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Students' Leadership Level after Badminton Sports Education Learning

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Abstract

Study purpose. This study aimed to determine the level of student leadership in appropriate roles in *Sport Education* after using *Sport Education* Badminton.
Materials and Methods. The research method used a quantitative descriptive approach. The participants in the study were 22 students of one of the sports study programs in the Indramayu district. The research instrument used the ILI-SF. Data analysis techniques using descriptive statistics.
Results. The results concluded that student leadership according to roles in *Sports Education* after using *Badminton Sports Education* tended to be in the Good category.
Conclusions. This study concludes that further research is needed by using a pre-test before using *Sports Education* on leadership so that the results obtained can be generalized according to the previously updated research instrument and the relationship between the results of leadership and motivation.

Keywords: Leadership, Sport Education, Badminton.
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Introduction

Badminton is a small ball game played by volleying the ball (*shuttlecock*) using a racket over the net by one or two players consisting of *individual* or *double* numbers with the aim of dropping the *ball (shuttlecock*) into the opponent's playing area by collecting as many numbers as possible reaching 21 through two direct sets or *rubber game*s (Agustin, Ramadhan, Hakim, Ginanjar, & Ibrohim, 2023). Badminton is a sport that can be said to be a well-known or popular sport in society. This sport attracts interest from various ages, genders, and skill levels. Badminton games can be played indoors or outdoors which are used for recreation or as a competition event. Badminton is a sport that uses rackets in its game played by two people or four people with positions on different fields that are limited by a net (net). Badminton players can also benefit from this game both in terms of social, entertainment, and mental (Fauzan, Komarudin, Tafaqur, & Novian, 2022).

The learning process of Badminton sports courses at the tertiary level takes place on the Badminton court so that learning time can be optimized for practical learning. However, to be able to optimize the constructive cognitive and affective domains, the teacher must have the

right strategy. This will also ensure efficiency in learning basic badminton techniques because before proceeding to the actual practical learning process, students already have initial knowledge and visualize the movements to be learned. With this method, it is expected that students will find it easier to perform the movements in question. There should also be efforts that may be made to develop learning models of badminton subjects that are varied and equipped with interesting learning materials.

The learning process in higher education must be able to stimulate the development of several aspects, namely cognitive, psychomotor, affective and social, especially during practical learning. The implementation of learning at least includes components consisting of three things, namely: lecturers, students, and materials. The content or material that students learn is all in the material. The lecturer's job is to deliver the content and material given to students. To find out what students have understood that has been taught and what will be taught, students do the exercises given by the lecturer. This kind of learning has always been considered conventional learning. One of the prominent characteristics of conventional learning is that the lecturer becomes the main source of learning. The process that occurs in the classroom still takes place in the process of teaching and not learning, because teaching is identical to the transfer of knowledge from lecturers to students with indicators of student success having the ability to absorb and repeat what is conveyed by the lecturer, which in the end becomes the problem at hand, activities that are passive so as to eliminate the leadership aspects that should be owned by students, responding to material. It is important to recognize that leadership is the process of influencing others to understand and agree with what needs to be done and how to do it in an effective way, and making the process of facilitating individual and group efforts to achieve common goals.

Sports Education is a pedagogical model based on the concept of small group learning that works together in a team to achieve success according to the role of the team in following seasonal learning (Ginanjar, 2019a; Ginanjar, Kharisma, Ramadhan, & Effendy, 2021; Ginanjar, Mubarok, & Mudzakir, 2021b; Siedentop & Mars, 2012). *Sport Education* is implemented using six characteristics, namely: season, affiliation, formal competition, culminating event, record keeping, and celebration (Ginanjar, 2019a; Ginanjar, Kharisma, et al., 2021; Ginanjar, Mubarok, et al., 2021b). The goal of *Sports Education* is to become someone competent in sports, literate in sports, and enthusiastic about sports activities (Ginanjar, 2019a; Ginanjar, Kharisma, et al., 2021; Ginanjar, Mubarok, et al., 2021b). Related to affiliation, several proven roles can be used in *Sports Education* at the Higher Education level, namely: coach, manager, player, referee, match recorder, and publicity (Ginanjar, 2019a; Ginanjar, Kharisma, et al., 2021; Ginanjar, Mubarok, et al., 2021b). The roles of coaches, managers, and players can be called roles *in team roles* and the roles of referees, match recorders, and publicity can be called *team roles* (Ginanjar, Mubarok, & Mudzakir, 2021a).

Sports Education using Badminton has never been done on high school students in Indonesia and has been done on junior high school students with positive results on sports orientation (Ginanjar, 2018; Ginanjar, Suherman, Juliantine, & Hidayat, 2019). Meanwhile, related to Sports Education leadership *at the Higher Educati*on level has been carried out and states that students who are given a leadership program with *Sports Education* and students who are not given a program are better than students who use *Sports Education* (Slamet, Yudiana, Mahendra, & Ma'mun, 2021). However, the shortcomings of the study are that it is still unknown what level of leadership students get and the instrument used uses the new *Identity Leadership Inventory-Short Form* (ILI-SF). limited validated using language and there is no level of reliability of the instrument.

The ILI-SF uses four dimensions of identity, namely: prototypicality, improvement, entrepreneurship, and impresario (Steffens et al., 2014). Prototypicality includes the unique qualities that the group defines and what it means to be a member of the group. Improvement

includes advancing the interests of the group by the group's goals. Entrepreneurship involves bringing together the people who created We are One within the same group. Impresario involves developing structures, events, and activities that benefit all members of the group.

Taking into account what has been shown and based on the results of *Sports Education* research on leadership at the Senior High School level has not been fully revealed. This study wants to complement the results of existing research and also re-validate the instruments used before data collection for students. The purpose of this study was to determine the level of student leadership according to the role in *Sports Education* after using *Badminton Sports Education*.

Materials and Methods

Study participants.

The participants in this study were 56 students who were in one of the physical education study programs in Indramayu Regency, while the sample used was 22 students who were taken using *purposive sampling*. *Purposive sampling* was used with certain considerations or determining the sample with a specific purpose. Based on the purpose of the study, is to see the level of student leadership after using *Sport Education*. In accordance with the recommended *Sports* Education with six roles involved, namely: coach, manager, player, referee, match recorder, and publication (Ginanjar, Kharisma, et al., 2021; Ginanjar, Mubarok, et al., 2021b). According to the research needs after being identified and the results of discussions with *Sports Education* experts in Higher Education. So not all roles were used as participants in this study. Four people played the role of coach, characteristic of this role as the leader of internal students who carry out training and matches. The four managers themselves had characteristics as team leaders and organized all team needs starting from making coach and player contracts, equipment for training and competing, and places for training and competing. Four team captains where the team captain led his teammates in both training and matches. Six referees who had the characteristics of being the leader of the match in progress. Four match recorders oversaw the match such as determining the seats for the competing teams and conducting *technical meeting*s before the match was held. So that the number of participants to be studied was 22 students.

Study organization.

The research method used a descriptive method. The descriptive method is a research method that tries to explain the activities of the object under study related to variables with scientific methods that use a lot of numbers and statistics in collecting, interpreting, and research results (Ginanjar, 2019b).

The research instrument used the ILI-SF research results (Steffens et al., 2014) which were also corroborated by the research results (Slamet et al., 2021) but the instrument has not been validated. ILI-SF consists of four dimensions, namely: prototypicality, improvement, entrepreneurship, and impresario, each dimension consisting of 1 test item (see Figure 1). There are two forms of ILI-SF, namely ILI-SF for leader evaluation and ILI-SF for evaluating leadership alone. In relation to this study using the ILI-SF to evaluate leadership only, then after the completion of using *the Sports Education* roles involved were asked to fill in the ILI-SF according to what they felt during their role. The researcher returned the ILI-SF validation related to language to language experts, who were English lecturers, scaling to expert lecturers in the field of sports, namely sports psychology lecturers, tests, measurements, and final evaluation of the results of recommendations and discussions with him using a 7 scale, as well as to expert lecturers in sports pedagogy and *Sports Education* related to the characteristics *of Sports Education*.

Statistical analysis.

The data analysis technique in this study used descriptive statistics by looking at the calculation of the average, standard deviation, tendency test, and percentage using *Microsoft Excel* assistance in accordance with the analysis calculation according to Ginanjar (2021)

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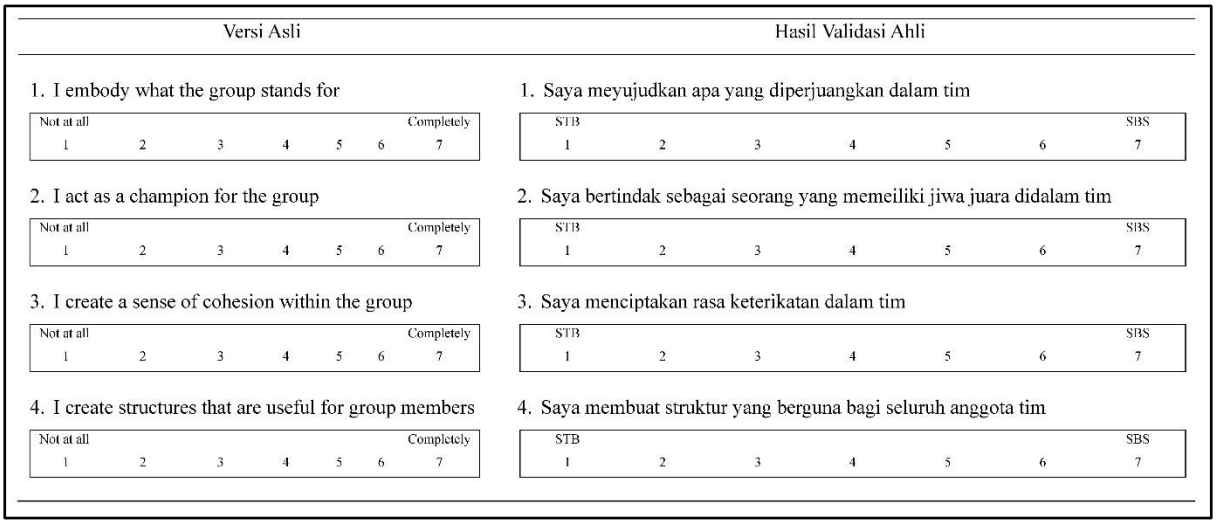


Figure 1. Expert Validation Results

The results of expert validation in Figure 1 were tested on 135 students in the field of sports studies who had learned to use *Sport Education* in the learning process. The results of the answers from 135 students were analyzed using factor analysis using SPSS. First, KMO and *Bartlett's Test* with KMO criteria > 0.50 and Sig. <0.001 (Field, 2013). From the results obtained, the KMO MSA value was 0.804> 0.50, and Sig. 0.00 < 0.05. More details can be seen in Table 1.

Table 1. KMO and Bartlett's Test

Variables	Value
Kaiser-Meyer- Olkin Measure of Sampling Adequacy	0.804
Bartlett's Test of Sphericity	0,000

Anti-Image Matrices with the criteria for all *Anti-Image Matrices*> 0.50 (Field, 2013). From the results obtained, the value of all *Anti-Image Matrices*> 0.50. So the second analysis prerequisite had been met, more details can be seen in Table 2.

Table 2. Anti-Image Matrices

Variables	Value
IP	0.813
HE	0.799
IE	0.765
II	0.848

Communalities with the criteria for all *Communalities*> 0.50 at n = 100 (Hair, Black, Babin, & Anderson, 2018). From the results obtained, the value of all *Communalities* was> 0.50. *Component Matrix* with the criteria for the entire *Component Matrix*> 0.50 at n = 100 (Hair et al., 2018). From the results obtained, the value of all over *Component Matrix*> 0.50. From the results obtained, all variables were declared valid. More details can be seen in Table

3. For the instrument reliability test using *Cronbach's Alpha* with the help of SPSS, the reliability result was 0.875. So that this ILI-SF can be used for students majoring in sports.

Table 3. Communalities and Component Matrix

Variables	Communalities	Component Matrix
IP	0.587	0.766
HE	0.598	0.773
IE	0.788	0.888
II	0.622	0.788

Results

Based on the results of data analysis on 22 students who had been carried out, the average was 5.75 and the standard deviation was 0.72. A total of 1 student or 5% was in the excellent category, 8 students, or 36% were in a good category, 6 students, or 27% were in the sufficient category, 6 students, or 27% were in the poor category, and 1 student or 5% was in the very poor category. More details can be seen in Table 4 and Figure 2.

Table 4. Average Variable Propensity Test

Intervals	Categories	Frequency	Percentage
7 – 6.8	Very Good	1	5%
6.7 – 6.1	Good	8	36%
6 – 5.4	Enough	6	27%
5.3 – 4.7	Less	6	27%
< 4.7	Very Less	1	5%
Default		22	100%
Average		5.74	
Standard Deviation		0.72	

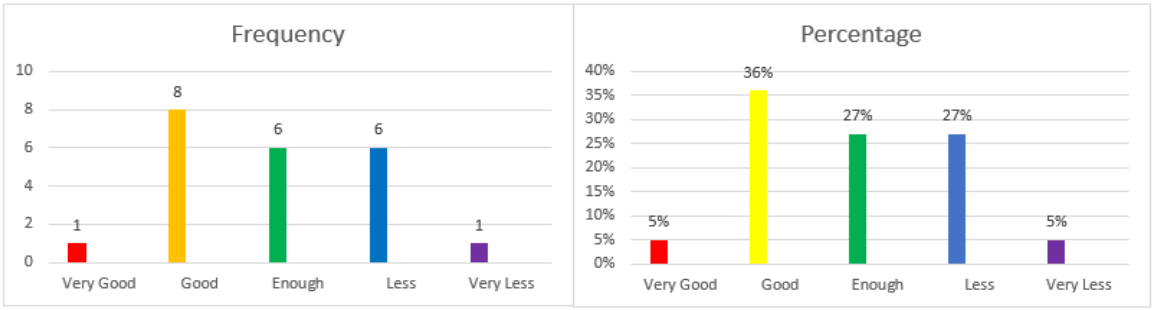
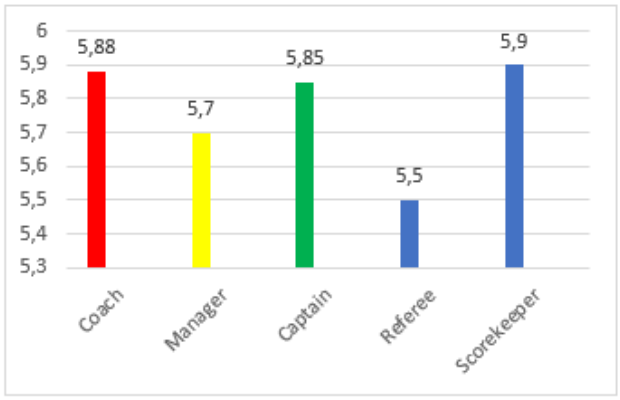


Figure 2. Frequency and Percentage

The average difference for each role involved when viewed from the average value obtained fell into the Fair category. For the coach by 5.88, the manager by 5.7, the team captain by 5.85, the referee by 5.5, and the match recorder by 5.9. More details can be seen in Figure 3.



Picture 3. The average difference between each role

The average difference between *in the team role* and *out the team role. In the team roles* of 5.81 and *out the team roles* of 5.66. More details can be seen in Figure 4.

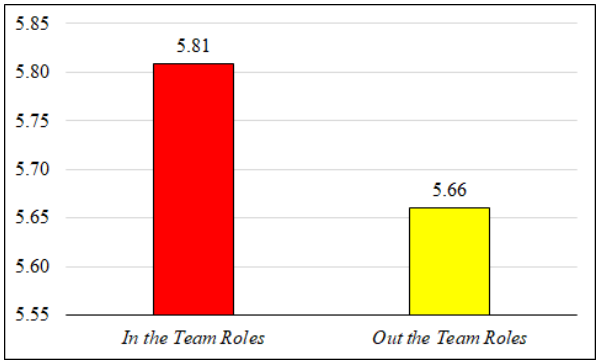


Figure 4. Average between In-Team and Out-of-Team Roles

Discussion

The results that have been obtained, can provide a new picture that *Sports Education* can show student leadership in accordance with the characteristics of the roles they have as leaders in various teams. Possible roles used to see leadership are the roles of coach, manager, captain, referee, and match recorder. So that this research added new findings supported by the results of previous *studies which state that using Physical Education* can develop leadership by 27% (Slamet et al., 2014).

According to (Kurniawan & Suherman, 2015) the three main objectives of *Sports Education* are to form athletes who are competent, literate, and enthusiastic. What is meant by competent is having sufficient ability to follow the game well, master, and be able to carry out the right strategy in a complicated game. Literate is defined as the ability to understand the rules, rituals, and traditions of the sport and to distinguish between good and bad sports. The goal of enthusiasm is used as a target for students to achieve by participating in, maintaining, and safeguarding the values of sports, both in their role as members of sports groups, and enthusiastic participants in the development of sports at local, national, and international levels.

Furthermore, it is reinforced by the opinion of (Darmawati, Tandiyo, Rahayu, & RC, 2017) that education today does not only focus on knowledge but rather on the formation of attitudes that become the foundation of building a whole human being. The spirit of leadership is important to be developed in individuals, both leading themselves and leading groups, because in essence students are valuable assets for the nation.

This is in line with looking at leadership outcomes between *roles within the team and roles outside the team*. This can be used as an addition and complement that in addition to

motivation which has been studied previously and has a positive impact (Ginanjar, Mubarok, et al., 2021a), leadership also has a positive impact and are confirmed in this study, and the results of Slamet et al.'s research (2021). Both motivation and leadership *in team roles are better than roles outside the team*. So it is suspected that there is a relationship between motivation and leadership and this needs to be investigated again in this interim study.

Overall, that *Sport Education* can be used in learning for students at high-field sports colleges is in line with previous research that uses *Sports Education* in learning at high-field sports colleges which has a positive impact (Effendy & Ramadhan, 2021; Ginanjar, Mubarok, et al, 2021a; Ginanjar, Ramadhan, Effendy, Kharisma, & Agustin, 2023; Purwanto, Susanto, & Pahalawidi, 2014; Slamet, 2018; Slamet et al., 2021; Solihin, Ginanjar, & Budiman, 2022).

Conclusions

This study concluded that student leadership in the appropriate role in *Sports Education* after using *Badminton Sports Education* tends to be in the good category. Further research is needed by using an initial test before using *sports education* on leadership so that the results obtained can be generalized by previously validated research instruments and the relationship between the results of leadership and motivation.

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Conflict of interest

No conflicts of interest to declare.

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