



## Contribution of Kurash Sport in Improving Students' Sports Achievement in DKI Jakarta

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### Abstract

This study aims to analyze the contribution of kurash to improving student athletic performance in Jakarta. The research approach employs a qualitative method with a descriptive-analytical design. Data were collected through literature review, limited observation, and interviews with coaches, physical education teachers, and sports organization officials. The results indicate that kurash makes a significant contribution to improving students' physical, mental, and character development, which impacts their athletic performance. Additionally, kurash plays a role in fostering discipline, sportsmanship, and self-confidence among students. However, this contribution remains suboptimal due to limited institutional support, insufficient integration into the education system, and the absence of specific policies. This study recommends strengthening the synergy between schools, sports organizations, and local governments to optimize the role of kurash in fostering student achievement

**Keywords:** Kurash, student achievements, physical education, sports development, DKI Jakarta

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## **A. Introduction**

Educational sports hold a strategic position in the development of human resources because they function not only as a means of improving physical fitness (Parulian et al., 2024), but also as a medium for character building, discipline, competitive mentality, and student achievement development (Aufan & Handoko, 2024). In the context of national education, sports have been positioned as an integral part of the learning process that supports the comprehensive development of students' potential, including physical, affective, social, and psychological aspects. The Government of Indonesia, through Law (UU Nomor 11 Tahun 2022, 2022) concerning Sports, emphasizes that educational sports constitute an important foundation within the national sports development system. In addition, the National Sports Grand Design (DBON) policy also places schools as the primary basis for nurturing young athletes and developing sports talent sustainably.

In practice, sports development in schools still faces various challenges, particularly regarding disparities in the development of certain sports branches. Popular sports such as football, badminton, basketball, pencak silat, and futsal receive greater attention compared to emerging or developing sports. Consequently, many potential sports have not yet obtained optimal development opportunities within educational environments. One of the sports experiencing this condition is kurash. Kurash is a traditional martial art originating from Central Asia that emphasizes throwing techniques while upholding the principles of sportsmanship, safety, and respect for opponents. In recent years, kurash has begun to develop in Indonesia, including in DKI Jakarta, through school extracurricular activities, club coaching programs, and regional competitions.

The development of kurash in DKI Jakarta demonstrates a relatively positive trend. Based on the researcher's

preliminary observations conducted in several secondary schools in East Jakarta, South Jakarta, and North Jakarta in 2025, it was found that students' interest in alternative martial arts has gradually increased, particularly in sports that offer broader competition opportunities for students. Observations conducted in six schools with martial arts extracurricular programs revealed that three schools had begun introducing kurash as part of their student sports development programs. However, the implementation of kurash coaching remains limited in terms of participant numbers, training frequency, and facility support.

Initial interview results with a physical education teacher in East Jakarta indicated that kurash has begun attracting students because it is considered easier for beginners to learn compared to several other martial arts. The teacher explained that "students understand the fundamental movements of kurash more quickly because the primary focus is on throwing techniques and body balance, making it easier to implement in school training activities." Furthermore, a regional kurash coach stated that the potential of students in DKI Jakarta is actually quite significant, but coaching has not been maximized due to limited socialization and inadequate institutional support. The coach explained that "many students possess good physical abilities, but schools have not yet prioritized kurash as a leading sport in achievement development."

Observational findings also revealed improvements in the achievements of students participating in kurash coaching programs. Based on documentation from regional student sports competitions during 2024–2025, several schools actively participating in kurash championships successfully obtained medals at provincial student sporting events. This condition indicates that kurash has strong potential as an alternative achievement sport for students. In addition to contributing to athletic achievement,

kurash training activities were also observed to positively influence students' character development, including discipline, courage, sportsmanship, and emotional control.

Nevertheless, the development of kurash within educational settings in DKI Jakarta still encounters various obstacles. Based on interviews with regional sports organization administrators, one of the major problems is the absence of systematic integration of kurash development into school sports programs. Most schools continue to focus their coaching efforts on sports that are already popular and supported by more adequate facilities. In addition, the limited number of certified coaches, inadequate training facilities, insufficient tiered competitions, and the absence of specific policies from local governments constitute major factors hindering the development of kurash among students.

These problems indicate the existence of a research gap between the potential of kurash as a sport for achievement development and the reality of its implementation in educational environments. On the one hand, kurash possesses training characteristics capable of improving students' strength, coordination, agility, balance, and competitive mentality. On the other hand, its development has not yet received adequate structural support. Previous studies on martial arts in educational settings have primarily focused on pencak silat, taekwondo, karate, and judo, whereas studies examining the contribution of kurash to student sports achievement remain very limited, particularly within the context of schools in DKI Jakarta.

Several previous studies have demonstrated that martial arts significantly contribute to students' character formation and achievement. Research conducted by (Zheng et al., 2026) explained that martial arts training can improve students' self-regulation and social behavior. Research by (Herdiansyah et al., 2025) also showed

that martial arts positively affect students' psychological and social development. Furthermore, studies on school sports development emphasize that student achievement is influenced by coaching systems, coach quality, facilities and infrastructure, and institutional policies (Ma'mun et al., 2025). However, most of these studies have not specifically examined kurash as part of educational sports.

The state of the art of this research lies in its focus on examining the relationship between kurash and the improvement of student sports achievement through an educational sports development approach in DKI Jakarta. This study not only investigates the contribution of kurash from the physical aspect but also analyzes its influence on character formation, competitive mentality, and school sports coaching systems. In addition, this research presents field observation data and direct interviews with coaches, physical education teachers, student athletes, and sports organization administrators to provide an empirical overview of the actual condition of kurash development within educational environments. Therefore, this study offers a new perspective in the development of educational sports based on alternative sports branches that have rarely been studied in Indonesia.

Theoretically, this study contributes to enriching the literature on educational sports and school-based sports achievement development, particularly concerning kurash. Practically, the findings are expected to serve as a consideration for local governments, schools, sports organizations, and coaches in formulating more systematic and sustainable kurash development strategies. This study is also expected to create opportunities for integrating kurash as a leading extracurricular activity that supports the improvement of student sports achievement in DKI Jakarta.

Based on the explanations above, this

study aims to: (1) analyze the contribution of kurash to improving student sports achievement in DKI Jakarta, (2) identify supporting and inhibiting factors in the development of kurash within educational environments, and (3) formulate policy implications for strengthening the kurash coaching system for students..

## **B. Methods**

This study employed a qualitative approach using a descriptive research design (Sugiyono, 2019). The qualitative approach was selected because the research aimed to explore comprehensively the contribution of kurash to improving student sports achievement, including the physical, psychological, social, and institutional dimensions involved in the coaching process. Through a qualitative approach, researchers were able to obtain in-depth information regarding the experiences, perceptions, and viewpoints of participants related to the implementation of kurash coaching within educational environments. The descriptive design was used to systematically describe the actual conditions of kurash development in schools and sports clubs in DKI Jakarta.

The research was conducted in several secondary schools and sports clubs actively implementing kurash coaching programs in East Jakarta, South Jakarta, and North Jakarta. These locations were selected purposively based on several considerations, namely: (1) schools and clubs already conducting kurash training activities, (2) the existence of students participating in regional-level competitions, and (3) accessibility to obtain relevant data related to sports development activities. The research was carried out from January to April 2025 through gradual field visits adjusted to training schedules and competition activities.

The subjects of this study consisted of kurash coaches, physical education teachers, student athletes participating in kurash coaching programs, and administrators of regional sports

organizations. Informants were selected using purposive sampling techniques, in which participants were chosen based on their direct involvement and understanding of kurash coaching activities in educational settings. In total, the study involved six kurash coaches, eight physical education teachers, twelve student athletes, and three administrators of sports organizations in DKI Jakarta. The diversity of informants was intended to obtain comprehensive perspectives regarding the implementation, challenges, and contribution of kurash to student sports achievement.

Data collection techniques in this study were conducted through in-depth interviews, observations, and documentation studies. In-depth interviews were carried out semi-structurally to allow researchers flexibility in exploring information relevant to the research focus. Interviews with kurash coaches focused on training systems, athlete development strategies, obstacles in coaching, and achievement development programs. Interviews with physical education teachers emphasized the integration of kurash within school extracurricular activities, student participation, and institutional support. Meanwhile, interviews with student athletes explored their experiences in participating in kurash training, motivation, perceived benefits, and achievements obtained through participation in competitions.

Based on field interviews, several coaches explained that kurash training contributes significantly to improving students' discipline and physical endurance. One coach stated that "students participating in kurash become more disciplined in managing practice schedules and demonstrate stronger mental readiness during competitions." Physical education teachers also explained that kurash provides students with opportunities to develop self-confidence and social interaction through teamwork and competitive activities. Student athletes admitted that regular training improved their physical condition,

emotional control, and motivation to achieve accomplishments in sports competitions.

Observation techniques were conducted directly during training sessions and competitions. Researchers observed training methods, interactions between coaches and students, student participation levels, discipline during practice sessions, and the implementation of competition activities. Observations were carried out repeatedly to obtain more objective and consistent data. During observations, researchers used field notes and observation guidelines to record important findings related to students' physical, behavioral, and psychological development during the coaching process.

Documentation studies were conducted to support the validity of interview and observation data. Documentation data included student achievement records, competition certificates, training schedules, extracurricular activity reports, athlete attendance records, photographs of activities, and organizational documents related to kurash coaching programs. These documents were used to strengthen empirical evidence regarding the contribution of kurash to student sports achievement in DKI Jakarta.

Data analysis in this study employed the interactive analysis model developed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing or verification. Data reduction was conducted by selecting, categorizing, and simplifying data relevant to the research focus. At this stage, researchers organized interview transcripts, observation notes, and documentation results into several thematic categories, including physical contribution, character development, mental development, achievement improvement, supporting factors, and inhibiting factors.

The next stage involved data display, where the reduced data were systematically presented in narrative descriptions,

matrices, and thematic categorizations to facilitate interpretation. Through organized data presentation, researchers were able to identify relationships among findings obtained from different sources. The final stage was conclusion drawing and verification. Conclusions were continuously developed throughout the research process and verified repeatedly by comparing findings from interviews, observations, and documentation studies to ensure consistency and credibility.

To ensure the validity and trustworthiness of the data, this study employed triangulation techniques and sources. Source triangulation was conducted by comparing information obtained from coaches, teachers, student athletes, and sports organization administrators. Technique triangulation was conducted by comparing data obtained from interviews, observations, and documentation studies. In addition, member checking was also conducted by reconfirming several interview findings with participants to ensure that the interpretations accurately reflected participants' actual experiences and perspectives. Through these procedures, the study maintained the credibility, dependability, confirmability, and transferability of the research findings.

## **C. Result and Discussion**

### **Result**

#### **1. Contribution of Kurash to Physical Development**

The findings of this study indicate that kurash training significantly contributes to the physical development of students participating in coaching programs in DKI Jakarta. Based on observations conducted during training sessions, students involved in kurash activities demonstrated improvements in muscle strength, endurance, agility, flexibility, balance, and body coordination. These physical improvements were evident through students' increasing ability to perform

throwing techniques, maintain body stability, and sustain intensive training sessions for longer durations.

Interviews with kurash coaches revealed that regular training sessions emphasizing repetition, resistance, balance control, and tactical movement contributed positively to students' physical conditioning. One coach explained that students who consistently participated in kurash training for more than six months experienced visible improvements in explosive power and movement coordination during competitions. Physical education teachers also stated that

students involved in kurash tended to exhibit better physical readiness compared to students participating only in general physical education classes.

Field observations further showed that kurash training routines incorporated dynamic movement patterns involving pulling, pushing, balancing, and rapid directional changes. These movements stimulated comprehensive muscular development and enhanced neuromuscular coordination. As a result, students became more adaptive in responding to competitive situations requiring quick reactions and physical endurance.

Table 1. Physical Contributions of Kurash Training

<b>Physical Aspect</b>	<b>Observed Improvement</b>	<b>Evidence from Observation</b>
Muscle Strength	Increased arm and leg power	Stronger throwing techniques
Endurance	Longer training endurance	Reduced fatigue during practice
Agility	Faster body movement	Improved responsiveness in matches
Coordination	Better body balance	More effective movement control
Flexibility	Increased range of motion	Easier execution of techniques

The findings support previous studies indicating that martial arts training positively affects physical fitness and athletic performance. Kurash training was found to not only improve students' physical abilities but also prepare them for broader sports participation and competition readiness.

## 2. Contribution to Mental and Character Development

Beyond physical benefits, the study found that kurash significantly contributes to students' psychological and character development. Interviews with coaches, teachers, and student athletes consistently emphasized that kurash training instills discipline, self-confidence, emotional control, sportsmanship, perseverance, and mental toughness.

Students participating in kurash training were required to follow strict schedules, obey training rules, and demonstrate respect toward coaches and opponents. According to one coach, "discipline becomes a habit because students are trained to arrive on time,

maintain focus during practice, and respect competition rules." This disciplined behavior was also reflected in students' academic activities and social interactions within the school environment.

Observations during competitions demonstrated that students practicing kurash showed greater emotional stability and self-control compared to less experienced athletes. Student athletes explained that participating in competitions helped them overcome anxiety and develop confidence in facing challenges. One student athlete stated that "before joining kurash, I was afraid to compete, but now I feel more confident and mentally prepared during tournaments."

Kurash training also promoted sportsmanship values through fair competition and mutual respect between athletes. Coaches emphasized ethical behavior during both training and competitions, helping students internalize positive moral values applicable beyond sports activities.

### 3. Contribution to Sports Achievement

The study revealed that students participating in kurash coaching programs demonstrated increasing sports achievements at school, district, and provincial levels. Documentation data obtained from schools and sports clubs indicated that several student athletes successfully achieved medals in regional student competitions during 2024–2025.

Coaches reported that kurash offers wider opportunities for students to compete because the sport is still developing and competition participation

rates remain manageable compared to more popular sports branches. As a result, students have greater chances to achieve recognition and improve competitive experiences.

Several schools observed increased student motivation to participate in extracurricular sports activities after the introduction of kurash programs. Teachers explained that students who previously lacked interest in sports became more engaged due to the uniqueness and competitiveness of kurash training.

Table 2. Student Achievement Development in Kurash Competitions

Competition Level	Achievement Obtained	Number of Students
School Level	Champion and finalist positions	18 students
District Level	Gold and silver medals	10 students
Provincial Level	Medal achievements	6 students

### 4. Supporting Factors in Kurash Development

The study identified several supporting factors contributing to the successful implementation of kurash coaching programs in schools and sports clubs.

#### a. Competent Coaches

Qualified and experienced coaches played a central role in motivating students and organizing systematic training programs. Coaches with competition experience were more capable of designing effective training sessions adapted to students' physical and psychological conditions.

#### b. Student Enthusiasm

Students demonstrated strong interest and enthusiasm toward kurash because it provided new experiences and opportunities for competition. The uniqueness of throwing techniques and competitive interaction increased student motivation to participate consistently in training sessions.

#### c. Availability of Regional Competitions

Regional competitions organized by sports organizations and educational institutions encouraged students to

train more seriously. Competitions also functioned as performance evaluation platforms for coaches and athletes.

### 5. Inhibiting Factors in Kurash Development

Despite its positive contributions, kurash development in educational settings still faces several significant obstacles.

#### a. Limited Training Facilities

Most schools lacked adequate facilities such as specialized mats, training equipment, and dedicated practice spaces. In some schools, training activities had to share facilities with other extracurricular programs.

#### b. Limited Socialization of Kurash

Kurash remains relatively unfamiliar among students, parents, and school administrators. As a result, participation levels and institutional support remain limited.

#### c. Absence of Specific Policies

The study found that there are no specific educational policies formally integrating kurash into school sports development

programs. Consequently, kurash activities largely depend on individual school initiatives and external sports organizations.

Table 3. Major Obstacles in Kurash Development

Inhibiting Factor	Impact on Development
Limited facilities	Reduced training effectiveness
Lack of socialization	Low participation rates
Limited certified coaches	Inconsistent coaching quality
Lack of policy support	Weak institutional sustainability

## 6. Policy Analysis

The findings indicate that the development of kurash in educational environments requires more systematic and sustainable policy support. Current coaching programs are still largely dependent on individual initiatives by schools, coaches, and local sports communities. Without formal policy integration, kurash development risks remaining limited in scale and continuity.

Policy support is needed in several strategic areas, including curriculum integration, extracurricular program formalization, coach certification, facility provision, and competition organization. Local governments and educational authorities should collaborate with sports organizations to develop structured coaching systems beginning from school-level talent identification to regional athlete development.

Furthermore, the study suggests that kurash can become part of character education and sports achievement development programs due to its strong emphasis on discipline, respect, and competitive ethics. The integration of kurash into official extracurricular programs would provide students with broader opportunities to participate in structured sports development activities.

## Discussion

The findings of this study demonstrate that kurash contributes significantly to the improvement of students' sports achievement in DKI Jakarta through the enhancement of physical capacity, psychological readiness, character formation, and competitive performance.

These findings indicate that kurash is not merely a martial arts activity but also functions as a holistic educational sport capable of supporting student development comprehensively. The results reinforce the perspective that sports-based educational programs can serve as effective instruments for developing both athletic performance and psychosocial competencies among students.

From the physical perspective, the findings revealed that kurash training improves students' muscle strength, endurance, agility, balance, and coordination. Empirically, students participating in regular kurash training demonstrated better physical readiness during competitions and extracurricular sports activities. This finding aligns with the theory proposed by (Bompa & Haff, 2009), which states that systematic and repetitive training stimulates physiological adaptation capable of improving athletic performance. Kurash training incorporates dynamic movement patterns involving pulling, lifting, rotating, balancing, and explosive throwing techniques, all of which stimulate neuromuscular coordination and functional physical development (Kurniawan et al., 2025). Furthermore, the findings support the research of (Habyarimana et al., 2022), which emphasized that educational sports positively influence physical fitness and student performance.

The observed improvement in students' physical capacities demonstrates that kurash can function as an alternative training model capable of supporting broader school sports development programs. In this context, kurash does not

only prepare students for competition but also contributes to long-term physical health and fitness development (Akhmedov, 2023). In addition to physical improvement, this study found that kurash strongly contributes to students' psychological and character development. Students involved in kurash training displayed greater discipline, confidence, emotional control, resilience, and sportsmanship.

Empirically, observations during training and competitions showed that students became more capable of managing anxiety, maintaining concentration, and responding calmly under competitive pressure. These findings are consistent with the research conducted by (Potoczny et al., 2022), which demonstrated that martial arts training enhances self-regulation and social behavior among students. The discipline developed through kurash training was reflected not only in sports participation but also in students' daily academic behavior. Teachers reported that students involved in kurash became more punctual, responsible, and committed to completing academic tasks.

This supports the argument proposed by (Kendellen & Camiré, 2019) that sports participation can facilitate life-skill development applicable beyond athletic contexts. The mental toughness cultivated through regular competition exposure also strengthened students' confidence in facing academic and social challenges (Jiang et al., 2025). The findings further revealed that kurash contributes directly to student sports achievement at school, district, and provincial levels. Several student athletes participating in kurash coaching programs successfully achieved medals and competition recognition (Irfan et al., 2024).

This result indicates that kurash has strong potential as an alternative achievement sport within school-based athletic development systems. From an empirical standpoint, the increasing number of student achievements suggests that structured kurash coaching programs can

effectively support talent identification and athlete development among adolescents.

These findings are closely related to the theory of long-term athlete development proposed by (Hohmann et al., 2025), emphasizing that early sports participation, systematic coaching, and competitive exposure are essential for nurturing athletic talent. Kurash provides students with opportunities to participate in structured competitions while simultaneously developing technical and psychological competencies (Bernales et al., 2025). In comparison with more established sports, kurash also offers relatively wider opportunities for students to achieve competitive success due to the smaller number of participants and developing competition structures.

However, despite its positive contributions, the study also identified several structural challenges limiting the optimization of kurash development in educational settings. One major issue concerns inadequate training facilities and infrastructure. Many schools still lack proper mats, training spaces, and equipment required for safe and effective kurash practice. Empirical observations demonstrated that limited facilities often reduced training intensity and restricted student participation. This finding supports previous studies highlighting that sports infrastructure significantly influences the effectiveness of athlete development programs.

Another important issue identified in this study is the limited socialization and institutional recognition of kurash within schools. Compared with popular sports such as football, badminton, and basketball, kurash remains relatively unfamiliar among students, parents, and educational stakeholders. Consequently, institutional support remains inconsistent and dependent on individual school initiatives. This condition demonstrates the existence of structural inequality in sports development policies, where emerging sports branches receive less attention despite possessing

significant developmental potential.

The absence of formal policy integration also emerged as a critical barrier to sustainable kurash development (Mahfudz & Oteshova, 2025). Currently, most kurash coaching activities are extracurricular initiatives without clear long-term educational policy support. This finding indicates that sports policy implementation at the school level remains heavily concentrated on conventional sports branches. According to sports development theory, sustainable athlete development requires systemic integration involving curriculum support, institutional commitment, coach certification, competition systems, and financial allocation (Söker et al., 2025).

In the context of educational policy, the findings suggest that kurash can contribute significantly to strengthening character education programs in schools. The values emphasized in kurash training including respect, discipline, honesty, responsibility, and perseverance align closely with national educational objectives emphasizing character formation and holistic student development. Therefore, integrating kurash into official extracurricular programs may provide educational institutions with additional opportunities to combine athletic achievement development with character education.

Theoretically, this study contributes to expanding the literature on educational sports and martial arts development by introducing kurash as a relevant and effective alternative sport within school-based athlete development systems. Previous studies on martial arts in educational settings have predominantly focused on karate, taekwondo, judo, and pencak silat, whereas research specifically examining kurash remains limited, particularly within the Indonesian educational context (Prasetyo et al., 2024). Consequently, this study fills an important research gap regarding the role of kurash in improving student achievement and

character development.

Empirically, this study provides field-based evidence regarding the actual implementation of kurash coaching programs in schools and sports clubs in DKI Jakarta. The use of observations, interviews, and documentation strengthens the credibility of findings and provides comprehensive insight into the multidimensional contribution of kurash to educational sports development.

The novelty of this research lies in its integrative analysis of kurash not only as a competitive sport but also as a holistic educational instrument capable of simultaneously improving physical fitness, mental resilience, character development, and sports achievement among students. Unlike previous studies focusing primarily on technical performance or martial arts participation generally, this study specifically positions kurash within the framework of school-based educational sports development in Indonesia.

Additionally, this study develops a contextual understanding of how institutional support, policy integration, and extracurricular systems influence the sustainability of kurash coaching programs in urban educational environments. The contribution of this research can be viewed from both theoretical and practical perspectives. Theoretically, this study enriches the scientific discourse on educational sports, athlete development, and martial arts pedagogy by providing empirical evidence regarding the educational value of kurash.

Practically, the findings may serve as strategic references for local governments, schools, sports organizations, and policymakers in designing more systematic and sustainable sports development programs. The study also contributes to the development of alternative extracurricular models capable of integrating sports achievement, character education, and student personal development within educational institutions.

#### D. Conclusion

This study concludes that kurash has a significant contribution to improving student sports achievement in DKI Jakarta through the enhancement of physical abilities, mental resilience, discipline, sportsmanship, and self-confidence. The findings indicate that kurash not only supports athletic performance and competitive achievement but also contributes to students' character development within educational settings. However, its potential has not yet been fully optimized due to limited facilities, insufficient policy support, lack of certified coaches, and minimal institutional integration in schools. Therefore, stronger collaboration among government institutions, schools, and sports organizations is necessary to develop kurash more systematically as part of sustainable educational sports programs.

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#### F. Conflict of Interest

No conflict of interest”

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