

## **Student's Perception of Physical Learning Model through Elementary School Level Games of North Musi Rawas Regency**

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**Abstract:** This study aims to determine students' perceptions of physical education learning models through games based on (1) Perceptions of physical education learning knowledge, (2) Perceptions of teacher teaching styles, (3) Perceptions of easy-to-use media, (4) Perceptions of interest in learning physical education, (5) Perceptions about the need to develop a physical education learning model through games. This research is descriptive quantitative research. The results of this study indicate that (1) the perception of physical education learning knowledge obtained a score of 90.50% in the very good category, (2) the perception of the teacher's teaching style obtained a value of 75.50% in the good category, (3) the perception of the media used is easy used to obtain a score of 87% in the very good category, (4) Perceptions about interest in learning physical education obtained a value of 97% in the very good category, (5) Perceptions about the need to develop a learning model for basic volleyball techniques through a play approach obtained a value of 100% in the category very well, which means students agree if the development of physical education learning models through games is developed. The results of this study indicate that students' perceptions of the development of physical education learning models through games in elementary schools in North Musi Rawas Regency are positive, for this reason it is necessary to develop physical education learning models through games.

**Keywords:** Game, Physical Education, Student's Perception

### **A. Introduction**

Sports and health physical education is one subject given at a certain school level which is one part of overall education that prioritizes physical activity and healthy life coaching to grow and physical, mental, social and emotional development that is harmonious, harmonious and balanced. Physical education is basically an educational process that uses physical activity to bring about a thorough change in the physical, mental, and emotional qualities of the individual. Physical education, sports and health learning have relatively the same importance as other educational programs in terms of learning domains, that is, they equally develop three main domains: psychomotor, affective, and cognitive.

The uniqueness of physical education, sports and health that other educational programs do not have, namely in terms of psychomotor development, which is usually associated with the aim of developing students' physical fitness and the achievement of movement skills. In addition to this uniqueness, physical education, sports and health still improve aspects that are in the affective and cognitive areas (Aguss, 2020). In placing the position of physical education, it is also believed that the contribution of physical education will only be meaningful when the experiences of movement in physical education relate to the process of one's life as a whole in society.

Physical education is a process of adaptation to organic, neuromuscular, intellectual, social, cultural, emotional, and aesthetic learning resulting from the process of various physical activities carried out. Physical activities that have been selected will be adjusted to the goals to be achieved according to the characteristics and capabilities of students. Activities in learning complex motor skills initially become a simplified form, with the aim of making it easier to understand the movements to be performed (Lanos & Lestari, 2019). This is also corroborated by stating that the learning environment will be specifically regulated to encourage the growth and development of all students, physical, psychomotor, cognitive, and affective nature (Arfa et al., 2020).

Research conducted by (Parker et al., 2018) explored the relationship between primary school physical education and physical activity as a site for the physical activity practices of Irish primary school children Understanding how children make connections. Which means that the activity in learning complex motor skills initially becomes a simplified form, with the aim of making it easier to understand the movements to be performed. Physical learning in schools is expected to have a positive impact on student growth and development so that innovation and development must continue to be carried out (Pertwi et al., 2018). The use of learning models and learning media that are interesting, varied, safe, interactive and easy to use is the main weapon that every teacher must have. Mastery of motion is not the only goal that must be achieved in the physical learning process at school but emotional, psychic, social maturity must also be the target of sports learning outcomes (Ljubojevi & Muratovi, 2016).

Physical education is a subject that not only invites students to master certain sports but also shapes student character by having a healthy lifestyle. Penjasorkes learning is a process of carrying out teaching and learning activities in the fields of sports and health, carried out by teachers and students. The development of motion in the students is very prominent, especially in locomotor, non-locomotor and manipulative movement abilities. Refinement or improvement of basic movements occurs in the student's lifetime. Towards adolescence, increasingly complex movements can be mastered with the ability to utilize movement skills according to their needs (Hidayat, 2017).

Basic human motion generally consists of three kinds of motion, namely locomotor, non-locomotor and manipulative. Locomotor motion is the movement of moving places, non-locomotor movement is movement that is not accompanied by moving places and manipulative movement is movement that involves mastery of an object or motion involving a tool. The movement will always be found in daily activities including when carrying out activities in physical education at school. If students have good basic movement skills, it will encourage their consistency patterns in doing physical activity (Kurniawan, 2018). Furthermore, physical activity that is carried out periodically is what will encourage a healthy quality of life and will ultimately help them in daily movement tasks.

The results of preliminary studies that have been conducted by researchers through interviews with teachers of Physical Education subjects in elementary schools in North Musi Rawas Regency, it is known that most teachers strive to create a learning environment that can encourage the development of student potential, it's just that the level of utilization of potential and opportunities for learning resources has not been maximized. This is also reinforced by the results of observations made by researchers in the Physical Education learning process carried out by observations seen that: (1) physical education learning about basic motion, when learning shows that students are not skilled and master locomotor, non-locomotor, and manipulative movements, it will certainly limit students' basic movement skills and abilities that will affect the achievement of learning outcomes, (2) the teaching materials used by teachers are still very minimal, (3) the face-to-face time of Physical Education learning is not appropriate when compared to the material to be taught to students so that teachers teach the material briefly.

In the learning process Physical education at school students should be the center of the learning process (*student centered*). However, the reality is that teachers are still the center of learning (*teacher centered*). In addition, this situation is also supported by teaching teachers who often use the lecture method, *textbook centered*, and have not used fun learning. This is one of the obstacles so that the learning outcomes of physical education, especially locomotor, non-locomotor and manipulative basic motion learning, are low. Inappropriate methods attract students, material and curriculum suitability will hinder the learning process which leads to learning outcomes.

There needs to be a solution to be able to improve student learning outcomes, choosing the right learning model will determine success in learning (Aenon et al., 2020). Researchers want to create a physical education learning model developed through basic locomotor, non-locomotor and manipulative movements with learning stages starting from easy movements to the most difficult level in accordance with learning principles. Based on preliminary observations of research conducted using the Borg and Gall model, information was found that the basic manipulative movement skills based on play games can improve children's abilities Dlis, F. (2018).

The approach in the development of physical education learning can be done through games. Games are things that are used to play, games are also said to be actions that make people happy and are not boring in playing (Fajri & Muhammad, 2021). This is expected to be a solution for improving physical education learning outcomes in elementary schools. For the process by which a student's learning environment is intentionally managed to allow him to participate in certain behaviors under special conditions or produce responses to certain situations, learning is a special subset of education (Sagala, 2010).

The game approach can be modified with a special version of the game in which certain rules have been changed to suit the needs and abilities of the players, the special experiences of the players and the facilities and equipment available (Gustiana, 2014). Modifications are needed by teachers in the process of teaching and learning activities. This is very helpful for teachers in the teaching and learning process. By making modifications, the physical education teacher will present difficult subject matter more easily and simplified without having to fear losing meaning and what will be given. Students will be freer to move in various situations and modified conditions (Pratama, 2017). Based on the opinions of some experts above, it can be concluded that games that are done seriously aim for happiness and are done voluntarily, while games that require movement activities are not only for pleasure but also for motor, social and emotional development.

Future learning trends have changed conventional learning to more enjoyable learning collars. The game approach will be very likely to be the right solution in the development of physical education learning that will be developed by researchers. By applying a game approach, it is expected to improve student learning outcomes and eliminate monotonous learning. Choosing a way in the treatment of learning approaches is needed to make it easier for students to understand and master the basic movements of locomotor, non-locomotor and manipulative, besides that a sense of pleasure in following physical education learning must also be raised so that students feel comfortable in learning in achieving their learning goals. Based on the background of the above problems, researchers need to know students' perceptions if they develop physical education learning models through games at the elementary school level of North Musi Rawas Regency.

## **B. Methods**

This research is descriptive quantitative research. This research was conducted at SDN 1 Batu Gajah and SDN 1 Muara Rupit, Musi Rawas Utara Regency. The subjects of the study were 40 students. Research used in the form of questionnaires contains a number of questions that must be answered by respondents (Maskum, 2008). The results of the research data are (1) Perception of physical education learning

knowledge, (2) Perception of teacher teaching style, (3) Perception of user-friendly media, (4) Perception of interest in learning physical education, (5) Perception of the need to develop physical education learning models through games obtained. The data results from the filled questionnaire are then presented with (Sugiyono, 2008) the formula used to process the data as follows:

$$P = \frac{X}{Xi} \times 100\%$$

Information:

P : Percentage of evaluation results on the subject experiment.

X : Number of answers scored by the test subject.

Xi : The maximum number of answers in the assessment by the test subject.

100% : Constant

**Table 1. Percentage Category**

Percentage Category	Explanation	Percentage Category
80-100%	Very Good	Can be used without revision
61-80%	Good	Can be used with minor revisions
41-60%	Middle	Not suitable for use it is recommended not
21-40%	Weak	Cannot be used
0-20%	Very Weak	Cannot be used

### C. Results and Discussion

Data analysis of the results of the study was obtained based on questionnaires distributed to students with four indicators using the Guttman scale with the results of calculating the frequency of answers, the average value was (1) Perception of physical education learning knowledge obtained a score of 90.50% in the very good category, (2) Perception of teacher teaching style obtained a score of 75.50% in the good category, (3) Perception of the media used is easy to use obtained a score of 87% in the very good category, (4) The perception of the interest in learning physical education obtained a score of 97% in the very good category, (5) The perception of the need to develop a learning model of basic volleyball techniques through a playing approach obtained a score of 100% in the very good category, which means that students agree if the development of a physical education learning model through games is developed, meaning that students agree if the development of a physical education learning model through games.

Mastery of basic movements in physical education learning based on playing games is the physical activity that is most rich in movement structure which is carried out by relying on games. The basic movements of playing games build a complete movement pattern in children through the process of practicing or doing games repeatedly. All sports require basic movements (Dlis, 2018).

Based on the foregoing, it can be concluded that students' perceptions of the development of physical education learning models through the games of elementary school students in Musi Rawas Regency are positive. The learning approach through games will help students in the process of transferring knowledge well. The physical education learning process approach must be able to make learning more enjoyable. This can increase interest and enthusiasm for learning so that students can do physical education learning correctly and achieve their learning goals.

#### **D. Conclusion**

Students' perceptions of physical education learning models through games have a positive and more meaningful impact. This shows that students are very enthusiastic and need learning that is different from the previous with the development of the model that will be researched by the researcher. Learning through a game approach that engages students in active and fun learning. Based on this, the learning model of physical education techniques through a game approach can answer obstacles about students' difficulties in learning basic movements in physical education in the learning process. The physical education learning model through games can be beneficial for teachers, students and society in general as reference material in learning basic movements of physical education.

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