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The Influence of the Sport Education Learning Model, Sports Motivation, and Social Support on Students' Mental Health

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Abstract: The influence of the sport education learning model, sports motivation, and social support on students' mental health is a scientific article with the aim of analyzing whether mental health has an influence on the sport education learning model, sports motivation and social support. Qualitative method with a phenomenological approach, the phenomenological approach emphasizes the description of the subject's life experience from the participant's own perspective (phenomenology as a social research method). The results of this article are: 1) Student mental health influences the sport education learning model, 2) Student mental health influences the learning model that motivates sports, 3) Student mental health influences the learning model that receives social support. Apart from these 3 exogenous variables that influence the endogenous variable of mental health, there are still many other factors including the quality of education, teacher competence, teacher leadership, training consistency.

Keyword: Sport Education, Sports Motivation, Social Support, Mental Health.

INTRODUCTION

Physical education is no longer viewed solely as a means of improving physical fitness, but also as a crucial vehicle for developing students' psychological well-being. The Sport Education (SE) learning model places students in more active, collaborative roles and assumes personal responsibility, potentially impacting their psychosocial well-being, including mental health. Several studies in the Indonesian context have shown that implementing Sport Education can increase students' physical engagement and motivation in sports learning (Ginanjari, Suherman, Juliantine, & Hidayat, 2020).

Motivation to exercise is a key variable directly related to the frequency and intensity of physical participation. Regular physical participation has been associated with reduced symptoms of stress, anxiety, and depression in adolescents, as well as improved subjective well-being. Therefore, it is important to examine the motivational aspect within the context of sports learning in relation to students' mental health (reviews and local studies examining the

relationship between sport and mental health show positive evidence of the role of physical activity in improving mental health). (Unesa, 2022; Karim, 2024).

Furthermore, social support from peers, teachers, and family acts as a protective factor that can strengthen the positive effects of sport on mental health. Research in Indonesia shows that social support is correlated with increased self-confidence, reduced competitive stress, and psychological adaptation in sports participants (Sakti, 2016). Therefore, understanding how social support interacts with learning models and motivation for sport is highly relevant.

Although quantitative literature on the influence of Sport Education on physical aspects and skills has developed, in-depth studies of students' subjective experiences how they understand, perceive, and give meaning to Sport Education learning experiences in relation to motivation, social support, and mental health are still relatively limited in the Indonesian context. This opens up space for qualitative research that utilizes students' lived experiences as the primary data source to gain a richer and more contextual understanding of this phenomenon. (Several qualitative studies and methodological reviews demonstrate the relevance of a phenomenological approach to understanding the meaning of participants' experiences.)

The phenomenological approach was used in this study because it aimed to understand the meaning of students' lived experiences in participating in Sport Education-based learning and how these experiences influence their motivation for sport, social support, and mental health. Phenomenology seeks to explore the essence of participants' subjective experiences through a deep, reflective process of directly experiencing the phenomena they experience.

This study aims to explain the experiences and meanings students attach to the influence of the Sport Education Learning Model, sports motivation, and social support on their mental health. Based on the previously described research questions, the research questions are as follows:

- 1) Does Sport Education influence the learning model for mental health?
- 2) Does Sport Motivation influence the learning model for mental health?
- 3) Does Social Support influence the learning model for mental health?

METHOD

This type of research is qualitative with a phenomenological approach, chosen to explore the essence of students' experiences of how they realize, interpret, and give meaning to the relationship between Sport Education learning, sport motivation, social support, and their mental health conditions. The phenomenological approach emphasizes the description of the subject's life experiences from the participant's own perspective (phenomenology as a social research method). Data were collected through semi-structured in-depth interviews, focus group discussions (if relevant), and participant observation in the sport learning environment, then analyzed using phenomenological reduction procedures to capture the essential themes of the experience. (methodological guidelines for phenomenology & similar studies in education).

RESULTS AND DISCUSSION

Results

The results of this article based on the problem background, objectives and methods are as follows:

Sport Education

The Sport Education (SE) model is a learning approach in physical education designed to mimic the structure and culture of real sports. The main objective of this model is to increase student engagement in physical activity and foster positive values such as cooperation, responsibility, and sportsmanship. In the context of physical education, SE is used as a means to develop motor skills, physical abilities, knowledge and reasoning, as well as students' mental and social attitudes. Sports education can shape the character of elementary school students. Through sports education, students can be taught values such as honesty, responsibility, respect, fair play, hard work, friendship, teamwork, and perseverance. These values contribute to the formation of student character, which aligns with the principles of Sport Education (Musa et al., 2020).

According to Ginanjar, A., 2019, in his research, there are two dimensions of Sport Education: 1) Cognitive dimension. Sport Education can increase students' physical activity and competitiveness, as well as develop fundamental skills through a structured approach. The cognitive dimension in Sport Education includes developing students' knowledge and understanding of strategies, rules, and techniques in sports. 2) The affective dimension in sports education involves students' feelings, motivation, and attitudes toward physical activity and sports. This research demonstrates the importance of the affective dimension in increasing student engagement and positive experiences in sports learning.

Sports education has been extensively studied by previous researchers, including: (Silvia, R., 2024), (Akbar, M., Ali, H., & Mahaputra, M. R., 2023), (Musa et al., 2020), (Ginanjar, A., 2019), (Alshuraymi, A. N., & Hastie, P. A. (2025), (Aprelyani, S., 2024).

Sports Motivation

According to Jusuf Blegur (2018), motivation to exercise is defined as a strong drive or desire to participate and excel in sports activities. This motivation drives how hard an athlete trains and strives during competitions. Research by Suriyanto, E., 2017, defines motivation in the context of physical education learning as a psychological force that drives students to actively participate in sports activities, both for intrinsic (enjoyment, personal challenge) and extrinsic (recognition, rewards) reasons. Motivation influences the frequency, intensity, and consistency of student participation in physical activity at school. Furthermore, research by Mahendra, T., 2022, motivation to exercise is defined as a non-intellectual psychological component that generates joy, enthusiasm, and encouragement to perform sports tasks to the best of one's ability. Articles reviewing motivation emphasize two main dimensions: intrinsic and extrinsic, which also serve as the basis for measuring motivation to exercise.

The following are indicators of motivation to exercise in research by Pradipta, A.S. (2015): 1) Physical condition that supports sports participation; 2) Personal interest and fascination with sports; 3) Natural talent or ability in sports; 4) Internal desire to achieve; 5) Social and cultural environmental support; 6) Family encouragement; 7) Availability of sports facilities and infrastructure; 8) The role of teachers or coaches in student motivation.

Sports motivation has been extensively studied by previous researchers, including: (Silvia, R., 2024), (Purwanto, S., Susanto, E., & Pahlawidi, C., 2014), (Rismayanthi, 2011), (Tias, E. H., 2017), (Ali, H et al., 2022), (Afuan, M., Ali, H., & Zefriyenni, 2023), (Giovanni, N., & Ali, H., 2024), (Asnaldi et al., 2018), (Muskanan, K., 2015), (Wafiroh, A. N., 2022), (Silvia, R., 2024), (Ayemi, 2022), (Kurniadi et al., 2021), (Nugroho et al., 2022), (Sukamti et al., 2022), (Mustofa & Wulandari, 2023), (Lubis & Fitriani, 2021), (Deci & Ryan, 2000), (Pradipta, 2015).

Social Support

Social support is a feeling of comfort, care, appreciation, or assistance received from another person or group. Social support is a tangible act of assistance received by an individual from others, making them feel loved, cared for, valued, respected, and considered part of a group. (Christanti, A., & Setiawati, C. L. (2023). Social support is feedback from others indicating that a person is loved, cared for, valued, and respected, and is involved in a network of communication and reciprocal obligations. (Ibda, F., 2023).

According to Sarafino and Smith (2012), social support consists of four main dimensions:

- 1) Emotional Support: Involves expressions of empathy, concern, and care for an individual, so that the individual feels comfortable, loved, and cared for.
- 2) Instrumental Support: Providing practical assistance in the form of resources or direct actions that help an individual address problems or needs.
- 3) Informational Support: Providing information, advice, or guidance that helps individuals make decisions or understand the situation they are facing.
- 4) Companionship Support: Providing a sense of community and social engagement through shared activities, so that individuals feel accepted and less alone.

Social support has been extensively studied by previous researchers, including: (Silvia, R., 2024), (Ali, H., 2015), (Suharyono, S., & Ali, H., 2017), (Safrijal, S., Basyah, M. N., & Ali, H., 2016).

Mental Health

Priambodo et al. (2022) highlighted the importance of physical education teachers in maintaining students' mental health, especially during distance learning. They suggested the use of early detection tools for mental disorders and dynamic group activities to improve adolescent mental health. Balqis et al. (2024) stated that physical education plays a crucial role in an individual's physical and mental development. They revealed that physical activity can improve physical fitness and mental health, and that mental health training influences sports performance.

Based on research by Ilhamuddin et al. (2022), mental health indicators that can be developed through physical education include: 1) Anxiety: The level of worry or tension felt by an individual; 2) Stress: Mental pressure that can affect an individual's well-being; 3) Depression: Prolonged feelings of sadness or loss of interest; 4) Psychological well-being: A healthy and balanced mental state; 5) Social skills: The ability to interact and communicate with others.

Mental health has been extensively studied by previous researchers, including: (Ilhamuddin, M. et al., 2022), (Setiawan, D., & Soraya, I. M., 2020), (Balqis, S. Z., et al., 2024), (Sunardi, J., 2020), (Karim, N. N. F., & Hambali, B., 2024), (Silvia, R., 2024).

Discussion

a) Sport Education has an influence on learning models for mental health

Based on qualitative research using a phenomenological approach, the implementation of the Sport Education learning model has been shown to have a positive impact on students' mental health. This model emphasizes active participant involvement, role allocation, and collaboration within sports teams, creating a more meaningful learning experience. Students not only receive material but also act as coaches, referees, or team managers, allowing them to feel a sense of responsibility and contribute significantly to the learning process. This involvement fosters greater self-confidence and self-esteem, while also helping students manage the stress and anxiety that typically arise in conventional learning situations (Silvia, 2024).

Beyond roles and responsibilities, Sport Education also fosters a supportive social atmosphere. Intense interactions among team members create a social support network that helps students feel accepted and valued. This social support has been shown to reduce feelings of loneliness and stress, and increase motivation to exercise sustainably. Research by Saufi et al. (2024) shows that student involvement in a clear team structure and meaningful interactions fosters a sense of community that positively impacts their psychological well-being. This confirms that Sport Education is not simply a sports learning model but also a means of developing students' social and emotional skills.

Furthermore, Sport Education significantly contributes to students' mental health by increasing learning satisfaction and managing emotions. The challenging yet enjoyable sports activities in this model can stimulate the production of endorphins, which are closely linked to improved mood and reduced anxiety. Through experiential and collaborative learning, students learn to effectively manage stress, develop a positive attitude toward themselves, and build mental resilience. Thus, Sport Education has proven to be an effective learning model not only for improving physical skills but also as a strategy for improving students' holistic mental health.

This research aligns with research conducted by: (Silviah, R., 2024), (Saufi et al., 2024), (Liao, C. C., 2023), (Jewett, R., et al., 2014), (Ilhamuddin, M. et al., 2022), (Setiawan, D., & Soraya, I. M., 2020), (Balqis, S. Z., et al., 2024), (Sunardi, J., 2020), (Karim, N. N. F., & Hambali, B., 2024), (Silviah, R., 2024), (Akbar, M., Ali, H., & Mahaputra, M. R., 2023), (Musa et al., 2020), (Ginanjar, A., 2019), (Alshuraymi, A. N., & Hastie, P. A. (2025), (Aprelyani, S., 2024).

b) Sports Motivation Influences the Sports Education Learning Model for Students' Mental Health

Based on qualitative data analysis using a phenomenological approach, sports motivation plays a significant role in the implementation of the Sport Education learning model, impacting students' mental health. Sports motivation is not merely a physical drive to participate in sports activities; it is also a psychological factor that influences the quality of student engagement in sports learning.

This study found that students' intrinsic and extrinsic motivations act as key drivers in Sport Education learning. Students with high levels of motivation tend to demonstrate more active engagement, a positive attitude toward learning, and experience improved mental health. Intrinsic motivation, such as the enjoyment and challenge of sports, encourages students to participate enthusiastically, while extrinsic motivation, such as rewards and social support, provides additional impetus to maintain consistent participation.

This finding aligns with research by Pradipta (2015), which demonstrated that both intrinsic and extrinsic sports motivation influence students' successful participation in sports activities. Furthermore, Deci and Ryan (2000), in their Self-Determination theory, emphasized that intrinsic motivation plays a crucial role in maintaining sustained engagement and positively impacts an individual's psychological well-being.

In the context of mental health, exercise motivation helps students manage stress, boost self-confidence, and foster positive mindsets. This is supported by research by Lubis and Fitriani (2021), which found that exercise motivation is positively related to students' levels of happiness and psychological well-being. Therefore, in the Sport Education learning model, exercise motivation is not merely an additional aspect, but a core component that supports the achievement of learning goals and students' mental health.

This research aligns with research conducted by: (Lubis & Fitriani, 2021), (Deci & Ryan, 2000), (Pradipta, 2015), (Ayemi, 2022), (Kurniadi et al., 2021), (Nugroho et al., 2022),

(Sukamti et al., 2022), (Mustofa & Wulandari, 2023), (Asnaldi et al., 2018), (Muskanan, K., 2015), (Wafiroh, A. N., 2022), (Silviah, R., 2024).

c) Social Support has an influence on the Sport Education Learning Model for Students' Mental Health

The results of the qualitative analysis indicate that social support plays a significant role in the implementation of the Sport Education learning model, which impacts students' mental health. Social support, comprising emotional, instrumental, informational, and friendly dimensions, contributes to students' motivation, engagement, and psychological well-being. Emotional support, in the form of attention, empathy, and encouragement from peers, teachers, and coaches, makes students feel valued and secure during the learning process. This aligns with the findings of Christanti and Setiawati (2023), who stated that emotional support plays a role in reducing students' stress and anxiety levels and increasing self-confidence. In the context of Sport Education, emotional support helps students to dare to actively participate in sports activities despite facing technical or mental challenges.

In addition to emotional support, instrumental and informational support also play a crucial role in strengthening the effectiveness of Sport Education learning. Instrumental support in the form of adequate sports facilities, equipment, and technical assistance from teachers or coaches helps students implement learning more optimally. Informational support in the form of direction, feedback, and technical guidance facilitates students' understanding of the steps required in sports learning. These findings align with research by Ibda (2023), which demonstrated that instrumental and informational support play a strategic role in facilitating students' learning processes, thereby reducing psychological stress and improving mental well-being. Through this combination of support, students become more motivated, feel a clear sense of direction in their learning, and are able to manage the stress that arises during the learning process.

The dimension of friendship support has also been shown to contribute to improving students' mental health through the Sport Education model. During team activities, students reported a sense of togetherness, trust, and social engagement that made them feel less alone. This aligns with the findings of Thoits (2011), who stated that positive social relationships play a significant role in improving mental well-being. The presence of this social support, whether from classmates, teachers, or coaches, creates a safe learning environment and supports students' psychological development. Therefore, it can be concluded that the implementation of the Sport Education learning model, supported by various dimensions of social support, has a positive impact on students' mental health, through increased motivation, strengthened social bonds, and reduced stress and anxiety.

This research aligns with research conducted by: (Thoits, 2011), (Margaretha, 2021), (Akines, 2024), : (Ferreira, J. G., et al., 2024), (Murray, R. M., et al. (2023), (Luo, J., et al., 2025), (Ibda, F., 2023), (Sarafino dan Smith , 2012), (Christanti, A., & Setiawati, 2023).

CONCEPTUAL FRAMEWORK

Based on the problem formulation, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking in this article is obtained as below.

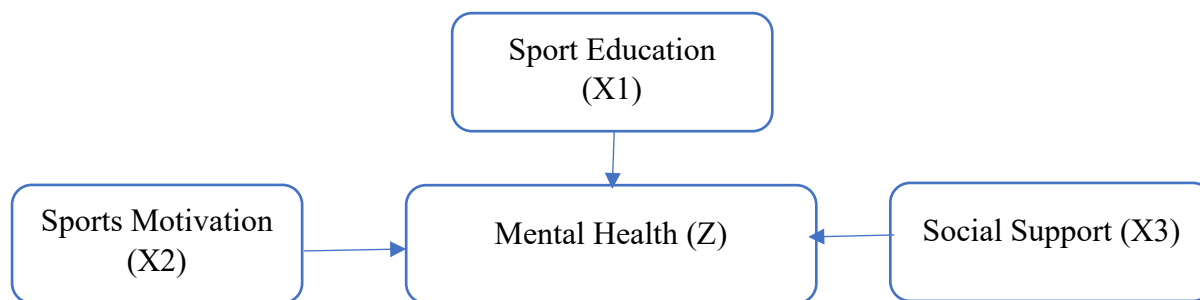


Figure 1. Conceptual Framework

And there are many other factors that influence Mental Health (Z), including:

- Quality Education: (Paramita, A., Ali, H., & Dwikoco, F., 2022), (Silvia, R., 2024), (Hernikasari, I., Ali, H., & Hadita, H., 2022), (Patilima, S., 2022), (Raharjo, S. B., 2012).
- Teacher Competence: (Ali, H., Susanto, P. C., & Saputra, F., 2024), (Silvia, R., 2024), (Muhajirin, A., Purnamasasi, I. O., Rony, Z. T., & Ali, H., 2024), (Rohman, H., 2020).
- Teacher Leadership: (Ali, H., 2016), (Silvia, R., 2024), (Nasution, W. N., 2016), (Yanti, S., 2019).
- Training Consistency: (Silvia, R., 2025), (Ma'ruf, S., 2020), (Naiboru, 2023), (Wihdatullah, D., 2023), (Rajindra, D., 2017), (Sucipto, A., 2013), (Aprilo et al., 2024), (Ramadhani & Pratama, 2021), (Kurniawan et al., 2022), (Nugroho & Handayani, 2020).

CONCLUSION

This study aims to determine whether students' mental health influences the sports education learning model, sports motivation, and social support. Based on the article's questions, the following conclusions can be drawn from this study: 1) Students' mental health influences the sports education learning model, 2) Students' mental health influences the learning model that motivates sports, 3) Students' mental health influences the learning model that receives social support.

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