

The Application of “Watch Out” Games to Develop Positive Attitude of Elementary School Students toward Physical Activities

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Abstract

This classroom action research aimed at developing positive attitudes of students toward physical activities with six different categories consisting of physical activities as social experience, for health and fitness, as pursuit of vertigo, as and aesthetic experience, as catharsis, and as an ascetic experience owing to “Watch Out” Games application in physical education, sports, and health subject. This research was conducted for 33 fifth grade students at Jati 03 public elementary school in Jakarta in Indonesia. This research involved two cycles to apply “Watch Out” Games in physical education, sports, and health subject started by the players standing at the starting line with paper prepared, players passing each paper by placing their hands or feet according to the pattern, the players given only two seconds to move on to the next pattern, and the player passing all the papers or patterns correctly. The results found that positive attitudes of the students toward physical activities in cycle 1 and 2 reached 74.44 % and 84.59 %. In the conclusion, it is highlighted that “Watch Out” Games application in physical education, sports, and health subject can improve positive attitudes of the students toward physical activities for 33 fifth grade students at Jati 03 public elementary school in Jakarta in Indonesia.

Keywords: “Watch Out” Games; positive attitudes; physical activities; aesthetic experience; catharsis

1. Introduction

Affective, cognitive, and behavioral attitudes are components of student attitude (Szumski, Smogorzewska, and Grygiel, 2020). Positive attitude toward physical activities was shaped when people taking benefits from them (Nia, Mizany, Sajadi, & Rahimizadeh, 2012). There is relationship between being more physically active and attitude toward physical activities. This research finding is in line with the study of Pethkar, Naik, & Sonawane (2010) presenting that the children positive attitudes

toward physical activity grow as physically active and healthy adults (Pethkar, Naik, & Sonawane, 2010). Optimal physical activity conducted during physical education is very essential for children to achieve daily physical activity suggested (King, Brusseau, Hannon, Castelli, Hilton, & Burns, 2017). Positive attitudes of the students were indicated by reciprocal understanding, social skills, and ability to maintain themselves (Salin, Hautsalo, Vanni, Seitsamo, Koivisto, 2020). People attitudes are directed by their personal worth as general principles referring to desirable goal encouraging their action (Bask, Halme, Kallio, & Kuula, 2020). Attitude toward physical activity significantly influenced bus use intention and lessened physical inactivity (Tran, Yamamoto, Sato, Miwa, Morikawa, 2020). Games assist to develop physical education lesson efficiency (Ion, Tatiana, Gabriel, Aurel, 2014). However, there was less detail description about the way of enhancing positive attitudes of the students toward physical activities.

2. Literature review

Student attitude in affective, cognitive, and behavioral aspects are related to various emotions, cognitions, and behaviors experienced in certain situations (Szumski, Smogorzewska, and Grygiel, 2020). Attitudes toward physical education can be classified into six categories: physical activities as social experience, for health and fitness, as vertigo pursuit, as aesthetic experience, as catharsis, and as ascetic experience (Nia, Mizany, Sajadi, & Rahimizadeh, 2012). Positive and negative experiences of physical education program influence people knowledge, attitudes, beliefs and behavior (Pethkar, Naik, & Sonawane, 2010). Different physical activity levels were done by elementary physical education classes (King, Brusseau, Hannon, Castelli, Hilton, & Burns, 2017). Most of first year student attitudes was negative, however, their attitudes grew into positive during their study course (Salin, Hautsalo, Vanni, Seitsamo, Koivisto, 2020). Attitudes having an object are less lasting than value priorities having an object (Bask, Halme, Kallio, & Kuula, 2020). Improvement of people attitude toward physical activity can be done by building walking and cycling environment (Tran, Yamamoto, Sato, Miwa, Morikawa, 2020). Games in physical education lesson develop student basic motor skills, attention, movement accuracy, team spirit, and respect for rules (Ion, Tatiana, Gabriel, Aurel, 2014). However, most of previous studies do not present detail explanation about the steps of improving student positive attitudes toward physical activities.

3. Method

This classroom action research was carried out consisting of planning, acting, observing, and reflecting steps in the spiral model by Kemmis and McTaggart (Marini, Safitri, Nuraini, Rihatno, Satibi, & Wahyudi, 2020; Safitri, Nuraini, Rihatno, Kaban, Marini, & Wahyudi, 2020; Edwita, Safitri, Nuraini, Rihatno, Sudrajat, Marini, & Wahyudi, 2020; Ibrahim, M., Safitri, Umasih, Marini, & Wahyudi, 2020; Nuraini, Safitri, Rihatno, Marini, Putra, & Wahyudi, 2020; Rihatno, Safitri, Nuraini, Marini, Putra, & Wahyudi, 2020; Umasih, Safitri, Nuraini, Rihatno, Maksum, Marini, & Wahyudi, 2020). This research objective was to improve positive attitudes of the students toward physical activities with six different categories consisting of physical activities as social experience, for health and fitness, as pursuit of vertigo, as and aesthetic experience, as catharsis, and as an ascetic experience because of “Watch Out” Games application in physical education, sports, and health subject for 33 fifth grade students at Jati 03 public elementary school in Jakarta in Indonesia. In the step of planning, “Watch Out” Games lesson plan having objectives to practice accuracy,

to train student self confidence, and to train hand, foot, and brain coordination was made. In the step of acting, “Watch Out” Games application in two cycles was done indoor. In the step of observing, positive attitudes of the students toward physical activities because of “Watch Out” Games application were recorded. In the step of reflecting, evaluation was carried out related to positive attitudes of the students toward physical activities caused by “Watch Out” Games application. This research was continued to the next cycle if the target of positive attitudes of the students toward physical activities improvement established 80 % had not been attained. The cycles done in this research can be shown in Figure 1.

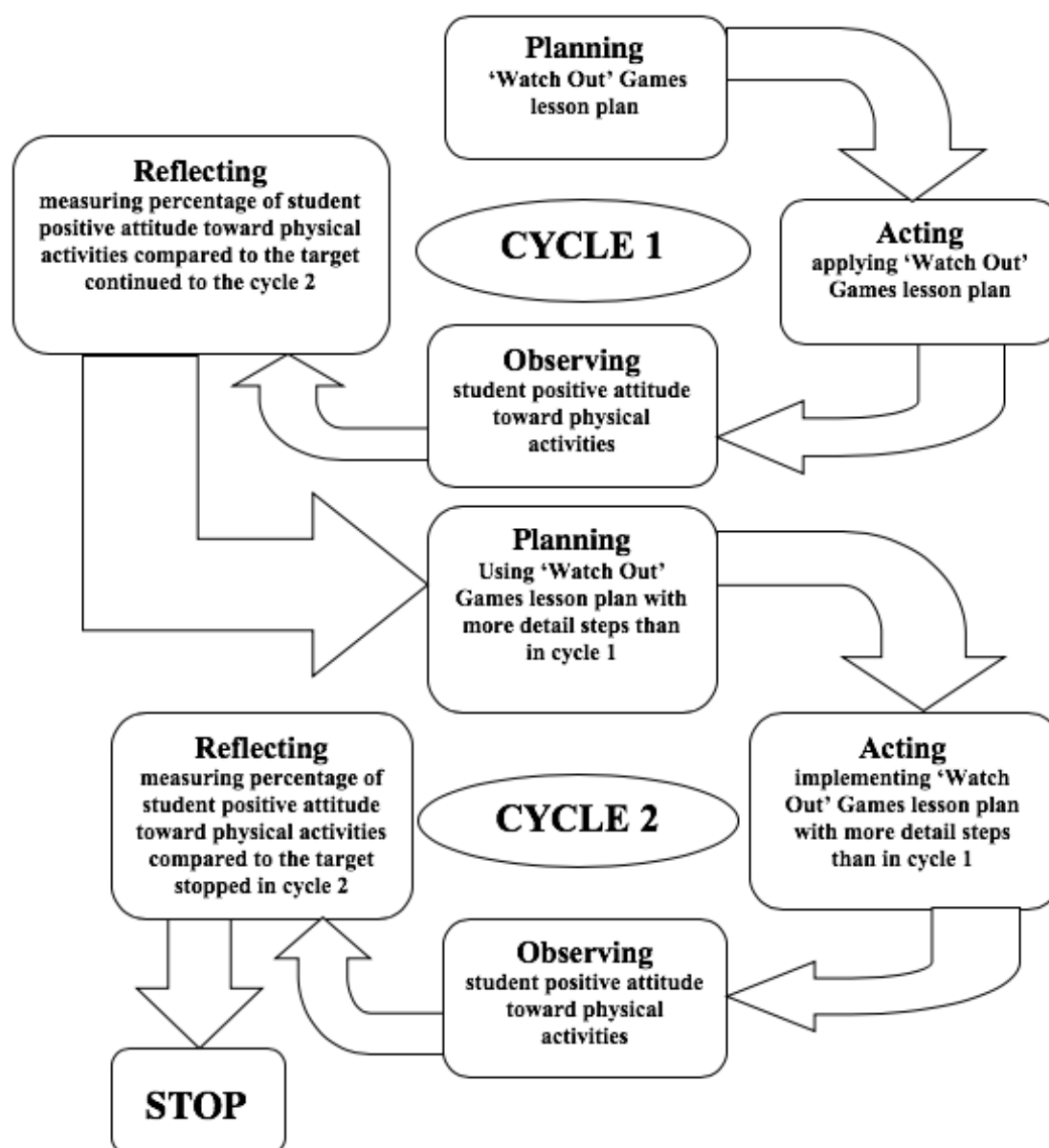


Figure 1. The cycles of research

4. Results and Discussion

In the step of planning, application of “Watch Out” Games lesson plan as one of audio-visual based brain break game model in physical education, sports, and health subject was made completed with equipments and rule of the game. These game objectives included in lesson plan are to practice accuracy, to train student self confidence, and to train hand, foot, and brain coordination. In this step, the equipments to conduct “Watch Out” Games such as paper already having pictures of feet and hands, and tape or duct tape were prepared. In the step of acting, indoor “Watch Out” Games with free number of players aged 10-12 years consisted of five steps. The first step was the players standing at the starting line with paper prepared, players passing each paper by placing their hands or feet according to the pattern. The second step was the players given only two seconds to move on to the next pattern. In the case of player putting the wrong hand or foot not according to the pattern, the player was given a chance to repeat from the beginning. If the player returned wrong, the player was immediately substituted. The last step was that the player passing all the papers or patterns correctly.

In the step of observing, positive attitudes of the students toward physical activities with six different categories consisting of physical activities as social experience, for health and fitness, as pursuit of vertigo, as and aesthetic experience, as catharsis, and as an ascetic experience due to implementation of “Watch Out” Games were recorded. In reflecting step, evaluation was conducted to measure the student positive attitudes toward physical activities with six different categories consisting of physical activities as social experience, for health and fitness, as pursuit of vertigo, as and aesthetic experience, as catharsis, and as an ascetic experience caused by “Watch Out” Games application in physical education, sports, and health subject. In cycle 1, positive attitudes of the students toward physical activities as social experience, for health and fitness, as pursuit of vertigo, as and aesthetic experience, as catharsis, and as an ascetic experience reached 75.85 %, 72.46 %, 74.29 %, 77.28 %, 70.53 %, and 76.25 %, respectively, and in cycle 2 reached 84.42 %, 80.27 %, 86.83 %, 87.24 %, 83.63 %, and 85.16 %, respectively. As a whole in cycle 1 and 2, student positive attitudes toward physical activities as social experience, for health and fitness, as pursuit of vertigo, as and aesthetic experience, as catharsis, and as an ascetic experience due to application of “Watch Out” Games arrived at 74.44 % and 84.59 %. Due to percentage of student positive attitudes toward physical activities in cycle 2 has been more than the target, so this research was stopped in cycle 2.

Conclusion

In conclusion, it is clear that implementation of “Watch Out” Games can improve positive attitudes of the students toward physical activities with six different categories consisting of physical activities as social experience, for health and fitness, as pursuit of vertigo, as and aesthetic experience, as catharsis, and as an ascetic experience in physical education, sports, and health subject for 33 fifth grade students at Jati 03 public elementary school in Jakarta in Indonesia.

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