

The Implementation of Learning Big Ball Game in High School

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Abstract—there is strong influence of the ability of physical education teachers, curriculum, sports facilities and infrastructure, as well as the conditions of students in the implementation of learning big ball games. If there is any constraint on one or more of these four factors, it will affect the successful achievement of the goal of learning a big ball game. Big ball game is made up of several games that must be taught to high school students. This research is a quantitative descriptive research. As many as 32 Physical Education teachers in high school were selected as subject of this research. The research instrument used in this study was questionnaire. This instrument has a reliability of 0.876 and the validity used was the content validity. Quantitative descriptive analysis with percentage was used as the data analysis technique. The results of data analysis on the implementation of large ball game learning show that: good implementation category had up to 5 teachers (15.83%), medium implementation category had up to 23 teachers (71.88%), and less implementation category had up to 4 teachers (12.50%).

Keywords—Implementation, big ball game, high school

I. INTRODUCTION

The implementation of physical education in contemporary time brings up some negative issues relating to programs, learning process as well as evaluation. Various issues that has been affecting physical education programs include (1) teaching of sports to some students whose physical and coordination requirements are inadequate; clinging of physical education teachers to the mastery of sports skills when they teach, as a medium of achieving the goals of physical education; and less attention to aspects of basic motion of students that are useful in the formation of a healthy lifestyle.

The most common issue in the implementation of physical education in all units of education is the problem of learning process. The different types of learning activities given to the students tends to be ineffective in achieving the overall goal of physical education. The physical activities of the students tend to be limited. Educational teachers do not develop affective domains. Physical activity has become either too easy or too difficult, and it makes the students get bored of the whole

exercise either ways. The students' active learning time is very limited.

Sports games that are included in physical education learning materials in high schools include big ball and small ball games. Groups of big ball games in physical education learning consist of basketball, football, volleyball, handball, and futsal. Groups of small ball games in physical education learning include softball, baseball, kasti, and bola bakar. Big ball games are sporting activities that are done in groups or teams using a ball that has a diameter of 16 cm and above. There is another sense, that the big ball game is a game group that uses a ball that has a circumference of more than or equal to 50 cm.

Currently, physical education is part of general education in education programs of developed countries [3] The implementation of learning process of physical education is influenced by many factors such as the ability of physical education teachers as implementers in the field, curriculum, facilities and infrastructure for the implementation of learning, as well as the condition of the learners. [9] found that successful and smooth running of physical education is determined by several elements of which teachers, learners, facilities infrastructure, and supportive environment are of utmost importance.

Physical education teachers become the first determinant factor in the learning process of physical education in schools. Teaching success has been identified as a powerful factor in teaching and learning [6]. In the learning process of big ball games, there are two important things and they are the success in the implementation of learning or failure in the implementation of learning. Every physical education teacher would want a big game ball learning to work well. To achieve this, the physical education teacher must master the knowledge of the game, motion skills, proper teaching methods, good classroom management, and teaching styles that must be tailored to meet the condition of the learners.

Motivation of learners is another important determinant of success in the process of physical education learning. Improving students' motivation to learn is one of the important goals of every educational process, including physical education [4] Without good motivation for the learners in

1 following the big ball game, implementation of learning this game may have some challenges.

In implementing learning physical education in schools, infrastructure is another thing that can affect the achievement of the learning objectives. Facilities and infrastructure are very important in a game [5]. According to Suryobroto [9], the means or tools is everything that is required in the learning of physical education, they must be able to be easily removed or even carried by the learners. The learning of big ball games cannot be separated from some basic tools and equipment (ball, kun, net, etc.) and infrastructure in the form of field.

II. RESEARCH METHODS

A. Research Design

This research is quantitative descriptive. Quantitative descriptive research is the type of research that aims to describe the facts and properties of a particular population systematically, factually, and accurately. It also tries to describe the phenomenon in detail.

B. Research Subject

The subject of research for this study were high school level physical education teachers. The number of subjects in this study amounted to 32 physical education teachers.

C. Research Instruments

Questionnaire was the research instrument used in this research. According to Suharsimi Arikunto [2], questionnaire is a number of written statements used in obtaining information from respondents in the sense of reports about his personality or things that are known by the respondents. It does not require the presence of the researchers.

D. Data Analysis

Data analysis technique applied in this study was descriptive statistical calculations. Descriptive statistics aims at collecting and presenting data and then determine the statistical values. The calculation technique for each item in this questionnaire was done with the use percentage. The calculation of the percentage of respondents included in a particular category in each aspect is as follows:

$$P = \frac{F}{N} \times 100$$

The implementation of learning big ball game in high schools of Bantul Regency was categorized into three: High, medium, and low. This categorization was done through the use of the formula of B. Syarifudin, [8] as follows:

TABLE I. CATEGORIZING NORMS OF IMPLEMENTATION LEARNING BIG BALL GAME

No	Category	Score Range
1	Good	$M + SD \leq X$
2	Medium	$M - SD \leq X < M + SD$
3	Low	$X < M - SD$

III. RESEARCH RESULT

The results of research on the implementation of big game ball learning in upper school Menengan are presented as follows: the maximum value of 142.00; minimum value 100.00; average was obtained at 127.03; median 128.00; mode 128.00; and standard deviation was 8,604. The data obtained in this study is in the form of a score derived from the execution of a big ball game learning in high school. Once the data of the factors was obtained, it was converted into three categories. Data distribution table that categorizes the implementation of big game ball learning is as follows:

TABLE II. CATEGORIZATION DISTRIBUTION OF BIG BALL GAME IMPLEMENTATION

No	Category	Interval	Number	%
1.	Good	$135,63 \leq X$	5	15,63
2.	Medium	$118,43 \leq X < 135,63$	23	71,88
3.	Low	$X < 118,43$	4	12,50
Total			32	

IV. DISCUSSION

As stated earlier, there are two important things as a result of the learning process which are the success and failure of the learning process. Physical education learning is well achieved if the learning objectives in the curriculum can be achieved well and if the supporting factors are owned by the school. Supporting factors such as the ability of physical education teachers, facilities and infrastructure, the condition of learners, and the curriculum have influence on the effective application of the learning process of physical education. Firstly, physical education teachers that have been able to master the materials and skills to be taught will support the implementation of the learning process. Secondly, learners who are being taught have enthusiasm for the learning materials of the big ball game. Thirdly, the availability of field facilities and equipment belonging to schools or other institutions for the implementation of the learning process of a large ball game. Fourthly, the school environment that supports the implementation of learning big ball game.

Big ball game learning will work quite well if one component out of the four components happens to be a constraint. The obstacles that arise when learning big ball game in facilities and equipment that are not effective for learning or when the learners are less enthusiastic about the big ball game. Absence of field facilities in schools as well as the location of facilities away from schools are also major obstacles to big ball game learning.

The implementation of big game ball learning is not good enough because of the teachers' factor, facilities and infrastructure, and condition of learners. The teachers' factor being the cause of the unbalanced learning of big ball games as a result of the inability of the teachers to master good teaching methods and skills required for the learning process. The learner factor is due to low motivation as a result of wrong teaching methods. Some learners are also seized with the fear of the ball. Some school environments are less supportive of big ball games because of their narrowness. This is what causes students and teachers of physical education to be afraid of kalu ball on window glass.

V. CONCLUSION

Based on the results of this quantitative research through the use of questionnaires, it was found that the category of 'good' in learning big ball was 5 (15.63%), sufficient implementation category was 23 (71, 88%), and the low category was 4 (12.50%).

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