

## **BADAS ROUNDERS GAME LEARNING FOR CLASS V MIS BUSTANUL ULUM BADAS: A STUDY BASIC SKILL LEVEL**

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### **ABSTRACT**

Physical education, sports, and health are some of the most popular subjects for elementary school children. In addition, through learning physical education, sports and health, children can learn while playing, because many of the materials taught are related to games. The rounders game is a material in the fifth-grade elementary school learning curriculum. So, research on basic skills in learning the rounders game is very necessary to understand the learning process and the development of students' skills. This research is descriptive research with a survey method that aims to determine the level of basic skills, especially in the rounders game material. The data obtained through the test of practice and practice was analyzed using descriptive statistical techniques in the form of percentages. The instruments used to collect data through skill tests are ball throwing, catching, and hitting ball tests with a validity level of 0.413, with a throwing reliability level of 0.765, a hitting reliability level of 0.723, and a catching reliability level of 0.785. The results of the research on the basic skills of playing rounders are divided into several categories: "very high, high, medium, low, and very low." The results of the research on the basic skills of the rounders game from 26 students were found to be 11.5% very high, 23.0% high, 30.7% medium, 26.4% low, and 7.6% very low.

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## **1. INTRODUCTION**

In general, national education develops students' potential skills in order to establish a thriving society. According to Chapter II, Article 3 of the concerning the national education system, national education serves to develop skills and shape the character and civilization of a dignified nation in the context of educating the nation's life, with the goal of developing students' potential to become good human beings. Have a noble character, are healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens, and have trust and fear of God Almighty (Omeri, 2015; Sujana, 2019).

The role of each subject that is required to be taught to students in order to achieve the national education goals requires mutually supportive performance between components in the education system in each education unit, not least the role of each

subject that is required to be taught to students to achieve the national education goals (Shepard, 2000; Haigh, 2002).

Education plays a critical part in a nation's and state's success in the current era of globalization (Malik, 2018; Dewantara et al., 2019; Tröhler, 2020). Quality human resources in terms of material and spiritual resources can be generated through education, one of which is physical education. According to (Permendiknas No. 22, 2006), the goal of physical education in sports and health is for pupils to develop the following abilities: 1) Through varied physical activities and selected sports, acquire self-management abilities in the development and maintenance of physical fitness and a healthy lifestyle, 2) Improving fundamental movement abilities and capabilities, and 3) Instilling values such as sportsmanship, honesty, discipline, responsibility, cooperation, confidence, and democracy.

Physical education, as a sub-system of education, plays a critical and essential role in improving the overall quality of Indonesians (Ma'mun, 2015). In terms of the formation of quality individuals, physical education strives to accomplish physical progress, physical fitness, health, skills, intelligence, enhanced mindset, and a joyful personality. Basic movement skills are vital talents in everyday life, and developing basic skills in physical education is believed to make learning more successful (Gallahue & Donnelly, 2007; Bailey et al., 2009; Pambudi et al., 2019; Prieto-Ayuso et al., 2021).

According to the above description, a child will move more, play with friends, and engage in direct activities when they are in elementary school, which is between the ages of 6 and 12. What must be considered is that the physical education teaching and learning process must be adapted to the developmental conditions of students (students) in a practical way, which means that the teaching and learning process must be implemented quickly, whether it is how to give instructions or how to implement to students.

Initial observations made in class V MIS Bustanul Ulum Badas for the academic year 2021/2022, particularly class V, which had 26 students, revealed that the majority of students lacked basic abilities in playing the rounders game. Initial observations with a total of 26 students revealed a very high 0%, a high 13 students (50.00%), 7 students (26.92%), and fewer than 6 students (13.04%) with completeness based on formative test results as many as 4 students (23.07%), and an average value of learning outcomes of 56.52. These findings demonstrate the students' inability to practice rounders tactics.

The researchers conducted a study on "Basic Skill Levels in Learning the Rounders Game for Class V MIS Bustanul Ulum Badas Students in the 2021/2022 Academic Year" based on their initial observations. The skills of throwing, catching, and hitting the ball in the rounders game are the basic talents that the writer will look at.

## Literature Review

PJOK plays an essential role because it allows children to be directly involved in a variety of learning experiences through physical activities, play, and sports that are implemented systematically in elementary schools from grades I to VI using a variety of materials (Yoda et al., 2021; Hidajat & Sujarwo, 2022). One of them is the material for the small ball game rounders, which is taught in grade V at the elementary school level in semester 1 and is included in the scope of basic motion of the small ball game (rounders game) (Irsyada, 2018; Saputri, 2020).

Rounders is a team sport in which players hit a little ball with a bat (Saikia & Bhattacharjee, 2011; Haegele et al., 2014). Rounders, according to Arfiani (Tomi Ripandi, et al. 2017), is a baseball-like sport. Two teams take turns as the batting team and the guard

team in this rounders game. In other terms, the rounders game is a little ball game in which two teams, the guard team and the batting team, compete against each other.

As a result, each team must have a captain who is in charge of regulating and directing the game's path. The team captain is also responsible for maintaining a spirit of togetherness and collaboration among the players. The team leader must also be able to motivate his teammates to compete with enthusiasm. The ability to hit, catch, and throw the ball is the most basic skill required when playing rounders. Similarly, every member of the team must be able to run. The rounders game, according to (Sucipto & Arifin, 2020; Febrianto et al., 2020), is one of the tiny ball sports that includes components of motion such as running, jumping, throwing, hitting, and so on, indicating that it is frequently played by children. It will be able to help them develop their fundamental movement abilities. A referee oversees the game, with the help of an assistant referee and a scorer.

Rounders, a game that originated in England (Bloyce, 2008), became popular in Indonesia around 1950. Rounders were contested in PON II in 1951. Baseball and softball are based on this game. Rounders is a sport that helps people improve their basic movement skills. When players learn the skills of tossing the ball, catching the ball, hitting the ball, and running at a fast pace, the game becomes more interesting. The rounders game is a tool in PJOK learning in primary schools that not only gives manipulative motion experience, but also develops cooperation and sportsmanship (Haegele et al., 2014).

In everyday life, every human being is normally endowed with basic skills in the form of movement. Individual or group movement talents are required. These movement skills emerge as a result of one's age, physique, body nutrition, and movement training experience. Skills can also be defined as the ability to make intelligent decisions in any situation. While the core meaning of the word is "talent" or "innate from birth" (Depdiknas, 2005).

## 2. METHOD

This study uses a survey approach to measure the degree of basic skills in learning the rounders game for students in class V at MIS Bustanul Ulum Badas. The percentages acquired from the deed/practice test were used to examine the data obtained from the deed/practice test. The level of basic skills in playing the rounders game for class V MIS Bustanul Ulum Badas in the 2021/2022 school year is the research variable. The skills or talents that the fifth-grade pupils of MIS Bustanul Ulum Badas have to play rounders are the basic competencies. Throwing, hitting, and catching the ball are all basic skills. Throwing the ball, striking the ball, and catching the ball will be used to measure these variables. The participants in this study were all fifth-grade students from MIS Bustanul Ulum Badas, with a total of 26 kids (12 males and 14 females).

The researcher employed the basic abilities of playing rounders, which included tossing the ball, hitting the ball, and catching the ball, to collect data on the basic skill level of learning the rounders game for class V MIS Bustanul Ulum Badas. Prior to assessing the data, the researcher conducted validity and reliability tests on the data. Validity is a metric that indicates how valid or valid an instrument is (Arikunto, 2006:168). The Product Moment Correlation approach in the SPSS Statistics application is used to determine validity.

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

The purpose of this study is to determine the basic skill level of fifth-grade students at MIS Bustanul Ulum Badas in learning rounders. To determine the level of basic skills in learning the rounders game, five categories are used: very high, high, medium, low, and very low. The following are the findings of a study on the basic skill level in learning the rounders game for class V MIS Bustanul Ulum Badas, which included tests of throwing the ball, hitting the ball, and catching the ball:

##### 1. Basic Skills of Throwing a Rounders Ball

The results of the data analysis of the 5th grade rounders ball throwing test at MIS Bustanul Ulum Badas can be seen in the following table 1:

Table 1. Percentage of Basic Skills in Throwing Rounders Balls for Class V .  
Students

| No    | Interval               | Category  | F  | Percentage |
|-------|------------------------|-----------|----|------------|
| 1     | $43,18 < X$            | Very high | 2  | 7,5%       |
| 2     | $39,21 < X \leq 43,18$ | Tall      | 6  | 23,0%      |
| 3     | $35,23 < X \leq 39,21$ | Currently | 11 | 42,3%      |
| 4     | $31,26 < X \leq 35,23$ | Low       | 3  | 11,5%      |
| 5     | $X < 31,26$            | Very low  | 4  | 15,3%      |
| Total |                        |           | 26 | 100%       |

According to table 1, a total of 26 students were obtained, with as many as 2 students (7.5 percent) having skills in throwing rounders balls in the very high category, as many as 6 students (23.0 percent) having skills in throwing rounders balls in the high category, as many as 11 students (42.3 percent) having rounders ball throwing skills in the medium category, 3 students (11.5 percent) having rounders ball throwing skills in the low category, and as many as 4 students (15.3 percent) having rounders ball throwing skills in

If the data from the rounders ball throwing skills of the fifth-grade students at MIS Bustanul Ulum Badas is depicted in a bar chart as shown Figure 1:



Figure 1. Bar Diagram of Basic Skills Throwing Balls Rounders Class V MIS Bustanul Ulum Badas

##### 2. Basic Skills for Hitting the Ball Rounders

The results of the data analysis of the rounders ball hitting test for class V MIS Bustanul Ulum Badas can be seen in the following table 2.

**Table 2.** Percentage of Basic Skills Hitting Rounders Balls for Class V MIS Bustanul Ulum Badas

| No    | Interval             | Category  | F  | Percentage |
|-------|----------------------|-----------|----|------------|
| 1     | $8,39 < X$           | Very high | 2  | 7,6%       |
| 2     | $7,18 < X \leq 8,39$ | Tall      | 8  | 30,7%      |
| 3     | $5,96 < X \leq 7,18$ | Currently | 12 | 46,1%      |
| 4     | $4,75 < X \leq 5,96$ | Low       | 3  | 11,5%      |
| 5     | $X < 4,75$           | Very low  | 1  | 3,8%       |
| Total |                      |           | 26 | 100%       |

According to table 2, a total of 26 students were obtained, with as many as 2 students (7.6 percent) having rounders ball hitting skills in the very high category, as many as 8 students (30.7 percent) having rounders ball hitting skills in the high category, as many as 12 students (46.1 percent) having rounders ball hitting skills in the medium category, 3 students (11.5 percent) having rounders ball hitting skills in the low category, and 1 student (3.8 percent) having rounders ball hitting skills in the medium category.

Figure 2 depicts the results of the data on the basic skills of hitting the rounders ball for the fifth-grade students of MIS Bustanul Ulum Badas above in a bar chart:

**Figure 2.** Bar Chart Basic Skills Hitting the Ball Rounders Class V MIS Bustanul Ulum Badas

### 3. Basic Skills for Catching Ball Rounders

The results of the data analysis of the rounders ball catching test for class V MIS Bustanul Ulum Badas can be seen in the following table:

**Table 3.** Percentage of Basic Skills for Catching Rounders Balls for Class V MIS Bustanul Ulum Badas

| No    | Interval             | Category  | F  | Percentage |
|-------|----------------------|-----------|----|------------|
| 1     | $9,72 < X$           | Very high | 6  | 23,0%      |
| 2     | $8,49 < X \leq 9,72$ | Tall      | 5  | 19,2%      |
| 3     | $7,25 < X \leq 8,49$ | Currently | 11 | 42,3%      |
| 4     | $6,02 < X \leq 7,25$ | Low       | 2  | 7,6%       |
| 5     | $X < 6,02$           | Very low  | 2  | 7,6%       |
| Total |                      |           | 26 | 100%       |

According to table 3, a total of 26 students were obtained, with as many as 6 students (23.0 percent) having rounders ball catching skills in the very high category,

5 students (19.2 percent) having rounders ball catching skills in the high category, 11 students (42.3 percent) having skills in catching rounders balls in the medium category, 2 students (7.6 percent) having skills in catching rounders balls in the low category, and as many as 2 students (7.6 percent) having skills in catching round

From the results of the data on the basic skills of catching the ball rounders for the fifth grade students of MIS Bustanul Ulum Badas above, it is depicted in the bar chart in Figure 3.



Figure 3. Bar Chart Basic Skills for Catching Ball Rounders Class V MIS Bustanul Ulum Badas

#### 4. Basic Skills to Play Rounders

The results of the data analysis of the basic skills test for playing rounders for class V MIS Bustanul Ulum Badas can be seen in the following table 4:

Table 4. Percentage of Basic Skills in Playing Rounders for Class V MIS Bustanul Ulum Badas

| No    | Interval               | Category  | F  | Percentage |
|-------|------------------------|-----------|----|------------|
| 1     | $59,47 < X$            | Very high | 3  | 11,5%      |
| 2     | $54,24 < X \leq 59,47$ | Tall      | 6  | 23,0%      |
| 3     | $49,00 < X \leq 54,24$ | Currently | 8  | 30,7%      |
| 4     | $43,77 < X \leq 49,00$ | Low       | 7  | 26,9%      |
| 5     | $X < 43,77$            | Very low  | 2  | 7,6%       |
| Total |                        |           | 26 | 100%       |

According to table 4, a total of 26 students were obtained, with as many as 3 students (11.5 percent) having basic rounders skills in the very high category, as many as 6 students (23.0 percent) having basic rounders skills in the high category, as many as 8 students (30.7 percent) having basic rounders skills in the medium category, 7 students (26.9 percent) having basic rounders skills in the low category, and 2 students (7.6 percent) having b

Figure 4 depicts the results of the data on the basic skills of playing rounders for the fifth grade students of MIS Bustanul Ulum Badas above



**Figure 4.** Bar Chart Basic Skills Level Playing Rounders Class V MIS Bustanul Ulum Badas

### 3.2. Discussion

Throwing, hitting, and catching are fundamental skills/abilities required to play rounders well. The goal of throwing the ball in a rounders game is to pass it to a teammate or the base guard in order to kill the opponent (Warni & Arifin, 2020). The basic skills of throwing rounders balls for class V MIS Bustanul Ulum Badas, with a total of 26 students, are as follows: 2 students (7.5 percent) have skills in throwing rounders balls in the very high category, and as many as 6 students (23.0 percent) have skills in throwing rounders balls. As many as 11 students (42.3 percent) had rounders ball throwing skills in the medium category in the high category, as many as 3 students (11.5 percent) had rounders ball throwing skills in the low category, and as many as 4 students (15.3%) had rounders ball throwing skills in the very low category.

Hitting the ball is one of the fundamental techniques in the game of rounders; if you hit a good shot, you will have a chance to score (Sucipto & Arifin, 2020; Syamsuar & Zen, 2021). Basic skills of hitting rounders balls for class V MIS Bustanul Ulum Badas with a total of 26 students are as follows: 2 students (7.6%) have skills to hit rounders balls in the very high category, as many as 8 students (30.7%) have skills to hit rounders balls in the high category, as many as 12 students (46.1%) had rounders ball hitting skills in the medium category, 3 students (11.5%) had rounders ball hitting skills in the low category, and 1 student

Catching the ball is another fundamental skill that must be mastered when playing rounders, especially if you are on a guard team (Ward, 2012; Sucipto & Arifin, 2020; Syamsuar & Zen, 2021). If we can catch the ball well, we can quickly kill the opponent without wasting time chasing the ball that escapes our grasp. The basic skills of catching rounders balls for class V MIS Bustanul Ulum Badas with a total of 26 students are 6 students (23.0 percent) having very high rounders ball catching skills, 5 students (19.2 percent) having high rounders ball catching skills, 11 students (42.3 percent) having medium rounders ball catching skills, and 2 students (7.6 percent) having low rounders ball catching skills.

Overall, the basic skills of playing rounders for the fifth-grade students of MIS Bustanul Ulum Badas, which include throwing the ball, hitting the ball, and catching the ball, were obtained by 26 students, with as many as 3 students (11.5 percent) having basic skills in this category. 6 students (23.0%) had basic rounders skills in the high category, 8 students (30.7%) had basic rounders skills in the medium category, 7 students (26.4%) had basic rounders skills in the low category, and 2 students (7.6%) had basic rounders skills in the very low category.

Because it uses an inadequate area to play rounders with the ball and the actual size of the field, the outcome of this research is that when learning rounders, it utilizes an inadequate place to play rounders with the ball. The field is scaled to the size of the schoolyard. Finally, research with a basic competence level in playing the rounders game in class V MIS Bustanul Ulum Badas can offer a good contribution in terms of improving the learning process in madrasas and as a source of reference material for future study. This findings is supported by various previous studies, namely the rounders game can make a positive contribution to learning, especially PJOK (Ripandi et al., 2017; Benny & Kasmad, 2019; Sucipto & Arifin, 2020; Warni & Arifin, 2020).

#### 4. CONCLUSION

The study's findings show that the basic competence level of playing the rounders game in class V MIS Bustanul Ulum Badas is moderate, based on the data calculations. Overall, 3 students (11.5%) have basic skills in playing rounders in the very high category, 6 students (23.0%) have basic skills in playing rounders in the high category, 8 students (30.7%) have basic skills in playing rounders in the medium category, 7 students (26.4%) have basic skills in playing rounders in the low category, and 2 students (7.6%) have basic skills in plowing.

Further research on the application of the rounders game to improve students' basic rounders game skills in the PJOK learning process is needed, based on the findings of this study. Further research must ensure that students comprehend the rounders game and that teachers are more imaginative in their application of the game so that students' fundamental skills in the rounders game material improve.

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