The Development Of Physical And Sport Education Learning Model By Using Small Games

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Abstract. The purpose of this research is to (1) develop a learning Physical and Sport Education learning model through small games in increasing a disciplined and confident attitude that was practical and effective of Volley Ball state vocational high school Bengkulu and (2) knowing the validity and reliability of the learning model, so that it could be used to measure students' discipline and self-confidence. The type of this research is a research and development that followed up with the development of education. Procedure development on Physical Education and Sports Skills, Skills model through small games in instilling based on the ADDIE model, consisting of five stages, namely analysis, design, development, implementation, and evaluation. The location of these product trials conducted among students vocational high school Bengkulu. The instruments used to collect the data were questionnaire and evaluation sheet. Data analysis techniques of this research use descriptive analysis technique in the form of the percentage. Subject of this study was class X (34 students). Data were obtained by observation techniques and analyzed by descriptive analysis. The result of this research shown that learning model develop a in learning Physical Education and Sports Skills model through small games in instilling a disciplined and confident attitude that was practical and effective to enhance the effectiveness of learning organized by teachers and attended by students sampled in this research. The results of this study use affective assessment by observation, namely variable of students in instilling discipline and confident in learning physical education and sports skills, with the acquisition of a good average score then the highest score of 76 % who got a very good criteria and criteria less than 0 % did not exist.

Keywords: Physical and Sport Education Skills, Small Game, Discipline and Confident.

1. Introduction
Education plays an important role in improving Indonesia's human resources in the future. Then education should be given the main attention because it has a very strategic role in preparing future generations not to be left behind from other countries, especially in world competitions that use advanced and all-round technology. Through education it is expected to be able to master the development of science and technology. Education will open the door to the modern world, because only through education can social and cultural changes be made, namely the development of science, adjusting values and attitudes that support the development and mastery of various skills and using advanced technology to accelerate the development process. Education is aimed to optimally develop all potential, intellectual, emotional, moral, religious and physical abilities in a conducive, democratic and comparative educational environment. Placing education as a top priority in development, means efforts to improve the capacity of Indonesian humans to be able to shape attitudes and behaviors of students to become dignified, moral and quality individuals, and able to develop their potential to
become quality and faithful human beings to the Almighty God, moral noble, healthy, faithful, capable, creative, independent and a citizen of a democratic and responsible state.

Nowadays, the achievement of national education is still not in line with expectations, especially to be able to compete in the global level. Both quantitatively and qualitatively, national education still has many fundamental weaknesses. Even national education according to many circles, not only has not succeeded in increasing the intelligence and skills of students, but has failed in shaping the character and character of the personality (nation and character building), there has even been a moral degradation. This condition can be observed, for instance the policy and implementation of national education are more oriented towards achieving certain targets, such as curricula that ignore effective learning processes. In an effort to improve the conformity and quality of character education, developed a grand design character education for each path, level, and type of education unit. In Law No. 20 of 2003 article 37 paragraph 1 concerning the national education system, it was stated that the basic and secondary curriculum must include; (a) religious education, (b) civic education, (c) language, (d) mathematics, (e) natural science, (f) social science, (h) physical and sport education, (i) skills / vocational, and (j) local content.

Previous curricula of Physical and Sport subjects prioritizing achievements, sports training or theory only, such as: equipped with knowledge and knowledge of referee, scientific experience in the face of matches / championships, or training methods or strategies and ignoring mental changes or attitudes and students' behavior. So that the impact on students is 1) neglected educational norms, 2) unnatural physical growth, 3) students are forced to overload to target a training person, 4) drug use, and 5) changes the child's data (date of birth) to impose victory. Hence, it is not surprising that there are many legal violations committed against students during school hours such as drug use, brawls, extortion and theft that are widely displayed on electronic and printed media. As a result of all that is very detrimental to the growth of students for the future. The new curriculum in 2013 on Physical and Sport Education subjects prioritized mental changes and behavioral attitudes of students after carrying out sports activities. States that Sports and Physical Education contain competencies that enhance the character and personality of the person in order to have a good character [1]. The subject of Health and Physical Education is an integral part of the overall education which aimed to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle and the introduction of a clean environment through activities physical, sports and health elected that are planned systematically in order to achieve national education goals. That is, the Physical and Sport Education subject also has an equally important role as other subjects, because it can be used for the development of physical aspects and also play a role in the development of harmonious, balanced cognitive, psychomotor and affective aspects.

The concept of character education is important to be carried out at every level of education, because it has the core of being able to produce quality students. Philosophically, the implementation of character education refers to the philosophy of education and humans, because education is aimed to shape the character of students. Speaking of philosophical foundations, it examines education and human beings radically, thoroughly, and conceptually from sources of religious and ethical factors that are based on beliefs and sourced from science that rely on reasoning [2]. Character education management is structuring in the field of character education carried out through activities of planning, organizing, controlling and evaluating systematically to achieve goals that have been set effectively and efficiently [3]. The learning model is basically a form of learning illustrated from the beginning to the end which is presented specifically by the teacher [4]. Therefore, the learning model is a frame of: (1) learning approach; (2) learning strategies, (3) learning methods; (4) learning techniques; (5) learning tactics, in developing various effective, creative and fun learning models, in order to carry out their duties professionally.

Furthermore, the objectives to be achieved from this learning model are (1) increasing students' interest in sports activities so that they participate voluntarily, (2) developing understanding, strategic abilities, and skills in sports and, (3) increasing students' comprehend of the sports environment and
ethics behave in sports. Domain priorities in the PJOK learning model are (1) affective domain, (2) psychomotor domain, (3) cognitive domain. Then, states that humans are playing creatures (homo ludens) [5]. Integrity and self-introduction of a human being will become more transparent when he is playing. Besides, states that the learning process of physical education by using the playing method can stimulate the motoric aspects of students, students become more active in carrying out the learning process [6]. Good learning process can improve and develop physical fitness, cooperation, skills and competitive attitudes that are very important as values that must be instilled. Originally a legitimate body part to play the boundary ball from the knee up [7]. Now all parts of the body are allowed to play the ball. To achieve the skill of playing volleyball, you must master the basic techniques of volleyball.

Attitudes can be associated with certain objects, these objects can be attitudes but these attitudes are accompanied by a tendency to act in accordance with certain objects [8]. So that attitude is precisely translated as the willingness to act on an object. Attitude is an action that shows orderly behavior and adheres to various provisions and regulations [9]. Furthermore, discipline is present on time, following all learning activities, the procedures of learning activities, and completing assignments on time [10]. While, that discipline is an action that shows an orderly behavior and adheres to various rules and regulations [11].

Moreover, self-confidence will lead one to (1) control his emotions (good self-control), (2) easier to concentrate on activities undertaken, (3) not easily discouraged or frustrated in trying to achieve goals, (4) tend to develop strategies to obtain their work and take risks [12]. Small games are traditional sports or folk sports that are often carried out by Indonesian children in the villages. Then it was developed by PJOK teachers in schools, from elementary, junior high school and high school / vocational schools. This little game was taught by the Physical Health and Sport Education teacher to complete the warming-up phase, because small games quickly increase body temperature and increase students' motivation in the next phase, namely core material (athletics, gymnastics, games and martial arts).

This research was carried out in Vocational High School in Bengkulu, related to the problems that occur in the teaching and learning process, in which the teacher as an educational designer has not been able to transmit character education to his students. It is proven that there are still students who are less disciplined and confident in the teaching and learning process takes place. In terms of discipline is a part of character education that is very important in forming student attitudes in the learning process at this time. One indication that teachers have not been able to transmit character values to their students is that educators have also been more inclined to use conventional learning models, as well as more theories than activities on Physical and Sport Education subject. As a result of the Physical and Sport Education learning outcomes of students of Vocational High School I in Bengkulu city have not been effective in accordance with character education in curriculum 2013.

Based on these problems, the researchers argue that it is needed to be efforts to develop a Physical and Sport Education learning model through a small game in improving the discipline and confidence of students in volleyball material at Vocational High School I of Bengkulu City. The teaching model of Physical and Sport Education through small games is one effort to solve problems in character education in schools.

2. Research Methodology
The type of research is research and development. This research is aimed to develop PJOK learning model through a small game in improving students’ self-confidence and it is based on the ADDIE model, which consists of five stages, namely analysis, design, development, implementation, and evaluation. This product is examined in order to obtain effectiveness, efficiency and usefulness of the product. The location of this product trial was carried out on students at Vocational High School I Bengkulu city. The data obtained are qualitative and quantitative data in the form of reasons for choosing answers and suggestions. The instrument used to collect data is in the form of evaluation sheets and questionnaires.
3. Results and Discussion

The final result of this development research activity is the Physical and Sport Education learning model through a small game in improving a student's attitude of self-confidence is a new product. This learning model can be developed at the Senior High School or equivalent. It is based on the results of the trial data, as well as the data from the questionnaire (covering psychomotor, cognitive and affective aspects) that this small game is a very effective category to increase students' body temperature and instill students' discipline and confidence in the learning process. The Physical and Sport Education learning model through a small game in instilling discipline and self-confidence is able to increase the effectiveness of learning held by the teacher and followed by students who are the samples in this study. Application of the Physical and Sport Education learning model through a small game in instilling discipline and confidence in the teacher's guidebook and student manual. These books are intended to facilitate users in understanding, planning and implementing the PJOK learning model through small games in the cultivation of discipline and self-confidence.

The results of this study indicate that the material and composition of the discussion in the practical conditions are quite high. The product of the Physical and Sports Education learning model through a small game in instilling discipline and confidence can be practiced on the test subjects. This is based on the results of data analysis from the evaluation of Physical and Sport Education experts in small games, the results of data analysis from expert evaluation of learning I, and the results of data analysis from the evaluation of learning experts II. Based on the existing expert test assessment criteria, the product of the Physical and Sport Education learning model through a small game in instilling discipline and self-confidence can be used for vocational or equivalent level students. The learning model of the Physical and Sports Educators through a small game in instilling discipline and self-confidence is very effective and in accordance with the characteristics of students, because in this model there are many advantages and few weaknesses, namely:

3.1. Advantages

3.1.1 The wider modified field uses a volleyball court, giving students room to be active in playing. This means that for a big class, it can still give the opportunity for students to study Physical and Sports Education through small games that have been modified the field which can accommodate one class as many as 35 students or two classes that consists of 70 students.

3.1.2 The form of a small game field in improving discipline and confidence that has been modified to provide space for students to be more active in small games.

3.1.3 Students are able to be disciplined and confident in volleyball material through small games. This has begun to be fostered through discipline and self-confidence when the beginning of the small game that has been developed, namely they have to run, walk, jump.

3.1.4 Students have more character after getting a Physical and Sports Education education through a small game in instilling discipline and confidence in volleyball material. The form of improving discipline and confidence that is applied when students do small games is that students make strategies in their team how to win the race with others. Here arises discipline and confidence in moving for example running, walking, jumping, and pulling.

3.2. Weaknesses

3.2.1 Not all schools have a volleyball field, which means that facilities and infrastructure are less supportive for this game and there are schools that do not have a sports field.

3.2.2 Not all teachers are proactive in providing physical and Sport education in volleyball material.

4. Conclusion

Physical and Sport Education learning model through small games on volleyball material is able to increase the effectiveness of learning by evaluating discipline and confidence in students' character. Preliminary research for students' discipline and self-confidence are: D (lack of discipline and self-confidence) 20 students or 59% and they do not have disciplined and confident, only in average C
(sufficient). Then after there is a Sport and Physical Education learning model through a small game, affective assessment increases in 76% with an average Good (B (or having good disciplined and confident).

Physical and Sport Education learning model through small games in instilling discipline and self confidence in volleyball material in Vocational High School of Bengkulu, this can be discussed or disseminated through MGP Sports Health Physical Education both at the district / city and provincial level. Learning model of Physical and Sport Education needs to be disseminated by teachers in Indonesia as one of the alternative PAIKEM learning models (Active, Innovative, Creative, Effective and Enjoyable Learning). For the perfection of this learning model, it needs to be reviewed and further developed through various forms of the physical environment.

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