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LEARNING MANAGEMENT OF RECREATIONAL SPORTS COURSES

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Abstract

The purpose of this research is to test and formulate a recreational sports learning model. The method used is research and development (R&D), using the Contextual Teaching and Learning (CTL) learning model. Qualitative data was collected through instrument development and observation. In addition, data were also collected through interviews, observer lecturers and discussions with other lecturers after the implementation of the model. Data were collected in the form of field notes, discussion notes and interviews, then analyzed according to categories based on the conceptual framework. Furthermore, the data were analyzed through triangulation, including; (1) observation, (2) observation persistence, (3) peer checking, and (4) member checking through discussion. The results of this study are that the values of fair play, leadership, and creativity have been identified as a model, although it is still a tendency, all indicators appear in recreational sports lectures.

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INTRODUCTION

Bina Guna College of Sports and Health has a health and recreation physical education study program, one of the courses presented in the curriculum is recreational sports education which aims to provide students with theoretical knowledge and practice in the field of matters related to recreational activities. The implementation of learning recreational sports courses in Physical Education Health and Recreation is felt to be less than optimal, this can be seen from the interaction in the lecture process which is monotonous and centered on the lecturer as the only source of information, students tend to be passive and only receive knowledge from the lecturer concerned.

This situation encourages researchers to develop recreational sports learning models that are able to accommodate lecture objectives and create and create situations and conditions for learning to be fun, not centered on lecturers, encouraging students to interact with each other in order to instill fair play values that are characteristic of sports, leadership behavior, and stimulate student creativity to interact and pour ideas to create types of recreational sports games in the form of creativity. Based on the above thoughts, the CTL model was developed in recreational sports lectures.

The selection of the learning model is based on the analysis of researchers as a team of recreational sports lecturers, that the application of the CTL learning model is a learning concept that helps lecturers link the material they teach with the real world situation of students and encourages students to make connections between the knowledge they have and its application in their daily lives (Aran, 2021). The relevance of giving place to the formation of fair play values, leadership behavior and creativity that can foster an understanding of the values contained in recreational sports (Parino, n.d.). The end result of utilizing these three variables is the formation of an understanding of the values contained in sports, especially recreational sports, because basically the learning process is intended to encourage, bring about changes in behavior that are better than relatively permanent (Siahaan & Sundhari, 2019). Recreation has elements of permanan, so that people who are recreating are said to be playing, to provide clarity about the theory of play, Elmemer Mitchell in his book entitled "The Theory of Play". Which is contained in the book "Directed Recreation for youth", namely: (1) The theory of excess energy (the surplus energy theory); (2) Recreation Theory (the recreatin theory); (3) the theory of instinct movement (the instinc perticale theory); (4) the theory of recapitulation (recapitulatin theory) (Komaludin, 2020).

Recreation is an activity carried out by someone or together with others, in leisure time (leisure) consciously and voluntarily to get pleasure, satisfaction and personal freshness directly and immediately (Kustiawan, 2018). Recreation is an activity or activity that is physical, mental and emotional, which is carried out in leisure time and is driven by desires or motives or forms and types of activities, carried out freely, without coercion, which is realized by oneself voluntarily, which is universal, these recreational activities solely want to get satisfaction or pleasure (Akbari, 2022). Recreation is an activity carried out during leisure time which is carried out without coercion, the activity solely wants to get satisfaction and pleasure (Hernawan, 2016). Recreation is a leisure time activity (Sadikin & Rangkuti, 2022). Recreational activities must be in the form of something we are familiar with umpamannya sports, arts, handicrafts, dramatic arts, dance or other special events. With the aim to be achieved, namely giving pleasure, satisfaction and fostering brotherhood, reducing tension, filling emptiness and loneliness.

Recreation is the most important and necessary thing for every individual. Everyone wants to get pleasure, satisfaction and wants to eliminate tensions both physical tension and mental tension. That pleasure can be obtained through recreational activities that are in accordance with their respective choices. Recreation is an active and passive activity carried out freely and creatively in the gap time as an interlude of daily work according to talents and hobbies that cause joy and satisfaction to obtain a balance of physical and mental freshness. Human life basically requires exercise, so that the body remains healthy and is not susceptible to disease. Regular

exercise is able to develop the condition of the body back in a fresh state after tiring daily activities. Sport is a human activity and sport has an influence on the person who does it. Sports are physical activities or human physical activities that affect the personality of the perpetrator, already goods or physical activities in sports are activities that demand certain physical abilities to use the body as a whole.

METHODS

This assessment aims to develop and test a recreational sports learning model with a CTL learning model in an effort to form the values of fair play, leadership, and creativity. The assessment model used is research and development. The subjects in this study were students of the Health and Recreation Physical Education study program, Bina Guna College of Sports and Health who took recreational sports courses in the even semester of the 2022/2023 academic year. The stages and cycles of the model are organized into: (1) formulate the theoretical model; (2) obtain basic data; (3) conduct trials; (4) revise the lecture model and instrument; (5) product dimensions. The data collection instruments used are the researchers themselves, cameras, observations used by lecturers. Because the data is qualitative, a qualitative paradigm is used which emphasizes understanding. To capture the meaning of the actor's point of view through observation. The analysis steps are: (1) collecting all data from observations; (2) analyzing field notes, interview notes and discussion notes; (3) synthesizing the process of processing all data for each category; (4) making final conclusions.

RESULTS & DISCUSSIONS

Results

Recreational sport itself began in England when the landlords had a lot of free time and filled it with physical activity in the vast palace grounds. Then the creation of recreational sports known in Europe with trim action, in America known as Recrational sport, and usually with the general term called "Sport for All". The results of this study are the results of data analysis obtained during the research. All data is qualitative data. The data consisted of 16 field notes 40 observation sheets, 2 interview notes, 2 discussion notes, peer lecturer summaries. To maintain the validity of the data, the following things were done: (1) research diligence, by conducting 16 observations involving 2 observer lecturers using observation sheets, also taking pictures; (2) Triangulation, by interviewing the head of the Physical Education Health and Recreation study program, Bina Guna Sports and Health College, and 2 peer lecturers.

Discussions

Sports is a systemic process in the form of all activities or efforts that can encourage, arouse, develop, and foster the physical and spiritual potential of a person as a person or as a member of society in the form of games, competitions or matches, and intensive physical activities to obtain recreation, glory, and peak potential in the context of the formation of a quality Indonesian human being based on Pancasila. Sports can affect a person's life, because a person's life is greatly influenced by several things, including: (1) Sports are physical, meaning that harmonious physical growth is a very good influence on the growth of muscles, blood circulation, breathing, digestion, reactions and so on; (2) Sports are spiritual, such as courage, perseverance, trust in yourself or in others, honesty and others; (3) Sports are sociological, meaning that sports provide opportunities to increase socialization and fill spare time.

First, the Contextual teaching learning (CTL) model is suitable for the development of a recreational sports learning model that integrates the formation of behavioral values of fair play, leadership and creativity. Lecture material in the form of theory and practice of recreational sports both carried out in nature, indoors, buildings and fields to encourage students to understand and recognize the values contained in recreational sports. Second, the development of a recreational sports learning model that integrates the formation of behavioral values of fair play, leadership

and creativity, is carried out with the CTL learning model emphasizing interactive activities. Briefly, it can be mentioned that this model is called an interactive activity rather than a material model.

The interactive activity model emphasizes the importance of active involvement of students and lecturers in various interactive activities and helps teachers/lecturers link the material taught with real world situations and encourage students to link their knowledge with its application in everyday life in the family and community. Third, this CTL learning model seems effective for shaping the values of fair play, leadership behavior and creativity in recreational sports training, because almost all indicators and sub indicators appear in the trial. However, it is recognized that the appearance is still a tendency, not yet an appropriate, stable, inherent behavior, in students because the trial is carried out in a relatively short time. Fourth, in this study three observation sheets were developed to form fair play values, leadership behavior, creativity in recreational sports lectures, each observation sheet was used and continued to be developed. It seems that the use of observation sheets can cover all aspects and is more in-depth in assessing all indicators, so that the assessment is more comprehensive and in-depth.

CONCLUSION

The result of this study is that the values of fair play, leadership, and creativity have been identified as models, although it is still a tendency, all indicators appear in recreational sports lectures.

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