

The Impact of the Sports Education Athletic Season on the Learning Motivation as Supporters of the Kurikulum Merdeka

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Abstract

Background: Physical education learning in Indonesia has had to switch to using the *Kurikulum Merdeka* which focuses more on students as the center of learning with project reports and project themes. Motivation is very important for students in following the learning process. Sport Education is a learning strategy that facilitates students and teachers with projects in the learning process and can increase student learning motivation.

Objectives: The aim of the research was to examine the influence of SE on learning motivation in MTs students.

Methods: The research method used in this research uses an experimental research method with a one-shot case study design. Participants in this research were 48 students at one of the MTs in Indramayu Regency. The instrument in this research used a student learning motivation questionnaire. The data analysis technique uses a one-sample t test.

Results: The results of this research obtained t count = 7.05 with Sig. $0.00 < 0.05$, which means that there is an influence of SE on the learning motivation of MTs students.

Conclusion: This research concludes that there is an influence of SE on learning motivation in Junior High Schoolstudents.

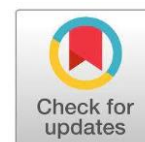
Keywords: sport education, motivation, madrasah tsanawiyah, kurikulum merdeka.

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INTRODUCTION

Physical education (PE) learning must change according to the current curriculum. At the Madrasah Tsanawiyah (MTs) level, equivalent to junior high school, it is appropriate to use the *Kurikulum Merdeka* (KM), which focuses more on students as the center of learning. MTs are formal education units with Islamic religious characteristics, equivalent to junior high schools under the auspices of the Ministry of Religion (Kemenag, 2019). KM is a curriculum with diverse extracurricular learning where the content will be more optimal, so students have time to deepen concepts and strengthen competencies (Kemendikbud, 2022a). Furthermore, KM expects to learn from project reports with a project theme to achieve a sustainable lifestyle (Kemendikbud, 2022b). KM is the newest curriculum currently running at the formal education level in Indonesia from elementary to high school.

From observations made at one of the MTs in Indramayu Regency, there is only one field, only a few balls, and PE is held once a week, with learning carried out simultaneously in classes VII, VIII, and IX. This makes it possible that PE learning is less than optimal, coupled with teachers still using conventional learning, which can result in students' learning motivation not being achieved, let alone increasing. This lack of motivation can be seen because many students sit quietly, joke around, do not pay attention, and follow the teacher's instructions in sports learning activities.

Therefore, PE learning must be able to facilitate what KM hopes for. Thus, teachers need to prepare students by using learning strategies that can facilitate all of this. One learning strategy that can facilitate all of this is using Sport Education (SE). SE is a learning strategy that can facilitate projects (Corbin, 2021). SE is a learning strategy that can facilitate KM projects. In simple terms, PE learning uses SE with a competition or championship at the end of the lesson in several meetings with roles in sports championships such as player, coach, referee, and so on. Thus, this SE is more likely to be called a curriculum model. SE is a curriculum model that teachers can develop externally in various sports activities (Ginanjar, 2019). Students who are involved in using SE will: 1) become sportsmen who have 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, 2019), through six characteristics, such as: season, affiliation, formal competition,

culminating event, keeping records, and festivity (Ginanjar, 2019; Siedentop, 1994; Siedentop et al., 2011).

Using SE, students gain learning experience through the roles in a championship. Using SE includes roles such as player, coach, manager, referee, match recorder, and publication (Ginanjar, 2019). In this way, students, according to their role, will gain learning experience by moving like an athlete. However, other roles can be used as a sustainable lifestyle in participating in sports activities in various forms of roles.

Motivation plays a vital role in PE learning. Motivation is critical because students consider PE unimportant to their education (Richards & Levesque-Bristol, 2014). Motivation is essential to a student's effort in the learning process (Ginanjar, 2015). Thus, teachers must be able to increase student motivation and develop their professionalism by using SE as a learning strategy.

Research results also state that SE can maintain and increase motivation (Barbosa et al., 2017). SE can cause great motivation (Gil-Arias et al., 2020) with competition in learning using SE (Ginanjar et al., 2019). SE at the MTs and equivalent level in Indonesia still lacks many references that can be used and is more in the psychomotor domain using various sports such as badminton and basketball (Burstiando, 2015; Ginanjar et al., 2019), junior high school volleyball extracurricular (Kastrena & Setiawan, 2017). SE has been carried out on the motivation of junior high school students (Burstiando, 2015), but it has not been discovered what the motivation of students to use SE is in MTs students. Thus, this research wants to complement SE on learning motivation in MTs students who are the same as junior high school students by using the SE athletic season with the aim of the research being to test the effect of SE on MTs students' learning motivation.

METHOD

Study Design and Participants

The research method used in this research uses an experimental research method with a one-shot case study design. Participants in this research were 48 MTs students (26 males and 22 females) at one of the MTs in Indramayu Regency from classes VII (19 students), VIII (20 students), and IX (9 students). This research used all participants involved as research subjects. The characteristics of SE, there is a division of roles such as player, coach, manager, referee, match recorder, and publication (Ginanjar, 2019). This research only uses roles: players, coaches, managers, and referees. In the division of roles,

teachers directly involve females in the roles of coach, manager, and referee. Thus, of the 22 females involved, five are coaches, five are managers, and the remaining 12 are referees. Then, as many as 25 males became players or athletes and were divided into five teams; therefore, five males were involved in each team. The remaining male is the referee.

This research was carried out in eight lessons, once a week, with a time allocation of 2x40 minutes for each lesson. This research refers to three phases of SE consisting of tactical development, inter/intra team games with practices, and postseason (Ginanjar, 2019), with a reliability value for the SE program of 0.94 in planning and 0.73 in implementation (Ginanjar, 2019). Skill/tactical development emphasizes the sports movement skills that will be used. Inter/intra-team games with practices emphasize competition within teams to face matches between teams at the next stage, and the postseason is a reflection of the previous stages; this is the end of the learning season using competition between teams with tournaments (Ginanjar, 2019). However, due to research limitations, this research was only carried out in eight meetings with two phases: tactical development and postseason phases. For more details, see Table 1.

Table 1. SE Athletics Program

Seasons	SE Phase	Learning materials
1	Tactical development	Division of roles and teams
2		Ankle drills
3		High knee running
4		Butt kickers
5		Straight leg running
6	Postseason	Technical meeting on match regulations
7		Tournament
8		Festivity and awards

Research Instruments

The instrument in this research used a student learning motivation questionnaire for junior high school students with 25 test items with a reliability value of 0.865 (Ginanjar, 2015).

Data Analysis

Data analysis techniques use statistical descriptions to find the mean and standard deviation. To test the hypothesis, use a one-sample t-test with the help of SPSS following the calculation procedure according to Ginanjar (2021). Using the design and data analysis techniques, the researcher determined a constant value related to learning motivation of 19 using a benchmark assessment of 75%, which was adjusted to the minimum

completeness criteria value of the school concerned. The learning motivation constant value obtained comes from 25 test items according to the research instrument used with a maximum score of 25. For the benchmark assessment, the determination of the learning motivation constant value can be seen in [Table 2](#).

Table 2. Benchmark Assessment of Student Learning Motivation Constant Values

Percentage	Value Range	Value
100%	24-25	100
90%	21-23	90
80%	20	80
75%	19	75
70%	16-18	70
60%	14-15	60
50%	11-13	50
40%	9-10	40
30%	6-8	30
20%	4-5	20
10%	1-3	10

RESULTS AND DISCUSSION

The results of the data analysis that have been carried out mean = 15.6 and standard deviation = 3.34. For more clarity, see [Table 3](#).

Table 3. Benchmark Assessment of Student Learning Motivation Constant Values

Variable	Mean	Standard deviation
Motivation	15.6	3.34

For research purposes that want to test the influence of SE on MTs students' learning motivation. Found $t_{count} = 7.05$ with Sig. $0.00 < 0.05$ which means there is an influence of SE on the learning motivation of MTs students. For more clarity, see [Table 4](#).

Table 4. One-sample t test

Variable	t_{count}	Sig
Motivation	7.05	$0.00 < 0.05$

From the research results, it is stated that there is an influence of SE on the learning motivation of MTs students. This research complements the results related to SE on MTs students' learning motivation. This research supports the results of research using SE on junior high school and equivalent students, which states that SE can be used in PE learning ([Burstiando, 2015](#); [Ginanjari et al., 2019](#)), especially SE on the learning motivation of junior high school students and the equivalent ([Burstiando, 2015](#)). By using SE in PE learning, students can be motivated to follow the learning process. SE makes students competent

during the learning season, motivating them to continue learning and developing and providing opportunities to participate in various sports activities (Siedentop et al., 2011). The difference is that this research uses more individual athletics than the previous research, which used basketball, which is more game-oriented. Thus, it is true that SE can facilitate the affective and psychomotor domains in PE learning. SE promotes student learning outcomes that cross the three main learning domains, skills, and sports knowledge relating to the ability to differentiate and carry out skilled strategic movements (psychomotor with cognitive solid support).

Furthermore, SE makes sport a central part of daily life and activities. A person's day (affective) can extend to cognitive and affective aspects (Metzler, 2000, 2005, 2017). However, this research cannot clearly explain how the cognitive domain can be obtained using SE. This is because learning using SE needs to focus research on cognitive aspects.

They are related to ongoing KM who want to learn about project reports with a project theme (Kemendikbud, 2022b). Furthermore, KM, where the content will be more optimal, gives students time to deepen concepts and strengthen competencies (Kemendikbud, 2022a). This can be realized using SE, such as by reporting the division of roles and team names reported by students. Coaches who create training programs and train athletes during learning. The manager prepares the team name, absences, and the equipment used for training—players who train and compete according to the coach's instructions. The referee makes the rules of the match and referees during the match. In line with this, SE leads to a more developed student role (Wahl-alexander et al., 2016); teachers working closely with students play an essential role in the delivery of SE (Deenihan & MacPhail, 2017). Teachers, as learning facilitators, must introduce students to the roles found in SE (Kim et al., 2006). All students have roles and responsibilities from the beginning to the end of PE learning during the SE athletic season, and all students have their projects that must be carried out according to their roles. In line with this, SE is learning using projects (Corbin, 2021). Furthermore, project learning is similar to SE because it provides students with a more authentic experience (Hastie et al., 2017).

An interesting thing happened in lesson 8, where the teacher invited researchers as resource persons regarding the use of SE and also participated in distributing awards for the results of the SE athletic championship by giving the activity theme "Short Distance Running SE Tournament." The school principal and teachers also attended this to

participate in the activity. This supports SE activities where festivity is as lively as possible and sometimes discourages SE activities during the learning process (Siedentop, 1994; Siedentop et al., 2011). In project learning, at the end of the learning, a product is presented to the public (Bender, 2012; Larmer & Mergendoller, 2010).

Apart from that, by using SE, teachers can overcome this school's lack of facilities and infrastructure. In contrast, by choosing athletics using SE, teachers can take advantage of existing facilities and infrastructure within and outside the school. Teachers and students use existing facilities and infrastructure for learning that can be carried out within the school environment. In contrast, those who do not exist use facilities outside the school environment.

Overall, this research is in line with several statements. SE aligns with project-based learning (Corbin, 2021; Hastie et al., 2017). SE consistently produces motivational outcomes across grade levels (Chu & Zhang, 2018). SE can be used as a model teachers develop in ongoing KM support efforts (Ginanjar et al., 2023). Thus, SE is a learning strategy that can be used in the learning process as a supporter of KM at the junior high school level and equivalent.

CONCLUSION

This research concludes that SE influences the learning motivation of MT students. Further investigation is needed regarding the existence of comparison classes for further research and other affective and cognitive aspects that have yet to be revealed by using SE in junior high school students and the equivalent.

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CONFLICT OF INTEREST

The researcher has no conflict of interest.

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