

Implementation of small side games in the learning process education physical sports and health at SMK Padang

Implementación de pequeños juegos paralelos en el proceso de aprendizaje deportes físicos y salud en SMK Padang

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Abstract. The low ability of teacher creativity in creating interesting learning can cause a decrease in student learning outcomes both related to low motivation, inappropriate learning methods and unfulfilled facilities and infrastructure. The purpose of this study is to determine how the quality of teachers, student motivation, facilities and infrastructure towards the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang, students in the city of Padang. This type of research is descriptive research. This study involved all 163 students of SMK Padang, and 24 people were taken from class representatives based on the scores of Physical Education, Sports and Health subjects. Sampling is done by purposive sampling. The sample was taken as many as 24 people from each class representative. The research instrument used is a questionnaire sheet. The results of the study are; 1) Obtained the quality of teachers for the implementation of small side games in the learning process of Sports and Health Physical Education at SMK Padang is still not good, 2) Student motivation is obtained for the implementation of small side games in the learning process of Sports and Health Physical Education in the SMK Padang is quite good, 3) Facilities and infrastructure are obtained for the implementation of small side games in the learning process Physical Education, Sports and Health at SMK Padang is not good.

Keywords: Learning; Health Coordinator; Small Side Games

Resumen. La baja capacidad de la creatividad de los docentes para crear un aprendizaje interesante puede causar una disminución en los resultados del aprendizaje de los estudiantes, ambos relacionados con la baja motivación, los métodos de aprendizaje inadecuados y las instalaciones e infraestructuras insatisfechas. El propósito de este estudio es determinar cómo influye la calidad de los docentes, la motivación de los estudiantes, las instalaciones y la infraestructura hacia la implementación de pequeños juegos secundarios en el proceso de aprendizaje de Educación Física, Deportes y Salud en SMK Padang, estudiantes de la ciudad de Padang. Este tipo de investigación es la investigación descriptiva. En este estudio participaron los 163 estudiantes de SMK Padang, y se seleccionaron 24 personas entre los representantes de la clase según los puntajes de las materias de Educación Física, Deportes y Salud. El muestreo se realiza mediante muestreo intencional. La muestra se tomó hasta 24 personas de cada representante de clase. El instrumento de investigación utilizado es una hoja de cuestionario. Los resultados del estudio son; 1) Se obtuvo que la calidad de los docentes para la implementación de pequeños juegos paralelos en el proceso de aprendizaje de Educación Física Deportiva y Salud en SMK Padang aún no es buena, 2) Se obtuvo la motivación de los estudiantes para la implementación de pequeños juegos paralelos en el aprendizaje. El proceso de educación física, deportes y salud en SMK Padang es bastante bueno. 3) Se obtienen instalaciones e infraestructura para la implementación de pequeños juegos secundarios en el proceso de aprendizaje. Educación física, deportes y salud en SMK Padang no es bueno.

Palabras clave: Aprendizaje; Coordinador de Salud; Pequeños juegos secundarios

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Introduction

The success of Sports and Health Physical Education learning will be reflected in the ability and skills of teachers in applying all forms of pre-designed subject matter systematically, creatively and innovatively so that students are interested and happy to do sports (Febriana, 2021). To be able to produce this, it is necessary to choose the right learning method (Subakti, H., Simarmata, J., Yuniwati, I., Salamun, S., Nababan, E. B., Silitonga, B. N., ... & Saputro, 2022). One of the learning methods that is necessary and needed in the subjects of Physical Education, Sports and Health is to modify sports into small side games that are in accordance with the growth and development of children (Martín-Moya & González-Fernández, 2022). With learning that is specific and interesting, it will certainly be able to attract interest and increase student motivation to take part in Physical Education, Sports and Health learning activities (Shang et al., 2023).

Thus, in order for Sports and Health Physical Education

Learning to achieve maximum results, the implementation of Sports and Health Physical Education in schools must be carried out as well and as interesting as possible (Affiana Muthik et al., 2022). Physical education teachers in schools should try their best to consider how the learning provided both in the classroom and in the field can positively affect students. In this case, the learning can improve physical fitness, motivation, physical growth and development, intellectual development, the formation of social and emotional cooperation, learning achievement and physical condition of students (Sepulveda, 2022). The learning presented should be in the form of play activities or also known as small side games (Kolovelonis & Goudas, 2022).

Based on the author's observations at SMK Padang, it turns out that some teachers have not provided learning in the form of a series of small side games but directly on the techniques of the sports branch concerned. Because the learning provided from warming up to core activities is still through movements that are only menoton and rigid. For example: the warm-up given is a static stretch such as

stretching the head, hands, waist and feet. Then after that, students are directed to run around the field and sometimes even go directly to the core activities without being accompanied by warm-up. In this case the student who makes the movement, there is an element of compulsion and not self-will (Suherman, 2018). So, learning like this can cause several problems such as lack of physical fitness levels, reduced motivation to follow learning, physical growth and development that is less than optimal, slow intellectual development, formation of social and emotional cooperation that is not optimal, minimal learning achievement, and the physical condition of students in participating in physical learning at school is not good (Muhtar, T., & Lengkana, 2021).

Though the learning provided through these small side games has many benefits. Among them can improve physical fitness, motivation, physical growth and development, intellectual development of the formation of social and emotional cooperation, learning achievement, and physical conditions that cause pleasure and joy for students in sports (Alfani & Wahyuri, 2023).

Likewise, the facilities and infrastructure needed in small side games, do not need to spend expensive costs because the facilities and infrastructure of the game can be modified as needed. Small games can also be called reaction games, traditional games and games with simple rules. Sports through small side games are physical that are recreative, educative and comparative carried out consciously by the community or students in order to improve physical fitness, cause a sense of joy and pleasure in accordance with the hobbies, abilities, abilities and environmental, social and cultural conditions of the Indonesian nation (Iqroni et al., 2020).

Small games for school sports are not asked special demands, against the room and tools used (Salman & Darsi, 2020). From some of the definitions above, it can be concluded that small side games are games that are carried out with small (simple) rules, have recreative, educative and competitive values, do not demand specifically the time, number of players, tools used and infrastructure needed.

Physical education teachers have a variety of tasks that must be carried out. But the main task is to guide the learning process at school. All teaching programs must go in the direction that has been planned and implemented responsibly (Fernando et al., 2020). Teachers who succeed in motivating students in learning are effective and efficient teachers in carrying out their duties. To create a learning atmosphere that is not boring, teachers can plan and arrange small forms of games according to the sports studied. These small side games should be fun, interesting and develop students' physical activity (Rihatno et al., 2023).

Small games are physical activities, in addition to warming up can also be done in the core activities that will be carried out during practical learning. Small games that do not require equipment that is difficult to obtain can make it easier for teachers to carry out learning (Okilanda et al., 2021). Small games as physical activities are carried out

with simple rules and have positive values. Small games are games with simple rules that have inductive, competitive, reactive, and non-specific demands on the time, number of players / and tools used (Kurnia & Septiana, 2020).

Small games for school sports must be oriented to the physical, namely: desires, interests, abilities and skills of students. In the implementation of students must be enterprising, get game ideas, organize themselves and develop well. These types of small side games can be played during physical education hours or school sports, outside of school or anywhere done by students to fill leisure time, either by male and female students or small groups and large groups, fat and thin fast, slow and so on (Mulyana, Y., & Lengkana, 2019).

Physical education teachers in schools should make small game plans for the various sports they teach. Small game materials can be in the form of warm-up materials, core lessons, training series or subject matter and as cooling materials, which in turn can instill cultural, sportsmanship, social, sports values and togetherness among players. Small game activities carried out at school or outside school aim to be able to support the learning process that aims to increase the growth, development of students and can improve the physical fitness of students in elementary school (Syahri Alhusin, Laksono Sumarto, 2022). Through this research, teachers at SMK Padang and the public know more about the importance of motion or sports learning innovations through various kinds of small side games or modifications according to the material taught. This is very helpful for the physical activity learning process, especially at school so that students are excited about moving / exercising.

Method

This research in the form of this type of research is descriptive. to determine the existence of independent variables (Sugiyono, 2017). This study uses a qualitative approach to determine the extent of the role of the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang. In this study, samples were taken by Proportional random sampling, which is the technique used, namely proportional and random. From the calculation results, the number of samples was obtained as many as 24 people or 15% of the population.

The preparation of the questionnaire was carried out according to a Likert scale with five categories of answers (Ridwan et al., 2020) that is : strongly agree (SS), agree (S), hesitate (RR), disagree (TS) and strongly disagree (STS). The answer from the questionnaire is qualitative data that is converted to quantitative form.

Results And Discussion

Research Results

The results of questionnaire validation by validators 1 and 2 obtained a score of 9 out of 10 statements with a

percentage of 90%. From these results, it shows that the questionnaire is valid with very feasible criteria to be used as this research instrument.

In the learning process of Sports Physical Education at SMK Padang, it can be seen that the sample amounted to 24 student, the statement items in the teacher quality variable were 10 statement items. From the calculation of statistical data known in the table above are, who answered statements with a score of 5 (Strongly agree) as many as 83 statement answers with a percentage of 37.72% of the results were categorized as Less Good, score 4 (Agree) as many as 78 statement answers with a percentage of 35, 45% of the results were categorized as Poor, score 3 (Undecided) as many as 34 statement answers with a percentage of 15, 45% of the results were categorized as Very Poor, a score of 2 (Disagree) as many as 16 statement answers with a percentage of 7.27% of the results were categorized as Very Poor, while with a score of 1 (Very Not good) as many as 9 statement answers with a percentage of 4.09% of the results were categorized as Very Poor.

Based on processing descriptive analysis of five alternative answer statements, according to (Arikunto, 1989) taken as a result of the analysis is the highest percentage figure. From the results of data processing from teacher quality variables, a high percentage result is in

Discussion

Implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang. Therefore, there is a need for a discussion that will discuss each variable that affects the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang. These factors will be explained one by one based on the existing sub-sub-variables, as follows:

Teacher quality

As mentioned earlier, the quality of teachers is one of the factors that plays an important role in the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang (Syahri Alhusin, Laksono Sumarto, 2022). After researchers analyzed data on teacher quality in the implementation of small side games in the learning process of Physical Sports and Health education at SMK Padang, it was found that the quality of teachers was categorized as poor.

The initiative and existence of students towards the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK, Padang is still not good. There are several reasons so that the quality of teachers in implementing small side games in Teaching and Learning Process Penejasorkes in schools is very lacking, one of the reasons is that the teaching teachers do not master the learning material of small side games (Noviatus, S., Nur Ahmad, M., & RURUH, 2021).

Alternative answer 5 (Strongly agree) with a total of 83 statement answers with a percentage of 37.72%. Based on these results, the quality of teachers towards the implementation of small side games in the learning process of Physical Sports and Health education at SMK Padang.

The assessment of student motivation above about the implementation of small side games in the learning process of Physical Sports and Health education at SMK Padang, it can be seen that the sample amounted to 24 student, statement items in student motivation variables as many as 10 statement items. From the calculation of statistical data known in the table above are, who answered statements with a score of 5 (Strongly agree) as many as 113 statement answers with a percentage of 51, 36% of the results were categorized as Good Enough, score 4 (Agree) as many as 42 statement answers with a percentage of 19.09% the results were categorized as Good Enough, score 3 (Doubtful) as many as 42 statement answers with a percentage of 19, 09% of the results were categorized as Very Poor, a score of 2 (Disagree) as many as 16 statement answers with a percentage of 7, 27% of the results were categorized as Very Poor, while with score 1 (Strongly Disagree) A total of 7 statement answers with a percentage of 3.18% of the results were categorized as Very Poor.

Based on the results of direct interviews of researchers with students. Researchers found several problems raised by students. Teachers cannot modify small side games that attract students' attention, so every time they do the teaching and learning process, teachers rarely apply small side games. So that makes students not enthusiastic about participating in Teaching and Learning Process assessments given at school, especially teachers do not master small side games. Therefore, the results of the answers from positive statements that researchers give to students (samples) most of the answers are not in accordance with what is expected. From these results, researchers categorized the quality of teachers towards the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang, categorized as Poor.

Student Motivation

Not much different, just as previously stated that student motivation in health assessment is one of the factors that plays an important role in the implementation of small side games in the learning process of Physical Sports and Health education at SMK Padang (Asnaldi & Syampurma, 2020). After researchers analyzed data on student motivation in Teaching and Learning Process assessment on the implementation of small side games in the learning process of Physical Sports and Health education at SMK Padang, it was found that the results of student motivation in small game materials in Teaching and Learning Process assessment were categorized quite well.

Student support and motivation in providing Sports and Health Physical Education materials to students towards the

implementation of small side games in the learning process of Sports and Health Physical Education at SMK Padang is still quite good. The role of a physical education teacher can encourage students to motivate them in the implementation of small side games in Teaching and Learning Process Penjasorkes is still not good. There are several reasons so that student motivation in participating in the implementation of small side games in Teaching and Learning Process Penjasorkes at school is quite good, one of the reasons is from the ability, quality, professionalism and certification of a teacher in providing small game materials in Teaching and Learning Process Penjas at school.

Based on the results of direct interviews of researchers with students. Researchers found several problems raised by students, namely student motivation, the location of Physical Education, Sports and Health learning which is very far from schools and students' homes, lack of teacher ability to modify games and learning tools, in following the implementation of small side games in Teaching and Learning Process, Physical Education, Sports and Health in schools was considered quite good. Although some teachers in each of these schools have passed teacher certification, their functions have not been running well. Incomplete sports facilities and infrastructure such as makeshift fields, limited sports equipment can make it difficult for teachers to provide learning materials for Physical Education, Sports and Health to students, answers to positive statements that researchers give to students (samples) of core material, most of the answers are almost in accordance with what is expected but do not work as the function of a physical education teacher at school. From these results, researchers categorized the core material in providing Teaching and Learning Process material for students towards the implementation of small side games in the learning process of Physical Sports and Health education at SMK Padang, categorized as Good Enough.

Facilities and Infrastructure

The role of facilities and infrastructure in the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang is the same as stated in the previous chapter, that. Material Facilities and infrastructure in teaching are one of the factors that play an important role in the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang (Purnamaningsih, I. R., & Purbangkara, 2022). After researchers analyzed data on facilities and infrastructure in the teaching and learning process of students on the implementation of small side games in the learning process of Physical Sports and Health education at SMK Padang, it was found that the results of facilities and infrastructure in the teaching and learning process of student education in each school were categorized as Poor.

As per the problem that the researcher wrote in the sub. Variable, it was found that the facilities and infrastructure in the learning process of Sports and Health Physical

Education in schools to students towards the implementation of small side games in the learning process of Sports and Health Physical Education at SMK Padang can be categorized as Not Good. Facilities and infrastructure in Teaching and Learning Process Penjas can influence the implementation of small side games in Teaching and Learning Process Penjasorkes in schools. If the facilities and infrastructure are inadequate in small side games, it can affect the implementation of small side games in Teaching and Learning Process Penjas in schools to be less good. There are several causes so that the function of facilities and infrastructure in the teaching and learning process of students in participating in the implementation of small side games in Teaching and Learning Process Penejasorkes in schools is not good, one of the causes is that teachers do not pay attention to the facilities and infrastructure that will be used for the teaching and learning process of health educators in schools (Dewi & Verawati, 2022).

From these results, researchers categorized facilities and infrastructure in Teaching and Learning Process for students towards the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang, categorized as Poor.

Conclusion

The results showed that the quality of teachers towards the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang can be categorized as poor. Student motivation given to the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang can be categorized quite well and the facilities and infrastructure provided for the implementation of small side games in the learning process of Physical Education, Sports and Health at SMK Padang can be categorized as not good. So there is a need for increased learning innovation through the implementation of small side games in Physical Education, Sports and Health. It is hoped that this can be a support so that students like sports or physical activities in realizing students' physical fitness.

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