)**.

This study is **quantitative and descriptive**, aiming to describe the level of understanding and challenges in applying Olympic Values among respondents. A survey was chosen as the primary method because it allows for the collection of large amounts of data from a diverse population, providing results that represent a wide range of perspectives.

Population and Sample

The research population consists of **students** and **lecturers** from several universities in Indonesia involved in sports activities, particularly related to the **ASEAN University Games (AUG)**. The sample was selected using **purposive sampling**, targeting **178 respondents**, chosen based on their direct involvement or interest in AUG and **Olympic Values Education** programs.

Research Instrument

The research instrument used in this study is a **structured questionnaire** consisting of several sections:

1. **Section 1: Demographics**
Collects information on respondents' age, gender, and employment status.
2. **Section 2: Knowledge about ASEAN**
Assesses respondents' knowledge about ASEAN and the AUG.
3. **Section 3: Knowledge of Olympic Values**
Evaluate the respondents' level of understanding of the values of Excellence, Friendship, and Respect, as well as the sources of information they use.
4. **Section 4: Implementation Challenges**
Investigates the barriers faced in implementing Olympic Values in educational institutions, such as a lack of policies and resources.

Data Collections

Data was collected through an **online questionnaire** distributed to students and lecturers at various universities in Indonesia. The questionnaire contained both closed and open-ended questions to explore their understanding and experiences related to Olympic Values in the context of AUG competitions.

Data Analysis

The collected data was analyzed using **descriptive statistics**, such as frequency and percentage, to provide an overview of the level of understanding and challenges faced in applying Olympic Values. Additionally, **correlational analysis** may be used to examine the relationship between the understanding of these values and other factors, such as educational background and respondents' involvement in AUG activities.

3. RESULTS AND DISCUSSION

Result

Data was collected from 178 respondents consisting of students and staff from various universities in Indonesia. The respondents were selected based on the criteria that they were not directly involved in ASEAN University Games (AUG) activities, but their understanding of the Olympic Values was still measured. The study focused on assessing the respondents' understanding of the three core Olympic Values: Excellence, Friendship, and Respect.

Table 1. Respondent Information (N=178)

Category	N	Percentage (%)
Gender		
- Male	122	68.54
- Female	56	31.46
Are you a Lecturer or a Student?		
- Lecturer	43	24.16
- Student	135	75.84
Age		
- 18-20 years	44	24.72
- 21-30 years	68	38.20
- 31-40 years	31	17.42
- 41-50 years	13	7.30
- 51-60 years	13	7.30
- 60-70 years	9	5.06
Education		
1. Diploma	1	0.56
2. Bachelor's Degree	95	53.37
3. Master's Degree	35	19.66
4. Doctoral Degree	47	26.40

Table 1 presents the distribution of respondent characteristics from the survey involving 178 participants. Statistically, the majority of respondents were male (68.54%) and students (75.84%), with the largest age group being 21-30 years old (38.20%). Regarding educational background, most respondents held a Bachelor's degree (53.37%), followed by Doctorate degrees (26.40%) and Master's degrees (19.66%). These findings indicate that the survey sample was dominated by young individuals with relatively high educational backgrounds, particularly at the Bachelor's level.

Understanding of Olympic Values

Table 2. Distribution of Respondents Based on Understanding of Olympic Values

Understanding of Olympic Values	Frequency	Percentage (%)
Yes	120	67
No	58	33

The results show that the majority of respondents (67%) understood the Olympic Values, while 33% reported not having any knowledge of these values. Respondents were also asked to assess the importance of applying the Olympic Values in sports activities, especially within the educational and university environment. A Likert scale from 1 to 5 was used, with 1 indicating "Not Important at All" and 5 indicating "Very Important."

Table 3. Respondents' Perception of the Importance of Olympic Values

Importance Scale	Frequency	Percentage (%)
1 (Not Important at All)	5	2.8
2 (Less Important)	10	5.6
3 (Fairly Important)	30	16.9
4 (Important)	60	33.7
5 (Very Important)	73	41

These results show that the majority of respondents (41%) consider the application of Olympic Values in sports activities and daily life to be very important. The second-largest percentage (33.7%) also rated these values as important, while only 8.4% of respondents found them to be less important or not important at all.

Sources of Information on Olympic Values

Respondents were also asked about where they learned about Olympic Values. Their answers varied, with the majority citing social media and formal education as their primary sources of information.

Table 4. Sources of Information on Olympic Values

Source of Information	Frequency	Percentage (%)
Social Media	80	45
Television	35	19.7
Campus/Sports Institution	40	22.5
Seminar or Workshop	13	7.3
Other (e.g., family, community)	10	5.6

From this data, it is evident that social media is the primary source of information on Olympic Values for respondents, followed by formal education from campus or sports institutions.

Challenges in the Implementation of Olympic Values

In this study, the challenges in implementing **Olympic Values** were also measured. Several barriers identified include a lack of awareness of these values, limited infrastructure, and the fact that these values have not yet been integrated into the educational curriculum.

Table 5. Challenges in Implementing Olympic Values

Challenges in Implementation	Frequency	Percentage (%)
Lack of awareness	50	28.1
Not yet seen as a necessity	40	22.5
Not yet part of the curriculum	30	16.9
Limited facilities and infrastructure	25	14
Other	33	18.5

The majority of respondents (28.1%) reported that the main challenge in implementing Olympic Values is the lack of awareness regarding their importance. Some respondents also felt that these values have not yet become a pressing need (22.5%) and that efforts are still needed to integrate them into the educational curriculum (16.9%).

The findings from this study provide important insights into the understanding and implementation of **Olympic Values** among university students and lecturers in Indonesia. Data shows that the majority of respondents are aware of these values, with **67%** claiming to understand them. This indicates a good level of awareness of the fundamental Olympic principles among those not directly involved in the **ASEAN University Games (AUG)** activities. However, despite this understanding, only **41%** of respondents considered the implementation of these values highly important, while **33.7%** rated them as important. This suggests that although many understand Olympic Values, the perceived importance of applying them in daily life and sports activities varies. The gap between understanding and implementing Olympic Values is largely due to a lack of support from institutional policies and limited integration within the education curriculum. The **ASEAN University Games 2024** presents a strategic opportunity to address this gap by raising awareness and strengthening commitment to Olympic Values.

The primary sources of information on Olympic Values come from social media (45%) and formal education (22.5%). These findings reflect the important role of social media in disseminating information related to sports and the values associated with major events like the Olympics. Formal education also plays a key role, indicating that the integration of these values into the curriculum or through sports programs in universities remains a major source of knowledge for many respondents. The challenges in implementing Olympic Values are highly relevant. Data shows that lack of awareness (28.1%) and the absence of integration into the educational curriculum (16.9%) are key barriers. These findings are consistent with previous research (Lorgnier, Chanavat, & Su, 2020). Integrating sports values into formal education continues to face various challenges, including a lack of awareness of their importance. Koenigstorfer and Preuss (2018) emphasized the need for supportive infrastructure for the effective implementation of sports values, which is also relevant to the challenges identified in this study.

Other studies highlight that differences in understanding and implementing sports values may be influenced by cultural and social contexts, which could impact the application of Olympic Values in Indonesia (Kelly & Brownell, 2011). Scandizzo and Pierleoni (2017) explored the economic impact of sports events and how these values can be better integrated into broader contexts, while Feizabadi et al. (2015) pointed out the role of sports in international relations, showing that understanding these values can broaden their application scope. Theodorakis, Georgiadis, and Hassandra (2024) offer additional perspectives on how different generations view sports values and the global challenges faced in adapting these values at an international level.

This study, titled "Challenges of the Implementation of the Olympic Values Education in Indonesia: A Case of ASEAN University Games 2024," focuses on specific challenges within the context of education related to Olympic values in Indonesia. The findings show that key barriers, such as a lack of awareness and curriculum integration, are highly relevant to previous studies. Raising awareness and adjusting the curriculum appropriately will be essential to overcoming these barriers and ensuring more effective implementation of Olympic Values. Additionally, providing adequate infrastructure will also be a crucial step in overcoming these challenges, consistent with the recommendations of previous studies.

Factors Hindering the Implementation of Olympic Values Education in Indonesia

The implementation of **Olympic Values Education (OVE)** in Indonesia faces significant challenges, which could impede the program's effectiveness in educational institutions. One of the main barriers is the lack of institutional awareness, with **28.1%** of respondents reporting that Olympic Values are not yet a priority in educational institutions. This suggests that while these values are known, awareness of their active application in academic environments remains low. Additionally, the limited integration of Olympic Values into the curriculum is another significant barrier, with **16.9%** of respondents stating that these values have not yet been systematically incorporated into educational materials. The absence of a structured curriculum results in the teaching of these values often being theoretical without real application in the classroom or extracurricular activities.

Another challenge is the lack of resources and infrastructure to support the implementation of OVE. **14%** of respondents indicated that sports facilities, teacher training, and adequate teaching materials are still limited, directly impacting the ability of institutions to sustainably run OVE programs. Furthermore, there is limited policy support from the government and educational institutions, meaning the program often relies on individual or institutional initiatives without uniform standards. The lack of specialized training for educators on how to integrate Olympic Values into the learning process is also a challenge that must be addressed. Without proper training, teachers struggle to teach these values effectively, which ultimately affects the low quality of OVE implementation in schools and universities (Feizabadi et al., 2015). These challenges collectively create a significant gap between understanding Olympic Values and their practical implementation. Without systematic efforts to address these obstacles, Olympic Values Education in Indonesia will continue to face difficulties in achieving its goal of shaping the character and ethics of young people through sports.

Implications

This research reveals a significant gap between the theoretical understanding and practical application of Olympic Values in educational institutions in Indonesia. Although the majority of respondents (67%) possess a good understanding of these values, only a small fraction apply them in daily activities and learning processes. This indicates that existing awareness is not enough to drive real action, especially when institutional awareness and curriculum integration remain minimal. Key obstacles, such as a lack of policy support, limited resources, and insufficient teacher training, play a major role in creating this gap, hindering efforts to achieve the goals of Olympic Values Education (OVE) in shaping character through sports (Thorpe & Wheaton, 2011).

The implications of this gap are far-reaching, especially for education and sports policy in Indonesia. Without strategic efforts to overcome these challenges, the full potential of OVE in creating a generation of young people with integrity and strong character will not be realized. Educational institutions need to take proactive steps to integrate Olympic values into their curricula, while policymakers must be more serious about providing the necessary support, including specialized training for educators and adequate infrastructure (Theodorakis, Georgiadis, & Hassandra, 2024). Additionally, the ASEAN University Games 2024 can serve as a strategic platform to raise awareness and support for Olympic values, providing a practical example of how these values can be effectively implemented in the context of education and sports competitions.

This event could become a pivotal moment for Indonesia to demonstrate its commitment to promoting Olympic values at the regional level. Through active participation in AUG 2024, Indonesia can facilitate collaboration between athletes, educators, and policymakers to jointly address the existing gaps and promote Olympic values at various levels. In doing so, the current challenges can be turned into opportunities to strengthen OVE implementation, making value education more effective and sustainable in the future.

Recommendations for the Implementation of Olympic Values Education in Indonesia

Based on the findings of this study, a more structured and effective implementation model is needed to address the challenges in applying Olympic Values Education in Indonesia. First, there should be an integration of Olympic values into the formal curriculum at various educational levels, from elementary schools to universities. This integration should be systematic, embedding values such as excellence, friendship, and respect into relevant subjects like Physical Education and Citizenship Education, as well as through supporting extracurricular activities. This updated curriculum must be accompanied by accessible teaching materials for both educators and students.

Second, it is important to conduct intensive and continuous training for educators to ensure they have a deep understanding of Olympic values and effective teaching methods. This training should include practical strategies for integrating Olympic values into daily learning activities. In addition, educators need to be trained to become facilitators who can inspire students through the application of these values both inside and outside the classroom. Teacher training institutions, universities, and sports organizations should collaborate to offer such programs, enabling educators to continuously enhance their competencies. Third, policy support from the government is crucial to ensure the sustainability of the OVE program. Supporting policies, including special funding allocations, incentives for institutions implementing OVE, and official recognition from the government, can encourage schools and universities to commit more to applying Olympic values. The government also needs to work with the Indonesian Olympic Committee and other related bodies to ensure that this implementation model is supported by adequate infrastructure and resources.

Finally, synergy between educational institutions, sports communities, and society must be built to strengthen OVE implementation. Collaborative programs such as public campaigns, sports competitions emphasizing Olympic values, and direct community involvement in OVE activities can increase awareness and participation. The ASEAN University Games 2024, for instance, can serve as a platform to promote a successful implementation model, providing a real-life example of how Olympic values can be brought to life in the daily lives of students and the wider community. With a holistic and collaborative approach, OVE can be implemented effectively in Indonesia, creating a young generation that excels not only in achievements but also in having strong character and integrity.

Discussion

This study aimed to assess the level of understanding and the challenges in implementing Olympic Values Education (OVE) among students and lecturers in Indonesian universities, with a contextual focus on the ASEAN University Games (AUG) 2024. The findings reveal several important insights that help to explain both the current state and future potential of OVE in Indonesia.

The demographic profile of respondents shows a dominance of young students (75.84%) and individuals with at least a bachelor's degree (53.37%), which suggests that the sample is well-positioned to engage critically with educational concepts, including Olympic Values. Despite not being directly involved in AUG 2024 activities, a majority (67%) reported an understanding of the Olympic Values—Excellence, Friendship, and Respect. This indicates that awareness of these values extends beyond those directly participating in major sporting events and has diffused into wider academic circles.

However, a critical finding is the mismatch between understanding and application. While 67% of respondents understand Olympic Values, only 41% perceive them as “very important” in sports and daily life, and a notable 8.4% rated them as less or not important at all. This gap echoes previous studies (Thorpe & Wheaton, 2011; Lorgnier et al., 2020), which argue that cognitive awareness alone is insufficient to change behavior, particularly without institutional structures and cultural reinforcement.

Social media emerged as the leading source of information on Olympic Values (45%), surpassing traditional and formal educational routes. While this highlights the increasing role of digital platforms in value dissemination, it also reflects a lack of formal integration of these values into the national curriculum. Formal education accounted for only 22.5% of knowledge sources, suggesting a missed opportunity in embedding these values into structured learning processes (Kelly & Brownell, 2011).

Furthermore, the challenges identified—lack of awareness (28.1%), absence of curricular integration (16.9%), and limited infrastructure (14%)—mirror the findings of Koenigstorfer and Preuss (2018), who stressed the need for institutional commitment and resources. The absence of a unified policy framework and teacher training compounds these issues, making the implementation of OVE fragmented and inconsistent across institutions.

Cultural and generational differences also appear to affect the perceived relevance of Olympic Values. The insights from Theodorakis et al. (2024) suggest that younger generations may interpret and apply values differently, shaped by social and media contexts, which may partially explain why a significant proportion still underestimates the importance of these values despite understanding them conceptually.

In this context, the ASEAN University Games 2024 offers a unique, timely platform. Not only does it present a chance to raise awareness, but it also allows institutions to experiment with pilot programs and real-life applications of Olympic Values. As Scandizzo and Pierleoni (2017) and Feizabadi et al. (2015) argue, sports events are powerful tools for both cultural diplomacy and education. AUG 2024 can thus be leveraged to showcase best practices, facilitate multi-stakeholder collaboration, and inspire long-term reforms in the integration of values education through sports.

Ultimately, the discussion underscores that awareness is a necessary but insufficient condition for the success of OVE. For these values to translate into daily practice and institutional culture, a systemic approach involving curriculum reform, educator training, infrastructure development, and policy support is required.

4. CONCLUSION

This research found that the majority of university students and lecturers in Indonesia understand the importance of Olympic Values, particularly Excellence, Friendship, and Respect. Of the 178 respondents who participated, 67% reported having a good

understanding of these values. Furthermore, the majority of respondents (41%) believe that applying these values in daily life and sports activities is highly important, with another 33.7% also deeming these values important. The main sources of information about Olympic Values are social media (45%), followed by formal education on campus (22.5%). However, despite a relatively high level of understanding, the application of these values in educational institutions still faces several challenges. Most respondents identified a lack of institutional awareness (28.1%) and limited integration of these values into the curriculum (16.9%) as the main barriers. Additionally, limited sports facilities (14%) also contribute to slowing down the application of Olympic Values.

The research results also indicate that the practical application of Olympic Values in higher education institutions is not yet optimal. Although there is a relatively good understanding of the importance of these values, especially in shaping student character and ethics through sports, structural and policy barriers remain key obstacles. Institutional policies that do not yet support this initiative, coupled with a lack of collective awareness about the importance of these values in formal education, slow down the integration process. To strengthen the integration of Olympic Values into the sports education curriculum in Indonesia, there needs to be increased awareness among students and lecturers, as well as stronger policy support from institutions. This support should include the development of curricula that incorporate Olympic Values, improvements in sports facilities, and more intensive education programs on the importance of these values in daily life. Through these measures, educational institutions in Indonesia can play a more effective role in promoting Olympic Values. Like a large tree, it must be supported by strong roots, ensuring that young generations not only excel in sports but also possess honourable moral character.

5. AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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