

Development of Gobag Sodor Game Model to Increase Interest in Elementary Students

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Abstract—This research is a development research that aims to produce a product in the form of a gobag sodor game model that is modified peraturan game. This research was carried out in several State Primary Schools in Pantai Labu Subdistrict, Delisedang District-North Sumatra. Subjects or users who were targeted in the research on the development of Gobag Sodor traditional game models to increase students' interest in fifth grade elementary school children. Subjects in the small group in this study were fifth grade students of SD Negeri 104250 Labu Beach with a total of 12 students who had age characteristics 10-12 years. Subjects in the large group in this study amounted to 2 grade V elementary schools in Pantai Labu Subdistrict with the number of students each school numbered 24 students. The product of the Sodor Gobag game development model can already be practiced on the trial subject. This is based on the results of data analysis. The results of data analysis from expert evaluations for small group testing, obtained an average rating on the small scale (small group) test 73.78%. Also obtained is the average of experts I 3.53, experts II 3.73 and experts III 3.80. The results of data analysis from expert evaluations for large groups, obtained an average rating on the large group test (field trial) 88.89%. Also obtained is the average of expert I 4.53, expert II 4.33 and expert III 4.47. The sodor gobag game development product can already be used for fifth grade students at the Elementary School in Labu Beach. This is based on the results of small group trial data collected using a questionnaire. Based on the data obtained in the small group test, the percentage of answers obtained was matched with the aspect assessed at 75.46%. Then the first large group trial data was collected using a questionnaire. Based on the data on the results of the questionnaires filled out the students obtained the appropriate percentage of answers with aspects assessed at 80.87%. And finally, based on the data on the results of the second large group trial questionnaire, the students were filled with the percentage of answers that matched the aspects assessed at 83.2%. The product development model for sodor gobag learning can increase students' interest in learning. Because in this game students can be happy and happy so students feel tired in playing this game.

Keywords— *Game model, Gobag sodor, Interest*

I. INTRODUCTION

Physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active life, sportsmanship and emotional intelligence (Samsudin, 2008:

2). Penjas is a subject whose teaching and learning process is carried out through physical activities to get the desired learning goals.

Judging from the results of observations and interviews, there were 6 schools from 21 public elementary schools in Pantai Labu sub-district which had carried out traditional games during PJOK lessons in the last 1 semester. The results of the PJOK KKG in Pantai Labu Subdistrict, the teachers revealed that when students take health lessons, they are less active and lack the creativity of movement when practicing and quickly feel bored, lazy to move during the learning process and just want to play footballs for male students. That was their complaint when they were teaching in their respective schools during the KKG teacher health meetings in the sub-district. The lack of school facilities also affects the teaching and learning process in schools. From the results of observations in elementary schools in Pantai Labu sub-district, there were schools with minimal media for learning PJOK. So, there are differences in student activity and interest between schools that are accustomed to using the media during learning and not using the media when learning. From the results of the observations and interviews on how to teach PJOK teachers in each primary school in Pantai Labu Subdistrict, it was concluded that the lack of creativity of teachers in creating games during the learning process resulted in students becoming bored, bored, lazy to move and less active when learning PJOK. So it is necessary to make a creative effort so that they can grow and develop optimally in conditions that are comfortable, fun and meaningful for children.

Ngalim Purwanto (2007: 151) physical education is one aspect of education that is truly important, which cannot be separated from other aspects of education. Tri Ani Hastuti (2008: 62) Physical education is a form of learning that uses physical activity, namely learning to move and learn through motion. Some opinions above can be concluded that physical education is an effort to educate through physical activity. According to Hans Daeng (in Andang Ismail, 2009: 17) games are an absolute part of children's lives and games are an integral part of the child's personality formation process. Furthermore Andang Ismail (2009: 26) said that the game has two meanings. First, the game is a play activity that is purely seeking pleasure without seeking to win or lose. Second, the game is defined as playing activity that is done in order to find pleasure and satisfaction, but is marked by a win-lose search.

Gobak Sodor is a game of sports that requires teamwork in a team. In addition to requiring collaboration between individuals in a team, the gobak sodor game is also a sport that has complex movement elements. In the implementation of the gobak sodor game involved several elements of mastering skills include mastery of technical skills, tactic skills, physical skills, and mental.

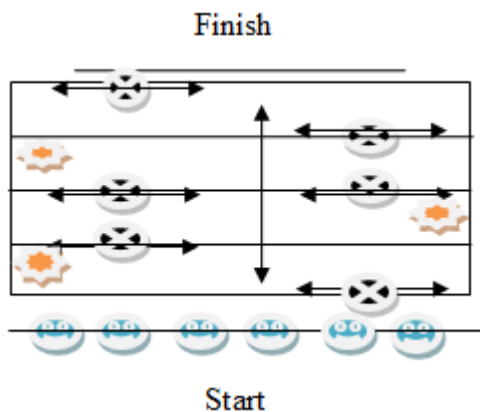
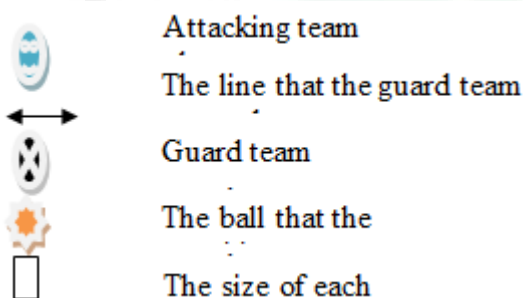


Figure 1. Field and implementation of modified Gobak Sodor.

Information:



The way to implement this game is done by two teams, namely the attack team and guard team. Each team consists of six people. The guard team is tasked with blocking the attack team that will pass the sodor line and the attack team tries to cross the sodor line from the guard team. The attack team must take one ball from each basket that is available in different colors until it reaches the finish line while trying to break through the sodor line from guarding the guard team. Who can pass the sodor line by carrying three balls of different colors and the most teams can collect it as the winning team. If the player is touched by the guard, then the two teams take turns as players and guards, and so on until the specified time. The advantage of the modified Gobak Sodor game is that there are more rules and obstacles that must be done, such as taking a ball of different colors from each basket provided in the corner of the Gobak's Gobak box. Then each player must try to run with reaction speed and agility. Selections get fun, excitement by playing they also get motoric movement in the game.

According to B. Suryobroto (1988: 109) interest in the tendency in individuals to be interested in the subject or to like an object. According to Hilgard, who was quoted by Slameto (2010: 57) interest is a tendency that keeps paying attention and remembering some activities. Slameto (2010: 180) states

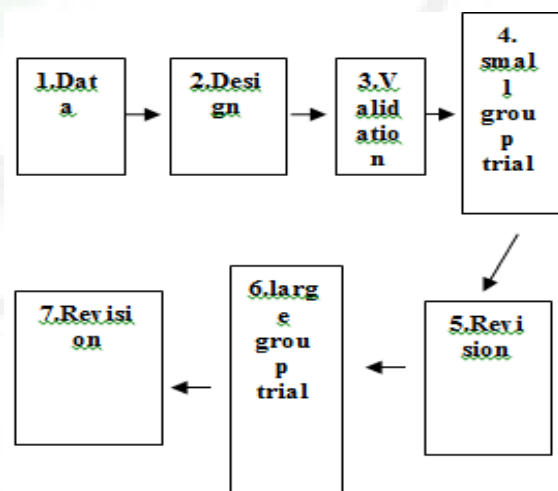
that interest is a feeling of preference and a sense of interest in a thing or activity without being told. According to Siti Rahayu Haditono in Dwi Hari Subekti (2007: 8) interest is influenced by two factors:

- a. Factors from within (intrinsic) that means that something is really desired because someone likes to do it.
- b. Extrinsic factors that an act is carried out on the basis of encouragement / implementation from outside. People do this because he is pushed / forced from the outside. Like: Environment, parents, teacher.

Characteristics of elementary school children are like playing, like to move, like working in groups, and like to feel / do things directly. Therefore, teachers should develop learning that contains elements of the game, allowing students to move or move and work or study in groups, and provide opportunities for students to be directly involved in learning.

II. METHOD

In the research on the development of Gobak Sodor traditional game models to increase interest in fifth grade elementary school children, this is a process used to develop and validate learning products. Research and development in this traditional game model uses the Research & Development (R & D) development model of Borg and Gall. Considering the limited time and cost of the researcher, in general the steps of research and development that have been presented previously, are simplified according to research needs, into seven stages, with design steps in which the description of the explanation has been modified and harmonized with the objectives and conditions of the study. actually, as clearly illustrated in the following picture:



III. RESULT AND DISCUSSION

The results of data analysis from expert evaluation, obtained an average rating on the small scale test (small group) 73.78%. Also obtained is the average of experts I 3.53, experts II 3.73 and experts III 3.80. Based on the predetermined criteria, the Sodor Gobak game product has fulfilled good criteria so that it can be used to increase the learning interest of elementary students.

The results of data analysis from expert evaluations, obtained an average rating on the large group test (field trial) 88.89%. Also obtained is the average of expert I 4.53, expert II 4.33 and expert III 4.47. Based on the predetermined criteria, the Sodor Gobag game product has fulfilled good criteria so that it can be used to increase the learning interest of elementary students.

Small group trial data was collected using a questionnaire. Based on data obtained in small group tests. Students tend to be active in playing gobag sodor. The results of the questionnaire data that the students filled out obtained an appropriate percentage of answers with aspects assessed at 75.46%. Based on the predetermined criteria, the Sodor Gobag game development model meets the criteria of "Good" or "Decent" so that it can be used to test large groups.

The first large group trial data was collected using a questionnaire. Based on the data on the results of the questionnaires filled out the students obtained the appropriate percentage of answers with aspects assessed at 80.87%. Based on the predetermined criteria, the Sodor Gobag game development model meets the criteria of "Good" or "Decent" so that it can be used for the second large group test.

The second large group trial aims to find out the effectiveness of changes that have been made in the expert evaluation and for the application of the environment. Based on the data on the results of the questionnaires filled out the students obtained an appropriate percentage of answers with aspects assessed at 83.2%. Based on the predetermined criteria, the Sodor Gobag game development model meets the criteria of "Good" or "Decent".

IV. CONCLUSION AND SUGGESTION

Based on the analysis of research results and discussion in this thesis, it can be concluded that:

1. The product of the Sodor Gobag game development model can already be practiced on the trial subject. This is based on the results of data analysis. The results of data analysis from expert evaluations for small group testing, obtained an average rating on the small scale (small group) test 73.78%. Also obtained is the average of experts I 3.53, experts II 3.73 and experts III 3.80. Results of data analysis from
2. expert evaluation for large groups, obtained an average rating on the large group test (field trial) 88.89%. Also obtained is the average of expert I 4.53, expert II 4.33 and expert III 4.47.
3. The gobag sodor game development product model can already be used for fifth grade students at the Elementary School in Labu Beach. This is based on the results of small group trial data collected using a questionnaire. Based on the data obtained in the small group test, the percentage of answers obtained was matched with the aspect assessed at 75.46%. Then the first large group trial data was collected using a questionnaire. Based on the data on the results of the questionnaires filled out the students obtained the appropriate

percentage of answers with aspects assessed at 80.87%. And lastly based on the data on the results of the second large group trial questionnaire that the students filled out obtained the percentage of answers that matched the assessed aspects of 83.2%.

4. Product development models for Sodor gobag learning can improve student learning interest. Because in this game students can be happy and happy so students feel tired in playing this game.

Suggestions

After describing the conclusions, the suggestions in this study are:

1. The Sodor Gobag game development model is a traditional game modification so this game will preserve traditional games that are almost extinct with the times.
2. In learning physical education at elementary school age, it is better to make a modified or developed game model so that the child achieves his learning goals well
3. The traditional Gobag Sodor game must be developed so that students become more active in learning physical education, because physical education material is not just learning sports techniques.

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