

Sport Education Model and Environmental Determinants in the Transformation of Physical Education Curriculum

¹Komathy D/O Ramadas; ²Syed Kamaruzaman Syed Ali, ³Rahimi Md Saad
^{1,2,3}*Department of Educational Foundation and Humanities, Faculty of Education, University of Malaya, Malaysia*

I. INTRODUCTION

In physical education, the Sport Education Model (SEM) is a student-centered teaching strategy that offers students structured, meaningful, and real-world athletic experiences (Zhang et al., 2024). SEM structures learning around season-long programs, where students are assigned to stable teams, engage in frequent practices and competitions, and assume roles like player, captain, coach, referee, and statistician. This contrasts with traditional physical education, which frequently stresses isolated skill drills (MDPI, 2023; Bessa et al., 2019). This approach fosters leadership, accountability, and teamwork while enabling teenagers to participate holistically in cognitive, physical, and emotive development. For instance, students can prepare offensive and defensive tactics for their team while switching between positions and referee tasks during a basketball SEM season, which fosters leadership and tactical knowledge. SEM is very adaptable and may be used in a variety of sports that are appropriate for 15-year-old kids, including football, volleyball, badminton, futsal, and netball, providing chances for teamwork and skill mastery. SEM turns physical education into an inspiring and instructive experience by focussing on reflective learning, genuine competition, and student accountability (Chu et al., 2022; Suherman Slamet et al., 2021).

The Importance of SEM in Enhancing Student Motivation : The ability of SEM to increase motivation and engagement is one of its main advantages. Students in SEM classrooms report higher levels of intrinsic motivation, enjoyment, and willingness to participate in physical education than students in traditional models, according to systematic reviews and meta-analyses (MDPI, 2023; PubMed, 2021). This is mostly due to the fact that SEM offers autonomy, meaningful roles, and genuine team experiences—all of which are crucial for teenagers who are growing in independence and self-determination (Zhang et al., 2024; Bessa et al., 2019). For example, in a football SEM unit, students might be in charge of creating team lineups, conducting exercises, and evaluating game performance once a week. This promotes ownership, involvement, and consistent physical education participation. Students become active participants rather than passive recipients by participating in a simulated sporting season, which increases their perseverance, effort, and sustained enthusiasm in physical exercise (Ahmad Tajri & Firdaus Ahmad, 2021).

The Effectiveness of SEM in Fostering Leadership and Group Cooperation : SEM's contribution to the development of social and interpersonal skills is a second advantage. Communication, cooperation, conflict resolution, and prosocial behaviors—all of which are crucial during adolescence—are fostered by team participation and leadership position rotation (Bessa et al., 2019; Chu et al., 2022). In a volleyball SEM course, for instance, students organise strategies, schedule rotations, and referee matches for their peers while learning how to successfully support teammates and settle disputes on the court. According to empirical research, adolescents exposed to SEM exhibit gains in leadership, group cohesion, and peer interaction—outcomes that are rarely attained through conventional skill-focused physical education classes (Suherman Slamet et al., 2021; Ahmad Tajri & Firdaus Ahmad, 2021). The goal of secondary education is to build well-rounded, socially adept students, and this kind of social competency development fits in nicely.

SEM's contribution to strategic and cognitive thinking in sports is another important advantage. In order to foster problem-solving and metacognitive skills, students are encouraged to assess opponents, create game tactics, and make decisions in real time (MDPI, 2023; Zhang et al., 2024). For example, during a badminton SEM season, students might alternate between being match officials and team strategists, keeping track of scores and evaluating the advantages and disadvantages of opponents to devise more effective strategies for future games. Students can apply strategic thinking and decision-making abilities to other academic and real-world situations thanks to this cognitive engagement, which also improves game intelligence and self-reflection (Chu et al., 2022).

The choice of SEM for Grade 9 students is supported by both educational efficacy and developmental appropriateness. Students at the age of fifteen are in a developmental stage where motivation and learning results are significantly influenced by autonomy, peer contact, and meaningful participation. According to Zhang et al. (2024) and Bessa et al. (2019), SEM fosters self-confidence, accountability, and leadership by providing an environment where students take on responsibility for themselves and their teams, make decisions, and experience authentic sporting roles. Students may be required to set match schedules, conduct warm-ups, and keep scorecards for a futsal SEM season, for instance, which would help them build their organisational and planning abilities in addition to their athletic prowess. Furthermore, research indicates that SEM enhances the simultaneous development of social, cognitive, and physical skills, fosters good attitudes towards physical education, and stimulates lifelong physical exercise (PubMed, 2021; Suherman Slamet et al., 2021). To sum up, the Sport Education Model offers a thorough, student-centered method of teaching physical education that successfully combines social, cognitive, and physical development. SEM improves Grade 9 students' motivation, engagement, strategic thinking, and social skills by organising classes as season-long programs with stable teams, alternating leadership roles, genuine competition, and reflecting exercises. According to research, this model not only increases physical proficiency but also cultivates leadership, teamwork, responsibility, and favourable attitudes towards sport that last a lifetime (MDPI, 2023; Bessa et al., 2019; Zhang et al., 2024). Students aged 15 and up benefit greatly from SEM's emphasis on holistic learning and realistic experiences, which match their developmental needs while fostering an engaging and joyful learning environment. All things considered, using SEM guarantees that physical education goes beyond teaching skills to develop well-rounded, driven, and socially adept teenagers who are ready for challenges in both sports and life.

II. CONCLUSIONS

To sum up, the Sport Education Model offers a thorough, student-centered method of teaching physical education that successfully combines social, cognitive, and physical development. SEM improves Grade 9 students' motivation, engagement, strategic thinking, and social skills by organising classes as season-long programs with stable teams, alternating leadership roles, genuine competition, and reflecting exercises. According to research, this model not only increases physical proficiency but also cultivates leadership, teamwork, responsibility, and favourable attitudes towards sport that last a lifetime. Ultimately, the successful implementation of SEM represents a vital shift in how we prepare students for life beyond the classroom. By providing realistic experiences that match their developmental needs, SEM fosters an engaging and joyful learning environment where students take ownership of their journey. All things considered, using SEM guarantees that physical education goes beyond teaching skills to develop well-rounded, driven, and socially adept teenagers who are ready for challenges in both sports and life

REFERENCE

1. Ahmad Tajri, & Firdaus Ahmad. (2021). The influence of Sport Education Model on responsibility in basketball. *Journal of Physical Education for Secondary Schools*.
2. [The Influence of Sport Education Model on Responsibility in Basketball Games | Tajri](#)
3. [| Journal of Physical Education For Secondary Schools](#)
4. Bessa, C., Hastie, P., Araújo, R., & Mesquita, I. (2019). What do we know about the development of personal and social skills within the Sport Education Model: A systematic review. *Journal of Sports Science and Medicine*, 18(4), 812–829. <https://pubmed.ncbi.nlm.nih.gov/articles/PMC6873138/>
5. Chu, A., Chen, B., Wang, C., & Su, D. (2022). The effect of the Sport Education Model on student learning behavior. *Frontiers in Psychology*.
6. [The Effect of Education Model in Physical Education on Student Learning Behavior -](#)
7. [PubMed](#)
8. MDPI. (2023). Impact of Sports Education Model in Physical Education on Students' Motivation: A systematic review. *Children*, 8(7), 588.
9. <https://www.mdpi.com/2227-9067/8/7/588>
10. PubMed. (2021). Impact of Sports Education Model in Physical Education on Students' Motivation [Systematic review summary]. <https://pubmed.ncbi.nlm.nih.gov/34356567/>
11. PubMed. (2023). Effects of Sport Education Model and physical fitness on motivation and prosociality for a healthy approach in secondary students. <https://pubmed.ncbi.nlm.nih.gov/40863783/>
12. Suherman Slamet, et al. (2021). Sport Education Model (SEM): Effect on physical selfconcept and invasion game outcomes. *TEGAR: Journal of Teaching Physical Education*. [Sport Education Model \(SEM\): Its Effect on Physical Self-Concept \(PSC\) and Invasion Game Learning Outcomes in Elementary Schools | Slamet | TEGAR:](#)
13. [Journal of Teaching Physical Education in Elementary School](#)

14. Zhang, J., Xiao, W., Soh, K. G., et al. (2024). The effect of the Sport Education Model in physical education on student learning attitude: A systematic review. *BMC Public Health*, 24, 949.
15. <https://link.springer.com/article/10.1186/s12889-024-18243-0>