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THE INVOLVEMENT OF PRESERVICE TEACHERS IN DELIVERING OF SPORT EDUCATION

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Abstract

Competence of a teacher should have been obtained when studying in college. However, college students or preservice teachers feel a lack of competence during their study in college. It is important for colleges to provide a learning experience for students to have competence in teaching before they become a teacher. Sport Education (SE) has its own uniqueness because in its implementation, it can directly include several learning models as a provision to teach students when becoming a teacher. The purpose of this study was to determine the enjoyment of students using SE based on the characteristics of SE, increased skills and understanding of sports, and the pleasure of using SE. This research uses a survey type of descriptive methods. Participants of this study are 35 college students who will finish their studies in the eastern part of West Java province. The instrument of this study used the Sport Education Season Survey. Data analyzing techniques employed in this study were descriptive statistics and paired samples t-test. The results of the study stated that college students enjoyed the use of SE based on the characteristics of SE, that college students have increased skills and understanding of sports, and that college students preferred SE compared to conventional learning. So it can be concluded that SE has a positive impact on physical education learning and is very suitable to be applied compared to conventional models. Further investigation related to college students teaching skills in the use of SE needs to be conducted.

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INTRODUCTION

Physical Education (PE) teaching in Indonesia frequently experiences developing issues. The most frequent issue is related with teacher competences and the teaching process conducted by the teachers. Current teachers qualification in Indonesia is certainly in concern (Lazuardi, 2015), so that PE teachers should increase their competence and improve themselves according to the times (Saputro, 2018). Moreover, based on the special characteristic of PE that employs a psychomotor aspect in its teaching, PE teachers frequently teach aspects that merely lead to psychomotor only and ignore the other aspects (Budiman et al., 2018). PE teachers only think about the physical aspect rather than the cognitive aspect (Hanansyah & Ginanjar, 2019). The implementation of PE learning is dominantly in the form of field practices (Hakim & Ginanjar, 2017). This will have an impact on discomfort and a decrease in student motivation in learning which will have a negative impact on the achievement of learning objectives (T. L. Wallhead et al., 2013).

From the developing issue, the real fact shows that the professional competence of preservice teachers (PSTs) while they are in college is still insufficient (Maksum, 2008). Furthermore, the PSTs feel that teaching skill is the most insufficient aspect (Maksum, 2008). It is, therefore, important for colleges, especially those which deal with sports, to provide more experiences in teaching for their students. In addition, recent fact has shown that before being enrolled in colleges and choosing sports, PE in Grade XII is commonly ignored, and schools focus more on subjects that are included in the National Exam (UN). Monotonous teaching habits make students who will be teachers imitate what they have been taught. PE teachers, moreover, always use

the Direct Instruction (DI) model. The model has been continuously employed since the Elementary School to the High School, so that when the students become teachers, they will use the same learning method based on what they have learned while they were students (Ginanjar, 2015). In fact, in teaching physical education, there are many learning models that can be used.

From those various learning models, this study will employ Sport Education (SE). SE is designed to provide authentic experience and rich knowledge both for male and female students in the context of PE in school (Siedentop et al., 2019). Student who is involved in SE will be a student who is educated, enthusiastic, and competent in sports (Siedentop et al., 2019) through the six characteristics as follows: season, affiliation, formal competition, main event, record keeping, and celebrating. SE has its own uniqueness as its implementation can directly cover some learning models. SE has a strong implication as a curriculum and a learning method that is the elaboration of DI, cooperative, and peer teaching (Metzler, 2005). Furthermore, when SE is seen from the length of season, it is called a curriculum model, and when it is seen from each meeting, it is called a learning model (Ginanjar, 2019a). According to those views, SE is a complex curriculum model and teaching method (Hordvik et al., 2017).

According to research results using SE in Indonesia, it is stated that SE has been successfully employed in the process of PE learning (Hartono et al., 2014). The implementation of SE that is based on various international researches can be used as reference to be one of efforts to reach PE goals in the affective, cognitive, motoric, and social relationship aspects (Kurniawan & Suherman, 2015). The SE model using 3 phases of team sports has an influence on sports orientation (Ginanjar et

al., 2019a). The SE model of badminton tends to decrease at the end of the final stage of physical activities achievement (Ginanjar et al., 2019b). The SE model using the badminton sports can have influence on sports orientation of Junior High School students (Ginanjar, 2018). SE models can provide the feeling of security in the learning process (Ginanjar et al., 2018).

According to findings related to the implementation of SE in Indonesia, there is a question of how SE can be implemented in the process of PE learning and is not merely a study. It is a fact that in order to implement SE in PE learning, there should be people who are aware and learn how to employ SE before they implement it into the process of PE learning. This study will, therefore, give opportunity to college students or PSTs to experience education using SE. It is believed that in order to be the agent of change in developing PE in Indonesia, it is important to provide competency to college students in their lecturing process. It is done as college students are prepared to change everything happening in the actual condition and to meet the high demand of society. In addition to the findings, specific pedagogic features for PSTs are an integral part of experiences that are inclusive, interesting, and positive, and can raise a question of what potential practices to enhance marginality through several methods in the program of teacher training are (Mooney et al., 2018). Furthermore, international research of SE has focused especially on the PSTs involvement in employing SE (Hordvik et al., 2017).

This study will discuss the involvement of PSTs to have experience using SE as their resources or background knowledge to have competence. It is in accordance with the findings stated that PSTs feel lack of knowledge by 22,73%, of teaching skill by 27,27%, and of sports

substance by 25% (Maksum, 2008). The SE program employed in this study used sports of Futsal. It is related with the previous finding to use invasion sports in order to maintain physical activities (Ginanjar, 2019b). Moreover, there are findings stating that it is important to check students' effectiveness in the context of SE and to specifically encourage lecturers and students to collaborate in a mutual learning community where they can learn from one another (Luguetti et al., 2018). It is also important to put effort into adding tactical games at SE seasons and to work together (McMahon & Macphail, 2007).

This study will aim at the knowledge related to the implementation of SE according to SE characteristics. The substance of futsal sports seen from skills and understandings of the game before and after using SE of futsal sports, as well as the level of students' enjoyment after using SE of futsal sports.

METHODS

The research method used in this study was descriptive with survey research type. Total participants are 35 students who will finish their study in the eastern part of West Java Province. All involved students have experience in designing and using the learning scenario of PE learning model subject in the fifth semester. The distribution of roles was based on the SE characteristic, and it was compromised that there were three teams consisting of one coach, one manager, and seven players for each team, so that there were nine people with the total participants in three teams of 27 people. There were two referees, three score keepers, and three people of publication.

It is different from the SE suggested by Siedentop et al., (2011) because the participants are college students, study was mainly focused on the roles that were designed similarly with

the real roles in an official competition SE program was conducted for 15 times consisting of 100 minutes for each meeting per week. The program used futsal sports with three SE phases, namely skill/tactical development, inter/intra team games with practices, and postseason according to the work of Perlman (2012) that consists of 15 meetings and combined with DI, cooperative, and peer according to the work of Ginanjar et al. (2019a) that is verified on two time points of planning and implementation using checklist, a combination of the work of Hastie & Sinelnikov (2006); Ko, Wallhead, & Ward (2006); Perlman (2010) who employed two PE experts got the reliability value between assessors of 0,94 on the planning and 0,73 on the implementation (Ginanjar, 2019b). The Program designed in each meeting is an agreement of each coach. The agreed trainings are on the technique of passing, dribbling, and shooting. The arrangement of the learning scenario is, however, made according to the knowledge of a coach in every training variation that is based on the coach experience in designing learning scenario. It is agreed by all coaches that in the phase of skill/tactical development, STAD model is used and that in phase of inter/intra team games with practices, TGT learning model is used. The form of the program can be seen on Table 1.

Table 1. Program SE Futsal

| Season Phase | Season | SE Futsal |
|----------------------------|--------|--|
| Skill/tactical development | 1 | DI |
| | | <ul style="list-style-type: none"> ● Introduction to Futsal ● Identifying coaches, managers, referees, scorekeepers, publication ● Selecting teams and choosing team name ● Rule of roles and contract of roles ● Game regulation |

| | | |
|---------------------------------------|----|---|
| | 2 | STAD or DI |
| | | <ul style="list-style-type: none"> ● Team training ● Passing |
| | 3 | STAD or DI |
| | | <ul style="list-style-type: none"> ● Team training ● Dribbling |
| | 4 | STAD or DI |
| | | <ul style="list-style-type: none"> ● Team training ● Shooting |
| | 5 | STAD or DI |
| | | <ul style="list-style-type: none"> ● Team training ● Passing, dribbling, shooting |
| Inter/intra team games with practices | 6 | TGT or DI |
| | | <ul style="list-style-type: none"> ● Team training ● Regular Season (3 vs 3) |
| | 7 | TGT or DI |
| | | <ul style="list-style-type: none"> ● Team training ● Regular Season (3 vs 3) |
| | 8 | TGT or DI |
| | | <ul style="list-style-type: none"> ● Team training ● Regular Season (3 vs 3) |
| | 9 | TGT or DI |
| | | <ul style="list-style-type: none"> ● Team training ● Regular Season (3 vs 3) |
| | 10 | TGT or DI |
| | | <ul style="list-style-type: none"> ● Team training ● Regular Season (3 vs 3) |
| Postseason | 11 | Technical meeting of tournament |
| | 12 | <ul style="list-style-type: none"> ● Team training ● End of season tournament |
| | 13 | <ul style="list-style-type: none"> ● Team training ● End of season tournament |
| | 14 | <ul style="list-style-type: none"> ● Team training ● End of season tournament |
| | 15 | <ul style="list-style-type: none"> ● Final ● Celebration and award |

For the research instrument, this study used Sport Education Season Survey by André & Hastie (2017), adapted from the work of Mohr, Townsend, Rairigh, & Mohr (2003). Related to the research purpose of finding out students' perception in the discipline using SE, every participant answered the survey questions using Likert Scale based on the characteristics of SE. The substance of sports to observe is from the level of skill and understanding of futsal game, as well as from enjoyment after using SE, compared to the conventional learning.

The instrument forms can be seen on Table 2.

Table 2. Sport Education Season Survey

Filling out Instruction: Put marks on each of the following questions by circling one of the scores that describes the most of your feeling about the questions.

The Discipline Using SE

1. I enjoy the SE season because it is longer than the specific lectures in regular class.

| | | | | |
|--------------------|-----------|---------|-------|----------------|
| Strongly not Agree | Not Agree | Neutral | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

2. I like to be given a role such as being assigned to a team at the beginning of a season and stay in the team for the rest of the season.

| | | | | |
|--------------------|-----------|---------|-------|----------------|
| Strongly not Agree | Not Agree | Neutral | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

3. I enjoy team training and formal competition during SE Season

| | | | | |
|--------------------|-----------|---------|-------|----------------|
| Strongly not Agree | Not Agree | Neutral | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

| | | | | |
|--------------------|-----------|---------|-------|----------------|
| Strongly not Agree | Not Agree | Neutral | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

5. I enjoy having access to scores and statistics of my team and myself.

| | | | | |
|--------------------|-----------|---------|-------|----------------|
| Strongly not Agree | Not Agree | Neutral | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

6. I enjoy the SE season using things such as team name, color, mascot, poster, player meet and greet, commentator, etc.

| | | | | |
|--------------------|-----------|---------|-------|----------------|
| Strongly not Agree | Not Agree | Neutral | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

Level of Futsal Skills

Mark from 1 to 10 on what level of skill you are in playing futsal before and after using SE

Before SE Season

| | | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|---|----|-----------|
| Very Bad | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Very Good |
|----------|---|---|---|---|---|---|---|---|---|----|-----------|

After SE Season

| | | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|---|----|-----------|
| Very Bad | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Very Good |
|----------|---|---|---|---|---|---|---|---|---|----|-----------|

The Understanding of Futsal Game

Mark from 1 to 10 on how you understand about futsal games (rules, techniques, tactics, etc.) before and after using SE.

Before SE Season

| | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|----|-----------|
| Very Little | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Very Much |
|-------------|---|---|---|---|---|---|---|---|---|----|-----------|

After SE Season

| | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|----|-----------|
| Very Little | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Very Much |
|-------------|---|---|---|---|---|---|---|---|---|----|-----------|

The Enjoyment of Using SE

Mark from 1 to 10 on how you like the lecture before experiencing SE season

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Mark from 1 to 10 on how you like the experience of the lecture after SE season that has team, competition, etc.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

The technique of analyzing data to find out the discipline used the descriptive statistics (average and standard deviation) that was calculated using IBM Statistical Package for the Social Sciences (SPSS) Statistics 24. To find out the substance of sports and the enjoyment using SE, paired samples t-test calculated using IBM SPSS Statistics 24 was used.

RESULT

Table 3 shows the study result according to the study purpose in the discipline of using SE based on the characteristics of SE such as season, affiliation, formal competition, main event, record keeping, and celebration.

Table 3. The Disciplines Using SE

| SE Characteristics | Average | Standard Deviation |
|--------------------|---------|--------------------|
| Season | 4,00 | 0,84 |
| Affiliation | 3,94 | 1,00 |
| Formal Competition | 3,83 | 0,71 |
| Main Event | 4,03 | 0,98 |
| Record Keeping | 3,80 | 0,90 |
| Celebration | 4,26 | 0,74 |

Table 4 shows the study result according to the study purpose related with the substance of futsal sport on its skills and understandings before and after using SE of futsal.

Table 4. The Substance of Futsal

| Condition | Average | Standard Deviation | t-count | Sig. | Note |
|----------------------|---------|--------------------|---------|--------|-------------|
| Skills Before | 6,14 | 1,65 | 7,99 | 0,00 | Significant |
| Skills After | 7,66 | 1,30 | | < 0,05 | |
| Understanding Before | 6,20 | 2,01 | 6,74 | 000 | Significant |
| Understanding After | 7,86 | 1,43 | | < 0,05 | |

Table 5 shows the study result according to the study purpose related with the enjoyment of students after using SE sports compared with conventional learning.

Table 5. The Enjoyment of Using SE

| Condition | Average | Standard Deviation | t-count | Sig. | Note |
|------------------|---------|--------------------|---------|--------|-------------|
| Enjoyment Before | 6,86 | 1,59 | 6,19 | 0,00 | Significant |
| Enjoyment After | 8,43 | 1,31 | | < 0,05 | |

DISCUSSION

According to the study result obtained from the study purpose related to the discipline of using SE based on SE characteristics that were found by the students, each characteristic of SE states that students enjoyed using SE for each of its characteristics. It is found out that if students or PSTs urge to have competences in any discipline, they should be provided with practical experiences that are well-planned and designed according to the needs of students as their resources or background knowledge before they become PE teachers. This study, therefore, supports previous studies mentioned that PSTs appreciate the benefit of SE and are able to use it for their further career as a

qualified teacher (Deenihan & Macphail, 2013). However, the difference between this study and previous research is that the SE program in this study was applied to students who in fact are future physical education teacher candidates so that they benefit from direct experience in applying the SE model before they become real teachers and the SE program in this study also only focused on one type of sport, namely futsal.

From the field results of the enjoyment of using SE, if it is seen from each SE character, the characteristic of celebration provides the highest average of 4,26 points. Celebration consists of the show of using SE by providing team profile, publication on whatsapp® group, players introduction in game, in game commentator, trophies awarding for the winners, the best player, and the top scorer, etc. Celebration is the characteristic the students like the most as they were seen enthusiastically while the lecturing was in process. It is supported also by the characteristic of season average by 4 points. Students enjoyed every meeting.

An interesting thing happened in the main event that was marked with the final game. This characteristic gets 4,03 points. It implies that the students loved competitions where there were winners. Competitions are actually related to SE. These study results support the previous study in which SE has influence on sports orientation that is marked with competition (Ginjar et al., 2019a). It is, however, inversely proportional with the average result of formal competition by the point of 3,83, even though it is close to point 4. Formal competition is related to the schedule of training of each team. In the training process, there were students who played less seriously, and it was different with how they played in a game. Further investigation should, therefore, be conducted on this characteristic.

The characteristic of record keeping was one of problems occurred even before the study was conducted as it got the average of 3,8 which was the least point. As it has been discussed earlier, the selection of students has been marginalized with two females were assigned in this role. It happened when the tasks were being arranged, when game sheet were being made, and when communications were being done with the referee, most of the activities were dominantly done by the referee. The score keepers were also unable to handle the game schedule arrangement. One male score keeper could not backup the task, so that students from publication needed to help him. Further study is suggested to add the number of scorekeepers and choose a person who is more competent in administrative tasks as the score keeper.

The characteristic of affiliation which included placement the roles have the average of 3,94, and it is close to point 4. As seen in the field and mentioned earlier, there were students who were less serious in training, there were also limitations of competence in keeping score, and there was overlapping of tasks and duties. This study, therefore, supports the statement mentioned that the problems are the most common findings in each research in several education levels (Hastie & Sinelnikov, 2006; Ko et al., 2006; Pill, 2008; Sinelnikov & Hastie, 2008). It is confirmed also in this research and the research conducted by André & Hastie (2017) and is emphasized by Sinelnikov & Hastie (2010) who stated that affiliation should be handled more seriously as it was related to the responsibilities of each student.

In regard with the substance of sports, it is determined from the skills and understandings of futsal. This substance shows that students experience the improvement in the level of skills and understandings by using SE. The

improvements were in the aspect of futsal such as the gameplay and rules, techniques, tactics, roles in competition. This is in line with previous research which states the positive impact of SE on increasing skills and knowledge of sports (Yuniyar et al., n.d.), and then the improvement of responsibilities according to the roles assigned for them. This study, therefore, supports the statement that SE with the emphasis on strong team affiliation promotes both personal and social development in the form of responsibility, cooperation, and competence of the students (T. Wallhead & O'sullivan, 2005). From further analysis that has been carried out, the competence can be specified into futsal competence. In the study, the game was conducted by 21 people with different roles. The average result of futsal playing competence before using SE program is 6,57, and it is 7,95 after the implementation of SE program by the t-count of 6,18 and sig. of $0,00 < 0,05$. From the analysis, however, the researcher suggested more on conducting further study by using research instruments that lead to more complex competence of playing futsal, and or by observing basic skills in futsal using battery test in order to prove that the result of this study is valid and reliable. Further study related to the improvement of skills gained from outside of the role needs to be conducted as well. The improvement is dealing with the skills of playing futsal.

The study results also found that students prefer to use SE than the conventional learning during the process of lecturing. Therefore, this study supports several study results that mentioned that SE is better than the daily model. Students like SE more than the traditional pedagogic model in the college (André & Hastie, 2017).

CONCLUSION

This study concludes that the college students enjoyed using SE based on the characteristics of SE, improved their skills and understanding of sports, and liked SE more than conventional learning in the process of lecturing using sports. Further investigation should be conducted on the students or PSTs teaching skills using SE.

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