



The Development Model of Learning Shot Put Oriented by Playing for Elementary School Students

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Abstract

Research development of aim products in the form of a model of learning-oriented bullets starting play in an effort to create a situation of active learning. The research method used is the method of research development (research and development), of the Brog and Gall which is divided into two stages, namely the early research (needs analysis) and development. Research conducted at SDN Klojen in Malang city. The instruments used were the questionnaire and interviews. Data were analyzed with a qualitative analysis techniques and quantitative descriptive. Based on the results of the expert analysis of the game, Physical Education in Elementary School, Learning experts and experts of athletics (Shot Put) assessing learning models Shot Put play orientation was at 88.75% category with good qualifications and a small group of trial results and large group shows that the model of learning was play orientation cartridges starting at 84.72% category with the qualification of "good" so that the shot put learning playing approach have can be used as a model for improve the quality of learning making learning active and fun.

How to Cite

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INTRODUCTION

Study on the problems of physical education is a reasonable thing. However, any problem must be solved and look for a solution considering the physical education at school plays an important role in developing the potential and experience of motion students and students. The teacher is one of learning resources and spearhead in improving the quality of an education. Teachers as educators have the main task of educating, teaching, guiding, directing, train, assess and evaluate learners constantly need to improve the quality of professionalism constantly. In an era of ever-changing curriculum, organization of education requires teachers who are able to perform the task and create new learning strategies that can help solve the problems of the students in the class. Physical education is one of the teaching material that did not escape from problems in its implementation in accordance with the goal of reaching a basic curriculum on kompetensi.

Implementation of the learning of physical education to achieve the desired goal, the teacher should devise learning process effectively. The more effective the teacher in teaching, then processed condition would be more supportive of the achievement of the learning objectives. However, it's all not be separated from the role of teachers as educators to increase the motivation and interest of students with a more interesting learning, so that students are able to regenerate the passion of learning actively.

External learning is learning that demands the role of teacher as one learning resource called teaching or teaching. Hakikatnya learning is a combination of the two activities, namely, the activity of the teaching and learning activities (Winarno, 2011:12). The activity of the teaching concerning the role of a teacher in the context of seeking creation of harmonious communication between the teacher of interwoven itself with learners. Learning is purposeful and intentional effort aimed by a person or group of people (including teachers and textbook authors) so that other people (including students), may obtain a meaningful experience. This effort is an activity based on the interests of the learners. (Walker, 2015; McCombs, 2000). In learning requires a good Groove so that what was on the study session is reached. The flow of the learning success will be an example on the situation and conditions of learning at the time it is called a model of learning. Own learning models are usually compiled based on various principles or theory of knowledge experts draw up a learning model based on the principles of learning theory, sociological, psychological, analysis time and other

theories. Rusman (2011:113) mention that the learning model is a plan or pattern that can be used to shape curricula, designing learning materials, learning guide and processed or the other. According to the thinking Trianto (2007:1) "learning model is a planning or a pattern that is used as a guide in planning the learning in the classroom or learning in the tutorial".

Implementation of the learning of physical education taught in schools there are some sports games, among others, development activities, athletics, gymnastics, and rhythmic activities. Athletics is one of the sports that teach range from elementary to High School levels, as there are in the curriculum unit level education (KTSP) primary school (elementary school) class VI contained BSNP Athletics lesson is one that must be taught, in the process of lesson athletics has lots of numbers one number Shot Put. Shot Put number throwing from the sport of athletics is one of the kinds of skills menolakkan objects in the form of bullets as far as possible. The purpose of starting the bullet is to achieve the distance as repulsion, (Ambarwati et al, 2017; Ferry Fitriyanto, 2016:28; Yusuf, 2016:294).

From an explanation of the notion of starting the bullet above can be obtained from the conclusion that the decline of cartridges is one of the sport of Athletics in the throwing athlete, defends iron ball throwing bullet weight as far as possible.

In rejecting the cartridges include 3 stages, namely 1) preparation; Straddle stand, relax the shoulders, wide position sideways from the direction of repulsion. The right hand holds the bullet and put on the neck under the jaw and stuck in the shoulder. Elbow left skewed to the front of the chest, a view towards repulsion, 2) Refused; Use the leg closest to the swinging leg throws as a sector to decline. At the time of swinging leg in front, swivel waist toward your hips and roll sector helped to push towards the front of the top, and the body leaning forward, fixed gaze towards repulsion, 3) end Attitude; The right foot is driven forward replacing the left foot as the object. The left leg straight back with your right leg, knees relaxed somewhat bent and fixed gaze towards repulsion, (Endang, 2010:22; Darmawan, 2018).



Picture 1. Shot Put Method (Endang, 2010:22)

The development patterns of motion base bullet can deny using the tools and materials of any kind, an important tool that we will use preferably spherical (Bahagia, 2010:66). This means that a teacher can utilize a variety of equipment, such as a ball. For students of elementary school teacher may use equipment that is not too heavy, for example tennis balls or Softball. One of the modifications of the equipment the bullet based on the size, shape and weight is an alternative learning Shot Put. (Priyo et al, 2013). Activity play in learning basic motion bullet starting can be done with a variety of formations, could use a formation one direction or face to face (Bahagia, 2010:67, Bakhrul,2013). If using the formation dealing penjas a teacher must provide sufficient distance and setting a turn throwing should be supervised to prevent an accident.

According to Maryani (2015:2018) based on studies of motion rejecting the bullet will have far less results in motion straight still kedepan or repulsion of less than 42 degrees from the starting corner. Some research supports learning media learning activity decline in the Shot Put Rosita (2015) that mention that starting learning the bullet through the media in the form of a ball of plastic impact positif that is able increase the interest and motivation of learning so that the learning outcome increases. Purwanto (2015) shot put through the learning approach of playing goal ball defends the sand can improve learning outcomes Shot Put

The starting teaching material is the bullet on physical education learning activities scope of athletics are less sought after by students. This is apparent from initial needs analysis results through dissemination of the question form and interview conducted in school SDN Klojen in Malang city in get data between other 80.10% students are not motivated when learning Shot Put, 85.70% of students feel it is hard When using the original cartridges that weighed 4-5 kg, 85.00%, students feel on learning that convey by the less fun, 75% of students wanting a lighter bullet, 97.00% of students agreed if the original bullet made of iron was renamed the bullet an imitation lighter with more secure construction (rubber ball, and a shower of balls), whereas 95.80% of students agreed starting learning model if developed bullet done with playing an activity fun.

Based on the above things, then researchers trying to formulate a problem as the following " How was the development of learning model of play-oriented Shot Put for fourth grade students of SD Negeri Klojen Malang ".

Through the research of the development of this model aims to tackle one of the problems of studying decline Shot Put the development of

learning models Shot Put play oriented for grade IV SDN Klojen in Malang city.

METHODS

This research use the development model that follows the model of development research and development (Winarno 2007:48) in detail stages of research consists of ten phases which was later adopted by researchers into eight stages of implementation are: 1) do research which is the needs analysis through observation and interviews, 2) planning modelling bullets starting learning-oriented play, 3) product development as well as evaluating against the experts. The initial product of the already formed dijustifikasi by 1 person 1 person game expert expert health physical education and recreation, and 1 person learning experts, 4) next steps, products that have been tested by experts dijustifikasi cobakan on elementary school students by involving the 8 subjects 5 trials) first revision of the trial results and improve or perfect the trial results in accordance with the results of trials of small group, 6) field trials conducted on elementary school students by involving test subjects 40, 7) revised the trial results and improve or perfect the trial results in accordance with the results of field trials, 8) dissemination and implementation.

This research was carried out on SDN Klojen in Malang city. The subject in this study are students and students of class IV SDN Klojen in Malang city, who becomes the object of the research is in the study Shot Put-oriented learning through play for grade IV SDN Klojen in Malang city. This research began on 17 October 2017.

Data collection instruments used in the collection of data on research development this is the observation, documentation and dissemination of the now. After the data is retrieved and then conducted data analysis of any subject that includes test and evaluation experts with guidelines the following scoring (Creswell, 2010:278): "the answer to a have a value or score 4, Answer b has a value or a score of 3, Answer c has the value or score 2, Answer d to have value or score 1 "

a. To process data of the data analysis techniques used are descriptive and qualitative analysis techniques in the form of percentages:

b. a. qualitative Analysis was used to analyze the results of the review data collection experts using a qualitative approach. Qualitative data were analyzed using models, Miles and Huberman (Sugiyono, 2008:247-253) which consists of three steps, namely: "(1) Data reduction (2) Data display (3) Conclusion drawing"

c. b. descriptive Analysis in the form of a percentage used to analyze the results of data

collection trial a small group and large group testing. Formula to manipulate data in the form of a descriptive percentage, (Sudijono, 2008:43) are as follows:

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

Description :

f: frequency that is being sought —

N: Number of case (amount of frequency by the number of individuals)

P: Number percentage

According to the opinions delivered by Arikunto, (2006:344). "If the data is in the form of percentage, proportion or ratio, then a conclusion can be drawn, adjusted to the problem". The following categorization percentage categories that will be used are:

- 76%-100% Good Category used
- 56%-75% simply Category used
- 40%-55% less good Category not used
- < 40% not good Category not used

RESULTS AND DISCUSSION

From this research obtained the results that can be seen in the table presenting data for the analysis of 40 students of SDN Klojen in Malang city (Tabel 1). Based on the recapitulation of the initial needs analysis results tally can be illustrated in the form of a bar chart as shown in Figure 2 below:

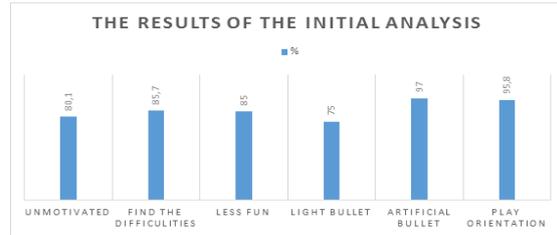


Figure 2. The Results Of The Initial Needs Analysis
Tabel 2. Presentation of Data evaluation (Expert) 1 Person game Experts

Expert	Score Minimum	Score Maximum	Result	Percentage
Game Expert	12	48	40	83,34 %

Based on **table 2** can be noted that the percentage of evaluation results from the expert game was 83.34%.

Tabel 3. Presentation of Data evaluation (Expert) 1 Person penjas SD Learning Experts

Expert	Minimum score	Maximum Score	Result	Percentage
Physical Education Learning in Elementary School	12	48	38	79,17

Tabel 1. Presentation of the results of the Data Analysis needs of 40 Students

Component	Discovery
Needs analysis of teacher through charging the now	<ol style="list-style-type: none"> obtained data that 80.10% of students learning Shot Put. obtained data that 85.70% of students feel difficult when using original cartridges that weighed 4-5 kg retrieved data that 85.00%, students feel on learning that convey by the less fun retrieved data that 75% of students wanting a lighter bullet retrieved data that 97.00% of students agreed if the original bullet made of iron was changed to a lighter clone cartridges with safer constructs (ball Curry, and the bath ball) retrieved data that 95.80% of students agreed starting learning model if developed bullet done with an enjoyable play activity
Product Development	<ol style="list-style-type: none"> On the basis of needs analysis done product development started on 04 September 2017 Product development measures undertaken are: <ul style="list-style-type: none"> Study the curriculum, learning implementation plan (RPP) and the syllabus on SD class VI Materials resist bullets the collection materials/material in the form of book Drawing up model starting game cartridges The results of the 4 models starting game cartridges (1. rubber ball throwing game, 2. War game balls, Throwing game ban, 4. The game encourages the ball hanging)

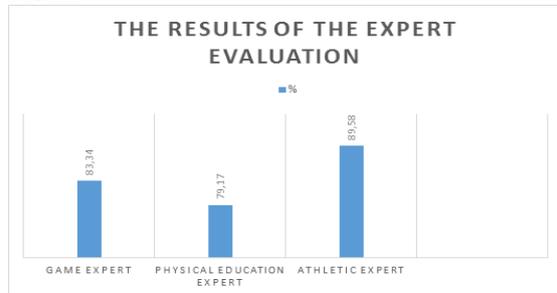
Based on **table 3** can be noted that the percentage of the results of the evaluation of the expert learning penjas SD was 79.17%

Tabel 4. Presentation of Data evaluation (Expert) 1 Person Athletic Experts Shot Put

Expert	Mini- mum Score	Maxi- mum Score	Result	Per- centage
Shot Put Athletic	12	48	43	89,58%

Based on **table 4** can note that the average percentage of evaluation results from Athletics experts Shot Put was 89.58%.

Based on the evaluation results recap experts in obtaining results that can be illustrated in the form of a bar chart as shown in Figure 3 below:



Picture 3. The Results Of Evaluation Experts

Tabel 5. Presentation of Data the results of the tests of the small groups of 8 students

Component	Mini- mum score	Maxi- mum score	Result	Per- centage
Small Group Trial	96	384	345	80,20

Based on **table 5** can be noted that the number of overall average percentage of a small group of trial results was 80.20%.

Tabel 6. Presentation of Data the results of the tests of the large group of 40 Students

Component	Mini- mum score	Maxi- mum score	Result	Per- centage
Large Group Trial	360	1440	1220	84,72

Based on **table 6** can be noted that the number of overall average percentage of trial results is a large group of 84.72%.

Based on the recapitulation of trial results in obtaining results that can be illustrated in the form of a bar chart as shown in Figure 4 below:

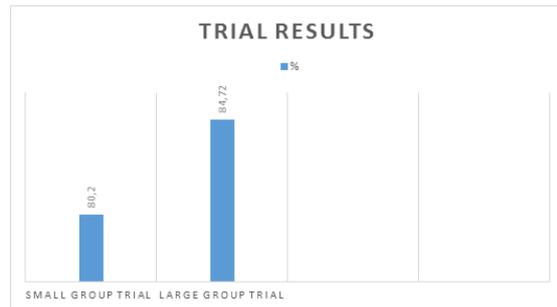


Figure 4. Product User Trial Results

DISCUSSION

One of the effective learning approach to learning is the approach play. Play and the game is the two terms are often used interchangeably, whereas someone who play it are doing a game and the game is played. Child’s play child means doing a game. Motion in play is a vehicle for stimulating and motivating to encourage and stimulate critical thinking on the subject of learning. Motion spur children to think and find out why and how the against, so the play is an important part in the development and knowledge as well as the development of motion. A child can do with energetic physical activity but naturally and can enjoy the game with happy, (Bakhrul, 2013:5). Physical education as a vehicle to develop the potential of motion students noticed milestone learning so it will be tiered skills and knowledge. Learning materials resist bullets is one of learning material which contains basic motion development declined as the topic. The order of the stages of the learning will be very uninspiring and less attractive if not approached with the game it is in accordance with findings Ulum (2013). The results of the findings of the researchers that the model approach to some of the games that is throwing a rubber ball, a ball game, a war game throwing tires, push the ball Game. Will make learning Shot Put be passionate and interesting so that will improve student learning outcomes. This is because the model learned by the game approaches tailored to the characteristics of elementary school students of class VI. In accordance with the opinion of the Sanjaya (2015) stating that a learning approach to adjust to the conditions and characteristics of learners.

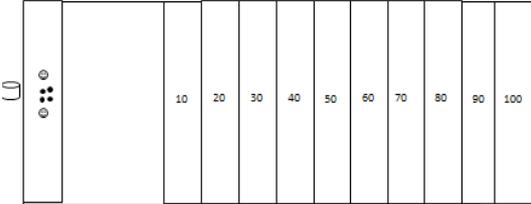
CONCLUSION

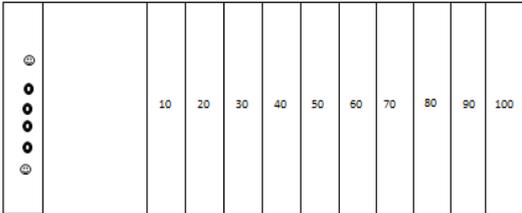
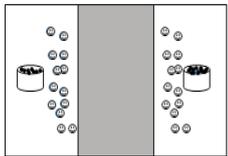
The conclusions obtained in the research of the development of the results of the analysis of the percentage specified that if the percentage of achievement on the interval 100-76.0% berklasifikasi both meaning model of learning-oriented

bullets starting play decent used, thus the trial results on large group test overall aspects that are judged to have reached 84.72% the Product model of learning-oriented bullets starting play have been compiled berklasifikasi well and can/ feasibility as learning materials at grade VI SDN Klojen in Malang city.

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Throwing Game of Rubber Ball	Game of Ball War
<p>Terms and how to play</p> <ol style="list-style-type: none"> 1. number of participants: not limited to sharing in 2 groups 2. Tools and materials: 4 rubber balls, bucket, lime, marker, raffia rope 3. Time allocation: free 4. How To play: <ul style="list-style-type: none"> • Students enter within the throwing area • Each group appoints representatives to make a throw • Before the tosses, the ball is marked with lime first • Student throws forward as far as possible 5. Each student gets 2 chance of throwing 6. Unauthorized throw : <ul style="list-style-type: none"> • At the time of the Student performing the toss, pass through the boundary of the throwing area • Rubbers fall off the field • The ball falls in the middle of the line between 10 and 20 or 20 and 30 and so on 7. Determiation of the winner: the highest score to be a winner 	<ol style="list-style-type: none"> 1. number of participants: not limited to sharing in 2 groups 2. Tools and materials: 2 baskets, 200 small plastic balls, lime 3. Time allocation: free 4. How To play: <ul style="list-style-type: none"> • Students enter within the throwing area • Each group appoints representatives to make a throw • Before the tosses, the ball is marked with lime first • Students who have divided the group occupy their respective areas • Students hold 2 balls in hand • After hearing the cue from the teacher the students start throwing each other's law • If the ball in hand can be taken again • The game will stop if the ball stock in the cart is exhausted. • The game will start again if the ball has accumulated in the basket • Students self-count how many throws are hit by the opponent <p>Unauthorized pitch:</p> <ul style="list-style-type: none"> • Student throws forward to the gray field area • Throws the head • Conducting a toss outside the game area <p>Determiation of winners: highest points</p> <p>(Picture 2)</p>

<p>Game Throw tires</p> <ol style="list-style-type: none"> 1. Number of participants: unlimited divided into 2 groups 2. Tools and materials: 4 pancal bike tires, chalk, marker, raffia strapAlokasi waktu : bebas 3. How to play: <ul style="list-style-type: none"> • Students enter within the throwing area • Each group appoints representatives to make a throw • Student throws forward as far as possible • Each student gets 2 chance of throwing <p>Unauthorized pitch:</p> <ul style="list-style-type: none"> • Students who throw their legs through the throwing area • Ban tumbling • The tires fall in the middle between 10 and 20 or 20 and 30 and so on <ol style="list-style-type: none"> 4. Determiation of the winner: the highest score to be a winner 	<p>Game push the ball</p> <ol style="list-style-type: none"> 1. Number of participants: not limited to sharing in 2 groups 2. Tools and materials: volleyball / football 2, plastic soccer ball 2, raffia strap 3. Time allocation: 30 seconds per student 4. How to play: <ul style="list-style-type: none"> • Each group appoints representatives for encouragement • Student stands in front of a volleyball / soccer ball in hanging • When hearing the cue from the teacher immediately melakun movement push the ball by wearing a plastic ball in the hanging next to it • Do it repeatedly until the time is finished 5. Unlawful encouragement • Encourages to cross the line 6. Winner determiation: highest score  
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(Picture 2)