

The Learning Process of Small Ball Games in Upper Elementary School Classes in the Bangkunat District

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Abstract: The aim of this study is to understand how the learning process of small ball games is conducted in upper elementary school classes in the Bangkunat District, from the pre-learning stage to the evaluation stage. The design of this research is quantitative descriptive. The subjects of this research are physical education teachers in elementary schools across the Bangkunat District. The data collection technique used in this research is a questionnaire. The questionnaire used is a closed-ended one, where respondents only select answers provided, consisting of 50 items. The data analysis used is descriptive statistics in the form of percentages. The results of the research show that physical education teachers in elementary schools across the Bangkunat District have a “very high” score (57.10%) in program planning. In lesson preparation, they have a “very high” score (71.40%). The implementation of materials has a “very high” score (42.85%). Mastery of materials has a “high” score (71.40%). The teaching methods have a “very high” score (28.60%). The use of facilities and infrastructure has a “very high” score (42.85%). Teaching creativity has a “very high” score (100.00%). The practice of skills has a “very high” score (57.10%). The evaluation of the process and results has a “high” score (42.85%).

Keywords: Elementary School, Learning Process, Small Ball Games

A. Introduction

Education is a fundamental aspect of human life that not only imparts knowledge and skills but also plays a crucial role in the character formation and overall development of a nation. According to Malik (2018), education is an indispensable process that every individual must undergo, as it contributes significantly to personal growth and societal progress. The educational journey is structured across various levels that cater to different age groups, starting from playgroups and kindergartens for the youngest learners, progressing through elementary and high school, and culminating in higher education institutions such as universities and college. At the heart of the educational system is elementary school, which serves as the initial stage where individuals receive foundational knowledge (Spillane et al., 2019). This stage is critical because it lays the groundwork for all subsequent

learning experiences. The primary purpose of elementary education is to equip students with basic literacy and numeracy skills while fostering their intellectual, emotional, and social development. The curriculum is designed to introduce children to a wide range of subjects, including language arts, mathematics, science, and social studies, providing them with a broad understanding of the world around them (Ross, 2020). One of the key components of the elementary school curriculum is physical education. This subject is not only about engaging children in physical activities but also about promoting a healthy lifestyle and ensuring the overall well-being of students. According to Hulteen et al. (2018), physical education is essential for the healthy growth and development of children, who are in a crucial phase of their growth during these formative years. It helps improve their physical fitness, coordination, and motor skills, which are vital for their overall development.

Physical education also plays a significant role in developing children's social skills and self-esteem. Through various sports and physical activities, students learn the importance of teamwork, cooperation, and fair play. These experiences help build their confidence and teach them valuable life lessons about perseverance, discipline, and the importance of setting and achieving goals. Moreover, physical education provides a much-needed break from the traditional classroom environment, allowing students to release energy and reduce stress, which can enhance their focus and concentration in academic subjects (Ward & Scott, 2021). In addition to physical education, elementary schools introduce students to various other learning processes and activities that contribute to their holistic development. For instance, art and music classes encourage creativity and self-expression (Lu Zhou, 2023), while science experiments and hands-on projects stimulate curiosity and critical thinking (Kibga et al., 2021). These diverse learning experiences help children develop a well-rounded personality and prepare them for the challenges of higher education and life beyond school (Van der Eecken et al., 2019).

Furthermore, elementary education is a time when children begin to develop their social identities and form relationships with their peers and teachers (Kim et al., 2018). The school environment plays a significant role in shaping their attitudes, values, and behavior. Teachers serve as role models and mentors, guiding students in their academic pursuits and personal growth (Levy-Feldman, 2018). The interactions and experiences that children have during their elementary years significantly impact their self-esteem and confidence, influencing their attitudes towards learning and education as they progress through their academic journey (Phan & Ngu, 2018; Wang et al., 2021). As students advance to higher levels of education, the foundational knowledge and skills acquired during elementary school become increasingly important (Hudson et al., 2021). High school and higher education institutions build on this foundation, offering more specialized and advanced courses that prepare students for their future careers and endeavors. The transition from elementary to higher education is marked by a gradual shift from a

broad-based curriculum to more focused areas of study, allowing students to explore their interests and develop expertise in specific fields (Rennie et al., 2018; Saroyan & Frenay, 2023).

In conclusion, education is a mandatory and vital process that plays a central role in the development of individuals and the nation as a whole (Malik, 2018). It is structured across various levels, each serving a unique purpose in the educational journey. Elementary education, in particular, is crucial as it provides the foundational knowledge and skills necessary for further learning and development. Through subjects like physical education, art, and science, elementary schools help nurture well-rounded individuals who are prepared for the challenges and opportunities of the future. As emphasized by Dobell et al. (2021), education is not just about academic achievement but also about fostering personal growth, character development, and lifelong learning. In physical education, there is material on small ball games where students are expected to be skillful, agile, and capable of cooperating with their peers. Students must also possess good motor skills and coordination. Some games that require these movement components are rounders, kippers, and ball burning games, where students must be able to throw, catch, and hit the ball. To achieve this, a teacher must deliver small ball game materials effectively. A teacher must prepare the entire learning sequence from the pre-learning stage to the evaluation stage.

Small ball games are an essential component of physical education as they help develop hand-eye coordination, agility, and teamwork skills (Y. Pratama & Irianto, 2019). These games require precision and quick reflexes, making them a fun and engaging way for students to stay active and improve their overall physical fitness. Additionally, small ball games can be easily adapted to accommodate different skill levels, making them inclusive and accessible to all students (Bertills et al., 2019). By incorporating small ball games into physical education curriculum, educators can help students develop important motor skills and foster a lifelong love for physical activity (Siedentop & Van der Mars, 2022). Students who participate in small ball games also learn valuable lessons in communication, strategy, and sportsmanship. Meanwhile, According to previous research Burguillo (2010) these games provide opportunities for students to work together towards a common goal and support one another in both victory and defeat. By fostering a sense of camaraderie and teamwork, small ball games can help students build strong relationships with their peers and develop important social skills. Overall, integrating small ball games into physical education classes can have a positive impact on students' physical, mental, and social well-being.

In addition to the physical and social benefits, small ball games can also help improve students' cognitive skills (Cichy et al., 2020). These games require players to think quickly, make split-second decisions, and anticipate their opponents' moves.

By engaging in these fast-paced activities, students can enhance their problem-solving abilities, critical thinking skills, and decision-making processes. Furthermore, the competitive nature of small ball games can help students develop resilience, perseverance, and a strong work ethic. Overall, incorporating small ball games into physical education classes can provide students with a well-rounded and holistic approach to learning and development. These games also promote teamwork and collaboration as students work together to achieve a common goal. Additionally, the physical nature of small ball games helps improve coordination, agility, and overall physical fitness. By incorporating a variety of small ball games into physical education classes, students can experience a well-rounded and comprehensive approach to physical and mental development. Ultimately, these activities can help students build important life skills that will serve them well beyond the classroom.

Based on the previous research in elementary school classes, the learning process is focused on building upon the foundational skills and knowledge acquired in earlier grades. Teachers strive to create a supportive and engaging learning environment that encourages curiosity, critical thinking, and creativity. As students progress through their education, they are challenged to take on more complex tasks and projects that require them to apply their knowledge in new and innovative ways. Through a combination of individual and group work, students learn how to effectively communicate, collaborate, and problem-solve with their peers. This collaborative approach not only enhances academic learning but also fosters important social and emotional skills that are essential for success in the classroom and beyond. By fostering a supportive and inclusive community, students feel empowered to take risks and think outside the box. This not only leads to academic success but also helps students develop a growth mindset and resilience in the face of challenges. By creating a learning environment that values creativity and collaboration, students are better prepared to navigate the complexities of the modern world and contribute meaningfully to society. Ultimately, this holistic approach to education sets students up for lifelong learning and personal fulfillment.

Based on direct field observations during the Field Experience Practice, observations, and interviews with several physical education teachers and some elementary school students, several factors affect the less optimal learning process of small ball games:

1. Teachers predominantly teach one type of small ball game among all small ball games. This is due to limited knowledge about various types of small ball games.
2. Students lack motivation to learn small ball games due to somewhat complicated rules and a preference for only one type of small ball game, making it difficult for teachers to teach other small ball games.

Corey's learning concept is a process where a person's environment is deliberately managed to enable participation in specific behaviors under particular conditions or to produce responses to certain situations (Suryani, 2019). Learning is a special subject of education. Categorize learning

components into three main categories: teachers, learning content or materials, and students (G. S. Pratama & Retnawati, 2018). The interaction between these three main components involves learning methods, learning media, and the arrangement of the learning environment, creating a learning situation that enables the achievement of predetermined goals. By understanding good learning concepts, it is expected that teachers can deliver learning materials effectively. In relation to these problems, I conducted a study on the learning process of small ball games in upper elementary school classes in the Bangkumat District. The data to be studied are only for rounders, kippers, and ball burning games. With this research, I will examine the learning process of small ball games in several schools, starting from initial preparation, learning process, and evaluation stage.

B. Methods

This study employs a descriptive research design utilizing a survey method and data collection techniques involving questionnaires. Research instruments are essential tools used by researchers to collect data, facilitating their work and enhancing its quality. The primary data analysis technique utilized in this study is descriptive statistics, which aims to provide a detailed overview of the learning process of small ball games in upper elementary school classes in the Bangkumat District. Once the data is collected, it is categorized into four distinct categories: very high, high, low, and very low, to better understand and interpret the results. This categorization method allows researchers to organize data systematically and identify key patterns or trends that may emerge.

The research instrument employed in this study to gather data is a questionnaire focusing on the learning process of small ball games in upper elementary school classes within the Bangkumat District. This questionnaire is designed to capture comprehensive information and is structured around three critical factors: learning planning, core activities, and final activities. Learning planning refers to the preparation and organization that goes into teaching small ball games, including setting objectives and preparing materials. Core activities encompass the main instructional practices and interactions during the lessons, while final activities focus on the conclusion and assessment of the learning process. Questionnaires are a versatile tool that can be tailored to measure specific variables and gather diverse data sets.

The data analysis technique applied in this study is quantitative descriptive statistics. This approach aims to quantitatively describe the learning process of small ball games in upper elementary school classes in the Bangkumat District, providing insights into how these activities are conducted and perceived. After collecting the data, the next step is to perform an analysis to draw meaningful conclusions from the research findings. The statistical technique used for data analysis is quantitative

descriptive analysis, which involves calculating percentages to represent the data accurately. This method allows for a clear and concise presentation of data, making it easier to identify trends and patterns within the learning process. Descriptive statistics provide a means of simplifying large amounts of data in a sensible way, allowing researchers to present findings in an understandable form.

By categorizing the data into the four predefined categories – very high, high, low, and very low – the study aims to provide a nuanced understanding of the effectiveness and quality of the small ball game learning process. This categorization helps identify areas of strength and those requiring improvement, ultimately contributing to the development of more effective teaching strategies and enhancing students' overall learning experiences in physical education. Through this detailed analysis, the study seeks to offer valuable insights into the teaching and learning dynamics of small ball games in the Bangkunat District, potentially informing educational practices and policies in similar contexts. The ability to categorize and interpret data is crucial for developing actionable insights that can drive educational improvements. The data analysis technique used in the research, namely using quantitative descriptive statistics to describe the learning process of small ball games in upper elementary school classes. In this context, the following formula is applied to calculate the percentage distribution of responses collected through a questionnaire.

$$P = F/N \times 100\%$$

Description:

P = Percentage

F = Frequency

N = Number of subjects

C. Results and Discussion

The results of the study on the learning process of small ball games in upper elementary school classes in the Bangkunat District can be seen in the following percentage table. Based on the distribution table of the categorization of the learning process of small ball games in elementary schools in the Bangkunat District, 3 respondents (42.85%) stated very high, 3 respondents (42.85%) stated high, 1 respondent (14.30%) stated low, and 0 respondents (0.00%) stated very low. From the frequency of each category, it is evident that the learning process of small ball games in elementary schools in the Bangkunat District is predominantly very high and high. The mean score of 153.57 also falls into the "High" category. Discussion The research results show that the learning process of small ball games in elementary schools in the Bangkunat District is "very high," with 3 teachers (42.85%).

The indicators for observing the implementation of the learning process of small ball games in elementary schools in the Bangkumat District using several indicators are as follows. 1. Learning Program Planning Most teachers state that they prepare learning programs before teaching is “very high,” with 5 teachers (71.40%). This indicates that teachers are aware of the importance of preparing learning programs to facilitate the learning process. 2. Learning Preparation Most teachers state that their learning preparation is “very high,” with 4 teachers (57.10%). This shows that teachers prepare learning tools before implementing the learning process. Teachers analyze students’ needs and abilities, which then serve as guidelines in creating syllabi and lesson plans. 3. Material Implementation Most teachers (57.10%) state that material implementation is “low.” This indicates that the material has not been well implemented. Teachers have not yet taught all types of small ball games, often teaching only one type. 4. Material Mastery Most teachers state that their mastery of small ball game learning materials is “high,” with 5 teachers (71.40%). This means that teachers have mastered the teaching materials and can deliver them well to their students. 5. Teaching Methods Most teachers state that the use of teaching methods is still “low,” with 4 teachers (57.10%). This suggests that some teachers have not yet used various teaching methods to deliver their materials, often sticking to demonstration methods. 6. Use of Facilities and Infrastructure 3 teachers (42.85%) state that the use of facilities and infrastructure is “very high.” This shows that most teachers use appropriate facilities and infrastructure to teach learning materials. 7. Teaching Creativity:** In teaching creativity, 7 teachers (100%) surveyed show that they are creative in teaching. Creativity here means that teachers engage students in creative ways to enhance the learning experience.

The findings from the study indicate that the learning process of small ball games in elementary schools in the Bangkumat District is rated as “very high” by 3 teachers (42.85%). Several key indicators were used to observe and assess the implementation of the learning process. These indicators provide insights into various aspects of the educational approach and highlight areas of strength and those needing improvement.

Learning Program Planning

Most teachers report that their preparation of learning programs before teaching is “very high,” with 5 teachers (71.40%) stating so. This high level of preparation indicates that teachers recognize the importance of planning and organizing their lessons in advance. Effective learning program planning involves setting clear objectives, aligning activities with educational standards, and ensuring that resources and materials are readily available. By preparing detailed lesson plans and syllabi, teachers are better equipped to deliver structured and meaningful instruction. The proactive approach to planning reflects a commitment to facilitating a seamless learning process, which can significantly impact student engagement and

achievement. The emphasis on learning program planning is crucial because it sets the foundation for effective teaching. As noted by Darling-Hammond et al. (2020), thorough preparation enables teachers to anticipate potential challenges and adapt their strategies to meet the diverse needs of their students. In the context of small ball games, planning includes selecting appropriate games, identifying learning outcomes, and considering the varying skill levels of students. By doing so, teachers can create an inclusive and supportive learning environment that encourages all students to participate and succeed.

Learning Preparation

In addition to program planning, learning preparation is another critical factor that contributes to the success of the learning process. The study reveals that most teachers rate their learning preparation as “very high,” with 4 teachers (57.10%) indicating this level of readiness. Learning preparation involves organizing and setting up the necessary tools, equipment, and resources required for the lesson. It also includes analyzing students’ needs and abilities, which serves as a guideline for creating effective syllabi and lesson plans. Teachers’ attention to learning preparation demonstrates their commitment to providing a well-organized and supportive learning environment. By tailoring their instruction to meet the needs of their students, teachers can foster a more engaging and effective learning experience. For example, understanding the diverse skill levels of students allows teachers to design differentiated activities that challenge and motivate each student. This approach aligns with the principles of differentiated instruction, which emphasizes the importance of adapting teaching methods to accommodate individual learning styles and abilities.

Material Implementation

Despite the positive ratings in planning and preparation, the study reveals that most teachers (57.10%) rate the material implementation as “low.” This suggests that the delivery of small ball game content is not meeting its full potential. The low rating in material implementation indicates that teachers may not be teaching all types of small ball games, often focusing on just one type. This limited approach could hinder students’ exposure to a diverse range of skills and experiences. To address this issue, teachers should consider broadening their repertoire of small ball games and incorporating a variety of activities that target different skills and abilities. By offering a diverse range of games, teachers can help students develop a more comprehensive skill set, including throwing, catching, hitting, and strategic thinking. Additionally, varying the types of games can enhance students’ engagement and motivation, as they are exposed to new challenges and experiences. As highlighted by Siedentop et al. (2011), a diverse and inclusive physical education program can

contribute to the holistic development of students, fostering physical, cognitive, and social growth.

Material Mastery

Despite the challenges in material implementation, the study finds that most teachers rate their mastery of small ball game learning materials as “high,” with 5 teachers (71.40%) indicating strong command over the content. Material mastery refers to teachers’ understanding and expertise in the subject matter, enabling them to deliver the content effectively to their students. A high level of material mastery allows teachers to explain concepts clearly, demonstrate skills accurately, and respond to students’ questions and concerns. The positive rating in material mastery suggests that teachers are well-equipped to teach small ball games, possessing the necessary knowledge and skills to engage students effectively. However, to fully capitalize on their expertise, teachers should focus on improving the implementation of materials by diversifying the types of games taught and incorporating innovative teaching strategies. By leveraging their strong material mastery, teachers can create a dynamic and enriching learning environment that fosters students’ physical and cognitive development.

Teaching Methods

The study highlights a significant challenge in the use of teaching methods, with most teachers (57.10%) rating this aspect as “low.” This suggests that some teachers may not be employing a variety of teaching methods to deliver their materials, often relying on demonstration methods alone. The limited use of teaching methods could restrict students’ opportunities for active participation and experiential learning, which are essential for developing practical skills and critical thinking. To enhance the effectiveness of teaching methods, teachers should explore a range of instructional strategies that promote active learning and student engagement. This could include incorporating cooperative learning activities, peer teaching, and problem-solving tasks that encourage students to work collaboratively and apply their knowledge in real-world scenarios. As advocated by (Dada et al., 2023), employing diverse teaching methods can help create a more interactive and student-centered learning environment, promoting deeper understanding and retention of skills.

Use of Facilities and Infrastructure

In terms of facilities and infrastructure, 3 teachers (42.85%) rate their use as “very high,” indicating that most teachers effectively utilize available resources to teach learning materials. The appropriate use of facilities and infrastructure is essential for creating a conducive learning environment, enabling students to practice skills safely and efficiently. Access to quality equipment and resources can significantly enhance

the learning experience, allowing students to explore a variety of games and activities. The positive rating in this area suggests that teachers are making the most of the facilities and infrastructure available to them. However, continuous efforts should be made to maintain and improve these resources, ensuring that students have access to the tools they need to succeed. Schools and educators should advocate for adequate funding and support to acquire and maintain quality equipment and facilities, which can play a crucial role in promoting physical education and student well-being (Burnett, 2021).

Teaching Creativity

One of the most encouraging findings from the study is the high level of teaching creativity reported by teachers. All 7 teachers (100%) surveyed demonstrate creativity in their teaching, indicating a strong commitment to engaging students in innovative ways. Teaching creativity involves designing activities that capture students' interest, challenge their abilities, and encourage them to think critically and creatively. Creative teaching strategies can transform the learning experience, making it more enjoyable and meaningful for students. By incorporating elements of creativity into their lessons, teachers can inspire students to explore new ideas, take risks, and develop a lifelong love for learning. This aligns with the views of Schleicher (2018), who emphasizes the importance of creativity in education, arguing that it fosters innovation and prepares students for the challenges of the future (Schleicher, 2018).

D. Conclusion

Based on the comprehensive analysis of the research results and the subsequent discussion, it can be concluded that the learning process of small ball games in upper elementary school classes in the Bangkunat District is generally rated as "high," with 42.85% of respondents reflecting this rating. This overall assessment highlights the effectiveness and quality of various aspects of the teaching process, as well as areas where improvements can be made. One of the standout findings is the high level of proficiency in learning program planning, which is rated as "very high" by 57.10% of respondents. This indicates that physical education teachers in the Bangkunat District excel in devising well-structured and organized lesson plans. Effective planning is crucial as it lays the foundation for successful teaching by outlining clear objectives, determining necessary resources, and structuring lessons in a way that aligns with educational goals. The ability of teachers to meticulously plan their lessons suggests a high degree of professionalism and commitment to providing quality education.

In addition to planning, the preparation of learning materials is also rated as "very high," with 71.40% of respondents acknowledging the teachers' effectiveness in this

area. This high rating demonstrates that teachers are diligent in preparing the necessary resources and equipment required for teaching small ball games. Proper preparation ensures that lessons run smoothly and that students have access to the tools they need to engage fully in the activities. The emphasis on thorough preparation reflects an understanding of the importance of readiness in facilitating a productive learning environment.

The implementation of learning materials during small ball game sessions is rated as “very high” by 42.85% of respondents, further emphasizing the effectiveness of the teaching process. This rating indicates that teachers are successful in applying their lesson plans and engaging students with the actual content of the games. Effective material implementation is key to ensuring that students not only understand the concepts but also have the opportunity to practice and refine their skills through hands-on experience. The ability to effectively execute lessons is a testament to the teachers’ competence and their ability to translate planning into action. Material mastery, rated as “high” by 71.40% of respondents, reveals that teachers have a strong grasp of the small ball game content. This level of mastery is essential for delivering accurate and insightful instruction, as it enables teachers to address students’ questions, demonstrate techniques effectively, and provide meaningful feedback. A high degree of material mastery ensures that students receive quality instruction and can build a solid foundation in the skills associated with small ball games.

Teaching methods are rated as “very high” by 28.60% of respondents, highlighting that a significant proportion of teachers utilize effective and diverse instructional strategies. This rating suggests that teachers are adept at employing various methods to engage students and facilitate learning. Diverse teaching methods can enhance student participation and cater to different learning styles, thereby improving the overall effectiveness of the instruction. While the rating is positive, there is an opportunity to further explore and implement a wider range of teaching techniques to address the varying needs of students.

The use of facilities and infrastructure for teaching small ball games is rated as “very high” by 42.85% of respondents, indicating that teachers effectively utilize available resources. Proper use of facilities and infrastructure is crucial for creating an environment conducive to learning and ensuring that students have access to the necessary equipment. This high rating reflects teachers’ ability to make the most of the resources at their disposal, contributing to a positive and well-supported learning experience. Teaching creativity is notably rated as “very high” by 100% of respondents, underscoring the exceptional level of creativity demonstrated by physical education teachers in their instruction. Creativity in teaching is vital for making lessons engaging and stimulating, and it helps to foster a dynamic learning environment. The fact that all surveyed teachers exhibit high levels of creativity

indicates a strong commitment to providing innovative and enjoyable learning experiences for students.

Skill practice is rated as “very high” by 57.10% of respondents, showing that teachers are effective in providing opportunities for students to practice and develop their skills. Skill practice is a fundamental component of physical education, as it allows students to apply what they have learned and improve their proficiency in various techniques. The high rating in this area reflects teachers’ dedication to ensuring that students have ample opportunities to practice and refine their abilities.

Finally, process and outcome assessment is rated as “high” by 42.85% of respondents. This rating indicates that teachers are proficient in evaluating both the learning process and the results of their instruction. Effective assessment is essential for monitoring student progress, identifying areas for improvement, and ensuring that learning objectives are met. The high rating suggests that teachers are capable of assessing students’ performance and providing valuable feedback, although there is potential for further enhancement in this area to ensure comprehensive evaluation. In conclusion, the study reveals a generally positive assessment of the learning process for small ball games in upper elementary school classes in the Bangkunt District. While the results are encouraging, highlighting strengths in planning, preparation, material implementation, and teaching creativity, there are areas that could benefit from further development. By addressing these areas, educators can continue to improve the quality of physical education and enhance the overall learning experience for students.

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