ANALYSIS OF SPRINT LEARNING USING TEAM GAMES TOURNAMENT ON STUDENTS IN SPECIAL NEEDS SCHOOL FOR THE DEFECTIVE, SRAGEN

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Abstract

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The aims of this research were to determine: (1) the quality of sprint learning for deaf students of special schools in Sragen, and (2) the level of achievement of sprint learning output for deaf special school students in Sragen. The research method used was qualitative, with an evaluation strategy based on the QELO (Quality Evaluation and Learning Output) model. Students from special schools for the deaf, a total of 21 students, served as data sources. Observation, interviews, documentation, and questionnaires were used to collect data. The validity of the data was determined by using triangulation techniques, specifically interviews with Physical Education teachers. The results of the questionnaire were analyzed by comparative descriptive analysis and the results of the interviews were analyzed by qualitative descriptive analysis. Based on the findings of the analysis, it was determined that the results of the evaluation of the quality of sprint learning and the level of achievement of sprint learning output using a team games tournament for deaf students from special needs schools in Sragen is categorised into a good category. However, there are several components that Physical Education teachers must consider when implementing learning using the team games tournament method, specifically the components of student attitudes and motivation in learning that need to be improved.

Keywords: Analysis, Sprint Learning, Team Games Tournament

INTRODUCTION

Education is defined as an activity that aids in the development of students in order to achieve educational goals, as well as a process of human development that lasts a lifetime, and through education, a person can actualize himself in everyday life (Sukmadinata, 2007: 97). According to Mukhtar et al (2007: 13), "school is a system that as a whole consists of components of input, process, and output/outcome." In this context, input refers to something that affects the ongoing process, process refers to the transformation of something into something else, and output refers to something that is the result of the process. Physical education is essentially an integral part of the overall education system and serves as a medium to encourage physical growth, psychological development, motor skills, skills, knowledge and reasoning, appreciation of values (attitude, mental, emotional, sportsmanship, spiritual, social), and habituation to a healthy lifestyle that leads to balanced growth and development of physical and psychological qualities. Husdarta (2011: 3) states that "physical education treats the child as a whole unit, a total being, rather than just seeing him as a person with separate physical and mental qualities."

Physical education services are provided to all children, including those with special needs, in the context of inclusive education. Athletics is well-known in the community and among educational institutions, including the Special Needs School. Athletics is taught in schools in four numbers, according to the current syllabus and curriculum: running, jumping, throwing, and walking. The athletic branch's movements are basic human movements such as running, based on the aspect of motion. The goal of teaching athletics is to assist students, particularly those with special needs, in developing and growing in their ability to move and express themselves. The variety of games and sports available to children can help them improve their movement skills. Deaf children can maximize their movement development through athletics, and one aspect of movement that is well developed is gross motor skills. Gross motor is a motor movement that involves large muscles in the body. With motion game models, gross motor development can be stimulated during the physical education learning process. This is necessary because the characteristics of deaf children in the process of movement are that they tend to be silent, shut themselves off, and are lazy to move, and they tend to be passive when playing group games. Deaf children's inactivity in moving leads to poor movement and gross motor development.

Many factors contribute to children with special needs' inability to participate in athletic sports, including the body's inability to respond to previously taught knowledge and a lack of appealing presentation of sports activities by educators or teachers in schools. According to Sidik (2010: 3-4), the running technique that students must master based on the structure of the movement is a support phase and a flight phase. A good and appropriate learning model must be applied by a teacher. According to Suprijono (2010: 46), the learning model is used as a guide in planning learning in class and tutorials. The learning model also guides learning designers and teachers in the planning of teaching and learning activities. Many learning models are chosen in the teaching and learning process based on the material presented by the teacher, one of which is cooperative learning using the Team Games Tournament (TGT) method. Team Games Tournament (TGT) is a type of learning model that is simple to implement by involving all student activities without regard to status, involving students as peer tutors, and incorporating elements of play (Hamdani, 2011: 92).

Based on observations, the results of the implementation and application of the Team Games Tournament (TGT) learning method still face problems and obstacles. The problem faced was that 10 students showed scores below the Minimum Completeness Standard in sprint athletic lessons. If the implementation of this learning method does not provide maximum results, it is necessary to evaluate to find out how far the planning and achievement of the Team Games Tournament (TGT) method has been successfully applied. The learning evaluation includes how the quality of sprint learning and the level of achievement of sprint learning outcomes using a team games tournament are for students of special needs schools in the deaf students of Sragen.

METHODS

The research was conducted for 3 months in Special Needs School, Sragen. This study used a form of qualitative research. Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences (Sparkes and Smith, 2014: 30). The strategy used in the research is evaluation using the quality evaluation and learning output model. The source of data in this study were 21 students of the special school for the deaf section as the main source in the implementation of sprint learning using team games tournaments. The data was taken using a questionnaire sheet containing aspects of evaluating the quality of learning and learning output.

Table 1. Indicators of Questionnaire

No	Evaluation Aspect	Evaluation Component	Indicator
1	The quality of the sprint learning method for the team games tournament	Teacher performance in learning	- Ability to plan lessons - Material mastery - Understanding student characteristics - Ability to manage learning
		Learning Facilities/ Class Environment	- Learning methods and use of equipment - Student cohesiveness - Student participant - Student satisfaction - Teacher support
		Students Attitude	- Student understanding - Students' enjoyment of the lesson
		Students Learning Motivation	- Enthusiastic students with oriented to success
2	The output of the sprint learning method *team games tournament*	Academic proficiency	Assessment of learning output
		Personal Proficiency	- Self-confident
		Social Proficiency	- Ability to work together - Ability to be a leader

The validity of the data was determined through source triangulation, specifically through interviews with Physical Education teachers. Furthermore, for quantitative data, comparative descriptive analysis was used, and for qualitative data, descriptive analysis was used.

Table 2. Criteria for Comparison of the Average Total Score of Each Component

Formula	Rerata Skor	Classification
$X \geq X_i + sb_i$	$X \geq 17$	Very good
$X_i + 1 . sb_i > X \geq X_i$	$17 > X \geq 15$	Good
$X_i > X \geq X_i - 1 . sb_i$	$15 > X \geq 12$	Fair
$X < X_i - 1.sb_i$	$X < 12$	Poor

(Widoyoko, 2011: 238).

Note:

X_i (Ideal Average) = ½ (ideal maximum score + ideal minimum score)

sb_i (Ideal standard deviation) = 1/6 (ideal maximum score – ideal minimum score)

X = *empirical score*

FINDINGS AND DISCUSSION

Table 3. Data Description

Aspect	Component	Average Value	Category
Learning Quality	Teacher Performance in Learning	16	Good
	Learning Facilities	19	Very Good
	Learning Environment	15	Good
	Student Attitude	13	Fair
	Student Motivation	14	Fair
	Total average score	15	Good
Learning Output	Academic Proficiency	13	Fair
	Personal Proficiency	16	Good
	Social Proficiency	17	Very Good
	Total average score	15	Good

Table 3 shows a description of the overall data from the research results. Based on the table, it can be stated that the quality of sprint learning using the team games tournament method is included in the good category, and produces good learning outputs as well.

1. Learning Quality

The learning activities and students' understanding based on the basic competencies and indicators that must be achieved, as well as the performance of teachers who support the learning process, indicate the quality of the learning process. Learning quality is an effort to organize the learning environment, which includes organizational strategies, delivery strategies, and management strategies with the subject of students, so that they run and produce better outputs, and it can be concluded that learning quality is dependent on learning facilities and infrastructure, teacher and student activities in learning activities, and personal involved in learning activities, both teachers and students. The QELO evaluation model divides learning quality into several components that influence learning output. These components include teacher learning performance, learning facilities, learning environments, student attitudes, and student learning motivation.

a. Learning Performance of Teachers

When a teacher conducts teaching and learning interactions in the classroom, including his preparation in the form of semester programs and teaching preparation, his performance can be

seen. According to the study's findings, the teacher's performance in sprint learning was in the good category, indicating that the teacher planned, implemented, and assessed activities. The task of planning, managing, and assessing student learning outputs is linked to the teacher performance. As a planner, the teacher must be able to design learning based on field conditions, as a manager, the teacher must be able to create a positive learning environment for students to learn effectively, and as an evaluator, the teacher must be able to assess the process and student learning outputs.

The teacher has prepared a lesson plan for Physical Fitness based on Permendikbud No. 22 of 2016 with Physical Education subjects for the third week of learning with a time allocation of 4 x 35 minutes. The teacher implements sprint learning using the team games tournament method, which is adapted by the teacher to the characteristics of deaf students who enjoy playing and learning.

As a planner, the teacher must be able to design learning according to the conditions in the field, as a manager, the teacher must be able to create a conducive learning environtment so that students can learn well, and as an evaluator, the teacher must be able to carry out an assessment of the process and student learning outcomes. In planning, the teacher has compiled a lesson plan based on Permendikbud No. 22 of 2016 with Physical Education subjects for Physical Fitness, the third week of learning with an allocation of 4 x 35 minutes. In implementation, the teacher carries out sprint learning with the team games tournament method, this is adjusted by the teacher to the characteristics of deaf students who like to play and tend to be passive. In the assessment, the teacher carries out an assessment by observing the implementation of the lesson. If there are students who still have scores below the Minimum Completeness Standards, the teacher will provide remedial tests. Teacher performance assessment tools, including: (1) learning plans (teaching plans and materials) or called lesson plans (Learning Implementation Plan); (2) learning procedures (classroom procedure); and (3) interpersonal relationships (interpersonal skills). In carrying out good learning, a teacher must make good preparations so that when carrying out learning can be directed according to the learning objectives contained in the indicators of learning success.

b. Learning Facilities

This study assesses the learning of the team games tournament method, which is a sprint learning facility. According to the study's findings, the learning facilities used in sprint learning are categorized as "good". The teacher prepares several games for competition during sprint learning. In practice, however, the competition is not held based on the time. Running speed is important in sprint training. As a result, time is an indicator of success; the faster students run, the less time they require, and thus students become the fastest.

c. Learning Environment

Effective learning necessitates favorable classroom conditions. A conducive class is a learning environment promoting intensive and effective learning. As a result, the teacher establishes classroom conditions and an effective learning environment. Changes in behavior and student achievement are positively related to the classroom environment. The study's findings indicate that the learning environment is in the good category, with the learning environment in sprinting involving student cohesiveness working together and student involvement with the practice of running directly in the concept of game competition. This indicates that student participation is rated as satisfactory. The participation of good students in the learning process broadly indicates, among others, as follows: students can work together with other group members, students always have a positive attitude toward their friends, and students always try their best at every opportunity. However, students are still dissatisfied with this learning concept because there is no group recognition / award given by the teacher. Examples of group recognition include the existence of a champion as the best group with the highest competition points and a winner for the best student / the fastest student, as well as awards for the winning group. The losing group is carried as far as 10 meters. Because individuals or groups choose to cooperate or compete based on the reward structure in a situation.

d. Student Attitude

According to the study's findings, students' attitudes are in the sufficient category, where students are quite familiar with sprint lessons and felt quite satisfied with learning through the team games tournament method. Acceptance, rejection, and indifference are the three tendencies of a person's reaction or attitude toward something. These three types of learning attitudes are aimed at teachers, learning objectives, materials, and tasks associated with the learning process. A factor contributes to students' less positive attitudes. These factors contribute to the learning environment created by the teacher not increasing students' positive attitudes toward learning. Teachers must provide information about the benefits/usefulness of sprint lessons, support students in becoming familiar with sprint lessons, and support students by giving confidence in group recognition / awards if they play a good tournament game.

e. Student Motivation

Motivation in learning is critical for achieving the expected goals of the teaching and learning process, so student motivation in learning must be developed. . The level of student achievement is heavily influenced by the intensity of student motivation. Being a champion in a game tournament is an example of achievement in this case, because the concept of learning with the game tournament method motivates students to be better than others. According to the study's findings, students' learning motivation in learning sprinting using the team games tournament method is categorised as "sufficient " category. Because success or failure in growing and using motivation in teaching is closely related to classroom settings, the learning environtment created between teachers and students has an impact on this. Teacher support for new and creative learning methods leads to classroom arrangements such as the creation of a learning environtment. This will pique students' interest in the learning process, as they will wonder if it will be enjoyable if the teacher uses a different method. Of course, this can increase student motivation.

2. Learning Output

The output of learning can be seen in the form of student learning output. Learning output are real results obtained by students in their efforts to master skills. The study's findings indicate that the output of sprint learning using the team games tournament method is categorised as "good". The assessment of learning output is based on three components: academic skills, personal skills, and social skills. Students' academic skills are included in the sufficient category in sprint learning. Student academic skills are a description of a student's level of knowledge or ability in relation to a learning material that has been studied. Academic skills can be used to express students' learning achievement at school. This achievement is reflected in the value or quantitative score obtained at the time of the assessment. Personal skills are individual abilities in terms of self-regulation allowing them to motivate themselves to perform better. Students' academic skills are classified as very good in sprint learning. This demonstrates that students can manage themselves with confidence. Students' social skills are included in the very good category in sprint learning, where students collaborate in game tournaments. Cooperation is essential because, as social beings, humans will always collaborate with other humans in everyday life.

CONCLUSION

Based on the findings of the research and discussions, the conclusion of this study is that the evaluation of the quality of sprint learning and the level of achievement of sprint learning output using team games tournaments for students of special needs schools for the deaf in Sragen is categorised as "good". However, there are several components that the Physical Education teacher must consider when implementing learning using the team games tournament method, namely the components of student attitudes and motivation in learning that need to be improved.

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