

The Implementation of Movement Problem-Based Learning Model in Soccer-Like Games

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Keywords: Movement Problem Based Learning Model, Study Result, Play Skill, and Soccer-Like Games Activity.

Abstract: This research aims to improve students' skills of soccer-like games through the implementation of movement problem based learning model. The research method used in this study is classroom action research. The research is conducted at Tagog State Elementary School on 25 4th grade students. The research process is divided into II cycles; every cycle consists of 2 steps. Every step uses various mobile tasks that are packed in a form of games. The data is collected by using GPAI instrument. All collected data are analyzed by using percentage technique afterwards. The average of overall data is 59%, and 66% for cycle I step I, 68% for cycle I step II, 72% for cycle II step I, and 76% for cycle II step II. Based on data analysis result, it is concluded that the implementation of model movement problem based learning can improve the students' playing skill in learning soccer-like games. It is recommended that, in presenting learning material soccer like games, it should be provided with mobile tasks packed in form of games.

1 INTRODUCTION

One of the learning method used by physical education teacher is movement problem based learning model in order to make the students able to solve the problem on their own (Albanese and Mitchell, 1993). Besides developing problem solving skill, material and self-strengthening, the model also adjusted with the type of study material, students' characteristics, and also the students' situation or where the studying process is conducted.

Therefore, the implementation of model movement problem base learning is adjusted with the Elementary Students' soccer learning activity concept, that is the students search and find the basic soccer learning problem then being directed to think and solve the problem based on their own experience.

Based on the description above, it is necessary to conduct a research about the implementation of movement based learning model in performing play skill with the aspect of taken decision, performing skill, and giving support in soccer-like games learning (Akwei, 1998). This research result is expected to give input for the teacher in developing and improving the learning quality of soccer-like games at Tagog Elementary School.

2 METHODS

2.1 Research Design

Research design is the means or method used in research, so the formulation of problem and hypothesis can be answered and tested accurately. This research used classroom action research. (Hopkins et al., 2002). The class action research (CAR) is a systematic study about the effort to improve the studying quality by a group of people through simple step and reflection of the result of the action (Mettetal, 2012).

2.2 Research Subject

The subject of this CAR is the 25 4th grade students of Tagog State Elementary School consisting of 13 boys and 12 girls. The students' average height is 130 cm, weight 26 kg, and age 11 years old. The students of this school come from various family backgrounds and diverse parents' professions such as traders, employees, farmers, etc.

2.3 Data Collection

The research data is arranged by source of data, type of data, technique of collecting data, and data analysis technique (Suryabrata, 1983).

2.4 Data Analysis

The collected data from every observation activities of research cycle implementation uses qualitative and quantitative analysis, since the data is in the form of numbers and words (narration) using percentage to see the tendency that happens in the process of study.

The analysis process begins from the start until the end of the step of the implementation. The criteria and measurement of the research success is based on individual studying evaluation. The formula to analyse the average value and success level percentage is: (Abduljabar and Darajat, 2012). Finding Average Value (X):

$$\bar{X} = \frac{\sum X}{N} \tag{1}$$

Note:

- \bar{X} = Average
- X = Scores Gained
- N = Amount of data
- \sum = States the amount

Finding percent value according to Purwanto (2014) is as follows:

$$NP = \frac{R}{SM} \times 100 \tag{2}$$

The writer uses observation sheet that given to the observer, namely student observation sheet (Herdiansyah, 2013). This observation sheet contains passing skill psychomotor aspect assessment.

3 RESULTS AND DISCUSSIONS

According to the observation above, the students' result in attending Physical Education class, especially in improving play skill in soccer-like games, is excellent as they gain 76% for the average result, hence it can be considered as satisfactory (Mardapi, 2015), exceeding the researcher's minimal target of 75%. Based on the result mentioned, the study result of Tagog State Elementary School is very satisfactory.

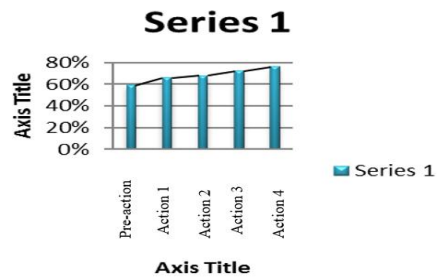


Figure 1: The chart of Overall Values of Play Skill in Every Step.

On the chart above, it can be seen that cycle I step I achieved 66%, improved 7% from preliminary observation of 59%. Furthermore, cycle I step II reached 68%, with 2% increase from the cycle I step I. Then, from cycle II step I we gain 72%, which improved from cycle I step II by 4% and further increase in cycle II step II with 76% result.

4 CONCLUSIONS

Based on the research result, starting from preliminary observation until cycle II step II, it is concluded that the 4th grade Tagog State Elementary School students' skills of soccer-like games improved from 59% to 76%.

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