DEVELOPMENT MODEL OF LEARNING BASKETBALL BASED MODIFICATION GAMES FOR SECONDARY HIGH SCHOOL

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Abstract

The purpose of this research and development is to produce a model of learning basketball skills on learning physical education for students middle school first. In addition, this research and development is conducted to obtain information in depth about: development and application of learning model of bolabasket skill (hamidi) on basketball game for students of middle school first and know the effectiveness, efficiency and attractiveness of student to model made. This research and development use research & development (R & D) research method from borg and gall. The subjects in this research and development are the students of the first class VII students aged 13-14 years as many as 98 people. The instruments used in this research and development are questionnaires, questionnaires, battery test tests used to collect basic engineering skill data, as well as "game performance instrument test" instruments to collect data on students' basketball skills, as for stages in research and this development is, at the stage of: (1) needs analysis, (2) expert evaluation (initial product evaluation); (3) limited testing (small group trial); and (4) the main test (field testing). The model effectiveness test uses a battery test test to determine the level of mastery of students' basic basketball techniques and "GPAI tests" to find out the skill level of play. Data analysis technique used is "t-test" based on data analysis, for elementary technique aspect of students obtained the average value of pre test 29.86 and average post test 50.36, standard deviation pre test 5.5. and post test 6.0, value t -32.36 significance level 0.05 Because H0 is rejected means an increase in basic engineering capability. As for the skills to play based on data analysis using the test "t" obtained the average value of pre test 1.6 and average post test 3.83, standard deviation pre test 0.54 and post test 15.02, t value 0.085 significance level 0.05 Because H0 rejected means there is an increase in the ability of students' playing skills. Based on the data, it can be stated that basketball skill learning model for middle school first students is developed effectively and can improve basic technique skills and basketball playing skills of first medium school students.

Keywords: Development, Game-based learning model, basic engineering skills, playing skills, basketball, students middle school first.

Crucial issues in physical education is the low level of student participation in learning physical education, especially basketball material. This is allegedly to be one of the causes of the low technical skills and skills of playing Bolabasket owned by students. Physical education teachers still do a conventional learning approach and no new innovations in developing learning models, especially the model of learning Bolabasket, causing the pattern or form of learning Bolabasket less varied and tend to bore students.

According Juliantine (2012: 2) teaching physical education is very heavy, but by creating a learning environment in such a way that makes students interested to follow a learning basketball in school. This should be the consideration of an educator to continue to provide teaching materials in accordance with the curriculum that has been made despite the conditions of learning in this case as a

means of learning pendudkung a material does not exist. Juliantine explained, "all sports learning can be modified to suit the mental development of children and ensure high participation from students."

Allison, S (1997: 22) says that many factors influence to support the cooperation and skills of playing Bolabasket in penjas, one of the main subject that plays an important role that is teacher and student itself. The objective of achieving learning pemas in basketball material that is when learners are able to perform the game Bolabasket effectively and efficiently. Therefore, basic engineering skills alone are not enough to create a dynamic game, but it is also important that playing skills are also very important to be mastered by every member of the team / learner in order to win the game effectively. The ability to play is very important owned by students so that learners are able to solve problems in real game situations.

Other facts that the researchers found in the field show evidence that when the learning process of basketball game takes place there are still students who do not follow the learning and even choose to sit on the edge of the field, sometimes even found students who participate in learning basketball games driven by a sense of compulsion. Such situations compel the purpose of physical education is not achieved.

The authors suspect that the lack of learning objectives of basketball games in the field is caused by several factors, among others, 1) the factors in the students, the absence of student motivation in following the learning of pemas so that students are lazy to participate. 2) environment; the environment is less conducive eg sports field for learning pemas close to the highway so that students will not focus in learning because the noise of passing vehicles makes students' attention split between listening to teacher instruction with passing vehicles. 3) facility factor; the lack of sports facilities resulted in the students a lot of silence rather than doing learning activities pemas because they have to wait their turn. 4) teacher competency factors; especially for the learning approach. Lack of knowledge of teacher pemas in delivering students to learn, either through the motion or about the motion so as to cause students lazy to follow pemas learning because students in learning pemas required to be able to do sports activities provided but not all students can do, for that a teacher must think creative pemas and how to enable students to participate in learning in accordance with the desired learning objectives and is believed to increase the competence of students (skills) students.

David bunker (1986: 7) puts forward the right step to help junior high school students achieve their learning goals by providing a game-based Bolabasket learning model. This model is loaded with play activities so that students are active and can interact with friends, the environment, and no less important is the acquisition of positive changes in the body. David Bunker & Rod Thorpe said the game model helps the child to achieve a new level of skilful performance. While absolute levels of performance will vary, each and every child is able to participate in decision-making based upon the tactical awareness of an interest and involvement in the game.

Chong, J.-K., Camerer, (2006: 121) On the other hand, many still assume that by using traditional teaching it would seem better to introduce a Bolabasket that starts with basic skills and then game tactics. The biggest problem is too much instruction from teachers that ultimately deters children from their intrinsic desire to play basket ball.

Sucipto explained about the problems related to the implementation of Bolabasket games in schools namely: technical implementation will make it difficult for students to understand the meaning of the game in a sport, the impact of the students are not interested in the learning process. The unpleasant and exciting atmosphere will make students less motivated in following physical education lessons in school and outside school.

Hands, B.P. (2012: 14) says, many teachers do not considere the movement difficulties these children experience as important. The children are often considered to be 'the sporty type', to be lazy, or just clumsy and they will grow out of it. However, these children are at risk of a range of physical, emotional and social poor health outcomes. That is, many teachers do not assume that the difficulty of

movement experienced by these children is just as important. Children who experience movement difficulties are often considered not the type of sport, lazy or nervous, and will grow on their own, the condition of these children facing the physical, emotional and social risks.

Referring to the data data presented above the researchers think that it is necessary to do a new breakthrough by conducting research in the form of development of learning models of basketball skills. This research is expected to be the answer to the existing problems. The new model that will be developed later will be named as Hamidi model Giving the name of Hamidi learning model to differentiate with other models or existing models. The characteristic of the Hamidi model of basketball skills as such is the learning of technical skills and Tactics carried out simultaneously by utilizing forms of basketball modification games.

The development of basketball skills learning model will be applied to the students of School School First, this is possible because the students School School First students already have basic engineering qualities, such as passing, dribbling or shhoting. Referring to the above results it is deemed necessary to conduct a research study related to Bakset Engineering and Tactics. Another reason gained from the discussion with some of the teachers in various schools is the lack of interest in the students to learn the techniques and tactics because they tend to be monotonous.

The key to the learning model that will be applied to improve the technical skills and tactics of playing basketball is called the "Hamidi model". Aside from being the name of the author itself, the naming is expected to be a differentiator on other basketball skill learning models or existing models. Hamidi is the last name of the researcher who has the full name of Ahmad Hamidi.

Hamidi model is a learning approach that is often done in the learning activities of basketball game modification. Game modification is a form of learning in the implementation of rules that apply rules changed or modified in order to further hone the technical skills and tactics of playing basketball. Changes to the rules such as the number of players fewer number of people, reduce the size of the field and even modify the means needed.

METHOD

The purpose of this research is to develop a model of learning basketball skills for students School School First and know the effectiveness of the model developed. Research and development in this learning using qualitative and quantitative approach and using Research & Development (R & D) development model of Borg and Gall which consists of ten steps in the picture below.

Figure 1. Instructional Design R and D
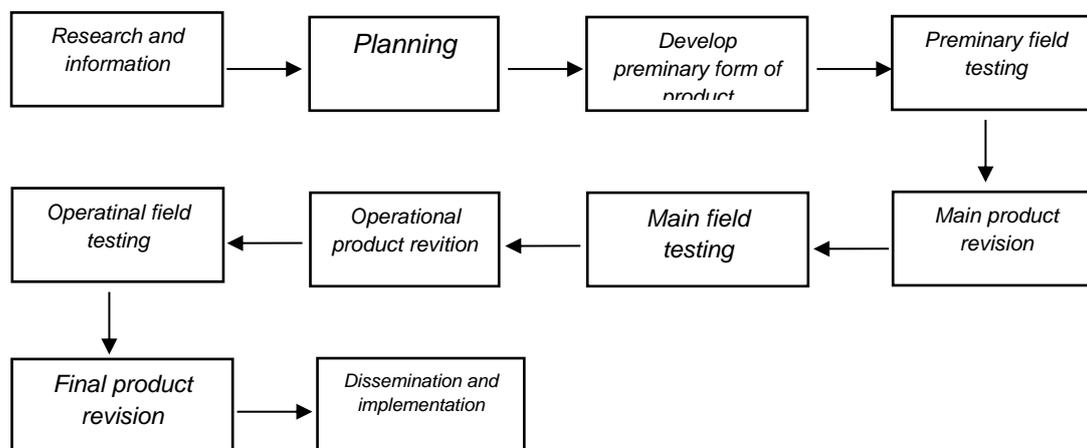
Source: Walter R. Borg and Meredith D. Gall, Educational Research: An Introduction, 4th Edition. (New York: Longman Inc., 1983)

RESULT

1. **Draft Model**
   a. The infrastructure used in the research should be free from environmental factors that can derail the implementation of the research itself by ensuring the security of the infrastructure itself.
   b. The means used in research in the form of cone, modification ball, and other means must be ensured to be free from the factors that can thwart the implementation of the research itself.
   c. Stages of Learning model implementation starting from heating and Core learning is done systematically.
   d. Characteristics of forms The lessons presented in the research have led to the chaos of learning bolabasket skills.
   e. The existence of teachers in the implementation of research is part of the learning itself, as well as a motivator in the implementation of learning.
   f. Based on requirement analysis and product revision, 22 22 forms of learning basketball skill (passing, dribbling, shooting) in Bolabasket game for first middle school students are declared final.

Table. 1 Basketball Skills Learning Model

No	The Hamidi Learning Model	Information
1	1,2,3,4,5,6,7,	Passing based (individual and group motion patterns)
2	8,9,10,11,12,13,14,	Dribbling based (individual and group motion patterns)
3	9,10,11,12, ,	Shooting-based (motion patterns of individuals and groups
4	13,14,15,16,17,18,19,20,21,22	A combination of passing skills, dribbling, and shooting (group play patterns)

2. **Final Model**
   a. Experimental results from 3 bolabasket learning experts and 1 research and development expert determined 22 valid or valid forms of learning.
   b. The change of some form of game is a modification of a game that resembles a real basketball game;
   c. Learning is done by maintaining low to moderate intensity;

3. **Model Feasibility**

   Expert tests conducted by researchers on three experts there are some constructive suggestions to perfect the model Learning bolabasket skills diantarnya:
   a. Learning begins with warming up first
   b. Learning starts from easy to difficult
   c. The implementation information should be clearly communicated to make it easy to understand
   d. Learning intensity should always be maintained
   e. Teachers constantly supervise student movements
   f. Models Learning basketball skills using modified equipment such as balls, then using real balls;
   g. Forms of Learning should be oriented towards improving group playing skills;
   h. Feedback can be done directly and indirectly.
   i. Provision of motivation is done at each Learning session.

Small Group Trial Results

Learning model of bolabasket skill for first middle school student who researcher after expert evaluation, then revised phase I. after product design revised model then tested in small group trial with 30 research subjects.Based on the evaluation of small group trial conducted by the researchers can be summarized as follows:

a. Directions for movement implementation should be made clear to make it easy for students to understand;
b. The movement must start from an easier level to a difficult one
c. The movement starts from the basics, variations, and combinations
d. The drawing used should be clear much less related to the distance of the equipment used during the exercise.
e. Models of agility and acceleration exercises should use safe equipment
f. The forms of exercise should be oriented towards the goal of the exercise.
g. Evaluation can be done directly and indirectly.
h. Providing constructive motivation at each training session
i. Learning should not be so tiring as physical learning;
j. Learning should be safe, comfortable and fun for first medium school Students.

Large group trial results

After the product development result of this bolabasket skill learning model is tested on a small scale and has been revised, the next step is to conduct large group trials. Based on the results of the limited trial (small group trial) that have been evaluated by the experts, the researchers revised the initial product and obtained 22 models of bolabasket skill learning that will be used in large group trials.

The next step after the model revision phase II of the expert then proceeded to test the product to large groups by using research subjects as many as 196 students first class VII classroom where 98 students of secondary school first is made into a treatment group and 98 players are controlled.

Table 2 Test of Differences in the Effectiveness of Basic Engineering Skills

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	
				Lower	Upper			
Pair 1 Pretest - Postest	-20,50000	6,27094	,63346	-21,75724	-19,24276	-32,362	97	,000

In the test of significance difference with SPSS 22 can result t-count = -32.362, df = 97 and p-value = 0.00 <0.05 which means there is a significant difference learning model before and after given the learning model of game-based basketball skills. Based on the description can be said that the learning model developed effectively and can improve basic bolabasket technique skills.

Table 3 Test the Differences Effectiveness of Bolabasket Skills

Paired Samples Test

		Paired Differences							
			Std. Deviatio n	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	Pretest - Postest	-,59888	,72745	,07348	-,74472	-,45303	-8,150	97	,000

In the test of significance difference with SPSS 22 can result t-count = -8,150, df = 97 and p-value = 0.00 <0.05 which means there is a significant difference baskabasketball skills before and after given the learning model of game-based basketball skills. Based on the description can be said that the learning model of bolabasket skills developed effectively and can improve the skills of playing bolabasket

DISCUSSION

Product Improvements

Based on the acquisition of the figures in the table above can be concluded that the learning model of bolabasket skills for students middle secondary first can and feasible for use in learning bolabasket sport as well as effective to improve passing, dribbling, and shooting.

This product after reviewing some weaknesses that need improvement, it can be delivered some advantages of this product include:

a. Can improve basic technique skills and bolabasketing skills in students of first medium school;

b. The learning model of game-based bolabasketing skills for first middle school students is more effective and efficient. The model used is very varied so as to increase the level of enthusiasm of students in learning;

c. Students can feel the comfort and safety in the learning process of bolabasket in secondary middle school;

d. This model can be a Turbo booster motivation for children especially physical in playing Bolabasket Student secondary middle school;

e. As a reference to learning in schools;

f. Can assist the schoolteacher in teaching and looking for gifted students;

g. Contribution to science, especially in learning material bolabbasket penyas throughout Indonesia

Product Discussion

The learning model of game-based bolabasketing skills for students of first medium school was created by researchers to assist the pest teacher in varying the learning skills of the students' bolabasket of the first high school school and can be used as a reference for learning; this model is made on the basis of accommodating the needs of students, especially students school first class VII.

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Product Limitations

This development research has been pursued maximally in accordance with the ability of the researcher, but in this study there are still some limitations that must be acknowledged. The limitations are as follows:

a. When the researcher conducts field trials it is well done on longer scope coverage;

b. Products made far from perfect words;

c. Facilities and Infrastructure are inadequate and limited;

d. Explanations in skill learning drawings are less than perfect

CONCLUSION

Based on the data obtained, from the results of field trials and discussion of research results can be concluded that by:

1. Game-based bolabasket learning model can be developed and applied in learning pemas especially bolabasket material.

2. Game-based bolabasket learning model for students of the first middle school that has been developed, obtained data effectiveness and the development of learning models based bolabasket game can and is suitable for use in learning pemas, especially bolabasket material.

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