

Developing Handball Learning Process Through Sport Education Model

By:
Ermawan Susanto

Faculty of Sport Science
Yogyakarta State University

Abstract

This paper try to explain about the fact that handball is interesting sport on the graduate school. But, sport education in physical education context reputed not complete and not appropriate to give for student because the values of sport is nothing. Handball learning process usually taught with sport technique and distinct from ever the game. The process not giving experience to student on the sport. It is uncongenial with draft of developmentally appropriate practices. That way can be disagreeable and the student not active. Sport education model can hopes carry disadvantage of learning. Generally, the objective of is to teach the student to be player and helpmate growth to be athlete. As well as the player, sport education engage the student be a referee, coach, captain, manager, trainer, official, statistician, dan sport journalist. Handball learning process through sport education model will give explain about traditional learning context (*teacher centered*) towards learning with sport competition (*students centered*).

Key words: *sport education, handball learning, developing.*

Introduction

Sport Education is a curriculum model designed to provide authentic sport experiences for all students through six key features; seasons, team affiliation, formal competition, record keeping, festivity, and culminating events (Siedentop, 1994). Sport Education has proven successful in increasing engagement, effort, enjoyment, independence, motivation, physical skill, decision-making, tactical understanding, and cooperative behaviors of students without disabilities. Although these increases are evident as examined through race, gender, socioeconomic status, and age, no research to date has examined the impact Sport Education has on students with disabilities. Point out engagement opportunities in sport and physical activity are particularly limited for individuals with visual impairments. The purpose of this paper try to argue of a Sport Education curriculum in handball learning.

The Sport Education Model Characteristics

The sport education model has gained a considerable amount of support in the literature as an effective alternative to the traditional, multi-activity approach to physical education. The sport education model has several distinctive characteristics: (1) SEASONS A season involves a series of consecutive lessons (for example, 14 to 20), and involves pre-season activities, practice and competition; (2) TEAM AFFILIATION

Students become members of teams for the duration of the season and assume roles of coach, manager, and so on, as well as being players; (3) FORMAL COMPETITION The competition involves pre-season preparation, in-season competition, and a culminating event or festival that provides an appropriate climax to the end of the competitive season, (4) KEEPING RECORDS Records may include outcomes of matches and player performance; (5) FESTIVITY The festivity of sport can be encouraged through a sports notice board, team photos, uniforms, and honoring the rituals and traditions of the particular sport. Its central goal is to teach students to be competent, literate, and enthusiastic sports people.

The curricular philosophy of Sport Education has two distinct features: (1) greater depth of coverage of content and (2) an expanded set of content goals. First, in sport education fewer activities are taught in a given school year, allowing students to learn each activity to a greater depth than is typical in multiactivity physical education programs (Siedentop, 2004: 17). This is more philosophy in consistent with current thinking in education reform.

The Sport Education's Objective

Sport education objectives are achieved through the experiences students have during activity seasons: (1) Develop sport-specific techniques and fitness; (2) Appreciate and be able to execute sport-specific strategic play; (3) Participate at a developmentally appropriate level, (4) Share planning and administration of sport experiences; (5) Provide responsible leadership; (6) Work effectively within a group toward common goal; (7) Appreciate the rituals and conventions that give sports their unique meaning; (8) Develop the capacity to make reasoned decisions about sport concerns.

One of the main goals of sport education is for students to share in the planning and administration of their sport experiences. To accomplish this goal, sport education teachers create a variety of student roles for each season. When students get to learn and perform in a variety of roles other than the player role, they feel more responsible for their own participation and the success of the team, and they can contribute to the overall success of the season. Student Responsibilities and Roles are :

Role	Responsibilities
Player Responsibilities	<ul style="list-style-type: none"> ▪ Demonstrate appropriate personal, physical and communication skills. ▪ Identify strengths, weaknesses and use team strategies to compensate for them. ▪ Follow your captain's directions ▪ Set up quickly on areas of play ▪ Line up after game for an after-game hand slap ▪ Have questions? Refer to the folder, ask captain/teammates and instructor.
Captain	<ul style="list-style-type: none"> ▪ Assign & record player positions ▪ Inform team of field location & opponent ▪ Lead team meetings in discussion of strengths, weaknesses and strategies ▪ "Shoot it out" for kick offs, etc. to start the game ▪ Follow team player responsibilities ▪ Report with folder to teacher after score sheet has been recorded
Assistant	Assists the captain in their duties & takes over when they are absent.
Trainer	Leads warm up and skill drills prior to the start of the game
Equipment Manager	Obtains and returns all equipment at the end of class
Recorder	Legibly records and total points using tally marks (i.e. IIII)

The Foundation of Handball Technique Learning Process

The speed of the learning process depends on the period of time elapsed since the previous learning experience. In handball we can observe how a student develops from concentrating only on the ball to a progressive expansion of the field of concentration. In my opinion the handball player's learning process never ends. Whenever they are active they are experimenting and therefore constantly improving their tactical and technical skills.

I consider the period of initiation to be the time from when the student begins playing without any knowledge of the specific features of handball (although with some experience in basic motor training) until the student has mastered intelligently the basic game. This means being able to pay attention to other players, to the ball and to the goal approaching the goal with or without opposition, creating passing lines and moving towards empty spaces. Other aspects to be mastered include being able to control the ball pass, receive and throw, to help other players, to identify correctly whether they are an attacking or defensive player, to identify the field and to have a knowledge of the rules of the game.

All activities must be planned for the short, medium and long term with clearly defined goals and in association with an actual playing model. We need to know what

we want of a player. This means that it is not only important that the coach knows the young player and the game but must also be aware of the actual concepts and demands of the players. Handball in general develops from structured and fixed combinations to a continuous, creative and varied game. The drills 2 v 2 and 3 vs 3, with freedom for creativity, are nowadays fundamentally important for the technical development of the player (Thum, 2005: 38). Handball initiation has three fundamental purposes:

1. The student should understand the principle elements of the game.
2. The student begins to develop the discipline required for training and practice.
3. The student learns the basic technical and tactical elements of the game.

Multilateral training methods are essential. Good results are only possible with general and non-specific instructions involving a variety of training methods for the well-rounded development of physical qualities such as strength, speed, flexibility and resistance and also to bring about an improvement in the co-ordination qualities (direction, rhythm and balance). A varied use of resources, training and exercise techniques and learning principles produces an extensive motor capability. At the beginning we must have a “philosophy” based specifically on progressive, physical development and not on sporting results.

The Foundation of Handball Technique Sport Education Curriculum

Sport education is a curriculum and instruction model developed to allow students in physical education programs to have authentic, enjoyable learning experiences in sport, dance, and exercise activities.

SILABUS

Matakuliah Dasar Gerak Bola Tangan Model *Sport Education*

Fakultas	: Ilmu Keolahragaan
Program Studi	: Pendidikan Jasmani Kesehatan Rekreasi
Matakuliah	: Dasar Gerak Bola Tangan
Kode MK	: IKF 137
Semester	: Genap
Dosen	: Ermawan Susanto, S.Pd.
Kelas	: PJKR NR Kelas C 2008

A. DESKRIPSI MATAKULIAH

Matakuliah ini membahas beberapa teknik dasar permainan bola tangan, *dribbling*, *passing*, dan *shooting*. Juga dibahas tentang taktik dasar permainan, peraturan pertandingan, sistem penyerangan-pertahanan, dan latihan stabilisasi. Bobot matakuliah ini ialah 1 (satu) SKS dan bersifat wajib tempuh bagi calon sarjana S1 dan menjadi matakuliah prasyarat untuk mengikuti matakuliah bola tangan lanjutan yaitu Metodik Bola Tangan.

B. KOMPETENSI MATAKULIAH

1. mengetahui dan memahami teknik dasar, peraturan permainan, dan perwasitan bola tangan.
2. Mengetahui dan memahami permainan bola tangan melalui model kompetisi olahraga.

C. STRATEGI PERKULIAHAN

Tatap Muka : Demonstrasi, Visualisasi Media Pembelajaran, Kompetisi Bola tangan.
Non-Tatap Muka : Tugas Mandiri, Tugas Kelompok, Pembelajaran E-learning.

D. SUMBER BAHAN

Buku Wajib :

1. Hari A. Rahman & Ermawan Susanto. (2003). Bola Tangan sebuah Pengantar dalam Pembelajaran. FIK UNY.

Buku Anjuran :

2. Thumm, H.P. (2005). Handball Elementary Course for Physical Education Teacher/Student. Faculty of Sport. Yogyakarta State University.
3. International Handball Federation (2007). <http://www.ihf.info.com> . Handball Rule of the Games (2005).

E. SKENARIO PERKULIAHAN

TM	Kompetensi Dasar	Materi Pokok	Strategi	Sumber Bahan
1	Memahami sejarah, kedudukan, teknik & takti dasar, peraturan pertandingan bola tangan	Sejarah bola tangan, rule of the games, teknik & taktik dasar	Ceramah Tanya jawab Diskusi	Bab I – III, hlm 9-24 buku 1 & 2.
2	Mengetahui dan memperagakan teknik dasar dribbling bola tangan	Macam-macam minor games khusus dribbling, Dribbling dengan 3 langkah	Drilling, Demonstrasi	Buku 1 & 2
3	Mengetahui dan memperagakan teknik dasar passing bola tangan	a. pass atas b. pass bawah c. bounce pass d. side pass e. long pass	Drilling, Demonstrasi	Buku 1
4	Mengetahui dan memperagakan teknik dasar shooting bola tangan	a. flying shoot b. side shoot c. under shoot	Drilling, Demonstrasi	Buku 1 & 2

5	Menentukan model sport education	a. musim/season, b. Anggota Team Olahraga c. Kompetisi Formal d. Puncak Pertandingan e. Catatan Hasil Pertandingan f. Perayaan Hasil Kompetisi	Belajar sendiri	
6	Mengetahui memperagakan sistem setengah kompetisi permainan bola tangan	Grup I Grup II	Sport education	
7	Mengetahui memperagakan sistem setengah kompetisi permainan bola tangan	Grup I Grup II	Sport education	
8	Mengetahui memperagakan sistem setengah kompetisi permainan bola tangan	Grup I Grup II	Sport education	
9	Mengetahui memperagakan sistem setengah kompetisi permainan bola tangan	Grup I Grup II	Sport education	
10	Mengetahui memperagakan sistem setengah kompetisi permainan bola tangan	Grup I Grup II	Sport education	Buku 1
11	Mengetahui memperagakan sistem setengah kompetisi permainan bola tangan	Grup I Grup II	Sport education	Buku 1 & 2
12	Mengetahui memperagakan sistem setengah kompetisi permainan bola tangan	Grup I Grup II	Sport education	Buku 1 & 2
13	Mengetahui memperagakan sistem setengah kompetisi permainan bola tangan	Grup I Grup II	Sport education	Buku 1 & 2
14	Mengetahui memperagakan sistem setengah kompetisi permainan bola tangan	Grup I Grup II	Sport education	Buku 1 & 2
15	Mengetahui memperagakan sistem setengah kompetisi permainan bola tangan	Grand Final/Puncak Perayaan	Sport education	
16	Mengetahui dan memperagakan post test permainan bola tangan	a. Dribling b. Passing c. Flying Shooting	Penugasan	

Yogyakarta, 22 Maret 2009
Dosen Pengampu

Ermawan Susanto, S.Pd.
NIP. 132 300 165

RENCANA PELAKSANAAN PENGAJARAN (RPP)
Matakuliah Dasar Gerak Bola Tangan Model *Sport Education*

1. Fakultas/Program Studi : FIK/PJKR
2. Mata Kuliah/Kode : Dasar Gerak Bola Tangan/ IKF 137
3. SKS : 1 SKS Praktek
4. Semester dan Waktu : II (Dua) waktu 100 menit
5. Kompetensi Dasar : Kompetisi permainan bola tangan.
6. Indikator Ketercapaian : Mahasiswa mampu melakukan pertandingan dengan system setengah kompetisi sesuai model sport education.
7. Materi Pokok : Kompetisi olahraga system setengah kompetisi
8. Kegiatan Perkuliahan : pertemuan 6-16
9. Evaluasi : Daftar ceck list sesuai peran masing-masing

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- 1) Hari A. Rahman & Ermawan Susanto. (2003). *Bola Tangan sebuah Pengantar dalam Pembelajaran*. FIK UNY.
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Ermawan Susanto, S.Pd.
NIP 132300165

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