c12-The Development of Athletic Games Model to Develop Character in Fourth-Grade Students

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The Development of Athletic Games Model to Develop Character in Fourth-Grade Students

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Abstract—the aim of physical education is not only to develop the physical domain, but also to engage in moral acts. The development of Physical Education of Sport and Health (PJOK) learning model is one of the efforts geared towards helping the limited facilities and infrastructures of learning PJOK in school so as to bring about the realization of the learning purposes. The purpose of this research was to create and understand the Athletic Game Model in order to develop the character of cooperation, integrity, and confidence for fourth-grade elementary school students. This research was a Research and Development (R & D). Data analysis techniques in this research were both qualitative and quantitative analysis. This research was conducted at Al Azhar Islamic Elementary School 38 Bantul. The results showed that the development of an effective Athletic Game Model can be used to develop students' characteristics (cooperation, integrity, and self- confidence). There was a change in the character of students (cooperation, integrity, and self-confidence) before and after the implementation of the Athletic Game Model developed.

Keywords—Model Development, Athletic Games, Character

I. INTRODUCTION

Education is a strategy, which is used in improving the living standards of humans. Education makes people become more intelligent, possess good attitude towards life, have the ability to get a better life in the society and allows them to help themselves, family and the society [1]. Education is an investment, which provides social and personal benefits to the people.

Physical education is essentially an integral part of the education system as a whole. Thus, the implementation of physical education should be directed to the attainment of objectives of physical education itself [2]. Physical education is not only meant for the development of the physical domain, but also to develop aspects of health, physical fitness, skills, critical thinking, emotional stability, social skills, reasoning, and moral action through physical activity and sports activities.

Sport in elementary school is integrated in learning Physical Education of Sport and Health (PJOK) which is aimed at improving the development and growth of learners, improving dexterity, movement skills, knowledge, and character formation of the learners. One of the goals of learning PJOK is to shape the personality, attitude, and character of the child because learning PJOK facilitates students to interact with each other through gaming activities. This reveals that PJOK is not only shaping the body but also a strategy to be used in shaping characters. [3] states that the aim of PJOK is to perfect and form a strong personality, good, and noble character. Character values such as teamwork, integrity, and self-confidence are examples that can be integrated in movement activities of different types of sports.

Integrity is the main passion of a highly coveted sport that can be applied by all athletes irrespective of the sports. Without fair play, the sport loses its truth value. [4] states that "winning and losing a game is not important, the important thing is how the results are achieved, the spirit in sports and art is integrity and sportsmanship, it is best to get sincerity from being defeated". Today's cases have tarnished the name of integrity. Current media coverage is also declining in terms of presentation of much-twisted data for the sake of popularity. Corruption cases in sports are also one of the consequences of the lack of integrity.

Meanwhile, apart from integrity, students' cooperation is the most important part of any form of group games in physical education learning. The better the cooperation of students, the better the group is well maintained. With cooperation, it will be easier to solve the problems faced by the group. The students who cooperate naturally will perform activities in learning PJOK by involving all members of the group to achieve group goals. Cooperative skills are important in PJOK learning activities, which emphasize teamwork.

Similar to cooperation and integrity, self-confidence is also necessary in terms of sports, especially in learning PJOK. The students who have good self-esteem, will perform activities in learning PJOK by believing in their ability to complete the tasks they face. The belief in their ability will help the students in mastering some of the skills they have been taught. This is because they would continually try to practice with the belief that they are capable of doing what they have been taught. On a contrary note, less confident students avoid doing the exercises or tasks assigned to them, and as a result of this, they have low skills.

In the opinion of [5], there must be consideration for self-confidence for athletes, this is necessary for them to attain achievement since they will be more motivated. Confidence (self-confidence) is the main capital of a person, especially athletes, in achieving goals. Athletes who are confident and believe to be capable, and believe in achieving maximum achievement.

Athletics is the head of all sports because all sports require some number of activities. Running, jumping, and throwing activities (including shot put) are the basic movement that

characterizes most sports. The third basic movement is derived from the athletic sports.

The PJOK learning model development is one of the efforts towards solving the problem of PJOK learning infrastructures in school. Based on this observation, the development of PJOK learning model by PJOK teachers can result in an active, innovative, communicative, and effective learning atmosphere. A fun learning can more likely motivate learners to explore the motion broadly and freely in accordance with the level of ability they possess. Effective physical education learning is, in reality, more than just developing exercise skills. [6] Such learning is essentially a systematic process aimed at personal development of the child as a whole.

The results of preliminary observation of Galur District Elementary School students in doing learning activities of PJOK shows the individualism and often scolded friends who make mistakes when PJOK activities take place. The students also have not fully worked in group, they just chat or play on their own and some are not even serious. This result is related to the performance and the group.

The real condition also shows lack of integrity. Based on the interviews with the sports teacher at sporting events such as Students National Olympiad Games (O2SN), sometimes the participants do not engage in fair play such as diving in football in order to get the benefits attached to it by the referee. The reality at Muhammadiyah Trayu and Kranggan Elementary School is that confidence is still less developed. This is much evident when students are told to learn athletic, they did not want to learn it. In addition, they hesitate to carry out activities well but they have never tried it. There is no variation in the model used by teachers in providing learning PJOK. Of course, this serves as a concern to teachers when they are developing hard work and confident in learning PJOK.

Based on the results of the researcher's preliminary observation, the material used in athletics learning becomes an activity that is less desirable by the students, they even get bored and show unhappy attitude to the athletic learning. This happens to the students in elementary schools located in Galur District. Lack of facilities and infrastructure and the absence of modifications in the learning process of PJOK is the reason why learners feel bored with athletic learning. Learning rules are used in accordance with actual or standard rules in some branches where athletics is being taught with the aims of achieving some values. Not all learners get turns to practice the movement, they just sit back and do not actively follow the athletic learning. Sometimes teachers only provide opportunities for learners who can do the movement alone, while those who cannot do just look at it. Thus, when learning takes place some learners feel less confident in doing the movement.

The teachers involved in the learning process of PJOK should consider the overall personality and characters of the students so that the processes and products measurement have a similar important position. Through the activity, the leaners can improve physical fitness, motor skills, and values that include cognitive, affective, and social. The ability to learn the task of motion is one of the factors influencing the success of the child in the learning process of motion, especially when the movements to be studied is complex enough. Through physical education activities, students are expected to grow and develop physically fresh and healthy as well as engage in personal development in harmony.

II. LITERATURE REVIEW

Model is a conceptual framework used as a guide in conducting an activity. [7] The model can be understood as well as the description of the real state. Based on this understanding, the learning model can be understood as a conceptual framework that describes a systematic and planned procedure in organizing the learning process of learners so that the desired learning objectives can be achieved effectively.

Generally, [8] each model consists of 4 (four) stages: First, the definition stage (define), which is the stage that aims at defining the learning needs; second, the design stage, which has to do with designing prototype learning device; third, the development stage (develop), which aims at producing learning tools; fourth, the dissemination stage, i.e. the stage where the developed device is put to use. These four stages of learning device development cover the steps completely.

Athletic games are game activities in athletic sports. The purpose of athletic game is to ensure that students get pleasure and satisfaction. Therefore, it has the tendency of becoming a favorite sport for students.

Character is the nature of an individual which has been developed and grown since the individual was born until the end of his life. Characters can clearly show what one's identity is, though it cannot be measured empirically but people around can perceive whether a person has a good character or not. Character is not visible but it is manifested in one's thoughts, perceptions, behavior, and actions. Character determines the quality and true value of a person.

Cooperation is a form of social interaction in which the purpose of one group member is closely related to the goals of the other group members or the group's overall objectives so that an individual can only achieve the goal when another individual also achieves the same goal.

[9] Integrity refers to a moral character, which has positive and noble qualities such as integrity, truthfulness, and righteousness as well as abstinence from lying, cheating or stealing. So, integrity is a noble trait possessed by an individual.

Confidence is the belief that people have the ability to do something to achieve a certain goal. [10] Confidence is also a person's belief in his ability to generate levels of implementation that affect events affecting their lives. Confidence is the ability to decide the course of action required to deal with the situations at hand.

III. MATERIAL AND METHODOLOGY

This research was conducted with the use of Research and Development (R & D). [11] The purposes of this study include (1) product development and (2) testing the effectiveness of the product. The product developed in this research was the Athletic Games Model. The research development employed the development procedures according to [12] consisting of the following ten steps: 1. Preliminary observation and gathering of information, activities done to identify the problem related to learning process by observation or field study; 2. Planning and plotting of models of athletic games used in enhancing students' cooperation, integrity, and confidence; 3. The product

draft development, model of athletic games and product validation developed by expert; 4. Early testing, conducting trials of athletic games model designed in limited way; 5. Preliminary trial results revision, athletic games model based on the results of early trial; 6. Field trials, wider test using revised models based on preliminary trial results; 7. Completion of field trial product results, the improvements related to field trial results so it is ready for operational trials. These improvements are based on the field trial results; 8. Operational field testing and operational field trials were conducted to test the athletic games model effectiveness in enhancing student cooperation, integrity, and confidence; 9. Completing the final product conducted based on the operational test result; and 10. Dissemination and implementation in order to be utilized by other schools.

A. Time and Place of Research

The research was conducted at Al Azhar Islamic Elementary School 38 Bantul. The research was adjusted to the PJOK time, which is every Tuesday for 6 weeks.

B. Data Collection Techniques and Instruments

The instrument used in this research was questionnaire. Data analysis techniques carried out in this study were qualitative and quantitative analysis. The hypothesis of this study was that there are significant differences in the character of fourth-grade students after using the development of an Athletic Game Model.

IV. RESULTS AND DISCUSSION

The assessment of the result of the data validation from the material experts on the initial draft of the Athletic Game Model based on the desired character shows that Godorla, Jaleri and softball game shows quite good development results, but there were some professional suggestions in the athletic game development model. The assessment of result of the material experts on the validated questionnaire shows that the total value of the initial draft in the Athletic Game Model had met the eligibility requirements to be tested in the field. This calculation became the basis that the initial draft of the Athletic Game Model as PJOK learning to develop the character for IV elementary school children was feasible for small-scale trials. The results of the analysis of the advice of the experts above then made an initial draft revision of the product. The revision results from the initial draft of the game model which was named the implementation of the Athletic Game Model must be clarified to include the size of the field, the number of members in each team, reducing the number of balls in the godorla game, and reducing the movement so that students do not feel tired quickly.

From the results of the revision of the initial draft of the Athletic Game Model, a small-scale trial was conducted at Muh Trayu Elementary School with 30 students involving 2 experts, namely 1 PJOK teacher and 1 teacher. In this small-scale trial, students were also involved in the assessment of products developed by filling out questionnaires that had been distributed. Based on the results of a small-scale trial, several experts gave advice on the development of an Athletic Game Model, that is, the pictures in the guidebook were clarified and tidied up so that students could understand more easily.

From the results of small-scale trials and revisions carried out according to the advice of experts, a large-scale test was conducted on 4 elementary schools which are Kranggan Elementary School, Brosot Elementary School 3, Brosot Elementary School, and Muh. Sepaten with a total of 106 students and 8 experts which included 4 PJOK teachers and 4 participating teachers. After a large-scale trial revealed that the development of an Athletic Game Model was feasible to be used for research, revisions to large-scale trials are the addition of material to the guidebook.

The results showed that the development of an Athletic Game Model was effective to be used as PJOK learning for 4th grade elementary school students. Posttest and pretest results data show normal data distribution so that it is feasible to do a paired sample test. After the paired sample test showed a significant value of 0.000 (p <0.05), it was concluded that there is a significant change between students' assessment of the characters before and after treatment. The results of the teacher's assessment of the students' character after and before treatment showed 0.000 results (p <0.05), thus there were differences in teacher ratings before and after treatment.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the analysis and discussion that have been submitted previously, it can be concluded that the athletic game can be used as a warm-up or as a core and effective learning method in developing students' character especially in the areas of cooperation, honesty, and confidence.

B. Suggestions

Based on the result of the study and discussion it is recommended that:
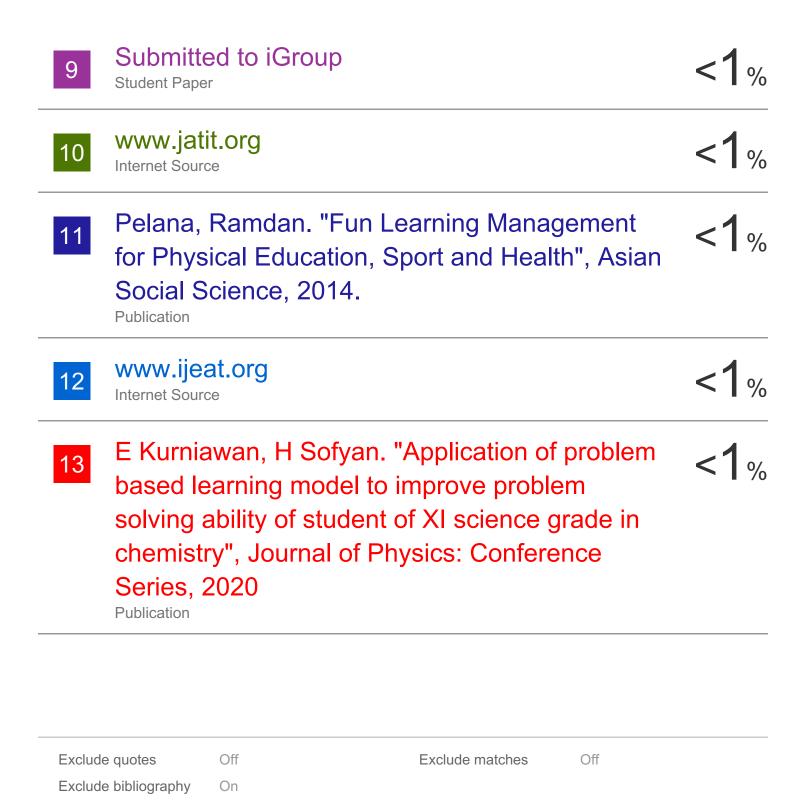1. Future researchers should make use of a wider trial subject or uses a lower-class subject.
2. Teachers should be more creative and innovative in developing athletic games to be more enjoyable so that the learning goals can be achieved.

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