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Student Perception After Attending Lectures Using Sport Education During the Gymnastics Season

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Abstract. The purpose of this study was to test the effect of Sport Education (SE) gymnastics season on student perceptions and to determine student perceptions after taking lectures using SE gymnastics season based on the characteristics of SE and the students' roles. The research method used experiments. Participants were 53 students from one of the sports study program universities in Indramayu Regency. They were selected using convenience sampling techniques. The research instrument consisted of the Indonesian version of the Sport Education Scale-Higher Education and interviews related to the advantages and disadvantages of SE after students had attended SE lectures. The data analysis technique comprised one-sample t-test and descriptive statistics. The results of the study concluded that the SE gymnastics season influenced students' perceptions based on SE characteristics relating to formal competition, culminating events, keeping records, festivity, and roles. It was determined that coaches, managers, and players found

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their roles more enjoyable during the learning process using SE. Further research to investigate the possible relationship between motivation and the perception of SE-CK students regarding their roles should be conducted, including more in-depth interviews, and the involvement of female students.

Keywords: perception; lecture; sport education; gymnastics

1. Introduction

The curriculum in Indonesia at the university level currently uses the Merdeka Belajar-Kampus Merdeka (MBKM) curriculum. MBKM is based on the outcome-based education (OBE) approach. Related to OBE in MBKM, one of the characteristics of learning is student-centered learning (SCL) (Junaidi et al., 2020). Furthermore, the MBKM curriculum recommended for all study programs in Indonesia uses learning centered on SCL (Hatmanto, 2020). One of the SCL lecture strategies is the use of Sport Education (SE). SE is oriented towards SCL where students play a more active role in the learning process (Corbin, 2021). The purpose of SE is the development of competent, literate, and enthusiastic sportspersons (Siedentop et al., 2020). SE consists of seven characteristics: season, affiliation, formal competition, culminating event, keeping records, festivity, and roles (Siedentop et al., 2020). The most interesting aspect of SE is related to the competition or tournament activities at the end of the learning season with several roles, namely coaches, players, managers (in the team roles [ITR]) and referees, match recorders, and publications (out of the team roles [OTR]) (Ginanjari et al., 2021, 2023). The results of SE research at the university level in Indonesia have been successfully used in motivation in SE futsal and volley ball (Ginanjari et al., 2023; Kharisma et al., 2024), sports orientation in SE futsal (Ginanjari et al., 2023), responsibility in SE gymnastics (Rahmat et al., 2024), leadership in SE badminton and handball (Agustin et al., 2024; Slamet et al., 2021). However, no one has examined students' perceptions of their roles after using SE during the gymnastics season, hence this study. Moreover, the research area of students' perceptions of SE has received considerable attention (Hastie & Wallhead, 2016). Furthermore, it is necessary to investigate the level of students' perceptions after using SE during the implementation of this model. The research that has been conducted has never been published (Burgueño et al., 2022). In general, learning using SE perception can be used for decision making in game situations (Li et al., 2018), morals, sportsmanship, and fair play (Schwamberger & Curtner-Smith, 2019), group cohesion (Mooney et al., 2018), challenges using SE (Braga & Liversedge, 2017), and student role involvement (Hastie & Wallhead, 2016). With the existence of a research vacuum related to student perceptions after lectures using SE. Thus, the purpose of this study was to test the influence of SE during the gymnastics season on student perceptions and to determine student perceptions after attending lectures using SE during the gymnastics season. This is seen based on the characteristics of SE and the roles fulfilled by students.

2. Method

The research method used was quasi-experimental with the one-shot case study design. In the one-shot case study design, there is one group that is exposed to an intervention. The members are then assessed to determine the impact of the

treatment (Fraenkel et al., 2023). Participants were 53 students who took the curriculum course at one of the sports study program universities in Indramayu Regency, Indonesia. They were selected using convenience sampling techniques. Convenience sampling refers to a group of individuals who are willing to be studied (Fraenkel et al., 2023). Permission was given by the lecturer in charge of the course and the approval of the head of the study program was obtained.

The SE program used gymnastics for 15 lessons. The SE program used the SE gymnastics season with three phases, namely skill/tactical development, inter/intra team games with practices, and post-season (Ginanjari et al., 2021, 2023). There were four teams involved, each with one coach, one manager and nine players. Thus, four people were coaches, four people were managers, and 36 people were players. All students involved in a team were included in the ITR. A total of four people were responsible for publications relating to the training and competing. Three people were referees and the remaining two people were match recorders. All students who were not involved in a team were included in the OTR. For the SE gymnastics season program, see Table 1.

Table 1: SE gymnastics season program

Phase	Season	Learning materials
Skill/tactical development	1	• Introduction to gymnastics • Role selection • Team selection and team name • Role rules and role contracts
	2,3,4,5	Technical training or tactical training ITR • Coach: reports on training programs and provides training programs to players • Manager: prepares role contract reports, team profile reports, attends to team needs, assists coaches, and is responsible for the entire team • Players: train according to the coach's instructions OTR • Referee: applies match rules • Match recorder: compiles match report • Publications: reports on team training activities and posts news reports on social media
Inter/intra team games with practices	6,7,8, 9,10	Team training and trials between players in the team ITR • Coach: reports on training programs and provides training programs to players • Manager: attends to s team needs, assists the coach, and is responsible for the entire team • Players: train according to the coach's instructions OTR • Referee: Compiles match report and technical meeting report • Match recorder: compiles match report and technical meeting report

		• Publications: reports on team training activities and posts news reports on social media
Post-season	11	Technical meeting ITR • Coach: competition participant • Manager: competition participant and responsible for the entire team • Players: competition participants OTR • Referee: competition committee member • Match recorder: competition committee member • Publications: responsible for news reports on social media
	12,13,14	Post-season tournament ITR • Coach: prepares the team to compete • Manager: attends to team needs, assists the coach, and is responsible for the entire team • Players: compete OTR • Referee: Officiates the match • Match recorder: records match results • Publications: reports, commentates, and posts news reports on social media
	15	Final - Celebrations and awards ITR • Coach: prepares the team to compete • Manager: attends to team needs, assists the coach, and is responsible for the entire team • Players: compete OTR • Referee: Officiates the match • Match recorder: records match results • Publications: reports, commentates, and posts news reports on social media

The research instrument used the Indonesian version of Sport Education Scale-Higher Education (SES-HEvIna) which was adopted from the Sport Education Scale (SES) (Burgueño et al., 2022) and revalidated specifically for the Indonesian sports study program students (Ginanjar et al., 2024). SES-HEvIna consists of seven subscales: season, affiliation, formal competition, culminating event, keeping record, festivity, and role with each subscale consisting of four test items, a total of 28 test items. The results of χ^2 (df = 329) = 712.731, $p < 0.001$, $\chi^2/df = 2.167$; CFI = 0.953, TLI = 0.946, SRMR = 0.052, RMSEA = 0.066 (90%CI = 0.058 - 0.075) indicate that SEM is good with reliability values as follows: in the season, 0.91; affiliation, 0.83; formal competition, 0.81; culminating event, 0.85; keeping records, 0.88; festivity, 0.92; and role, 0.87. These were analyzed using Mplus (Ginanjar et al., 2024). In addition, interviews were conducted related to the advantages and disadvantages of SE after students had attended lectures using SE. This was in line with the opinion that interviews are conducted to collect perceptions relating to the use of SE (Farias et al., 2019; Mooney et al., 2018).

Data analysis techniques were employed to test the effect of the SE gymnastics season on student perceptions using a one-sample t-test with the help of SPSS calculations, according to Wagner (2020). The one-sample t-test determines whether the average of a particular variable is different from the specified value (Wagner, 2020). The value determined according to the university's graduation criteria is 70% or 3.5 which is converted to the SES-HEvIna assessment criteria with a total of 28 test items. The mean of 5 is the highest value which can be seen in Table 2. Furthermore, the perceptions of students after attending lectures using the SE gymnastics season were determined. These are based on the characteristics of SE and the roles of students by using descriptive statistics. Mean differences in roles and characteristics of SE were calculated with the help of Microsoft Excel (Salkind, 2017).

Table 2: SES-HEvIna assessment conversion

Percentage	Range	Value
100%	4.6 - 5	100
90%	4.1 - 4.5	90
80%	3.6 - 4	80
70%	3.1 - 3.5	70
60%	2.6 - 3	60
50%	2.1 - 2.5	50
40%	1.6 - 2	40
30%	1.1 - 1.5	30
20%	0.6 - 1	20
10%	0 - 0.5	10

3. Results

The one-sample t-test analysis obtained a t of 4.95 with sig. $0.00 < 0.05$ at a test value of 3.5. This indicates that the SE of the gymnastics season influences student perceptions. The results of the analysis based on the characteristics of SE are as follows: the season, 3.47; affiliation, 3.77; formal competition, 4.11; culminating event, 4.03; record keeping, 4.00; festivity, 4.20; and roles, 4.33 (Figure 1).

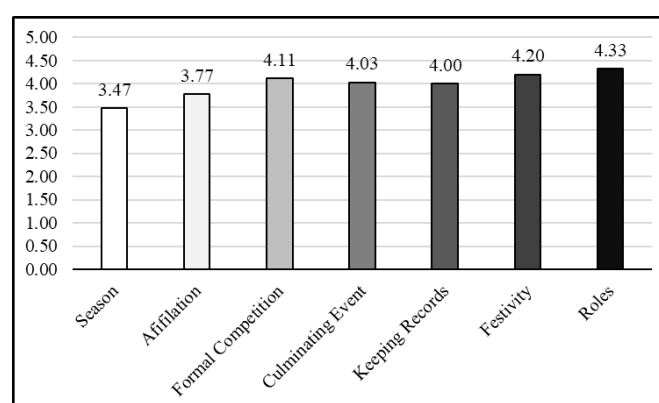


Figure 1: Student perceptions based on SE characteristics

According to the quantitative results obtained on SE characteristics generally, the season yielded the smallest mean, namely less than four. Participants indicated that:

"SE takes up a lot of students' time in lectures and assignments, the activities are more draining, sometimes a bit tiring, too much time that results in boredom"

"Longer meetings than usual, can understand and know long-term learning because it is important for us for the future"

For affiliation, the same as in season, the mean was less than four. Participants indicated as follows:

"It is difficult to understand when getting a role that is not as desired, when playing a role that is not desired, when getting a group that is not pleasant, for the division of the team I think it should be even in terms of the weight of the players and coaches and managers"

"SE can combine combination, compactness, and seriousness in a team, more active and without awkwardness because of learning from peers, can work together with a team and is very useful for learning lessons, become more active and more sociable, encourage teamwork and build a sense of community among friends, and explore greater potential and understanding between friends that is increasingly established by socializing in training activities"

Regarding the formal competition, the culminating event, keeping records, festivity, and roles all received a mean score of four or higher, while the interviews all provided positive comments. A participant commented that:

"...know more about the rules of the game in sports, organize competitions or sports events"

There is a close relationship between culminating events and festivity, as evidenced by the following:

"We can feel the euphoria of the tournament, after the training phase is closed with a competition and ends with a very festive award"

In terms of keeping records, a participant stated that:

"...can understand the planning and administration of sports programs, create training programs, record match results, create sports news publications"

Relating to roles, a comment was as follows:

"...can deepen the role, be more responsible in the role obtained, can understand several roles called teams or match equipment"

The results of the analysis based on the roles were as follows: the coach, 4.20; a manager, 4.38; a player, 4.00; a referee of 3.63; a match recorder, 3.86; and publications 3.63 (Figure 2):

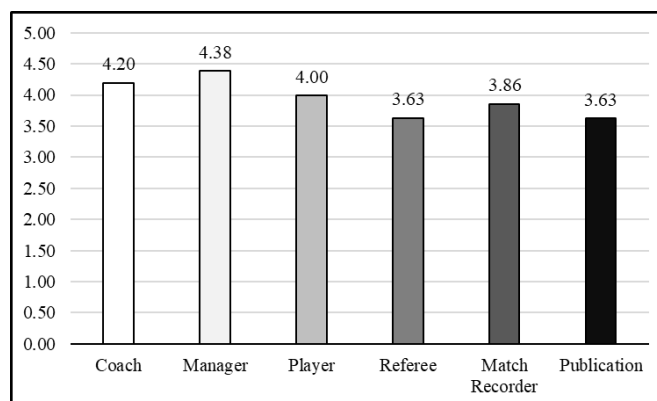


Figure 2: Student perception based on role involvement

To support the quantitative results obtained on role involvement, a student's perceptions of the coach role indicated as follows:

"...can learn to be a coach and lead players in a team both in training and matches"

Relating to the manager role, a participant stated:

"We can learn to be a manager as a leader and learn something that we have not gotten in other learning because in SE students become more active even though they are still lacking in conducting evaluations both in training and matches"

Regarding the player role, a participant summed it up as follows:

"Learning to use this SE is learning for what responsibility we get according to the role. As a player (athlete) the athlete's job is to train and compete, we can learn what I am assigned by the coach so that we can instill character values: sportsmanship, competitiveness, discipline, perseverance, responsibility, cooperation, tolerance, self-confidence, courage, obeying the rules by getting the same opportunity for all team members"

The referee role, which scored the same mean as the publication role, had the lowest mean achievement. The results of the referee role confirmed that:

"...it is not easy to be a referee in making decisions in a match, even though you have the freedom to implement this role. So, you have to be more independent, disciplined, and responsible"

A participant regarded the publication role as follows:

"Becoming aware of how to make news that used to not understand the role of publication but now I know how to make publications good in every team training and competing even though sometimes spending more money in making reports"

The match recorder role was viewed as follows:

"...can learn according to the role played and understand the role in the match equipment but need to be given theory from the lecturer so that they can understand their role with sources that are not necessarily valid"

4. Discussion

4.1 The influence of SE on student perceptions

The results of the study reflect that there is an influence of SE on student perceptions during the gymnastics season. This study is in line with research that found that SE can be used at the university level (André & Hastie, 2017; Ginanjar et al., 2021, 2023; Hordvik et al., 2017; Mooney et al., 2018). In addition, SE had a significant influence on student perceptions after they had experienced it. This is in line with the statement that significant differences were shown in perceptions of competence, task orientation, and climate mastery while maintaining existing levels of motivation (Bas, 2016). Furthermore, SE can facilitate diversity in terms of background and demographics, some of which can have an impact on their perceptions of ownership and fit at the university (Mooney et al., 2018). This is also found in several characteristics of SE where students as prospective teachers must have the opportunity to practice applying SE by providing field experience (Braga & Liversedge, 2017). Furthermore, as the season progresses, students become involved in all roles and help each other (Luguetti et al., 2018). Furthermore, in line with this, the season ends with a festive culminating event in which all students participate (Luguetti et al., 2018).

4.2 Student perceptions based on SE characteristics

Seasonal characteristics are worth noting because it seems that Indonesian students prefer learning that only focuses on one subject. This may be owing to their learning experiences transitioning from elementary school to high school in sports or physical education (PE). Teachers in Indonesia tend to use direct or command-based learning (Ginanjar, 2018). Therefore, students attending SE lectures and who will become prospective teachers need to know that SE is better than direct or command-based learning. This aligns with the statement that prospective teachers need to be aware that SE is more of a completely different teaching style where the teacher becomes a facilitator of class events (Glotova & Hastie, 2014).

It is important to discuss content knowledge (CK) and pedagogical content knowledge (PCK) in SE implementation (Iserbyt et al., 2016), according to each student's role. In teaching a lesson, CCK and specific content knowledge (SCK) or knowledge of student errors and instructional tasks are essential (Araújo et al., 2017; Iserbyt et al., 2016). In line with this, prospective teachers should have the opportunity to practice implementing SE by providing field experiences closely related to SE courses (Braga & Liversedge, 2017). This can be done by having students conduct lectures using the SE implementation guided by the lecturer. However, as the season progresses, all roles are gradually involved and students help each other (Luguetti et al., 2018). Therefore, SE provides an opportunity for

students to refine and consolidate personal and social skills in demonstrating leadership, teamwork, and collaboration (Pill & Hastie, 2016).

Formal competition produces positive results, with many decisions regarding the organization within this role. This also aligns with the statement that students make many decisions; a formal competition schedule allows each team and its participants to make decisions during the season (Luguetti et al., 2018). The culminating event and festivity characteristics of the end of the SE season conclude with a final match and a festive closing ceremony with the distribution of trophies to the winners of each category. This aligns with SE requirement that all students are involved in festivities (Luguetti et al., 2018). The benefit of the role of keeping records is that all data relating to match results are properly stored for use by both OTR and ITR. In line with this, there is extensive record-keeping, such as game statistics, which can be used by coaches and participants to analyze the strengths of their own team as well as that of their opponents (Luguetti et al., 2018).

The role characteristics are essential and inseparable from learning using SE. In line with SE, students are expected to have a level of responsibility, and autonomy as required in organizational functions and in performance. This awareness makes their roles more meaningful (Luguetti et al., 2018). Furthermore, managers, journalists, coaches, and referees also need to recognize that they have a crucial role to play in the competitive element (Luguetti et al., 2018).

4.3 Student perceptions based on role involvement

The results obtained on the role of coach, manager, and player (ITR) reflect a mean of four or more. These differ from the role of referee, match recorder, and publication (OTR) which achieved a mean of less than four. This indicates that the perceptions of ITR are better compared to those of OTR as reflected in motivation (Ginanjar et al., 2021). Thus, it is contended that there is a relationship between motivation and student perception after SE instruction. However, further investigation is needed related to the correlation between motivation and student perception after SE instruction. Regarding the role of the coach, the results of student perceptions and interviews are in line with the opinion that coaches are more independent in organizing and monitoring tasks as creative problem solvers and in reflecting on their practice to focus on specific tactical skills (Araújo et al., 2017). Therefore coaches should introduce techniques and tactics gradually (Iserbyt et al., 2022). Furthermore, coaches recognize that they have an important role in the competitive element (Luguetti et al., 2018). These results reflect the achievement of common content knowledge (CCK), knowledge of the rules, techniques, and tactics necessary to perform tasks) in the implementation of SE (Araújo et al., 2017; Iserbyt et al., 2016).

The results of student perceptions and interviews regarding the manager's role align with the statements regarding the coach's role which indicate that managers recognize their important role in the competitive element (Luguetti et al., 2018). In terms of the role of the player, the results are in line with the statement that responsibility and autonomy are needed in organizational functions as well as in

performance (Luguetti et al., 2018). The results of student perceptions and interviews of the referee and publication roles, are similar to those for the coach and manager roles, and are in line with the statement that journalists and referees recognize that they have a crucial role in the competitive element (Luguetti et al., 2018). Regarding the match recorder's role, the results of student perceptions and interviews are significant for CK and PCK in implementing SE according to each student's role. This aligns with the previous comment on affiliation, which stated that "...it's difficult to understand when you're assigned a role that doesn't match your expectations". Therefore, in using SE in PT, preparations are necessary such as meeting students' needs by allocating assignments according to their roles in order not to burden them economically. A clear understanding of what each role involves also needs to be provided in advance, such as what the duties of each role are and how each task should be carried out. In addition, lecturers need guidance on evaluating and grading all the roles. Thus the importance of a preparation program for students is emphasised (Araújo et al., 2017). Therefore, it is also necessary to discuss CK and PCK according to the roles involved in SE in order to achieve CCK and SCK. Further research should examine the CK of each role involved in SE by considering the results of research on SE-CK (Araújo et al., 2017; Iserbyt et al., 2016).

4.4 Research limitations

As previously explained, it is necessary to follow up on the possibility of a relationship between student motivation and perception after attending SE courses, as well as the SE-CK role, which was not fully discussed in this study. This is because the interviews conducted were limited to examining the advantages and disadvantages after learning to use SE. Furthermore, the small number of female participants requires further investigation. The results also showed that all female students who assumed the role of players simply followed the instructions of the coach, and were given more tasks on one skill, such as splits and wheel poses. This aligns with the statement that girls generally benefit slightly less from the SE program than boys do (Farias et al., 2022). It was also noted that students were divided into fixed teams with a fixed male-female ratio (Iserbyt et al., 2022). Furthermore, female students are sometimes marginalized in SE learning (Ginanjar et al., 2021).

5. Conclusion

The results of the study concluded that there was an influence of SE gymnastics season on students' perceptions. Based on SE characteristics they were more influenced by formal competition, culminating events, keeping records, festivities, and roles. It was concluded that the roles of coaches, managers, and players were more enjoyable during the learning process using SE. Further research is recommended to investigate the possible relationship between motivation and student perceptions after training in SE and SE-CK according to roles. More in-depth interviews, and further research on female student participation using SE are necessary.

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8. Conflict of Interest

All authors declare that they have no conflict of interest.

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