# citius jurnal

## Ginanjar

Volume 2 Desember 2025

CITIUS

Universitas Nahdlatul Ulama Sunan Giri Bojonegoro

### Document Details

**Submission ID**
trn:oid:::1:3450804980

**Submission Date**
Dec 26, 2025, 6:29 PM GMT+7

**Download Date**
Dec 26, 2025, 6:30 PM GMT+7

**File Name**
Citius_Ginanjar_92_100.pdf

**File Size**
558.7 KB

9 Pages

4,817 Words

27,337 Characters

# 15% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

## Filtered from the Report

- Bibliography
- Quoted Text

## Match Groups

**35** Not Cited or Quoted 13%
Matches with neither in-text citation nor quotation marks

**3** Missing Quotations 1%
Matches that are still very similar to source material

**0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation

**0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

## Top Sources

13% Internet sources
11% Publications
0% Submitted works (Student Papers)

## Integrity Flags

**0 Integrity Flags for Review**

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

## Match Groups

- **35** Not Cited or Quoted 13%
  Matches with neither in-text citation nor quotation marks
- **3** Missing Quotations 1%
  Matches that are still very similar to source material
- **0** Missing Citation 0%
  Matches that have quotation marks, but no in-text citation
- **0** Cited and Quoted 0%
  Matches with in-text citation present, but no quotation marks

## Top Sources

13% Internet sources
11% Publications
0% Submitted works (Student Papers)

## Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

| | | |
|---|---|---|
| 1 | Publication | Haeril. "The impact of physical activity on obesity prevention in children aged 13-... 4% |
| 2 | Internet | efsupit.ro 1% |
| 3 | Publication | "Educational Technology to Improve Quality and Access on a Global Scale", Sprin... <1% |
| 4 | Internet | www.sportedu.org.ua <1% |
| 5 | Internet | journal.untidar.ac.id <1% |
| 6 | Internet | ijmra.in <1% |
| 7 | Internet | www.scitepress.org <1% |
| 8 | Publication | Olga Podrigalo, Olga Borisova, Leonid Podrigalo, Sergii Iermakov, Vyacheslav Ro... <1% |
| 9 | Internet | journal.unugiri.ac.id <1% |
| 10 | Internet | journal.uir.ac.id <1% |

| | | |
|---|---|---|
| 11 | Internet | |
| ojs.ehu.eus | | <1% |
| 12 | Internet | |
| www.atlantis-press.com | | <1% |
| 13 | Internet | |
| www.mdpi.com | | <1% |
| 14 | Publication | |
| Rahmi Amtha, Ferry Sandra, Rosalina Tjandrawinata, Indrayadi Gunardi, Anggrae... | | <1% |
| 15 | Internet | |
| journal.unnes.ac.id | | <1% |
| 16 | Internet | |
| www.growingscience.com | | <1% |
| 17 | Internet | |
| www.medsci.org | | <1% |
| 18 | Internet | |
| www.ssoar.info | | <1% |
| 19 | Publication | |
| Syamsul Arifin, Ahmad Fauzi, Triastama Wiraatmaja, Eggy Fajar Andalas, Nafik M... | | <1% |
| 20 | Internet | |
| journal.walisongo.ac.id | | <1% |

CITIUS: Jurnal Pendidikan Jasmani Olahraga, dan Kesehatan
Indonesian Journal of Physical Education, Sports and Health
e-ISSN 2797-9962
Journal Homepage: http://journal.unugiri.ac.id/index.php/citius

# Enhancing students' self-efficacy through the sport education–traditional games (se-tg) learning model

**Shela Ginanjar[1abcde)]*, Samsudin, Samsudin[2ab)], Taufik Rihatno[1bc)]**
**Oman Unju Subandi [3cd)]**

[1]Department of Physical Education Health and Recreation, Faculty of Sports Science and Health, Universitas Negeri Jakarta, Indonesia
[2]Department of Doctoral Physical Education, Faculty of Sports Science and Health, Universitas Negeri Jakarta, Indonesia
[3]Department of Magister Physical Education, Faculty of Sports Science and Health, Universitas Negeri Jakarta, Indonesia

**ABSTRACT**

The purpose of this study was to see the effect of the use of SE-TG (*Sport Education Model-Traditional Games*) used in physical education learning at SMK 45 Lembang on Self-Eficacy. The research methodology used is Experimental Designs with Random Assignment sampling. The population in this study were 10 grade XI students of SMK 45 Lembang, totaling 300 people. The sampling technique used was Simple Random Sampling technique, so that 60 students were randomly taken and divided into two groups, where 30 students studied with SE-TG and 30 students studied with the conventional model. The results showed that in the Experimental group, the t-value -4.271, *P Value* 0.000 and in the control group, the t-value -0.410, *P Value* 0.681. This means that there was an increase in Self-Eficacy in the experimental group and there was no increase in Self-Eficacy in the control group. The results of the difference test show that for the Self-Eficacy variable, the Z value is -3.190 with *P Value* 0.001. This means that SE-TG learning has a better influence on Self-Eficacy than the Conventional Model of students at SMK 45 Lembang. For further research, it is very interesting if the concept of the Sport Education Model in collaboration with Traditional Games (SE-TG) can be applied to other physical education materials such as athletics, small ball games, gymnastics and games in the concept of movement (locomotor, non-locomotor and manipulative) so that the research results from this concept become more complete.

**Keywords:** enhancing students; se-tg; self-efficacy; learning model; students

OPEN ACCESS

Received: 20 July 2025; Accepted November 2025; Published 25 Desember 2025



**Corresponding Author:** Shela Ginanjar, Department of Physical Education Health and Recreation, Faculty of Sports Science and Health, Universitas Negeri Jakarta, Indonesia
email: shelaginanjar@unj.ac.id

**How to Cite**: Ginanjar, Shela, Samsudin, Samsudin, Rihatno, Taufik, Subandi, Oman Unju. (2025). The Impact Of Se-Tg Towards Self-Eficacy Students, *Citius : Jurnal Pendidikan Jasmani, Olahraga, Dan Kesehatan, 5*(2), 92-100. https://doi.org/10.32665/citius.v5i2.5187

**Authors' Contribution** : a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

http://journal.unugiri.ac.id/index.php/citius
*CITIUS: Jurnal Pendidikan Jasmani, Olahraga, dan Kesehatan, Vol. 5 No.1 2025, 1-4*

## INTRODUCTION

Considering the importance of physical education in supporting student development (Valério et al., 2021) including student achievement (Metzler & Colquitt, 2021), an active role of teachers and school officials is needed in the implementation of learning at school (S. Ginanjar, Rihatno, et al., 2023; S. Ginanjar, Widyawan, et al., 2023; S. Ginanjar & Tarigan, 2018). In practice, physical education teachers generally still use conventional learning models with direct instruction techniques, which are teacher-centered and teachers only lecture or use commands to guide students in learning (Teacher Centered). This is an approach that has long been abandoned, and physical education teachers are deemed necessary to integrate the concept of Self-Efficacy in their learning. The importance of Self-Efficacy in physical education learning is related to the behavior and how each person responds to their surrounding environment, which is generally influenced by environmental and cognitive factors, especially cognitive factors related to the belief that they are capable or incapable of performing satisfactory actions. By feeling confident in succeeding in the learning process, individuals will be encouraged to achieve better academic achievement(S. Ginanjar et al., 2022, 2024; S. Ginanjar & Julianti, 2024). Self-efficacy relates to the belief in one's ability to perform expected actions.

This condition aligns with learning within the Sport Education Model, where students can learn from each other and share responsibilities by focusing on six key components: season, team affiliation, official and practice competitions, record keeping, celebrations, and the culminating event. Learning in the Sport Education Model can also be aligned to motivate and create engaging innovations for students in physical education learning. It is important to note that the use of the Sport Education Model needs to be aligned with the achievement goals set by the physical education teacher so that the six key components: season, team affiliation, official and practice competitions, record keeping, celebrations, and the culminating event can effectively achieve the desired results. Physical education learning using the Sport Education Model can also be combined with Traditional Games and is seen as increasing student active engagement in developing physical fitness (psychomotor aspects), which are the focus of physical education learning. Integrating Self-Efficacy is seen as enhancing the cognitive and affective aspects of learning. This is useful so that each student has good motivation in learning cognitively, effectively and improves social collaboration among students (Alvi & Gillies, 2023). In the use of the SE-TG season in schools, there is a minimum of 12 meetings (Siedentop et al., 2019), this number is considered appropriate considering the learning duration can be adjusted without eliminating important components of the Sport Education Model (Layne & Hastie, 2016). In SE-TG, the learning steps remain the same as the Sport Education Model learning, only the material uses Traditional Games. This modification still requires students to be competitive and is aligned with the objectives of the season and/or the developmental level of the game students (Chu et al., 2023), Therefore, physical education teachers must adjust the structure of the Sport Education Model season to contribute to student growth (Hastie et al., 2010). Through this series, students will become more competent while increasing enthusiasm and helping students achieve the learning objectives expected by the teacher.

## METHOD

The purpose of this study was to see the effect of the use of SE-TG (*Sport Education Model-Traditional Games*) used in physical education learning at SMK 45 Lembang on Self-Eficacy. The research methodology used was Experimental Designs with Random Assignment sampling.

http://journal.unugiri.ac.id/index.php/citius
*CITIUS: Jurnal Pendidikan Jasmani, Olahraga, dan Kesehatan, Vol. 5 No.1 2025, 1-4*

Population in this study were 10 grade XI students of SMK 45 Lembang, totaling 300 people. Sampling used was Simple Random Sampling, so that 60 students were randomly taken and divided into two groups, where 30 students studied with SE-TG and 30 students studied with the conventional model. Seeing the variables to be studied, the research design used was *Randomized Pretest and Posttest Control-Group Design* (Creswell, 2018).

**Procedural Analysis**

Before beginning the research, the students communicated with the Physical Education Teacher and the SMK 45 Lembang regarding the research implementation. After agreeing, the students were asked to complete an ethics form provided by LPPM UNJ to obtain their parents' consent. At the initial introduction, the student group serving as the research sample was informed about the activities to be carried out. Furthermore, in the initial test stage, the sample in the experimental and control groups were asked to complete the Self-Efficacy and Externality questionnaire (Greve et al., 2001) for approximately 30 minutes.

**Table 1.** The Lesson of Sport Education Model with Traditional Games (SE-TG)

| Lesson | Materi *Sport Education Model with Traditional Games* |
|---|---|
| 1 | • Introduction to Sports Education Models and Traditional Games Jump Rope / *Sapintrong* |
| | • Team Selection and Coach Appointment |
| | • Explanation of Team Role |
| 2 | • Jump Rope Practice within Teams Led by Coaches |
| | • Team Games |
| 3 | • Team Practice Led by Coaches |
| | • Determination of Team Representatives (3 people from each team) |
| 4 | • Inter-team Competition to Determine 1st, 2nd, and 3rd Place |
| 5 | • Awards Ceremony |

Based on Table 1, the treatment phase, students in the experimental group engaged in physical fitness activities using the Sport Education Model with Traditional Games (SE-TG) Jump Rope / *Sapintrong* on Mondays and Thursdays. The control group engaged in physical fitness activities using the conventional model, Jump Rope, lead by teacher on Tuesdays and Fridays. The total number of meetings designed was 12 meetings, or approximately 2 months of research duration. During the treatment process, the heart rate of each student in the experimental and control classes was also monitored using a smartwatch to obtain more accurate results regarding activity data and also to see the extent to which the learning provided had an impact on each student's fitness. This condition is very necessary because usually physical education teachers only measure students' heart rates manually and based on the amount of sweat alone, the results of which can be biased. Heart rate monitoring should be done to ensure that students' activities do not cause negative impacts, especially to avoid exhaustion, fatigue, etc. In the final stage, samples in the experimental and control groups were asked to complete a Self-Eficacy and Externality questionnaire (Greve et al., 2001) for approximately 30 minutes. Afterward, they underwent a physical fitness test using the Balke Test. The data obtained was then interpreted and communicated to the school and used to motivate students to become healthier and fitter (Pascal et al., 2019) during physical education lessons.

**Data Analysis**

Data processing and analysis were conducted using Microsoft Excel and IBM SPSS Statistics 26 software, with the following steps: 1) Tabulating Self-Eficacy and Externality scores. 2) Presenting

http://journal.unugiri.ac.id/index.php/citius
*CITIUS: Jurnal Pendidikan Jasmani, Olahraga, dan Kesehatan, Vol. 5 No.1 2025, 1-4*

descriptive statistics of pretest and posttest scores. 3) Conducting normality and homogeneity tests. 4) Conducting tests using Paired and Independent t-Tests.

## RESULTS

Based on figure 1, it can be seen how the influence of Sport Education Model - Traditional Games (SE-TG) on Self-Eficacy. For the experimental group, the Pretest obtained a score of 3609 with an average of 120.30 and at the time of the Posttest obtained a score of 3978 with an average of 132.60. The increase in the experimental group was 369 with an average of 12.30, it mean the experimental group who learned with Sport Education Model - Traditional Games (SE-TG) have good impact towards Self-Eficacy. For the control group, the Pretest obtained a score of 3669 with an average of 122.30 and at the time of the Posttest obtained a score of 3689 with an average of 122.97. The increase in the control group was 20 with an average of 0.67, it's mean the control group who learned with conventional have bad impact towards Self-Eficacy.

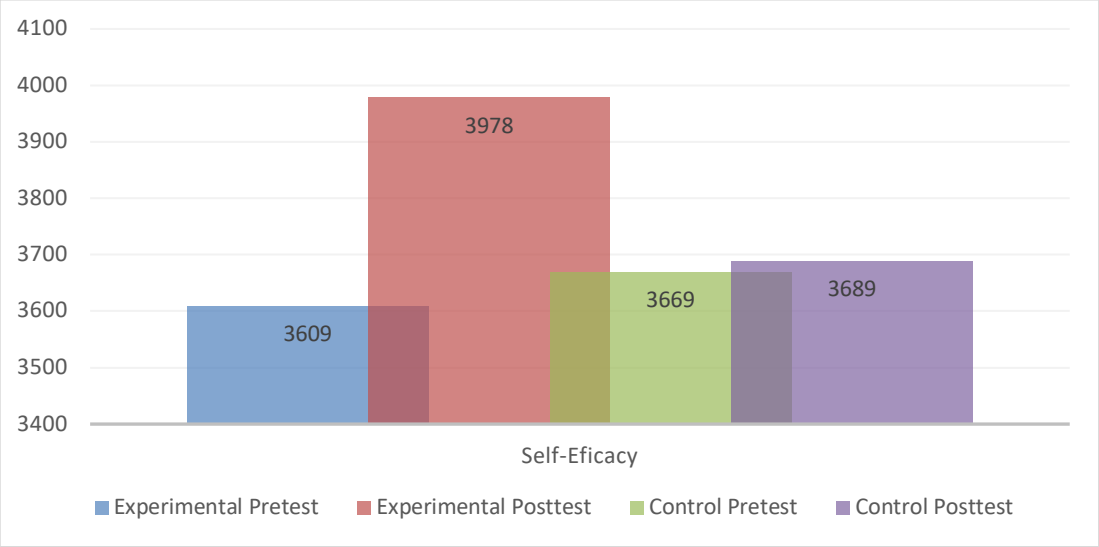


**Figure 1.** The Result of *Self-Eficacy* Student at SMK 45 Lembang

**Table 1.** The Result of Normality and Homogeneity

| Group | Normality | Sig. |
|---|---|---|
| Experimental Pretest | 0.111 | 0.200 |
| Experimental Posttest | 0.114 | 0.200 |
| Control Pretest | 0.080 | 0.200 |
| Control Posttest | 0.115 | 0.200 |
| **Group** | **Marginal Homogeneity Test** | **Sig.** |
| Experiment Group | - 4.153 | 0.026 |
| Control Group | - 0.244 | 0.807 |

Based on Table 1, the results of the normality test of the influence of the Sport Education Model - Traditional Games (SE-TG) for the experimental group, the pretest obtained a statistical value 0.111, *P Value* 0.200 and posttest 0.114, *P Value* 0.200. While for the control group, the pretest obtained a statistical value 0.080, *P Value* 0.200 and posttest 0.115, *P Value* 0.200. Meanwhile, for Self-Eficacy, because the previous test was not homogeneous, a Non-Parametric test was carried out using the Marginal Homogeneity Test, the results showed that for the experimental group, a Statistical value -4.153, *P Value* of 0.000. Because the *P Value* less than 0.05, the results of the Self-Eficacy of students at SMK 45 Lembang in the experimental group were homogeneously distributed. For the Control group, a Statistical value -0.244, *P Value* 0.807. Because the *P Value* more than 0.05, the results of

http://journal.unugiri.ac.id/index.php/citius
*CITIUS: Jurnal Pendidikan Jasmani, Olahraga, dan Kesehatan, Vol. 5 No.1 2025, 1-4*

Self-Eficacy of students at SMK 45 Lembang in the experimental group are heterogeneously distributed.

**Table 2. The Result of Wilcoxon and Mann Whitney U**

| Group | Wilcoxon | P Value |
|---|---|---|
| Experimental | -4.271 | 0.000 |
| Control | -0.410 | 0.681 |
| **Group** | **Mann Whitney U** | **P Value** |
| Experiment X Control | -3.190 | 0.001 |

Based on Table 2, it can be seen that for the Self-Eficacy variable in the Experimental group, the Wilcoxon value -4.271 with *P Value* 0.000. Because the *P Value* less than 0.05, it can be concluded that there was an increase in Self-Eficacy of students at SMK 45 Lembang in the experimental group who learned using SE-TG. In the Control group, the Wilcoxon value -0.410 with *P Value* 0.681. Because the *P Value* more than 0.05, it can be concluded that there was no increase in Self-Eficacy of students at SMK 45 Lembang in the control group who learned using the Conventional Model. Still based on Table 2, it can be seen that for the Self-Eficacy variable, the Mann Whitney U value -3.190, *P Value* 0.001. Because the *P Value* is less than 0.05, it can be concluded that SE-TG learning has a better influence on Self-Eficacy than the Conventional Model of students at SMK 45 Lembang.

## DISCUSSION

Physical education learning at SMK 45 Lembang using the Sport Education Model in collaboration with Traditional Games (SE-TG) has been proven to make students appear to always try to carry out learning activities in the form of physical fitness activities seriously to obtain good fitness results (Noopiam et al., 2025). Physical education learning using the SE-TG model is basically the same as the Sport Education Model which has several advantages including being characterized by 1) Season, 2. Recording, 3. Competition, 4. Affiliation, 5. Peak event and 6. Celebration (Hastie, 1996, 1998, 2000; Siedentop, 1998). Because the learning process is fun and challenging for students, indirectly In addition, aspects of courage to try again, tenacity, sincerity and never give up appear in students which reflect the formation of positive attitudes in students. Physical education learning using this Sport Education model allows students to utilize their time better and engage with greater enthusiasm, resulting in improved learning (Choi et al., 2021).

Physical education learning at SMK 45 Lembang, using this conventional model, places the teacher's role as a leader in the learning process in a dominant manner. Furthermore, the method used is typically a lecture-based approach with drills or repetition, which easily leads to boredom and a lack of student interest (S. Ginanjar et al., 2025). This approach makes it difficult for physical education teachers to cultivate independence, creativity, and responsibility in students. This situation is evident during the learning process, where teachers play a more active role in preparing learning equipment, organizing the learning process, and cleaning up after use. This learning concept is also considered ineffective and inefficient due to the lack of active student involvement during physical education lessons, especially regarding physical fitness, as students are not accustomed to being active in maintaining their physical fitness. Another aspect to consider is interaction during learning, where in this conventional model, students practically only interact with the teacher. This situation arises because the learning tends to be authoritarian, centered on the physical education teacher, resulting in limited student involvement and active participation in physical activity (Murphy et al.,

http://journal.unugiri.ac.id/index.php/citius
CITIUS: Jurnal Pendidikan Jasmani, Olahraga, dan Kesehatan, Vol. 5 No.1 2025, 1-4

2021), this makes it very difficult to achieve physical education learning objectives when using conventional models.

Physical education learning at SMK 45 Lembang, which uses the Sport Education Model combined with Traditional Games, has proven highly suitable for physical fitness because it provides ample opportunities for students to engage and improve their fitness (A. Ginanjar et al., 2021; Puente-Maxera et al., 2020), instruction and direction from the physical education teacher foster concentration and improve students' physical fitness (Aliriad et al., 2024, 2025). Physical education learning using SE-TG tends to train students to be persistent and diligent throughout the learning process. Students consistently follow their teacher's instructions when given assignments and complete them on time (Nelly et al., 2024; Sulz et al., 2024; Zimmerman, 2000). This is the initial attitude that occurs during learning, which is a sign that students can be actively involved. Once a high level of awareness arises in students (Bellinger et al., 2025; Mares et al., 2025), the students will not feel any objection because they are used to doing every task given by their teacher. Physical education learning using the Sport Education Model - Traditional Games (SE-TG) learning model is a more diverse learning process and is adapted to actual game conditions. Students are given freedom and practice solving problems that occur during the learning process (Moreno-Díaz et al., 2024). This is clearly not found in physical education learning using conventional models (Nurdiyan Haris et al., 2025). The learning process is monotonous with many repetitions in an authoritarian style during physical fitness material. This condition becomes something monotonous for students because it creates new experiences in their learning (Dervić et al., 2018).

## CONCLUSION

Physical education learning at SMK 45 Lembang using the Sport Education Model in collaboration with Traditional Games (SE-TG) has been proven to make students appear to always try to carry out learning activities in the form of physical fitness activities seriously to obtain good results in physical fitness material. In addition to the learning process being fun and challenging for students, indirectly In addition, aspects of courage to try again, tenacity, sincerity and never give up appear in students which are a reflection of the formation of positive attitudes of students. This will clearly strengthen students' Self-Efficacy in physical education learning. The impact is that physical education learning at SMK 45 Lembang is very different and diverse when compared to using conventional models where the role of teachers in learning is very dominant. In addition, in its implementation, physical education learning using the SE-TG learning model must be supported by adequate facilities and infrastructure to sharpen teacher skills and make the learning process more diverse. For further research, it is very interesting if the concept of the Traditional Games Collaborative Sports Education Model (SE-TG) can be applied to other physical education materials such as athletics, small ball games, gymnastics and games in the concept of movement (locomotor, non-locomotor and manipulative). Similar research that compares the level of effectiveness with other learning models such as TGFU, Cooperative Learning, PJBL etc., in research conditions that use Qualitative or Mix Method and Path Analysis so that the research results from this concept can provide a more complete picture regarding the advantages of using the Sport Education Model as a whole.

## ACKNOWLEDGEMENTS

The author would like to thank all parties who supported this research, especially for LPPM UNJ and Universitas Negeri Jakarta which has supported and funding this research.

## ETHICS STATEMENT

This research followed ethical standads and received approval from LPPM UNJ with the reference number: 720/UN39.14/PT.01.05/VI/2025, Approval in 12 Juni 2025.

17

## CONFLICT OF INTEREST

The authors state that there is no conflict of interest in this study.

## REFERENCES

Aliriad, H., Adi, S., Manullang, J. G., Endrawan, I. B., & Satria, M. H. (2024). Improvement of Motor Skills and Motivation to Learn Physical Education Through the Use of Traditional Games. *Physical Education Theory and Methodology* , *24*(1), 32–40. https://doi.org/10.17309/tmfv.2024.1.04

Aliriad, H., Da'i , De Benny, M., Priadana, W., Moch, C., Wigantara, R., De Muchammad, &, & Arifianto, R. (2025). Improving primary school children's motor skills: a physical education approach using circuit games with auditory sequencing. *Edu Sportivo: Indonesian Journal of Physical Education*, *6*(1), 15–29. https://doi.org/10.25299/es:ijope.2025.vol6(1).19149

Bellinger, G. C., Roemmich, R. T., Psoter, K. J., Wegener, S. T., Keatley, E., & French, M. A. (2025). Temporal relationships between depression, self-efficacy, and physical activity in individuals with stroke. In *medRxiv* (Vol. 4, Issue 1, pp. 1–24). https://doi.org/10.1101/2025.04.13.25325740

Choi, S. M., Sum, K. W. R., Leung, F. L. E., Wallhead, T., Morgan, K., Milton, D., Ha, S. C. A., & Sit, H. P. C. (2021). Effect of sport education on students' perceived physical literacy, motivation, and physical activity levels in university required physical education: a cluster-randomized trial. *Higher Education*, *81*(6), 1137–1155. https://doi.org/10.1007/s10734-020-00603-5

Chu, S. T., Hwang, G. J., Chien, S. Y., & Chang, S. C. (2023). Incorporating teacher intelligence into digital games: An expert system-guided self-regulated learning approach to promoting EFL students' performance in digital gaming contexts. *British Journal of Educational Technology*, *54*(2), 534–553. https://doi.org/10.1111/bjet.13260

Creswell, W. J. (2018). *Research-Design_Qualitative-Quantitative-and-Mixed-Methods-Approaches* (Vol. 4).

Dervić, D., Glamočić, D. S., Gazibegović-Busuladžić, A., & Mešić, V. (2018). Teaching Physics With Simulations: Teacher-Centered Versus Student-Centered Approaches. *Journal of Baltic Science Eduation*, *17*(2), 288–299. www.compadre.org/physlets.

Ginanjar, A., Mubarok, M. Z., & Mudzakir, D. O. (2021). College students' motivation after teaching using sport education season. *International Journal of Human Movement and Sports Sciences*, *9*(4), 1–7. https://doi.org/10.13189/saj.2021.091301

Ginanjar, S., & Julianti, E. (2024). Pengaruh pembelajaran pendidikan jasmani menggunakan model TGFU terhadap disiplin diri siswa MTS Al-Musyawarah, Lembang. *Jurnal Olahraga Pendidikan Indonesia (JOPI)*, *3*(2), 93–104. http://jopi.kemenpora.go.id/index.php/jopi

Ginanjar, S., Rihatno, T., & Widyawan, D. (2023). The Sport Education Models On Physical Activity Of Jumping Rope Performance In Elementary School. *JUARA: Jurnal Olahraga*, *8*(3), 521–530. https://doi.org/10.33222/juara.v5i1.1000

Ginanjar, S., Samsudin, Resmana, D., & Anugrah, S. M. (2024). Comparing project-based learning with conventional models: Enhancing students' enjoyment of physical education. *Edu Sportivo Indonesian Journal of Physical Education*, *5*(1), 64–81. https://doi.org/10.25299/es:ijope.2024.vol5(1).15183

Ginanjar, S., Samsudin, & Rihatno, T. (2025). The Comparison Of Self-Regulated Student During Sport Education Model And Conventional In Physical Fitness Program. *The 2nd International Conference on Sport Science, Physical Education and Health (ICSSPEH 2024)*, 53–65. https://doi.org/10.2991/978-2-38476-354-2_6

Ginanjar, S., & Tarigan, B. (2018). *Project-Based Learning in Physical Education - Can Improve Creativity Students and Which One Better Than Conventional Approach?* 647–651. https://doi.org/10.5220/0007067306470651

Ginanjar, S., Widyawan, D., & Faruqi, H. (2023). Systematic Literature Review: Sports in Early Childhood in Indonesia. *International Journal of Human Movement and Sports Sciences*, *11*(5), 1140–1149. https://doi.org/10.13189/saj.2023.110523

Ginanjar, S., Widyawan, D., & Prabowo, E. (2022). *Literature Review: Model Discovery Learning Pada Pembelajaran Pendidikan Jasmani Di Sekolah Menengah Atas*. *11*(2). http://journal.ikippgriptk.ac.id/index.php/olahragahal265-276

Greve, W., Anderson, A., & Krampen, G. (2001). Self-Efficacy and Externality in Adolescence: Theoretical Conceptions and Measurement in New Zealand and German Secondary School Students. *Identity: An International Journal of Theory and Research*, *1*(4), 321–344. https://doi.org/10.1207/s1532706xid0104_02

Hastie, P. A. (1996). Student Role Involvement During a Unit of Sport Education. In *Journal Of Teaching In Physical Education*.

Hastie, P. A. (1998). Skill and tactical development during a sport education season. *Research Quarterly for Exercise and Sport*, *69*(4), 368–379. https://doi.org/10.1080/02701367.1998.10607711

Hastie, P. A. (2000). An ecological analysis of a sport education season. *Journal of Teaching in Physical Education*, *19*(1), 355–373.

Hastie, P. A., Casey, A., & Tarter, A. M. (2010). A case study of wikis and student-designed games in physical education. *Technology, Pedagogy and Education*, *19*(1), 79–91. https://doi.org/10.1080/14759390903579133

Layne, T. E., & Hastie, P. A. (2016). Analysis of teaching physical education to second-grade students using sport education. *Education 3–13*, *44*(2), 226–240. https://doi.org/10.1080/03004279.2014.914551

Mares, G., Cojocariu, V.-M., Cîrtiță-Buzoianu, C., Amălăncei, B.-M., & Mâță, L. (2025). Self-efficacy in Relation to Career Decision-Making. *Revista Romaneasca Pentru Educatie Multidimensionala*, *17*(1), 180–197. https://doi.org/10.18662/rrem/17.1/946

Metzler, M., & Colquitt, G. T. (2021). *Instructional Models for Physical Education 4th Edition*. Scottsdale, AZ: Holcomb Hathaway.

Moreno-Díaz, M. I., Vaquero-Solís, M., Tapia-Serrano, M. Á., & Sánchez-Miguel, P. A. (2024). Physical Activity, Body Composition, Physical Fitness, and Body Dissatisfaction in Physical Education of Extremadura Adolescents: An Exploratory Study. *Children*, *11*(1), 83. https://doi.org/10.3390/children11010083

Murphy, L., Eduljee, N. B., & Croteau, K. (2021). Teacher-Centered versus Student-Centered Teaching. *Journal of Effective Teaching in Higher Education*, *4*(1), 18–39. https://doi.org/10.36021/jethe.v4i1.156

Nelly, N., Prabowo, H., Bandur, A., & Elidjen, E. (2024). The mediating role of competency in the effect of transformational leadership on lecturer performance. *International Journal of Educational Management*, *38*(2), 333–354. https://doi.org/10.1108/IJEM-06-2023-0275

Noopiam, T., Pokpalagon, P., Chaiviboontham, S., & Kongkreangkrai, T. (2025). Effects of a Cardiac Rehabilitation Program on Perceived Self-Efficacy and Physical Fitness among Thais with Coronary Artery Bypass Graft: A Quasi-Experimental Study. *Pacific Rim International Journal of Nursing Research*, *29*(2), 291–305. https://doi.org/10.60099/prijnr.2025.271551

Nurdiyan Haris, I., Rahmi Stephani, M., Maniarta Sari, T., Eka Mayasari, R., Hidayat Nasir, S., Rahman, I., Rijal, S., Nurtanzis Sutoyo, M., November, S., Haris, N., Stephani, R., Sari, M., Mayasari, E., & Nasir, H. (2025). Learning models, self-efficacy, and the influence on students' learning outcomes of basic techniques in soccer Modelos de aprendizaje, autoeficacia e influencia de las técnicas básicas del fútbol en los resultados de aprendizaje de los estudiantes. *Retos*, *65*(1), 686–697. https://doi.org/10.47197/re

Pascal, M. J., Layne, T. E., & Irwin, C. C. (2019). Analysis of a Heart Rate Measurement System on Student Motivation and Parent Satisfaction. *Journal of Teaching, Research, & Media*, *17*, 9–15.

Puente-Maxera, F., Méndez-Giménez, A., & Martínez de Ojeda, D. (2020). Games from around the world: Promoting intercultural competence through sport education in secondary school students. *International Journal of Intercultural Relations*, *75*, 23–33. https://doi.org/10.1016/j.ijintrel.2020.01.001

Siedentop, D. (1998). What is Sport Education and How Does it Work? *Journal of Physical Education, Recreation & Dance*, *69*(4), 18–20. https://doi.org/10.1080/07303084.1998.10605528

Siedentop, D., Hastie, P., & Mars, H. Van Der. (2019). *Complete guide to sport education (3rd ed)*. Champaign, IL: Human Kinetics.

Sulz, L., Robinson, D. B., Morrison, H., Read, J., Johnson, A., Johnston, L., & Frail, K. (2024). A scoping review of K–12 health education in Canada: understanding school stakeholders' perceptions. *Curriculum Studies in Health and Physical Education*. https://doi.org/10.1080/25742981.2024.2311113

Valério, C., Farias, C., & Mesquita, I. (2021). Pre-service teachers' learning and implementation of student-centred models in physical education: A systematic review. *Journal of Physical Education and Sport*, *21*(6), 3326–3338. https://doi.org/10.7752/jpes.2021.06452

Zimmerman, B. P. (2000). Attaining Self-Regulation A Social Cognitive. In *Handbook of Self-Regulation* (pp. 13–38).