

GAME MODIFICATION LEARNING APPROACH AS AN ALTERNATIVE SOLUTION IN DEVELOPING THE BASIC MOTION OF HITTING THE BALL (QUALITATIVE DESCRIPTIVE STUDY ON PJOK SUBJECTS IN THE UPPER CLASS OF KRAMAT PELA ELEMENTARY SCHOOL 09)

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Abstract

This research aims to identify the process of implementing a game modification learning approach as an alternative solution in developing basic movements of hitting the ball based on previous research. This research was conducted at SDN Kramat Pela 09 morning, Kebayoran Baru, South Jakarta. The research method used was descriptive qualitative research method. Data collection techniques using observation, interviews and documentation. Based on the research findings that researchers found in the field, 6 out of 10 students mentioned that they preferred the modified baseball game compared to the commonly used baseball. In addition, students also prefer the modified baseball game because the number of people in one team is less than the regular baseball game, it also makes the field used smaller so that students do not need to run as far as the regular baseball game. The game is also carried out with a smaller field area compared to the field in ordinary baseball.

Keywords : Modification of games, Development of basic movements, Hitting the ball, Kasti ball, PJOK.

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi mendalami proses pelaksanaan pendekatan pembelajaran modifikasi permainan sebagai solusi alternatif dalam mengembangkan gerak dasar memukul bola berdasarkan penelitian yang sudah ada sebelumnya. Penelitian ini dilakukan di SDN Kramat Pela 09 pagi, Kebayoran Baru, Jakarta Selatan. Metode penelitian yang digunakan adalah metode penelitian kualitatif deskriptif. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Berdasarkan temuan penelitian yang peneliti temukan di lapangan, 6 dari 10 siswa menyebutkan bahwa mereka lebih menyukai permainan bola kasti modifikasi dibandingkan dengan bola kasti yang biasa digunakan. Selain itu, siswa juga lebih menyukai permainan bola kasti modifikasi karena jumlah orang dalam satu tim lebih sedikit dibandingkan dengan permainan bola kasti biasa, hal tersebut juga membuat lapangan yang digunakan lebih kecil sehingga siswa tidak perlu berlari sejauh permainan bola kasti biasa. Permainan juga dilakukan dengan luas lapangan yang digunakan lebih kecil dibandingkan dengan lapangan pada bola kasti biasa.

Katakunci: Modifikasi Permainan, Pengembangan Gerak Dasar, Memukul Bola, Bola Kasti, PJOK

Introduction

Education is a learning process to increase knowledge that is passed down from one generation to the next or self-taught with the same goal, namely to increase the potential of students that can be obtained through teaching. In the process of physical education, what really needs to be considered is how students can get benefits from physical education. Therefore, the goal of Jamani education must be achieved properly.

The purpose of jamani education is to help students towards maturity, and in the process develop positive values for physical, mental, social and emotional growth. The goals to be achieved in physical education include the development of the individual as a whole. This means that the scope of the penjas is not solely on the jamani aspect but also the mental aspect as well as the social aspect. Based on these educational goals, it can be said that the purpose of physical education is the result of physical education learning which has a good impact on physical, motor and emotional development for the self-maturity of students to be more stable.

To achieve success in physical education, we must of course know in advance the characteristics of the age of students in the elementary school that we will guide where not all students are able to carry out all the learning taught. as explained by the theory of Multiple Intelligence where every child has intelligence in their respective fields. Manipulative movement is a movement skill that every child goes through during his or her development, and each child can do the hitting movement but not necessarily the hitting movement they do is correct. Therefore, the role of teachers to accompany students in this process is very important so that the activities carried out are more structured and achieve learning goals.

To do the basic manipulative movement of hitting, of course, students must know the basic techniques and guidance from the teacher to do the movement of hitting a small ball or a big ball so that if you play a big ball or a small ball, students are not confused and wrong in doing the movement. Based on observations made at SDN Kramat Pela 09 in the morning, it can be seen that when carrying out the sport of casti ball, some students when they want to play this casti ball, they are not excited. This is caused by the fear of students when hitting the ball, fear if the ball hits the school glass, fear if a hard ball hits their body or their friends, the field to play is not so wide. As a result, it decreases students' interest in the game itself which has an impact on decreasing students' ability to develop their basic hitting movements. In addition, here the teacher can also direct to modify the game, this is because the field area is inadequate, so the size of the field can be modified to adjust to the size of the field owned.

Therefore, in order for learning the movement of hitting the ball to be achieved and run well, it can be improved by using a game modification learning approach that focuses on students through the modification of the game tool, namely the casti ball, Here students are required to take part in preparing all the needs needed when they want to play the game, including preparing a casti ball made of paper. This has been included in one of the student-centered learning approaches where students are asked to be active in the learning process while the teacher here directs how the learning process goes.

Modifying the tool is to make a kasti ball from used newspaper that is rolled up to the size of each child's fist to make it more comfortable when used. Then the finished paper balls are then tied or duct taped so that the paper remains round like a kasti ball even though it is beaten many times using a baton. That way, it is hoped that there will be no more students who are not interested when playing casti balls.

Methods

The research method used in this development is a descriptive qualitative research research method. According to Sugiyono, the qualitative research method is a research method based on the philosophy of *postpositivism*, used to research on the natural condition of objects, (as opposed to experiments) where in this study the researcher is the key instrument of the data collection

technique which is carried out by triangulation (combined) data analysis is inductive and the results of the research emphasize more on the meaning of generalization. According to Bungun, the Descriptive method has the purpose of providing an overview, summarizing various situations and conditions or social realities that occur in society which are the object of research that can give rise to reality as characteristics, characters, traits, models, signs, or descriptions of a certain phenomenon.

The data collection technique used by the researcher in this study uses observation, interviews and documentation. According to Holloway and Wheller, qualitative research generally uses unstructured or semi-structured interviews. The interview is not structured, informal, or focused, in this case the questions start from general questions in a broad area according to what is being studied. Meanwhile, observation is a better understanding of the context of what is being researched. That way it allows researchers to open up a wider range of insights, more open, not influenced by sharing pre-existing conceptualizations. Researchers can see things that respondents are less aware of. Generate data that has not been revealed before in the interview. This observation allows researchers to reflect and be introspective towards the research being conducted. In this observation, the researcher must have important records or field records, chronological records. Finally, the documentation method, this method is a method for collecting qualitative data by looking at or by analyzing documents made by the subject himself or others about the subject which will later be facts and data stored in the form of documentation.

In this study, the researcher himself plays the role of planner, implementer of data collection, analysis, data interpretation, and finally the researcher himself becomes the reporter of the research results. Therefore, qualitative researchers as human instruments whose purpose is to establish the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and finally make conclusions about their findings. In this study, to obtain accuracy in research, the researcher used a triangulation technique. This technique is defined as a data collection technique that combines various data collection techniques and existing data sources.¹ In using this triangulation, three events are used in checking data, namely source, technique, and time.

Data in qualitative research can be obtained from various sources such as by using interviews, observations, documentation, and literature studies. In this case, there are several things that are very important and must be done, namely studying, making research notes and descriptions. Therefore, in this study, the researcher uses data analysis techniques, according to Burhan Bungun, a qualitative data analysis technique, explaining that this study is a descriptive research where in this study it uses more descriptions from the results of interviews and field notes obtained and also documentation by organizing the data into categories, describing in important points, synthesizing, arranging in patterns, selecting and sorting out what is not needed and which is needed to be studied and finally making conclusions so that it is easily understood by yourself and others.² Then the data that has been obtained will be analyzed and processed qualitatively and then will be explained in descriptive form.

Results and Discussion

In this study, data collection was carried out by means of interviews, observations and documentation. The interviews conducted by the researcher took 1 week from July 21, 2022 to July 27, 2022. This research took place at SDN Keramat Pela 09, Central Gandaria, South Jakarta with several main questions and several spontaneous questions to get information from informants about game modifications that have an impact on improving the basic movement of hitting the ball.

¹ Dr. Sugiyono, 'Understanding Qualitative Research', 2010.p.241

² Dr..p.244

During the interview, the researcher recorded the conversation through a cellphone recorder, after which the results obtained from the informant were recorded to be converted into written form. The interview was conducted with 10 high-class students at SDN Keramat Pela 09, Central Gandaria, South Jakarta.

In addition, the researcher also made observations made by the researcher for 5 days. The researcher made observations by visiting SDN Keramat Pela 09, Central Gandaria, South Jakarta, then recorded activities in the field during the PJOK lesson. The observations made by the researcher include basic movement sports activities of hitting the ball carried out by high school students.

The last technique used is documentation. Compared to other methods, then this method is not so difficult. In the sense that if there is a data error, the data remains unchanged, through the documentation used in relation to the research, such as interview transcripts, photos and videos of the continuity of sports activities in PJOK subjects in high grades which include the basic motion of hitting the ball.



Figure 1. Modified Castle Ball Game Practice

The respondents in this study were 10 high-class students of SDN Keramat Pela 09, Central Gandaria, South Jakarta who were on average 9-12 years old with a gender of 7 males and 3 females. The researcher will describe the research findings regarding the analysis of game modification learning as an alternative solution in developing the basic movement of hitting the ball at SDN Keramat Pela 09, Central Gandaria, South Jakarta. The preparation of research results is based on interviews, observations, and documentation.

1. Observation Results

In the early stages before the interview, the researcher made observations on high-class students when PJOK learning took place in the school field. The school that became the observation site was SDN Keramat Pela 09, Central Gandaria, South Jakarta. The results of the observation are immortalized in the form of photos that will help the discussion formulation process as a complement to the data that has been obtained in the in-depth interview.

Based on the results of the observations that have been made, it can be written that high class students are very happy when PJOK learning takes place in the school field. Almost all students are enthusiastic in following the instructions given by the teacher. During the observation, students were practicing on the kasti ball game material. When it was their turn to hit the ball, some students looked scared and dodged because they were worried that the thrown ball would hit

their faces. Some students were also seen panting while running. Some students also looked quite bored when waiting for their turn to hit the ball, because there were quite a lot of students in one team.

2. Interview Results

The modifications made by the researcher included using a ball made by the students themselves using paper glued with duct tape, using a smaller field compared to a castle ball field in general, and reducing the number of team members in each team. In the early stages, all students were invited to make modified balls that would be used by making paper shaped like a ball and wrapped in insulation or duct tape.



Figure 2. Modified Kasti Balls

Furthermore, students are divided into several teams, each containing 6 people. This amount is less compared to a regular game of kasti ball. Next, students are directed to start the game. After finishing the game, the researcher conducted an interview related to the modified kasti ball game that they had just played.

Based on the findings of research found in the field, 6 out of 10 students said that they prefer the modified castle ball game because the ball used is a paper ball that they made themselves, so if it hits the body it will not hurt and if it is hit by other objects such as glass it will be damaged. This is inversely proportional to the kasti ball which is commonly used because it is made of rubber which is heavy enough that it can damage or injure the body if hit by the kasti ball.

In addition, students also prefer the modified kasti ball game because the number of people in one team is less compared to the usual kasti ball game, it also makes the field used smaller so that students do not need to run as far as the regular kasti ball game.

Conclusion

Based on the results of the description of the data and research findings that have been described, as well as the discussion that has been described. So it can be concluded that the learning planning of the basic movement of hitting the ball using the game modification learning approach in the kasti ball game is carried out starting from making the ball that the students make themselves using paper that is round and glued with insulation or duct tape. Continued to the stage of dividing students into teams, where in one team there are only 6 people. The game begins with a smaller field area used compared to the field on a regular casti ball. After that, the researcher

conducted interviews with 10 students and it can be concluded that the 10 students prefer the modified kasti ball game compared to the regular kasti ball game. The recommendation that the researcher can provide is that students' preferences if they are involved in learning preparation or planning can make students more enthusiastic about learning. Therefore, it is necessary to involve students in the preparation of learning materials so that students are more enthusiastic about learning. In addition, students' love for new things requires teachers to always be able to create slightly different things in preparation, as well as in the implementation of learning.

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