

The Development of Responsibility and Leadership Through Sport Education Model

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Abstract—This study was aimed at discussing the development of responsibility and leadership attitudes through the Sport Education Model. Sport education is an integral part of physical education, while physical education is a subject that has a vital position in the development of Human Resources. By developing an attitude of responsibility and leadership through Sport Education Learning Model, it is expected that the model is able to make a positive contribution to the development of human resources. The study was conducted by using quasi-experimental and semi-qualitative research. The location of this study was at a Middle School in Karawang District, with the aim of integrating students' positive attitudes through the Physical Education model provided through Physical Education. At the moment, the research is still running for one year by finding out references and sources that support the research. The conclusions from the reference expressions in the study show that there are significant thoughts on the change in students' attitudes from learning outcomes by developing an attitude of responsibility and leadership through the sport education model.

Keywords: *sports education model, integration, positive attitude*

I. INTRODUCTION

Sport education as an integral part of physical education, physical education is a subject that has a vital position in the development of Human Resources (HR). Just like the mobility of young people today who use social media as a means of communication that has an impact on the involvement of physical activity and if left unchecked this will erode the morale of the nation's children, this is contrary to conditions abroad, especially China which refuses adolescents to reject foreign media [1].

The existence of physical education has been recognized by the government in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education system article 42, specifically the contents of the primary and secondary education curriculum which stipulates Physical Education and Sports lessons as subjects that must be given in schools from elementary to high school level. This shows that physical education and sports have become an integral part of the education process. The statement has been strengthened by physical education curriculum experts, including Nixon and Jewet [2] said that: "Physical education is a phase of the overall education process that cares about the development and ability of individual movements that are voluntary and meaningful and

to reactions that are directly related to mental, emotional and social".

The success of education in schools is largely determined by the success of teaching and learning [3]. While in another literacy it was stated that analyzing student and teacher behavior focused on intended learning activities and content analysis of conversation transcripts to evaluate the success of collaborative learning stages [4]. The results show a significant difference between instructors 'intentions regarding learners' behavior.

The purpose of teaching and learning process is essentially to change the behavior of students affective, cognitive and psychomotor, which is expected to occur after the teaching and learning process ends. To achieve these objectives, the teacher must be able to choose materials, methods, tools that are appropriate to the characteristics of the learning material. The learning process through sports is able to make changes in behavior [5]. Psychomotor changes can be achieved through the process of learning movement skills [6]. Schimdt [7] explained in the book Theory of Teaching and Learning Motor as follows: "Motor learning is a series of processes associated with training or experience that leads to relatively permanent changes in one's ability to display skilled movements".

In the Al Binaa High School in Bekasi, it is also possible that the behavior of deviant teenagers seems to color the patterns of life there. In a direct interview (18 December 2018) regarding cases of violations of Al Binaa High School Boarding School Students in Bekasi, in the interview Hendra (chairman of the Boarding Trustees) revealed that "In the boarding school environment many cases are encountered involving teenagers, especially in the boarding or boarding environment. Self-leadership and independence because it is in accordance with the character that is pursued through the Sport education Model [8]. This Islamic boarding school has routines and activities that are planned every day and receive supervision from the coaches.

In connection with physical activity in physical education the writer is interested in examining the influence exerted through physical activity in the learning process with the Sport Education Model. Sport Education itself is a learning model that was initiated by Siedentop in 1998 in the land of Uncle Sam (America), in the process the Sport Education Model (SEM) provides more opportunities for students to organize,

prepare and implement a Sport Education learning activity that is packaged in a match event [9].

Sport education is a form of curriculum used in developed countries that has increased the interests of physical education teachers such as America, Britain, Australia and New Zealand [10-12].

Siedentop explains that sports education is based on play theory [10]. Loy describes sport as playful competition [13]. Sport is sophisticated from the play that promotes the maturation and social competence of individuals within a culture. The outcome of sport competitiveness depends on skill and strategy.

The purpose of SEM is to encourage each individual to develop the skills and understanding needed to participate in sports activities and become good sportsmen throughout their lives. Siedentop [14] explains:

- Competent sportsperson has sufficient skills to participate in games satisfactorily, understands and can execute strategies appropriate to the complexity of play, and is a knowledgeable game player.
- A literate sportsperson understands and values the rules, rituals, and traditions of sports and distinguishes between good and bad sports practices, whether in children's or professional sports. A literate sportsperson is both a more able participant and a more discerning consumer, whether fan or spectator.
- An enthusiastic sportsperson participates and behaves in ways that preserve, protect, and enhance the sport culture, whether it is a local youth sport culture or a national sport culture. As members of sporting groups, such enthusiasts participate in further developing sports at the local, national, or international levels. The enthusiastic sportsperson is involved

According to other sources SEM is a model that presents learning in the form of competition in which there are objectives. According to Side and top regarding the Sport Education Model, the objectives of the Sport Education Model are [15]:

- Develop skills and fitness.
- Appreciate and be able to play strategic games in sports.
- Participate properly in accordance with the stage of its development.
- Share roles in the planning and administration of sports programs.
- Provide and develop responsible leadership.
- Work effectively in groups to achieve shared goals.
- Appreciate the rituals and conventions of the unique significance of each sport.
- Develop and apply knowledge about arbitration, assessment and training.

From those, the authors refer that the Sport Education Model (SEM) will provide an attitude of responsibility and independence to students. Thus, the authors want to prove these goals in a study. Then in terms of physical independence, if there is an interesting difference observed, children in the middle to upper economic class have a tendency to have difficulty in physical activity / sports., this is in accordance with the results of previous research which states that fitness education needs to be increased in motivation [16]. The intensity and type of student motivation have been found to predict the main results of students in Physical Education such as involvement, physical activity, and persistence [17]. Self-determination techniques conceptualize motivation in terms of increasing autonomy starting from lack of motivation (motivation), more controlled to autonomous motivation [18]. When students are motivated, they do not have a sense of purpose-directed and intentionality. They show low motivation to get involved in activities that are needed because they do not value the goals served by the behavior, the reason for doing so can be different. In terms of controlled motivation, the involvement of activities is driven by external pressure, including the promise of good values or the threat of punishment, or by internal pressure, such as guilt, shame, anxiety, or continuity of self-esteem. Conversely, autonomous motivation requires more reason to make an effort in learning, either because students understand and support the value of an activity, or because they find the activity truly enjoyable and challenging [18]. For that there needs to be a learning innovation which differs from the previous learning model by providing the Sport Education model and this model is an independent variable in the author's research as well as the attitude of responsibility and leadership and sportsmanship as the dependent variable (dependent). Finally, by looking at the various problems above, the writer writes the title of this research about the development of the Sport Education Model towards responsibility, leadership.

A. *Research Output*

1) *Theoretically*

- It is expected to be an information material and contribution to discussion materials for physical education and training regarding consideration of selection of learning that is suitable to support the improvement of student learning outcomes in various aspects.
- Expected to be a reference material for further research for the development of teaching and learning process.

2) *Practically*

- As an input for teachers in learning that is faced with heterogeneous students in an effort to improve student learning outcomes.
- Provide input for school principals and communities for the development of student character in the learning process.
- To principals and educational policy holders in improving teaching and learning activities of principals to increase responsibility, leadership and responsibility.

B. Basic Research

The results of research conducted by Perlman [19] by trying to implement the Sport Education Program model shows that the initial findings before SEM implementation have an influence on adaptive mall behavior and the behavior of students who do not participate in the implementation of Sports Learning (PE). After SEM implementation, the findings show that SEM components (e.g. affiliation and evaluation of games) and the level of teacher's ability to make students accountable to the components expected in the learning process, SEM gives changes from students who are not active. Specifically, two-phase interactions between (a) students with high social capital (e.g., popular, athletic) and teachers, and (b) high social capital students and those identified as the most obvious motivations.

C. Purpose

The purpose of this study is to learn more about the effects of learning in sports education that are integrated through responsibility and leadership. Why the responsibilities and leadership that you want to be emphasize, because responsibility is a positive responsibility towards another positive attitude. Leadership represents the attitude that is expected to be the basis for someone to become a leader. Which can be displayed through practice in the Sports Education Model (SEM).

II. LITERATURE REVIEW

The learning model can be understood as a device that is a way to deliver material to students so that learning objectives are achieved. Learning models can be defined as a learning situation which includes teacher behavior when using a model approach [20]. Joyce, Weil, and Calhoun [20] they grouped the learning model into four groups (1) information processing groups, (2) social groups, (3) personal groups, and (4) behavior groups. The four learning models are menus to present learning that can be chosen by the teacher so that the learning process runs well by selecting the content (content) that has been provided to be taught to students., because according to Joyce [21], as students acquire information, ideas, skills, values, ways of thinking and means expressing themselves through models of teaching they also learn how to learn or the process of learning. This information explains that each student in obtaining knowledge, ideas, skills (skills), the value of ways of thinking and acting can be obtained by the learning process that uses the learning model.

Specifically in physical education, this learning model is classified into two major groups, namely direct and Indirect. The direct model in which there are direct instructional and non-direct personalize, peer teaching, inquiry models, tactical game models, cooperating models (STAD, TGT), Sport education models (SEM) [22].

A. Basic Concepts of Physical Education

Physical education is an effort of teachers and students to be able to actualize all the potential activities as humans in the form of attitudes, actions, and works that are given form, content, and direction to personal roundness according to humanitarian ideals. Pangrazi and Dauer suggested that "Physical education is a part of the general educational program that contributes, primarily through movement

experiences, to the total growth and development of all children. Physical education is defined as education of and through movement, and must be carried out in a manner that merits this meaning [23].

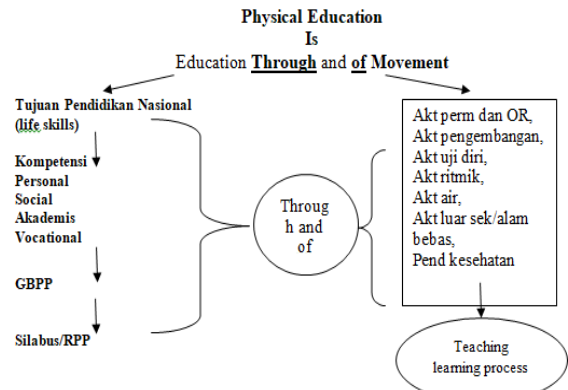


Fig. 1. Illustration the definition of physical education.

B. Definition of Responsibility Attitude

Attitude is something that is owned by every human being, God created humans equipped with reason and naturally when growing up will emerge the nature or tabi'at of each human being. When human nature is present in every individual, attitude will appear in every act. The attitude in the English dictionary is attitude. Which comes from the Latin aptus which means a mentally prepared state that is subjective to carrying out activities.

Etymologically the term Responsibility or often known as the attitude of responsibility comes from the word response and ability, response means response means ability means ability. So overall responsibility can be interpreted as the ability to respond or the ability to choose responses

C. Leadership Attitude

Leadership is an effort in running an organization to achieve a certain goal, in leadership there is certainly a relationship that exists between individuals with one another. Wisnu states that "this leadership has human relations Interpersonal communication [24]. The Qur'an (Al Baqarah: 30) states "Remember when your Lord said to the angels:" Verily I want to make a caliph on the earth. "They said:" Why do you want to make (the caliph) on earth a person who will cause damage to him and shed blood, even though we always glorify by praising you and purifying you? "God said: I know what you don't know. "Then, time This leadership was also made clear in the opinion of a friend of Sayyidina Umar R.A once said, "There is no Islam without worshipers, no worshipers without leadership and no leadership without obedience". By definition, leaders are people who have power and influence over others, those who coordinate and regulate the activities of others [25]. To be successful, leaders must examine each problem from the perspective of the people they influence and from the people they are responsible for [25]. Questioning about the leadership of this millennial arena, people really hope to find a figure who is suitable as a role model in their lives.

D. Sport Education Model (SEM)

The Sport Education learning model or in terms of the Alinya language (English) Sport Education Model is a model developed by Dana Parlman as a concrete form of sports learning that delivers authentic learning Ayvazo explaining that "The field of physical education is full of curricular approaches that theoretically sound like fitness education, skills theme approaches, tactical approaches, and sports education. In an era that emphasizes authentic sporting experiences, the Sports Education Model includes unique features that distinguish it from other curricular models and can be valuable tools in teaching tennis" [26].

In the learning model that is often applied by teachers in schools, especially in physical education lessons, sports education often does not convey the values contained therein, they tend to provide lessons that only lead to achievement that are to motoric achievement or movement ability. Revealed by Ermawan Susanto [27] in a journal of community service programs, he revealed that:

- The learning method is oriented to Teacher-centered not Student-centered.
- Using learning units that are usually short. Very few use the sports competition system.
- The lack of game elements in the learning process.
- Sports values such as competition, fair play, cooperation are less visible.

III. METHODS

Student responsibility, leadership and sportsmanship. In it there are a number of aspects that must be revealed both related to activities as a process in research or activities as a result. Activities as a process in this research are all efforts that are included as learning models, while activities as a result are all abilities of responsibility, leadership and sportsmanship of students in learning.

A qualitative approach is used during the process of developing learning models. This is intended to export the development of models both inductively and mentally from both students and teachers. For this validity test use instrument responsibility for the attitude of responsibility. Leadership instruments to see leadership attitude and sportsmanship instruments to see sportsmanship attitude.

Based on the research objective is to develop a learning model in learning Physical education and sports that are used not only in a limited context but in the context of a longer population. Then the research method used is research and development (Research and development). Borg and Gall [28] provides a definition of research and development (R&D) related to education is an industry-based learning model where findings and research are used to design new products or procedures which are then mathematically field-tested evaluated and refined to meet the effectiveness criteria quality and / or similar standards.

From the above definition of research and development, it can be taken that this research and development is a cyclic

step, each step passed must refer to the results of the previous step and finally produce a research product.

The procedure of this study refers to Borg and Gall, namely 1. Conducting a preliminary study (research and information collecting). 2. Making a plan (planning). 3. Developing initial products (developing preliminary from of product). 4. Conducting preliminary field testing. 5. Revise the main product (main product Testing). 6. Performing main field testing (main field testing). 7 revising operational product (main product revision) 8. Conducting operational test (operational field testing) 9. Revising the final product (final product revision) 10. Implementation and dissemination and implementation [28].

From the above definition of research and development, it can be taken that this research and development is a cyclic step, each step passed must refer to the results of the previous step and finally produce a research product.

A. Research Steps

Based on the steps from Borg and Gall and adapted to the situation and field conditions, the stages of research and development can be simplified into three stages, referring to the stages which have been simplified by Sukmadinata [29], namely conducting preliminary studies, model development and model validity. The introduction was carried out with a series of activities to find sources of reference results of research related to this research. Field survey was conducted related to curriculum conditions in physical education learning using the sport education model. Teacher conditions and current learning context. In the development of this model the first draft is made first, then a limited trial, a broad trial and determine the development of the model (Hypothetical), the final step is to test the model (the validity of the learning model) carried out with a quasi-experiment which compares between the learning models of Sport Education (SEM)) as a group of experiments and traditional learning models (conventional).

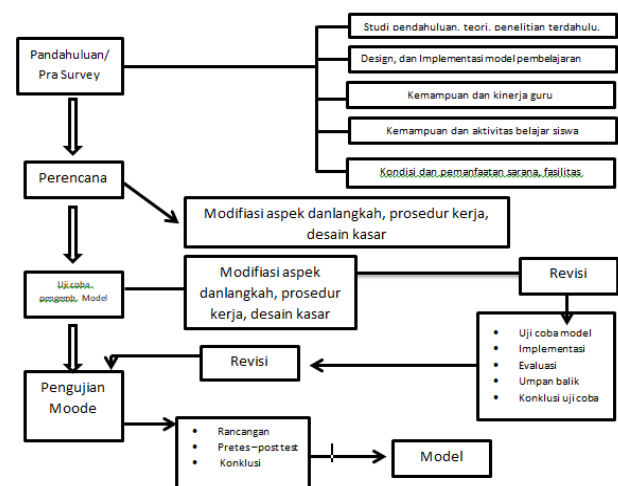


Fig. 2. Research steps.

TABLE I. SAMPLE GROUPING

Classification	Experiment	Student	Control	Student
Very Good	SMA Harum	31	Annihayah	31
Good	Al Binaa	31	Mentari ilmu	31
Fair	Niahayatul amal	31	Raudhatul Irfan	31

IV. RESULTS AND DISCUSSION

The results obtained in this study found that SEM leads to the positive benefits of exposing and engaging students to SEM Peda the learning process that uses the Lead Sports Education Model process [30]. In this case responsibility is the main experience in learning [31], then reward can be given to motivate their learning. Prizes (Awards) are a great motivation for elementary school students. Sports education, games of off-air values and the same competition need to be given special and energetically approved passes and defence zones [10,32]. Will be seen in students who are given through SEM activities [33] such changes in responsibilities and leadership that lead to students' need to be independent, which can facilitate self-determined motivation [19]. From these results not all are revealed because the research is still in the process of traveling to the end of the study

V. CONCLUSIONS

To make a contribution it is good that we provide a conclusion in our research on how the implementation of the Sports Education model activities carried out by students in high school. Basically the Sport Education model activity is part of physical activity. Education has the aim of improving the character of students through physical activity. The sport education model activity which is integrated with the attitude of responsibility and leadership is applied through game sports activities such as Futsal, Handball, where they practice positive attitudes in the game. The positive attitude of responsibility from level 1 regarding self-control, level 2 involvement, level 3 responsibility towards oneself, to level 4 carrying / caring or responsibility to others. In practice it is indeed very difficult at the beginning of the game, we must first give rules of agreement in carrying out game activities, but over time they are accustomed to the rules, appeals and direction about implementing a positive attitude in the game while running the game. We hope that this attitude of responsibility and leadership is not only carried out when they carry out sports and game activities. But apply, implement in daily activities.

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