



Development of Fundamental Tournament Learning Model for Elementary School Children in Limited Face-to-face Learning

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ABSTRACT

The implementation of learning with a limited face-to-face meeting system. After online learning since the covid-19 pandemic, children are again getting a little bit of happiness in being able to interact and socialize at school. Therefore, the development of motion learning models through group competition games aims to be able to restore a positive attitude, cooperation, self-confidence, independence and responsibility in children and children's movement skills are more optimally developed in limited face-to-face meetings at this time. This development research uses the Research and Development (R&D) Borg and Gall development model. The small group trial in this development research was carried out at Kalangsurya III Elementary School, Rengasdengklok District, Karawang Regency with 30 students and the large group test was carried out at Kalangsari III Elementary School and Salman Al-Farisy Elementary School Rengasdengklok totaling 20 students, which then resulted in a motion learning model " Fundamental Tournament" which is declared feasible to be applied to elementary school children. The results of this study can be useful for teachers of physical education, sports and elementary school health in providing basic movement learning materials based on competition games that can give students a sense of enthusiasm, confidence, and cooperation in learning motion.

Keywords: Customize Tournament Fundamental Model; Team Game Tournament; Elementary School; Limited Face-to-face Learning

1. INTRODUCTION

During the Covid-19 pandemic, the implementation of learning was carried out online in the form of a study of theories. The activity at the end of the learning carried out by the Physical Education teacher is to do questions and answers with students about the material that has been delivered. And the evaluation of learning activities is not only carried out in the middle of the semester and the end of the semester but is also carried out at the end of the lesson, this aims to find out students' understanding of physical education learning that is adjusted to the learning objectives. In the implementation of Physical Education learning during the Covid-19 pandemic there were several obstacles including the delivery of material which was only limited to theory without being accompanied by practice, ineffective learning media and did not even use learning media, as well as obstacles experienced by students such as being late in taking

absences, being late in getting information, signals, and materials [1].

Because each student is unique in having a variety of learning styles based on his growth and historical learning background, organizing a learning environment can drive students to interact and learn how to study. As a result, the learning models that form in education are quite diverse. These models can be chosen or combined for use in physical education learning, particularly in the current new normal condition. In the problem of Physical Education learning practices, some teachers continue to use the teacher-centered approach by using classical and demonstration methods that are linked to the achievement of competencies in the applicable curriculum, without paying attention to the lack of approaches, strategies, methods, and styles that have been packaged into a learning model that develops creativity, innovative, participatory, and fun for students in the physical

education learning practices. The desire for instructors to be fluent in technological science to support the process of introducing online learning has created new issues.

Offline or face-to-face learning still has flaws in its emphasis on whole student development, which includes physical, cognitive, and affective development. The Physical Education Program tends to emphasize learning outcomes' abilities and appearance rather than how students master these skills and appearance during the physical education learning process [2]. The application of an online learning system makes teachers even more difficult with new problems, namely teachers need to equip themselves to be more innovative and creative and can use science and technology to be able to make how students learn and achieve learning objectives in the three domains of learning outcomes of online learning or distance learning far away. The goal of this research study is to make a significant contribution to the field of physical education, namely sports and health physical education teachers in elementary schools, by adapting instructional materials to fulfil learning goals.

Because physical education uses competition in the learning and evaluation process, the Teams Games Tournament (TGT) learning model is deemed appropriate as the foundation for the physical education learning strategy in the discipline. Type of learner TGT is an easy-to-implement cooperative learning strategy that integrates the activities of all students regardless of status, including the role of students as peer tutors, and includes elements of play and reinforcement. Learning activities that use games created for TGT cooperative

learning help students to learn to be more relaxed while also developing responsibility, cooperation, healthy competition, and deep learning involvement [3].

The learning model developed in the Fundamental Tournament Motion Learning Model is a learning experience process in basic movement skills including locomotor, non-locomotor, and manipulation for elementary school children that can be applied in online physical education learning or a combination in the form of motion assignments at home. According to BSNP, basic movement skills in the elementary school curriculum are classified as locomotor, non-locomotor, and manipulation [4]. Improving basic movement skills and capacities is one of the purposes of introducing Physical Education, Sports, and Health in Elementary Schools. Walking, running, jumping, and throwing are the basic human actions [5].

So that the formulation of the problem in this scientific study is, how can the Fundamental Tournament Learning Model be applied as a task of online learning in sports and health physical education for elementary school children?

2. METHOD

This study uses Research and Development Research & Development (R&D) from Borg and Gall. From the 10 steps in the Borg and Gall development model, the researcher uses 7 steps to reach the operational product revision stage as seen in Figure 1 (reprinted with permission).

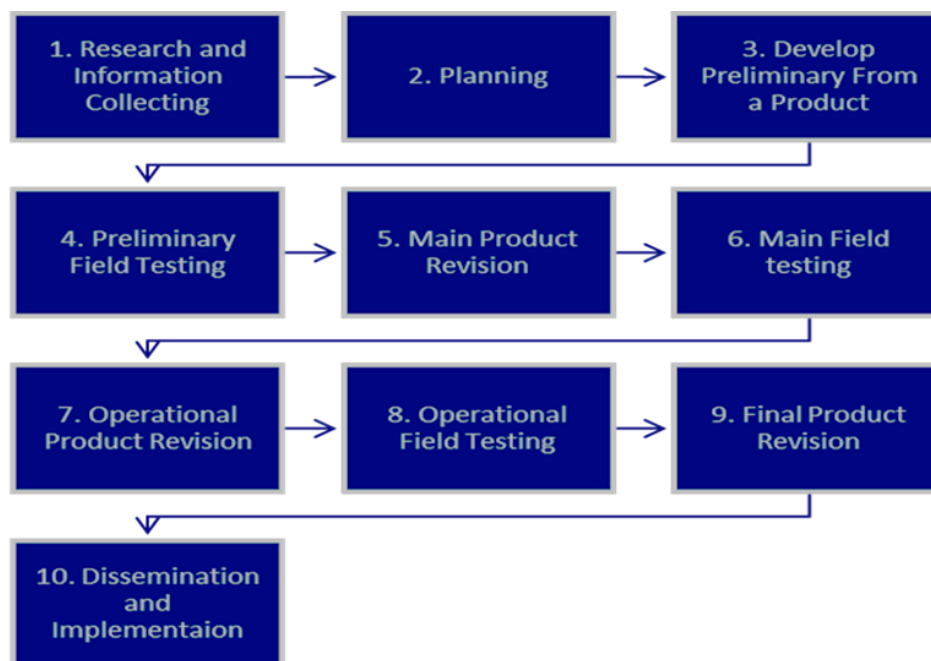


Figure 1 Instructional Design R and D

The population in this study in the needs analysis involved 10 respondents from primary school PJOK teachers in Karawang. A small trial was conducted on 30 students of SDN Kalangsurya III in Rengasdengklok District. Then 10 students in a large-scale trial at Salman Al-Farisy elementary school and Kalangsari III elementary school, Rengasdengklok District.

Data collection techniques using interview, observation, and documentation techniques. The data collection process starts from the need analysis for the development of a TGT-based fundamental motion learning model, the creation of an initial product draft, expert validation, product improvement, small-scale trials, revisions, field trials, revisions, and final results.

Data analysis is analysing the results of small-scale and large-scale experimental observations from experts and practitioners.

3. RESULT AND DISCUSSION

The results of research and development are based on the situation and conditions in elementary school physical education learning, then there are several product revision results from the results of expert judgment on the draft model, from the implementation of small-scale trials, and the implementation of large-scale trials, the final model is obtained for Movement Learning Elementary School Children. Here are some examples of Fundamental Tournament Models that can be applied in online sports and health education movement in limited face-to-face learning follows:

3.1. Spin Tournament

1) Purpose: To determine the level of flexibility and stability of the child's movement ability in doing hand twisting movements. 2) Facilities/ Tools: Field/ room and assessment form. 3) Method of Implementation: a) The teacher divides several small groups (1-3 children) in a class, then the teacher instructs the movement learning and provides opportunities for students who have understood to give examples of the movement. b) In these small groups, students carry out motion learning that is instructed by the teacher with the group and ends with competing or competing to determine the level of ability in the group. c) Children and their groups learn basic movements of turning their arms and wrists in a standing position. Then the child tries various movements of turning the arms and hands so that it becomes a dance movement. d) Then the children do a competition in their small groups to compete in showing variations in the movement of turning their arms beautifully according to their respective creations within 10 seconds. The teacher helps as a judge in the assessment of competitions or competitions in groups to determine who gets 1st, 2nd,

and 3rd rank from their group with more complex movements and more variations. Furthermore, the teacher leads the competition between groups according to the ability in the group, namely based on the ranking in the group. Rank 1 in a small group will compete with rank 1 in another group, and so on. e) The teacher determines the ranking in the competition between the groups, namely 1st place gets 30 points, 2nd place gets 20 points, and 3rd place gets 10 points. The value obtained by each child will add points to the group. The group that has the most points is the winner. The image of the implementation in the variation of the spin tournament model is as follows in Figure 2.

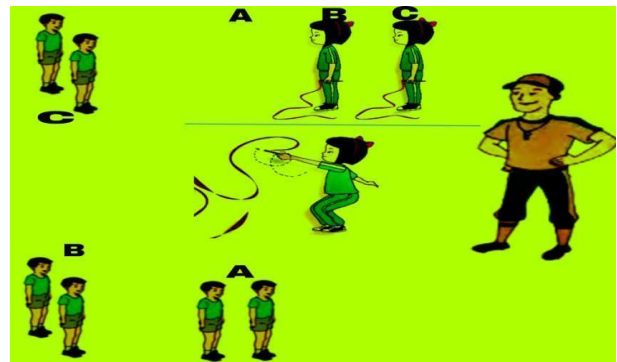


Figure 2 Spin Tournament Model

3.2. Hurdle Tournament

1) Purpose: To train agility/dexterity and to know the ability of locomotor movement in jumping. 2) Facilities/ Tools: Field, whistle, rubber rope, stopwatch and scoring form. 3) Method of Implementation: a) The teacher divides the class into several small groups (1-5 children), then the teacher instructs the movement learning and provides opportunities for students who have understood to give examples of the movement in question. b) The teacher demonstrates a jumping motion, namely the motion of jumping to reach obstacles with one foot first and then following up with the other foot to land. When jumping over obstacles, children should not be exposed to water currents and stones in the form of rubber ropes/ hula-hoops that can move in the obstacles. Children compete to jump over obstacles quickly and carefully so as not to be hit by moving obstacles. c) In small groups, students learn the motions instructed by the teacher, the children and their groups learn the basic movements of jumping over obstacles, flowing water and rocks. After studying together in groups, then proceed with doing competitions in groups by doing the same movements. The child who jumps over the obstacles quickly and survives the currents of water and rocks is in the category of success. d) Next, the teacher leads a competition between groups, students compete to jump obstacles with their groups to fight other groups. When walking over obstacles, each group member tries to jump to avoid

obstacles, if they are hit by water and stones, they have no points, the child who successfully passes the obstacle safely gets 100 points. e) The teacher determines the ranking in the competition between the groups, namely the points earned by each child will be awarded. add points to the group. The group that has the most points is the winner. The image of the implementation in the variation of the hurdle tournament model is as follows in Figure 3.

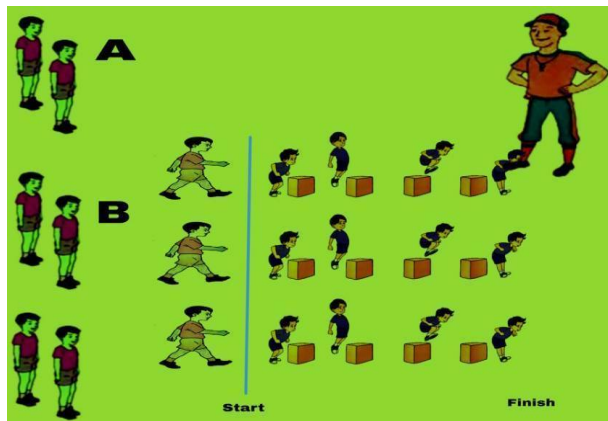


Figure 3 Hurdle Tournament Model

3.3. Cardboard Tournament

1) Purpose: To train accuracy and to know the ability of kicking manipulative motion. 2) Facilities/ Equipment: Field, whistle, soccer ball, large cardboard and scoring form. 3) Method of Implementation; a) The teacher divides the class into several small groups (1-5 children), then the teacher instructs the movement learning and provides opportunities for students who have understood to give examples of the movement in question. b) The teacher demonstrates the movement of kicking with cardboard as a net or as a goal, namely in small groups children can learn to kick a ball with a cardboard goal, as a learning experience to train accuracy. Movement learning can also be carried out directly in the context of games that join groups for joint learning by using cardboard as a net whose position is in the centre line of the field. The cardboard net will be the target so that the ball can pass under the cardboard and move to the opponent's field. Then the opposing team will try to keep the ball from leaving its area and kick it back through the cardboard into the opponent's area. c) Next the teacher leads the competition between groups, the students compete to kick the ball with a cardboard net. In this competition between groups, using cardboard as a net whose position is in the centre line of the field. The cardboard net will be the target so that the ball can pass under the cardboard and move to the opponent's field. Then the opposing team will try to keep the ball from leaving its area and kick it back through the cardboard into the opponent's area. If the ball enters the opponent's area through the cardboard, the opposing group does not

succeed in returning the ball, then the points for the first kicker are 100 and the kick is continued by other members of the group. d) The teacher determines the winner in the competition between the groups, namely the points obtained by each child will add points to the group. The group that has the most points is the winner. The image of the implementation in the variation of the cardboard tournament model is as follows in Figure 4.

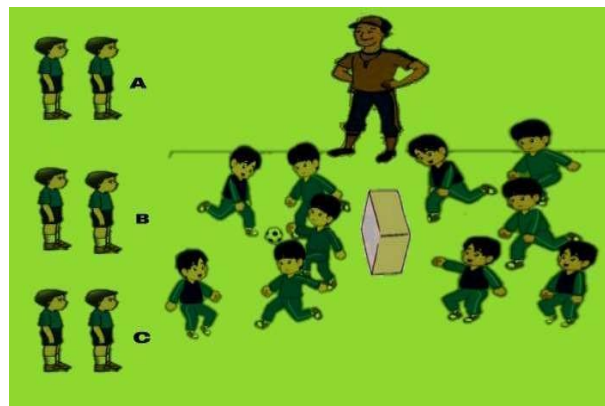


Figure 4 Cardboard Tournament Model

3.4. Discussion

Changes in the learning system during the COVID-19 pandemic require teachers to be more creative and basic in technology so that the learning process continues and obtains good learning outcomes. Learning that emphasizes movement as a tool to obtain learning outcomes requires more innovations, modifications and participation from teachers, students, media and parents or family members to become partners if needed. so from the results of this study obtained the results of the study that the product "Model Fundamental Tournament" can be declared feasible to be applied to elementary school students in cities and villages in learning physical education, sports and health.

4. CONCLUSION

So, it can be concluded that the scientific study of the Fundamental Tournament learning model as a task of learning physical education for sports and health based on this research can be used by physical education teachers, especially elementary schools to help the continuity of the motion learning process in children at home with their families according to the context of the material. So that children can stay active and move according to the learning objectives that have been set.

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