

# The Effect of Sport Education Model (SEM) and Conventional Learning Model on the Active Learning Time

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**Abstract:** The research was intended to identify the effect of Sports Education Model (SEM) on the students' active learning time in health and physical education subject. The method was quasi experimental using randomized control grup posttest only design. The sample was 40 students of SMP Negeri 1 Baregbeg. 20 students were included in SEM grupu and the other 20 students wre included in conventional method using cluster random sampling. The research adopted the instrument developed by Suherman. The results of this study indicate that 1) There is a significant influence on the implementation of SEM model to increase the active learning time in health and physical education, 2) There is a significant effect of the application of conventional learning model to the increase of active learning time. 3) There is a significant effect difference between SEM and conventional model on the increase of active learning time of students in health and physical education.

## 1 INTRODUCTION

*Sport Education Model (SEM) is a physical education learning model* (W.Alexander & Curtner-Smith, Matthew, 2015). This model focuses more on competition and games. Students experience various roles, such as coaches, athletes, managers, referees or match devices, and even some as a team supporter. (Toogood & Allison, 2014)

The use of learning meodel is an effort to improve students' active learning time. All learning models are basically all good, but sometimes the teacher does not look at the concept of the curriculum goals, the availability of infrastructure, and also the motivation of the students.

SE is one of the learning model that can be used as one solution in order to increase students' active learning time. Learners are given their respective roles, so that every student is expected to be responsible for their respective roles. The most important goal of physical education is to provide students with an understanding of the importance of lifelong physical activity. Another purpose of physical education is to influence the physical, psychological and social development. Development

of intrinsic motivation, strengthen self-concept, learn for responsibility. (M.Mosston & Ashworth, 2008).

Based on the author's exposure, it is necessary to prove that the SE model in the learning process of physical education can increase the active learning time for every learner. Various teacher's efforts are done based on the character of each subject including in the application of physical education learning process(Adang Suherman, n.d.). However, the research on SEM has not much been conducted (Deenihan, McPhail, & Young, 2011)

## 2 THEORETICAL REVIEWS

*Sport Education Model (SEM) is a learning model. Siedentop discusses this model on his book "Quality PE through Positive Sport Experiences: Sport Education"*. Daryl Siedentop initially discusses SE in Commonwealth Games Conference in Brisbane, Australia in 1982

*The Sport Education Model (SEM) is a learning model that is able to provide a broad experience in the learning process to learners so that they become more enthusiastic in learning, better understanding*

of sports values, and more competent in Sports (Hartono, Suherman, & Rusdiana, 2014).

The SE learning model provides many opportunities for discussion among students. Teachers do not directly interfere with students in the field. (W.Alexander & Curtner-Smith, Matthew, 2015) Learners get a direct chance to discuss, as well as provide the widest experience to experience how real sports are. The program is planned as if the students were facing one season until the celebration of the competition.

When this type of goal is given, students learn to be independent, to make decisions about their learning process, and feel responsible for themselves and others. This is one of the basic ideas of the Spectrum, which is to divert decision-making and responsibility, step by step, from teacher to student.(M.Mosston & Ashworth, 2008).

The SE model has six key features that give sports meaning and make it an authentic experience in the context of physical education. These include: seasons, affiliations, formal competitions, peak events, notes and celebrations (Maija-kallio, 2013).

Conventional model or often referred to as the traditional model is a model of learning that is used for a long time in the physical education subject. This traditional model was also called direct instruction Teachers play an important role during the learning process, so the impression that this model arises in the field is the teacher's dominance is very clear during the learning process.

Kholik (2011) said that: "The traditional approach is characterized by teachers teaching more about non-competence concepts, the goal is that students know something rather than being able to do something, and the students listen more during the learning process. Traditional model is as a process of learning that is dominated by more teachers as a process of transferring knowledge from a teacher to students, teachers play a more active role and students tend to be more passive that acts only limited to the recipient of science only.

### 2.1 Model Comparison Table

Harotno (2014) details the difference between SEM and Conventional as in Table 1 below.

Table 1: The difference between SEM and Conventional Model.

SEM	CONVENTIONAL
Learning with skill/tactical development Learning done through team activities and closed by small game activities Warming up done by the team members Form and Application	Learning approach Skill - drill - game  Teachers as the learning sources as the facilitators  Warming up is developed and implemented in the class Learning with skill and drill training patterns (exercise rehearsal)
Skill/tactical Learning done by formal practice team the game was played either in team or individually The students and the teacher form the fair play value altogether	The form of the game leads to the real sport and the pattern of competition There is no imprint of fair play values  There is no division of students' roles and rules Learning ends with win and lose No celebration
Role/assignment distribution, role/responsibility distribution The learning process is closed by the competition/tournament The celebration and award are given after the competition ends	

### 2.2 Active Learning Time Figure

Lutan (2002, p.10) said that physical education learning process succeeds if:

- a. There are more motion learning intensity in the amount of active learning time that students devote.
- b. The time interval is relatively short so that the students can actively participate
- c. The learning process involves all students' participation and,
- d. The teachers directly involve in the learning process

## 3 METHODS

The population was 40 students of SMP Negeri 1 Baregbeg divided into two groups (20 students in the experimental group and the others are in the control group). The experimental group employed SEM and the control group used traditional model. The method

used in this study was experimental using randomized control group posttest only design.

## 4 RESULTS AND DISCUSSION

As  $t$  observed is higher than the  $t$  critical, the test has been convincingly proven significant. It means that Group A and B significantly affect the active learning time. The next test is the average test of two parties to see whether or not the results of the two groups exercise have significant differences. The first thing to do is to find out the means and standard deviation of the difference from the respective groups. Based on the analysis, it was revealed that the  $t$  observed is higher than the  $t$  critical in  $\alpha = 0.05$  df  $(n_1 + n_2 - 2) = 18$  in which  $t(1 - \frac{1}{2})$  is 2.07. As a result, it can be concluded that there is no significant effect differences.

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