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The Influence of Sport Education Model on Responsibility in Basketball Games

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ABSTRACT

This research is behind the low responsibility of students who makethe children less able in following the physical educaton lesson. The study also aims to determine and test the influence of Sport Education Model (SEM) on responsibility in basketball games. The methods used in this research are quantitative descriptive. The population in this research is secondary school. The samples in this the follow basketball activities amounting to 30 students and no the follow basketball activities amounting to 30 students n. In sampling researchers use purposive sampling techniques. This research uses instruments such as responsibility questionnaire and interview. The results showed that Sport Education Model (SEM) provides a significant influence on responsibility in basketball games.

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1. INTRODUCTION

Basketball is a big ball game played by two teams, consisting of five players on the team's team, whoseaim is to put the ball into the opponent's basket as much as possible and defend the basket itself so that the opposing team does not enter it (Altavilla et al., 2020; Rismayadi et al., 2020). Basketball is a game that is competitive because it has a fast playingtempo so it must have strong skills and endurance for the players (Stojanović et al., 2018) . The development of the game of basketball is very rapid, since Dr. James Naismith introduced the first game of basketball in 1891 in America. Previously this sport used a soccer ball andtwo baskets of peaches as a playing device. In 1896 Dr. James Naismith founded the Amateur Sport Federation, this federation which is then responsible for the rules and changes. Over time, many students who were attracted to this game and the game of basketball spread to high schools, universities, church clubs and military barracks (Clevenger, 2020).

Basketball is one of the most popular sports in the world (Rajan & Navaneethan, 2020; Rismayadi et al., 2020). There have been many professional leagues formed in various countries around the world (Rismayadi et al., 2020). One of them is the National Basketball Association (NBA) in America, which has given birth to many legendary players, such as Michael Jordan, Kobe Bryant, etc. The Indonesian state itself, since the establishment of PERBASI (the Indonesian Basketball Association) in 1955 as the organization that houses all basketball activities in Indonesia, has started to organize a competition between professional clubs, namely the Indonesian Basketball League (IBL), is an annual competition which was originally known as Kobatama, which is the first step in the history of Indonesia's top club competition (Soebakti et al., 2017). Basketball is included in the curriculum and taught during teaching and learning at SMP equivalent in Indonesia. In the learning process of basketball, there are several important factors that support the success of the goals to be achieved, namely Human Resources (HR), facilities and infrastructure, as well as learning methods. Students as part of HR have the responsibility for their duties as students who are disciplined in following the learning process, also have good physical, mental, and intellectual teachers as student facilitators to support student success in the learning process (Folle et al., 2017; Root et al., 2019).

Based on teaching experience during the Field Introduction Program (PPL-Program Pengenalan Lapangan) at junior high school, students' responsibility is still low in carrying out the learning process properly and accordingly. Students do school assignments not on time, delay in learning, especially physical education learning, and are not responsible for tidying up sports equipment that have been used by only relying on a few people. The game of basketball has a goal so that students can be enthusiastic so that they can increase their ability and responsibility in playing. In learning basketball games, a suitable and good learning strategy is needed. So that in this study the authors tried to apply sport education model to increase the responsibility of students in learning basketball games.

Responsibility is human awareness of all behavior and deeds, humans should not do whatever they want because civilized or cultured humans are humans who have a high sense of responsibility. Responsibility is an easy attitude but difficult to implement. In fact, there are still many people who do whatever they want without looking around.

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As stated by (Freeman, 2001) , he stated that responsibility means carrying out a job or obligationin the family, at school, or at work wholeheartedly and giving the best. The responsibility as a student in school is to learn well by doing school work and carrying out school rules. To achieve maximum learning, students must have a sense of responsibility in their duties at school with good learning, students who lack a sense of responsibility will find it difficult to accept lessons well. Enlarging the description above, the authors are interested in examining this problem with the title "The Influence of the Sport Education Model on Responsibility in Basketball Games"

2. METHODS

The research design serves as the foundational blueprint for conducting a structured and systematic investigation. As emphasized by Nasution (2004:40), "a research design is a plan on how to collect and analyze data in accordance with the research objectives." In this study, the researcher adopted a descriptive research design using a quantitative approach, which was selected to provide a clear and objective picture of the variables under investigation without manipulating the research environment. Descriptive research focuses on describing, interpreting, and analyzing the characteristics of a phenomenon or population as it naturally occurs, without drawing causal inferences or generalizations beyond the observed data. Within this framework, the quantitative approach was employed, which is grounded in the philosophy of positivism. This paradigm emphasizes objectivity, measurement, and statistical analysis to test hypotheses or answer research questions with numerical precision. Quantitative research typically involves the use of structured instruments such as questionnaires or tests to collect standardized data from the population or sample under study. In this case, the sample selection was conducted using random sampling techniques, ensuring that each individual in the target population had an equal probability of being selected. The collected data were then analyzed using quantitative or statistical methods, which allowed the researcher to interpret patterns, relationships, or trends based on empirical evidence. By using this methodological approach, the study aimed to produce valid, reliable, and generalizable findings aligned with the objectives of the research.

Participans

Research participants used in this study were students of junior high school who participated in basketball extracurricular activities and non basketball

Sampling Procedures

Extracurricular activities using purposive sampling technique. The subjects used in this study were 30 students who took basketball extracurricularactivities and 30 non-basketball extracurricular students, as well as basketball extracurricular teachers at junior high school.

Materials and Apparatus

Data collection techniques in this study using interview instruments and questionnaires (questionnaire). in the form of an interview containing the application of the sports education model in basketball extracurricular activities and a questionnaire

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to determine the level of student responsibility by using a questionnaire from Hellison (in Metzler, 2005, p. 446) regarding responsibility indicators consisting of 36 statements. The instrument was then tested for validity.

2.1 Procedures

The following are the results of the interviews the author has conducted with the speakers, as a basketball extracurricular teacher at junior high school. It is known that the responsibility attitude of students who take extracurricular basketball at junior high school can be saidto be good, of course thanks to the education of a teacher who has given assignments to students as a basketball player, for example seen from coming to practice on time and also following routine training every week, as well as the task of movement and material given at each meeting, of course according to the instructions given, when playing they aregiven their respective tasks according to their role and position in the team, and have done it well, it can be seen from the achievements obtained in the last year they have been successful get the title of champion. Outside training at school they add to thetraining schedule by following the selected club. During the competition they listen to and carry out their responsibilities as players according to their position and duties with instructions given by the instructor / coach in the field until the match is over.After the match finished and earned the title they were active in fixing the deficiencies when competing in the next training in order to continue to develop and get a higher title.

2.2 Design or Data Analysis

The statistical assumption test is carried out to test ahypothesis, namely the data normality test. The normality test was performed on the basketball extracurricular and non-basketball extracurricular group data. This is done to find out whether the datais normally distributed or not. The normality test uses the Kolmogorov-Smirnov formula incalculations using the SPSS program. To find out whether it is normal or not is if sig. > 0.05 then the data is normal and if sig. <0.05, the data is said to beabnormal. The calculation results obtained are as follows:

Table 1. Normality Data Test

Instrument test	Mean Basketball extracurricular	Mean No Extracliculer basket	T-Test	T-Table Test	Sig.
Responsibility	129.7	112.9	14.217	2.045	0

It can be seen that the data from the basketball extracurricular group responsibility has a sig value. 0.20> 0.05 and non basketball extracurricular has a sig value. 0.183> 0.05. So it can be concluded that the results of the basketball extracurricular and non-basketball extracurricular groups are normally distributed.

Homogeneity test was performed on basketball extracurricular and non-basketball extracurricular group data. This is done to find out whether the twodata are homogeneous or not. To find out whether itis homogeneous is if sig. > 0.05 then the data is homogeneous and if sig. <0.05, the data is said to benot homogeneous. While the

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homogeneity test value has a sig value. 0.084> 0.05. Then Ho is accepted, so the two groups of virgins have the same variance or Homogeneous.

3. RESULTS

Based on the results of the prerequisite assumption tests, which included the normality test and homogeneity of variance test, the data were deemed suitable for further analysis using parametric statistical techniques. The subsequent hypothesis testing was conducted using the independent sample t-test, with the decision criterion set at a significance level of α = 0.05. If the p-value obtained is less than 0.05, it is concluded that there is a statistically significant difference between the two groups being compared. The descriptive statistics revealed that the mean responsibility score of students involved in the basketball extracurricular group was 129.70, which was notably higher than that of the non-basketball extracurricular group, which scored an average of 112.90. These findings were further supported by the results of the independent t-test, where the calculated t-value (14.217) exceeded the critical t-value (2.045) at the 5% significance level. Additionally, the p-value (0.000) was well below the established alpha threshold, indicating a highly significant difference between the two groups. Therefore, it can be concluded that participation in basketball extracurricular activities—where the Sport Education model was implemented—has a statistically significant impact on increasing students' responsibility compared to those who were not involved in such activities. These results support the research hypothesis and emphasize the educational value of structured sports programs in shaping student character and social responsibility.

Table 2. Hypothesis Test

Instrument test	group	Sig.	conclusion
Responsibility	Basketball extracurricular	0.2	Normal
	No Extracliculer basket	0.183	Normal

DISCUSSION

Based on the results of statistical calculations and data analysis, it was found that the application of the Sport Education (SE) model had a significant positive effect on students' responsibility in the context of basketball extracurricular activities at junior high school. The research, which combined quantitative data collection through a structured questionnaire distributed via Google Forms and qualitative interviews with basketball extracurricular coaches, revealed a meaningful difference in the level of responsibility between students who participated in basketball activities using the SE model and those who did not. The interview findings confirmed that teachers intentionally applied the SE model as a pedagogical strategy to cultivate students' sense of accountability during practice sessions. This is in line with the view of Dyson et al. (2004), who argue that the Sport Education model offers ample opportunities to develop leadership, cooperation, and responsibility through authentic sport-related tasks. Unlike traditional instructional approaches that emphasize teacher-led instruction, the SE model promotes student autonomy by assigning them real-world

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roles such as coach, referee, team captain, scorekeeper, and event organizer. These roles are not only instructional but also character-building, as they require students to engage in decision-making, collaboration, and ethical conduct within the team structure.

Moreover, the SE model fosters responsibility not merely as an individual trait but as a social behavior, embedded in a structured team environment that mirrors real-life sports culture (Guijarro et al., 2021; Hastie & Buchanan, 2000). This holistic approach allows students to experience the full spectrum of sports beyond skill execution, including rule enforcement, peer feedback, and organizational duties (Hastie & Wallhead, 2016). The findings of this study corroborate these theoretical foundations, as demonstrated by the significant difference in average responsibility scores between the two groups: 129.70 for basketball extracurricular participants compared to 112.90 for non-participants. This gap empirically supports the hypothesis that integrating the Sport Education model into extracurricular programs significantly enhances students' responsible behavior in the sports setting. Such outcomes are particularly important in adolescence, a developmental stage where shaping attitudes like discipline, initiative, and accountability is crucial. Therefore, the findings of this study not only validate the effectiveness of the SE model but also suggest that its application in school-based extracurricular activities can serve as a strategic medium for character education, particularly in nurturing responsibility through sport.

5. CONCLUSION

This study provides valuable insights for physical education teachers regarding the effectiveness of the Sport Education (SE) learning model as a pedagogical reference in designing meaningful and student-centered learning experiences. The findings demonstrate that the SE model is not merely a framework for enhancing technical sports skills, but more importantly, a holistic approach that cultivates students' sense of responsibility through structured roles, tasks, and authentic game-based scenarios. By involving students in various functional roles such as team captain, coach, referee, and scorekeeper, the SE model promotes accountability, leadership, and collaborative decision-making, which are essential components of character education in school settings. The results suggest that integrating the SE model into physical education or extracurricular programs can significantly contribute to improving the quality of learning, not only in terms of cognitive and psychomotor domains but also in fostering affective outcomes, particularly the development of personal and social responsibility. Therefore, this model serves as an effective instructional strategy for educators aiming to implement value-based learning that prepares students not only as athletes but also as responsible and socially aware individuals.

6. AUTHORS' NOTE

Author's hopes this research can provide new insights regarding the basketball learning model in high schools. In addition, this research can provide ideas for further research.

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