
Modification of Penjasorkes Learning at the Integrated Islamic Elementary School Adzkia 1 Padang

Alfroki Martha^{1*} & Alfiyandri¹

¹Universitas Adzkia, Indonesia

*Corresponding Author: alfroki.m@adzkia.ac.id

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Abstract: This study describes the Modification of Physical Education and Health Learning at SDIT Adzkia 1 Padang. This study aims to integrate learning between physical education and health (Penjasorkes). These modifications are limited to Tools and Rules. This type of research is descriptive quantitative, in which this research looks at the percentage of ratings from the research analysis. The population and sample in this study were all 256 students of SDIT Adzkia 1 Padang. The sampling technique used is Purposive Sampling, namely there are certain considerations, therefore the selected sample is 20 people. The research instrument used a research questionnaire using a Likert Scale. The results of data processing from Modification of tools with a high percentage are Alternative answers 5 (Strongly agree) with a total percentage of 49.95%. Based on these results, the Modification of Physical Education Learning at SDIT Adzkia 1 Padang is in the Enough category. Then, the results of data processing from Modification of Regulations in Alternative answer 5 (Strongly agree) with a total percentage of 49%. Based on these results, the Modification of Physical Education Learning at SDIT Adzkia 1 Padang is also in the Enough category.

Keywords: Integrated Islamic; Modification; Physical Education Learning

INTRODUCTION

Physical education is a field of study that is included in the elementary school curriculum. Penjasorkes for elementary school level should lead to an interesting game. Making a subject matter so that it can be carried out properly by students requires modification in order to achieve the goals of Physical Education at school. Modifications were made to change all forms starting from the rules of the game, the form of the game, the equipment used and the duration of the activity. Therefore, it is very important for Physical Education Teachers to master Game Modification in Physical Education Learning at school.

The implementation of Penjasorkes learning in schools cannot be separated from the motivation of all parties (Darmawan, 2018; Mudzakir, 2020). Starting from the support of the school principal, teachers, willingness of students, attention from parents, as well as students' interest in studying physical education, completeness of facilities and infrastructure and so on. So, can improve the physical fitness of students at school. Learning sports games should be modified if needed, because the reason for modifying is quite rational because certain motor skills can be developed according to the level of

maturity. With the modification of equipment and regulations, it allows students to develop their skills more quickly. Because every participation will encourage the achievement of good fitness.

Game modification according to Arsil (2006) that "A change from the specific rules of the game to certain rules adapted to the needs and abilities of players, special experience, required by the players, and restrictions on places, facilities, and equipment available".

Game modification provides the advantage of adjusting the material to students' abilities as learning can be carried out intensively and effectively. In detail the positive aspects of learning through games in the global method are as follows: "(1) Students quickly find out the idea of a game, (2) Students quickly know the function of each technique, (3) Students can learn the technique at the same time, (4) Students can experience the actual game, (5) More or less students can learn directly about playing techniques and strategies, (6) The intensity of motor activity tends to be higher, (7) Students can learn directly about problems and solving it (problem solving), (8) students can learn directly about their roles and functions in a group, (9) students can learn about cooperation, especially

for playing sports, (10) motivation to move higher" (Kiram, 2001)

In making game modifications there are several things that must be considered such as modifications adapted to the level of motor, cognitive, social and effective development of students learning and practicing. Arsil (2006:18-19) states the virtues of carrying out modified games, namely: "(1) Modified games can be used at a level of development, from beginner to adult levels, although the purpose and type of modification will be different for various stages in the development process, (2) Elements of age and social level, cognitive abilities, and physical abilities can be used as a basis for calculations, (3) Game modifications for beginners are given the opportunity to experience the actual game situation without applying all the official rules, (4) Game modifications can include development, reduction and mastery of certain behaviors, (5) Player modifications can be used as material for organizing technical and tactical skills to make them more meaningful, (6) Game modifications are the best games that players can or have ever done or are game exercises before actual play in competition, (7) Modif Game specifications are created to find out the specific goals and objectives of the lesson unit, so as to enhance learning as much as possible, (8) Game modifications are necessary to overcome limitations beyond the ability of the teacher. So the modification does not only carry out one methodology or two particular teaching models, but are variations of the game that refer to various basic technical movement skills needed by certain sports.

The goodness of game modifications is also stated by Lutan (1996) as follows "modifications should be made both in rules, size, game and field, as well as the number of players needs to be done so that they are in accordance with the abilities of the children who are learning". Thus the advantages of game modification in learning, students will be able to follow the learning process, participate actively, be happy and passionate about following the learning process.

Modification of the game makes the learning atmosphere follow without fear of failing in the motion task (Budi, 2021; Prayoga et al., 2020). Game modification also provides an opportunity for students to carry out techniques as a support according to the needs of the situation being faced in the real game. Based on

the above opinion, it can be understood that learning PE which is modified according to the age level allows students to develop and improve their skills, which is very necessary in learning sports techniques that are realistic in accordance with the situations and conditions of real sports games. On the other hand, game modification directly provides opportunities for students to learn techniques, tactics, physical as well as mental, motor skills and the ability to socialize with others.

Gusril et al. (2016) stated that there are four elements to modify sports into physical education, which need to be considered by the teacher, namely: (a) Modification of the size of the field, (b) Modification of equipment, (c) Modification of the length of the game, (d) Modification of the game rules.

1) Modify the Field Size

Modification of the size of the field aims to reduce the demands on students' physical abilities. In several examples: elementary school students play volleyball on a standard-sized court using a net height and an adult-sized ball. Of course all of this will make it difficult for students to score or at all students will not be able to cross the ball over the net. Field size modifications can be adjusted to the situation and field conditions available at school.

2) Equipment Modification

Equipment modifications include bat alai, stick racket must be made in a small size and allow students to use it. Likewise, the size of the ball composition must be modified to make students more comfortable using it and easier to throw and kick it. For other equipment, teacher creativity is needed in making rules that students need.

3) Modify the length of the game

Modification of the length of the game aims to provide full concentration and pleasure for students who do physical education. A long time will bore students in doing movement assignments. For this reason, the teacher must plan carefully about the use of time that still refers to the pattern of teaching. In this case there is some kind of flexibility in using the time available.

4) Modification of Game Rules

Modification of game rules intends to help students develop skills and fun in doing sports without destroying the authenticity of the game. For togetherness and discipline towards what has been agreed is very necessary.

The Ability of Physical Education Teachers

The teacher is the subject appointed to carry out the activity (Curtner-Smith, 2001). The teacher referred to here is a teacher who understands how to modify all sports into an interesting game for students so that they can increase students' enthusiasm to engage in Physical Education learning at school. In carrying out such tasks, it is usually entrusted to the sports or physical education teacher at school to supervise all game modifications. The purpose of such an appointment is to empower the resources owned so that they can play an active role in developing students' potential in accordance with their duties and responsibilities as subject teachers in school.

Physical education teachers as subject teachers have an important role in developing students' potential for the implementation of education in schools (Hardman, 2008). The intended role is in an effort to prepare students to have physical endurance and freshness through sports activities. Thus students can take well various kinds of educational processes to achieve their goals at school. One of the intended efforts is to train and develop the skills and physical strength of students. Teachers who understand modifying games in physical education learning can be said to be teachers who already have certification in physical education learning.

The role of the teacher in improving the physical fitness of students at school cannot be

separated from the way they work in the field. Game modifications made by the teacher should be able to create interest for students in learning Physical Education (Martinez-Santos et al., 2020). Teachers who teach modifications in physical education at school should be able to make students happy. Physical education teacher is not a teacher who is scary for students but a teacher who becomes an idol for all students.

In addition, teachers must also have adequate leadership skills both in instilling spotivity values, a spirit of cooperation, discipline, and the nature of independence needed in developing students towards achieving complete educational goals. Thus, of course, one can feel that the teacher's function in providing modifications to physical education in schools can have a positive impact on students.

METHODS

This type of research is descriptive in the form of reviewing and describing a situation at the time the research was conducted. According to Sudjana (1989), "Descriptive research is research that seeks to describe a symptom, event, event that is happening now". This research was held at SDIT Adzkie 1 Padang with a population of 256 people. For more details, see the following Table.

Table 1. Student population data

Class	Amount of Student		Total
	Male	Female	
I	20	22	42
II	24	20	44
III	22	18	40
IV	18	26	44
V	20	24	44
VI	20	22	42
Total	124	132	256

Limitations of researchers in time and funds as well as limitations on research permits from the school, the researchers used a sampling technique using the Purposive Sampling technique, namely student representatives at SDIT Adzkie 1 Padang. The students taken were students of class IV and class V, each class the researcher chose as a sample of 10 people at random. So the total is 20 people.

Data collection technique

In this study, the questionnaire about perceptions was used to collect data. Making a questionnaire begins by making a grid, starting from variables, sub-variables and items in the form of statements. Research data obtained from distributing questionnaires. The results of the questionnaire are compiled and processed descriptively through percentages using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Information:

P = Percentage sought

f = Frequency of the number of questionnaire choices)

N = Number of samples or respondents

To determine the positive or negative perceptions of students towards the Modification of Physical Education Learning at SDIT Adzkie 1 Padang, a comparison of the classification of the level of achievement of the respondents was used. Classification determines the category of descriptive perception, to determine after the data is processed using the categories stated as follows Arikunto (1989):

Table 2. Classification determines the category of descriptive perception

Parameters Value (%)	Category
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough
21 – 40	Less Good
0 - 20	Not Good

RESULT AND DISCUSSION

Tool Modification

In this study, the distribution of each aspect will be shown which is assessed from the average results using the formula $P = f/N \times 100\%$. The results of this study have been analyzed and written in the Table. For that can be seen in the display below:

Table 3. Distribution of the number of assessments of Tool Modification analysis

Sample	Score X	Percentage (%)
Smple X Statement	5	49.95
Items = $\sum n$	4	35.36
(20 x 14 =)	3	11.79
	2	2.90
	1	0
Total		100

From the data Table above regarding Physical Education Modification at SDIT Adzkie 1 Padang in the Tool Modification category, it can be seen who answered the statement with a score of 5 (Strongly agree) with a percentage of 49.95%, a score of 4 (Agree) with a percentage of 35.36%, score 3 (Doubtful) with a percentage of 11.79%, score 2 (Disagree) with a percentage of 2.90%, while with a score of 1 (Strongly Disagree) with a percentage of 0%. Based on the processing of descriptive analysis of the five

alternative answer statements, according to Arikunto (1989) the highest percentage is taken as a result of the analysis. From the results of data processing from the Modification category of tools, the highest percentage results are statements with a percentage of 49.95%. Based on these results, the Modification of Physical Education Learning at SDIT Adzkie 1 Padang on Tool Modification can be categorized as enough. Regulation Modification

Table 4. Distribution of the number of assessments analysis of Modification of Regulations

Sample	Score X	Percentage (%)
Sample X Statement	5	49
Items = $\sum n$	4	35.5
(20 x 14 =)	3	13
	2	1
	1	1.5
Total		100

The Table 4 regarding the Modification of Physical Education Learning at SDIT Adzkie 1 Padang in the Regulation Modification category, it can be seen that the answer to the statement from a score of 5 (strongly agree) is at a percentage of 49%, a score of 4 (Agree) with a percentage of 35.5%, a score of 3 (Undecided) with a percentage of 13%, score 2 (Disagree) with a percentage of 1%, while with a score of 1 (Strongly Disagree) with a percentage of 1.5%. Based on the processing of descriptive analysis of the five alternative answer statements, according to Arikunto (1989), the highest percentage is taken as a result of the analysis. From the data processing results of Modification of Regulations, the result of a high percentage is a statement with a percentage of 49%. Based on these results, the Modification of Physical Education Learning at SDIT Adzkie 1 Padang with Modification of Regulations can be categorized as enough.

Discussion

Modifying tools in Physical Education learning is one of the factors that plays an important role in Physical Education Modification at SDIT Adzkie 1 Padang. After the researcher analyzed the data on the Modification of the tool, it was found that the modification was categorized as sufficient, based on the results of the answers from the students who were sampled.

Tool modifications greatly affect Physical Education Learning at SDIT Adzkie 1 Padang. This can be seen from the modified form of the

tool carried out on the Physical Education learning facilities and infrastructure in schools. Facilities or equipment used by the school include balls, javelin cardboard stakes and used wheels. The equipment is the equipment that is often used by physical education teachers in providing material. The infrastructure used by the school in this study includes the area of the field and the shape of the field.

From the students' answers, teachers who carry out physical education learning at school using modified tools can increase student enthusiasm in learning physical education. One example is in the hurdles athletics material, even though the goal is replaced with cardboard, students can be active in playing. Apart from cardboard there are still modified tools such as javelins, which are replaced with bamboo, bullets which are replaced with stones and so on. All of these modifications are powerful enough to be used in physical education learning at school.

At least the land owned by schools for the implementation of physical education learning, it is very necessary to modify the infrastructure in school learning. at SDIT SDIT Adzkie 1 Padang basically has little space to play for teaching physical education at school the physical education teacher modifies the field, for example the physical education teacher changes football to futsal in physical education learning with plastic balls. For hilly areas and red soil, the physical education teacher provides materials for wheel racing, in which students race by rolling used wheels. This modification is good enough to invite students to be active in physical education learning.

Then modifying the rules in physical education learning is a factor that also plays an important role (Pangrazi & Beighle, 2019) because it was found that modification of the rules in physical education learning at schools was categorized as sufficient based on the results of the answers from the students who were sampled.

Modification of games in physical education learning is basically good enough to increase students' enthusiasm for learning at school and make the competition system more interesting, so modification of the competition rules is urgently needed. Giving punishment to those who lose can further increase the sense of competition that students feel in playing. The existence of giving prizes to students who win can boost students' enthusiasm in learning

physical education. Thus the Modification of Penjasorkes Learning in schools will assist students in achieving their physical fitness indirectly.

CONCLUSION

The results of the data analysis and discussion that have been put forward, the following conclusions can be drawn: 1) Modification of the tool carried out in Physical Education Learning at SDIT Adzkie 1 Padang, from the sample answers that have been analyzed, it can be concluded that Tool Modification is in the enough category. 2) Modification of the Regulations carried out in Physical Education Learning at SDIT Adzkie 1 Padang, from the sample answers that have been analyzed, it can be concluded that the Modification of the Regulations is also in the enough category.

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