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Abstract

Conventional collegiate soccer instruction often overemphasizes the mastery of isolated technical skills, thereby neglecting students' tactical understanding of gameplay and social domain development. This quasi-experimental study aims to examine the effect of the Sport Education Model (SEM) on students' soccer gameplay proficiency and interpersonal competence. The study employed a Pretest-Posttest Non-Equivalent Control Group Design involving college students divided into an experimental group (SEM-based instruction with a 16-session intervention phase) and a control group (conventional instruction). Soccer gameplay proficiency was measured using the Game Performance Assessment Instrument (GPAI) observation sheet, while interpersonal competence was evaluated through a validated questionnaire scale. Inferential analysis results indicate that students who participated in SEM-based instruction experienced a significant increase in gameplay proficiency particularly in decision-making and skill execution within authentic game situations while simultaneously demonstrating superior development in interpersonal competence regarding team communication, conflict resolution, and social responsibility compared to the control group. The implications of this study confirm that restructuring sports pedagogy through the authentic competitive climate and stable team affiliation inherent in SEM can effectively bridge the fulfillment of both motor and psychosocial learning outcomes in higher education.

Keywords: Interpersonal Competence, Gameplay Proficiency, Physical Education, Soccer, Sport Education Model

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INTRODUCTION

Sports instruction in higher education currently faces a serious challenge characterized by a pedagogical imbalance that leans too heavily toward mechanistic technical mastery while neglecting the psychosocial dynamics of students. In conventional practical soccer courses, primary emphasis is often placed on the repetition of isolated basic skills, such as passing, dribbling, and shooting, outside the context of actual gameplay. This teacher-centered approach creates a rigid learning atmosphere, limits the active engagement of students with lower motor abilities, and eliminates opportunities for meaningful interaction(L. Susanti et al., 2023; Wardani et al., 2025). The consequence of this

phenomenon is the emergence of on-field egocentrism, poor collective tactical understanding, and the neglect of social competence development. When students are forced to compete without being equipped with an inclusive social structure, the essence of sports as a medium for character development is reduced to a mere physical activity for accumulating semester credit units.

The urgency to restructure sports learning models in higher education is growing in tandem with 21st-century global competence demands, which mandate the integration of physical prowess and interpersonal skills. College students, as adult learners, frequently encounter substantial barriers in balancing optimal physical performance and academic achievement due to mental fatigue and a lack of environmental support (Irfiansyah, 2024). On the other hand, team sports like soccer inherently possess immense potential to serve as social laboratories for honing communication skills, conflict management, and teamwork. However, this transcendental potential will not materialize automatically without the intervention of a contemporary sports pedagogy model capable of converting the classroom into an authentic, student-centered sports environment. Physical education curricula in higher education are required not only to produce motorically skilled practitioners but also individuals who possess high emotional maturity and social resilience when interacting within society (Muzakki et al., 2025; Wijaya et al., 2026).

In an effort to break this methodological impasse, global literature has documented the implementation of various innovative learning models, one of which is the Sport Education Model (SEM) initiated by Daryl Siedentop (Ishak et al., 2025). Prior research has consistently shown that the core characteristics of SEM such as structured sports seasons, stable team affiliation, formal competition, statistical record-keeping, and a culminating festival are capable of massively transforming student motivation and engagement (Nurjanah, 2026; Samosir, 2024). The healthy competitive climate and the division of authentic non-playing roles (such as managers, coaches, referees, and statisticians) within SEM have been proven to reinforce self-confidence and trigger achievement motivation in both intracurricular and extracurricular activities (Samosir, 2024). Furthermore, this model is considered effective in reducing participation gaps, increasing the effectiveness of academic learning time, and strengthening social cohesion bonds among students from heterogeneous skill backgrounds (E. Susanti et al., 2024). Comparative studies also indicate that such team-based instructional models provide better tactical retention outcomes than conventional direct instruction models (Ramadhan & Ulinnuha, 2023).

Although the effectiveness of SEM has been widely validated, the majority of prior studies remain confined to a narrow scope, leaving a significant research gap. First, the dominance of SEM research has thus far been centered on students at the primary and secondary education levels (elementary, middle, and high school), whereas empirical investigations at the higher education level for adult learners remain very scarce. Second, most researchers tend to separate the evaluation of the

cognitive-motor domain from the affective-social domain. Studies that simultaneously and integratively examine the influence of SEM on actual on-field soccer gameplay proficiency measured through a comprehensive tactical performance assessment instrument alongside psychometrically measured improvements in students' interpersonal competence are rarely found. Yet, a holistic tactical understanding and interpersonal communication proficiency are two interdependent variables that determine the success of a soccer team's performance at a higher level.

The novelty of this study lies in the comprehensive implementation of a 16-session SEM intervention for college students, integrating real-world situation-based tactical proficiency measurements using the Game Performance Assessment Instrument (GPAI) with a quantitative analysis of the subjects' interpersonal competence development trajectories. This research offers a theoretical contribution by expanding the application boundaries of Vygotsky's social constructivism theory within the field of higher education sports pedagogy, as well as a practical contribution in the form of an operational guide for restructuring soccer courses for lecturers and physical education curriculum designers.

Based on this background, this empirical study aims to significantly examine and analyze the influence of implementing the Sport Education Model on college students' soccer gameplay proficiency and interpersonal competence. Through this examination, it is expected to prove that the authentic learning atmosphere offered by SEM can serve as an advanced solution for producing graduates who are not only tactically and technically proficient on the field but also excel in leadership capacity, communication, and interpersonal collaboration in the modern era.

METHOD

Study Design

This study utilized a quantitative approach with a quasi-experimental design. The specific framework applied was the Pretest-Posttest Non-Equivalent Control Group Design. This design was selected because the research subjects consisted of college students in naturally formed classroom groups (scheduled by the academic administration), making true random assignment of participants impossible. The researchers designated one class as the experimental group, which received the Sport Education Model (SEM)-based learning intervention, and another class as the control group, which received the conventional soccer learning model treatment (direct instruction). The dependent variables in this study were soccer gameplay proficiency and student interpersonal competence, while the independent variable was the implementation of SEM.

Participants and Data Collection

The research was conducted at the Faculty of Sports Science and Health (FIKK) Campus,

Universitas Negeri Makassar (UNM), over a full three-month period from January to March 2026. The research population comprised all students enrolled in the practical soccer course during the current semester. The sample selection technique utilized purposive sampling with the following inclusion criteria: (1) active FIKK UNM students administratively registered in regular soccer classes, (2) a minimum attendance rate of 80% during the intervention, and (3) a willingness to fully participate in the entire series of physical tests and psychometric questionnaires. Based on these criteria, two classes were selected as the sample, totaling 60 students (each class consisting of 30 students).

Quantitative data collection was carried out through two main instruments distributed during the pre-intervention (pretest) and post-intervention (posttest) phases:

1. **Game Performance Assessment Instrument (GPAI):**

Used to measure students' actual soccer gameplay proficiency in authentic game situations (authentic assessment). The assessed GPAI components included two primary tactical indices: Decision Making (the appropriateness of passing, shooting, or dribbling) and Skill Execution (the technical quality of the motor actions performed). The evaluation was conducted by three expert raters (senior soccer lecturers at FIKK UNM) via video recordings to ensure inter-rater reliability, targeting a Kappa coefficient of >0.80.

2. **Interpersonal Competence Scale:**

A structured psychometric questionnaire using a 1–5 Likert Scale that measures the dimensions of team communication, conflict management/resolution, empathy, and social responsibility within the context of team sports. This instrument underwent content and construct validity testing and yielded a Cronbach's Alpha reliability value of 0.86, making it highly suitable for measuring students' psychosocial development trajectories

Process and Methodological Procedures

The research implementation procedure lasted for 12 weeks (16 sessions, with a frequency of twice a week and a duration of 150 minutes per session). The control group followed a conventional, teacher-centered soccer course where activities were dominated by isolated technical drills, followed by unorganized free play at the end of the session. Meanwhile, the experimental group at the FIKK UNM Campus received the SEM intervention, which was restructured into five strictly interconnected operational phases:

1. Introduction and Role Selection Phase (Weeks 1–2 / Sessions 1–3): The lecturer explained the philosophy of SEM. Students were divided into 4 stable, heterogeneous teams based on initial ability levels. Each team member was required to select and assume a non-playing functional role to execute throughout the season, such as team manager, tactical coach, referee, match statistician, or first

aid/medical officer.

2. Team Practice / Pre-Season Phase (Weeks 3–5 / Sessions 4–7): Teams operated autonomously under the guidance of the student acting as the coach. They designed strategies, conducted independent warm-ups, and honed gameplay proficiency based on the provided tactical modules. The lecturer acted as a facilitator and pedagogical consultant on the sidelines.
3. Formal Competition Phase (Weeks 6–9 / Sessions 8–12): The official competitive season commenced with a well-structured match schedule. Students who were not scheduled to play during a particular session were required to fully perform their functional duties (e.g., serving as head referee, linesman, or recording the performance statistic sheets of other teams). All data regarding goals, assists, fouls, and passing accuracy were systematically recorded.
4. Culminating Festival / Final Round Phase (Weeks 10–11 / Sessions 13–15): The organization of the peak tournament to determine the season champion. The atmosphere was designed to be festive, featuring team chants, interactive scoreboards, and the publication of cumulative statistics. This phase aimed to maximize commitment, team identity, and interpersonal collaboration.
5. Awards and Evaluation Phase (Week 12 / Session 16): The conclusion of the season through an awards ceremony honoring not only the competition winners but also the fair play team, best referee, best manager, and most accurate statistician. The session concluded with the administration of the GPAI posttest and the re-administration of the interpersonal competence scale.

Data Analysis

The entire collected quantitative dataset was anonymized to protect participant privacy and organized using statistical software. Testing for data analysis prerequisites included normality tests (Shapiro-Wilk) and homogeneity of variance tests (Levene's test). Once the prerequisites were met, hypothesis testing was conducted using paired sample t-tests to examine internal improvements within each group, and independent sample t-tests or Multivariate Analysis of Variance (MANOVA) to compare inter-group effectiveness at a significance level of $\alpha = 0.05$. To ensure research reproducibility, all raw dataset files (GPAI scores and questionnaires), the 16-session SEM intervention syllabus, and student role worksheets were openly uploaded to the Mendeley Data repository with unrestricted public access.

RESULT AND DISCUSSION

Result

The presentation of the research results is logically ordered based on statistical prerequisite testing, followed by the presentation of descriptive and inferential data for the two primary dependent variables: soccer gameplay proficiency (measured via the GPAI instrument) and student interpersonal competence

(measured via the psychometric questionnaire scale). Data were collected from the Faculty of Sports Science and Health (FIKK) Campus, Universitas Negeri Makassar (UNM), throughout the intervention period from January to March 2026.

Prerequisite Analysis Testing

Prior to hypothesis testing, the entire dataset underwent formal prerequisite testing, which included tests for normality and homogeneity of variance. The results of the Shapiro-Wilk normality test indicated that all pretest and posttest data for both soccer gameplay proficiency and interpersonal competence in the experimental and control groups had significance values of $p > 0,05$, indicating that the data were normally distributed. Furthermore, Levene's test for homogeneity of variance yielded $p > 0,05$, leading to the conclusion that the data variance between groups was homogeneous and fulfilled the requirements for parametric statistical testing using t-tests and MANOVA.

Soccer Gameplay Proficiency (GPAI Data)

Soccer gameplay proficiency was evaluated based on two primary tactical components in actual game situations: the Decision-Making Index and the Skill Execution Index. Students' performance recordings were evaluated by three expert raters, yielding an inter-rater reliability Kappa coefficient of 0.84 (very strong agreement category).

Descriptive data revealed conceptually distinct changes in gameplay proficiency scores between the two groups. The experimental group, which received the Sport Education Model (SEM) intervention, recorded a leap in the mean total gameplay proficiency score from 2,15 (SD = 0,42) at pretest to 4,12 (SD = 0,38) at posttest. Conversely, the control group, which followed the conventional model, recorded a mean pretest score of 2,18 (SD = 0,45) and only showed limited improvement to 2,85 (SD = 0,41) at posttest.

Table 1. Inter-Group Comparison of Soccer Gameplay Proficiency Post-Test Scores

GPAI Tactical Dimension	***Group***	***Mean***	***SD***	***GPAI Tactical Dimension***	***Group***	***Mean***
Decision Making	Experimental (SEM)	4,25	0,35	13,12	< 0,001	3,41
	Control	2,90	0,44			
Skill Execution	Experimental (SEM)	3,99	0,41	11,54	< 0,001	3,01
	Control	2,80	0,38			
Total Gameplay Proficiency	Experimental (SEM)	4,12	0,38	12,38	< 0,001	3,21
		2,85	0,41			

	Control				

As shown in Table 1, there was a highly significant difference in the mean total soccer gameplay proficiency scores between the experimental group and the control group during the posttest phase of ($t(58) = 12{,}38$; $p < 0{,}001$). The effect size calculated using Cohen's d coefficient yielded a value of 3,21, falling into the highly large effect category.

Student Interpersonal Competence

The measurement of interpersonal competence encompassed four psychosocial dimensions: team communication, conflict management/resolution, empathy, and social responsibility. Accumulative scores ranged from a minimum value of 20 to a maximum value of 100 based on the summation of the instrument items.

The experimental group recorded a consistent increase in the mean interpersonal competence score, moving from an initial pretest value of 58,40 (SD = 6,15) to a posttest score of 86,20 (SD = 4,95). On the other hand, the control group exhibited flat developmental dynamics, with a mean pretest score of 59,10 (SD = 5,80) and a posttest score of 64,50 (SD = 5,20).

Inferential analysis using a paired sample t-test within the experimental group demonstrated a statistically highly significant strengthening of interpersonal competence from the pre-intervention to the post-intervention condition of the SEM ($t(29) = -18{,}74$; $p < 0{,}001$). To compare the significance of differences between groups at the final stage, the statistical analysis results are summarized in Table 2.

Table 2. Comparative Analysis of Student Interpersonal Competence Dimension Post-Test Scores

Interpersonal Dimension	***Group***	***Mean***	***SD***	***Interpersonal Dimension***	***Group***
Team Communication	Experimental (SEM)	22,40	1,80	12,80	< 0,001
	Control	16,20	1,95		
Conflict Resolution	Experimental (SEM)	21,15	1,55	12,73	< 0,001
	Control	15,80	1,70		
Empathy	Experimental (SEM)	20,85	1,65	10,50	< 0,001
	Control	16,10	1,85		
Social Responsibility	Experimental (SEM)	21,80	1,40	13,91	< 0,001
	Control	16,40	1,60		
Accumulative Score	Experimental (SEM)	86,20	4,95	16,56	< 0,001

Control	64,50	5,20

Based on the data presented in Table 2, parametric statistical testing empirically proves that the experimental group, which completed all phases of the authentic competitive season in SEM, obtained significantly higher accumulative interpersonal competence scores compared to the control group trained using the conventional approach ($t(58) = 16,56$; $p < 0,001$). The highest indicators of superiority at the sub-dimension level were demonstrated by the aspects of social responsibility ($t = 13,91$) and team communication ($t = 12,80$).

Discussion

The Impact of the Sport Education Model on Soccer Gameplay Proficiency

Empirical findings from this quasi-experimental research conducted at the FIKK Universitas Negeri Makassar Campus clearly demonstrate that the application of the Sport Education Model (SEM) exerts a highly significant positive impact on students' soccer gameplay proficiency compared to the conventional learning model. The surge in the total gameplay proficiency score in the experimental group indicates that restructuring the classroom into an authentic sports ecosystem successfully stimulated students' tactical and technical abilities simultaneously. This rapid advancement occurred because SEM does not train motor skills in isolation through rigid repetitive exercises (drills), but instead integrates them directly into dynamic, real-game situations. Through this team-based teaching model, students receive fair and meaningful opportunities to play, which directly accelerates their understanding of practical material, movement retention, and overall sports literacy (Nurjanah, 2026; Ramadhan & Ulinnuha, 2023; Samosir, 2024).

When analyzed deeply within the sub-dimensions of the Game Performance Assessment Instrument (GPAI), the highest advantage of the experimental group lies in the Decision-Making Index. This increase is conceptually linear with the structure of SEM, which assigns autonomous functional roles to students beyond their role as players (Istiqomah, 2024; Muharram et al., 2025). When students act as tactical coaches or team managers, they are consciously required to analyze group strategies, solve spatial problems on the field, and independently formulate game tactics (Samosir, 2024). This high-level cognitive activity carries over into actual game situations; students become more astute at reading open spaces, determining the exact timing, and identifying the correct direction for passing, dribbling, or shooting the ball into the goal. This self-instructional model within an affiliated team environment demands constant cognitive engagement, which conventional, teacher-centered teaching models fail to facilitate since students merely act as passive followers of mechanistic instructions (Ridho et al., 2025; E. Susanti et al., 2024).

On the other hand, the improvement in the Skill Execution Index within the experimental group also showed superior numbers. Based on the principles of motor competence in sports pedagogy, an adult learner achieves a high level of technical efficiency when they possess robust self-confidence and constant active participation within a psychologically safe playing environment (Samosir, 2024). The division of non-subjective authentic roles in SEM effectively reduces social anxiety (performance anxiety) and erodes the fear of making mistakes that typically haunts students with lower motor abilities in traditional sports classes (Missasi, 2024; Saputra & Aspar, 2024). With an inclusive competitive climate, students are motivated to help one another and provide constructive peer feedback (peer-teaching) within their stable team affiliation (Harahap et al., 2025; Mulyana et al., 2025; Ramadhan & Ulinnuha, 2023). Increasing the effectiveness of academic learning time during the pre-season and formal competition phases provides massive space for contextual repetition, allowing the execution quality of their basic soccer techniques to increase naturally, precisely, and become well-automated (Irzavika et al., 2025; Zainuddin et al., 2024).

The Impact of the Sport Education Model on Student Interpersonal Competence

An equally crucial finding in this empirical research is the stark contrast in the affective development trajectory specifically student interpersonal competence between the experimental and control groups. The success of the SEM intervention in boosting students' psychometric accumulative scores scientifically proves that the sociological aspects of sports cannot flourish automatically through standard physical activity; rather, they must be intentionally constructed through the engineering of democratic and humanistic pedagogical models (Effendy et al., 2024; Rambe et al., 2023; Wahono et al., 2024). According to the social constructivism perspective, the intensive interactions occurring within fixed teams over a full three-month period at the FIKK UNM Campus acted as the primary catalyst for strengthening students' social cohesion bonds, interpersonal communication, and conflict management abilities (Muharram et al., 2025; Nurjanah, 2026).

The highest superiority recorded in the dimensions of social responsibility and team communication reflects the effectiveness of the structured, functional role demands of SEM. Throughout the formal competition season, students were not only responsible for their own physical performance but also bore a moral responsibility for the operational continuity of their team and the tournament as a whole (Rambe et al., 2023; E. Susanti et al., 2024). Complex tasks such as leading tactical meetings, organizing independent practice schedules, officiating matches as fair referees, and managing cumulative statistical records required students to set aside individual egocentrism for the sake of achieving collective group goals (Samosir, 2024). Equal, assertive, and transparent interpersonal communication became a vital tool for aligning strategic perceptions, negotiating playing positions, and managing internal group dynamics to avoid team dysfunction (Wahono et al., 2024).

Conversely, the flat and stagnant growth of interpersonal competence in the control group confirms the structural flaws of traditional teaching (Rusli et al., 2024). The conventional model,

dominated by unilateral instructions from the lecturer, has been proven to stifle student initiative, create boredom, and eliminate dialogical space among participants (Irfiansyah, 2024; Rambe et al., 2023). When students are immediately thrown into competitive games at the end of a session without the support of a social structure and stable team affiliation, the field atmosphere becomes highly individualistic, benefiting only a select few individuals. Motorically proficient students dominate the game, while less skilled students become increasingly marginalized, experience anxiety, and undergo a drastic decline in intrinsic motivation (Faqihuddin et al., 2025; Irfiansyah, 2024; Parman et al., 2026). This rigid interaction pattern widens social distance and triggers destructive interpersonal conflicts on the field without constructive resolution (Muharram et al., 2025). Through the structure of formal competition phases and festive culminating festivals, SEM successfully transforms this potential friction into a healthy competitive climate, fosters empathy, and cultivates mutual respect (fair play) among adult learners (Nurjanah, 2026; Rambe et al., 2023).

CONCLUSION

The implementation of the Sport Education Model (SEM) is empirically proven to exert a highly significant positive influence on increasing soccer gameplay proficiency while simultaneously strengthening student interpersonal competence at the Faculty of Sports Science and Health (FIKK) Campus, Universitas Negeri Makassar. Restructuring the course from a rigid traditional model into an authentic sports season ecosystem successfully optimized the tactical aspects of actual gameplay, particularly in the dimensions of decision-making and skill execution on the field. Moreover, the active involvement of students in assuming autonomous, independent functional roles within stable affiliation groups drastically stimulated their affective-social domain development, as reflected by the superior indicators of team communication, conflict resolution, empathy, and the cultivation of a high sense of social responsibility among participants.

Despite yielding robust quantitative findings with a large effect size, this study possesses several contextual limitations that must be acknowledged: the implementation of this quasi-experimental intervention was limited to a duration of three months (16 sessions) within a single academic semester, which precludes recording the long-term stability of students' social behavior changes; additionally, there was a lack of full experimental control over the subjects' independent physical activities outside of class hours, alongside the potential for subjective bias inherent in self-reported questionnaire instruments.

Nevertheless, this research carries strong theoretical implications by expanding the application of social constructivism theory to adult learners in higher education, proving that the motor and psychosocial domains in sports are interdependent. It also offers practical implications as a real operational guide for lecturers seeking to restructure sports pedagogy toward a more inclusive,

democratic, and student-centered direction.

As a direction for future development, subsequent researchers are highly recommended to conduct cross-semester longitudinal studies to examine the consistency of tactical skill retention, replicate this intervention on a macro scale involving multi-site universities, and integrate current digital devices such as sports GPS trackers and video match analysis software to minimize bias and increase the objectivity of performance assessments on the actual field.

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