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The Effectiveness of the Sport Education Model with Local Wisdom in Shaping Social Attitudes among Elementary School Students

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Abstract Students' excessive screen time reduces their physical activities and character strengthening. Besides, the massive influence of globalization through technology causes the need to strengthen national character values, especially in elementary school students. One of the efforts to overcome this problem is through the integration of the Sport Education Model (SEM) and local wisdom-based material, which needs to be implemented in schools. SEM based on local wisdom can strengthen the understanding of cultural values and national character, as well as develop social skills such as cooperation, responsibility, and respect for differences. This study aims to examine the effectiveness of SEM based on local wisdom learning materials in improving independent and cooperative attitudes in elementary school students. This study employed a quantitative design with a pre-test and a post-test given to 90 elementary students in three cities in West Java Province (Tasikmalaya, Sukabumi, and Bandung) as the research respondents. The result of the study showed that 84% of the sample experienced a significant increase in independent attitude, while 67% of the respondents experienced an increase in cooperative attitude. Based on this finding, it can be concluded that the implementation of SEM based on local wisdom is significantly effective in shaping students' independence and social cooperation, especially for elementary students. This study recommends the implementation of SEM as an alternative to strengthen students' character education as a response to the globalization challenges.

Keywords Sport Education Model, Pancasila Student Profile Program, Traditional Games, Social Attitudes, Elementary School

1. Introduction

Advances in technology and the widespread availability of digital devices have significantly increased screen time among children. Many children now spend prolonged periods sitting or lying down to engage in activities such as

learning, gaming, or browsing social media. This phenomenon has led to sedentary lifestyles, which are linked to various health concerns, including obesity, Developmental Coordination Disorder (DCD), and negative impacts on children's mental and social well-being [1]. In Indonesia, data shows that a large proportion of individuals aged over 10 years engage in low levels of physical activity [2]. Furthermore, excessive screen time has become a key challenge in 21st-century education, while students' participation in physical activity remains limited [3].

This shift in behavior has also contributed to the gradual disappearance of traditional games, which are being replaced by more appealing mobile-based games among children [4]. The decline in traditional games not only affects physical and social skill development but also poses a risk to the preservation of national cultural heritage, particularly traditional games which are integral to Indonesia's cultural identity [5, 6].

Traditional games, however, hold immense value in the modern context. Beyond serving as a medium of entertainment, traditional games foster character development, cultural preservation, and the cultivation of social values. These games often promote solidarity, creativity, respect for opponents, and teamwork—key elements in building children's moral and social foundations [7]. In this sense, traditional games rooted in local wisdom—defined as values, knowledge, and practices passed down through generations and deeply embedded in community life—such as engklek, gobak sodor, or egrang, can play a critical role in addressing the negative impacts of modern sedentary lifestyles.

In parallel, the development of students' social attitudes is a vital component of holistic education. Social attitudes such as cooperation, responsibility, mutual respect, and collaboration are essential for developing national character and equipping students to thrive in global society [8]. Schools must therefore create learning environments that support not only academic development but also positive character formation. Through character-oriented education, students are expected to grow into independent, critical thinkers with strong Pancasila-based values who are ready to face future challenges [9].

To address this need, the Indonesian Ministry of Education, Culture, Research, and Technology introduced the Pancasila Student Profile Program as a framework for character education. This program outlines six key dimensions for student development: (1) Faith and devotion to God with noble character, (2) Global diversity, (3) Independence, (4) Critical reasoning, (5) Cooperation, and (6) Creativity [10, 11]. Among these, independence and cooperation are particularly important for promoting students' social attitudes and ability to contribute to a harmonious and inclusive society.

One educational approach that aligns with these goals is the Sport Education Model (SEM). SEM is a pedagogical model designed to educate students to be competent, literate, and enthusiastic sportspeople through an authentic sport experience that simulates real sport seasons. It emphasizes not only skill development but also values such as teamwork, responsibility, leadership, and respect for diversity [12, 13]. Research has shown that SEM improves both physical and social competencies across various educational contexts [14]. Integrating SEM with traditional games based on local wisdom offers an innovative approach to character education. Through this integration, students can simultaneously develop physical abilities and internalize cultural and social values. Moreover, this approach can contribute to the goals of the Pancasila Student Profile Program by cultivating independent and cooperative attitudes in meaningful and engaging ways [14, 15].

Despite its potential, research exploring the integration of SEM with traditional games in the context of strengthening the Pancasila Student Profile remains limited. Additionally, existing studies highlight the need to enhance teachers' understanding of both the Merdeka Curriculum and effective SEM implementation in schools [16]. This study offers a new contribution by integrating SEM with local wisdom content, providing a culturally relevant approach to character education aligned with the Merdeka Curriculum. Therefore, this study aims to examine the effectiveness of implementing the Sport Education Model (SEM), integrated with local wisdom-based traditional games, in improving elementary school students' social attitudes—particularly independence and cooperation. The novelty of this study lies in its focus on the fusion of SEM and traditional games as a culturally relevant character education tool, offering new insights into the development of student character and cultural identity within the Indonesian elementary school context.

2. Materials and Methods

This study employed a quantitative approach using a pretest–posttest design to examine the effectiveness of a learning model that integrates the Sport Education Model (SEM) and traditional games based on local wisdom in enhancing students' independent and cooperative attitudes. A total of 90 fifth-grade students aged 9–11 years from three cities in West Java Province—Tasikmalaya, Sukabumi, and Bandung—participated in the study. These cities were purposively selected to represent the geographical distribution of the region. Each city contributed 30 participants, selected through purposive sampling based on school accessibility, eligibility, and willingness to participate.

The inclusion criteria were fifth-grade students aged 9–11 years who obtained written informed consent from their parents or guardians. Students who did not receive parental permission were excluded from the study. This research

was approved by the Research Ethics Committee of Universitas Pendidikan Indonesia (No. 8/UN40.K/PT.01.01/2024) in accordance with the International Conference on Harmonization-Good Clinical Practice (ICH-GCP) standards.

The instrument used was a questionnaire consisting of 17 items, constructed on a 4-point Likert scale (1 = strongly disagree to 4 = strongly agree), designed to assess two major constructs: independent and cooperative attitudes. The independent attitude dimension consisted of 10 items divided into three sub-elements: setting goals and planning for learning (items 1–3), demonstrating initiative and independence (items 4–6), and developing self-discipline (items 7–10). The cooperative attitude dimension consisted of 7 items divided into four sub-elements: cooperation (item 11), communication (items 12–13), social coordination (items 14–15), and generosity (items 16–17). The instrument indicators of independent and cooperative attitudes used in this study are presented in Table 1.

Instrument validation involved empirical testing through a pilot study. The validity of each item was measured using Pearson product-moment correlation. An item was considered valid if it met either of the following criteria: significance value (2-tailed) < 0.05 or r-count > r-table (0.361). The results showed that all 17 items were valid, as summarized in Table 2.

Table 1. Instrument Indicators

Dimension	Element	Sub Element	Items
Independent	Self-regulation	Set learning, achievement, and self-development goals, as well as strategic plan to achieve them	1, 2, 3
		Demonstrate initiative and the ability to work independently	4, 5, 6
		Develop self-control and discipline	7, 8, 9, 10
Cooperative	Cooperative	Cooperation	11
		Communication to achieve common goal	12, 13
		Social coordination	14, 15
	Generous		16, 17

Table 2. The Result of Instrument Validation

No. Item	Sig. (2-tailed)	R count	Description
1	0,000	0,610	Valid
2	0,002	0,546	Valid
3	0,000	0,611	Valid
4	0,000	0,628	Valid
5	0,002	0,558	Valid
6	0,001	0,575	Valid
7	0,036	0,391	Valid
8	0,002	0,553	Valid
9	0,000	0,692	Valid
10	0,000	0,631	Valid
11	0,003	0,539	Valid
12	0,000	0,640	Valid
13	0,001	0,581	Valid
14	0,001	0,585	Valid
15	0,003	0,534	Valid
16	0,047	0,372	Valid
17	0,036	0,391	Valid

The reliability test of the questionnaire instrument was determined based on the established criteria, which said that an instrument is considered reliable if the Cronbach's Alpha value exceeds 0,6. The results in Table 3 indicated that the instrument was reliable, with a Cronbach's Alpha value of = 0,861, which is above the minimum threshold.

Table 3. The Result of Instrument Reliability Test

Cronbach's Alpha	N of Items
0,861	17

Data collection was carried out in three stages: preparation, implementation, and post-intervention. First, the researchers coordinated with school principals and teachers in each location to schedule data collection and secure administrative approval. Written consent was collected from parents or guardians through distributed forms. The pretest was administered to all participants before the implementation of the integrated SEM and traditional games-based learning model. After implementation, the posttest was conducted using the same instrument.

Data were analyzed using SPSS software. Descriptive statistics (mean, minimum, maximum, standard deviation) were used to describe score distributions. The Kolmogorov–Smirnov test was conducted to test the normality of the data. Since the data were not normally distributed ($p < 0.05$), non-parametric analysis using the Wilcoxon Signed-Rank Test was applied to examine the significance of differences between pretest and posttest scores. The level of statistical significance was set at $p < 0.05$.

In addition to statistical testing, categorical analysis was conducted to calculate the number and percentage of students whose scores improved, remained the same, or declined after the intervention. These results are further presented in the Results section to provide a comprehensive interpretation of the model's effectiveness in fostering independent and cooperative attitudes.

3. Result

The data were collected from 90 fifth-grade students across three regions in West Java using validated assessment instruments to measure independent and cooperative attitudes before and after the implementation of the integrated learning model. Descriptive statistics show a positive trend in both constructs. Table 4 presents the comparison of pretest and posttest scores.

Table 4. Descriptive Statistics

Attitude Type	Category	Min.	Max.	Mean	Std. Deviation
Independent	Pretest	26	39	29.97	2,766
	Posttest	28	40	32,80	2,487
Cooperative	Pretest	16	26	21,52	2,371
	Posttest	18	27	22,79	2,014

The mean score of the independent attitude increased by 2.83 points (from 29.97 to 32.80), and the cooperative attitude increased by 1.27 points (from 21.52 to 22.79). These improvements indicate that the applied learning model integrating the Sport Education Model and traditional games is associated with positive changes in both dimensions. The graphical representation depicts the improvement in both attitude categories as seen in Figure 1.

To determine the appropriate statistical test, normality testing was performed using the Kolmogorov–Smirnov test as shown in Table 5.

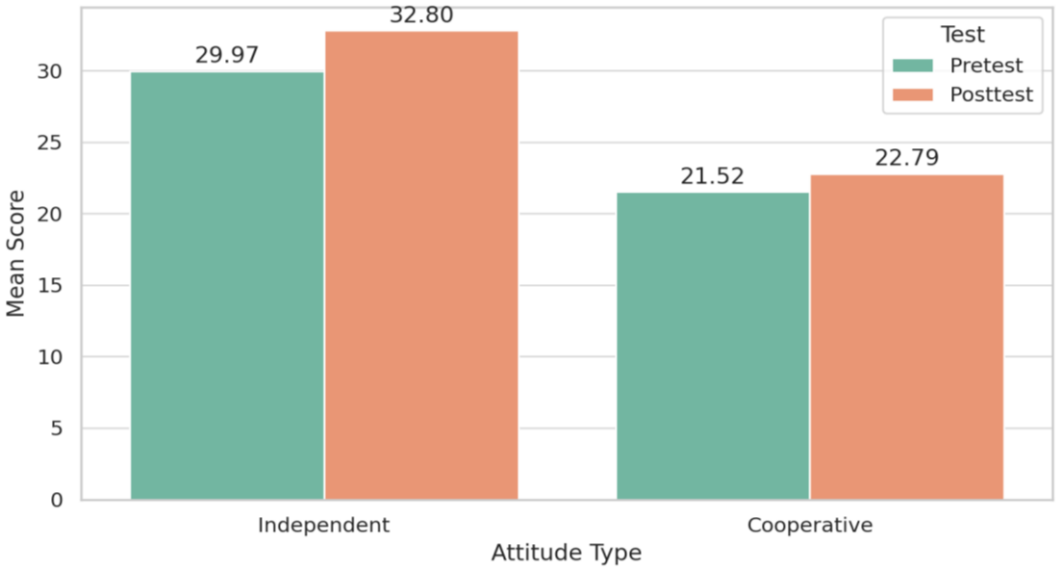

Figure 1. Comparison of Pretest and Posttest Scores for Independent and Cooperative Attitudes

Table 5. Normality Test

Attitude Type	Category	Kolmogorov-Smirnov		
		Statistic	df	Sig.
Independent	Pretest	0,137	90	0,001
	Posttest	0,104	90	0,018
Cooperative	Pretest	0,154	90	0,001
	Posttest	0,126	90	0,001

The result of the normality test using Kolmogorov-Smirnov showed that the entire data had significance values below 0,05. Therefore, the data were not normally distributed and the subsequent data analysis was conducted using a non-parametric statistical method. The results of the Wilcoxon-Rank test are presented in the Table 6.

Table 6. Wilcoxon-Rank Test

Attitude Type	Z	Asymp. Sig. (2-tailed)
Independent	-6,986	0,001
Cooperation	-5,127	0,001

The Wilcoxon test results show that both independent and cooperative attitudes significantly improved following the intervention ($p < 0.05$). The large negative Z-scores indicate a strong shift in score distributions from pretest to posttest. This suggests that the learning model was effective in fostering the targeted social attitudes. The high statistical significance further supports the robustness of the observed changes. To better understand the distribution of change among participants, the ranks of score changes were calculated as shown in Table 7.

Table 7. Wicoxon-Rank (Cont.)

		N	Percentage	Mean Rank	Sum of Ranks
Independent	Negative Ranks	10	11,1%	25,35	253,50
	Positive Ranks	76	84,5%	45,89	3487,50
	Ties	4	4,4%		
	Total	90	100%		
Cooperative	Negative Ranks	15	16,7%	31,00	465,00
	Positive Ranks	60	66,7%	39,75	2385,00
	Ties	15	16,7%		
	Total	90	100%		

To further clarify the distribution of changes in student scores, the data are illustrated in the Score Change Distribution and Percentages chart as shown in Figure 2.

Based on the total number of participants, the distribution of score changes categorized as positive ranks (improvement), negative ranks (decrease), and ties (no change) is presented in Table 7. For the independent attitude variable, out of 90 students, 76 (84.4%) demonstrated an improvement in scores, 10 students (11.1%) showed a decrease, and 4 students (4.4%) exhibited no change between the pretest and posttest. Similarly, for the cooperative attitude variable, 60 students (66.7%) experienced an increase in scores, 15 students (16.7%) experienced a decrease, and 15 students (16.7%) maintained the same scores before and after the intervention. These results provide further evidence of the effectiveness of the applied learning model in enhancing students' social attitudes.

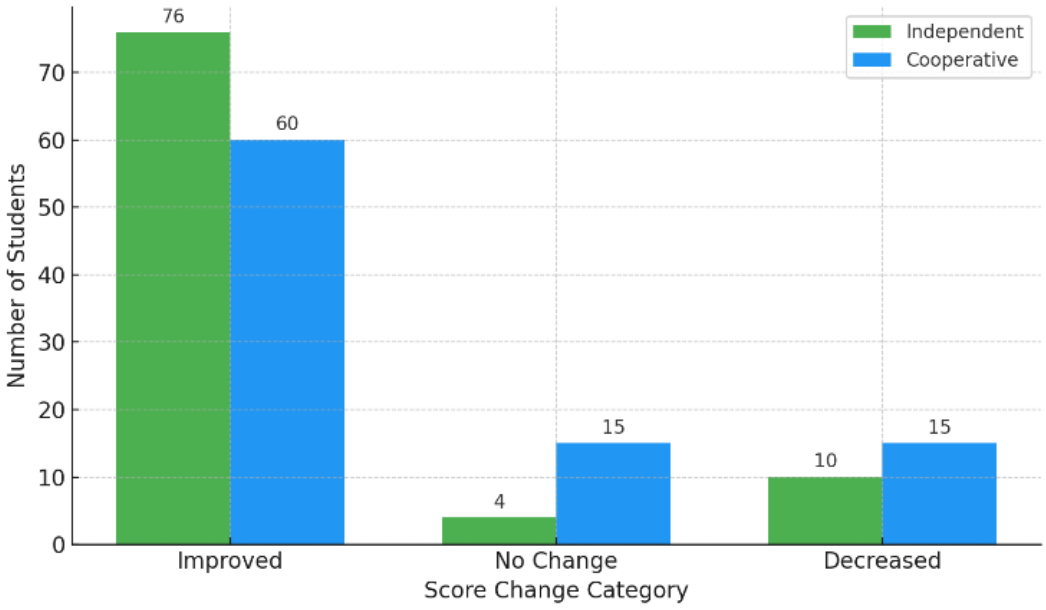

Figure 2. Score Change Distribution for Independent and Cooperative Attitudes

4. Discussion

The findings of the study indicate that the implementation of the Sport Education Model (SEM) based on local wisdom had a significant influence on strengthening the Pancasila Student Profile Program in elementary school. This study focuses on the two primary dimensions in the Pancasila Student Profile Program, namely independent and cooperative attitudes. The findings of this study provide a deep insight into how SEM based on local wisdom plays a vital role in strengthening students' character, particularly in the two primary dimensions. It was proven by the significant improvement experienced by the participating research subject. SEM supports the Merdeka Curriculum's emphasis on student agency, contextual learning, and character development by promoting responsibility, independence, and Collaboration.

SEM encouraged students to have a deeper understanding and appreciate the sport culture that pushes them to increase their engagement in physical activities [17]. The previous study also confirms that SEM was an effective learning model to promote cooperative, participative, and holistic learning in Physical Education and Sport Science [18-20]. Moreover, the results of this study are in line with the integration of Pancasila values in learning, both inside and outside the classroom, which contributes to the development of the Pancasila Student Profile Program. This has a positive impact on students' development, including their self-confidence, social and emotional skills, creativity, as well as their critical and analytical thinking skills [21-24]. Besides, SEM also strengthens the values of local wisdom among students [25].

In particular, the percentage of samples that experienced an increase in independent attitude was higher than that in cooperative attitude. This is caused by the SEM learning design, which not only focuses on cooperative aspects but also involves individual assignments for students that give them space for independent improvement. The assignments allow students to take responsibility for the completion of their tasks, which becomes a primary factor for improving an independent attitude. This study also reports that SEM significantly increases sportsmanship, enhances personal and social responsibility, and improves students' learning engagement [26]. The integration of a learning model that emphasized personal and social responsibility in SEM also provides significant benefits. This combined approach substantially improves students' responsibility and self-efficacy [27].

SEM has been proven to be an effective learning model to develop various positive character traits in students through the Physical education learning process. Other vital character traits developed by SEM were intrinsic motivation and students' engagement. This approach provides a more in-depth and comprehensive learning experience compared to the traditional physical education learning approach, which focuses on transferring skills, knowledge, and motivation [26-28]. This study supports the claim that SEM can increase positive attitudes towards physical education learning, as well as strengthen their social character [29]. Overall, the results of this study highlighted the effectiveness of SEM in developing essential character traits such as personal and social responsibility, sportsmanship, intrinsic motivation, and students' engagement in the physical education learning process.

5. Conclusions

This study concludes that the implementation of the Sport Education Model (SEM) based on local wisdom materials is effective in strengthening students' independence and cooperation, while also supporting the Merdeka Curriculum in elementary schools. The results showed that 84% of the research participants experienced an increase in independent attitude scores, while 67% demonstrated improvement in cooperative attitude scores. The adaptive and relevant implementation of SEM has proven effective in creating a holistic learning experience that supports students' physical and character development. Moreover, this study provides a novel contribution by combining SEM with local cultural content, offering a contextually meaningful and culturally grounded approach to character education in line with the values promoted by the Merdeka Curriculum. Future studies should explore SEM implementation in junior high schools or assess its long-term impact on students' social behavior across multiple academic years.

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