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EXPLORING STUDENTS' ACADEMIC ACHIEVEMENT IN BASKETBALL LEARNING: SIMPLE GAME MODIFICATIONS FOR PRIMARY SCHOOL STUDENTS

Agung Prasetyo Budi [1], La Kamadi [2], Sofyan Haeruddin [3]
[1] MI Raudlatul Mutaallimin Blitar, East Java, Indonesia
[2] Universitas Negeri Makassar, Indonesia
[3] SMPN 18 Makassar, Indonesia

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ABSTRACT

Research on the use of simple games as modifications in basketball materials aims to make it easier for students to practice basketball at Mi plus Raudlatul Muta'allimin. The available methods are very limited with the number of students, as many as 35 people in class V, making learning with basketball materials a little difficult. The data collection method used is the questionnaire method. The data analysis technique used is quantitative descriptive data analysis. Based on the results of data analysis shows that there is a decrease in student academic achievement in learning basketball by -6.58%. So it can be said that there is no effect of modified basketball game on student achievement in basketball learning. In addition, the results of hypothesis testing show that the value of Sig = 1.019 ≥ α = 0.05. This means that H0 is accepted and Ha is rejected, so that there is no effect of the modified basketball game on the academic achievement of the fifth grade students of MI Plus Raudlatul Muta'allimin. As a suggestion, further research is needed on the effect of modified basketball games on academic achievement in basketball learning.

Corresponding Author:

Agung Prasetyo Budi,
MI Raudlatul Mutaallimin Blitar, East Java, Indonesia
Email: karinaariestin@gmail.com

1. INTRODUCTION

Physical Education, Sports, and Health (PJOK) is a form of learning that involves physical activity combined with knowledge of various general sports so that it is easy for students to accept. The learning model that must be considered is in accordance with the reference to the PJOK subject at school (Adi et al., 2018; Gandasari, 2019; Marheni et al., 2020; Utamayasa, 2021). So, for physical education, learning can be used by students to channel their talents or enjoy fun physical activities. If it is not immediately followed up on, it will have an impact on learning material that has not been conveyed, which in this case is basic basketball material.

Education carried out in the development of children can be explained as education is not a "coercion" program for children, so it can be said that it is an ability possessed by adults regardless of the condition of the child. From the explanation of education above, the concept that is suitable for use in this research is the concept of an approach to children, namely the concept of Developmentally Appropriate Practice (DAP), or

proper education for early childhood children (Goldstein, 2008; Abu-Jaber et al., 2010; Sanders & Farago, 2018).

In the existing concept, each student must have their respective advantages and disadvantages in certain fields, so teachers must be observant to see the advantages and disadvantages of students, which can be predicted, such as physical activity, emotional, social, and cognitive aspects (Eysenck & Keane, 2015). There are characteristics of children's development at the basic age level, namely in gross motor development, which involves physical activity in the form of jumping, throwing, catching, and running (Gallahue & Donnelly, 2007).

From what has been explained above, it can be concluded that the teacher must be the main role in educating and directing to be even better. Individual readiness as a student in learning will determine the quality of the process and student achievement. Students' self-readiness is very important to achieving success in learning activities. The success of students in doing readiness before taking lessons can determine the success of students in learning, so it will affect student achievement. The success or failure of a learning program depends on how the learning process is experienced by students (Zuber-Skerritt, 2002). There are two factors that influence student success in learning, namely: external factors (which come from outside the students) and internal factors (from within the students) (Linnenbrink & Pintrich, 2002; Zimmerman, 2013; Kurniawan et al., 2021).

These factors have an impact and influence on learning achievement (Kurniawan et al., 2021). Students who do not have readiness in learning tend to show low learning achievements. On the contrary, students who have readiness in learning tend to show high levels of learning achievement. As a result, the high and low levels of learning achievement are determined by the students' readiness to learn and the learning model used by the teacher.

As a teacher, you must be smart to try more different treatments so that students can be excited and interested when taking lessons. The teacher must make the learning atmosphere interesting, and fun, and apply various learning models or media. From the existing review, the researcher will see the high and low academic achievement found in class V MI Plus Raudlatul Muta'allimin students by providing a modified learning model to find out how high students' interest in learning at the school.

A modification is an activity that changes the shape of an activity to be interesting and fun without changing the original game rules. Modification refers to a creation that features fun tools and tools and makes students more interested in new learning (Malone & Lepper, 2021). Implementing a modified game is needed by PJOK teachers to pay more attention to a new and fun creation. This is because a modified learning model can become a new teaching material to assist the implementation of teaching and learning if the facilities or infrastructure in the school do not support it (Basuki et al., 2019; Masgumelar & Dwiyogo, 2020). The essence of modification is the development of subject matter by modifying it to make it easier for students to do something so that learning can be more effective. This method is intended to guide, direct, and teach

students from not being able to be able, and from not understanding to being more understanding.

Based on the results of direct observations on field reviews that have been carried out with PJOK teachers, it can be seen that there has never been a modification of the basketball game in the form of tools or facilities because the facilities and infrastructure have been supported. Moreover, it is found that students' PJOK scores are still below the KKM average. Although the facilities and infrastructure at MI Plus Raudlatul Muta'allimin are adequate, learning has been done by the PJOK teacher at the school is less able to use the existing facilities and infrastructure to the maximum. So it can be concluded that the PJOK learning material is more focused on learning material in the classroom than learning done outside the classroom, which can be said to be rare.

Therefore, it can be seen from the problems above that students' interest and academic achievement in learning is still low. From the existing field conditions, researchers are interested in carrying out a modified basketball game learning model, using volleyball and plastic baskets, with the aim of increasing student academic achievement in participating in basketball learning. In this study, the modified basketball game is expected to be an illustration of PJOK teachers' ability to modify the basketball game into simple forms of play and use the simplest possible equipment. Therefore, it is necessary to do research by modifying a simple game in basketball learning for MI Plus students Raudlatul Muta'allimin, Blitar Regency, East Java, Indonesia.

2. METHOD

The type of research used by the author is quasi-experimental with a quantitative approach to find out how high the influence of the modified basketball game on students' academic achievement in learning basketball is. This research was conducted from February 24 to March 10, 2021, namely to examine the effect of the modified basketball game on students' academic achievement in learning. The research was conducted over 2 face-to-face meetings. The population in this study were students of class V MI Plus Raudlatul Muta'allimin, totaling 35 students. The sample taken from this research is class V, which consists of 35 students.

The research instrument used was a academic achievement questionnaire, and the data collection techniques used in this study were questionnaires and interviews. The data analysis used is descriptive quantitative.

3. RESULTS AND DISCUSSION

The distribution of the data below presents the results of the pre-test and post-test. The pre-test and post-test scores were obtained from the statements of a academic achievement questionnaire, totaling 35 statements submitted and divided by category. These are both positive and negative statements. The statistical calculations carried out can be explained as follows in Table 1.

Table 1. Pretest and posttest results

Description	Pre-test	Post-test	Deviation
Average	64,59	68,34	3,75
Standard Deviation	7,261	5,835	-1,426
variance	49,323	33,47	-15,853
Minimum Value	44	56	12
Maximum Value	73	77	4
Enhancement			-6,58

From Table 1 above, it can be seen that there was no increase in students' academic achievement in learning basketball before and after being treated to a modified basketball game. The students showed a decrease in students academic achievement in learning basketball by -6.58%. So it can be said that there is no effect of the modified basketball game on students' academic achievement in learning basketball for class V MI Plus Raudlatul Muta'allimin Blitar Regency.

1) Hypothesis testing

a) Ho : data distribution is normal

b) Ha : data distribution is not normal

2) The criteria for testing data are normally distributed

a) Significance (p) > = 0.05 Then the data is normally distributed

b) Significance (p) < = 0.05 Then the data is not normally distributed

Table 2. Normality Test

Description	Pre-test	Post-test
N	35	35
Mean	54,24	58,13
P-Value	0,303	0,945
Information	(p) > α = 0,05	(p) > α = 0,05
Status	Normal	Normal

From Table 2 above, it can be seen that a significant change in academic achievement in learning in basketball learning for pre-test and post-test obtained a significant P-value greater than the alpha value (5%), so it was decided that Ho was accepted, meaning the data obtained has a normal distribution. So, the research data can be used for hypothesis testing.

Furthermore, a hypothesis test was conducted to test the effect of the modified basketball game on students' academic achievement in learning. The results of the analysis are presented in Table 3 below.

Table 3. T-Test Results

Variable	T	T table	Sig (2 tailed)	Information
Pre-test and post-test	-3,821	2,709	1,019	No upgrade

Based on Table 3 above, shows that the results of the pre-test and post-test t-test have a Tcount value of -3.821 ≤ table 2.709 with Sig = 1.019 ≥ α = 0.05 which is in accordance with the test criteria. This means that H0 is accepted and Ha is rejected, so there is no effect of the modified basketball game on the learning academic achievement of the fifth-grade students of MI Plus Raudlatul Muta'allimin. In this study, there are several factors in the field that affect the research process. That is the way the teacher conveys information to students about basketball equipment, causing them to not understand how to play the basketball game. And it can be explained that the PJOK teacher learning system itself cannot focus on learning physical education, health, and recreation because PJOK teachers are still given tasks other than sports lessons. So it can be concluded that there is no effect of the modified basketball game on increasing student academic achievement in learning in class V MI Plus Raudlatul Muta'allimin.

4. CONCLUSION

The conclusions of the research results are based on the results of the analysis and discussion that there is no increase in academic achievement with simple game modifications in basketball learning for MI Plus students in Raudlatul Muta'allimin, Blitar Regency. Based on the results of hypothesis testing show that the value of Sig = 1.019 ≥ α = 0.05. This means that H0 is accepted and Ha is rejected, so that there is no effect of the modified basketball game on the academic achievement of the fifth-grade students. Therefore, as a suggestion.

a. Based on the results of this study, further research is needed on the effect of modified basketball games on learners' academic achievement in basketball learning. The PJOK teacher should provide a clearer explanation for the students to be able to play the game well.
b. PJOK teachers are expected to provide more learning outside the classroom because students are more interested in learning that is carried out outside the classroom.
c. In giving basketball games, you should pay attention to learning models and methods so that students are more interested in participating in basketball lessons. And further research is expected to change the research design from one group to a control group so that data collection is easier.

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