



The “Happy Bouncing Ball” Game for The Learning of Table Tennis for Grade V Primary School Students

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Abstract

Physical education, health and sports is an integral part of the overall education, aiming to develop physical fitness, skills of motion, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of healthy living patterns and the introduction of clean environment through physical activity, sport and health selected planned systematically in order to achieve the goals of national education. Physical education, health and sports are the attempts to embody the whole person in the school, either from a basic to intermediate education level. Table tennis is one of the Physical education learning material taught in elementary school. However, the reality in the learning process has not been implemented optimally because the table was not proportional to the number of students. Thus the need to win and the modifications to the game, make students more actively in learning. The problems that plagued the school made teacher's creativity in developing models of learning a new, yet fun and in accordance with the objectives of the learning that has been set. Modification of the learning game of ping-pong was one of the efforts that must be realized. Learning the ping-pong game through the happy bouncing ball game was expected to make children more actively engaged in a variety of pleasant situations and conditions, while following the learning of table tennis game.

How to Cite

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INTRODUCTION

Physical Education

Physical education is part of overall education. Physical education is aiming to achieve the educational process through motion and physical activity. In fact, physical education has an important role in the development of the quality of education in Indonesia.

Physical education is an educational venture by using the large muscles activity up to the educational process taking place is not hampered by health problems and the growth of the body. As an integral part of the overall educational process, physical education is an effort that aims to develop the area of organic, neuromuscular, intellectual, and social (Ateng, 1992:4).

According to Supandi (1992:1) physical education is a process of systematic interaction between the student and the environment in physical development through governance effectively and efficiently towards the formation of the whole person. Thus, physical education is an integral part of the overall education that support the development of students through physical activity or human movement. It is then organized systematically in the form of teaching-learning activities to meet the needs of the growth and development of the physical, mental and social.

Sharman in Nadisah (1992:15) suggests that physical education is part of the education (in General) that goes through activities that involve motion mechanism of human body and generate patterns of behaviour on the individual concerned.

While according to the definition of the terminology (committee of terminology, 1951) in Nadisah (1992:17) health education is the process of granting learning experiences with a view to influence knowledge, attitudes and behaviour with regard to the health of the individual or group.

According to Rusli Lutan (2001) that physical education is a series of lessons that provide a real contribution in everyday life in an attempt to improve the growth and development of physical as well as spiritual learners. Therefore the Organization of physical education should be further developed more optimal so that learners will be more innovative, skilled, creative, and have the physical freshness and healthy living habits and have knowledge and understanding of human motion.

According to Samsudin (2008:2) suggests that physical education is a process of learning through physical activity designed to improve

physical fitness, develop motor skills, knowledge and behaviour of healthy and active living, an attitude of sportsmanship, and emotional intelligence.

So based on some of the opinions above about the sense of physical education, can be summed up that physical education is a process of education done through physical activity and created to enhance the growth and development of the entire physical realm, namely: psychomotoric, cognitive and affective student.

According to Adang Suherman (2000:23), in general, physical education objectives can be classified into four categories, namely:

a. Physical Development

Goals related with the ability to perform activities that involve the physical powers of the various organs of the body of a person.

b. Development of motion

This objective relates to the ability of doing the movement effectively, efficiently, smoothly, beautifully, perfectly.

c. Mental development

This objective relates to the ability to think and interpret the overall knowledge about physical education into their surroundings so as to allow the growing and development of knowledge, attitudes, and responsibility.

d. Social Development

This goal relate students' ability in adjusting themselves to a community group.

Table Tennis

The development of the table tennis is now like a fungus. Table tennis quickly spread in all areas, caused the game's rated sports community as a recreational sport for leisure, sports achievement, an educational tool as well as the media to socialize. This was confirmed by the opinion of Hodges (2007:1) stating that the game of table tennis is a racquet sport which is popular in the world and the number of participants occupying second place.

The popularity of table tennis can also be due to the game's many privileges, such as can be played by everyone ranging from children to adults either male or female, doesn't require a vast place, the tool used is light and easy to use, the price of the equipment was very affordable by all people, this game can also serve as a mean of recreation that can become entertainment.

Table tennis game was very popular in the society. This game can be played by children, teenagers or even adults, as well as a recreational sport.

Modification of Learning

In accordance with the basic competence of table tennis material especially for large classes, it is mentioned that students can practice basic techniques of small ball games with rules modified to foster cooperation, sportsmanship and honesty. In the process of learning table tennis in meet some things, among others:

1. The tools and facilities are in minimal use.
2. The rules of the table tennis game are used in accordance with the actual rules or rules in the game of table tennis.
3. Tend to many students when following the lesson just sit around and not actively follow the table tennis lesson
4. The learning table tennis game provided by the teacher is still not packaged in the form of modifications, so that found students who feel unhappy, bored, and lazy to move.

Learning physical education through table tennis sports has not been effective as a medium of motion learning. The learning materials of table tennis games have not been able to make children move effectively. During the learning time table tennis game students only make a few minute movement because they have to take turns. This situation results in the limited time the child is in motion, so the learning of motion is not optimal

Based on the above description, it is expected that the role of teachers in modifying the table tennis game in order to create a model of learning in the form of a new game that aims to attract students so that students do not feel bored quickly, more motivated and passionate in following the process of physical education.

The development of learning model of Penjasorkes is one of the efforts to help solve the limited problem of teaching and learning facilities of Penjasorkes in schools. The development of the Penjasorkes learning model conducted by Penjasorkes teachers can bring an innovative learning atmosphere, with the creation of fun learning and can motivate learners to have more opportunity to exploit the movement widely and freely, according to their level of ability. By modifying learning media of physical education will not reduce student activity in doing physical education. But just the opposite by modifying the learning and approaches in the form of games as an example, the process of learning physical education will be more fun. Teachers can reduce or increase the complexity and difficulty of teaching tasks by modifying the equipment used to perform that skill. For example, the weight-lighter, large-small, high-low, long-short equipment used.

(Rusli Lutan 2001) states that "Modifications in the subject of physical education are necessary, increasing the likelihood of success in participating and being able to move correctly."

METHOD

This research is a development research that aims to produce a model of learning table tennis through mini table tennis for elementary school students (SD).

The steps used in this study use seven main steps, namely:

1. Conduct preliminary research and information gathering. Includes field observation and literature review.
2. Develop the initial product form (in the form of a happy bouncing ball game rules).
3. Evaluation of experts by using an expert Pengas and two learning experts, as well as small group trials, using questionnaires and consultations and evaluations that are then analyzed.
4. First product revisions, product revisions based on results from expert evaluation and small group trials. This revision is used for improvements to the original product made by the researcher.
5. Field trials.
6. The final product revisions are made based on the results of field trials.
7. The final result of the table tennis model through the happy bouncing ball game for grade V elementary school students (SD) generated through field test revision.

RESULTS AND DISCUSSION

Modification of the learning

The Happy Bouncing Ball game

The Happy Bouncing Ball game was played in the school courtyard and 1 set of table tennis. The field was divided into 3 posts include: post bouncing bomb, post, post relay bouncing bouncing pong.

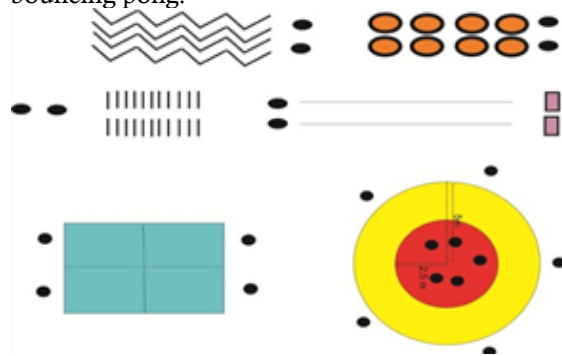











Figure 1. Happy Bouncing Ball Game

Description ;

	= Students		= Running Track
	= Basket		= the limit of players outside and inside
	= Jump Line		= Area Players Inside
	= Zig-zag line		= Table
	= The Line Raised		

Bouncing Estafet

Bouncing ball game relay dibet and ran towards the area of the friend who had been waiting in front of him. The player must run and follow the player hurdles ahead of him. How to feed the ball like the movement hit in table tennis, and a friend who can control all received ball with bat and continue on across the line that was already prepared. Finally the players must be able to place the ball into the basket already supplied to earn points.

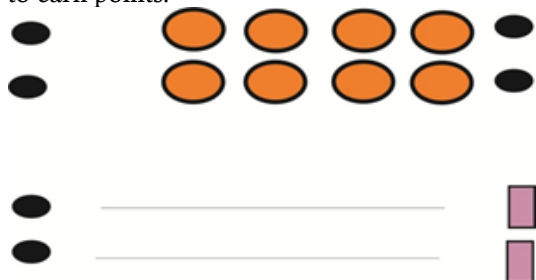






Figure 2. Field relay and bouncing description

Description:

	= Students		= Running Track
	= Basket		= Jump Line

How to play Bouncing Relay

- The Group raced past the line that was already prepared by reflecting the ball above the bat and followed the line.
- After the line passed, gave the ball to the next friend by hitting the ball towards his friend using the drive in table tennis.
- The next player received the ball by using the bat, and continued his journey.
- Finally Players hit the ball with the use of the technique drives the ping-pong balls into the baskets already provided.
- This game lasted for 10 minutes
- Students must walk following the path that already exists, if not breaking in countdown

points.

- Points were earned when the last ball can enter into the basket that was already prepared.
- The bouncing ball fell in the middle of the journey must be reset at the beginning of the line.

Bouncing Bom

What is meant by bouncing ball bouncing game is bomb dibet, then complementary opponents who are inside the circle. The ball hit the opponent's body into points. The opponent can avoid and beat back the ball using the bat, to protect themselves. This game lasted for 2 minutes once alternately for 10 long play. The most points became the winner.

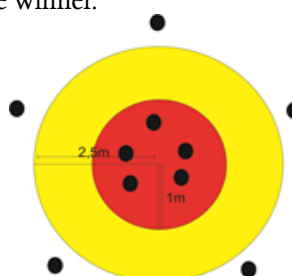





Figure 3. bouncing bombs and field description

Description:

	= Students		= the limit of players outside and inside
	= Area Players Inside		

How to play Bouncing Bomb

- There were two groups that play in one game, bomb bouncing inside a circle, a 1 was outside of the circle.
- Group that was within the circle was in charge of protecting themselves by using bat from the opponent's bombs.
- Group outside hoops was in charge of finding as many points by opponents that were bombed in the circle.
- For 2 minutes once changed place four times, the game lasted for 8 minutes.
- The most Points was declared the winner.
- Ball on head did not earn points.
- Hit the ball must use the technique drive on table tennis, if they did not comply did not count points.

Bouncing pong



What is meant by bouncing pong was a game using the table as bouncing media field. The balls reflected on the bat once, then in the opponent area, the ball went into the opponent's

area can directly restored or reflected. The table used was part of the long side. Calculation of points was the same as the game of table tennis.



Figure 4. Field pong and bouncing description

Description:

	= Students
	= Table

How to play Bouncing Pong

- The game was like a game of ping-pong, but used half the table to play.
- Students may reflect as much dibet ball once and hit back to the opponent.
- Calculation of this game using the three times victory by using the relaypoint system 11 points
- At the time the service was touching the net, the service being restarted.
- The ball entered the opponent's desk in the field considered points.
- Ball that struck out of the opponent's desk turned out, without touching the opponent, considered the points made.
- Controlling the ball must not be more than 2 bounce on the bat.

Measures in play

Before doing the happy bouncing ball game, students must first master the techniques of table tennis game. Thus there were several processes that should be mastered, in order to play happy bouncing ball. Exercises to do amongst other students; bounce ball, squash, and playing in pairs.

Bounce ball

This exercise aimed to promote or hold the adjustment between the player with the ball, and the bat was also adapted at using the tools and had a good feeling/subtle related to the bat and bounce his ball (Muhtar and Sulisty, 2009:3.2).



Figure 5. Bouncing ball

1. Bouncing Ball over using the bat.

Initially conducted separately, for example, by the side of the forehand or backhand side, then can proceed with a combination of forehand and backhand.

2. Reflecting the ball onto the floor.

This exercise can also be varied, ranging from exercise bouncing to the floor in place, then while walking forward, backwards, left or right.

3. The overall Regulatory

- Students were divided into six groups, each group had 5 members.
- The referee drew a group a match.
- Every post was played simultaneously, with the command listened to the referee set each post.
- After each post already found the winner, the Group took turns to the next post and continued the game posted.
- Postal Order was Bouncing bomb, Relay, and Bouncing Bouncing Pong
- This game will last until the last post.
- The Group stated three bouncing post won the game when they got points.

Play Equipment

- The ball in the game three to use post bouncing ball this was using a lightweight tonnis.
- The Bat
Bat used for game three of the post it was bouncing modifications to bat using the square board with a side of 20 cm and 15 cm long handle.



Figure 6. Bat the game modification of table tennis

Advantages and disadvantages of the "Happy Bouncing Ball" game

- The advantages of this game were:
 - the Happy bouncing ball game can be

- played by all students
 - b. can be played at schools that did not have a ping pong table
2. Weaknesses of products produced were:
- a. Required a spacious place to play , and required a lot of bet.

CONCLUSION

The end result of this development research is the product of table tennis model through the game of happy bouncing ball based on the data during the small scale test (N = 15) and field trials (N = 30).

This happy bouncing ball game model can be accepted by all students because in this game the students have been able to move actively and understand the rules that apply. The game model is good in accordance with the level of students' needs in the move, in accordance with the level of development, and is in accordance with the growth rate of students.

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