



Sport Education Model (SEM): Its Effect on Physical Self-Concept (PSC) and Invasion Game Learning Outcomes in Elementary Schools

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Abstract

The purpose of this study was to determine the effect of the sport education model on physical self-concept and the learning outcomes of invasion game activities in physical education learning. This study used the PSCQ-C questionnaire to measure PSC and TGMD-2 to measure student learning outcomes. This research used experimental method. The research population were upper class students at SDN 178 Gegerkalong KPAD Bandung City, involving 42 students as samples. Based on the results of statistical test data research, the significance value of SEM on PSC pre-test and post-test was Sig. 0.000 < 0.05, indicating there was a significant difference. While the significance value of SEM on learning outcomes was Sig. 0.000 < 0.05. These results indicate that there was a significant difference in mean scores between the results of pre-test and post-test of PSC and learning outcomes of the student in invasion game.

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INTRODUCTION

Nowadays, the implementation of physical education learning is still far from optimal (Fadila, A. et al., 2021). In overcoming the problem of learning outcomes that are not optimal in Physical Education learning, it is necessary to take appropriate actions, such as increasing student motivation, using effective learning methods, providing adequate facilities and infrastructure, increasing the qualifications of teaching staff, and getting support and attention from the school and parents (Pambudi, M. I., et al, 2019).

Physical Education in Elementary Schools is not only important in supporting the physical development of students, but also in helping students develop their social skills and positive character. Therefore, physical education in elementary schools must be carried out with the right methods and clear goals (Rosmi, Y.F, 2016). Learning physical education has an important urgency in building student character (Soedjatmiko, 2015).

The Sport Education Model (SEM) is a learning model that focuses on developing motor skills, knowledge, and positive attitudes in sports (Evangelio, C. et al, 2018). This is in line with the urgency of physical learning which is required to develop the student character. The Sport Education Model (SEM) can shape student character in several ways, including forming an attitude of responsibility, improving social skills, increasing the ability to handle failure, and increasing a sense of solidarity and unity (Hastie, P., 1998). In SEM, learning does not only focus on the physical and technical aspects of sports, but also on student characters. It helps students to develop the skills and attitudes needed to succeed in life and achieve success in the future (Perlman, D., 2012).

In addition to character development, in more detail, physical education learning can also develop physical self-concepts in students (Schmidt, M. et al, 2013). Physical learning can help students develop a positive physical self-concept through various sports and physical activities (Babic, M. J. et al, 2014). Teachers

can help students by providing positive experiences and constructive feedback, improving motor skills, and building positive relationships. This can increase student self-confidence and help them develop a positive physical self-concept.

Sport Education Model (SEM) has a positive influence on student physical self-concept and learning outcomes in Physical Education Learning (Kurniawan, R., & Suherman, A., 2015). In SEM, students are involved in various roles in a sport or physical activity, such as players, coaches, referees, and team managers. Through these roles, students can develop social and emotional skills, such as cooperation, leadership, and responsibility, as well as improving physical self-concept and learning outcomes (Cuevas, R. et al, 2016)

Several previous studies have shown that SEM can improve student physical self-concept. In SEM, students have the opportunity to improve physical abilities and strategies in physical activities and participate in positive competition (Hastie, P., 1998). This can help students develop confidence and a positive physical self-concept.

In addition, SEM also has a positive influence on student learning outcomes in Physical Education. In SEM, students are actively involved in physical activities and are responsible for their roles in teams. This can increase student motivation to learn and improve their physical skills. In addition, SEM can also improve student social and emotional skills, such as the ability to work together, leadership, and responsibility. This can help students to be more active, participate positively in physical activities, and ultimately improve their learning outcomes (Spittle, M., & Byrne, K., 2009).

METHOD

The research design used by researchers in this study was experimental research design (Creswell, J. W., 2002).

Population

The population of this study were students of SDN 178 Gegerkalong KPAD Bandung City.

Sample

The sample of this study involved 42 students chosen using purposive sampling. This study used the PSCQ-C questionnaire to measure PSC (Marsh, H. W., 1997) and TGMD-2 to measure student learning outcomes.

Data Analysis

The prerequisite test analysis employed the Shapiro-Wilk and Lavene tests, while the statistical test used the Paired t-test.

RESULT & DISCUSSION

The result are presented in the table below.

Table 1. Result of Paired Sample T-test

Variable	df	Sig. (2-tailed)
PSC	41	0,000
Learning Outcomes	41	0,000

Based on the results of the Paired Sample t-test test described in Table 5, there was a significant difference between the mean of pretest and posttest scores. The output results showed the following values:

- Significant value (2-tailed) 0.000 <0.05, indicating there was a significant difference between the PSC pretest and PSC posttest.
- Significant value. (2-tailed) 0.000 <0.05, indicating there was a significant difference between the pretest of learning outcomes and the posttest of learning outcomes.

The results of statistical calculations had proven that the sport education model has a significant effect on physical self-concept and invasion game learning outcomes of elementary school students.

In this study, SEM had a significant influence on invasion game outcomes, it might happen because invasion games are one of the dominating contents in SEM compared to net games (Hastie, de Ojeda, & Luquin, 2011). As we know that net games are mostly performed by teams, so it is in line with the explanation in the introductory section that, in SEM, students are actively involved in physical activities and are responsible for their roles in teams. Apart

from that, one study stated that SEM was implemented more in elementary schools than at other levels of education (Evangelio, C. et al, 2018). This is in line with the participants of this study that involved elementary school students as respondents.

According to (Hastie, 1998) the sport education model has various benefits for students, for instance improving skills, improving interpersonal behavior, and increasing sports literacy. This is in line with the definition of the Sport Education Model (SEM) as a learning model that focuses on developing motor skills, knowledge, and positive attitudes in sports (Evangelio, C. et al, 2018). SEM has the ability to manage the learning process to achieve the desired learning outcomes. The ability includes the learning needs of the student themselves.

In Ginanjar et al.'s research, SEM allows students to be more actively involved in learning activities by increasing their physical activity performance. This makes PSC and learning outcomes increase simultaneously. Active participation of students in learning activities will have an impact on increasing self-confidence in children, while student learning outcomes will also increase as their motor skills improve (Ginanjar, A., 2020)

In the process, the SEM model has a particularity, namely a process that is oriented to direct student involvement where the learning program is packaged in the form of sports competitions. This method is believed to be able to develop physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional recovery, good moral action, healthy lifestyle, and introduction to the environment (Purwanto, S. et al, 2014). Therefore, sport education model does not only affect motor development or learning outcomes but also influences affective behavior, such as physical self-concept. This study concludes that there is an effect of the sport education model on physical self-concept and invasion game learning outcomes of elementary school students in physical education learning.

It is suggested that further research con-

siders sport education model as one of the factors that influence student learning success and there are still many things that need to be revealed, thus it is advisable to examine other variables, such as their relationship to cognitive aspects and other affective aspects. This study used a questionnaire for collecting PSC data which still allowed for bias in filling it out. While the instrument for collecting data on learning outcomes was also dependent on the seriousness of students when carrying out the tests. It is hoped that these limitations will become a concern for future researchers to examine other factors that have a contribution or influence on improving physical self-concept and other learning outcomes that have not been discussed and disclosed in this study.

CONCLUSION

Based on the results data, this study concludes that there is an effect of the sport education model on physical self-concept and invasion game learning outcomes of elementary school students in physical education learning.

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