



Sports Education on Student Learning Motivation Seen from the Roles Involved in Sport Education Using Handball

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Abstract

Study purpose. This research aims to test the influence of Sport Education (SE) on students' learning motivation using handball, which can also be seen from the level of student motivation according to their role while participating in learning using SE

Materials and methods. The participants involved were 58 students from one of the sports study programs in Indramayu. The research method used was an experiment with a one-shot case study design. The research instrument used the Learning Self-Regulation Questionnaire. Data analysis techniques were descriptive statistics and one sample t-test.

Result. The research results stated that SE using handball influenced student learning motivation, with the roles of managers, referees, and match recorders in the excellent category and the roles of coaches, players and publications in the fair category.

Conclusions. This research concludes that there was an influence of SE on students' learning motivation using handball. Further investigation is needed regarding the role of players who have the lowest motivation and also other affective domains besides motivation that cannot be revealed in this research. SE, as much as possible, is used as a strategy in teaching and made part of the curriculum in sports study programs because it is in line with the MBKM curriculum.

Keywords: Sport Education, Motivation, Handball

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Introduction

Merdeka Belajar Kampus Merdeka (MBKM) is a new curriculum in Higher Education (HE) that is autonomous and flexible to create a learning culture that is innovative, not restrictive, and in accordance with student needs (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020). MBKM broadly refers to the Outcome Based Education (OBE) curriculum. OBE is a way of designing, developing, delivering, and documenting instruction in terms of goals and desired outcomes (Spady, 1988). OBE focuses and organizes everything in the education system on what is important for all

students to be able to do at the end of their learning experience successfully (Spady, 1995). One learning strategy that can be used and is thought to be closely related to MKBM and OBE is Sport Education (SE) (Ginanjar et al., 2022).

SE is a curriculum model that can be widely developed by teachers for use in various forms of sports activities (Ginanjar, 2019a; Ginanjar, Mubarak, & Mudzakir, 2021b), with various roles involved in sports activities such as competitions or sports championships (Ginanjar et al., 2022). The learning objectives using SE are: 1) to become a sports student who has sports skills and knowledge (sport); 2) enthusiastic about participating in sports activities; 3) have competence (to be a player, coach, team manager, match inspector, sports reporter, match committee and so on) in sports activities (Ginanjar, 2019a; Ginanjar, Mubarak, et al., 2021b). In this way, students' use of SE is not only cognitively honed. However, it can enable someone to continue to play an active role in sports activities both at school and outside school even further after they graduate (Ginanjar, 2019a). Thus, SE in HE not only gives students the opportunity to become athletes to continue to be involved in sports activities but they can become a coach/teachers, team managers, referees, match recorders, publication, etc. or it could be said that there is a role that students will get while taking part in learning using SE.

In Indonesia itself, there are still few references that can be used regarding the role in SE which is used as an initial source of research points. Only one article has been recorded but it is more about the motivation of each role of SE in HE (Ginanjar, Mubarak, & Mudzakir, 2021a). Meanwhile, outside Indonesia, research related to roles has been carried out a lot. It has provided results that can be used as reinforcement that roles in SE are beneficial for students' learning experiences. SE has been shown to be an effective curriculum model in motivating students to carry out specific role responsibilities and be involved in the tasks that students receive. (Wallhead & O'sullivan, 2007). Students claim that they have a greater understanding of sport as a result of their participation in the roles they receive (Sinelnikov & Hastie, 2010). Roles have a strong connection to the success of learning to use SE (Menendez-Santuri & Fernandez-Rio, 2017).

This research wants to reveal how students are motivated to learn using SE. Motivational theories have been widely developed and used in research using SE. One of them is Self-Determination Theory (SDT) (Deci & Ryan, 1985). SE research using SDT was first carried out by Wallhead & Ntoumanis (2004), then motivation has a positive influence on SE in learning (Hastie, de Ojeda, & Calderón, 2011). SDT distinguishes types of behavioral regulation. SDT is a continuum starting from intrinsic motivation (intrinsic regulation), extrinsic motivation (external regulation, introjected regulation, identified regulation, and integrated regulation), to the absence of motivation/amotivation (non-regulation) (Ryan & Deci, 2000). Intrinsic motivation comes from autonomous behaviour or motivation from within oneself. Extrinsic motivation comes from less autonomous behaviour so it is internalized and integrated so that it becomes the basis for autonomous behavior. Meanwhile, the absence of motivation/amotivation means not being motivated at all either intrinsically or extrinsically.

Based on the explanation above, this research wants to test the effect of SE on students' learning motivation using handball, which can also be seen from the level of student motivation according to their role while participating in learning using SE. Research into the use of sports using handball has not been carried out at all, as the sport of handball is not very popular in Indonesia, including the newly introduced sports. Thus, this research is an addition to existing references using handball on students' learning motivation using SE which is allegedly very closely related to MKBM and OBE. Thus, this research can also be used as a reference for forming the MBKM curriculum in sports study programs.

Materials and Methods

Study participants.

The population in the study was 58 sports study program students who took handball courses at one of the universities in Indramayu. Meanwhile, the research sample uses all members of the population as the research sample. Just as an estimate, if there are less than 100 subjects then it is better to take all members of the population and if more than 10-15% or 20-25% or more can be taken (Arikunto, 2012). Therefore, this research uses population research using the entire population as participants.

Study organization.

The research method used experiments with a one-shot case study design. In the one-shot case study design, a class was given treatment, then given a post-test and then the results were observed (Ginanjar, 2019b). Thus, this study used one research class that was given treatment using SE and then the results were observed to determine the effect of SE on motivation.

By the characteristics of SE in HE, there are six roles, namely: player, coach, manager, referee, match recorder and publication (Ginanjar, Kharisma, Ramadhan, & Effendy, 2021; Ginanjar, Mubarak, et al., 2021b). There were four teams involved with members of each team consisting of one coach, a manager and ten players. Thus, one team consisted of 12 people, for a total of 48 people from the entire team. The remaining ten people were divided into three referee roles, three-match recorder roles, and four publication roles.

The SE program using handball SE refers to the three-phase SE consisting of: tactical development, inter/intra-team games with practices, and postseason (Ginanjar, 2019a, 2019c), with a reliability value for the SE program of 0.94 in planning and 0.73 in implementation (Ginanjar, 2019c). Skill/tactical development places more emphasis on the sports movement skills that were used. Inter/intra - team games with practices emphasize competition within teams to face matches between teams at the next stage, and the postseason was a reflection of the previous stages, this is the end of the learning season using competition between teams with tournaments (Ginanjar, Suherman, Juliantine, & Hidayat, 2019). For more details, see Table 1.

Table 1. SE Handball Program

Lesson	SE Phase	Learning materials
1	Tactical development	Division of roles and teams
2		Passing & Catching
3		Shooting
4		Dribbling
5		Deffense & Offense
6	Inter/intra team games with practices	Game Tactics
7		Game Tactics
8		Game Tactics
9		Game Tactics
10		Game Tactics
11	Postseason	Technical meeting on match regulations
12		Handball tournament
13		Handball tournament
14		Handball tournament
15		<ul style="list-style-type: none"> ● Final ● Awards Celebration

The research instrument for learning motivation used the Learning Self-Regulation Questionnaire (SRQ-L) which was intended for sports study program students with two sub-scales: Autonomous Regulation (AR) with 5 items and Controlled Regulation (CR) with 5 items. Thus, it consists of 10 test items with results $CMIN/DF = 1.92 < 2$. $RMSEA = 0.064$ between $0.05 - 0.08$ with NFI, PNFI, CFI, IFI, RFI, GFI, AGFI with respectively 0.83, 0.62, 0.91, 0.91, 0.77, 0.86, and 0.78. Structural equation modeling was stated to be good with a reliability value for autonomous regulation of 0.86 and controlled regulation of 0.78 (Ginanjar, Mubarok, et al., 2021a). The scoring procedure uses the Relative Autonomy Index (RAI) from each sub-scale on the SRQ-L, regardless of the number of sub-scales in a particular scale, can be combined to form the RAI. For AR it was given a weight of +1 and for CR it is given a weight of -1. The SRQ-L grid for sports study program students can be seen in Table 2 and the test item form can be seen in Figure 1.

Table 2. SRQ-L Instrument Grid for Sports Study Program Students

Scale	Sub-Scale	Question Number	Total
Self-Regulation	Autonomous Regulation	1,2,6,8,10	5
	Controlled Regulation	3,4,5,7,9	5
Total			10

1. Saya akan berpartisipasi aktif dalam setiap perkuliahan. Karena saya merasa ini adalah cara yang baik untuk meningkatkan keterampilan dan pemahaman saya dalam perkuliahan.

STB TB KB CB B SB SBS
2. Saya akan berpartisipasi aktif dalam setiap perkuliahan. Karena belajar setiap mata kuliah dengan baik adalah bagian penting dari menjadi seorang ahli dalam ilmu olahraga.

STB TB KB CB B SB SBS
3. Saya cenderung mengikuti saran dosen saya untuk setiap perkuliahan. Karena penting bagi saya untuk melakukannya dengan baik.

STB TB KB CB B SB SBS
4. Alasan bahwa saya akan terus memperluas pemahaman dan keterampilan dalam perkuliahan. Karena menarik untuk mempelajari lebih lanjut tentang setiap mata kuliah.

STB TB KB CB B SB SBS
5. Alasan bahwa saya akan terus memperluas pemahaman dan keterampilan perkuliahan. Karena itu merupakan tantangan untuk benar-benar memahami apa yang terkandung dari setiap mata kuliah.

STB TB KB CB B SB SBS
6. Saya akan berpartisipasi aktif dalam setiap perkuliahan. Karena saya akan merasa buruk tentang diri saya jika saya tidak mempelajari setiap perkuliahan.

STB TB KB CB B SB SBS
7. Saya cenderung mengikuti saran dosen saya untuk setiap perkuliahan. Karena saya akan mendapatkan nilai bagus jika saya melakukan apa yang dosen sarankan.

STB TB KB CB B SB SBS
8. Saya cenderung mengikuti saran dosen saya untuk setiap perkuliahan. Karena lebih mudah melakukan apa yang diperintahkan kepada saya daripada memikirkannya.

STB TB KB CB B SB SBS
9. Saya cenderung mengikuti saran dosen saya untuk setiap perkuliahan. Karena saya mungkin akan merasa bersalah jika saya tidak mematuhi saran dosen saya.

STB TB KB CB B SB SBS
10. Alasan bahwa saya akan terus memperluas pemahaman dan keterampilan perkuliahan. Karena saya akan merasa bangga jika saya terus memperdalam setiap mata kuliah.

STB TB KB CB B SB SBS

Figure 1. SRQ-L Instrument for Sports Study Program Students

Statistical analysis.

Data analysis techniques used descriptive statistics (mean and standard deviation) and also one-sample t-test following calculation procedures using Microsoft Excel and SPSS (Ginanjari, 2021). However, by the design and data analysis techniques used, the researchers determined a constant value related to learning motivation of 49 using a benchmark assessment of 70% which was adjusted to the B value in the assessment at one of the sports study programs in Indramayu. The constant value of learning motivation obtained was from 10 test items according to the research instrument used with a maximum score of 70 after the RAI calculation. For a benchmark assessment of the constant value of learning motivation, see Table 3.

Table 3. Benchmark Assessment of Student Learning Motivation Constant Values

Percentage	Value Range	Number Values	Letter Grades
100%	70	100	
90%	63 – 69	90	A
80%	56 – 62	80	
70%	49 – 55	70	B
60%	42 – 48	60	
50%	35 – 41	50	C
40%	28 – 34	40	
30%	21 – 27	30	D
20%	14 – 20	20	
10%	7 – 13	10	E

Results

From the analysis that has been carried out, M is 54.38 and SD is 8.94. For more clarity, see Table 4.

Table 4. Statistical Description

Variable	Mean	Standard deviation
Motivation	54.38	8.94

The level of motivation according to the role of each student as seen from the mean, the role of coach 5.35 in the fair category, manager 5.93 in the good category, player 5.29 in the fair category, referee 6.05 in the good category, match recorder 6.10 in the good category, and 5.60 publications in the fair category. For more details, see Figure 2.

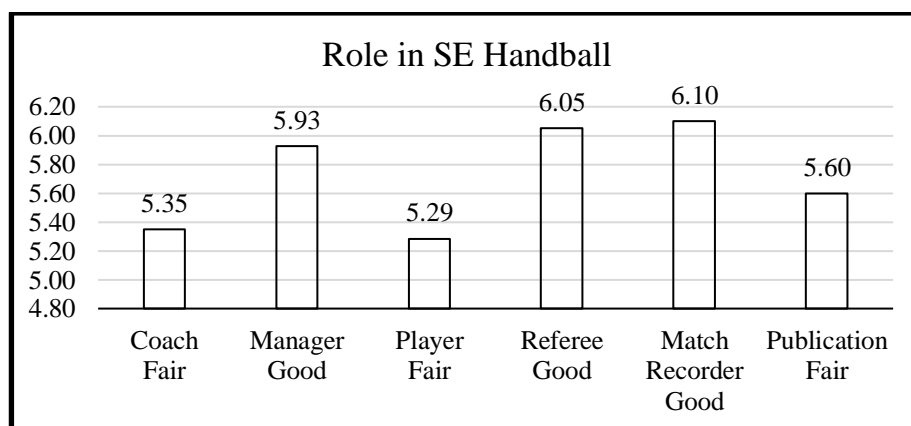


Figure 2. Motivation Level

Regarding the research objective, it wants to test the effect of SE on students' learning motivation using handball. The t value was 4.58 with Sig. $0.00 < 0.05$, which means the influence of SE on students' learning motivation using handball. For more clarity, see Table 5.

Table 5. One Sample t-Test

Variable	t	Sig.
Motivation	4.58	$0.00 < 0.05$

Discussion

The results of the research state that there was an influence of SE on students' learning motivation using handball. This research adds new references that by using SE students can be motivated to participate in learning. This research supports the results of previous research which states that SEs with various roles involved in the learning process have motivation that tends to lead to the good category (Ginanjar, Mubarak, et al., 2021a).

If we examine it more deeply, it is related to the team roles (ITR), which consist of the roles of coach, manager, and player, and out-of-the-team roles (OTR), which consist of the referee., match recorder, publications by the opinion of Ginanjar, Mubarak, et al. (2021a) where the motivation of trainers and managers in ITR has the highest motivation and is categorized as good compared to the motivation of other roles. In this research, the role of referee and match recorder in OTR has the highest motivation and is categorized as good. However, similar to previous research, the role of coaches and managers in ITR has the highest motivation and is categorized as fair and good. Therefore this is in line with statements about the effectiveness of coaches in facilitating peer skills (Alexander & Luckman, 2001). Furthermore, as teams work together, they should develop a sense of affiliation that will gradually lead to higher team motivation. Coaches and managers should always act in ways that enable and empower teams to complete tasks and work well together (Siedentop, Hastie, & Mars, 2011). This was not without reason, because at that time several students were regional handball athletes who took part in Pekan Olahraga Daerah (PORDA), some of whom had experience as coaches and referees. Thus, it is recommended that they learn other roles such as being a match recorder or publication, or other roles that they have never experienced.

Therefore, it is important for lecturers before starting SE to ask students according to the student's experience in mastering one of the sports they will choose. If you have ever been an athlete or player, the student should choose another role as a learning experience outside of the student's experience as an athlete. This is in line with the statement that we should select teams with each team having the same strength (Siedentop, 1994; Siedentop et al., 2011). Furthermore, student skills make it very likely that skilled students will dominate in competitions (Siedentop, 1994; Siedentop et al., 2011).

The most surprising thing was that the publication role also had fair and close to good motivation, this role was starting to enjoy its role while following SE with news about each team both in training and matches. This also supports what happens in SE volleyball (Ginanjar, Kharisma, et al., 2021). The student who plays the role of publication should not be just one person but should be adjusted to the number of teams involved in learning using SE as is also confirmed in volleyball SE (Ginanjar, Kharisma, et al., 2021).

The role of the player was the same as what was stated by Ginanjar, Mubarak, et al. (2021a) that this role is still in the fair category, even in this study it has the lowest level of motivation. Therefore, further investigation is needed regarding this role. This could be because in providing assessments the coach's role is only to maintain their presence in training and matches. Therefore, it is necessary to add other tasks to the players' roles to further increase their motivation, even though if you look at the SE they train and compete seriously, especially in matches when competitions are held.

With the roles involved in SE and as stated by Ginanjar, (2019a); Ginanjar, Kharisma, et al. (2021); Ginanjar, Mubarok, et al. (2021b) that SE supports the development of the sports industry in Indonesia which developing according to the roles involved. Then, there is a link between OBE and the MBKM curriculum and there is also a link between OBE and the implementation of SE in sports study programs (Ginanjar et al., 2022). Furthermore, it is recommended that SE at the HE level be better used as a basis for the curriculum of programs, especially those related to sports, in learning that uses various sports as a strategy in teaching (Effendy & Ramadhan, 2021) and SE also deserves attention to be developed, by stakeholders in schools and other institutions (Slamet, Yudiana, Mahendra, & Ma'mun, 2021). Then, SE learning is more oriented towards the student center where students play a more active role in the learning process (Kurnia & Hidayat, 2021; Kurniawan & Suherman, 2015). In this research, it is also confirmed that SE in its learning process was very oriented towards the student center with the roles involved, it is also recommended to be used as a strategy in teaching which is part of the sports study program curriculum, and this SE has a high level of innovation in the learning process, such as with the uniqueness of the tasks that must be fulfilled by students while taking SE. Thus, this is in line with the expectations of the MBKM curriculum by creating a learning culture that is autonomous and flexible, innovative, not restrictive, and in accordance with student needs (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020). This is also in line with what Corbin (2021) stated that SE in my view is a project-based class.

Conclusions

This research concludes that there was an influence of SE on students' learning motivation using handball. Further investigation is needed regarding the role of players which is in line with previous research which has the lowest motivation and also other affective domains besides motivation which cannot be revealed in this research. SE supports what is expected by the MBKM curriculum and as much as possible is used as a strategy in teaching which is made part of the curriculum in sports study programs.

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Conflict of interest

The authors have no conflicts of interest.

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