

Implementation Of Sport Education In Physical Education Learning On Social Skills

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Abstract: The purpose of this study is to analyze how sports education implemented and look at how students social skills are developing. The Research method used is PRISMA Preferred Reporting Item For Systematic Reviews and Meta-Analyses with selected articles found through SCOPUS, ScienceDirect, and PubMed. With keywords "Sport Education", "Social Skills", "Physical Education". The publications were examined, and the findings indicated that social skills were improved by the use of sport education. Because of the nature of sport education's structure and pedagogical principles like affiliation, ownership, peer support, and fair play, the most extensively researched personal and social variables in the field tend to be associated with things that are critical to physical education learning. Research on athletes or other sports, such as individual sports, should take into account different cultures in order to bolster the benefits of sports education. As a result, it is critical that more thorough, impartial, and broadly applicable research yield results in the future.

Keyword: Sport Education, Physical Education, Social Skills

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INTRODUCTION

Education sets the bar for a nation since it determines how far the nation will advance and even how far it might regress. As a result, education is crucial to producing a far better generation of people (Parmono, H et al., 2023). One of the main objectives of education is to provide pupils with a variety of courses that will help them become more knowledgeable and beneficial members of society (Hajiam, 2019). As education helps people help themselves much better than before, it is students' knowledge, abilities, and attitudes would be much better (Nurafati, S et al., 2022). However, achieving all of this is the duty of an individual, subject teacher, physical education teacher among them.

Physical education stresses physical activities for physical, mental, emotional, and social health. It is a comprehensive learning program designed to promote both physical and spiritual health (Setiawan, I et al., 2019). Students who participate in physical education in schools gain a lot from it, including social skills, mental stability, moral behavior, and healthy living via sports (Rahman, A et al.

2022) thus for physical education to fulfill its intended purposes and reap its rewards, proper execution is necessary. In actuality, there are still issues or barriers present. This is evident in the lack of social skills exhibited by pupils, as seen by their bad speech manners, lack of warmth in social situations, and lack of interest in other students and teachers (Muzdalifah & Nur'aini, 2018). It was determined that studying social skills in physical education still lacked social skills.

Social skills are the capacity to avert issues that may occur from interactions with the environment (Iswantiningtyas, 2017). According Rahman et al (2017) social skills are all actions that people exhibit when they engage with their social surroundings. Life requires social skills, which include the ability to communicate and collaborate in both small and large groups (Handayani, 2017) when engaging with one's environment, social performance is essentially a behavioral activity (Pupitasari, R & Kiswayo, 2019; Amalia., 2020) According to several statements, social skills are the ability that people need to interact with their environment, as a result during teacher and student interactions, students may influence behavioral changes that are far better than they were previously, which is advantageous for the student's conduct and verbal communication with parents, teachers, and other close friends.

A learning model is essentially an approach to learning that is explained from the outset and can be applied to the creation of learning resources, curriculum (long-term learning plan), and instruction in the classroom or other settings. To accomplish their educational objectives, teachers can employ learning models as a pattern of choice, allowing them to select relevant and successful models (Raharjo, P, H & Setyawati, H., 2023). By using suitable learning models that demonstrate the extent to which the learning indicators have been met, the process of learning for students will be enhanced. In this learning style, teachers assist students in decomposing problem-solving strategies into discrete activity phases. They also demonstrate the methods and abilities needed to finish such jobs.

The goal of the sports education model is to prepare students to be athletes in the truest sense and to assist them in becoming skilled, astute, informed, and passionate athletes (Ginanjar, A & Anggreani, R., 2024) The goals of the sports education model are as follows: (1) enhancing physical fitness and skills; (2) imparting character values such as sportsmanship, competitiveness, discipline, perseverance, responsibility, cooperation, tolerance, courage, and following rules; (3) engaging in appropriate play by developmental stage; (4) sharing responsibilities in the planning and administration of sports programs; (5) offering and developing responsible leadership; (6) working well in teams to accomplish shared objectives; and (7) gaining knowledge about refereeing and training. a passionate approach to the Sports Education model, modifying the behavior of students to be more positive, and improving learning outcomes (Metzler, M. 2017).

This methodology provides a more comprehensive approach to learning. Students do not now receive a comprehensive sports education through the physical education curriculum. The goal of the sports education approach is to include students directly in the learning process by presenting the curriculum as sporting events (Ginanjari, A., et al., 2019). Through specific physical activities, this strategy is said to be able to build parts of physical fitness, movement abilities, social skills, critical thinking, reasoning, emotional stability, good moral actions, healthy lives, and introduction to a clean environment. Even though there is extremely little time for learning in this approach, students nevertheless need to participate fully and gain as much successful experience as they can. As such, organized sports that follow a real framework need to take the repercussions into account. Nearly all sports can be altered to guarantee student participation and make them more developmentally appropriate. To truly participate in this context, one must practice their abilities and take part in strategic play as a team member.

METHOD

In this study, the method used the PRISMA Reporting Items For Systematic Reviews and Meta-Analysis (Helwing et al., 2023). There are four steps in the prism method: searching for data on the data provider platform using keywords and subjects that have been selected; screening the data to make sure it is relevant to the topic under discussion (Page et al., 2021). Full-text analysis defined inclusion and exclusion criteria, and a careful examination of the findings to pinpoint parallels and discrepancies are the foundations of a data quality analysis (Faiz et al., 2022). The databases that are used are ScienceDirect, PubMed, and Scopus. The keywords that are used are social skills, physical education, and sports education.

The research on integrating sports education into physical education to enhance social skills is included in the criteria; additionally, the publication is open-access and written in English. In addition, the exclusion criteria encompass publications in the form of reviews, books, chapters, conferences, and papers about physical education. The retrieved database results are then sorted and chosen based on the desired criteria, which are based on the article title, abstract, and full text. Additionally, we manually searched the references to learn about any additional pertinent studies that might have gone unnoticed in the first place

RESULTS

Because they have a track record of discovering reputable and current papers, Scopus, ScienceDirect, and PubMed were used in this study's literature search. The goal of sorting the data for this study is to find articles that meet the research's criteria and title. The following is an explanation of the article selection stage:

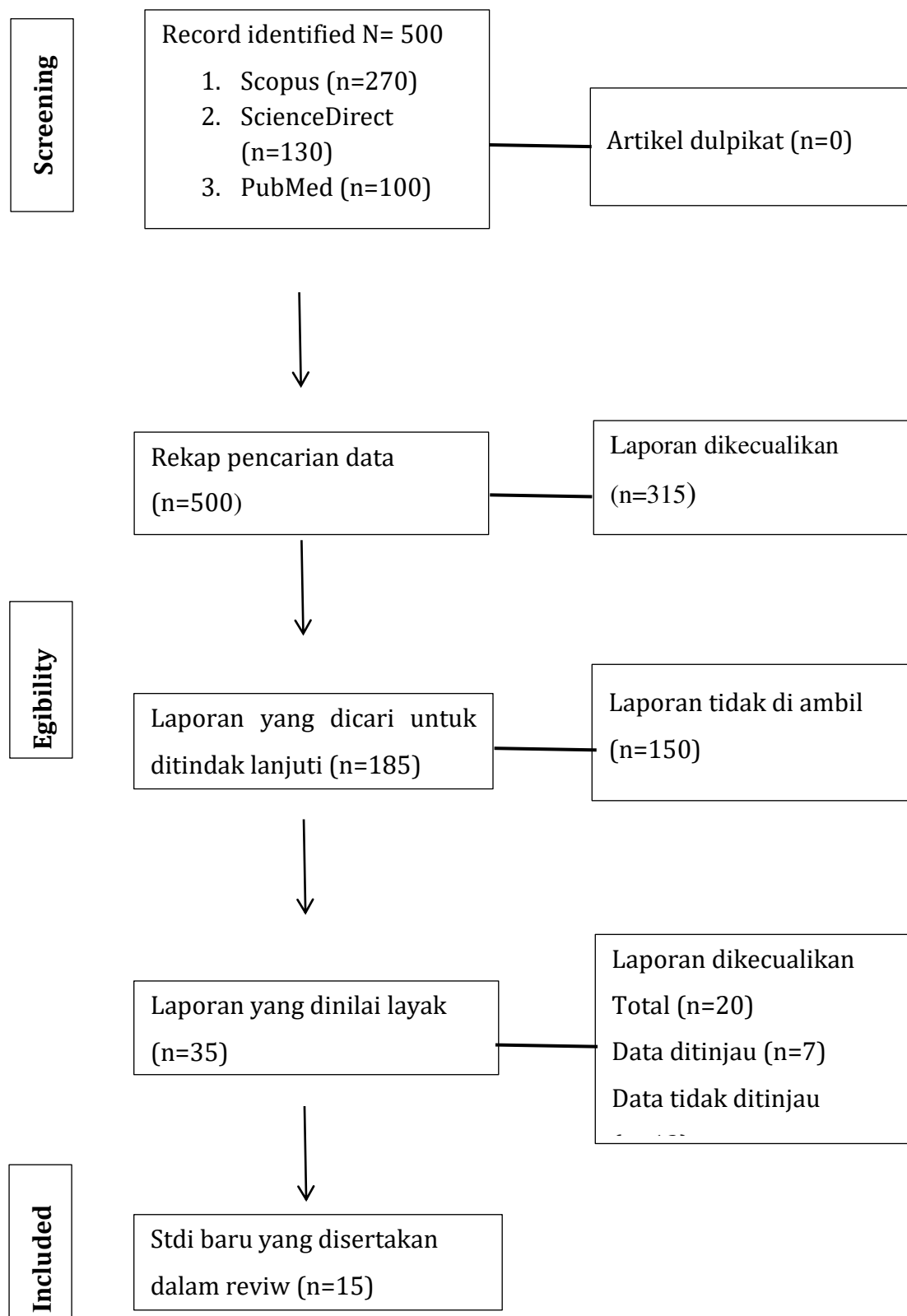


Figure 1. PRISMA Flow Chart of Research Methods

Table 1. Sports education learning model for social skills

No	Author	Title	Results
1	Bessa, C et al., (2019)	<i>What Do We Know About The Development Of Personal And Social Skills Within The Sport Education</i>	The effects of SE on pupils' social and personal development have been well demonstrated by research. As a result, SEM-based physical education in the classroom can help kids become better people.
2	Calderón et al., (2016)	<i>Investigate The Effect Of Shared Teaching Or Co-Teaching Using The SEM In Primary, On The Social Climate Pre And Post-Intervention Classroom.</i>	The Elementary School sample study object's classroom social climate is enhanced by SE, which emphasizes cooperation and integration, student participation, and fair play.
3	Chu TL & Zhang., (2018)	<i>Motivational Processes In Sport Education Programs Among High School Students</i>	When opposed to employing traditional learning methods, sport education in physical learning regularly produces favorable benefits on students' affective aspects, according to research conducted in various nations.
4	Cuevas et al., (2015)	<i>Sport Education Model And Self-Determination Theory: An Intervention In Secondary School Children.</i>	When compared to traditional learning methods, athletic education in physical learning regularly has a favorable impact on students' affective characteristics, according to studies conducted in Spain.
5	Evangelio, C et al., (2018)	<i>The Sport Education Model In Elementary And Secondary Education</i>	Students' learning, social skills, and values (such as fair play, empathy, and assertiveness) have all improved as a result of the application of SEM, as has their excitement and enjoyment
6	García-Lopez & Gutiérrez	<i>Analyze The Effect Of A Se Season On Student Empathy</i>	It has been demonstrated that SE is a helpful learning paradigm for enhancing characteristics (attitudes)

	(2015)	<i>And Assertiveness.</i>	that are closely linked to social and personal responsibility
7	Irmawan, W (2019)	The Influence of Sport Education on Social Skills in Volleyball Games	<i>In volleyball, the Sport Education Model (SEM) has a big impact on social skills. In volleyball, direct instruction (DI) has little bearing on social skills, and. For volleyball social skills, the Sport Education Model (SEM) is superior to Direct Instruction (DI).</i>
8	Mendez-Giminez, et al., (2015)	<i>Sport Education Model Versus Traditional Model: Effects On Motivation And Sportsmanship</i>	Education group's basic psychological needs and sportsmanship goals significantly improved, according to the results. It appears that sports education has more benefits than conventional teaching techniques.
9	Mesquita et al., (2016)	<i>Examine The Perceptions Of A Physical Education Teacher And Her Students About The Educational Value Of SEM Regarding The Development Of Competence, Literacy And Enthusiasm</i>	Notable outcomes in terms of participation and collaboration amongst persons to accomplish shared objectives in a small group setting to exchange ideas with one another
10	Pill, S., & Hastie, P., (2016)	<i>Researching Sport Education Appreciatively.</i>	According to the findings of pre- and post-interviews with educators and ninth-grade students, the sport education approach is most suited to teaching pupils social and personal skills.
11	Purwanto, S et al., (2014)	Character Education with a Sports Education Approach	Boost the values of character. The sports education paradigm yields several prominent character values, such as impartiality, integrity, rules compliance, camaraderie, reciprocal regard, empathy, unity, and accountability.

12	Romar et al., (2016)	<i>Describe And Understand Players', Coaches' And Parents' Perceptions And Experiences Of A Soccer Season When Using The Model</i>	Shows commitment to his team, accountability, enjoyment of the event, and a contagious enthusiasm for it. They also show that they value the chance to take charge of their own activities and make judgments
13	Salahudin, S et al., (2024)	<i>The Role Of Physical Education And Sports In Shaping The Nation's Character</i>	Significant contribution to the development of good values such as sportsmanship, discipline, and cooperation—all crucial for building a strong and responsible personality.
14	Tendinha, R, et al., (2021)	<i>Impact Of Sports Education Model In Physical Education On Students' Motivation</i>	Sports education has been shown to have a good effect on students' learning in terms of excitement, social skills, and values (such as empathy, assertiveness, and fair play).
15	Yuniar, A, W, et al., (2020)	Implementation of the Sport Education Model and Fair Play Games on Students' Social Skills and Table Tennis Playing Skills	According to the findings, students' social skills increased by 60% and their ability to play table tennis by 43% in the experimental group that used the Sport Education Model and fair play games, while students' social skills increased by 10% and 58% in the control group that used the Sport Education Model in conjunction with a traditional approach.

DISCUSSION

In order to offer guidance for future research and practice, the purpose of this systematic review is to characterize and elucidate the present state of knowledge about students' development of social and personal abilities when taking part in PE sessions with SE. The systematic review's sample of SE research was published between 2014 and 2021, with a rising quantity of articles over that time. The majority of research (58%), which is consistent with earlier reviews, was carried out in the US and Spain. Even though study has been conducted in other nations, including Finland and other European nations (such England, Russia, and Portugal), it is crucial to expand the research's influence (Siedentop, 1994). The sample prioritizes participants based on specific attributes that need to be considered during the season's SE implementation.

Furthermore, taking into account the acknowledged fact that physical education provides a unique environment for the growth of social and personal

skills (Rahman, A et al., 2022) The study's findings indicate that high school (40%), grade 9 (30%), and elementary school are the areas where social competence and personal development are most heavily researched (Evangelio et al., 2018). According to this systematic study, the social and personal components of the variables that showed up more frequently matched those factors that, independent of the teaching strategy, were thought to be critical for learning in physical education. The most prevalent ones include inspiration, excitement, and involvement, as well as happiness and contentment. The results indicate that demonstrating high degrees of contentment and enjoyment in SE (Menéndez dan Fernandez-Rio 2017; Meroño et al., 2015), increased enthusiasm and participation involved in implementing sports education (Meroño et al., 2016).

These outcomes can be linked to SE's structural elements, which include extended seasons, stable squad composition, and a significant amount of time allotted for gaming, in addition to elements like rivalry, excitement, and rewards (Yuniar, A, W et al., 2020). Additionally, the variety of roles that students play in teams—both playing and non-playing roles—as well as their ability to make decisions can have a big impact on their level of enthusiasm. Due to its unique structure and pedagogical tenets, SE places a great deal of emphasis on specific variables. Of these, the most extensively researched personal and social variables are those related to responsibility, equality, peer support, affiliation and belonging, teamwork, cooperation and obedience, empathy, and friendship. Fair play, decision-making, problem-solving, and incentives (Bessa, C et al., 2019; Salahudin, S et al., 2024; Tendinha, R et al., 2021).

The research gathered for this review emphasizes how important team membership is for helping students become more invested in their SE experiences. Likewise, major results of participating in the SE season included a sense of cooperation, teamwork, and work and conformity within the team. (Farias et al., 2018). Likewise, major results of participating in the SE season included a sense of cooperation, teamwork, and work and conformity within the team (Purwanto, S et al., 2014; Salahudin, S et al., 2024) This feature is seen to be crucial for a team's affiliation to succeed and be maintained throughout the season (Fernandez-Rio & Menéndez-Santurio., 2017; Mesquita et al., 2016). Additionally, this review demonstrates how teachers' and students' sense of freedom increased as a result of their involvement in SE (Méndez-Gimenez et al., 2015, Meroño et al., 2015, Romar et al., 2016). It is believed that giving kids the freedom to form and oversee their own teams, select the roles they wish to play on those teams, and develop their own game practices will lead to this independence (Irmawan, W., 2019), however, showed that students' self-reliance was only somewhat (but not significantly) impacted by their seasonal SE experiences. This finding is mostly supported by the theory that students with more socially engaged status tend to

constrain introverted students' behavior more, which in turn limits their performance (Cuevas., 2016)

The results also show that students' encounters with SE have strengthened feelings of camaraderie and sympathy, which has improved peers' opinions of them (Fernandez-Rio & Menéndez-Santurio., 2017; Menéndez & Fernandez- Rio, 2017). However, some students may adopt a more egocentric stance and fail to put themselves in the shoes of others due to the variations in interest and motivation that arise among students throughout the SE season. This is meant to address a study by García-López et al., (2015) that found a decline in empathy, maybe as a result of numerous instances in which pupils had competing interests. According to study using SE, there is evidence for fair play in the form of respect for oneself, others, and a decline in the quantity of bad exercise behaviors (Calderón et al., 2016; Méndez-Gimenez et al., 2015; Tendinha, R et al., 2021).

The majority of the examined studies used a non-experimental design method (53%) and a qualitative approach (47%) utilizing a range of qualitative instruments (35%). Participant observation, focus group interviews, diaries or field notes, and interviews are some examples of these tools. However, the most recent SE review (Chu & Zhang., 2018; Evangelio et al., 2018) suggests that there is more research in SE following quantitative (Chu & Zhang., 2018) or mixed methods research approaches (Evangelio et al., 2018). The reason for this discrepancy is that Chu & Zhang's (2018) review. However, since the majority of qualitative research in SE focuses on social competence and personal development, new studies may start to think about incorporating mixed and quantitative methodologies, perhaps offering objective and more widely generalizable measures.

Since SE has more to do, the season should be lengthy enough to allow for a meaningful experience, according to Siedentop (1994). It takes longer to learn sports and to develop various roles and abilities that are driven by the model, especially when more sports are taught fully and honestly. In light of these findings as well as the fundamental tenets of the model (Farias et al., 2017; Mesquita., 2016), future research in sport education models ought to give special attention to suitable planning and design.

Conclusion

Studies on how SE affects students' performance in social and personal development have repeatedly revealed favorable effects. Specifically, the most extensively studied social and personal variables in SE are typically linked to broader concepts that are critical to the learning of physical education, such as liking, interest, and passion. Future research must provide stronger, more objective results that may be generalized in order to support the positive effects of

SE on social and personal competence. Other cultures, such as those of athletes or other sports, such as individual sports, must also be taken into consideration.

Conflict of Interest

All authors state there is no conflict of interest.

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