

# Angry Bird Game Application for Improving Manipulative Motion Learning Outcomes for Students of Class II Public Elementary School 060863 Medan T.A. 2018/2019

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**Abstrak**-This research will be conducted in MAN 1 Medan. The stages of this study include data collection on social behavior, application of teaching style, and data collection of dribbling learning outcomes in soccer games. Implementation of teaching style treatment (convergent and divergent). The time of application of teaching style treatment (convergent and divergent) is done for 4 weeks. With time research as much as 6 times meeting. The research design used is by level 2 x 2 with there are three research variables, namely one dependent variable and two independent variables. As the dependent variable is the result of learning dribbling in a soccer game and the two independent variables are the teaching style and the social behavior of the students. The hypothesis in this research is: 1) There is difference of dribbling learning result in soccer game between the convergent discovery style and the divergent discovery style. 2) There is an interaction between teaching style and social behavior towards dribbling learning outcomes in a soccer game. 3) Students taught with the divergent discovery style with high social behavior are better than students taught with the convergent discovery style with high social behavior. 4) Students taught with the convergent discovery style with social behavior (low social behavior) are better than students taught with the divergent discovery style with low social behavior.

**Keywords** - *Social Behavior; Gaya Mengajar; Dribbling Sepak Bola.*

## I. INTRODUCTION

Physical education is characterized by the process of learning sports movements. The learning of motion skills is one part of learning physical education in schools where the responsibility is imposed so that children have adequate movement skills. Movement skills are the abilities possessed by students as provision for living everyday life.

The goal of Physical Education proposed by the Ministry of National Education (2003: 6) is:

(1) Putting a strong character foundation through the internalization of values in physical education; (2) Building a strong personality base, peace-loving attitude, social attitudes and tolerance in the context of cultural, ethnic and religious diversity; (3) Develop sportsmanship, honesty, discipline, responsibility, cooperation, confidence and physical activity; (4) Develop self-management skills in an effort to develop in the maintenance of physical fitness and a healthy lifestyle through various physical activities; (5) Able to fill leisure time with recreational activities and; (6) Fostering the ability to think critically through practical learning tasks.

In learning physical education in SMA / MA there are several materials, one of which is a large ball. In large ball material there are soccer, volleyball and basketball. One of the most popular in the student environment and an adequate tool is soccer. Football is one of the team games. Each team consists of 11 players, including 1 keeper. This game really requires foot and leg movement skills. Football is very social behavior (social behavior) by Indonesian people, so football is included in the physical education curriculum.

The basic techniques of football consist of: "shooting, trapping, dribbling, heading, grabbing the ball, throwing in, and goalkeepers". Each element has its own characteristics and characteristics which are complex components in football games. To be able to play football well, all these techniques must be maximized.

Dribbling is kicking intermittently or slowly, to move the ball from one area to another when the game is in progress, and is an important technical requirement from individual engineering. The purpose of dribbling the ball is to approach the distance to the target, pass the opponent, and inhibit the game. So that dribbling techniques must be done correctly in

learning. But in reality on the ground, dribbling learning in soccer games at school is not well coordinated.

One of the facts of how to present dribbling learning in football in the field is that learning is monotonous, not given cognitive understanding to students where students must understand what, how and why dribbling is done, then teaching styles that do not arouse student learning motivation, and limited student ability to move.

Based on observations made on students of MAN 1 Medan, there were several problems found:

When doing dribbling techniques there are students who have not been able to do the techniques according to assessment, then the cognitive stages of students are less developed when learning dribbling in soccer games so that the analysis of students when there is no error at all,

Low learning motivation towards physical education learning, this is seen especially for female students where because they use hijab is considered as a barrier to motion, and many female students limit their movement in learning physical education.

School infrastructure that is less supportive causes the material in football not to be carried out in detail where soccer learning is only done by games performed by male students, and female students turn to playing games or other games. Whereas in the RPP there should be sub-subjects learned such as dribbling, dribbling, shooting, heading, tackling, etc. But the implementation is not detailed but only limited to games. The point is if observed the learning process is only limited to doing motion activities that are looking for sweat only.

Based on direct interviews with students of MAN 1 Medan where from several audiences it can be concluded that in soccer learning is only limited to playing games, then students feel that they do not understand what is the purpose of soccer learning, especially female students where they do not feel the benefits of learning from this soccer material, then students hope that physical activity is more interesting because according to them physical education learning is boring and tiring.

Then based on the mid-semester value data of students from 13 classes divided into science and social studies majors where in KD 3 (soccer dribbling) many students did not reach the KKM 75.

In the improvement of the learning outcomes of dribbling material, it is needed the role of the teacher to provide a treatment for students through teaching style, because the application of teaching style greatly influences student learning outcomes. Because in this era of globalization, students are accustomed to learning from what they see, hear, and so on. Thus, if the physical education teacher does not master the teaching style / learning model, it will make students more saturated in learning. The teaching style chosen was the teaching style of Muska Mosston The Convergent

Discovery Style (convergent teaching style) and The Divergent Discovery Style (divergent teaching style).

The characteristic definition of convergent teaching style is guiding each correct response by using a convergent process (Mosston, 2008: 237). Where the convergent process is in the form of questions, assignments, and so on. Convergent style is also called the convergent discovery style. Strategically the teacher guides students to find predetermined information, which is unknown to students (convergent approach)

In this converging style, students find solutions to problems and learn to clarify issues and produce conclusions using logical, reasoned, and critical thinking procedures. The essence: the teacher asks questions. The intrinsic structure of the task or question requires an appropriate answer. Students engage in thinking activities (or other cognitive activities) and try to find the right answer or solution (Mosston, 2008: 238).

Convergent style is a teaching style that applies various questions and the answer to that question is in the form of a movement in physical education learning and the answer consists of only one answer. In the application of convergent style, the role of students is to be able to find a solution to a problem and learn to clarify the issue and draw conclusions by using logical procedures, thought / consideration, and critical thinking. And the role of the teacher is to present questions and answers. The intrinsic structure of the task (question) requires a single, correct answer. Students are involved in the right thinking.

Unlike the implementation of the divergent discovery style, divergent style is a form of problem solving. In this style students have the opportunity to make decisions about a specific task in the subject matter. This style is arranged in such a way that a problem of questions or situations faced by students will require solving. The designs provided will guide students to fulfill individual solutions or answers.

Challenging characteristics of different discovery styles (the divergent discovery style) is finding responses (some) divergent to one question / situation, in certain cognitive operations (Mosston, 2008: 247). The point is that the implementation of this divergent discovery style is with one question, students are free to respond with various responses. For example, the teacher asks how to do dribbling correctly, and students answer with their knowledge. Unlike the convergent teaching style that can only respond with one response.

Not only does it relate to teaching style in increasing the results of learning dribbling in soccer games. However, the psychological aspect of learning is social behavior. Social behavior is one of them, where our education curriculum emphasizes changes in social behavior in the nation's generation. Social behavior will emerge when someone interacts or deals with other people in order to establish a cooperative relationship with others and that behavior gives a value to that person. Social behavior can be in the form of

attitudes or actions and speech which is a form of one's response in interacting with a group, other people or with their environment.

So social behavior is a form of activity that arises because of the interaction between people and people or groups. Social behavior is a person's physical and psychological activities towards others or vice versa in order to fulfill oneself or others in accordance with social demands (Hurlock, B. Elizabeth, 1995: 262).

The phenomenon that occurs in most adolescents who fail to connect socially with peers, so that they are ignored and rejected in peer groups, such as closed or passive behavior, so that teenagers who withdraw themselves from positive relationships with others will choose to be alone, and even they are reluctant to follow activities in school (extracurricular) or indifferent to their environment. This is certainly very detrimental, they will lose the opportunity to learn from experiences that can only be obtained in group membership. In addition to passive behavior, there are also many teenagers who behave aggressively, such as doing disgrace, insulting others, boasting, dressing that is not in accordance with the rules and being rude. Such behavior causes peers to tend to stay away from them, so that they will be marginalized by other peers.

Based on that, the researcher conducted a study entitled "The Influence of Teaching Style and Social Behavior on the Learning Outcomes of Dribbling in Football Games in Class XI MAN 1 Medan Students T.A. 2017/2018 (Experimental Study of The Convergent Discovery Style and The Divergent Discovery Style)".

## II. METHOD

In the research development the research was carried out using the experimental method. The experimental method is a research method that is used to find out the influence of certain treatments (Sugiyono, 2010: 12). In this study is to compare two different teaching styles, namely the convergent discovery style and the divergent discovery style with attribute variables of students' social behavior consisting of high social behavior and low social behavior.

## III. RESULT AND DISCUSSION

This research will be conducted in MAN 1 Medan. The stages of this research include collecting data about social behavior, applying teaching styles, and collecting data on the results of learning dribbling in soccer games. Implementation of teaching style treatment (convergent and divergent). The time to apply the teaching style treatment (convergent and

divergent) is done for 4 weeks. With research time, there were 6 meetings.

As the dependent variable (dependent variable) is the result of learning dribbling in soccer games and two independent variables are teaching styles and social behavior of students.

Learning treatment variables can be divided into two, namely the convergent discovery style (A1) and the divergent discovery style (A2). Variables that influence, namely high social behavior (B1) and low social behavior (B2).

The treatment in this study was to use teaching style as an independent variable, namely the convergent discovery style and divergence, and social behavior as moderator independent variables. Before the teacher / team teaches dribbling material on soccer learning in each treatment class, the researcher first gives signs to the teacher / team regarding the steps taken in the implementation of teaching and learning.

In accordance with the research design, there are two kinds of data that must be collected, namely: (1) data on the results of learning dribbling in soccer games, and (2) data on students' social behavior. To obtain data about the results of dribbling learning in football games and data on students' social behavior, tests and measurements were carried out. To measure the results of learning dribbling in football games and social behavior of students, a research instrument was made.

In accordance with the experimental research design by level 2 x 2, hypothesis testing is carried out using two-way ANOVA analysis. However, before the analysis is carried out, some testing will be carried out first.

The first is processing raw data which aims to find the mean, median, mode, standard deviation, range, maximum value and minimum value. Furthermore the frequency distribution is visualized through tables and histograms. Furthermore, testing the analysis requirements are carried out namely normality test and homogeneity test. After that, the hypothesis was tested by using two-way ANOVA analysis and continued with the Tukey test to determine which group had the results of learning dribbling in a better soccer game which was carried out at a significance level of  $\alpha = 0.05$ .

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