

Implementation of Small Game Modifications as a Form of Warm-Up to Student's Interest in Physical Education Learning at MAN 1 Musi Banyuasin

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Abstract: Warm-up activities are important activities before students carry out core activities in physical education learning, but since the covid 19 last year physical education learning has been forced to be carried out online, and when learning is carried out offline, many of the students do not look serious and lazy on the grounds that warm-up activities are just that, and there is no challenge when doing warm-up activities during learning and boring; therefore, there is a need for small game modifications when doing warm-up activities so that students are interested in participating in physical education learning. Therefore, this study aimed to determine the implementation of small game modifications as a form of warm-up to students' interest in learning Physical Education. The population comprised 150 class XII MAN 1 Musi Banyuasin individuals. The sample in this study consisted of 35 students who were recruited using the cluster random sampling technique. This study used an experimental method. A questionnaire with 20 statements was used for data collection. Validity and reliability were tested by experts using a questionnaire with 20 statement items. Validity and reliability testing using validity tests by experts. The results showed that there was a significant effect on the implementation of small game modifications as a form of warm-up on student interest in learning physical education, as evidenced by the results of student answers through distributing questionnaires of overall student answers from questionnaires no. 1-20 on average, students answered that they agreed with a total of 269. The lowest number of student answers strongly disagreed, with a total of 23.

Keywords: Interest, Physical Education, Small Game Modification, Warm-up

A. Introduction

Physical education is actually synonymous with sports education. Sport as a tool to educate students, aims to form a whole human being physically and mentally healthy (Sukimo, 2014). Physical education experts agree that the purpose of education is 1) the development of body organs to improve health and physical fitness, 2) neuromuscular development, 3) mental-emotional development, 4) social development, and 5) intellectual development (Harsuki, 2003). If you want to do

physical education at school, there are three things that must be addressed: 1) Warning Up (Warm Up) (2-4 Minutes); 2) Exercise (20-27 minutes); 3) Cooling Down (Calming) (2-4 Minutes) (Harsuki, 2003).

Physical education actualizes the potential of human activity in the form of attitudes, actions, and works that are given form, content, and direction towards the roundness of personality in accordance with humanitarian ideals. Physical education and sports are two terms that are interrelated and have a very strong impact on the development and functioning of sports social values. Physical education is an integral part of the overall educational process. That is, physical education become one of the ways to help achieve overall educational goals (Husdarta, 2010). Physical Education learning at school cannot be separated from various movement activities using various forms of games (Budi et al., 2019; Budi et al., 2019). Just like in PJOK (Physical Education) learning, students are taught various small games such as relay ball games, fishing, and 'hitam hijau' (a local game). In order to increase students' interest in PJOK learning (Afandi & Hartati, 2017).

The game embodies the instrument as an achievement of direction in physical education, for that game can be given to children without tools or tools (Gustiwati, 2017). Games can be a medium for carrying out movement activities when physical education learning activities are conducted because they are a special attraction for students to move with enthusiasm. Interest has many positive effects on the process and outcomes of learning. High levels of interest lead to increased attention and readiness of students to engage in the learning material, thereby increasing the likelihood of success in learning (Andriani & Rasto, 2019). Therefore, games can be a solution in physical education, especially during warm-up activities before core activities.

The games used in this study were small games or small game modifications, specifically for warm-up activities. Warming up is the first stage before the core activities. Warming up is very important before starting the core activities in sports, as warm-up functions as a stage in preparing body and muscle temperature, improving blood circulation and increasing oxygen flow into the body, improving muscle contraction and speed of reflex movements, and preventing injury (Yudanto, 2011).

The form of warm-up that will be used to foster students' interest is by using small games. Students will not feel bored or saturated because there will be interactions among students, enabling them to collaborate with their peers in Physical Education learning (Balázs, et al., 2015). Playing games before core activities in PE learning can increase students' interest in participating in the PE learning process so that students with high interest are more enthusiastic about participating in the learning process after warming up. These small games serve as an alternative to avoid boredom in

learning (Azi, 2018). The games used in this research included simple games with or without tools. There are several examples of the form of the game, namely tikung kawan, jumping kaki kawan, and jumping kaki kawan. Small games are simple games that can be designed by the teacher according to existing conditions and needs, and do not have standardized rules for both the size of the field and the duration and number of people participating in the game.

This small game modification is one of the options to ensure that students are not bored in PE learning activities. This game was specifically designed to foster enthusiasm, excitement, and cohesiveness in learning activities. Small games can be adjusted to the circumstances or situations in which and when the game in question is carried out. Warming up in small games can be done through simple games with or without tools. The movements in these small games affect the work of the muscles of the feet, hands, and even all muscles in the human body.

Therefore, when starting physical education learning before entering the core material, it is necessary to modify small games so that students are hooked and increase their interest in participating in PE learning. This small game modification can also make students feel less bored because of the interaction, togetherness, and cohesiveness, so that children can work together with their friends in learning. The purpose of small games in physical education for students is to develop students to stay fit and healthy so that they can support students in participating in physical education learning at school. In terms of characteristics, small games are adapted from traditional games existing in society. Small games are a form of play that does not have standardized rules, including the game's regulations, game leaders, the media used, field size, or game duration (Blegur, 2019).

Interest is a sense of preference and a sense of attachment to a thing or activity, without anyone telling you to interest is the attitude of a person's soul, including the three functions of his soul (cognition, conation, and emotion), which is aimed at something, and in that relationship, the element of strong feelings (Ahmadi, 2009). Interest itself is very important to develop in students and female students, particularly in order to foster high enthusiasm in participating in the learning process, especially PE, and the low interest of students in participating in PE learning is one of the causes, namely the lack of innovation in implementing learning.

Teachers must innovate so that students' interest is provoked by participating in learning, especially PE. Based on the explanation above, the modification of small games has a very important relationship with physical, with the element of play requiring students to play together and cooperate, which ultimately results in interaction between friends, which involves the process of social relations and togetherness in children so that children are interested in participating in PE learning.

B. Methods

This type of research is experimental. The population of this study was XII grade students of MAN 1 Musi Banyuasin, totaling 150 students from 5 classes. Among these, class XII MIA 1 = 30, XII MIA 2 = 30, XII MIA 3 = 30, XII IIS 1 = 30, and XII IIS 2 = 30. The sampling technique used in this study was a cluster random sampling technique, where the sampling number was drawn randomly from five classes and finally obtained XII MIA 3 class as many as 30 students. The research instrument was a questionnaire of interest.

C. Results and Discussion

Data were analyzed using the SPSS software. Validity and reliability testing using validity tests by experts. The results showed that there was a significant effect on the implementation of small game modifications as a form of warm-up on student interest in learning physical education, as evidenced by the results of student answers through distributing questionnaires of student answers as a whole from questionnaire no. 1-20 the average student answered agree with a total of 269. And the lowest number of student answers is strongly disagree with a total of 23.

The results of this study indicate that the modification of small games or small games has a positive influence on student interest in participating in PE learning, meaning that after being given small game modifications to students before core activities in PE, student interest increases. In line with the results of relevant research, which shows that there is a 4% increase in PE learning by applying small games as a form of warm-up to student motivation in learning volleyball (Endratmo & Hartati, 2013).

Therefore, to achieve one of the goals of PE, small game modification is a solution for students to foster interest in participating in PE learning. Small game modifications are also beneficial for the development of movement skills, cohesiveness, and social skills among students; characteristically, small game modifications are adopted from traditional games in the community. Small game modification is a form of game in which the way of playing does not have specific rules, both in the way of playing time and the number of participants playing, and the rules of playing are not standardized. Small game modifications show that there is an influence between warm-up without using and using small game modifications on students' interest in participating in PE learning, where warm-up using small game modifications is better than that without using small game modifications. Therefore, we can conclude that small game modifications in warm-up can increase students' interest in PE learning. The strategy applied in small game activities, namely the games of tikung kawan, jumping kaki kawan, and jumping kaki kawan, can make students more active and enthusiastic about participating in PE learning. Generally, interest can be defined as a feeling, desire, or liking towards any activity or physical education (Qohhar, et al., 2019).

Interest arises due to needs and desires related to oneself. Students' interest will develop if there is positive feedback from the teacher, such as giving rewards and punishments (Friskawati et al., 2019).

Another finding of this study is that students' interest in PE learning becomes more enthusiastic and cheerful, and strong togetherness between students when implementing games and learning. In general, interest is the attitude of a person's soul, including the three functions of his soul (cognition, conation, and emotion), which is aimed at something and, in that relationship, the element of strong feelings (Ahmadi, 2009). Interest itself is very important to be developed in students, particularly female students, in order to foster high enthusiasm in participating in the learning process, especially PE.

D. Conclusions

The results of the study showed that the implementation of small game modifications as a form of warm-up had a significant effect. This means that small game modifications as a form of warm-up have an impact on increasing students' interest in learning PE at MAN 1 Musi Banyuasin.

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