

Teacher Strategies in Teaching Baseball Game Material in Physical Education and Health Learning: A Survey Study at Nekon State Elementary School

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Abstract
Objectives. This study aimed to examine the teacher’s strategy in delivering baseball game material in Physical Education, Sport, and Health (PJOK) learning at Nekon State Elementary School. Materials and Methods. This study used a quantitative approach with a survey method. The participants were 41 fourth-grade students. Data were collected using a questionnaire designed to measure students’ understanding of baseball game material and their responses to the learning strategies applied by the teacher. The data were analyzed descriptively using percentages. Results. The findings showed that most students had a good understanding of the baseball game material. The highest percentage was found in the “Very Understand” category at 47.15%, followed by “Understand” at 25.20%, “Less Understand” at 17.89%, and “Do Not Understand” at 9.76%. Students’ understanding was influenced by internal factors, including interest, learning enthusiasm, and individual readiness, as well as external factors, including teaching methods, learning media, and infrastructure. The teacher’s learning strategies were considered sufficiently varied and supportive of students’ understanding, although limitations remained in facilities and learning time. Conclusions. The teacher’s strategy in PJOK learning, particularly in baseball game material, plays an important role in improving students’ understanding. The findings suggest that PJOK teachers should continue developing more innovative, interactive, and student-centered teaching strategies that align with the characteristics of elementary school students
Keywords: Teacher Strategies; Baseball Game; Physical Education; Health Education; Elementary School Students.

Introduction

Physical Education, Sports and Health (PJOK) is a learning process through physical activities aimed at improving physical health, developing motor skills, knowledge, behavior for a healthy, active, sporty life and emotional intelligence that is very popular with students. (Nathasya, 2024) Physical Education (PJOK) is one of the subjects that students always look forward to. In PJOK learning, basic movement skills are inseparable. Basic movement skills are skills based on the most effective body movements. Basic movement skills include walking, running, jumping, turning, throwing, and catching. In addition, basic movement skills can also be taught using various methods, such as games, movement exercises, and easy learning techniques. PJOK is included as a subject delivered at all levels of education to develop the quality of students, especially in the physical realm, as well as to maintain a healthy life both physically and spiritually, to achieve health in students' daily lives. (Pada et al., 2024). Among the school subjects that support health during the pandemic is Physical Education, Sports, and Health (PJOK). This subject utilizes the body as the primary object of study, resulting in improved blood circulation, muscle function, and internal organ function, all contributing to optimal health. PJOK follows the same pandemic learning system, with home visits for students in their respective study groups. (Asmiati & Usman, 2024). Learning is a physical activity or a form of growth or change within a person which is expressed in interactions between individuals, and individuals with their environment in Slameto. (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024). This quote explains that humans cannot be separated from the word "learning," because learning is part of being human and it lasts a lifetime. Through learning, humans can not only broaden and deepen their knowledge but also control their emotions. Education today demands more creativity in implementing learning, as well as for students to be more creative in implementing learning because in this era, learning is student-centered. Education today is not just about movement and having fun, but also requires students to have critical thinking, creativity, innovation, as well as collaboration and good communication skills. (Sinaga et al., 2024)

Rounders is a very popular game for children, especially those in elementary school. Rounders is a team game with a small ball. It involves several basic skills and techniques: throwing, catching, hitting, and running. ("Jurnal Kepelatihan Olahraga SMART SPORT Volume 14 Nomor 1 Februari 2019," 2019) Students are required to master the basic skills or techniques so that the game of rounders can run well and be fun. The purpose of the game of rounders in physical education is to preserve the traditional sports culture of the Indonesian nation, develop body functions, improve sportsmanship between players or friends, develop the ability to use strategies and techniques involved in organized activities, establish good

friendships and cooperation. Traditional sports in the form of rounders are in accordance with the goals of physical education.(Pulung Riyanto, 2013) explains as follows: Physical education is carried out using physical means, namely physical activities which are generally (although not always) carried out at a fairly high tempo and especially basic general movements of dexterity and skill, which do not need to be too precise, too smooth and perfect or of high quality, in order to obtain benefits for the students.

Materials and Methods

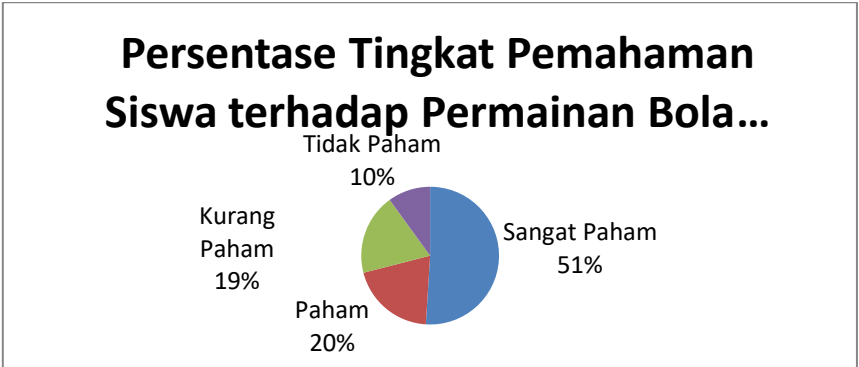
This study used a survey method with three types of data: knowledge, attitudes, and actions. Attitudes and actions were collected from three sources: the supervising teacher, the field supervisor, and the researcher.

Results

In this study, data was collected using a validated questionnaire consisting of 19 statements divided into three main indicators based on the identified problems: (1) students' understanding of the game of baseball, (2) baseball material, and (3) teachers' strategies in applying baseball material. The following are descriptive results for each indicator:

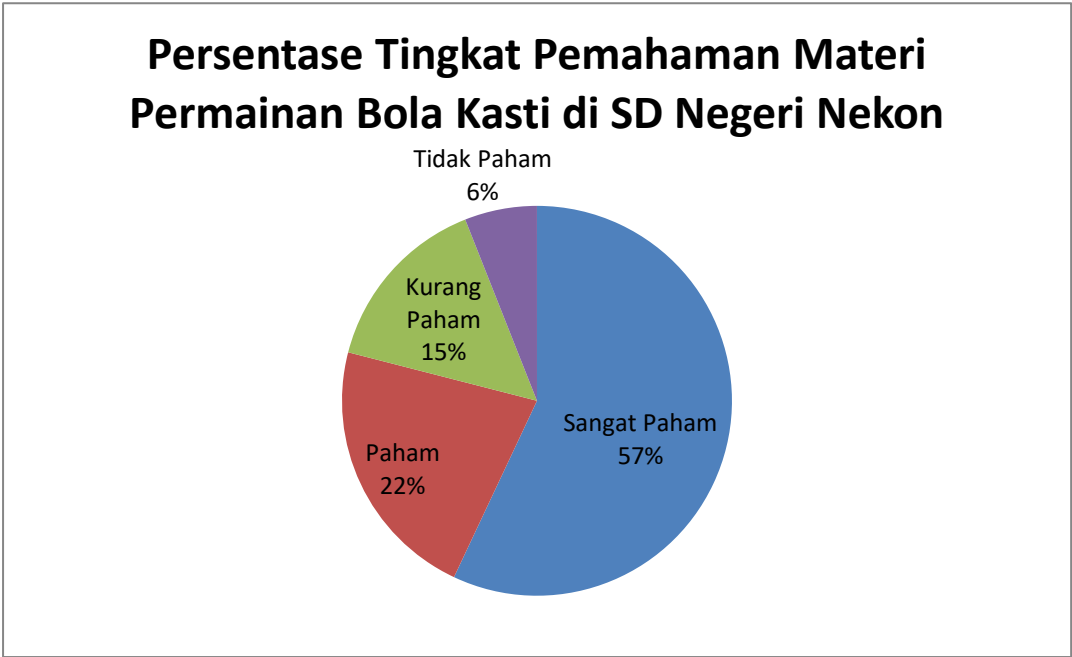
Indicator 1: Students' Understanding of the Game of Baseball

This indicator reflects the extent to which students understand the fundamentals of baseball, including strategy, rules, and confidence in playing.



Indicator 2: Students' Understanding of Baseball Material at Nekon Public Elementary School

Based on the results of a questionnaire administered to 41 students at Nekon Public Elementary School regarding their understanding of baseball material, data was obtained from 10 valid statements reflecting this indicator. These statements assess the extent to which students understand the material, enjoy learning, are active in activities, and value the available play environment.



Discussion

This section reviews the findings described in the previous chapter in more depth, particularly those related to the extent to which students understand the baseball material and the strategies teachers use in delivering it. The discussion is structured by examining various factors influencing student understanding, the strengths of this research, and the limitations encountered during the process.

1. Factors Influencing Student Understanding

Students' understanding of baseball material is influenced by two main factors: internal and external factors. These two factors are interrelated and directly influence the quality of Physical Education (PJOK) learning, particularly in the context of baseball.

2. Internal Factors

Internal factors encompass aspects originating from within the students themselves, including:

1 Learning Motivation

Students with high motivation tend to understand the material more easily. This is evident from the questionnaire results, which showed that the majority of students showed interest and enthusiasm in participating in baseball learning.

2 Interest in Baseball

Interest in the type of game being taught also influences student readiness and engagement. Students who enjoy physical activities and games tend to demonstrate better understanding.

3 Cognitive Abilities

Each student has different levels of thinking and information-absorbing abilities. These abilities are key determinants in understanding game concepts, rules, and basic strategies in baseball.

3. External factors include aspects outside the student that influence the process of understanding the material, including:

1 Teacher Learning Strategies

The teacher's delivery of the material, a variety of teaching methods, and the use of appropriate learning media play a significant role in helping students understand the lesson more easily and enjoyably.

2 Supporting Facilities and Equipment

The availability of sports aids and equipment, such as balls, fields, and protective gear, is a key support in practicing baseball.

3 Supportive Learning Environment

Support from the surrounding environment, whether from school, peers, or family, also influences student enthusiasm and understanding.

4. Research Strengths

This research has several strengths that strengthen the validity and relevance of the data obtained, including:

1 Direct Approach to Respondents

The research was conducted directly through questionnaires with students, so the data obtained is authentic and represents students' actual understanding.

2 Focus on Contextual Learning

The research focused on the Physical Education subject within the context of baseball, a game that aligns with the elementary school curriculum, so the results can be directly applied in teaching and learning activities.

3 Identification of Teacher Strategies

This research also provides an overview of teacher learning strategies as assessed by students, which can provide input for improving teaching quality.

5. Research Limitations

Although systematically designed, this research has several limitations, including:

1. Limited Number of Respondents

The research was only conducted at Nekon Public Elementary School, so the results cannot be generalized to other schools with different conditions.

2. Time Limitations

The short research timeframe limited further in-depth research, for example through

direct interviews with teachers or direct observation of game practice.

3. The Evaluation Aspect of Teacher Strategies is Still Simplistic

Assessment of teacher strategies is based solely on student perceptions and is not complemented by data triangulation through direct observation or interviews with teachers.

Conclusions

Based on the research results obtained through the distribution of questionnaires to students of Nekon State Elementary School, the conclusion of this study is the level of students' understanding of the Rounders Game in physical education learning at Nekon State Elementary School seen from indicator 1, namely students' understanding of the Rounders Game, is classified as high and is in the Understand category. Indicator 2, namely the level of understanding of the rounders game material of students is in the Understand category. Indicator 3, namely Teacher Strategies in Applying Ball Game Material, is in the Effective category.

Thank-you note

On this occasion, the researcher would like to express his deepest gratitude to God Almighty, because with His blessings and grace, the researcher was able to complete this research well, and also express his gratitude for the support, motivation and encouragement from various related parties that the researcher cannot mention one by one.

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