

The Effect of Physical Education Teaching Materials towards Situational Interest

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Abstract. The purpose of this research is to find out the effect of Physical Education teaching materials (Games and Fundamental skill) towards student's situational interest. The sample of the research was class 10 students at SMAN 1 Batujaya Karawang which was taken as random cluster sampling become 2 Classes. The research uses a pre-post control group design. Student's situational interest measured by using Situational Interest Scale from Chen et al (2001) which had validity and reliability coefficients 0,718. Data was analysed using t-test. The finding showed that both teaching material (games and fundamental skill) were significantly giving positive effect on student's situational interest. However, games teaching material is the teaching material which students more like. Based on the result, it can be concluded that all teaching materials in form of games on physical education is more able to arise student's situational interest than in form of fundamental skill.

1. Introduction

Physical education, sports and health teacher need to improve students' learning Situational Interest to provide attractive teaching, something new, challenging, so the students would be interested in trying to learn the task with spirit and do it with high motivation [1-3]. Situational Interest is defined as temporary interest that arises spontaneously due to environment factors such as task instruction or an engaging text. Situational Interest is the appealing effect of unique characteristics students recognize in a learning task during interaction with the task [4,5]. It occurs when a learning task gives the learner a sense of novelty and challenge, demand high attention and exploration intention, and generates instant enjoyment during the person task interaction [6].

The implementation demand of learning and paradigm which is contained in the curriculum in 2013 is touching the whole domain of learning undertaken through scientific teaching through each subject; it is no exception in physical education subject, sport and health. Scientific Learning is able to give a lot



of positive effect for students. scientific method can be taught and has positive effects on the acquisition of information, concepts, and attitudes [2].

The hope of this curriculum is actually being facilitated in the aim of physical education, sport and health. Psychomotor, affective, cognitive and social aspects are coverage in these subjects. The use of teaching models is important factor in order to attempt educational goals achievement which is listed in the curriculum in 2013. Many approaches or learning strategies that can be used by teachers to achieve the objectives of the curriculum in 2013. One of the approaches or learning strategies that can be used is inquiry teaching model. The inquiry model is strongly based in the cognitive domain, even for physical education instruction. Students are prompted into some level of thinking by the problem given to them by the teacher, solve the problem cognitively and then fashion a movement answer [3].

Convergent problem solving or often referred to as discovery or inquiry, characterized by the presence of one or more correct answer to the problem posed by the teacher. In this style the students are actively involved in the use of logical reasons, critical thinking, and “trial and error” as an attempt to solve the problems faced [5]. Too often direct instruction results in learning out of context with little meaning to the learner and little attention to engaging the learner at a more holistic and higher level”. Unlike the direct instruction, indirect instruction learning approach which is as one of inquiry teaching models is teaching models which is meaningful for students and being able to touch all domains [4]. Indirect instruction is content is presented more holistically. Instead of breaking down what is to be learned into many subskills, chunks of content more meaningful to the learner are used [4].

Student’s situational interest need to be developed in an effort to develop student’s motivation to learn, so the student’s learning outcomes are expected can be achieved better. Problem is often found in the learning physical education is student’s situational interest in every encounter is unstable. The cause of the instability of Situational Interest is not known with certainty the cause.

With these basics, the researcher wants to conduct research to test the effectiveness of teaching materials to the development of student’s affective through scientific method, the researcher divided teaching materials into 2 categories; game teaching materials and fundamental skills teaching materials.

Basketball is a sport game which is involving all the players involved in that game, so that all players have high exploration intention. In teaching children games, games are defined as activities that involve at least 2 people who often move about in a specified area [1]. Games are usually played according to rules and strategy is important[1].

Based on the understanding of the basketball game is relevant for researcher to use as a sample representing teaching materials as sports games, because in the game of basketball provides a free space to make learning as game. While athletics sprint is fundamental skills sport because it provides an opportunity for students to learn the basic movements with a more focused and have a lot of challenges and a high demand attention in performing movements.

With these basics, the researcher wants to conduct research to test the effectiveness of teaching materials to the development of student’s situational interest. From the description, this study was conducted to determine :

- Is there any Situational Interest difference between students who gain games teaching materials and fundamental skill teaching materials?

2. Method

The sample of the research was Class X students at SMAN 1 Batujaya Karawang which was taken as random cluster sampling become 2 classes or 2 groups. This study was an experimental study. The design used was a Pre-Post Control Design. The clearly mapping about the design can be seen in the following table:

Table 1. Pre-Post Control Design

Experiment Group	R	O	X1	O
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Control Group	R	O	X2	O
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Annotation :
 X1 : Games Skill
 (Basket Ball) X2
 : Fundamental Skill (Sprint)

3. Result

Statistics test. Situational interest differences between students who get the games teaching materials and fundamental skill teaching materials.

Table 2. Calculation Results of the T-Test Independent Samples Test

	Levine's Test for Equality of Variances	t-test for Equality of Means								
							95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
situational interest	Equal variances assumed	1.819	.178	2.879	334	.004	2.232	.775	.707	3.757
	Equal variances not assumed			2.879	331.436	.004	2.232	.775	.707	3.757

Based on Calculation results of the T-Test on table 2, it is known that F value = 1.819 and significance = 0.004 < 0.05. It means that H1 which state that there is Situational Interest difference, between students who get the games teaching materials and fundamental skill teaching materials is accepted.

Table 3. Group Statistics

Effectivity as	N	Mean	Std.	Std. Error
situational interest	168	102.9	6.786	.524
Games	168	100.7	7.411	.572

Based on the group statistic result, it is known that mean of games teaching material is 102,96 and mean of fundamental skill teaching material is 100,73. From the data, it can be conclude that mean of games teaching material is higher than fundamental skill teaching material.

4. Discussion

Hypothesis test results showed that the teaching materials have a significant influence on differences in student's situational interest. Games teaching materials gives a better effect to the situational interest compared to students' fundamental skills teaching materials. Whatever models is, if the teaching materials is games then the situational interest can be affected significantly.

Games teaching materials can give a better effect because the games teaching materials provide opportunities for students to interact in a group. Games consist of 2 or more students and they joined in the motion to perform activities in the form of a game. In this research, games teaching materials represented by basketball material. Students are given the opportunity to play and interact widely with their friends in group. The form of games can be modified so that the opportunity to explore is very

high. This will certainly affect the student's intention exploration. Students who have a high intention exploration would be more interested in learning.

In a game teaching materials, students are given the opportunity to actualize the fundamental skills that have been studied previously. Students will be trained their confidence in playing the game in the group. Students are given the opportunity to try out their skills in a fundamentally different game situation. When students feel able to do a good performance in a game, then the aspects of their confidence will grow. To foster a special confidence for movement in a child, you must build the child's self-confidence concurrently with movement competence [1][7].

Teaching materials in games, game situation is unpredictable, it would pose a challenge to the students. students will be motivated to continue to move in the game and try to resolve these challenges. When learning contains challenges, then this will encourage student's interest in learning and increase student's situational interest.

5. Conclusion and Recommendation

5.1 Conclusion

Based on the results of processing and analysis data, and then obtained answer research questions posed. The conclusion from above research questions is teaching materials provides significant positive effect on student's situational interest. Games teaching materials give a positive influence better than teaching materials skill. In general, the results of this study can be summarized that the phenomenon of student's interest to games teaching materials in teaching physical education is not deterred by the use of teaching models as advocated in the curriculum in 2013.

5.2 Recommendation

Based on the conclusion of the study, the researcher proposed a recommendations for physical education teachers that they should delivered fundamental skill teaching materials with the games characteristics, so that in the implementation of any teaching materials to the student's situational interest remain can be developed.

6. Acknowledgments

Special thanks are extended to Prof. Dr Adang Suherman, MA for advice on aspects of the research, to Gita Febria Friskawati and Sriningsih for the opportunities to work together with me on this research.

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