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DEVELOPMENT OF KORFBALL GAMES BASED ON TEACHING GAMES FOR UNDERSTANDING FOR ELEMENTARY SCHOOL

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Abstract

The purpose of this study is to produce a modification of the basketball-based game. This research is a research and development (Research and Development). The stages of research on the development of the Borg & Gall model that have been adopted into seven stages, namely: needs analysis, planning, developing initial products in the form of making initial products which are validated by material experts, media experts, and practitioners. Furthermore, the product is tested on students through small group trials, revisions, field trials and final product revisions. The subjects of this study were the upper grade students of SD Negeri Bakalan, SD Negeri Ledoknongko and SD Negeri Jongkang totaling 30 students in total, with 10 students in each elementary school. The data collection instrument used a questionnaire and an evaluation sheet. The quantitative data analysis technique in this study used descriptive statistical analysis. The results of the study were in the form of TGfU-based basketball game material in the form of a book consisting of six games as a learning tool. The material expert's assessment is included in the criteria of "very good" with an average of 4.9, then media experts indicate the criteria of "very good" with an average of 4.7, and practitioners include the criteria of "very good" with an average of 4.9, while the material field trials The TGfU-based basketball game that was tested on students showed the criteria of "very good" with an average score of 4.37. It can be concluded that the development of TGfU-based basketball game material is feasible to be used as a means of learning big ball games in physical education lessons in elementary schools.

Key words: Korfball, Big Ball Game, Physical Education, Elementary School

Introduction

Physical education, sports and health (penjasorkes) is a useful medium to encourage physical growth, psychological development, motor skills, knowledge, reasoning, and appreciation of values, namely mental, emotional, sportsmanship, spiritual and social attitudes. Engaging students in physical activity activities has a positive effect on their motivation, basic movement, engagement, and learning, while also helping them become more physically active overall (Lindt & Miller, 2017: 34). Physical education is one of the subjects included in the education curriculum and must be followed by all students in elementary schools. The principle of learning based on the 2013 curriculum must be child-centred, where students must be able to learn individually or in groups where students can work together so that they can build their will, understanding and knowledge, but physical education learning currently tends to be traditional, namely learning is still centered. on the teacher so that it is not in accordance with the learning principles of the 2013 curriculum which is centered on students (Suherman, 2015).

Physical education is not only an isolated physical development activity, but must be in the context of general education (general education). Physical activity is an action of the body that causes muscle contraction to perform a movement with a specific purpose (Eryiğit & Ay, 2021: 2). The process is carried out consciously and involves systematic interaction between actors to achieve the goals that have been set. The implementation of Physical Education learning should reflect the characteristics of the physical education program itself, namely "developmental appropriate" (DAP) meaning that the learning tasks given should pay attention to changes in the child's abilities and can help encourage changes in the child's abilities. Thus, the teaching tasks given by the teacher must be in accordance with the level of development of students who are learning. Appropriate teaching assignments must be able to accommodate any student changes for the better (Suherman, 2000: 1).

The purpose of learning should be to develop intelligence and help students to achieve goals that are in accordance with their respective intelligences (Howard, 2003: 25). About 50% of human intelligence capacity has occurred at the age of 4 years, 80% has been achieved at the age of 8 years and reached a culmination point of 100% between the ages of 8 to 18 years (Trianto, 2011: 7). Based on these data, elementary school students can still build their intelligence and thinking skills and develop their movement skills so that primary school students' learning emphasizes the cognitive, affective, and psychomotor elements. Physical education learning is expected to provide space for students to explore and develop their talents and potentials in order to support their growth and development properly in accordance with the demands and objectives of the 2013 curriculum. owned by the student. There are five principles of learning activities that can develop student potential, namely: (1) student-centered activities, (2) learning through action, (3) developing intellectual, emotional, spiritual and social intelligence (4) lifelong learning, (5) independent learning and learning to work together (Muslich, 2010: 48-51). The implementation of the 2013 curriculum is designed to provide a learning experience that involves psychological and physical processes through interactions among students, teachers with students, students with their environment, as well as other learning resources in order to achieve basic competencies. In essence, physical education learning should be delivered in the form of games that are able to explore the abilities of these students. Learning materials and content should be provided in stages starting from the simple to the complex so that the main learning objectives can be achieved by students. Teachers or teachers should have a lesson plan which contains knowledge and skills about teaching strategies and structures to improve student learning. Teaching by adapting equipment in learning can support the effectiveness of student skills and also through adapting equipment can support good communication in the learning process between teachers and students. This is intended so that students are more physically and psychologically prepared to accept the game (Zetou, Vernadakis, Derri, Bebetsos, & Filippou, 2014: 771).

Korfball is a local sport in the Netherlands (Van Bottenburg & Vermeulen, 2011: 633). Korfball is a game that can be played by all genders so that this game does not differentiate between hearing and all of them being able to play together in a match that is played at the same time (Gubby & Wellard, 2016: 2). As a learning medium, basketball is an easy-to-play sports game that uses a 5-sized ball or soccer ball, as well as a basket that is used and mounted on a pole as a game target, besides that basketball can be played and used on vacant land or in the school environment (Indriharta, 2006: 50). Another uniqueness of the basketball game is that the game can be played by both men and women in one game which is carried out in two rounds and is played within 30

minutes, besides that one player can only guard one player and men can only guard against fellow men as well. women (Rathore & Singh, 2014: 1). Based on this statement, basketball games can provide a different playing experience to students and increase students' knowledge about various kinds of big ball games, one of which is basketball. In addition, the basketball game can also be played by male and female students so that all students can play the game simultaneously so that there is no gender difference in playing this game.

Games that use tools or manipulatives and are included in the big ball game, one of which is the basketball game. Researchers are interested in the sport of handball games based on Teaching Game for Understanding (TGfU), because in the implementation of learning. Physical education in elementary schools obtained results from observations in the form of learning that has not been packaged in the form of games so that it is still in the form of drills. Teaching Games for Understanding Teaching Game for Understanding is based on six basic components in learning a game unit, namely games, play appreciation, tactical awareness, accurate decision making, skill execution, and performances appropriately and correctly, based on a combination of tactical knowledge and skills (Metzler, 2011: 48).

The games are carried out at the end of learning, but the games are carried out alternately between male students and female students so that the time used by children moves is less effective. In addition, there are few references for teaching basketball games and teachers only have references from the 2013 curriculum teacher book which contains a little about basketball games so that teachers find it difficult to find other references to teach basketball games. TGfU distinguishes games into 4 groups of game forms, namely: (a) Target games (target games), Net/wall games (net games), Striking/fielding games (hit-catch-run games), and Invasion games (attack games/ invasion), (Butler & Griffin, 2010: 49). Applying a TGfU approach in physical education learning in order to achieve physical education goals will balance the development of Cognitive, Affective, and Psychomotor aspects in students. The TGfU approach can also be used as an innovation aimed at improving physical education learning in schools (Saryono & Nopembri, 2009: 13). Based on this statement, it can be seen that the TGfU approach in physical education learning is important so that the goals of physical education can be achieved but it is also an innovation for the advancement of physical education. Learning using the TGfU approach is 70% more effective in achieving learning objectives compared to the traditional approach so that children will understand better if learning is done with interesting games (Balakrishnan, Rengasamy, & Aman, 2011: 1). Based on the two statements, it can be concluded that learning with the TGfU approach is effectively used in learning physical education, besides that the objectives of learning physical education will be achieved.

Observations were made in three elementary schools in Sleman district, namely SD Negeri Rejodani, SD Negeri Jagamangsan 2, and SD Negeri Bakalan in February 2019. The location of the research in the three schools was determined because the three schools had taught basketball to students in physical education lessons. . Based on the initial observations and observations made in three schools, namely SD Negeri Rejodani, SD Negeri Jagamangsan 2, and SD Negeri Bakalan, other problems were also found when learning big balls, especially basketball, namely the big ball game that was carried out still using a standard size five basketball. In addition, it is heavy and hard so that children feel afraid when they are hit or when they catch the ball because it is hard and heavy, especially female students. This causes physical education learning, especially basketball games to be scary, not fun so that the material that should be mastered by students becomes less than optimal. Sport modification in physical education is very necessary, especially for children, because children or elementary school students physically and emotionally have not yet reached maturity, when compared to adults (Mutohir, Cholik, & Gusril, 2004: 45). Furthermore, the modification of a game in learning must know the characteristics of students so that the objectives of learning can be achieved (Fudin & Hariyadi, 2020: 166). This was also conveyed by Marwan, namely that modifications in physical education must pay attention to student characteristics so that the objectives of learning can also be achieved (Marwan, 2019: 633).

Problems in the second school, namely SD Negeri Jagamangsan 2, also encountered some problems when learning big balls, especially in basketball games, namely the teacher found it difficult to find references for the basketball game and only used the 2013 curriculum teacher's book so that only the basic techniques had not yet reached the game. The real basket ball that should be in accordance with the learning objectives in the basketball game is that students are able to play the basketball game. The problem at SD Negeri Bakalan is that the big ball game that is taught, especially basketball, is also less effective because the facilities used are inadequate because the only balls available are handballs which are small in size but also hard. female students do very few basic movements that are taught as a result female students do not master the basic movements of basketball and the learning indicators that are the learning objectives cannot be achieved.

Based on the results of the observations that have been made, it is known that the physical education learning process in elementary schools, especially in big ball learning in the upper class, the game in learning is only done at the end of learning and the basic motion material is still with the drill method so that children get bored quickly and learning becomes less interesting. . The teacher provides explanations and game rules that are not clear and how to learn is less interesting because of the lack of references used by the teacher to teach the game of basketball in an interesting way and make it easier for students to know and understand basic techniques and basketball games so that students do not bring out their abilities in playing. Inadequate facilities

and infrastructure and the existing facilities are less than optimal in supporting learning, especially in big ball learning.

The situation that has been mentioned shows that it is necessary to increase the creativity of educators who package learning in an attractive manner so that students become enthusiastic in learning movement skills in big ball learning. Activities carried out to play require physical elements such as strength, speed, endurance, agility, and flexibility, while psychological elements require tenacity, toughness, and emotional maturity (Indriharta, 2006: 43). Research on the application of TGfU in basketball games conducted in elementary schools has never been done. The previous research revealed that there was an effect of applying the TGfU model in volleyball games (Rusmania, 2015: 18). Besides that. The application of TGfU in handball games can also be a solution to overcome difficulties in playing handball (Budi, Hidayat, & Febriani, 2020: 138).

The purpose of research on the development of TGfU-based basketball game materials is to find out the product development of TGfU-based basketball game materials in physical education learning for upper-grade elementary schools and to determine the feasibility level of developing TGfU-based basketball game materials in physical education learning for upper grade elementary schools. The development of basketball game material is very important to do, given the need for learning that is able to overcome students' difficulties in playing basketball and increase teacher innovation in teaching basketball games. The solution for solving learning problems in high school elementary schools requires modified TGfU-based basketball game material. The development of a TGfU-based basketball game module can be used as a reference for teachers to teach basketball games in elementary schools.

Methods

This study uses the Borg & Gall development research model. The development model can be adapted so as to produce an easier and simpler development model which is then used as a basis and reference in research. This study aims to produce a product, namely the TGfU-based basketball game for elementary schools that can add innovation in learning. In accordance with the purpose of this study using a research strategy according to Borg & Gall. The reason for using the research strategy from Borg & Gall is that research & development is a very useful strategy to improve practice in education (Borg, Gall, & Gall, 2003: 570). Needs, preparing plans, developing initial products in the form of making initial products which are validated by material experts, media experts, and practitioners. Furthermore, the product is tested on students through small group trials, revisions, field trials and final product revisions. The subjects of this study were the upper grade students of SD Negeri Bakalan, SD Negeri Ledoknongko and SD Negeri Jongkang totaling 30 students in total, with 10 students in each elementary school. The types of data used in this research are qualitative and quantitative data. The data collection instrument used a questionnaire and an evaluation sheet. The quantitative data analysis technique in this study used descriptive statistical analysis. The final criteria for the content and material aspects above are obtained from the conversion of quantitative data to qualitative data with a Likert scale as listed in table 1, as follows:

Table 1. Assessment Criteria

Information	Formula
Very good	$Xi+0,6Sbi<X\leq Xi+1,8Sbi$
good	$Xi-0,6Sbi<X\leq Xi+1,8Sbi$
Pretty good	$Xi-0,6Sbi<X\leq Xi-1,8Sbi$
Not good	$Xi-0,6Sbi<X\leq Xi-1,8Sbi$
Very Not Good	$X\leq Xi-1,8Sbi$

Information :
Average ideal score (Xi) : 1/2 (ideal maximum score + ideal minimum score)
Standard deviation of ideal score : 1/6 (ideal maximum score - ideal minimum score)
X ideal : Empirical score.

Results and Discussion

1. Initial Product Development Results
   a. Needs Analysis

The needs analysis was carried out by observing, licensing the use of research subjects and research sites, interviewing physical education teachers about the product to be developed. only done at the end of learning and the basic motion material is still with the drill method so that children get bored quickly and learning becomes less interesting. The teacher provides explanations and game rules that are not clear and how to learn is less interesting because of the lack of references used by the teacher to teach the game of basketball in an interesting way and make it easier for students to know and understand basic techniques and basketball games so that students do not bring out their abilities in playing. The increasing ability of a child to make decisions encourages

him to become more aware of his talents in the game. This awareness leads to more meaningful learning for children, as they enter into situations and situations that force children to develop their technical skills or practice strategic maneuvers to gain a tactical advantage (Setiawan & Nopembri, 2017: 5). Inadequate facilities and infrastructure and the existing facilities are less than optimal in supporting learning, especially in big ball learning. The situation that has been mentioned shows that the implementation of physical education learning, especially games using big balls, cannot be carried out optimally due to the lack of variety of movement skills that can be learned by students. The lack of support for adequate facilities and infrastructure is also the cause of the non-optimal learning of big balls. The need for creativity of educators who package learning in an interesting way so that students become enthusiastic in learning movement skills in learning big balls. The learning process using big balls, especially basketball, is still very rarely practiced with the concept of playing and the lack of innovation in basketball games based on Teaching Games for Understanding (TGfU) makes it difficult for teachers to provide material.

b. Initial Product Description

The making of basketball game products is done based on the needs analysis that has been done previously. After selecting the subject matter to be developed, the next step is to carry out the design process to produce learning modules with the stages of compiling product concepts, making visual designs, and compiling materials and various games to teach basic basketball movements based on TGfU. The initial product of the TGfU-based basketball game material consists of 6 games which are basic movements, namely: (a) cross ball game, (b) switch ball game, (c) botul game, (d) zig zag ball game, (e) four on four (fof) games, (f) modified basketball games.

2. Product Trial Results

The trial data consisted of material expert revisions, media expert validation data, practitioner validation data, small group trial data, and field trial data. Validation is done by providing the results of the material, media, practice and test data for small learning groups accompanied by attachments in the form of questionnaires and interviews.

Table 2. Field Trial Results

Number	School name	Average score	Information
1.	SD Negeri Bakalan	4,45	Very good
2.	SD Negeri Ledoknongko	4.36	Very good
3.	SD Negeri Jongkang	4.32	Very good
Total score		13,13	
Average		4,37	Very good

From the table, the results of the field trial assessment in three elementary schools are depicted in the form of a bar chart. The following is a bar chart of the percentage of the results of the field trial assessment:

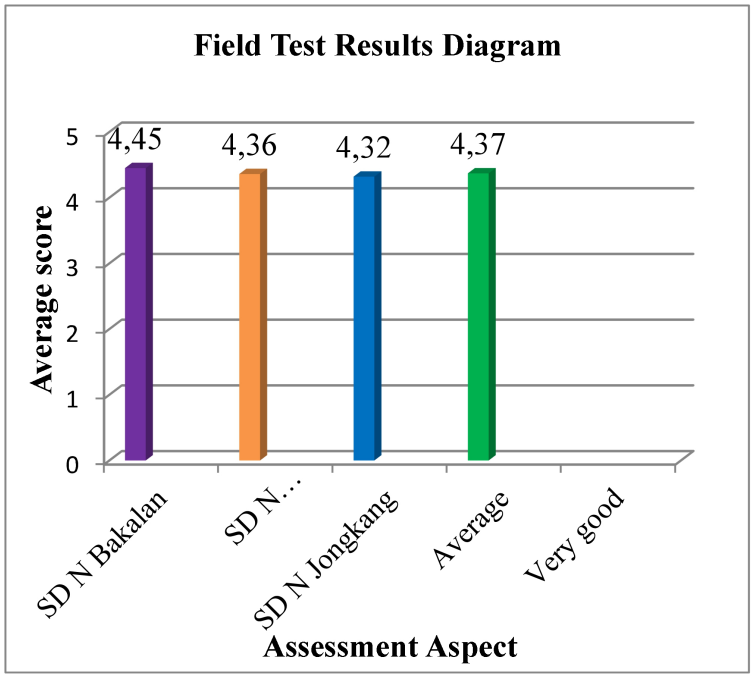

Figure 1. Diagram of Field Test Results

The data above shows that the average assessment of respondents from 30 students from three elementary schools in the overall field trial regarding the quality of the basketball game material is included in the "very good" category with an average of 4.37. Scores were obtained from a questionnaire filled out by 30 students at SD Negeri Bakalan, SD Negeri Ledoknongko, and SD Negeri Jongkang who had conducted field trials on TGfU-based basketball game materials.

3. Product Revision

a. Material Expert Revision

Revisions to the material expert module include clarifying the contents of KD 3.1 and 4.1, namely knowledge of big ball games and big ball skills, especially in basketball games. Questionnaires used for assessment should be made in one space but still easy to read and understand. Furthermore, the information contained in the assessment table should be omitted because there is already a suggestion room located at the end. Finally, orally, the material expert also suggested that the language used in the material be re-examined to match the improved spelling as well as the use of language in order to use language that is easy for readers to understand.

b. Media Expert Revision

Revisions to the media expert module include game material equipped with safety rules as student regulations when playing games. Then the basketball game material is equipped with an assessment of the achievement of the learning objectives. Furthermore, the game material is equipped with a lesson plan to make it easier for teachers to teach basketball games. In the game it is better to use a vest or tool to distinguish one group with other groups. Finally, recheck the punctuation used and adjust the language so that it is easy to understand.

c. Practitioner Revision

The advice given by practitioners is to pay more attention to the use of language, in accordance with the EYD in Indonesian for the perfection of modules and sentences need to be simplified so that readers are easy to understand, especially for high school elementary school students.

Table 3. Score Aspect Quality Game Model Material Expert

Number	Game Name	Average score	Information
1.	Permainan Bola Seberang	4,7	Very good
2.	Permainan Bola Beralih	4,9	Very good
3.	Permainan Botul	4,8	Very good
4.	Permainan *Zig-zag Ball*	4,8	Very good
5.	Permainan *Four on Four*	4,8	Very good
6.	Permainan Modifikasi Bola Keranjang	4,8	Very good
Total score		28,8	
Average		4,8	Very good

On the aspect of the quality of the game model, the material expert gave an assessment with an average score of 4.8 which was included in the "very good" category. In terms of quality, the game model contains about the quality of 6 games that were developed and packaged in a module. Based on the results of the material expert validation, it can be seen from the following table:

Table 4. Material Expert Validation Score

Number	Criteria	Score
1.	Content and material aspects	5
2.	Aspects of purpose and benefits	5
3.	Game quality aspect	4,8
Total score		14,8
Average		4,9

In the assessment of the material expert that has been carried out, it is known that the assessment of the basketball game material developed gets a score of 4.9 with the criteria of "very good" from the material expert. Therefore, it is continued with improvements to the developed game which can then be carried out on a small scale trial.

4. Final Product Review

The process of making learning facilities in the early stages is designing products and making basketball game materials with modified rules and tools and based on TGfU. After the game is made along with the rules

and infrastructure, then compile it into a TGfU-based basketball game material which is then validated by material experts and media experts and practitioners. Basketball game material is equipped with the essence of basketball game development, basketball game implementation, skills assessment, infrastructure, and learning implementation plans. The material developed was validated by material experts, media experts, and practitioners with several suggestions for improvements to the basketball game module developed so that the material developed was better and easier for readers to understand. After becoming a basketball game material product that has been refined in accordance with the advice of material experts, media experts and practitioners, then small group trials and field trials are carried out. The validation from material experts, media experts, and practitioners was carried out to evaluate, improve in order to improve the quality of the developed learning material products. The learning materials that have been validated by material experts and media experts as well as practitioners are then ready for small group trials involving 10 students from one elementary school whose data acquisition will be used as the basis for revising the product.

After conducting a small group trial, it was continued with a field trial involving 30 students from three different elementary schools. From the results of this last trial, it will be known the quality of the basketball game material products that are developed and ready to be printed in large quantities. The data analysis that has been carried out shows the quality of the TGfU-based basketball game material product from the material expert including the "very good" category, from the media expert getting a "very good" score from the small group trial getting a "very good" score and in the last trial namely the field try also scored “very good”. The opinions of students as respondents who have used their products expressed the opinion that the games developed were very fun and easy to play. Research and development makes a good contribution to improving the quality of the learning process at all levels of education. Research and development is a research model oriented to the development of innovative learning products, it is hoped that it will be able to provide many different ways of learning that students can choose according to their needs (Yuberti, 2014: 14). Based on this opinion, it is hoped that the development of TGfU-based basketball game material can add and improve the learning process and innovation, especially in learning big ball games in elementary schools.

Conclusion

Based on the results of research on product development of learning facilities for physical education, sports and health, it can be concluded that the product material for basketball games based on TGfU is in the form of six games packaged in a book. Then the TGfU-based basketball game material product in elementary schools is feasible to be used as a means of physical learning with very good criteria. The results of the development in the form of a TGfU-based basketball game module on this big ball game material can be used in elementary schools which are the object of research and in every educational institution. The distribution of this product must still pay attention to the characteristics of the students so that the distribution of the product is useful. The distribution of the module can be done for elementary schools that will provide basketball game learning as a teacher reference in teaching basketball games. Further development can be done, namely by testing the effectiveness of the basketball game material developed in order to find out how effective the TGfU-based basketball game is in the physical education learning process for big ball game material. In addition, further development can be carried out with a wider scope with models and game modifications that are more interesting and supportive in the physical education learning process to achieve educational goals, namely increasing cognitive, affective, and psychomotor abilities.

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