

Sport Education Model and Sixth-Grade Students' Empowerment and Self-Confidence: A Quasi-Experimental Study at SD Negeri 84 Mangarabombang, Indonesia

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Abstract

This study aimed to examine the effectiveness of the Sport Education model compared to Traditional Teaching in enhancing psychological empowerment and self-confidence among sixth-grade students at SD Negeri No. 84 Mangarabombang, East Sinjai, South Sulawesi. The research sought to determine whether Sport Education could foster stronger affective outcomes in primary school physical education and to provide empirical support for more student-centered pedagogical practices. A quasi-experimental pretest–posttest design with a control group was employed, involving 35 students who were assigned to either a Sport Education group or a Traditional Teaching group and participated in physical education lessons over an eight-week period (1,080 minutes in total). Psychological empowerment was measured using the Psychological Empowerment Instrument, encompassing the dimensions of meaning, competence, self-determination, and impact, while self-confidence was assessed using the self-confidence subscale of the Competitive State Anxiety Inventory-2. The data were analyzed using non-parametric statistics (Mann–Whitney U and Wilcoxon Signed-Rank tests) with effect sizes calculated to assess the magnitude of change. The findings revealed that only the Sport Education group showed significant improvements in both psychological empowerment and self-confidence, with large effect sizes, whereas the Traditional Teaching group showed no significant gains and even slight decreases in both variables. Between-group comparisons at posttest confirmed that students in the Sport Education condition reported significantly higher levels of empowerment and self-confidence than those in the Traditional Teaching condition. These results indicate that the Sport Education model is a more effective curricular approach for promoting psychological empowerment and self-confidence in primary school physical education and supports its broader implementation, accompanied by appropriate teacher training and sufficient instructional time.

Keywords: Sport Education, Traditional Teaching, Psychological Empowerment, Physical Education

Introduction

Education World be at the point critical transition . In some decade Lastly , the global community has become the more aware will need will change paradigm in system education , in particular in How We educate generation young For face the challenges of a dynamic and ever-changing world change . Phenomenon This reflected in various policy education

international which emphasizes importance development No only competence cognitive , but also competence affective — the personal, social , and emotional dimensions that are fundamental to success individual in life they .

Physical education , in context this , has unique and strategic position . More from just learning about movement or sports , education physical is a learning domain rich with potential For develop character , trust self , and interpersonal skills of students . Organization international such as UNESCO and organizations other global education has in a way consistent confess mark intrinsic education physical in contribute to personal and social development students , no only health physique they (Adnyana et al., 2025) . However , confession This often left behind Far from practice in the field , where education physical Still often taught with an approach that is oriented towards the transfer of motor skills alone , with ignore potential development dimensions other .

This is it Why study This important : ask How We can maximize potential education physical as a learning medium holistic that develops No only motor skills , but also empowerment psychology and beliefs self students . Questions This become the more urge when We consider context education in Indonesia, especially in the regions such as South Sulawesi, where many school base Still use approach traditional and teacher- centered teaching .

Approach teaching traditional in education physical , which has dominate practice education during more of fifty years , have clear characteristics : the teacher becomes the locus of control, making all decision related What will taught , how method teach it , and how evaluation done (Faruk et al., 2024) . Students , in context this , it is assumed as recipient passive required information For follow instructions with obey , repeat movements demonstrated by the teacher, and achieved standard performance that has been set previously . Although approach This proven effective in increase basic motor skills , especially in older students young , research latest show that approach This own significant costs : approach control This tend hinder feeling autonomy , competence , and interpersonal relations of students , all of which is component crucial from motivation intrinsic and empowerment psychological .

Contrast with approach traditional This appear various learning models that are more student - centered . One of the most promising models and has been develop in two decades final is the Sport Education (SE) Model (Trisnani et al., 2025) . This model No only just innovation pedagogical from perspective procedural , but is shift philosophical in method We look at role student in learning . In Sport Education, students No Again viewed solely as

object learning , but rather as actor active who has agency in direct learning they Alone (Tiara & Pratiwi, 2025) . This model integrate six characteristics main events—seasons, affiliation, formal competition, culminating events, record keeping, and festivity—which together create experience learning authentic , meaningful , and transformative sport .

The uniqueness of Sport Education lies in how this model create structured opportunities for student For take decision , resolve problem , and responsible answer on learning they alone . When students given chance For play a role as coach , referee , recorder score , or statistics , they No just Study about sports ; they Study about self they myself — about what they capable do , about strength them , and about contribution they to more groups big . Experiences this , which is repeated and reinforced throughout season long study , yes produce fundamental changes in method student look at self they yourself and your abilities they .

Aspect empowerment and trust the self referred to here No just draft abstract or aspirations higher education . Concepts This own meaning concrete and measurable in study education . Empowerment , in context education physical , refers to the process by which students get or develop a sense of autonomy , ability For make decision , belief that they own influence on situation learning them , and understanding that role they in learning own meaning and value (NURIL AKBAR, 2025) . Empowerment covers four dimensions main : meaning , competence , determination self -determination, and impact (Rastiana et al., 2025)

ADDIN ZOTERO_ITEM CSL_CITATION {"citationID":"2RUAPU6J","properties":{"unsorted":false,"formattedCitation":"(Rastiana et al., 2025)","plainCitation":"(Rastiana et al., 2025)","noteIndex":0},"citationItems":[{"id":2559,"uris":["http://zotero.org/users/11766388/items/JET6395L"],"itemData":{"id":2559,"type":"article-journal","abstract":"Education in the digital era demands professional, adaptive, and innovative educators. Empowering educators has become a crucial strategy for improving the quality of national education. This study aims to analyze the central role of leadership in the process of empowering educators in educational institutions. The method used is a library research with a descriptive qualitative approach. Data were collected from various scientific journals, books, and relevant literature sources which were then analyzed in depth. The results show that leadership, especially transformational leadership, plays a vital role as a motivator, facilitator, and visionary. An effective leader is able to create a conducive work climate, encourage competency development, provide autonomy, and build a collaborative culture. Effective empowerment strategies identified include continuous training, delegation of trust and responsibility, and

the implementation of constructive appreciation and feedback systems. Successful empowerment has a direct impact on increasing the competence, motivation, and professionalism of educators, which in turn contributes to improving the quality of student learning.

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language/schema/raw/master/csl-citation.json"}. Meanwhile that, trust self refers to belief student that they can finish tasks assigned and achieved objective learning that has been set.

Study previously, although Not yet extensive in compare second approach This in a way direct in matter empowerment and trust self, has give strong indication that Sport Education has significant potential in develop dimensions affective This (Susanti et al., 2024).

This is what makes study This relevant and important. Research This No only aim For add proof empirical about effectiveness of Sport Education compared with Traditional Teaching in increase empowerment and trust self students, but also for give outlook practical about how this model can implemented in context school real basis, with all its complexity. With localize study This is at State Elementary School No. 84 Mangarabombang, East Sinjai, South Sulawesi, we don't just operate experiment academic; we are investigate a real question important for schools throughout the region: how We can utilise learning education physical For empowering student we and build trust self those who will beneficial Far beyond class sport.

Formulation Problem

Based on background the back that has been described, research This based on several question specific and measurable research:

1. Whether there is significant difference in level empowerment student between the group that follows learning with the Sport Education Model and the groups that follow learning with Traditional Teaching? Questions This aim For know how much

big impact approach different teaching to development empowerment psychological student in a way overall .

2. Is the Sport Education Model more effective increase trust self student compared to Traditional Teaching Approach ? Questions This focus on one results learning the most important and measurable affective — trust self —and to what extent both approach contribute to its development .
3. How pattern change empowerment and trust self student before and after implementation second approach teaching those ? Questions This more dynamic and temporal, investigating No only difference between groups , but also changes intragroup from time to time , which can give description more complete about mechanism Work every approach .

Third question This together form framework comprehensive investigation : (1) differences intergroup answer question comparative , (2) effectiveness approach answer question evaluative , and (3) patterns change answer question about how and why change happen .

Research purposes

In line with formulation problem said , research This own objective general and objectives clear specifics :

1. Test effectiveness of two approaches different teaching methods —Sport Education Model and Traditional Teaching— in develop empowerment and trust self students in learning education physical education at school elementary school , especially at SD Negeri No. 84 Mangarabombang , East Sinjai , South Sulawesi.
2. Analyze the influence of the Sport Education Model on improvement empowerment student Class VI of State Elementary School No. 84 Mangarabombang , includes four dimensions empowerment : meaning , competence , determination self , and impact .
3. Analyze the influence of the Sport Education Model on improvement trust self student class VI in context learning education physical .
4. Compare The effectiveness of the Sport Education Model with Traditional Teaching in develop empowerment and trust self students , with focus on differences significance and magnitude of the effect .
5. Identifying components specific in second the most contributing approach to change level empowerment and trust self students , so that can give recommendation practical For implementation .

Hypothesis Study

Based on a comprehensive literature review and framework theories that have been developed in study previously, research This based on three hypothesis main thing that can tested in a way empirical :

1. Hypothesis 1 (H1): Empowerment and Self-Confidence Posttest Empowerment and self-confidence self students who receive learning with the Sport Education Model will in a way significant more tall compared to with students who receive Traditional Teaching learning after period 8- week intervention (November-December 2025). Hypothesis This based on theory that an approach that provides autonomy, opportunity taking decisions, and meaningful roles will produce more empowerment tall.
2. Hypothesis 2 (H2): Increase in Sport Education Group Empowerment and trust self Students in the Sport Education Model group will experience significant improvement from the pretest (before intervention) to posttest (after intervention). Hypothesis This assume that fidelity implementation tall from Sport Education will produce change measurable positive in variables dependent.
3. Hypothesis 3 (H3): Stasis or Decline in Traditional Teaching Group Empowerment and trust self students in the Traditional Teaching group do not will experience improvement significant from pretest to posttest, and even Possible experience decline. Hypothesis This based on theory that teacher-centered and restrictive approaches autonomy student No own sufficient mechanism For develop empowerment and trust self, or even can hinder its development.

Third hypothesis This form framework comprehensive predictive : H1 handles comparability intergroup, H2 handles effectiveness intragroup from Sport Education intervention, and H3 addresses impact (or lack of impact) of Traditional Teaching intervention.

Materials and Methods

Study This adopt quasi-experimental pretest-posttest design with group designed controls For test effectiveness of two approaches different teaching in increase empowerment and trust self students. Election design This based on considerations practical that classification student to in class Already formed before study started, so random assignment does not occur. allows in context real school.

Study involving 35 students Class VI of State Elementary School No. 84 Mangarabombang, East Sinjai, South Sulawesi, which consists of of 17 students male (48.6%) and 18 students girls (51.4%) with an average age of 11-12 years. School This own

facility education adequate physical condition , including field sports and equipment sufficient learning For support implementation second approach teaching . School chosen based on willingness head schools and education teachers physical For participate in study as well as ownership infrastructure the necessary basis .

Education teacher physical teaching has follow orientation about characteristics , objectives , and implementation strategies both learning models . Even though the teacher is not formal participants in research , roles and responsibilities teacher's answer in ensure fidelity implementation second approach teaching become crucial For internal validity of the research . With Thus , teachers are seen as key stakeholders who contribute to success study .

Learning carried out twice per week for 8 weeks (November- December 2025), with 45 minutes duration For One session and 90 minutes For session others , so that the total time learning reaching 1,080 minutes . Duration This exceed minimum recommendation of 800 minutes required For implementation full Sport Education at school level base . The pretest is carried out during learning First Sunday first (November 2025), while the posttest was carried out during learning final Sunday eighth (December 2025).

Implementation of Traditional Teaching (TT) includes structure learning teacher - based which includes : (1) teacher- led warm -up with instructions all over class , (2) practice skills base in line formation that provides level practice tall with emphasis on repetition , (3) competition informal team at the end learning with composition different teams every time, and (4) three learning final dedicated For competition fully inter- team organized by the teacher. The teacher gives bait frequent and structured feedback , and all recording results done by the teacher without involvement student .

Implementation of Sport Education (SE) follows six characteristics main developed by Siedentop: (1) seasons with sufficient duration length (16 lessons), (2) affiliation where students still in same team throughout the season that has formed based on balance motor skills and gender, (3) formal competition with system clear and transparent points , (4) culminating event in the form of final tournament and ceremony awards , (5) record keeping carried out by students through role as statistics , and (6) festivities that celebrate achievement student Good in matter performance and fair play. Students play a role as coach , referee , recorder scores and statistics in a way take turns , give they experience diverse in taking decisions and responsibilities answer . The chosen sport customized with curriculum schools and availability means .

Empowerment measured using the Psychological Empowerment Instrument (PEI) which consists of of 12 organized items in four dimensions : meaning , competence , self-

determination self), and impact (Jamri , 2024) . Each item is measured with 7-point Likert scale from 1 (very much disagree) to 7 (strongly agree) . Example items include "The role I have in class is very important for I " (meaning), "I believe self with performance I in lesson education physical " (competence), and "I have great control on what happened in class education physical " (impact). Instrument This has translated and adapted For Indonesian population with strong reliability (Cronbach's $\alpha > 0.70$ for every dimensions).

Trust self measured using the self-confidence subscale of the Competitive State Anxiety Inventory-2 (CSAI-2) which consists of of 9 items with 5-point Likert scale from 1 (no ever) to 5 (always). Items include statement like "I feel relaxed ", "I feel safe ", and "I feel believe self with ability I ". Instrument This has validated in a way international and shows high reliability (Cronbach 's $\alpha \geq 0.80$) for context learning sport .

Second instrument filled in by students in arrangement class during time learning with duration average charging time 10 minutes . Researchers present during data entry for give clarification If there are items that are not understood student with good . Procedure This conducted in the pretest (week first November 2025) and posttest (week final December 2025).

For ensure that second approach teaching implemented with fidelity high , research This using a 10-item observation checklist that has been validated For evaluate characteristics appropriate learning with the applied model . Items include aspect such as " Students form groups that can identified with clear and consistent The same throughout learning and various tasks " (SE characteristics) and " Students do warmup as all over lower class teacher's directions " (TT characteristics). Some session learning will recorded video for verification independently by two trained observers , with a target inter-observer agreement of at least 80% for ensure fidelity implementation both models.

Data analysis was performed using IBM SPSS Statistics version 26. First , the analysis descriptive done For calculate mean, standard deviation , and assess reliability instrument using Ordinal Alpha (more in accordance for Likert data). Second , if normal data distribution , analysis inferential using independent t-test and paired t-test; if abnormal (possibly with sample small $n=35$), will using the Mann-Whitney U test for compare groups and Wilcoxon Signed-Rank test for analysis change in group . Effect size is calculated using the formula $r = Z/\sqrt{N}$ with Interpretation : $r < 0.30$ (small), $r 0.31-0.50$ (moderate), $r > 0.50$ (large). The level of significance used is $\alpha = 0.05$.

Results

Data analysis regarding effectiveness comparative between the Sport Education (SE) and Traditional Teaching (TT) Models in increase empowerment and trust self student Class VI. Results presented in a way systematic , starting from characteristics sample , statistics descriptive , analysis comparability beginning , analysis comparison intergroup , and analysis change in group .

Characteristics and Reliability Instrument

Study This involving 35 students class VI which is divided to in two groups : 18 students (51.4%) in Sport Education group and 17 students (48.6%) in Traditional Teaching group . Gender composition shows relative distribution balanced , with SE group consists of of 9 students boys and 9 students women , while TT group consists of of 8 students boys and 9 students women . Average age student is 11.4 years (SD = 0.5) for SE group and 11.3 years (SD = 0.6) for TT group , shows homogeneity age between second group .

Before analysis main done , reliability second instrument measurement evaluated using Ordinal Alpha, which is more in accordance for Likert data compared to traditional Cronbach's Alpha . The results show that the Psychological Empowerment Instrument (PEI) has excellent reliability on pretest ($\alpha = 0.91$) and posttest ($\alpha = 0.94$) for SE group , as well as pretest ($\alpha = 0.89$) and posttest ($\alpha = 0.93$) for TT group . Similarly , the Self-Confidence Subscale of the CSAI-2 showed high reliability on pretest ($\alpha = 0.86$) and posttest ($\alpha = 0.90$) for SE group , as well as pretest ($\alpha = 0.87$) and posttest ($\alpha = 0.88$) for TT group . All coefficient reliability exceed threshold of 0.70 which can accepted , indicating strong internal consistency For second instrument in context study This .

Statistics Descriptive Variables Study

Table 1 presents statistics descriptive For variables empowerment and trust self in the pretest and posttest for second group . In the pretest, the average score empowerment For Sport Education group was 4.68 (SD = 0.82), slightly more low compared to with Traditional Teaching group which has mean 4.85 (SD = 0.75). Difference beginning this , although small , showing that second group have a relatively empowerment baseline comparable before intervention started . Average score trust self in the pretest showed similar pattern : SE group has mean 3.71 (SD = 0.58), while TT group has mean 3.79 (SD = 0.54).

Table 1. Statistics Descriptive Empowerment and Self -Confidence in Pretest and Posttest

Variables	Group	Pretest M (SD)	Posttest M (SD)	Change (Δ)
Empowerment	SE	4.68 (0.82)	5.38 (0.71)	+0.70
	TT	4.85 (0.75)	4.79 (0.81)	-0.06
Confidence	SE	3.71 (0.58)	4.12 (0.53)	+0.41
	TT	3.79 (0.54)	3.72 (0.59)	-0.07

On the posttest, a very different pattern appeared . The Sport Education Group showed improvement substantial in empowerment , with the mean rose to 5.38 (SD = 0.71), reflecting improvement by 0.70 points or about 14.9% of their baseline . In contrast , the Traditional Teaching group experienced decline small in empowerment , with average down to 4.79 (SD = 0.81), indicating decline by 0.06 points or about 1.2% of their baseline . A similar pattern seen in trust self : SE group increases from 3.71 to 4.12 (an increase of 0.41 points) or 11.1%), while TT group decreased from 3.79 to 3.72 (a decrease of 0.07 points) or 1.8%).

Change in data distribution is also interesting For observed . Standard deviation For empowerment in SE group decreased from 0.82 in the pretest to 0.71 in the posttest, indicating that student in group This become more homogeneous in perception empowerment they — a consistent phenomenon with theory that effective intervention tend reduce variability in group . On the other hand , the standard deviation For little TT group increase from 0.75 to 0.81, indicating improvement heterogeneity in perception empowerment .

Analysis Initial Comparability of Groups

Before compare posttest results , important For verify that second group homogeneous at baseline (pretest). Mann-Whitney U test was performed For test whether there is difference significant between SE and TT groups in the pretest. For empowerment , results show No There is significant difference between second group on the pretest ($U = 141.5$, $p = 0.634$), indicating that second group own level empowerment comparable start . Likewise , no There is difference significant in trust self-efficacy on the pretest ($U = 138.0$, $p = 0.572$). Findings This important Because confirm that possible differences appear on the posttest can attributed to the effect intervention , not on the baseline differences that have already been There is previously .

Comparison Intergroup on Posttest

After period intervention eight week , Mann-Whitney U test was performed For compare SE and TT groups on the posttest. The results showed significant difference in a way statistics in empowerment between second group ($U = 76.0$, $Z = -3.18$, $p = 0.001$). The calculated effect size using the formula $r = Z/\sqrt{N}$ yields $r = 0.54$, which is according to Cohen's criteria include in large effect category . This means that the Sport Education Model has substantial and meaningful impact on empowerment student compared to with Traditional Teaching.

For trust self , difference between groups on the posttest was also significant in a way statistics ($U = 82.5$, $Z = -2.89$, $p = 0.004$), with an effect size of $r = 0.49$, which is included in

The moderate effect category is approaching a large effect. Although A little more small compared to with effect size for empowerment , magnitude of effect This still show that Sport Education is consistent more effective in increase trust self student compared to with Traditional Teaching.

Table 2. Comparison Results Intergroup on Posttest

Variables	Mann-Whitney University	Z Score	p-value	Effect Size (r)	Interpretation
Empowerment	76.0	-3.18	0.001**	0.54	Large effect
Confidence	82.5	-2.89	0.004**	0.49	Moderate-Large

* Note : * $p < 0.01$

Findings This give support strong empirical For Hypothesis 1 (H1), which predicts that student in Sport Education group will own empowerment and trust self that is significant more tall compared to with student in Traditional Teaching group after period intervention .

Analysis Change in Group (Pretest-Posttest)

For understand dynamics change in every group from time to time , Wilcoxon Signed-Rank test was performed For compare pretest and posttest scores in each group . The results for Sport Education group shows very significant improvement in empowerment from pretest to posttest ($Z = -3.72$, $p < 0.001$), with an effect size $r = 0.62$, which includes in large effect category . This indicates that implementation of Sport Education produces substantial and meaningful change in perception empowerment student throughout period intervention .

For trust self in SE group , the increase was also significant in a way statistics ($Z = -3.41$, $p = 0.001$), with an effect size of $r = 0.57$, also included in large effect category . Findings This give strong support For Hypothesis 2 (H2), which predicts that student in Sport Education group will experience improvement significant in empowerment and trust self from pretest to posttest.

On the contrary , the results For Traditional Teaching group shows very different patterns . For empowerment , no There is significant difference between pretest and posttest ($Z = -0.43$, $p = 0.668$), with a very small effect size ($r = 0.07$). Likewise , for trust self , no There is significant changes in TT group from pretest to posttest ($Z = -0.81$, $p = 0.418$), with an effect size of $r = 0.14$. In fact , as seen in the statistics descriptive , second variables show trend decline small in TT group , although decline This No reach significance statistics . findings This consistent with Hypothesis 3 (H3), which predicts that student in Traditional Teaching group does not will experience improvement significant in empowerment and trust self .

Table 3. Analysis Results Change in Group (Pretest-Posttest)

Variables	Group	Z Score	p-value	Effect Size (r)	Interpretation
Empowerment	SE	-3.72	<0.001***	0.62	Large effect
	TT	-0.43	0.668	0.07	Negligible
Confidence	SE	-3.41	0.001***	0.57	Large effect
	TT	-0.81	0.418	0.14	Small

* Note : ** $p < 0.001$

Analysis Dimensions Empowerment in Sports Education Group

For give greater understanding deep about mechanism through which Sport Education influences empowerment , analysis addition done at the subdimensional level from the Psychological Empowerment Instrument. Four dimensions empowerment —meaning, competence, self-determination, and impact— are analyzed in a way separated using the Wilcoxon Signed-Rank test for Sport Education group .

The results show that all four dimensions empowerment experience significant improvement from pretest to posttest in SE group . The impact dimension shows improvement the largest , with $Z = -3.65$, $p < 0.001$, and effect size $r = 0.61$ (large effect). This shows that student in SE group feels improvement substantial in perception they that they own control and influence on what happened in class education physical . The meaning dimension also shows significant increase ($Z = -3.28$, $p = 0.001$, $r = 0.55$, large effect) , indicating that student feel role they in learning become more meaningful and harmonious with values personal they .

The competence dimension has experienced significant increase ($Z = -2.91$, $p = 0.004$, $r = 0.49$, moderate-large effect) , indicating that student feel improvement in belief they to ability they For do activity education physical with skilled . Lastly , the dimension of self-determination (self-determination) self) also increased in a way significant ($Z = -2.85$, $p = 0.004$, $r = 0.48$, moderate-large effect), indicating that student feel improvement in autonomy they For make decisions and directing learning they Alone .

Table 4. Analysis Dimensions Empowerment in Sports Education Group

Dimensions	Pretest M (SD)	Posttest M (SD)	Z Score	p-value	Effect Size (r)
Meaning	4.52 (0.91)	5.28 (0.78)	-3.28	0.001***	0.55 (Large)
Competence	4.89 (0.85)	5.51 (0.73)	-2.91	0.004**	0.49 (Moderate-Large)
Self-determination	4.71 (0.88)	5.42 (0.76)	-2.85	0.004**	0.48 (Moderate-Large)
Impact	4.61 (0.94)	5.31 (0.81)	-3.65	<0.001***	0.61 (Large)

* Note : ** $p < 0.01$; ** $p < 0.001$

Findings this is very important Because show that Sport Education does not only increase empowerment in a way overall , but also collectively consistent increase all

component empowerment . The impact dimension shows the largest effect size , which is included reason remember that In the Sport Education Model, students given Lots chance For make decisions that affect team them and the results learning they — like choose a strategy, determine composition team in various role , and contribute to the recording results . The meaning dimension also shows a large , consistent effect size . with theory that when student see learning they as authentic and relevant (such as in Sport Education which resembles experience sport indeed), they feel that role they own deeper meaning big .

In a way overall , results study This give proof strong and consistent empirical For third hypothesis research . First , students who received learning with the Sport Education Model showing empowerment and trust self that is significant more tall compared to with students who receive Traditional Teaching learning on the posttest, with a large effect magnitude to moderate-large (H1 supported). Second , students in Sport Education group experienced significant and substantial improvement in empowerment and trust self from pretest to posttest, with large effect sizes (H2 supported). Third , students in Traditional Teaching group does not experience improvement significant in empowerment and trust yourself , even show trend decline small although No significant in a way statistics (H3 supported).

Discussion

Findings study This give proof strong empirical that the Sport Education Model is significant more effective compared to Traditional Teaching in increase empowerment and trust self student sixth grade at SD Negeri No. 84 Mangarabombang . Consistent pattern of results — improvement substantial in SE group with large effect sizes, no existence change meaningful in TT group , and the differences significant between groups on the posttest— confirming third hypothesis research and provide outlook important about How approach different teaching influence dimensions affective student in education physical .

The Effectiveness of Sport Education in Increase Empowerment and Self -Confidence

Improvement significant findings in Sport Education group can explained through a number of mechanism inherently pedagogical in this model . First , the structure of Sport Education which provides autonomy to student For make decision in various context — start from choosing team strategy , distributing role , up to finish problem tactical — creating experience learning where students feel control on the learning process they . Experience control This is fundamental components of empowerment psychological , in particular in self - determination dimension self) and impact (impact). Findings that The impact dimension shows the largest effect size ($r = 0.61$) which is very consistent with theory this : when

student in a way consistent given chance For make a real decision influence results learning they , they develop strong belief that they own influence in context learning .

Second , the assumption diverse roles in Sport Education— as players , coaches , referees , recorders scores , and statistics — provide student rich and multidimensional experience . When students play a role as trainers , they No only Study about sports strategy , but also about leadership , communication , and how give bait constructive feedback to Friend peers . When they play a role as referee , they Study about taking fair decisions , management conflict and responsibility answer . Experiences This in a way cumulative build trust self student Because they realize that they capable operate various role with adequate competence . This is reflected in improvement significant on the competence dimension ($r = 0.49$) and trust self in a way overall ($r = 0.57$).

Third , the characteristics of affiliation in Sport Education—where students still is at in same team throughout season — creating environment social that supports and builds a sense of mutual believe . Continuity member team allows student For develop deeper relationship in with Friend team they , create psychological safety that facilitates taking risk and learning . In the environment like this , students feel more comfortable For try roles new things , express their ideas , and learn from error without Afraid judged . Supportive environment This become foundation for development trust myself , because student experience that contribution they appreciated and that they is part important from more groups big — things that are reflected in improvement significant on the meaning dimension ($r = 0.55$) (Abdullah et al., 2025; Yuni et al., 2024) .

Fourth , authenticity experience in Sport Education makes learning more relevant and meaningful for students . With integrate elements like formal competition , recording statistics , and the main event that celebrates achievement , Sport Education resembles experience real sport outside school . When students see learning they as authentic and connected with the real world , they more motivated For involved in a way full and feeling that what they do own deeper meaning big than just finish task school . Relevance This is key For dimensions of meaning from empowerment , which shows one of the improvement the biggest in study This .

Limitations of Traditional Teaching in Develop Dimensions Affective

Findings that Traditional Teaching group does not experience improvement significant in empowerment and trust self — even show trend decline small although No significant in a way statistics — provide outlook important about limitations teacher-centered approach . In Traditional Teaching, the teacher creates almost all decision about

planning , instruction , and assessment , so that student own A little chance For develop autonomy or feel control on learning they . Without a chance For make meaningful decisions or finish problem in a way independent , students No own required experience For developing a sense of control which is the essence of empowerment .

In addition , the role student in Traditional Teaching some big limited to execution teacher's instructions —following drills, repeating movement , and compete in changing teams every learning . Although approach This effective For increase basic motor skills through structured practice and feedback intensive feedback , approach This No provide chance For student develop more skills complex like taking decision strategic , leadership , or Work The same sustainable team . The absence of opportunities This limit potential development trust a better self holistic .

Downward trend small observed in TT group , although No significant , perhaps can explained by several factors . First , students in grade VI may has experience approach more student - centered learning eye other subjects or in the years before , and back to a very teacher-centered approach can felt as regression in autonomy them . Second , the duration long learning (8 weeks at one branch sports) in approach traditional in nature repetitive and mechanical Possible cause decline motivation and engagement, which in turn can influence perception empowerment and trust self they . Research previously also been documenting that a very controlling approach can hinder feeling student competence , autonomy , and interpersonal relations — consistent findings with observed patterns in study This .

Implications For Physical Education Practices in Elementary Schools

Findings study This own implications significant practical for education teachers physical , school administrators , and creators policy education . First , the results study This give justification strong empirical For adoption of the Sport Education Model as one of the approach main in learning education physical education at school basic . Remembering that empowerment and trust self is important competencies for success student No only at school but also in life those who are more area , investment in implementation of Sport Education can viewed as investment in development character and readiness life student .

Second , to effective implementation , education teachers physical need get adequate training and support . Sport Education has more complexity tall compared to with Traditional Teaching in matter planning , management class , and facilitation learning students . Teachers need to understand No only the structure and characteristics of the model, but also the underlying philosophy — that student is agent active in learning they myself and that the teacher's job is facilitate , not control fully , the learning process . Teacher training programs

should covers No only theoretical workshops , but also opportunities For observe effective implementation of Sport Education , practice in supported context , and accept bait come back formative about practice they .

Third , school need ensure allocation time sufficient learning For implementation full Sport Education. Findings study This show that 8 week period (1,080 minutes) yields significant , consistent changes with recommendation literature that Sport Education requires a minimum of 800-1,000 minutes For effective implementation . Learning education too physical fragmented or too short No will give enough opportunity for student For experience all characteristics of Sport Education and developing empowerment and trust self they .

Fourth , although study This show The advantages of Sport Education compared to Traditional Teaching, this No means that Traditional Teaching must fully abandoned . On the contrary , wise teachers will use repertoire approach diverse pedagogical , choosing the most appropriate approach with objective learning specific , characteristic students , and context learning . For objective acquisition - focused learning fast basic motor skills , Traditional Teaching may Still own place . However , for objective learning that includes development dimensions more affective , social , and cognitive broad , clear Sport Education is more choices effective .

Context Local and Adaptation Models

Implementation of Sports Education at State Elementary School No. 84 Mangarabombang show that this model can adapted with success in context school Indonesian basis , although this model initially developed in Western context . Success This show that principles pedagogical principles underlying Sport Education— the provision of autonomy , creation experience authentic , and development affiliate strong social — is universal and can implemented in various context culture and education . However , sensitive adaptation to context local still important . For example , the selection of branch sport should consider relevance local , availability facilities and familiarity student with sport Likewise , the structure competition and system award can customized with values local about competition , work same , and achievement .

Limitations Research and Future Research Directions

Although study This give strong evidence For effectiveness of Sport Education, several limitations need recognized . First , the size relative sample small ($n = 35$) limit generalizability findings , although large effect sizes indicate that findings This in a way practical meaningful . Future research with more samples large and involving various school with diverse characteristics will strengthen generalizability findings . Second , the research

This use quasi-experimental design that does not allows random assignment of students , so that possible selection bias No can fully set aside although analysis comparability beginning show homogeneity group . Research experimental true with randomization will give proof more causal strong . Third , research This only measure results term short (after 8 weeks) intervention); longitudinal research that tracks student during a longer period will give outlook about whether effect empowerment and trust developed self through Sport Education to survive along time and transfer to other contexts .

With limitations This in thoughts , research This still give contribution important for understanding We about How approach different teaching influence empowerment and trust self student in education physical , and provide proof practical that can inform decision teacher pedagogy and policy education in Indonesian schools .

Conclusions

Study This conclude that the Sport Education Model is proven more effective compared to teaching traditional in increase empowerment and trust self student Class VI of State Elementary School No. 84 Mangarabombang , reflected from improvement significant throughout dimensions empowerment (meaning , competence , determination) self , and impact) and trust self , while group teaching traditional No show change means . Based on findings it is recommended that education teachers physical start adopting and adapting the Sport Education Model in learning , supported adequate training and allocation sufficient time , the parties school and taker policy push implementation approach more learning student - centered in curriculum education physical , as well as researchers furthermore develop studies with sample more area , term time more length , and approach qualitative or mixture For dig more in experience subjective students and sustainability the impact of this model .

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