

The Effect of Sport Education Season Futsal on College Student Sport Orientation

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Received April 5, 2023; Revised July 4, 2023; Accepted July 20, 2023

Cite This Paper in the Following Citation Styles

(a): [1] Agi Ginanjar, Riki Ramadhan, Fauzan Effendy, Yudhi Kharisma, Nur Mahfuzah Agustin, "The Effect of Sport Education Season Futsal on College Student Sport Orientation," *International Journal of Human Movement and Sports Sciences*, Vol. 11, No. 4, pp. 914 - 925, 2023. DOI: 10.13189/saj.2023.110428.

(b): Agi Ginanjar, Riki Ramadhan, Fauzan Effendy, Yudhi Kharisma, Nur Mahfuzah Agustin (2023). *The Effect of Sport Education Season Futsal on College Student Sport Orientation*. *International Journal of Human Movement and Sports Sciences*, 11(4), 914 - 925. DOI: 10.13189/saj.2023.110428.

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Abstract Learning that uses competitive activities, consciously or unconsciously students will give their best performance. Students who win will feel happy and those who lose will feel disappointed. Thus, competitive activities will have positive and negative impacts. However, if students do not have a competitive experience in learning, they may not be ready to face the next life which is full of competition, such as in learning achievement, finding a job later, cheating in life, and many more challenges that they will face in the future. This study aimed to determine the overall level of sports orientation of students "In team roles" and to find out before and after using SE in sports orientation. The research method used an experimental research method with a one-group pretest-posttest design. 35 students were participating in one of the eastern colleges in West Java, Indonesia. The research instrument used the Sport Orientation Questionnaire. The data analysis techniques used statistical descriptions and paired sample t-tests. The study results concluded that SE provides a sense of security in the learning process with competitive activities in achieving sport orientation which is more oriented towards goal orientation. SE as much as possible is used in lectures for college students in physical education and sports programs that used a variety of sports.

Keywords Sport Education, Sport Orientation, College

1. Introduction

Learning that uses student competitive activities will give the best performance. The results of the competition will experience joy when you win or disappointment when you lose [1]. Thus, competition activities can provide positive and negative results. Students who win will feel increased self-esteem, motivation, and confidence, and want to re-participate in the next competition activity. Competition winners may experience an increase in self-esteem to motivate them to participate in further competition activities [2]. Students who lose will feel sad, and disappointed, decreased self-esteem, decreased motivation, lost confidence, labelled as a loser. Students who lose in competition may experience decreased self-esteem and self-confidence [2-5]. However, if students do not have competitive experience in learning, they may not be ready to face the next life which is full of competition, such as in learning achievement, finding a job later, cheating in life, and many more challenges that they will face in the future. The advantages of competition will increase sportsmanship, moral development, and motivation, and prepare students for the real world [4, 5]. In competitive activities, not only players are involved. There are other roles such as a coach who trains each player to participate in competitive activities, and a team manager who takes care of all the team's needs in training and competing. The referee is in charge of the match. A statistician summarizes the results of every minute of the game such as goal scorers, substitutions, fouls, red cards,

yellow cards, and so on in football. A match broadcaster provides information to the audience when the match is about to take place, in progress, and after the match is over. Journalists publish the results of each match for publication in the newspapers. Therefore, in competitive activities, it is not only the players who have the most important role in carrying out the match, but other roles also help in the creation of competitive activities. Because sport is now a business that is growing rapidly as an industry, not only players can become a profession but other roles can also be turned into a profession. Therefore, it is necessary to provide students with learning to use safe competition in accordance with the development of children in following the learning process.

Competition activities in learning are based on the views or attitudes of these students in participating in the learning process for achievement. Achievement behavior, especially competitive achievement behavior is one of the most prominent features of sports and sports activities [6]. Sports achievement construction and behavior should use sport-specific achievement orientation measures. For this reason, in measuring sports achievement, sport orientation can be used. Sport orientation is one of the most important factors to measure a person's differences in sports achievement [7,8]. Furthermore, sport orientation is related to a person's competence and confidence in the future [9–12].

Sport orientation has multidimensional achievements consisting of competitiveness, winning orientation, and goal orientation [6], which was developed using the Sport Orientation Questionnaire (SOQ). Competitiveness consistently distinguishes someone in competitive activities. Competitiveness is defined as the desire to enter and strive for success in sports competitions, which has a strong influence on entering competitive sports situations [6]. In contrast to competitiveness, winning orientation and goal orientation seems to have less effects on the choice to enter a sports competition situation. Highly competitive individuals who enjoy sporting competition and strive for sporting achievement may also be oriented towards winning orientation, goal orientation, or both, so competitiveness is the most important variable in the discriminant analysis [6]. Winning orientation is defined as a person's basis for success that depends on winning as a result while goal orientation is more about the specification of certain goals that distinguish individuals in setting the outcome [13]. At this time, SOQ has been widely used in measuring the sport orientation of various sports [13–20].

However, the learning process is different from what happens in sports in general. Thus, learning requires a special sport orientation to learning, in line with the statement that the measurement of sport orientation is adjusted to different goals and approaches [9]. Several studies in Indonesia have validated sport orientation in junior high schools [21, 22], high schools [23], and colleges [24]. Learning at junior high school with competitive activities is more about achieving goal orientation, winning

orientation, and competitiveness [21] in team sports in contrast to the achievements in individual sports, which are more about competitiveness, goal orientation, and winning orientation [21]. This difference can be because, in team sports, students are more based on common goals in dealing with learning, which in the end there are different competitive activities with individual sports which are more independent in achieving achievements in sports.

Sport Education (SE) is a curriculum model that uses competitive activities at the end of learning or called the season in various sports activities. Students involved in SE will become literate, enthusiastic, and competent sportspeople through the six characteristics of SE: seasons, affiliation, formal competition, culminating event, keeping records, and festivity [25]. SE is designed to provide children with developmentally appropriate competition [26]. In the development of SE, at the end of the season, there are competitive activities that can provide a sense of security in learning [1]. SE provides a positive model for teaching children through appropriate competition; if taught properly, competition provides students with a safe and supportive learning environment [1]. SE has been suggested whether it has a positive or negative impact on students' sports behavior [27–29], this can also lead to student behavior in participating in SE with competition activities in achieving sports achievements. The behavior that occurs during the use of SE is that male students do whatever it takes to win and students who have had competitive experiences outside of learning are also the same [30]. In addition, the role of a coach also always wants his team to win [30].

In Indonesia, SE is a new thing and has not been extensively investigated, especially in colleges. The search results show that lectures that use SE can bring up character values such as fairness, honesty, orderliness, rule-abiding, friendliness, mutual respect, caring, togetherness, responsibility, daring to take risks, and others [31]. In addition, the level of motivation of college students using SE futsal for "In the team roles" and "Out the team roles" students [32], is in line with SE in college students in China about motivation [33]. Meanwhile, SE, which is seen from sports achievements with competition activities at the end of the new season, is carried out in junior high schools [21]. The purpose of this study was to find out the overall level of student sport orientation "In the team roles" and to find out the before and after using SE in sports orientation, in line with the opinion of Hastie et.al to discuss the need for a detailed investigation of team composition [34].

2. Materials and Methods

2.1. Participants and Setting

The research method used is an experiment with a one-group pretest-posttest design. The participants were 35 college students at one of the colleges in the eastern province of West Java, Indonesia. All participants are 7th-

semester college students using SE futsal with three phases: skill/tactical development, inter/intra-team games with practice, and postseason as many as 15 lessons with 100 minutes of learning time once a week (see Table 1 & section Sports Education Seasons). For information, they already have learning experiences using the teaching model in PE following the teaching model procedures Metzler in semester 5 [35–37]. Based on the research objectives, in this study participants only took data that acted as "in the team roles" (see section Sport Education Seasons), thus only 27 college students were used. 27 college students filled out questionnaires at the beginning of the lecture and during the SE futsal season. They ended up filling out the questionnaire.

2.2. Sport Education Seasons

The SE program used in this study uses three phases: skill / tactical development, inter / intra team games with practices, and postseason [38], by using a combination of various models of teaching namely direct instruction, cooperative, and peer [22] (see Table 1). In the skill / tactical development phase, the emphasis is on the ability of the sports movement skills to be used, at this phase using Direct Instruction (DI) and cooperative type Student Team Achievement Division (STAD) [21, 22]. The DI teaching and learning process outlines the initial stages of student practice, and this stage leads directly to the practice segment thus students take the initial steps towards proficiency, feedback and correctives. In this stage, the teacher checks students' understanding regarding the practice that has been done to ensure that the student moves on. Independent practice, after the teacher is sure students can be proficient in the basics, the teacher can plan for students to practice more independently. STAD in general passes the stages of the teacher and allows all teams to work together to carry out the tasks and show their best results through a test and record the results. The teacher conducts discussions and explanations about various alternatives to improve group scores. The teacher gives a second chance to all the teams to work together to practice increasing the score followed by a retest to find out the improvement. The teacher gives an assessment of the success of the team based on the score of the acquisition of the second test minus the score of the acquisition of the first. In the inter/intra team games with practices phase, it emphasizes competition within the team to face inter-team matches at a later stage. In this phase, cooperative type Teams Games Tournaments (TGT) is used wherein TGT there are inter-team and intra-team matches; peer is used for students who have good skills (the results of intra-team matches in the group) and training students who lack a good ability [21, 22]. The TGT teaching and learning process, in general, goes through the stages of each group or team conducting training and selection of members, playing inter-team games (for example, the best 5 from each team are contested with the best 5 from the other teams), training and doing intra-team games. The final phase or called the

postseason is a reflection of the previous stages, and this is the end of the teaching season using competition between teams with a tournament [21, 22].

Context is different from SE offered by Siedentop et al. [26], because participants use college students, and researchers focus more on roles according to the roles acquired by college students according to the original official competition. Thus, SE is like a pure futsal competition with various roles involved in the futsal competition being held. Broadly speaking, the coach has the role of training and preparing players for the competition. The manager is in charge of preparing the needs and equipment of the team. The referee makes the rules for the match up to the form of competition that will be used. The scorekeeper is in charge of making match sheets, line-up sheets of players in competition matches, and recording the results of competitive matches. Publications record all activities like a real reporter thus the event runs lively and becomes an announcer during matches. Thus, during the research, each role is focused on its respective task. College students who are involved in a research team call it "in the team roles" and students who are not involved in a research team call it "out the team roles". The division of roles according to the characteristics of the SE is divided into three teams (team A, team B, and team C). Each team consists of one coach, one manager, and seven players including the team captain which means "in the team roles". Thus, the role of the coach, manager, and player means being involved "in the team roles". Two people act as referees, three people as match recorders, and three people as publications which means being involved in "out the team roles", for content differences between the SE used and SE according to Siedentop et al. [26]. In addition, there was also a technical meeting in the postseason phase in the 11th lesson on the results of the collective agreement regarding the official futsal competition rules (see Table 2).

2.3. Model Fidelity

The three phases are based on the work of Perlman [38, 39], verified at two-time points in planning and implementation with a reliability of 0.96 in planning and 0.92 in implementation. There are two independent experts in the field of physical education teacher education with specific expertise in the model of teaching. Each expert evaluated the unit and daily lessons using a check sheet designed from the work of Perlman [39] and Ko et al. [40] (see Table 3). The SE benchmark observation sheet that was designed includes six SE characteristics: seasons, affiliation, formal competition, culminating event, keeping records, and festivity [25]. The evaluation is carried out at the point of the lesson that is considered the most important according to the research needs, this is related to the time constraints of the experts. The results obtained with the interrater reliability of 0.94 in planning and 0.73 in implementation [22].

Table 1. SE Futsal

| Fase | Lesson | SE Futsal |
|---------------------------------------|--------|--|
| Skill/tactical development | 1 | DI <ul style="list-style-type: none"> • Introduction and selection of futsal • Identify the roles to be used • Team selection and team name • Selection of roles • Role rules and role contracts |
| | 2 | DI/STAD <p>In the team roles</p> <ul style="list-style-type: none"> • Team practice • Passing <p>Out of the team roles</p> <ul style="list-style-type: none"> • Referee = making game rules • Match recorder = creating a matching chart • Referees and match recorders coordinate with each other • Publication = recording activities such as team training, the performance of referees and match recorders, making news |
| | 3 | DI/STAD <p>In the team roles</p> <ul style="list-style-type: none"> • Team practice • Dribbling <p>Out of the team roles</p> <ul style="list-style-type: none"> • Referee = making game rules • Match recorder = creating a matching chart • Referees and match recorders coordinate with each other • Publication = recording activities such as team training, the performance of referees and match recorders, making news |
| | 4 | DI/STAD <p>In the team roles</p> <ul style="list-style-type: none"> • Team practice • Dribbling <p>Out of the team roles</p> <ul style="list-style-type: none"> • Referee = making game rules • Match recorder = creating a matching chart • Referees and match recorders coordinate with each other • Publication = recording activities such as team training, the performance of referees and match recorders, making news |
| | 5 | DI/STAD <p>In the team roles</p> <ul style="list-style-type: none"> • Team practice • Dribbling <p>Out of the team roles</p> <ul style="list-style-type: none"> • Referee = making game rules • Match recorder = creating a matching chart • Referees and match recorders coordinate with each other • Publication = recording activities such as: team training, performance of referees and match recorders, making news |
| Inter/intra team games with practices | 6 | DI/TGT <p>In the team roles</p> <ul style="list-style-type: none"> • Team practice • Regular season (3vs3) <p>Out of the team roles</p> <ul style="list-style-type: none"> • Referee = making game rules • Match recorder = creating a matching chart • Referees and match recorders coordinate with each other • Publication = recording activities such as team training, the performance of referees and match recorders, making news |

Table 1 continued

| | | |
|------------|----|--|
| | 7 | DI/TGT In the team roles <ul style="list-style-type: none"> • Team practice • Regular season (3vs3) Out of the team roles <ul style="list-style-type: none"> • Referee = making game rules • Match recorder = creating a matching chart • Referees and match recorders coordinate with each other • Publication = recording activities such as: team training, performance of referees and match recorders, making news |
| | 8 | DI/TGT In the team roles <ul style="list-style-type: none"> • Team practice • Regular season (3vs3) Out the team roles <ul style="list-style-type: none"> • Referee = making game rules • Match recorder = creating a match chart • Referees and match recorders coordinate with each other • Publication = recording activities such as: team training, performance of referees and match recorders, making news |
| | 9 | DI/TGT In the team roles <ul style="list-style-type: none"> • Team practice • Regular season (3vs3) Out of the team roles <ul style="list-style-type: none"> • Referee = making game rules • Match recorder = creating a matching chart • Referees and match recorders coordinate with each other • Publication = recording activities such as: team training, the performance of referees and match recorders, making news |
| | 10 | DI/TGT In the team roles <ul style="list-style-type: none"> • Team practice • Regular season (3vs3) Out of the team roles <ul style="list-style-type: none"> • Referee = making game rules • Match recorder = creating a matching chart • Referees and match recorders coordinate with each other • Publication = recording activities such as: team training, the performance of referees and match recorders, making news |
| Postseason | 11 | Technical meeting |
| | 12 | Post-season Tournament |
| | 13 | Post-season Tournament |
| | 14 | Post-season Tournament |
| | 15 | <ul style="list-style-type: none"> • Post-season Tournament • Final • Awards ceremony |

Table 2. Difference in SE content

| SE Treatment | SE Siedentop, Hastie, and Mars (2011) |
|---|--|
| Participants already have their own roles from the start to the end of the season | Students do not yet have a fixed role from the start to the end of the season. |
| The lecturer and all participants discuss choosing a role according to the interests and agreement of all participants (all participants as a sports board at first) | Teachers usually appoint or elect a sports board |
| Lecturers and all participants plan the season in each lesson and the participants out the team roles become a sports board related to the competition at the end of the SE season. | The selected sports teacher and board make a season plan on each lesson by making sports board plans |
| There are two differences in the division of roles that can be indicated, in the team roles (coaches, managers, and players) and out the team roles (referees, match recorders, and publications). Thus, there is no role change during the SE season | The team memberships in roles can change to ensure the skills of team members in facing competition. Each team member contributes in a player role, in duty-team roles, and in whatever role is played within the team. So there are the term non-playing roles. |
| There is a technical meeting for the tournament. Out of the team roles as tournament committee and in the team roles as tournament participants | There is no technical meeting for the tournament |

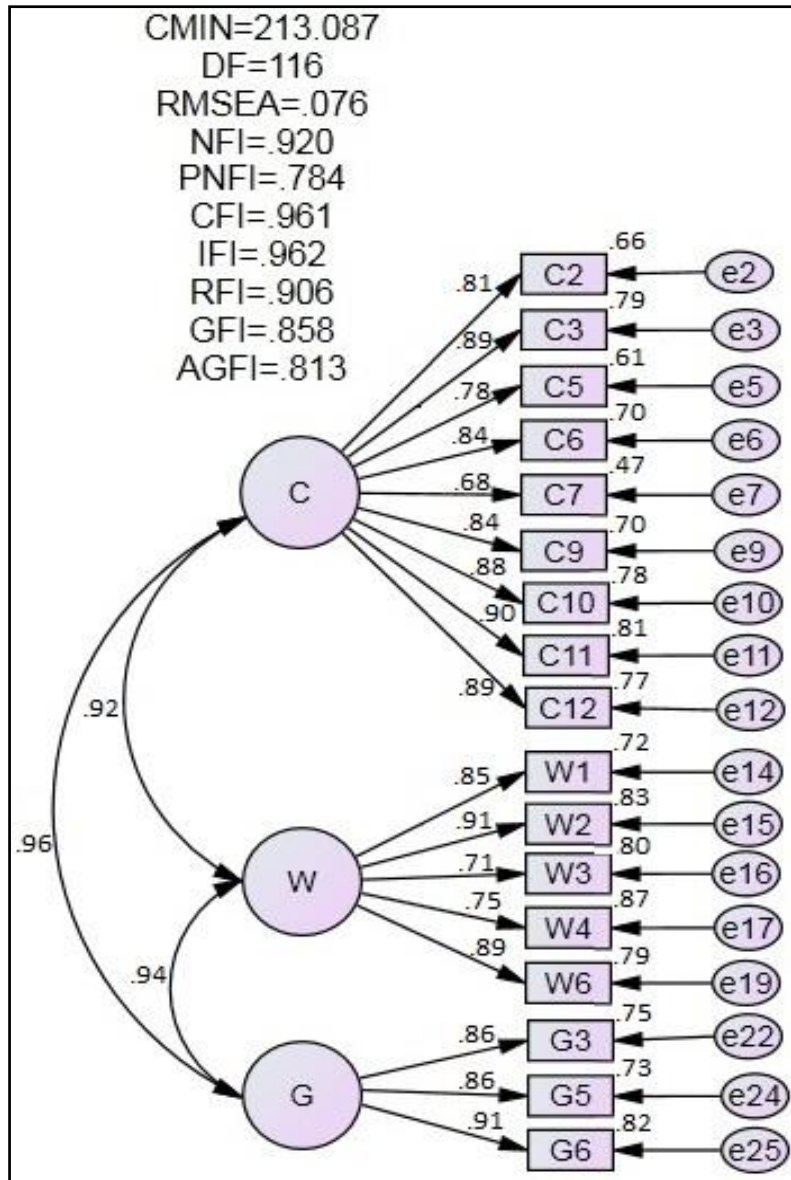
Table 3. Difference in SE content

| Season | Management/Organizational phase |
|--------------------|---|
| Affiliation | <ul style="list-style-type: none"> • Team Selection phase • Phase Skill/ tactical development (Direct Instruction, STAD) • Phase Inter/ intra team games with practices (TGT, Peer) • Postseason • Students involved in the process of team selection • Persisting teams for the duration of the unit |
| Responsibility | <ul style="list-style-type: none"> • Incorporates student duty roles within lessons • Establishes contract for student performance of roles • Teacher holds students accountable • Teacher provides training for referees • Teacher utilizes tasks to train students on effective verbal communication and feedback • Teacher provides task sheets for coaches/captains • Teacher adopts a facilitator approach during interactions with student groups • Teacher encourages students to resolve conflict within groups |
| Formal Competition | <ul style="list-style-type: none"> • A formal schedule for the competition is established • Award • Best team • Best player • Top scorer/ most points |
| Record Keeping | <ul style="list-style-type: none"> • Teacher provides a rubric for scorekeepers • Incorporates peer assessment as part of record keeping process |

2.4. Measures

The SOQ consists of three subscales: competitiveness consisting of 13 test items, winning orientation consisting of 6 items, and goal orientation consisting of 6 test items [6]. SOQ has been proven to be an effective measure of sport orientation in sports. Thus, this study uses SOQ specifically for college students for physical education and sports programs [24]. Validation was carried out on 147 students of the Physical Education and Sports program in college students in the eastern part of Indonesia's West Java Province. Validation was analyzed using confirmatory

factor analysis using the help of IBM SPSS Amos 22 with the results $CMIN/DF=1.84 < 2$. $RMSEA=0.076$ between 0.05 – 0.08 with NFI, PNFI, CFI, IFI, RFI, GFI, AGFI with each of 0.92, 0.78, 0.96, 0.96, 0.91, 0.86, and 0.81 which are shown are accepted thus the structural equation model is good with values reliability on competitiveness 0.95, winning orientation 0.91, and goal orientation 0.91. In The Competitiveness of 13 test items, 9 test items were used, winning orientation of 6 test items was 5 items used, and goal orientation of 6 test items was 3 test items used [24] (See Figure 1).



Note: C = competitiveness, W = winning orientation), G = goal orientation

Figure 1. The results of the SOQ structural equation model

2.5. Data Analysis

The data analysis technique used statistical descriptions to analyze the difference in the mean and standard deviation of the post-test and pre-test and is associated with the research objective to determine the differences between students in "in the team roles" before and after using SE Futsal using paired sample t-test which was analyzed with the help of IBM SPSS Statistics 25. The level of significance < 0.05 was used to determine the statistical difference between the post-test and the pre-test.

level of sport orientation "in the team roles" can be seen in Figures 2, 3, and 4. Meanwhile, to find out the before and after using SE in Sport orientation, it can be seen in Table 4.

Table 4. Recapitulation of paired sample t-test analysis

| Variable | Mean | Std. deviation | t | Sig. |
|-----------|------|----------------|------|-------------|
| Post-test | 4.09 | 0.65 | 1.29 | 0.21 > 0.05 |
| Pre-test | 3.86 | 074 | | |

Figure 2 shows that the overall level of Sport orientation "in the team roles" is more influenced by goal orientation = 4.25, competitiveness = 4.07, and winning orientation = 4.04. Figure 3 shows sports orientation involved in a team using SE which consists of team A, team B, and team C.

3. Results

The results of data analysis to determine the overall

Team A is more influenced by goal orientation = 4.22, competitiveness = 4.22, and winning orientation = 4.09. Team B is more influenced by goal orientation = 4.11, competitiveness = 3.91, and winning orientation = 3.73. Team C is more influenced by goal orientation = 4.41, winning orientation = 4.29, and competitiveness = 4.07. Figure 4 shows sport orientation with roles as players in a team using SE. The role of Team A players is more

influenced by goal orientation = 4.22, competitiveness = 4.22, and winning orientation = 4.09. The role of Team B players is more influenced by goal orientation = 4.11, competitiveness = 3.91, and winning orientation = 3.73. The role of Team C players is more influenced by goal orientation = 4.41, winning orientation = 4.29, and competitiveness = 4.07.

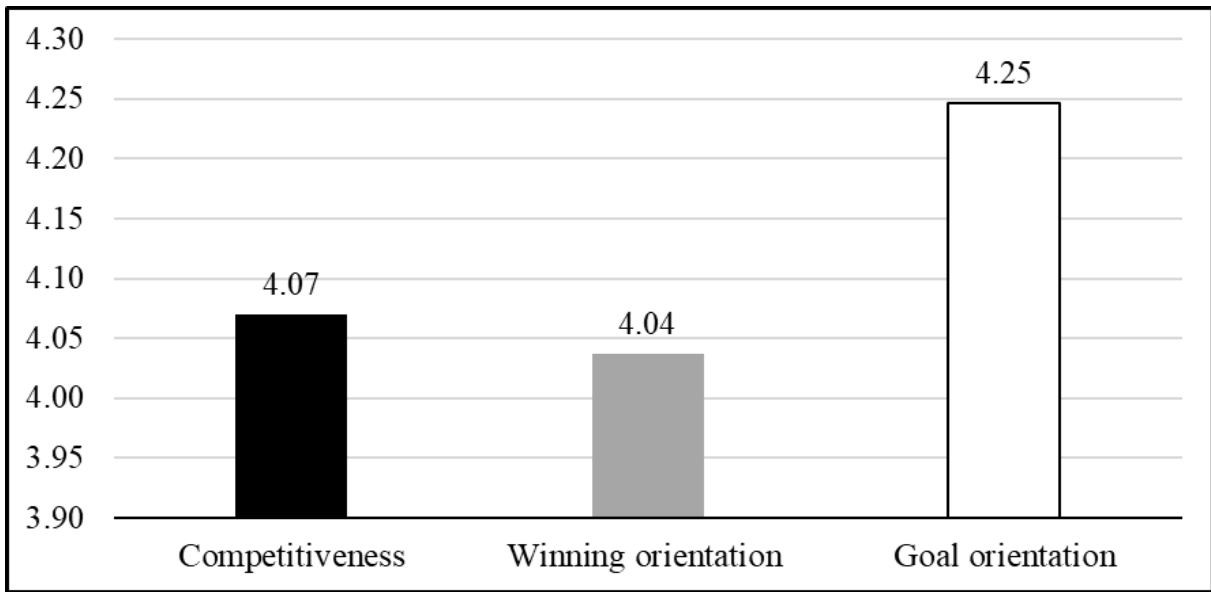


Figure 2. Sport orientation “in the team role”

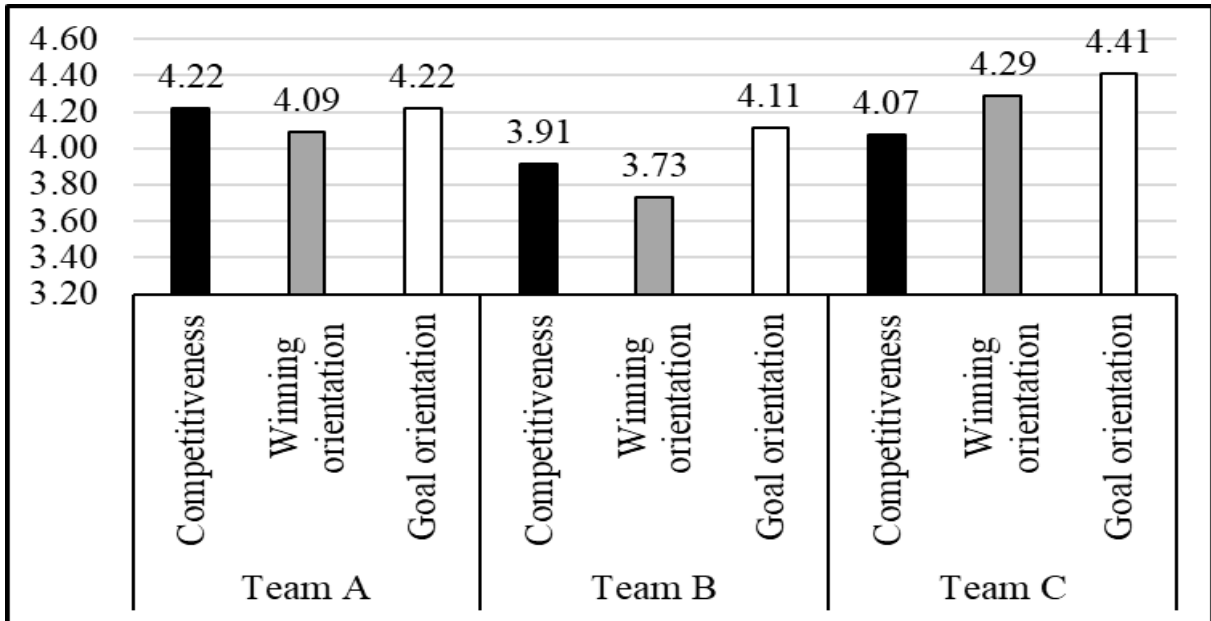


Figure 3. Sport orientation team SE

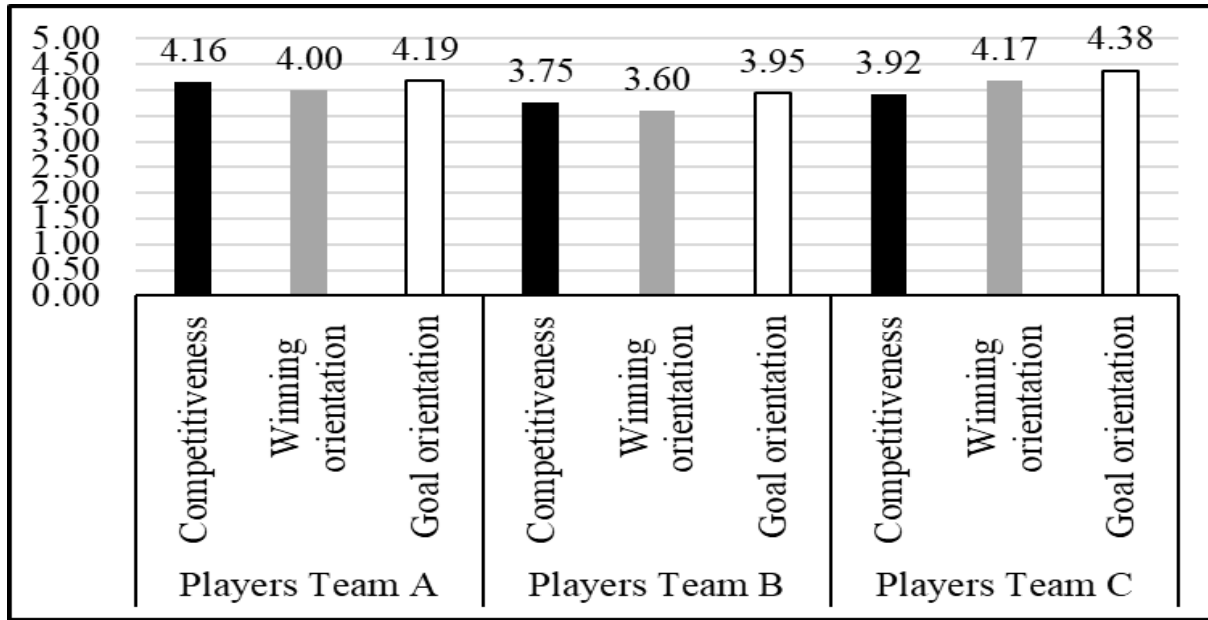


Figure 4. Sport orientation players role

4. Discussion

In accordance with the purpose of the study, to find out the overall level of student sport orientation "In the team roles" and to find out the before and after using SE in sports orientation, it can be seen in the following two discussions.

4.1. The Level of Sport Orientation of College Students "In the Team Roles" as a Whole

When looking at Figure 2, the level of student sport orientation "In the team roles" overall sport orientation is influenced by goal orientation = 4.25 followed by competitiveness = 4.07 and winning orientation = 4.04. In Figure 3, for the level of sport orientation of each team involved in SE of the three teams involved, all teams are affected by goal orientation. However, in Team A and Team B, after goal orientation followed by competitiveness and winning orientation. Meanwhile, team C after goal orientation = 4.41 was followed by winning orientation = 4.29 and competitiveness = 4.07, in line with what was stated by Ginanjar et al. [21]. Therefore, when looking at sport orientation, what is the most underlying competitive activity in learning, both this study and the research of Ginanjar et al. [21] show that goal orientation is an achievement in participating in competitive activities, in contrast to competitive activities outside of learning, which is more towards competitiveness. When referring to the opinion of Farshad et al. [13], that goal orientation is more to the specification of certain goals that distinguish individuals in setting results. This is related to the use of SE because SE prioritizes the learning process rather than the results of being a winner. In line with that Farshad et al. [13] & Sheikh et al. [41], that the achievement of sport orientation depends on goal orientation. This research can

also confirm what Hastie et al. [34], stated to provide useful information from the competitive performance environment. Because this research provides more information. For SE in the postseason, there are competitive activities that prioritize goal orientation in achieving sport orientation, where SE prioritizes the learning process rather than the result of being a winner.

Based on the results of observations in the field, Team C which results in achieving goal orientation is followed by winning orientation and competitiveness, in contrast to Team A and Team B which result in achieving goal orientation followed by competitiveness and winning orientation. This can be indicated because Team C is the winner of the competition so goal orientation leads to winning orientation. In line with what was stated by Gill and Deeter [6] that highly competitive individuals who enjoy sports competition and strive for sporting achievement may also be oriented towards winning orientation. In Figure 4, it can also be seen that the level of winning orientation of team C = 4.29 which acts as a player is higher than that of team A = 4.22 and team B = 3.73 which acts as a player. The same is true for the achievements in Figure 3. Team C = 4.29 is bigger than Team A = 4.09 and Team B = 3.73.

Therefore, SE does provide a sense of security in learning because it is more about achieving goal orientation. In line with this, at the end of the season, there are competitive activities that can provide a sense of security in learning [1]. In accordance with what is stated by Siedentop et al. [26], SE is designed to provide children with development-appropriate competition. In addition, it can also support the statement that SE provides college students with a competitive environment, increasing the level of motivation of different college students to participate in learning [33]. As the postseason begins, the

intensity of the game increases and all the college students seem to be enjoying the competition [42].

4.2. Before and after Using SE for Sport Orientation

In Table 1, it can be seen that the results of the calculation of the paired sample t-test obtained a value of $t = 1.29$ with a significance of $0.21 > 0.05$, which means that there is no influence before and after using SE on sport orientation. However, if you look at the difference in the mean before and after learning using SE, there is an increase, although it does not give significant results.

In this case it is not too surprising because it relates to the participants involved in this study. Participants are college students of physical education and sports programs. Indirectly they have experienced competitive activities outside of this lecture. Both activities outside of lectures or in lecture activities, which in lectures learn various sports such as: football, volleyball, handball, basketball and so on. However, further investigations need to be done to college students who are not college students in physical education and sports programs or at different grade levels and with more use of women as participants [43].

4.3. Weaknesses of this Research

This research has not been able to provide a comparison of SE with learning that is often carried out in colleges or traditional learning in Indonesia. This is not without reason because most learning at colleges prioritizes the provision of skills, drills, and sports games in the learning process and college students only have to follow instructions from the lecturer. College students tend to acquire sports skills through the knowledge of lecturers alone [31]. Learning is less conducive because college students are less enthusiastic about observing the material presented by the lecturer in the learning process related to the lecturer's learning method [44]. Traditional learning that teaches sports movement skills seems to lack innovation and there is no difference between schools and colleges which results in college students not having the motivation to take part in learning [45]. Several previous studies indicated that traditional learning had to be abandoned. Thus, this study also provides suggestions for conducting further research using SE in the presence of a control class as a comparison.

5. Conclusions

This research concludes that SE provides a sense of security in the learning process with the existence of competitive activities in achieving sport orientation which is more about achieving goal orientation. However, when viewed from the orientation sport before and after using SE, it did not show significant results. This can be caused because the participants involved are college students who have had many competitive activities outside of lectures.

SE as much as possible is used in lectures for college students in physical education and sports programs that use a variety of sports. And further investigation is needed regarding the use of SE for sport orientation in college students outside the college for physical education and sports programs and different grade levels so that the results obtained in this study can be more generalized.

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