ABSTRACT

This research was research and development on the preparation of a sport education in subject bola tangan. The purpose of this research is to develop the basic course of motion hand ball through sport education model.

The method used in this study is to research and development. At this stage an early stage where limited research on the preparation of the basic course of motion bola tangan through sport education model. In the cycle of research and development, this early stage to make products that include: (1) syllabus, (2) RPP, and (3) guidebook bola tangan sports competition. Subjects The study included: (1) physical education experts and (2) basic course lecturer team bola tangan motion. Instruments in the form of sheets of evaluation research of physical education expert and professor of basic subjects hand ball motion. The instrument was conducted in order to obtain feedback and improvement of the model to be developed. The evaluation covers aspects of form / content of the learning model, general comments and suggestions, and conclusions. Evaluation range from "very good" up to "very poor" by giving a "√" in the fields. Data obtained through the evaluation sheets from the expert and professor of physical education courses bola tangan, were analyzed using qualitative descriptive statistics.

The results of this development produces learning basic sport model of motion bola tangan education courses arranged in the form of syllabi, lesson plans, and handbooks bola tangan sports competition. Based on the results of questionnaires carried out by each expert, obtained an average score above 3 or into the category of "Good" for quality sport education model motion bola tangan basic subjects

Keywords: development, learning handball, sport, sport education model

INTRODUCTION

The process of learning in basic subjects is still ongoing sports movement conventionally. This means that learning patterns are still centered on the lecturer (teacher centered) with the delivery of basic techniques that separate sports from sports games. Conversely sport education model oriented to direct student involvement (student centered)
in which the learning program is packaged in a sports competition. This method is believed to be able to develop aspects of physical fitness, motor skills, critical thinking skills, social skills, reasoning, emotional stability, moral action is good, healthy lifestyle and clean environment through the introduction of selected physical activity.

Basic course hand ball motion is one of the subjects being taught the game at Faculty of Sport UNY with weights 1 Credit practice. Characteristics hand ball very dynamic game such as basketball games, football, bolavoli, and futsal. During this basic course hand ball motion submitted through practice approach to the delivery of basic techniques of sport that is often separate from the actual game atmosphere. Where do the game, the game does not conform with the nature of students’ ability and loss of values keolahragaannya. Moreover, the learning process does not provide a complete experience on the students in the exercise. It is considered incompatible with the concept of developmentally Appropriate practices. Even in reality was, for most students in this way less fun and less actively involve students.

Based on preliminary studies, it is known that the basic competencies of the syllabus content of basic subjects hand ball motion is as follows: 1) understand the history, position, technique and basic tactics, handball rules, 2) understand and demonstrate the form of heating handball, 3) know and demonstrate basic techniques of dribbling, passing, and shooting, 4) know the game of handball, and 5) perform three basic tests hand ball game. Establishment of the basic course of motion hand ball learning through sport education model is expected to give a clear picture of the differences between conventional learning with the learning of athletic competition.

LITERATURE REVIEW

Sport Education Model

Sport education previously given the name of play education (Jewett and Bain, 1995) was developed by Siedentop (1995). This model is
oriented reference value disciplinary mastery (mastery of the material), and refers to the sport curriculum model Socialization. Siedentop a lot to discuss this model in his book entitled "Quality Through Positive Sport Experiences PE: Sport Education". The inspiration that underlies this model is related to the fact that sport is one of the physical education materials used by faculty and students were happy to do it. On the other hand shows that the learning exercise in the context of physical education is not complete if given to the students because the values contained in them are often overlooked. Course hand ball game more often taught through the techniques of sports that are often separated from the atmosphere or if any game actually playing the game, the game does not conform with the nature of students' ability and loss of values keolahragaannya. More important that the learning process does not provide a complete experience of students in the exercise. It is considered incompatible with the concept of developmentally Appropriate practices. Sport education model is expected to overcome the weaknesses during the learning is often done by lecturers.

Sport education model has the goal to educate students to become players in the real meaning and help them grow to become competent sportsman, wise and knowledgeable, and enthusiastic. As for some specific purpose, among other things: 1) develop skills and fitness for a particular sport, 2) respect and to conduct a strategic game in sports, 3) participate appropriately in accordance with the stage of development, 4) share a role in planning and administration exercise program, 5) provide and develop leadership that is responsible 6) work effectively in groups to achieve common goals, 7) respect the uniqueness of the meaning of rituals and conventions of each branch of sport, 8) develop the capacity to take appropriate and prudent decisions relating to issues in sports, and 9) develop and apply knowledge about the refereeing, appraisal and training.

According Siendentop at al (2004: 76-78) there are six characteristics of sport education model that is often absent from teaching physical education in general are: season, team members, formal games, top
games, record results, the celebration of the competition. The following describes these characteristics:

1. **Season (season)** is one of the characteristics of sport education model in which consists of training and competition season and often end with a top competition.

2. **Members of the team** is the second characteristic of the sport education model. All students must be one member of team sports and will remain as members until the season is finished.

3. **Formal competition** is a characteristic of the sport education model. Competition in this model contains three meanings, namely: festivals, businesses achieve competence, and following the matches on successive levels. Scheduling is set from early on lectures so that students know the exact time and from the time when they must prepare themselves.

4. **Top of the game** is typical of sporting events to find who is the best in that season, and this characteristic made to the four characteristics of sport education model.

5. **Note the results** are characteristic of all five of the sport education model. Note this is done in various forms, ranging from entry records dai goal, kick into the goal, cheating, mistakes, and so adapted to the abilities of students. Note this is done the students to be good feedback for individuals and teams.

6. **Celebration of the competition** is a characteristic of the sport education model. Celebration of the competition as a medal ceremony useful to enhance the meaning of participation and the social aspect of the experience of the students.

   The six characteristics of sport education model is by Siedentop an excuse to say that the learning process in general is not complete in teaching students through sports.
Differences with Sport Sport Education

The contrast between sports education with sports (sports), among others, distinguished by the elements: 1) eligibility to participate (participation requirements), 2) involvement in accordance with the development of students (developmentally Appropriate involvement), and 3) the role of a more diverse (more diverse roles.) On the element of participation requirements (participation requirements), sport education requires the full participation of all students in all seasons. This demand will affect the considerations in choosing the number of teams and members on each team, and the characteristics of the competition was doing. Some things to note are: a) the elimination system as far as possible be avoided, b) the number of team members that too much should also be avoided because the game tends to be dominated by students who are skilled, c) peak of the game should be an event for all students not only for the student or the best team, d) all students (not just the gifted) had the same opportunity in all roles both as a player, referee, leaders, and members of the team.

On the involvement of the appropriate elements of its development (developmentally Appropriate involvement), form of exercise used in the sport education must be in accordance with experience and abilities of students. Siedentop even assume that all formal exercise in full is not suitable given to students in the context of sport education. All sports must be given gradually and be modified but the overall characteristics of sport education in the six mentioned above. Modifications can be made of the number of team members eg 1 versus 1 to the number corresponding with the students' ability, the tools used, as well as the rules from start to say in or out until the regulations are based on student ability to be applied.

On a more diverse role elements (more diverse roles), sport education model requires students to play many roles rather than sport in general is only acting as a player. In sport education model, in addition to studying acting as players, students also learn as a coach, referee, and the registrar score. In the case of a particular model, students can learn as a manager,
instructor, broadcaster, and sports news writer. For that this model can also develop students’ careers in the field of professional sports.

Implementation Sport Education Model

According Siedentop (1995) like other learning models, sport education model can be implemented well or vice versa. Successes and failures of this model depends on how we, the teachers, implement it. According Siedentop et al (2004: 81) there are some hints and suggestions to help teachers begin implementing a sport education and then build on the success of its implementation.

Sport education model requires the full participation of the students. While the problem remains a classic, namely that the very limited time to lectures, but students should still have a successful experience as much as possible. Therefore, formal sport, carried out with actual format must consider the consequences. Almost all sports can be modified to make it more appropriate for development (developmentally Appropriate) and ensuring the full involvement of students. Participation here means actually implement the skills and engage in strategic game as a team member. It is no secret that the game is done will affect students formally involved in the game does not actually participate.

The main features of sport education model is that the learning undertaken in a season, or commonly called the season. This season is the replacement of the learning unit, which usually lasts shorter. The season should last long enough for the purpose of sport education model can be achieved, namely to provide a complete experience of students in terms of mastering sports skills as well as to internalize the values of sport to complement the personality development of students. Even in addition to skills and values, students were given the experience to ever be a referee, official, coach, assistant coach, recorder values, or other roles. Learning tasks that the complex will require a longer time, far longer than the time provided for the learning unit at the time of the public lecture.
The primary role of determining the sport education model is the coach or team captain, referee, registrar grades, and journalists. Another role is a manager, trainer, committee member of the electorate, and broadcaster. Each of these roles should be clearly defined. Whatever the role that utilized should be included in the accountability system. Lecturers can not expect students applying for these roles for themselves, except if it is meaningful to his team and individual assessment. Although the specific nature of each role is different from situation to situation, here is a task that must be executed by each of these roles: coach or team captain, assistant coach, referee, registrar grades, satistisian, reporters, managers, trainers, and broadcasters.

**Basic Course Characteristics Motion Handball.**

Basic course of motion handball (Foundation of Handball Technique) is a course that is optional and is taught to all courses of study in the Faculty of Sport Science UNY. This subject weighs 1 Credit to the implementation of practices in the field. This course introduces the basic techniques of holding the ball, throws in hand ball, dribble, shot drifted hand ball (flying shoot), hand ball game rules, and practices play hand ball (Curriculum FIK, 2002: 74). Hand ball game is a real sport has long been known in Indonesia and until today still become one of the subjects taught in LPTK sports. Its existence is not taken into account because it does not have an official parent organization (Day & Ermawan, 2005: 27). As one sports game, hand ball have a positive impact on physical development, discipline, cooperation, social, emotional, and life skills. This impact is consistent with the objectives of education in general. Hand ball is a dynamic sport that can make the body be trained, motivated, intelligent, and train the players to work together as a team. This exercise helps to keep fit, healthy, allowing a sense of pleasure in every game even if played very fast.

Handball played by players of six people and one goalkeeper. The object of this game is to throw the ball to go into goals at the opponent's
goal. Hand ball played on a field with a length of 40 m and a width of 20 m. The time used is 2 x 30 minutes. Each team consists of 12 players but only 7 players on the field including a goalkeeper. The rest is a replacement player during the game progresses. The players alternate between offense and defense positions, depending on the control of the ball. Goalkeeper from each team wear a different color with other players. In principle, this game can be played by anyone. No need to have a high and great posture. When we look at the first glance looks the same rules between men and women. Only the balls of different sizes. For children smaller ball size. According to the instructions International Handball Federation Rules, 2002, the size of balls used was: 1) to under 8 years of age halos is 48 cm and weighing at least 290 grams (size 0), 2) for young children (ages 8-12 years) and girls (ages 8-14), circle the ball is 50-52 cm and the lightest weight of 315 grams (size 1), 3) for young men aged 12-16 years and girls aged over 14 years of halos is 54 - 56 cm and the lightest weight is 325-400 grams (size 2), 4) for men aged more than 16 years the circle of the ball is 58-60 cm and the lightest weight is 425-475 grams (size 3).

RESEARCH METHODOLOGY

At this stage, research is still limited to the preparation of the basic course of motion hand ball through sport education model. Appropriate research and development cycle (Borg and Gall, 1983), this stage is the first step is to make products that include: (1) syllabus, (2) RPP, and (3) guidebook hand ball competition. The subjects were: 1) physical education experts and 2) basic course lecturer team hand ball motion. Instruments in this study is an evaluation sheet to obtain information from experts and professors of physical education courses pengampu hand ball motion base. The instrument is given in order to obtain feedback and improvement of the model to be developed. The evaluation covers aspects of form / content of the learning model, general comments and suggestions, and conclusions. Evaluation range from "very good" up to "very poor" by giving
a “√” in the fields. Data obtained through the evaluation sheets from the experts and lecturers hand ball subjects were analyzed using qualitative descriptive statistics.

RESULTS AND DISCUSSION

Research Results

Based on the results of field observation, it was found that the basic learning hand ball motion is still oriented toward learning outcomes. Learning process on course sport is still going on conventionally. This means that learning patterns are still centered on the lecturer (teacher centered) with the delivery of basic techniques of sports. The following is a characteristic difference learning model of motion hand ball basic subjects and sport education model:

The characteristics of Basic Learning Model Sport Education Model

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Basic Learning Model</th>
<th>Model Sport Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of learning</td>
<td>Teacher Centered</td>
<td>Student Centered</td>
</tr>
<tr>
<td>Implementation of Learning</td>
<td>Teaching basic techniques</td>
<td>basic motion Athletic</td>
</tr>
<tr>
<td>participation requirements</td>
<td>The role of the same for all students</td>
<td>1. In accordance with the development of students 2. A more diverse role 3. Full participation of students</td>
</tr>
<tr>
<td>Purpose of Learning</td>
<td>Delivering Learning Objectives Develop sports</td>
<td>properties of a good sportsman</td>
</tr>
<tr>
<td>Assessment</td>
<td>tests the basic motion</td>
<td>Authentic assessment</td>
</tr>
<tr>
<td>Draft syllabus</td>
<td>basic learning model</td>
<td>Sport Education Model</td>
</tr>
<tr>
<td>The role of student</td>
<td>few</td>
<td>many</td>
</tr>
<tr>
<td>The role of lecturers</td>
<td>many</td>
<td>few</td>
</tr>
</tbody>
</table>
The values of sport (happy, sad, angry, laugh, cry, fair play)  
Little appears the values of sport  
Many appear the values of sport  

Using a long season  
Using a short learning units  
Using a long season  

Sarana Prasarana  
Using Field Equipment handball or modification  
Field handball indoor / hard court  

Submission of Basic Techniques of Sports  
Apart from the atmosphere of the game  
become one with the atmosphere of the game  

Draft Description of Sport Education Model

After learning the needs and products that will be developed then the next step is to make the draft Syllabus, Learning Implementation Plan (RPP), and Handball Competition Handbook compiled by the research team. For the draft syllabus and lesson plans, the format used in accordance with the format used by each program of study / majors. Here are presented the draft Competition Handbook Handball, but given the limited places only the rule principally delivered only:

SPORTS HANDBALL DRAFT COMPETITION GUIDELINES

Conditions:
1. The competition was held on time course that is 16 x-face (effective competition = 6 face to face).
2. The system matches a full competition.
3. Consists of 6 groups and divided into 2 pools.
4. When the game 2 x 30 min.
5. Winning Score = 2, Lost = 0, Series = 1.
6. Members of the group is determined by a lottery mechanism of choice.
7. Students may not apply to certain groups.
8. One group led by one man team captain / coach.
9. Each team free to name his team with a good name and polite.
Component Competition:
1. The team / squad consists of 10 persons
2. Referee, 2 people, leading the game, making decisions about the rules, and in general keep the game going without interruption.
3. Team captain in charge of heating, direct the exercise of skill and strategy, helping to make decisions about the composition of players, submit the composition of the players had to lecturers or managers, and provide direction for his team alone.
4. Registrar value, 2 people, keeping score appearance when it happens, keeping count that is still changing from the competition is still going on, collecting scores, and submit final results to the appropriate personnel (professors, managers, or statistisian).
5. Statistisian, 2 people, noting that menojol performance data, combine it when it was completed, concluding the overall competition, and submit data to the authorities (teachers, reporters, managers).
6. Managers are often used to distinguish the role of leadership from the coach of a team of administrative tasks. Managers in charge of submitting a form is needed, help define the proper role as an athlete, referee, registrar values, or the like, and generally set the administrative functions of team responsibilities.

Validation Expert
Draft model of sport education in basic learning hand ball first motion a process in accordance with the validity of the experts who research field. The subjects who were included as a validation of experts include: 1) physical education specialists, and 2) basic course lecturer team hand ball motion. Validation is done by giving the draft of sport education model of learning basic to expert hand ball motion along with an evaluation sheet. The evaluation results of value to aspects of quality learning model using entangan evaluations ranging from "very good" up to "very poor" by giving a "√" in the fields.
Quality Assessment of Learning Model:

1. This evaluation sheet filled out by experts and professors of physical education lectur.

2. The evaluation covers aspects of form / content of the learning model, general comments and suggestions, and conclusions.

3. Evaluation range from "very good" up to "very poor" by giving a "√" in the fields. Description:
   1. very poor / very less accurate / very less clear.
   2. not good / not appropriate / less clear.
   3. good / right / clear.
   4. very good / very appropriate / very clear.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect assessed</th>
<th>Assessment Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Conformity with basic competence</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Clarity of the instructions the game.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The accuracy of selecting a model of learning for students.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The suitability of equipment and facilities used.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Easy of learning to be a model student.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Conformity model with student characteristics.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Encouraging the development of the physical aspects of a student.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Encourage the development of student cognitive aspects.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Encouraging the development of psychomotor aspects of a student.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Encouraging the development of affective aspects of students.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Skilled students who can play or not</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Can be played by student son or daughter.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Encourage active student movement.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Increase interest and motivation to participate.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Safe to be applied in teaching handball.</td>
<td></td>
</tr>
</tbody>
</table>
**Description Data Validation Expert**

Data obtained from the charge sheet of the evaluation by experts, is a guide to state whether the product model of sport education in accordance with the competency course. Based on the results of questionnaires carried out by each expert, obtained an average score above 3 or into the category of "Good". It can be concluded that sport education model can be tested. The following are the various inputs and suggestions from experts on the model drawn up:

1. Should be given an introduction about the sport education model is considering the competition component hand ball require the involvement of all students.
2. Need to divide the roles of each student according to his interest in consciousness and without coercion lecturer.
3. to create a standard rating for this model of sport education.
4. Design of learning needs to be disseminated equally to all students.
5. Made its own syllabus and lesson plans refer to the sport education model.
6. Noting the condition of facilities and infrastructure competition GOR UNY hand ball considering as a place to lecture frequently clashed with other activities.

**Product revision after validation of the Expert (Final Product)**

Based on the results of validation and revision by experts, model and then repaired to the sport education model of the final product. Here are the results of the final product sport education model motion hand ball basic course but given the limited places only the rule principally delivered only:

**SPORTS HANDBALL DRAFT COMPETITION GUIDELINES**

Conditions:

1. The competition was held on time course that is 16 x-face (effective competition = 6 face to face).
2. Robin match system.
3. Consists of 6 groups and divided into 2 pools.
4. When the game 2 x 10 min.
5. Winning Score = 2, Lost = 0, Series = 1.
6. Winner of each pool play fight champion I.
7. Members of the group is determined by a lottery mechanism of choice.
8. Students may not apply to certain groups.
9. One group led by one man team captain / coach.
10. Each team free to name his team with a good name and polite.
11. Other things can be arranged upon mutual agreement of faculty and students.
12. Students sons and daughters of the same position in the team.

Component Competition:
1. The team / squad consists of 10 persons
2. Referee, 2 people, leading the game, making decisions about the rules, and in general keep the game going without interruption.
3. Team captain in charge of heating, direct the exercise of skill and strategy, helping to make decisions about the composition of players, submit the composition of the players had to lecturers or managers, and provide direction for his team alone.
4. Registrar value, 2 people, keeping score appearance when it happens, keeping count that is still changing from the competition is still going on, collecting scores, and submit final results to the appropriate personnel (professors, managers, or statistisian).
5. Statistisian, 2 people, noting that menojol performance data, combine it when it was completed, concluding the overall competition, and submit data to the authorities (teachers, reporters, managers).
6. Managers are often used to distinguish the role of leadership from the coach of a team of administrative tasks. Managers in charge of submitting a form is needed, help define the proper role as an athlete, referee, registrar values, or the like, and generally set the administrative functions of team responsibilities
7. Trainers are responsible to know the common injuries associated with sport, get access to first aid measures, and to report to the professor about any problem or injury during practice games.

**DISCUSSION**

Based on the steps of research and development to produce products that have been made, then the final product obtained in the form of sports competition handbook hand ball using sport education model. The specification and product benefits of the research development includes six characteristics: 1) season (season), which consists of the season as well as training and the season concludes with the top competition and was conducted over 1 semester course, 2) members of sports teams consisting of players, coaches, assistant coaches, referees, score recorder, statistician, reporters, managers, trainers, and broadcasters, is valid for the season progresses, 3) formal competition consists of, namely: festivals, businesses achieve competence, and following the matches on successive levels, 4) top of the game is a game that brings the grand final two best teams, 5) record the results of this match made in various forms, from the start of the record goal came in, shot at goal, the amount of fraud, errors, and so adapted to the abilities of students, and 6) celebration of the competition as a medal ceremony useful to enhance the meaning of participation and the social aspects of experience do college students.

Establishment of learning the basic subjects of motion handball through sport education model is expected to give a clear picture of the context of conventional learning that emphasizes the mastery of mere exercise techniques oriented toward learning in athletic competition so that educate students to be players, coaches, referees, managers, statistician, trainer, or other components. Student involvement can be measured directly where the program is determined solely by student learning. The results of research and development in the form of a sport education products subject handball motion base has advantages include: 1) to educate students to become players in the real meaning and help them
grow to become competent sportsman, wise and knowledgeable, and enthusiastic, 2) model of sport education has goals that are immediate and comprehensive, which should be attainable by students through their active participation, and 3) facilitate hand ball lecturer in optimizing learning, especially through sport education model.

The shortage of products include: 1) each student can only play a role only in systems of competition and not bia alternated roles before the season (one semester), completed, and 2) require adequate infrastructure facilities such as tennis, balls, and other equipment.

CONCLUSIONS AND SUGGESTIONS

Conclusions
The final product of a sport education foundation course hand ball movement as a whole can be tested to obtain maximum results. Sport education model can bridge the students and lecturers in the learning-oriented show on the involvement of students into the real perpetrators of sportsmen.

Suggestions
1. The existence of trial implementation of the first study to obtain maximum results.
2. The existence of dissemination of research to prove the effectiveness of sport education model that has been made.

REFERENCES


