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THE RESEARCH OF SPORT EDUCATION MODEL IN PHYSICAL EDUCATION PROGRAM: A SYSTEMATIC LITERATURE REVIEW

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Abstract

The purpose of this research is to see how the research that has been carried out regarding the sport education model in physical education learning is implemented at every level of education and discuss the views of teachers and parents. All the data discussed in this research is based on Scopus articles to be more reliable. The method used was a systematic literature review, where the search results found 396 Scopus-indexed articles from 1968–2024, which were selected systematically to become 77 articles relevant to the research question. Based on these results, there are several conclusions, according to this research: 1) Spain and the USA are the most dominant countries in the amount of research related to this sport education model, and further innovation is needed so that this sport education model can also be applied at the college and school level, on the basis of which it is felt that there is still a lack of research. 2) Sports Education Research This model of physical education learning mostly uses sports games, with a high dominance in the sports of basketball and volleyball. 3) Research on sport education models in physical education learning is known to involve many sophisticated media, such as videotaped, audiotaped, accelerometers, and software used for qualitative data processing. and 4) The Sport Education Model application itself combined with technology and social media makes parents actively involved in supporting learning so that the goals designed by the teacher are achieved and the students' parents feel satisfied with the results. Future research is expected to help sharpen studies that have not been revealed in the Sport Education Model research in physical education learning, such as cognitive, affective, and psychomotor aspects that have been widely carried out, and longitudinal research is needed regarding how this Sport Education Model can help shape students' strong character in physical education activities.

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INTRODUCTION

The use of learning models in physical education programmes is one of the right ways for teachers to be able to create quality learning for their students. Using appropriate learning models has been proven to increase student motivation to continue doing physical activity (Valério et al., 2021), improve student learning achievement (Metzler & Colquitt, 2021) and make it highly recommended for physical education teachers to master it to achieve educational goals. In general, the learning method that is still used by physical education teachers is the conventional model with direct instruction techniques (Solihin et al., 2022). The conventional learning model is teacher-centred, where the teacher only lectures in front of the class and uses a command style that includes repetition to guide students in learning physical education (Gurvitch et al., 2008). This kind of learning model is less popular because it always makes students face anxious, confused, and boring conditions and tends to reduce their learning motivation (A. Ginanjar et al., 2019).

One of the recommended learning models used in physical education is the sport education model (Siedentop, et al 2019), where students will get experience competing in real sports (Siedentop, 1994). Sport education focuses on six main components: seasons, team affiliations, official and practice competitions, recording, celebrations, and peak events (Siedentop, 1998), whose learning objectives can be aligned with teacher needs. Physical education learning using this sport education model requires an active role from each student with various roles assigned by the teacher. In addition to increasing student learning success (Casey, 2014), it also increases social collaboration among students (Alvi & Gillies, 2023) during real sports competitions. One of the characteristics of physical education learning activities using this sport education model is that there is a peak event (Layne & Hastie, 2016). However, this can be adjusted to the teacher's needs so that they do not always emphasise things that are competitive but can help students achieve good learning goals (Chu et al., 2023). So, the role of physical education teachers in adapting the learning structure in the context of the Sport Education Model is very

crucial to helping student growth and development.

Regarding systematic reviews in sports education, this model has also been carried out by (Evangelio et al., 2018), but only at the elementary and junior high school levels. In other research, a review was also carried out using the same technique (Guijarro et al., 2020), but only limited to the scope of Spain. Some previous research has been carried out, but most of it is experimental research on the use of the Sport Education Model in the classroom. As is known, the implementation of the Sport Education Model in physical education learning can have a positive impact on increasing student activity when studying and obtaining good physical fitness (S. Ginanjar et al., 2023), so that students learn in a happy atmosphere and are followed by high motivation to be able to study well. Based on this research, the researcher feels that there are aspects that can still be reviewed further regarding the advantages of using the sport education model, and the researcher is trying to reveal them for the sharpness of future research on using the sport education model in physical education learning.

METHODS

The aim of this research is to provide an overview of how research related to this sport education model is carried out at every level of education. The method used in this study was a systematic literature review, with the data collection guided by the research procedures (Zawacki-Richter et al., 2020). Data analysis follows the steps of the figure 1 below.

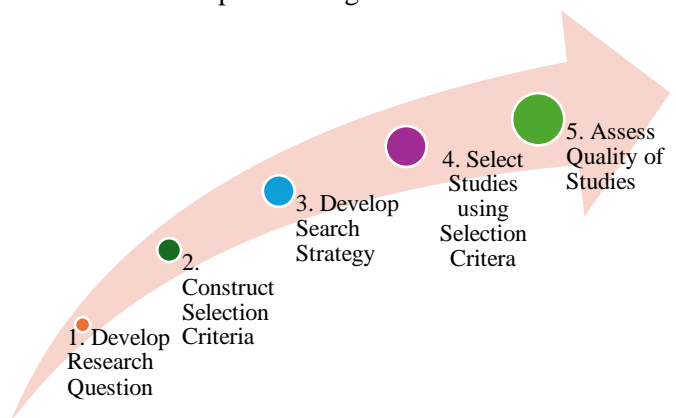


Figure 1. Systematic Literature Review Research Procedures (Zawacki-Richter et al., 2020)

Some of the preparations made by the author in this study are as follows:

- A. Develop research questions. The research questions in this study is.
 1. RQ1. Which country has the most research on Sport Education Models?
 2. RQ2. What types of sports or physical activity are often used regarding the Sport Education Model in physical education research?
 3. RQ3. What media are often used regarding the Sport Education Model in physical education research?
 4. RQ4. What are the teachers and parents' perspective regarding the Sport Education Model in physical education research?
- B. Developing the search strategy. The author uses *Publish or Perish 8* software in the Scopus database to collect data. The search string uses several keywords: 1) Sport Education, 2) Sport Education Model, and 3) Sport Education in Physical Education.
- C. Selection Criteria. The selection criteria are divided into inclusion and exclusion criteria. The author then sets the inclusion criteria as follows: 1) The article has a clear and traceable source, 2) The article is relevant to the problem formulation that has been determined, and 3) Articles in journal form.

While for exclusion, the criteria are set as follows: 1) The article isn't clear and doesn't have a traceable source, 2) The article isn't relevant to the problem formulation that has been determined, and 3) Articles are not in journal form.

In its implementation, the author read carefully and saw the title, abstract, and conclusion of the article; these were needed to get the result of the article (Zawacki-Richter et al., 2020), which is in accordance with the author's criteria.

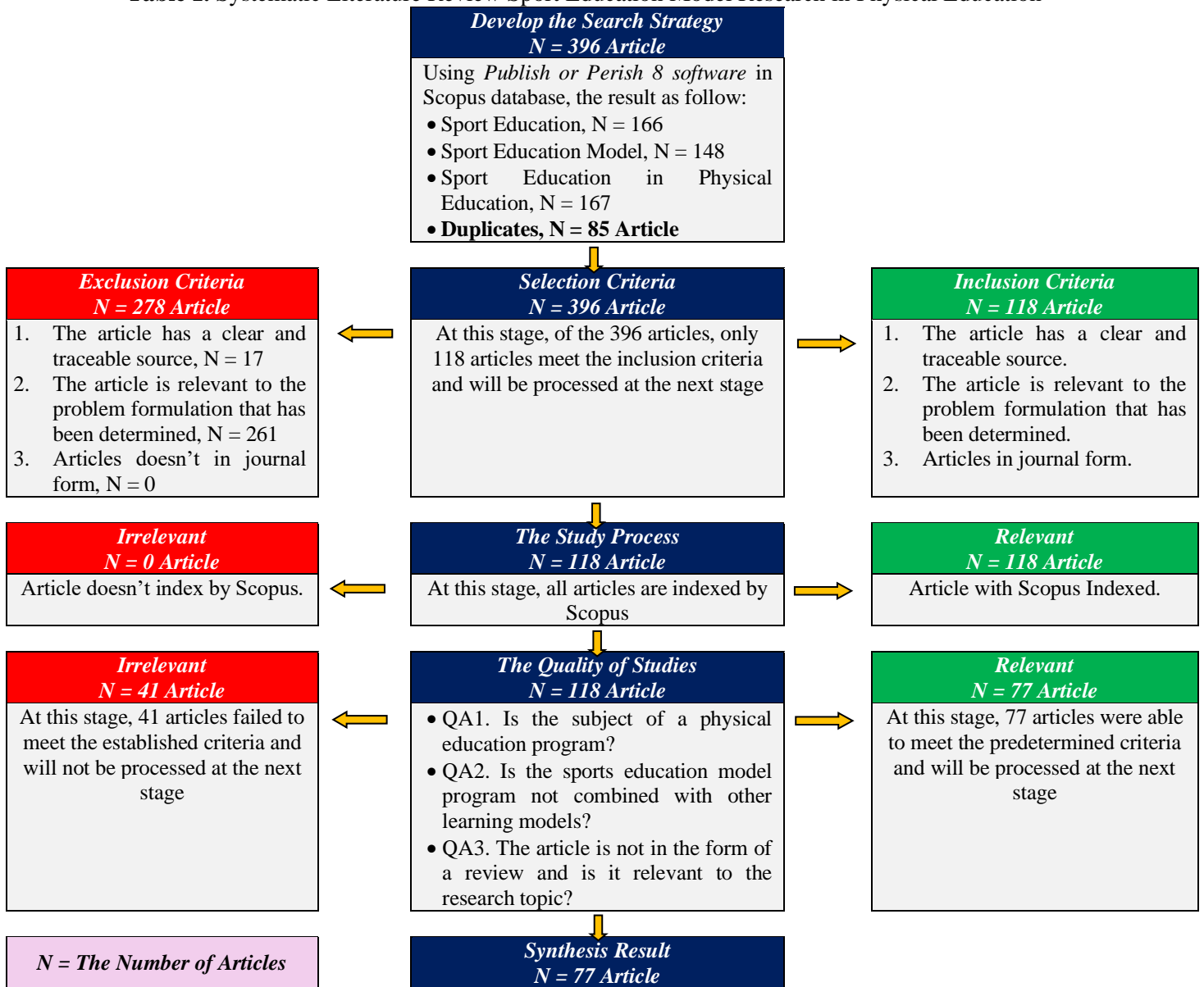
- D. The study selection process. The author read the article manually, using *Foxit Reader* software to mark several words required and recap it in *Microsoft Excel* software to make the process easier.
- E. Assess the quality of the studies. In the final preparation, the data found was evaluated with a mark Y (yes) or N (no) if it fulfilled or not the question of quality assessment criteria. The question is as follows:
 1. QA1. Is the subject of a physical education program?
 2. QA2. Is the implementation of the sports education program model not combined with other models?
 3. QA3. The article is not in the form of a review and is it relevant to the research topic?
- F. Synthesis Result of the Research Question. In this final stage, the author processes the data to get a clear understanding of the research questions that have been set.

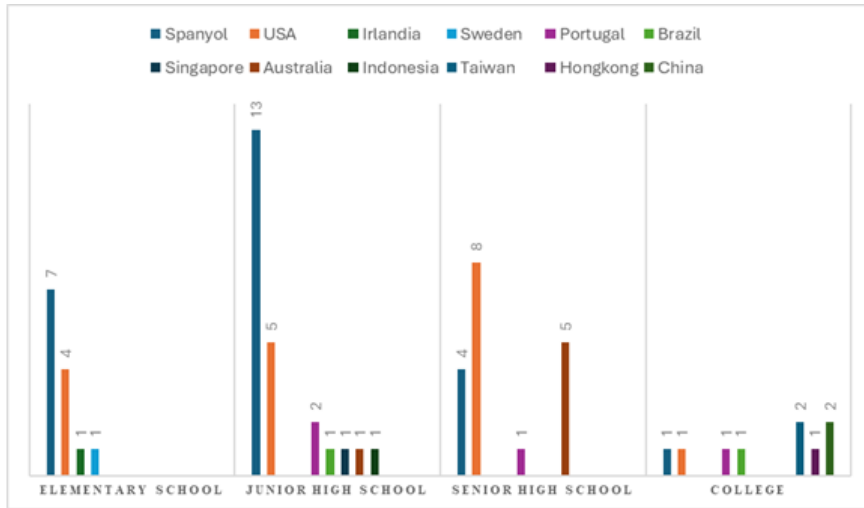
FINDINGS AND DISCUSSION

Finding

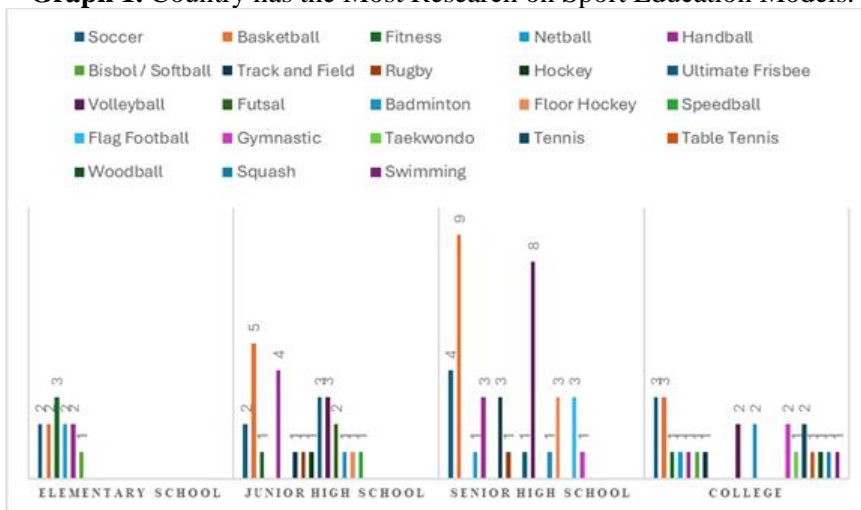
Based on the research data, the author tries to process the data using the systematic literature review research procedures technique (Zawacki-Richter et al., 2020). In its implementation, the author assumes that by using the systematic literature review technique, he will obtain a clearer picture of the sports education model in physical education learning. After the preparation was deemed sufficient, the researcher then proceeded to the stage of processing the data that had been obtained, which can be seen in Table 1 and the Systematic Literature Review Process as follows:

Table 1. Systematic Literature Review Sport Education Model Research in Physical Education

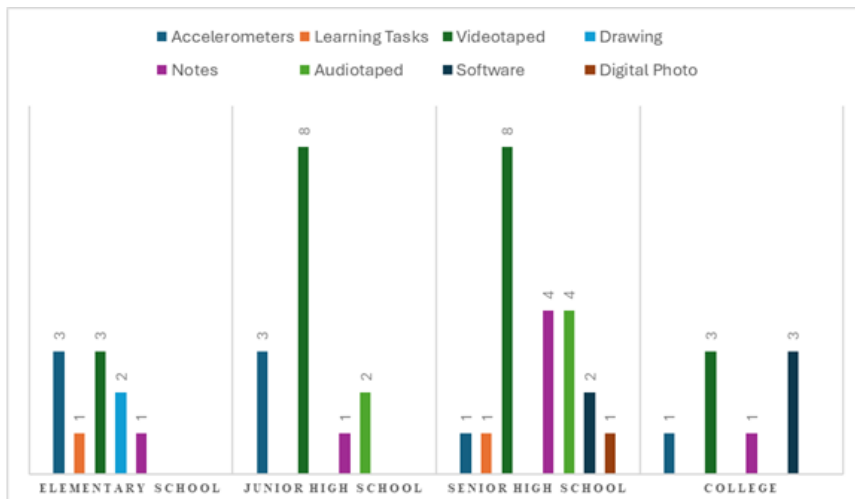




Graph 1. Country has the Most Research on Sport Education Models.



Graph 2. Types of sports or physical activity are often used regarding the Sport Education Model in physical education research.



Graph 3. Media are often used regarding the Sport Education Model in physical education research.

A. The researcher sets the research questions as follows:

1. RQ1. Which country has the most research on Sport Education Models?

2. RQ2. What types of sports or physical activity are often used regarding the Sport Education Model in physical education research?
 3. RQ3. What media are often used regarding the Sport Education Model in physical education research?
 4. RQ4. What are the teachers and parents' perspective regarding the Sport Education Model in physical education research?
- B. Developing the Search Strategy. Author using *Publish or Perish 8* software in Scopus database to collect data. The search string using several keywords: 1) Sport Education, 2) Sport Education Model, and 3) Sport Education in Physical Education. Author found 481 articles from 1968 to 2024, with 85 articles being duplicated, so 396 articles are included in the criteria to be continued at the next stage.
- C. Selection Criteria. The author read the article manually, using *Foxit Reader software* to mark several words required and recap it in *Microsoft Excel* to make the process easier. The author then selected 396 articles and read carefully to see the title, abstract, and conclusion of the article; these are needed to get the result of the article procedures (Zawacki-Richter et al., 2020). The author then sets the inclusion criteria as follows: 1) The article has a clear and traceable source, 2) The article is relevant to the problem formulation that has been determined, and 3) Articles in journal form.
- In this process, 118 articles were found that met this requirement and were processed at the next stage. While for exclusion, the criteria are set as follows: 1) The article doesn't clear and doesn't have traceable source, 2) The article doesn't relevant to the problem formulation that has been determined, and 3) Articles are not in journal form.
- In this process, it was found that 278 articles were deemed not to meet the author's criteria, and it was decided not to be included in the next stage.
- D. The study selection process. At this stage, the author cross-checked the data from the 118 articles that had been obtained. The author carried out a review and matching

process with the Scopus database for the period April 2024. The results obtained were all articles that matched the Scopus database and met the criteria to be continued at the next stage.

- E. Assess the quality of the studies. In the final preparation, the data found is evaluated and given another mark with Y (yes) or N (no) if the question of quality assessment criteria is fulfilled or not. The question is as follows:

1. QA1. Is the subject of a physical education program?
2. QA2. Is the sports education model program not combined with other learning models?
3. QA3. The article is not in the form of a review and is it relevant to the research topic?

The results obtained were 77 articles that met the criteria in the Assess the Quality of Studies process and 41 articles that did not meet them. So, the author only processed 77 articles, which will be continued at the next stage.

- F. Synthesis Result of the Research Question. In this final stage, the author processes the data to answer the research questions that have been previously determined.

Discussion

The discussion that will be presented by the author is based on the data that has been obtained and is depicted successively in Graphs 1 to 3. The author has done this to facilitate data interpretation and provide high data accuracy from the data that has been obtained. The use of the Sport Education Model in physical education learning, which has been well programmed, has been proven to be widespread. The author found 64 articles that examined the Sport Education Model in physical education learning from elementary school to university level and 13 articles that focused more on the views of teachers and parents regarding the implementation of the Sport Education Model itself. The author does not count the 13 articles that are more targeted at the views of teachers and parents in this section because a separate portion will be given to discuss the impact of the sport education model on physical education learning from the

perspective of teachers and parents. The further explanation is as follows:

RQ1. Which country has the most research on Sport Education Models?

Based on Graph 1, The first author of this Sport Education Model article found 64 articles examining the Sport Education Model in physical education learning from elementary school to university level. At the elementary school level, 13 articles were found where there were two countries of origin with the highest authors who researched the Sport Education Model in physical education learning, namely Spain in first place with 7 articles (Carriedo et al., 2022; García-López & Gutiérrez, 2015; Luna et al., 2020; Martínez de Ojeda et al., 2019; Molina et al., 2020; Segovia & Gutiérrez, 2020a, 2020b), and the USA in second place with 4 articles (P. A. Hastie et al., 2017; Layne et al., 2022; Mowling et al., 2006; Ward et al., 2017). At the junior high school level, there were 24 articles found where there were two countries of origin with the highest authors who researched the sport education model in physical education learning, namely Spain in first place with 13 articles (Carriedo et al., 2020; Casado-Robles et al., 2015; Cuevas et al., 2016; Del et al., 2020; Franco et al., 2021; García-López & Gutiérrez, 2015; Hernández-Andreo et al., 2020; Llanos Muñoz et al., 2022; Luna et al., 2019; Méndez-Giménez et al., 2015; Puente-Maxera et al., 2018; Rocamora et al., 2019; Segovia & Gutiérrez, 2020b), and the USA in second place with 5 articles (P. A. Hastie, 1996, 1998, 2000; P. A. Hastie & Sinelnikov, 2006; P. A. Hastie & Trost, 2002). At the high school level, there were 18 articles found where there were two countries of origin with the highest authors who researched the Sport Education Model in physical education learning, namely the USA in first place with 8 articles (P. Hastie et al., 2014; P. A. Hastie et al., 2013; O. A. Sinelnikov & Hastie, 2010; O. Sinelnikov & Hastie, 2008; Wahl-Alexander & Morehead, 2017; Wallhead Nikos Ntoumanis, 2004; Wallhead et al., 2013, 2014), and Australia ranked second with 5 articles (Carlson & Hastie, 1997; D. Perlman, 2012a, 2012b; D. J. Perlman, 2011; D. Perlman & Karp, 2010). At the tertiary level, 9 articles were found in which there were two countries of origin with the highest authors who

researched the Sport Education Model in physical education learning, namely Taiwan with 2 articles (Kao, 2019; Liao et al., 2023), and China with 2 articles (Cheng, 2024; Zhang & Su, 2020).

Based on this view, it can be concluded that research related to the Sport Education Model in physical education learning at elementary school and junior high school levels is dominated by Spain (7 articles in elementary school and 13 articles in junior high school) and the USA (4 articles in elementary school and 5 articles in junior high school), while in the USA, high school is the largest country with 8 articles, followed by Australia with 5 articles. Meanwhile, universities are dominated by Taiwan and China, with two articles each. It cannot be denied that Spain and the USA are the most dominant countries in the amount of research related to this sport education model, and further innovation is needed so that this sport education model can also be applied at the tertiary and elementary school levels, where it is felt that there is still a lack of research.

From the number of articles mapped by country, it was also found that the Sport Education Model in physical education learning mostly focuses on physical education learning at the junior high school level, with 24 articles and 18 articles at high school. The learning characteristics and the season system are deemed suitable for use in physical education learning at the junior and senior high school levels. Apart from that, we cannot deny that at that time the focus of development was more directed towards aspects of physical fitness and mastery of sports skills, which made this sport education model very appropriate to apply.

What is highlighted here is the use of the Sport Education Model in physical education learning at the tertiary level, which is still not widely applied, and it is felt that only a few articles have been produced with a total of 9 articles. This condition can be addressed by future researchers to be able to find the right formula or study regarding how this sport education model can be used in physical education learning at the tertiary level.

RQ2. What types of sports or physical activity are often used regarding the Sport Education Model in physical education research?

Based on Graph 2, there are two types of sports used in the sport education model. There were 64 articles that examined the sport education model, and in them there were 104 that included the type of sports activity and 3 articles that did not include the type of sports activity at the elementary school to university level. This condition occurs because in one article we do not only use one type of sport; in the condition of using this type of sport when using the Sport Education Model in physical education learning, three different types of sport can be used, and this is adjusted to the needs and characteristics of the school or institution where the researcher is doing its research. This can also be an advantage of the Sport Education Model, which turns out to be very flexible, can be applied to several types of sports at once, and can be adjusted to suit your needs.

At the elementary school level, there were 3 articles that used fitness as a means of sports (Carriedo et al., 2022; Segovia & Gutiérrez, 2020b; Ward et al., 2017), and then Soccer 2 articles (Mowling et al., 2006; Romar et al., 2016), Basketball 2 articles (MacPhail et al., 2012; Molina et al., 2020), Netball 2 articles (Luna et al., 2020; MacPhail et al., 2012), and Handball 2 articles (García-López & Gutiérrez, 2015; P. A. Hastie et al., 2017). At the junior high school level, 5 articles were found that used basketball as a sport (Casado-Robles et al., 2015; Farias et al., 2017; Franco et al., 2021; A. Ginanjar et al., 2019; P. A. Hastie & Sinelnikov, 2006), and 4 articles for handball (Farias et al., 2017; García-López & Gutiérrez, 2015; Puente-Maxera et al., 2018; Rocamora et al., 2019). At the high school level, 9 articles were found that used basketball as a sport (Bessa et al., 2021; Méndez-Giménez et al., 2023; D. Perlman, 2012a, 2012b; O. A. Sinelnikov & Hastie, 2010; O. Sinelnikov & Hastie, 2008; Wallhead Nikos Ntoumanis, 2004; Wallhead et al., 2013, 2014), and volleyball as many as 8 articles (Bessa et al., 2021; Mahedero et al., 2015; D. Perlman, 2012a; D. J. Perlman, 2011; Ricardo Cuevas & Luis M. García-López y Onofre Contreras, 2015; Viciano et al., 2020; Wallhead et al., 2013, 2014). At the tertiary level, there were 3 articles that used soccer as a sport (Choi et al., 2021; Giménez-Meseguer et al., 2022; Glotova & Hastie, 2014), and 3 articles for basketball

(Choi et al., 2021; Giménez-Meseguer et al., 2022; Kao, 2019).

Based on this view, it can be concluded that research related to the Sport Education Model in physical education learning is mostly carried out on sports games, with a high dominance in the sports of basketball and volleyball at the middle school and high school levels, but this becomes interesting at the level where elementary schools use the Sport Education Model with fitness material and in higher education use the Sport Education Model with gymnastics material. A more in-depth study is needed regarding the two phenomena of using the Sport Education Model, where research in elementary schools with fitness material and higher education with gymnastics material can be more researched and explored in depth regarding its usefulness. Apart from that, the researcher highlighted the low level of Sport Education Model studies that use martial arts sports as material because, from the data that the author obtained, practically only Taekwondo with 1 article (Choi et al., 2021) has been carried out.

RQ3. What media are often used regarding the Sport Education Model in physical education research?

Based on the graph 3, types of media used in the sport education model, 77 articles were found that examined the sport education model, and 57 included the types of media used at the elementary school to tertiary levels. In connection with the use of the type of media used in the Sport Education Model, it turns out that in one article, it can be found using 2-3 media to support the research, such as an accelerometer, audiotaped notes to obtain complete data related to physical activity and heart rate data, interviews, and field observations. This situation makes the Sport Education Model more capable of being used with various existing media according to the needs of researchers.

For more detail, at the elementary school level, four media were found that had the same number: accelerometers with 3 articles (Layne et al., 2022; Segovia & Gutiérrez, 2020a; Ward et al., 2017), and videotaped with 3 articles (García-López & Gutiérrez, 2015; P. A. Hastie et al., 2017; Layne et al., 2022). At the junior high school level, 8 articles were found that

used videotaped (Carriedo et al., 2020; Farias et al., 2017; P. A. Hastie, 1996, 1998, 2000; P. A. Hastie & Sinelnikov, 2006; Pereira et al., 2015; D. Perlman, 2010), and 3 articles of accelerometer (Casado-Robles et al., 2015; P. A. Hastie & Trost, 2002; Rocamora et al., 2019) and audiotaped with 3 articles (Farias et al., 2017; García-López & Gutiérrez, 2015; P. A. Hastie, 2000) as the media. At the high school level, 8 articles were found that used videotaped (Carlson & Hastie, 1997; P. Hastie et al., 2014; P. A. Hastie et al., 2013; Mahedero et al., 2015; D. J. Perlman, 2011; O. Sinelnikov & Hastie, 2008; Wahl-Alexander & Morehead, 2017; Wallhead et al., 2014), followed by Notes 4 articles (Carlson & Hastie, 1997; D. Perlman, 2012a; D. Perlman & Karp, 2010; O. Sinelnikov & Hastie, 2008) as the media he uses. At the tertiary level, there were 3 articles that used videotaped (Amato et al., 2022; Choi et al., 2021; Mesquita et al., 2014), followed by software (qualitative), with 3 articles (Cheng, 2024; Choi et al., 2021; Giménez-Meseguer et al., 2022) as the media used.

Based on this view, it can be concluded that research related to the sport education model in physical education learning has involved a lot of sophisticated media, such as videotaped, audiotaped, accelerometers, and software used for qualitative data processing. The diversity of media use is clearly very beneficial for researchers to be better able to explore areas of study that are still not widely applied, such as individual assessment in pairs or the use of task cards or feedback cards in the Sport Education Model. The author believes that the use of this medium will be suitable and popular with students from primary school to tertiary level because of the nature of the Sport Education Model, whose learning is very adaptive and beneficial for researchers in obtaining more accurate data regarding the desired results and appropriate evidence of the achievements of educational teachers. physically when teaching.

RQ4. What are the teachers and parents' perspective regarding the Sport Education Model in physical education research?

Regarding the views of teachers and parents regarding the use of the Sport Education Model in physical education learning, this is presented separately by the researcher to

strengthen detailed responses and input and as a reference for researchers who will use the Sport Education Model in physical education learning both at the elementary school level. and at the university level. Based on the study conducted by the author, it was found that there were 12 articles that were teachers' views on the sport education model. The explanation is outlined in Table 2 as follows.

Table 2. Teacher Perspective about Sport Education Model

Number of Article	Teacher Perspective
Article 1 (Cowan & Luckman, 2001)	The Sport Education Model can achieve broader and more addressable learning outcomes. in turn improving their 'quality of work life'
Article 2 (Gutiérrez et al., 2020)	The Sport Education Model has great potential to support Teacher Pedagogical Competency and is an ideal means for developing teacher professionalism.
Article 3 (Curtner-Smith et al., 2008)	Teachers who receive the Sport Education Model coaching during their lectures will have high quality and will always try to apply it in their learning.
Article 4 (Stran & Curtner-Smith, 2009)	Applying the Sport Education Model to Physical Education teachers will produce good quality teachers.
Article 5 (Mccaughtry et al., 2004)	Through the Sport Education Model, teachers are seen as able to resolve obstacles when teaching, namely 1) difficulty in providing appropriate instructions, 2) pedagogical goals with unique characteristics and 3) development of skills in sports
Article 6 (McMahon & MacPhail, 2007)	Teachers must master the Sport Education Model in depth so that it can be implemented effectively in school.
Article 7 (Harvey et al., 2020)	That the Sport Education model combined with the Twitter application is very likely to capture the reality of teacher practice in schools.
Article 8 (Chen et al., 2013)	The success of implementing the Sport Education Model produces a new vision of teaching and learning for physical education teachers.
Article 9 (Parker & Curtner-Smith, 2012)	That in the Sport Education Model there are no gender differences unless it is caused by the teacher's lack of experience.
Article 10 (O. A. Sinelnikov, 2009)	The advantages of the Sport education model are 1) embedded training 2) alignment with sports characteristics 3) full control of students and 4) cooperative attitude of students
Article 11 (Iserbyt et al., 2016)	Teachers need to apply the Sport Education Model because it provides better results.
Article 12 (Alegre et al., 2017)	The Sport Education Model is very suitable for increasing knowledge and positive performance in athletic learning.

Based on table 2, The sport education model has been proven to produce better learning and develop teachers' pedagogical competence so that they have good-quality teaching abilities. This in-depth understanding of the Sport Education Model material should be applied during lectures to better understand

and have sufficient experience regarding its application in physical education learning. The Sport Education Model is a new vision in physical education learning because in the learning there is inherent training, it can be adapted to the sport that will be used, student learning is fulfilled well, and student cooperation increases. This condition allows students' knowledge and skills to be trained and developed in a positive direction. The unique characteristic of the Sport Education Model is that it can solve teachers' problems when teaching in class, which must develop knowledge and skills in sports within a learning framework that students like. The application is also proven to be able to be combined with existing technological advances, for example, Facebook and Twitter, which are proven to be able to support physical education learning in schools and are not influenced by gender differences. Weaknesses can occur when physical education teachers do not master the learning material or the Sport Education Model application.

Based on the study conducted by the author, it was found that there was 1 article that was a parent's view of the sport education model. The explanation is outlined in Table 3 as follows.

Table 3. Parents Perspective about Sport Education Model

Number of Article	Parents Perspective
Article 13 (Fernandez-Rio & Bernabe-Martín, 2019)	The Sport Education Model using Facebook means that parents are actively involved in supporting learning as expected by parents

Based on table 3, The Sport Education Model combined with technology and social media makes parents actively involved in supporting learning so that the goals designed by the teacher are achieved and the students' parents feel satisfied with the results. Therefore, based on the views of teachers and parents regarding the use of the Sport Education Model in physical education learning, it needs to be addressed in depth that teachers and parents fully support learning carried out using this Sport Education Model. Its challenging learning characteristics and the existence of a season system are deemed suitable for use in physical education learning at every level, from elementary school to university, while still being able to combine the development of students' sports knowledge and skills. Apart from that, with its flexible nature and in

accordance with current developments, this sport education model can be integrated with various existing learning support technologies. This is a condition that needs to be addressed by future researchers to reveal learning technology in physical education using the Sport Education Model so that research results can be clearer and more accurate and can be used by various teachers in various countries without making parents worry about the learning process.

CONCLUSION

Research related to the Sport Education Model in physical education learning has been proven to have been widely carried out. In this research, 77 articles indexed by the Scopus database were found. These articles also became the basis for determining the conclusions in this research because there are so many benefits and uses of using this sport education model in research related to physical education learning. Therefore, the researcher then formulated several conclusions related to the questions of this research.

Based on the countries that have studied the sport education model the most at the elementary and junior high school levels, it is dominated by Spain (7 articles in elementary school and 13 articles in middle school) and the USA (4 articles in elementary school and 5 articles in middle school), while at the high school level, the USA is the country with the most articles, with 8 articles, followed by Australia with 5 articles. Meanwhile, universities are dominated by Taiwan and China, with two articles each. It cannot be denied that Spain and the USA are the most dominant countries in the amount of research related to this sport education model, and further innovation is needed so that this sport education model can also be applied at the tertiary and elementary school levels, where it is felt that there is still a lack of research.

Based on the type of sport or physical activity used in the research, the Sport Education Model in physical education learning mostly uses game sports with a high dominance in the sports of basketball and volleyball at the middle school and high school levels, but this becomes interesting when it comes to the elementary school level, which uses the Sport Education Model with fitness material, and at

higher education, which uses the Sport Education Model with gymnastics material. A more in-depth study is needed regarding the two phenomena of using the Sport Education Model, where research in elementary schools with fitness material and higher education with gymnastics material can be more researched and explored in depth regarding its usefulness.

Based on the media that is often used in research, sport education models in physical education learning are known to involve many sophisticated media, such as videotaped, audiotaped, accelerometers, and software used for qualitative data processing. The diversity of media use is clearly very beneficial for researchers to be better able to explore areas of study that are still not widely applied, such as individual assessment in pairs or the use of task cards or feedback cards in the Sport Education Model.

Based on the views of teachers and parents regarding the implementation of physical education learning using the Sport Education Model, it is revealed that the advantages are that there is inherent training, it can be adapted to the sport that will be used, student learning is fulfilled well, and student cooperation increases. The unique characteristic of the Sport Education Model is that it can solve teachers' problems when teaching in class, which must develop knowledge and skills in sports within a learning framework that students like. The application has also been proven to be able to be combined with existing technological advances, for example, Facebook and Twitter, which have been proven to be able to support physical education learning in schools and enable parents to monitor the development of their children's movement abilities. The Sport Education Model has also been proven not to be influenced by gender differences, and the factor that becomes its weakness can occur when physical education teachers lack mastery of the learning material. The Sport Education Model application itself combined with technology and social media makes parents actively involved in supporting learning so that the goals designed by the teacher are achieved and the students' parents feel satisfied with the results. This needs to be addressed in depth so that teachers and parents fully support learning carried out using the Sport Education Model.

Researchers are aware of their limitations and the many aspects that still need to be uncovered. It is hoped that further research will help sharpen studies that have not been revealed in the Sport Education Model research in physical education learning, such as cognitive, affective, and psychomotor aspects that have been widely carried out, and longitudinal research is needed regarding how the Sport Education Model can help shape students' strong character in sports activities.

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ETHICS COMMITTEE

The study protocol was approved by the Ethics Committee of the Universitas Negeri Jakarta No. 515/UN39.14/PT.01.05/VI/2024 and date of approval June 10, 2024.

CONFLICT OF INTEREST

The author declares that there is no conflict whatsoever related to the research, writing and publication of this article.

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