

Implementation of Sport Education Model Learning for Improving the Learning Outcomes of the Ninth Grade Students in the Physical Education Learning in the Football Material Learning at SMP Negeri 1 Sampara



Satrio Eka Putra¹, Suhadi², Jud³

^{1,2} Faculty of Sports and Health Sciences, Yogyakarta States University, Yogyakarta, Indonesia

³ Faculty of Teacher Training and Education, Halu Oleo State University, Southeast Sulawesi, Indonesia

ABSTRACT: Satrio Eka Putra: Implementation of Sport Education Model Learning for Improving the Learning Outcomes of the Ninth Grade Students in the Physical Education Learning in the Football Material Learning at SMP Negeri 1 Sampara. Thesis. Yogyakarta: Faculty of Sport and Health Sciences, Universitas Negeri Yogyakarta, 2024.

This research aims to: (1) describe the increase in student learning participation in Physical Education learning related to football material through the application of the sports education model, and (2) describe the increase in student learning outcomes in Physical Education subjects through the application of the sports education model.

This research was classroom action research conducted in three cycles, each cycle consisted of two meetings. The research subjects were 40 ninth grade students of SMP Negeri 1 Sampara (Sampara 1 Junior High School). The data collection techniques used observation and learning outcomes tests.

The results of research on the ninth grade students of SMP Negeri 1 Sampara through the application of sport education model can be concluded as follows: (1) there is an increasing students participation in the Physical Education learning through the application of sport education model with the average in precycle at 65% as it increases from 30.5% up to 95.5%. (2) research results show that applying the sports education model can also increase learning outcomes up to 82.5%.

KEYWORDS: Learning Outcomes, Participation, Sport Education Model, Physical Education

I. INTRODUCTION

Education is a process of developing one's potential both physically and spiritually so that a goal can be realized. Education can be interpreted as a benchmark for a nation, because with education a nation's civilization will develop or not, starting from the quality of education. At the same time, it also shows a nation in its development as the next generation to build a perfect generation. In this case, teachers play an important role in developing the potential of human resources continuously. One of the main goals of education is to ensure that students can apply the knowledge they acquire in different ways and in different situations. However, this expected "transfer" does not always occur and, therefore, the knowledge gained cannot be used flexibly in different contexts. One way to minimize this problem is to understand how transfer occurs and what learning conditions can enhance this process (Hajian, 2019).

The curriculum is a set of educational efforts or plans carried out in the learning process which aims to achieve educational goals and as a guideline in the implementation of teaching in the field of education both inside and outside school. The curriculum is flexible where its implementation is carried out according to regional conditions and the abilities of students or children. Apart from being flexible, the curriculum should also be continuous or sustainable. In other words, the curriculum in learning should be continuous between one class level and another and between one school level and another. So that the objectives of the curriculum can be achieved well. This process requires teacher involvement for successful curriculum and school development. A good curriculum must have goals, philosophy, and targets, experiential learning, learning resources, and assessments included in special education programs (Alsubaie, 2016).

Implementation of Sport Education Model Learning for Improving the Learning Outcomes of the Ninth Grade Students in the Physical Education Learning in the Football Material Learning at SMP Negeri 1 Sampara

According to Nana Sudjana in Fitrianto (2018:19) defines that student learning outcomes are actually changes in behavior, which include cognitive, affective and psychomotor aspects. According to Sudjana in mapeasse (2009), learning outcomes are the abilities that students have after experiencing learning experiences. In line with the opinion of Mapeasse (2009), learning outcomes are students' overall learning achievement, which shows basic competencies and the degree of relevant behavioral change. All aspects of behavior (cognitive, affective and psychomotor) include learning outcomes, according to the theory and understanding of learning outcomes above. As stated in the Malaysian Qualifications Agency (MQA) November 2007, learning outcomes are statements that explain what students must know, understand and be able to do after completing a period of study. Learning outcomes are a reference for standards and quality as well as for curriculum development in terms of teaching and learning. Meanwhile, learning objectives describe the intended goals and expected outcomes of teaching activities and establish the basis for assessment.

Siedentop said that his book is a curriculum model for physical education learning. The sport education model (SEM) was designed by Siedentop to provide students with a holistic sport-based experience. As research on SEM continues, aspects of interest are the impact on (a) students with low levels of motivation and (b) the opportunity to engage in health-enhancing levels of physical activity (Perlman, 2012). The main goal of Physical Education is to create authentic sports experiences for students in physical education. The main goal of Sports Education is to effectively increase students' competence, literacy, and enthusiasm around a sport or activity. To achieve this goal, students who take part in Sports Education must not only have competent performance, but must also be able to demonstrate sports literacy by showing that they value, understand and appreciate sports. Lastly, students who take part in Sports Education must be able to show their enthusiasm for sports by promoting a positive sports culture (siedentop, 1994).

There is a growing body of literature aligning SEM with national, state, and regional curricula around the world. For example, SEM has been aligned with the United States national content standards, the physical education syllabus in Australia and the United Kingdom national curriculum. The inherent flexibility of SEM (e.g. prioritizing fair play aspects to focus on affective learning domains) allows teachers and curriculum coordinators to align the model to the diverse needs of their student populations and guide educational documents (Chu & Zhang, 2018). Implementation of SEM in every school class. Research results show that SEM implementation has grown rapidly over the past five years to include all learning domains: physical, social, cognitive, and affective. However, such implementation is not easy and demands certain teacher training. SEM appears to be an appropriate pedagogical approach for practicing sports while developing motor skills, tactical-technical knowledge, and values (Evangelio et al., 2018).

II. RESEARCH METHODS

The research method used in this research is classroom action research, namely action research carried out in class. This research was carried out collaboratively and participatory, meaning that the researcher did not conduct the research alone, but collaborated or collaborated with research partners by carrying out this research step by step. This research model is Kurt Lewin's model, which consists of planning, action, observation and reflection (Pardjono, 2007). The location of this research is SMP Negeri 1 Sampara which is located in Rawua Village, Sampara District, for the 2023/2024 academic year. This research was carried out in 3 cycles consisting of 6 meetings and will apply learning using the Sport Education model. The subjects of this research were class IX students of SMP Negeri 1 Sampara. 2023/2024 Academic Year, totaling 40 students.

III. RESEARCH RESULT

a. cycle I

No	Indicator	Presentation	
		Pre cycle	Cycle I
1	Presence	70,00%	75,00%
2	Readiness	62,00%	73,33%
3	Enthusiastic	65,00%	77,50%
4	Liveliness	65,00%	79,17%
5	Involvement	65,00%	75,83%
	Average	65,00%	76,17%

Implementation of Sport Education Model Learning for Improving the Learning Outcomes of the Ninth Grade Students in the Physical Education Learning in the Football Material Learning at SMP Negeri 1 Sampara

Increased student participation after taking action in cycle I in the physical education learning process. The change in learning participation was due to the learning process carried out by applying the sport education learning model that students began to like and students began to adapt to the new learning process. Because the learning applied is different from the usual learning, then in this first cycle students began to have a sense of interest so that it has a positive effect on student learning participation. The increase can be seen from the situation before the action was taken, namely 65% and after the action in cycle I it became 76.17%, indicating that the application of the sport education learning model has a positive effect on student learning participation. Although there are still many students who are not very interested in the learning process.

Kriteria	Description	Total	Presentase (%)
Very good	Completed	3	7,50%
Good	Completed	21	52,50%
Simply	Completed	3	7,50%
Less	Not complete	13	32,50%
Total		40	100,00%

Based on the results of the description above, it can be identified that the learning outcomes of students in learning physical education, especially soccer games in cycle I show completeness of 76.50% or 27 students. While those who have not reached completeness are 32.50% or 13 students.

b. cycle II

No	Indikator	Presentasi	
		Siklus I	Siklus II
1.	Kehadiran	75,00%	87,50%
2.	Kesiapan	73,33%	83,33%
3.	Antusias	77,50%	92,50%
4.	Keaktifan	79,17%	85,00%
5.	Keterlibatan	75,83%	82,50%
	Rata-rata	76,17%	86,17%

There was an increase in student participation after the action in cycle II in the physical education learning process. There was a change in learning participation because the learning process carried out with the application of the sports education model was increasingly favored and students were increasingly interested in the new learning process. Because the learning applied is different from the usual learning, then in cycle II this has a positive effect on student learning participation. The increase can be seen from the average state of cycle I, which was 76.17%, which increased to 86.17% in cycle II. The 10% increase shows that the application of the sports education model has a positive effect on student learning participation. Although there are still some students who have not really improved in the learning process.

Implementation of Sport Education Model Learning for Improving the Learning Outcomes of the Ninth Grade Students in the Physical Education Learning in the Football Material Learning at SMP Negeri 1 Sampara

Kriteria	Keterangan	Jumlah	Presentase (%)
Sangat baik	Tuntas	5	12,50%
Baik	Tuntas	21	50,50%
Cukup	Tuntas	5	12,50%
Kurangan	Belum tuntas	9	22,50%
Jumlah		40	100,00%

The description above can be identified that student learning outcomes in physical education learning in cycle II showed completeness of 77.50% or 31 students. While those who have not reached completeness are 22.50% or as many as 9 students.

c. cycle II

No	Indikator	Presentasi	
		Siklus II	Siklus III
1.	Kehadiran	87,50%	100%
2.	Kesiapan	83,33%	93,33%
3.	Antusias	92,50%	95,00%
4.	Keaktifan	85,00%	95,00%
5.	Keterlibatan	82,50%	94,17%
	Rata-rata	86,17%	95,50%

The conclusion from the diagram above can be seen that there was an increase in student participation after the action was taken in cycle III in the physical education learning process. The occurrence of changes in learning participation is due to the learning process carried out by applying the sport education learning model which is increasingly favored and students are getting used to the application of this model. In addition, students are increasingly interested in the new learning process. Because the learning that is applied is different from the usual learning, then in cycle III it has a positive effect on student learning participation. This increase shows that the learning process has been successful and is proof of the effectiveness of the application of the sport education model in the physical education learning process. The increase can be seen from the average state of cycle II which is 86.17% increased to 95.5% in cycle III. The increase of 9.33% shows that the application of this model has a positive effect on student learning participation.

Kriteria	Keterangan	Jumlah	Presentase (%)
Sangat baik	Tuntas	7	17,50%
Baik	Tuntas	21	52,50%
Cukup	Tuntas	5	12,50%
Kurang	Belum tuntas	7	17,50%
Jumlah		40	100,00%

Based on the results of the description above, it can be identified that the learning outcomes of students in learning physical education, especially in soccer games in cycle III, show completeness of 82.50% or 33 students. While those who have not reached completeness are 17.50% or as many as 7 students.

Implementation of Sport Education Model Learning for Improving the Learning Outcomes of the Ninth Grade Students in the Physical Education Learning in the Football Material Learning at SMP Negeri 1 Sampara

IV. DISCUSSION

The implementation of classroom action research aims to increase student learning participation. In addition to learning participation, researchers also want to know the learning outcomes obtained during learning with the application of the sports education model. This research was conducted in class IX Smp Negeri 1 Sampara by applying the sport education model. Starting from student participation, according to Thoedorson in Mardikanto (1994) suggests that in everyday terms, participation is the participation or involvement of a person in a particular activity. Participation or involvement is passive but actively directed by those concerned.

The findings of this success from the aspect of student participation are that at the first and second meetings student participation in learning is lacking, it can be seen from the attitude of students who do not fully participate in the learning process, sitting on the sidelines, not carrying out their respective roles properly. But after that, from the second meeting to the sixth meeting, student participation began to be seen as they were ready in the field before learning began, actively involved in the learning process, students followed the course of learning well. With good student participation, the learning process becomes smooth.

Based on the results of the research during cycle I to cycle III, it shows that choosing the right teaching model will get maximum results. The role of the teacher is very important to determine the learning model. Basically, there are still many teachers who in delivering learning materials still tend to be monotonous according to their level of ability. Teacher interaction in physical education learning is influenced by several factors, the first of which is individuals such as experience, knowledge, and ability to master material which will ultimately affect their level of professionalism (Doolittle et al., 2016). Therefore, teachers are required to be more creative so that the learning process can run well. From the findings of the researchers mentioned that with the sports education model of the learning system using the competition method, students have the desire to win every match with it students become more happy to follow every physical education learning process, earnest and enthusiastic in following the learning process.

Along with the development of education comes the theory of permissive teaching, which is teaching that allows children to develop in freedom without much pressure. Learning should be fun, the teacher does not emphasize himself as a powerful person in learning. What is prioritized is the personal and emotional development of students so that they are free from mental turmoil. When the child's personality is free from emotional disturbance, the child will be an effective learner and happier. That theory is what makes the role and attitude of the teacher in the learning process with the sports education model less. The teacher here is not as dominant as in conventional learning models. The teacher acts as an evaluator based on the results of observations and report results made by the students themselves who have been given the task before. And in the learning process, the teacher does not really enter the learning process, because here students are required to be very active in learning and able to solve a problem on their own. This makes the teacher's performance lighter.

This method is believed to be able to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, good moral actions, healthy lifestyles and introduction to a clean environment through selected physical activities (Education, n.d.). Thus, to improve learning outcomes, students must first foster their participation during the learning process.

V. CONCLUSIONS

Physical education learning outcomes also increased from the initial condition of 55% to 67.5% in cycle i. Cycle ii physical education learning outcomes increased by 10% to 77.5%. While in cycle iii physical education learning outcomes increased by 5% to 82.5%. So that from the data obtained it can be concluded that the sports education model can improve student learning outcomes in physical education learning.

REFERENCES

- 1) Alsubaie, M. A. (2016). Teacher Involvement in Curriculum Development. *Journal of Education and Practice*, 7(9), 106–107.
- 2) Chu, T. L. (Alan), & Zhang, T. (2018). Motivational processes in Sport Education programs among high school students: A systematic review. *European Physical Education Review*, 24(3), 372–394. <https://doi.org/10.1177/1356336X17751231>
- 3) Doolittle, S. A., Li, W., Rukavina, P. B., Manson, M., & Beale, A. (2016). Middle school physical education teachers' perspectives on overweight students. *Journal of Teaching in Physical Education*, 35(2), 127–137. <https://doi.org/10.1123/jtpe.2014-0178>
- 4) Education, S. (n.d.). 122570-ID-pendidikan-karakter-dengan-pendekatan-sp (1). 48–60.

Implementation of Sport Education Model Learning for Improving the Learning Outcomes of the Ninth Grade Students in the Physical Education Learning in the Football Material Learning at SMP Negeri 1 Sampara

- 5) Evangelio, C., Sierra-Díaz, J., González-Villora, S., & Fernández-Río, J. (2018). The sport education model in elementary and secondary education: A systematic review. *Movimento*, 24(3), 931–946. <https://doi.org/10.22456/1982-8918.81689>
- 6) Hajian, S. (2019). Transfer of Learning and Teaching: A Review of Transfer Theories and Effective Instructional Practices. *IAFOR Journal of Education*, 7(1), 93–111. <https://doi.org/10.22492/ije.7.1.06>
- 7) Pardjono. (2007). panduan penelitian tindakan kelas. UNY.
- 8) Perlman, D. (2012). The influence of the Sport Education Model on amotivated students' in-class physical activity. *European Physical Education Review*, 18(3), 335–345. <https://doi.org/10.1177/1356336X12450795>
- 9) sientop, D. (1994). sport education: quality PE through positive sport experience. *Human kinetics*.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.