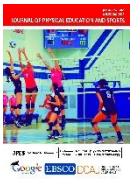
Journal of Physical Education and Sports
7 (3) (2018) : 221 – 225
https://journal.unnes.ac.id/sju/index.php/jpes/article/view/24762



The Development Model of Woodball Kids Tools for Learning Physical Education in Elementary School

Mohammad Ibnu Said[1]✉, Tri Rustiadi[2] & Setya Rahayu[2]

[1] Public Elementary School 2 Jatibarang, Semarang, Indonesia
[2] Universitas Negeri Semarang, Indonesia

Article Info

History Articles
Received:
July 2018
Accepted:
August 2018
Published:
December 2018

Keywords:
development,
learning,
woodball kids tool

DOI
https://doi.org/10.15294/jpes.v7i3.24762

Abstract

The objective of this study is to introduce woodball sports towards elementary school students with modified tools and test the effectiveness of woodball kids in the physical education and health science learning in the small ball games of elementary school. This research method used research and development. The results of the research are tools and models of woodball kids games as an introduction to woodball sports in elementary school. The effectiveness of the tool in use is validated by woodball tool experts of 93% and the sports education expert of 96% in the good category. Tools and games used 48 students of 90% in the good category. The conclusions of this study are an effective woodball kids model has been produced to introduce woodball sports in physical education learning in elementary school. The important finding that underlies the creation of this woodball kids tool is the development of a woodball game model combined with the physical education where the woodball kids game model in the learning process uses media such as the woodball kids tool developed in this study. It is suggested that this woodball kids tool can be used for all elementary school students because it has proven effective as a learning medium.

✉ Correspondence address:
Sidodadi RT.03/RW.02, Jatibarang, Mijen,
Semarang, Jawa Tengah, 50219
E-mail: said_x11@yahoo.com

p-ISSN 2252-648X
e-ISSN 2502-4477

INTRODUCTION

Sports can be said to be a separate form of the game that is playing and measuring ability (competing) is an essential characteristic of it. So there is an original relationship between sports and games, besides that, sports also come from games according to Ateng (Setiadi Anggi, 2013).

Adang Suherman (2000), he states that in general the purpose of physical education can be classified into four categories, they are (1) Physical development associated with the ability to do activities that involve physical forces of various organs of a person's body (physical fitness); (2) Development of motion related to the ability to perform motion effectively, efficiently, smoothly, beautifully, perfect (skillful); (3) Mental development relates to the ability to think and interpret the overall knowledge of physical education into the environment so as to enable the growth and the development of knowledge, attitudes and responsibilities of students; (4) Social development relates to students' ability to adjust to a group or society.

Newman in Kusmiyanti (2014) explains that "play is a channel for excessive energy expression. For children, channeling energy is done by playing". The play has an interaction function between the children and their environment, either individually or with his/her environment in a physical sense.

The physical education is education that can improve quality human resources as a whole. Physical education is education through physical activity serve as a medium to achieve overall individual development (Adang Suherman in Belhaj, 2015).

Amung Ma'mun and Yudha M.Saputra (2000), basic motion ability is the ability that students usually do to improve the quality of life. Basic motion ability is divided into 3 categories, they are (1) locomotor ability, it is used to move the body from one place to another or to lift the body upwards such as jump and leap; (2) non-locomotor ability, it is carried out in a place without adequate movement, for examples, encouraging, attracting, etc. (3) more manipulative abilities involve the ability of the hands and feet, but other parts of the body can also be used.

The learning process is one-way children to be more interested and enthusiastic in following physical education learning is with the variation. The variations in learning are changes in the process of activities that aim to improve students' learning motivation and reduce boredom (Mulyasa, 2010).

Khamidi in Adi S. (2018) argues that physical, sports, and educational health are the interactions between teachers and students with physical, sports, and health activities that the curriculum is clearly stated at school and has a goal to adjust a healthy lifestyle. Ashar also states that the interaction in the teaching and learning process is influenced by the environment such as students, teachers, principals, librarians, materials (books, modules, magazines, video recordings, audio, etc.), learn what sources and facilities. As the teachers, they have one of the influential factors in teaching and learning interaction; they become one of the most significant factors for the successful physical teaching, sports, and health education, it is supported by contributions from other factors.

One method that can be used in learning is an exploration method, exploration learning methods are processes learning focused on the students in Husdarta and Yudha M. Saputra cited by Kusnodo (2012) The teacher is responsible, designing, controlling and supervising the activities of all students, while students are given the opportunity to move and be creative in accordance with his/her abilities. Through this exploration method, hopefully, it can open the opportunity for students in developing the potential of existing motion in students themselves.

Assessment can create feedback to support the future learning process and the learning experience; it can be a powerful tool to improve the learning process according to Rust. C in Gani (2012).

Subjects in this study are lower-class students consisting of 3 graders because small ball games are included in physical education learning materials besides the characteristics of

active students and the ability of students to develop body movement coordination and accuracy, it is in accordance with the characteristics of the game model to be developed, in addition, the researcher intends to create a new game product innovation that develops from woodball games for elementary school children, so the researcher conducts the research by making game models. The objectives of this study are (1) Producing the appropriate Woodball Kids tool for the introduction of Woodball Sports to elementary school students; (2) Test the Woodball Kids game to enter a small ball game lesson in Physical education and Health Sciences in Elementary school.

Kriswantoro (2011) explains that there are designs of woodball games, they are (a) woodball game design consisting of 12 (twelve) fairways or multiples; (b) The overall length of the 12 fairways must be more than 700 meters; (c) The fairway is designed to have a straight line or curved shape according to the natural forms of the soil. Woodball kids game that will be developed is a form of shooting target gate using a ball and a hitter which is directed towards the gate with a track, by completing six fields with a length of 20-25 meters. The difference with the woodball game is that the tools used such as the shape of a bat are made of affordable materials and the weight of the heavy ability is adjusted to the elementary school children, the tool is given a color to make the children interesting.

METHODS

This research was development research that aimed to produce products in the form of woodball kids game models.

Sugiyono (2010) explained that there were 10 steps that can be applied in developing R & D methods, they are the steps of R & D research that was consisting of 10 steps as follows (1) Potential and Problems, (2) Collecting Data, (3) Product Design, (4) Design Validation, (5) Design Revision, (6) Product Trial, (7) Product Revision, (8) Usage Test, (9) Product Revision, and (10) Final Product.

The test object consisted of (1) evaluation experts that were consisting of three health education experts (Drs. Kriswantoro, M.Pd., Dwi Tiga Putri, M.Pd., and Ika Yulianingsih, M.Pd.), and two learning experts (Panjimas, S.Pd., and Toto Adi Utomo, S.Pd.), (2) the third grade students of IMAMA Islamic Elementary School, Mijen District, Semarang City, totaling 12 people, (3) third grade students of Jatibarang State Elementary School 01, Jatibarang 02 and Kedungpane 02, Mijen District, Semarang City, totaling 36 people.

The research instrument used in this study was a questionnaire sheet, documentation, and observation sheets in the field. The documentation in the form of student names, number of students in III grade, photos and videos of activities during the trial. The field observation sheet was used to determine the feasibility and acceptability of the product. The questionnaire sheets were used to collect data from expert and students' evaluations.

The data analysis technique used in this development research was by using the percentage analysis descriptive techniques. While, the data in the form of suggestions and reasons for choosing answers, they were analyzed by using qualitative analysis techniques. Sutrisno Hadi (2004) explains that in data processing, percentages are obtained by the formula from the score obtained divided by the sum of all score and expressed in percent.

Table 1. Classification of Descriptive Percentage Analysis

Persentage (%)	Classification	Information
20.01 – 40	Poor	Revised
40.01 – 70	Quite good	Used (Conditional)
70.01 – 90	Good	Used
90.01 – 100	Very good	Used

Source: Guilford (in Martin, 2010)

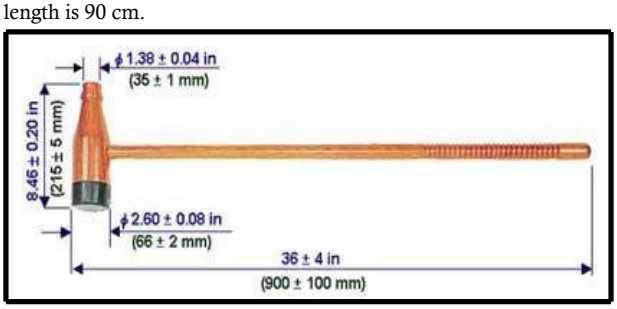
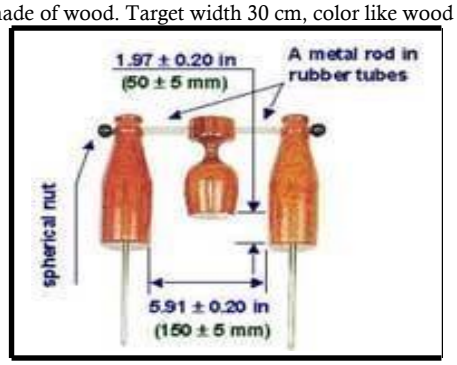
RESULTS AND DISCUSSION

The results show: (1) produce products in the form of tools and models of woodball kids games as an introduction to Woodball sports in elementary schools (2) the convenience of tools in use that are validated by woodball tool experts

and effectiveness test for elementary school children.

The tool usage is validated by three woodball tool experts 93% and two physical education experts 96% in very good classification, the tool is useful, it can be used, while, the tools and game models are tested on 48 90% students, it is in very good clarification, meaningful tools, can be used. The conclusions of this study is an effective woodball kids model has been produced to introduce woodball sports in physical education learning in elementary school.

Table 2. Comparison of Game Development Results

Item	Woodball game	Woodball kids game
Bat	Mallet is made of wood. The gross weight is around 800 grams, the length is 90 cm. 	Mallet is made of wood. The gross weight is around 700 grams; the length is 70 cm. 
Ball	It is made of wood, 9.5 diameters and weighing 350 g ± 360 g 	It is made of wood, 9.5 cm diameters and weighing 280 g ± 300 g. 
Gate	The goal is made of wood. Target width 30 cm, color like wood (brown) 	The target gate is made of bamboo, the target width of 40 cm is made colorful. 
Field	Fields are in the form of letters L, I and Z, width ± 4M and length of field 50 ± 110 M.	Field are in the form of a letter I, a field width of 5M and field length of 20 ± 25 M.
Game rules	The game is played by one person, using one ball and one mallet.	The game is played by two people, using a single ball and a bat.

CONCLUSION

The conclusions from this study are it has been produced woodball kids tool to introduce woodball sports and woodball kids game products according to Physical Education learning in elementary schools.

REFERENCES

Adang, S. (2000). *Dasar-Dasar Penjaskes*. Jakarta: Depdiknas.

Amung, M., & Yudha, M. S. (2000). *Perkembangan Gerak dan Belajar Gerak*. Jakarta: Depdiknas.

Adi, S., Soenyoto, T. & Sulaiman. (2018). The Implementation of Media in Teaching and Learning of Physical, Sport, and Health Education Subject. *Journal of Physical Education and Sports,* 7(1), 13-21. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/19740

Belhaj, M. M., Soegiyanto, & Hidayah, T. (2015). Pengembangan Model Permainan Sepakbola Empat Gawang dalam Pembelajaran Pendidikan Jasmani. *Journal of Physical Education and Sports*, 4(2), 122-128. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/9880

Gani, A. A., Soekardi, & Soegiyanto. (2018). Models of Learning Outcomes Assessment of Physical, Sport and Health Education in Junior High School. *Journal of Physical Education and Sports,* 1(2), 107-144. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/804

Kusmiyanti, K., Soegiyanto., & Rahayu, S. (2014). Pengembangan Model Modifikasi Permainan Bolavoli Mini "Serpassring" Pembelajaran Penjasorkes SD Kelas V. *Journal of Physical Education and Sports,* 3(2), 74-77. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/4809

Kusnodo, Sugiharto & Soegiyanto. (2012). Pengaruh Metode Pembelajaran Eksplorasi dan Minat Siswa terhadap Hasil Belajar Passing Bawah Bola Voli dalam Pembelajaran Penjasorkes. *Journal of Physical Education and Sports*, 1(2), 133-138. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/807

Sugiyono. (2010). *Metode Penalitian Pendidikan* (*Pendekatan Kuantitatif, Kualitatif, dan R&D*). Bandung: Alfabeta.

Kriswantoro. (2011). *Teknik Dasar Bermain Woodball Indonesia*. Semarang: *Woodball* Association.

Mulyasa. (2010). *Menjadi Guru Profesional*. Bandung: PT. Remaja Rosdakarya.

Sudarmono, M. (2016). Pengembangan Model Permainan *Basketball and Football Combination* Untuk Pembelajaran Penjasorkes Siswa Sekolah Dasar. *Journal of Physical Education and Sports,* 3(1), 120-129. Retrieved from https://journal.unnes.ac.id/nju/index.php/jpehs/article/view/6497

Setiadi, A. F., Rumini, & Widyastari, H. (2013). Model Pembelajaran Gerak Dasar Melompat dalam Penjasorkes melalui Permainan Lompat Bergandeng pada Siswa Kelas IV Sekolah Dasar. *Journal of Physical Education, Sport, Health and Recreation,* 2(3), 270-272. Retrieved from https://journal.unnes.ac.id/sju/index.php/peshr/article/view/1088