Development of Small Ball Game Learning Models by Using Kasofball Games for Students in Madarasah Tsanawiyah

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Abstract:- Physical education at school focus on developing aspects of physical growth, development of students' behavioral attitudes, improving physical fitness and health through the development of basic movements of a whole balance in physical activity. In teaching and learning activities, students will feel bored, lazy, less enthusiastic, even though the teacher hopes that at least physical education learning can make students feel comfortable with active learning, innovative, creative, effective and creative. In this research aims to produce physical education teaching materials for Kasoftball games for Madrasah Tsanawiyah students. The research methodology refers to the modified development model of Borg & Gall, those are: 1) conducting research through literature review and observation, 2) developing initial product forms, 3) evaluating experts with, 4) conducting small group trials, 5) conducting large-scale group trials, 6) revising the final product in this case is a modification of the learning game Kashoftball.

From the results of the questionnaire analysis, the needs of students obtained 87.5% results, the students stated agree the Kasoftball game was developed. The results of the evaluation analysis of the learning design expert questionnaire obtained 90.4% results, it can be stated that the product of the Kasoftball game learning model is very good and the results of the evaluation of the small ball game expert questionnaire evaluation are 93.8%, it can be stated that the Kasoftball game learning model product is ready to be tested. Form the analysis of the results of the peer testing students obtained 87% results, then it can be stated that the product model of learning game Kasoftball is feasible ot try out to small groups. From the analysis of the results of small group student trials results obtained trials results obtained 91.2%, then the product is feasible to try out to a larger group. From the analysis of the results of the large group student trials results obtained 91.3%, then the product development of the game Kashoftball declared complete and feasible to use.

Based on the study, suggestions and results mentioned above the Kasoftball game teaching material product is fit to be used as a physical education learning for students of Madrasah Tsanawiyah Tanada at eight grade students in Waru Sidoarjo. This development product is a learning model of Kashoftball game which is stated in the students' book.

Keywords:- Development, Learning, Games, Kasoftball.

I. INTRODUCTION

Physical education is a process of learning through physical or physical activities or also with the term physical itself, which is designed practically to develop and improve physical fitness, develop motor skills, knowledge, healthy life behaviors, sportsmanship, and emotional intelligence (Adang Suherman, 2000: 1).

From the previous observations, the development of a learning model through game modification can bring an atmosphere of active learning, innovation, responsiveness and responsibility. The role of the physical education teacher is not only being asked to teach basic physical movement techniques, but a teacher must be able to produce a product of learning material that is modified into an interesting and exciting game so that in the end students are not fed up with games that have often been done before. More clearly the researchers used the learning game Kasoftball, a small ball game that is identical to the previous small ball game that is the softball game Softball game.

Based on the background of the problems above, I developed this little ball game in order to optimize the learning process of physical education and sports that is fun, creative and innovative. The learning of small ball games in which our opinion does not get a positive response from students and it is possible that the learning methods provided are less varied so that the students' interest is lacking, therefore researchers made a new learning model that we poured into Kasoftball learning books accompanied by pictures or how to play the game.

II. LITERATURE REVIEW

Games that use the tool itself one of them is a small ball game like baseball, softball, baseball, rounders, slagball, kippers, tonnis, table tennis, hockey and others. The game can be used as a reference to be developed according to the game model for its own modification.

III. DEVELOPMENT METHOD

According to Borg and Gall in Sugiyono (2009) said development research is a process that is widely used in education and learning. Basically the development research procedure consists of two main objectives, namely: (1) developing the product and, (2) testing the effectiveness of the product to achieve the goal. The first objective is called the development function, while the second objective is called the expert validation function. The development of the Kasoftball small ball game learning model is intended to provide an attractive and fun alternative to small ball games for students with modified equipment so that it can be done in a narrow area such as a school yard.

IV. DEVELOPMENT PROCEDURE

Product development that will be pursued by researchers will produce a model of the physical education learning model in schools. Steps or stages of development procedures according to Kaufirman, (1979) include: 1) Analysis of problem identification based on need (student and teacher questionnaire). 2) Alternative solutions and planning for making products that psychologically students enjoy learning. 3) The strategy of solving the development of guidelines for effective, attractive learning products for students. 4) Field test strategy to find out the quality of development. 5) Effectiveness of the results by conducting a group test evaluation. 6) Strategy for achieving results by revising each field test process to provide development results.

V. TRIAL PRODUCT

➢ Trial Design, to determine the level of attractiveness, usefulness of the Kasoftball game guidelines and a series of expert validations, then the product is tried out while being revised to improve the product.
➢ Expert Evaluation, this activity is very useful in the improvement of products in the form of Kasoftball game learning books, bearing in mind that he has experience in his field, namely: a) Evaluation of learner design experts, and b) Expert evaluation of game materials.
➢ Peer Test, conducted on students of Madrasah Tsanawiyah Tanada Waru Sidoarjo with the subject of 14 students accompanied by one Physical Education teacher.
➢ Small Group Trials, after undergoing expert evaluation, are now being trialled with small groups in other schools, namely MTs. Nurul Huda with a subject of 28 students accompanied by a Physical Education teacher.
➢ Large Group Trial, after undergoing expert testing, peer testing and small group testing, is now being tested with a large group of 70 MTs students, Nurul Huda with five physical education teachers as assistants.

In this research and development, the data collection instruments used are various important things which include the reliability and validity of the test.

The explanation above researchers collected data using a questionnaire, the questionnaire was directly filled in or answered by the respondents we examined after the trial run. This research data collection is done by using a Likert scale that varies with statements through alternative answers as in the following table:

No	Alternative Answer		Score
1	Very agree	(VA)	4
2	Agree	(A)	3
3	Disagree	(D)	2
4	Very disagree	(VD)	1

Table 1:- Likert Scale Table

No	Respondent	Indicator	Questions
1	Physical Education Expert	Interesting learning methods	1,2,3,4,5,6,7
		The relevance of learning material	12,13,14,17,20
		The benefits of learning material	8,9,10,11,15,16, 18,19
2	Students	Interesting learning materials	1.2.3.4.5.12.13.14
		The easy learning	6,7,8,9,15,16,19
		The comfortable learning	10,11,17,18,20

Table 2:- Bloe Print Table

The data analysis technique used in the development of the Kasoftball game learning model uses a questionnaire developed by the researcher, then filled in by all the trial participants after the trial run ends with a check mark (pada) on the options provided, then analyzed and evaluated by experts to test the product by using descriptive statistics whose presentation is in the form of a percentage. The qualitative data presented in the form of exposure and data explanation.

VI. DATA ANALYSIS

Data analysis techniques used in this research development using a questionnaire then filled in by the trial participants with a check mark on the options that have been provided, then analyzed using descriptive statistics that are presented in the form of the needs data, expert evaluation data, peer testing data , small group trial data and large group trials with the percentage descriptive formula (Sugiyono, 2008: 43) as follows:

$$\text{Percentage} = \frac{\sum \text{answer x weights per choice}}{N \times \text{highest weight}} \times 100\%$$

Note:
$\sum$ = Amount
N = Number of all questionnaire items

If the data is in the form of percentages, proportions or ratios, then conclusions can be drawn, adjusted to the problem, (Arikunto, 2016: 344).

High Performance Conversion Table with a scale of 4.

No	Category	Level of Achievement (%)	Information
I	Very Good	76%-100%	No revision
2	Good	51%-75%	No revision
3	Less enough	26%-50%	Need revision
4	Bad	0%-25%	Revision

Table 3

VII. DEVELOPMENT RESULTS

Data presented included (1) needs analysis data, (2) learner design expert data, (3) game material design expert data, (4) colleague and student test data, (5) small group test data, and (6) Large group test data. For more details, the trial results can be presented and analyzed one by one from each feasibility test as follows:

➢ The results of the questionnaire analysis of the needs of students with 14 respondents obtained data analysis of the attractiveness of learning material obtained 87.1%, indicators of ease of learning obtained 87.8%, indicators of comfort in learning obtained 87.9%. So from the three indicators, when it is combined to become 87.5%, the product is very good and agrees the Kasoftball game is developed.

➢ The results of the expert questionnaire evaluation analysis, a) The learning design expert obtained 90.4%, the grammar, material presentation and graphics in the Kasoftball game products are categorized as very good. b) Expert game material obtained 93.8% results, the content worthiness, presentation of the material in the Kashofball game products are categorized as very good and it can be stated that the learning model of the game Kasoftball is ready to be tested.

➢ Results of analysis of peer test data with as many as 14 students obtained data analysis of the attractiveness of learning material obtained 86.6%, indicators of ease of learning obtained 87.5%, indicators of comfort in learning obtained 86.8%. So from the three indicators, when it is united to be 87%, the product is very good and the product is feasible to be tested in small groups.

➢ The results of the analysis of small group trial data of 28 students, the analysis of the attractiveness of learning material data obtained 92% results, indicators of ease of learning obtained 89.9%, indicators of comfort in learning obtained 91.7% results. So from the three indicators when combined to 91.2%, the product is very good and the product is feasible to be tested in a larger group.

➢ Results of analysis of large group trial data with 70 students obtained data analysis of the attractiveness of learning material obtained 91.3% results, indicators of ease of learning obtained 90.8%, indicators of comfort in learning obtained 92% results. So from those three indicators, if they are combined to be 91.3%, for that the Kasoftball game development product is declared complete and is suitable for use

VIII. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research into the development of small ball games with Kasoftball game products, the following conclusions are obtained:

➢ Development of the Kasoftball game as a solution or alternative for the implementation of teaching and learning activities in small ball games that can be the attraction of students in teaching and learning activities.

➢ The development of Kasoftball game from the beginning has received the response of students' needs by 87.5%, the results of the analysis of the learning design expert evaluation by 90.4%, the results of the analysis of the game material expert data by 93.8%, the results of the analysis of peer test data by 87%, the results of data analysis the small group test was 91.2% and the results of the analysis of the large group test

data were 91.3%, which from each of the data analyzes was categorized as very good.

➢ With these results it can be concluded that the Kasoftball game is appropriate to be used as a physical education learning material at the Madrasah Stanawiyah Tanada Waru Sidoarjo. With the excellent results category, the Kasoftball game is very effective, comfortable and enjoyable so that students are interested and motivated in teaching and learning activities.

➢ Hopefully the results of this study can be an alternative game that interests students and motivates researchers to make the next learning model work.

Thus the conclusions and suggestions that researchers suggest may be useful.

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