

# Optimizing the Understanding of Handball Game Materials with the Fair Play Learning Model on Students' Social Interaction Ability

I Gusti Lanang Agung Parwata<sup>1</sup>, I Nyoman Sudarmada<sup>2</sup>, Kadek Yogi Parta Lesmana<sup>3</sup>

{[agung.parwata@undiksha.ac.id](mailto:agung.parwata@undiksha.ac.id)<sup>1</sup>, [raisariputri@gmail.com](mailto:raisariputri@gmail.com)<sup>2</sup>, [yogi.parta@undiksha.ac.id](mailto:yogi.parta@undiksha.ac.id)<sup>3</sup>}

Universitas Pendidikan Ganesha, Indonesia<sup>1,2,3</sup>

**Abstract.** This study aimed to determine the effect of optimizing the understanding of handball game material on students' social interaction skills. The method used in this research is the ex post facto descriptive method. The results of the study: 1) Handball learning had a significant effect on the social interaction skills of students who took the handball course in the Undergraduate Penjaskesrek Study Program, FOK Ganesha University of Education. (2) The social interaction ability of students who take the handball course is included in the good category. The individual is 75% while the group is 71%. (3) The results of observations also show that the social interaction skills of students who take handball courses are in a good category, which is 69.87%. In conclusion, handball learning has a positive and significant effect on the social interaction skills of students who take handball courses at the Undergraduate Penjaskesrek Study Program, FOK Ganesha University of Education.

**Keywords:** handball, social interaction skills, fair play, innovation, learning.

## 1. Introduction

Handball is an indoor sport. Handball is a game played by two teams of seven people each. Each team tries to get the ball into the opposing team's goal and prevent the opposing team from entering the ball. The ball may be passed by hand or by dribbling it several times to the floor without touching both hands at the same time [1].

Handball games generally train basic movement skills to form the ability to move speed and strength apart from of course coordination and collectivity [2]. This game requires basic movements that resemble basketball games, such as the ability to run fast, run changing directions with, jump, throw and move explosively [3]. Physical education is one of the subjects taught in schools, which consists of theoretical and physical material [4]. The Penjaskesrek study program is not solely related to the physical, but leads to the development of students as a whole in accordance with the Law. Curriculum at all levels and types of education is developed with the principle of being verified in accordance with regional potential education units, and students [5].

The education process in higher education is an activity to produce individual changes both physically, mentally, and emotionally. Therefore, the educational process in learning is designed to orient student activities with the aim of obtaining learning outcomes in the form of a combination of cognitive, affective and psychomotor aspects proportionally according to their scientific fields. In addition, an important aspect in the educational process is the formation of character which is the development of self-esteem in forming a noble personality in accordance with cultural values and motivating a person's success according to his knowledge.

Based on these efforts, to improve the quality of learning, namely by making a real contribution to human resource development (HR) efforts, it is not limited to the scope of the campus but is also prepared to contribute to higher education institutions through the development of market-oriented learning forms. oriented). Based on this, the curriculum structure must be oriented to market needs by improving the quality of learning and competence of graduates. The basic principles of the curriculum are oriented towards national educational goals and are guided by the continuity between theory and practice which is designed in accordance with the vision, mission, and goals of educational institutions. One of these educational institutions is the Ganesha University of Education which has 7 faculties and 50 study programs. One of them is the Penjaskesrek education program, Faculty of Sports and Health (FOK).

The curriculum of the Penjaskesrek study program is based on the Decree of the Minister of National Education of the Republic of Indonesia Number 232/U/2000 concerning the preparation of the higher education curriculum and assessment of student learning outcomes. The basic principles of the curriculum are oriented towards national education goals and are guided by the continuity between theory and practice designed in accordance with the vision, mission, and objectives of the study program as stated in the Ganesha University Academic Guidelines book. The descriptions of the Penjaskesrek study program courses are arranged as flexible as possible, following technological developments, especially those based on Information and Communication Technology (ICT) which in the implementation of the curriculum plays a very important role in the implementation of learning. The development of this technology makes it possible to make improvements and evaluations of the Semester Learning Plans (RPS) and Lecture Program Units (SAP) which are discussed in internal faculty meetings and study programs with related lecturers.

According to Siedentop in Metzler [6], "...in the context of Physical Education on campus, the Physical Education Study Program is designed to provide an authentic and useful sports experience for students and students. not only movement skills but also the attitudes shown during learning activities. Education in Higher Education involves lecturers and students through the learning process. Lecturers have multiple roles in the learning process, both as teachers, educators, motivators, and as evaluators. In learning, lecturers also acts as a facilitator. Lecturers help students to link new knowledge with the knowledge already possessed and mastered by students. Students actively build their own knowledge, so that the learning outcomes obtained are more meaningful.

The success of the learning process is measured by student participation in learning and learning outcomes achieved. The task of the lecturer is to create learning that makes students actively participate in learning and achieve optimal learning outcomes. Determining the right learning strategy, lecturers need to consider the characteristics of students and the material or material being studied. If in the learning process students are attentive to the material being studied, then learning outcomes will increase. Because with interest and attention, there will be concentration, so that learning outcomes will be more optimal and not forget quickly. Physical education is a learning process through physical activity designed to improve physical fitness, develop motor skills, knowledge, healthy living behavior, be active, sportsmanship, and emotional intelligence [7]

With regard to learning the game of handball, in addition to cognitive and psychomotor aspects, students also learn about affective aspects, namely matters related to behavior and attitudes. In terms of this affective, there are many goals and benefits that are expected to be achieved by students in participating in handball learning, including sportsmanship, having a sense of responsibility, the desire to work together, making decisions quickly, respecting

opponents playing and so on. In sports learning, problems are often encountered in student social interactions that are not in accordance with what is expected, such as harsh words, disrespectful to friends, disobeying the teacher's orders, individualism, disagreements between friends. As social beings, in their life humans definitely need the help of others. The existence of this need for help is the beginning of the formation of social interactions with other people. Social interaction is a relationship between one individual and another in which one individual can influence other individuals so that there is a reciprocal relationship [ 8 ]. Similarly, according to Maryati and Suryawati [9], which states that, social interaction is a contact or reciprocal relationship or interstimulation and response between individuals, between groups or between individuals and groups.

Whereas in handball sport which is a game sport and involves other people, which will be carried out if there are things that are mutually agreed, both related to regulations, as well as those related to social interactions such as cooperation, mutual trust among friends and mutual trust. Social interaction is created well, so the process of playing handball goes well, especially students' social relationships with each other or people on campus.

Dini in Syaodih [ 10 ], explains that there are 8 factors that affect children's social interaction abilities. The first factor is the opportunity to mingle with people around him of various ages and backgrounds. The more opportunities given to children to get along with people in their environment with different backgrounds and ages, they will be able to develop their social skills. The second factor is the many and varied experiences in associating with people in the environment. The more and varied the experience in associating with people in their environment, the more things they will learn to become provisions in improving their social skills.

The effect of handball learning on students' social interaction skills. The method used in this research is ex-postfacto descriptive method. Preliminary data show that (1) Handball learning has a significant influence on the social interaction skills of students who take handball courses at the Sports Education Study Program FOK Undiksha. (2) The social interaction ability of students who take the handball course is included in the good category, the individual is 60.7% while the group is 69%. (3) The results of observations also show that the social interaction ability of students who take the handball course is included in the low category, which is 61.82%.

The third factor is the interest and motivation to get along. A supportive and pleasant environment will make their interest and motivation to socialize grow. The fourth factor that affects children's social interactions is the number of pleasant experiences gained through association and social activities. The more pleasant experiences one gets through socializing and social activities, the more the desire to get along will grow. The fifth factor is the existence of guidance and teaching from others who usually become "models" for children. Guidance and teaching in socializing should be done by someone who can be used as a model or good example in the association for children. The sixth factor is the existence of guidance and teaching that is intentionally given by people who are used as "models" to get along well for children. Although this socialization ability can also develop through socializing experiences or by imitating the behavior of others in socializing, it will be more effective if there is guidance and teaching that is intentionally given by people who can be used as models or good examples for children to get along.

The next factor that influences the child's social interaction ability is the child's good communication skills. Children are required to have good communication skills with others in order to develop their social skills. The ability to communicate is the core of socialization or social interaction. The last factor that can also affect children's social interaction skills is the

ability to communicate that can talk about topics that are understandable and interesting for other people who are interlocutors. When communicating with other people, children are not only required to communicate with words that can be understood, but also can talk about topics that are understandable and interesting for other people who are interlocutors.

## **2. Method**

The research method is the method used by researchers in collecting research data [11] (Arikunto, 2013:203). Based on this opinion, in this study the method that will be used is descriptive (ex-postfacto) method. This method is used on the basis of the consideration that the nature of this research is to examine variables whose events have occurred before the research is carried out. Ex-postfacto research is a systematic empirical investigation, where the researcher does not have direct control over the independent variables because the manifestation of the phenomenon has occurred or because the phenomenon is difficult to manipulate [12].

According to Sugiyono [13], the population consists of generalizations of objects/subjects that have certain qualities and characteristics created by researchers to study and draw conclusions. The population in this study were students who took the handball course at the Undergraduate Penjaskesrek Study Program FOK Undiksha, while the sampling technique used was purposive sampling. The sample of this research is the sixth semester students of S1 Penjaskesrek FOK Undiksha. Data collection techniques used in this study were questionnaires and observation. Questionnaires were used to reveal students' personal data about students' social behaviors or attitudes on campus, while observations were made to add and support data resulting from filling out the questionnaire. Analysis of the data obtained by calculating the average value of each question item or statement on the questionnaire and then doing a percentage to draw results and conclusions.

Fair play, which is a moral concept, contains respect for opponents and fellow friends based on moral standards that are internalized and implemented by everyone [14] Therefore, the values of fair play that are carried out by students during the learning process of the game of handball must be instilled and carried out by students as part of the formation of student character in realizing the success of the learning process of the values of fair play. The results of observations (observations) in the field during the learning process of handball games for students who practice handball games, events that often occur are still low in student character in attitudes and behavior. Efforts are being made to overcome these problems, namely by providing a learning model in which the values of fair play are integrated during the learning process. The basic problem in this research is the low character of the students which is shown by behavior that is contrary to the values of fair play during the learning process. Observations made during the learning process of the handball game show that in the process of learning the game of handball, the lecturer has a central role in efforts to instill the values of fair play in students. Therefore we need a fair play learning model that is integrated in learning the game of handball so that it can be used as a reference by lecturers in teaching fair play values. The learning model is planning and implementation to achieve learning objectives in the diversity of content and physical education programs today [15]

According to Sugiyono [16], the population is that which consists of generalizations of objects/subjects that have certain qualities and characteristics created by researchers to study and draw conclusions. The population in this study are students who take handball courses in the Study ProgramSport Education FOK Undiksha, while the sampling technique used is

purposive sampling. The sample of this research is students semester IVC Sports Education FOK Undiksha.

Based on these problems, it is interesting for researchers to analyze and research [17], namely about lectures with learning material for handball games by applying the Fair Play Learning (PFP) model. The PFP model provides an experience for students in an educational and affective learning and playing environment in the form of developing student attitudes and behavior during learning. In connection with this, the researchers raised this issue in the form of a study entitled "Innovation of Handball Game Lectures with Fair Play Learning Model in Formation of Attitudes and Behaviors of Undergraduate Penjaskesrek Students FOK Undiksha". The findings of this study are expected to be recommended as a learning model that can shape the values of fair play in changing and developing attitudes and instilling behavior for students.

### **3. Result and Discussion**

#### **3.1 Handball Game Lecture Innovation with Fair Play Learning Model**

Fair play, which is a moral concept, contains respect for opponents and fellow friends based on moral standards that are internalized and implemented by everyone. Therefore, the values of fair play that are carried out by students during the learning process of the game of handball must be instilled and carried out by students as part of the formation of student character in realizing the success of the learning process of the values of fair play. The results of observations (observations) in the field during the learning process of handball games for students who practice handball games, events that often occur are still low in student character in attitudes and behavior. Efforts are being made to overcome these problems, namely by providing a learning model in which the values of fair play are integrated during the learning process. The basic problem in this research is the low character of the students which is shown by behavior that is contrary to the values of fair play during the learning process. Observations made during the learning process of the handball game show that in the process of learning the game of handball, the lecturer has a central role in efforts to instill the values of fair play in students. Therefore, we need a fair play learning model that is integrated in learning the game of handball so that it can be used as a reference by lecturers in teaching fair play values.

The learning model is planning and application to achieve learning objectives in diversity of content. Based on these problems, it attracts researchers to analyze and research, namely regarding the handball game learning model by applying the Fair Play Learning Model (PFP). The PFP model provides experience to students in an educative and affective learning and playing atmosphere in the form of developing student attitudes and behavior during learning. In this regard, the researcher raised this problem in the form of research entitled "Development of a fair play learning model (PFP) in handball game lectures on the formation of attitudes and behavior of physical education undergraduate students. The results of this study are expected to be recommended as a learning model that can form fair play values in changing and developing attitudes and instilling behavior among students.

The development of this technology makes it possible to make improvements and evaluations of the RPS and SAP which are discussed in internal faculty meetings and study programs with related lecturers. One of the compulsory subjects in the program and taken by students based on the physical education curriculum is the Handball Game course. In the handball game course, there are elements that must be mastered by students, namely technical skills (throwing, catching, dribbling and shooting) and having good character. Therefore, to achieve maximum results, especially in playing handball, in the process of learning the game

of handball, besides requiring technical mastery skills, character formation is also needed during lectures. One of the characters that underlies the game of handball is the values of fair play [18]. Fair play is defined as the spirit of a true athlete or knight (the finest sportmanship). An athlete acts in a fair play manner if he commits an act that is subject to and complies with the applicable regulations in writing. According to Suharjana [19] characters that can be developed include sportsmanship, respect, self-control, willingness and responsibility.

This study was conducted to determine the innovation of handball lectures with a fair play learning model in the formation of attitudes and behavior of students of the Undergraduate Penjaskesrek study program FOK Undiksha. The fair play learning model in the game of handball in the formation of attitudes and behavior of undergraduate students of the Penjaskesrek FOK Undiksha study program will be assessed from a series of tests that include agility, hand-eye coordination, balance, and speed. The description of the research data, based on the measurement data obtained from the field, is formed into percentages.

**Table 1. The results of tests and measurements of attitude and behavior formation (motor abilities) of students of the S1 Penjaskesrek FOK Undiksha study program which include agility, balance, speed, eye and hand coordination**

No	Motor Ability Value	F	Frequency Relative (%)	Category
1	90	5	20%	Very well
2	80	3	10%	Well
3	70	10	40%	Currently
4	60	5	20%	Not enough
5	50	2	10%	Very less
	Amount	20	100 %	

Table 1 is the result of tests and measurements of motor skills which include agility, eye and hand coordination, balance and speed. The motor skills possessed by students of the Penjaskesrek S1 study program FOK Undiksha can be concluded in general in the medium category. To train hand and eye motor coordination skills in handball games owned by students is very necessary, because it will be very helpful in performing various skills and playing handball with more difficult and excellent techniques, which supports students in playing handball. Elements of motor skills, such as agility, coordination, balance, and speed, need to be improved through training programs that are tailored to the stage of growth and development.

Based on the results of research through tests and measurements of the overall motor skills of students who take handball extracurricular activities in the Undergraduate Penjaskesrek FOK Undiksha students, 5 students (20%) in the excellent category, 3 students (10%) in the good category, 10 students (40%) in the moderate category, 5 students (20%) in

the poor category, and 2 students (10%) in the very poor category. Biological factors affect the growth and physical and motor development of students. The body size factor is also very influential on the student's ability to move in carrying out activities or sports. From the results of observations in the field and strengthened from the results of motor skills above, it appears that students who have a fatter body will have motor skills inhibited compared to students with normal bodies.

### **3.2 Handball Game Lecture Innovation with Fair Play Learning Model**

Handball game lecture with fair play learning model in shaping attitudes and behavior of Undergraduate Penjaskesrek FOK Undiksha students, is a modification between basketball games that rely on hand skills to put the ball into the opponent's goal. Played by teams, each team consists of 7 players and is played on a field measuring 20 x 40 meters. The goal of the game is to score as many goals as possible, by throwing the ball into the opponent's goal which is guarded by the opponent.

The innovation of the fair play learning model is appropriate for educators which is comprehensive as a moral concept, a spark, fair play contains respect for opponents and self-respect. In this regard, both parties must view their opponents as partners. Opponents are playmates. All these efforts and struggles were carried out by relying on the moral standards shared by both parties. Fair play needs to get support not only among students and lecturers with an interest in sports, but also from those responsible for education.

The benefits obtained from the research findings/innovations, namely in the form of partnership cooperation in the game of handball with the innovation of the fair play learning model, deserve to be developed to bridge learning needs in the formation of attitudes and behavior of students of the S1 Penjaskesrek study program FOK Undiksha. Players/athletes as well as educators, parents, sports leaders, referee, spectators and supporters, mass media and government officials all have a responsibility to demonstrate fair play. The players are the main line responsible for securing and developing fair play.

The urgency of the research is that every lecture on the learning handball game taught by the lecturer is important to carry out an innovation of a fair play learning model that deserves to be developed to bridge learning needs in the formation of attitudes and behavior of students of the S1 Penjaskesrek study program FOK Undiksha. Innovative fair play learning model is feasible to be developed to bridge learning needs in the formation of attitudes and behavior of undergraduate students of the Penjaskesrek FOK Undiksha study program, not only beneficial for physical exercise, but wider than that. The innovation of the fair play learning model is appropriate for educators who are comprehensive because of their haste and influence on the field of study or other educational efforts. The benefits of bridging learning needs in the formation of attitudes and behavior of students of the S1 Penjaskesrek FOK Undiksha study program have been realized, so it is very important for students who are responsible for education in any environment, and at any level, to take full advantage of the opportunities provided in the program. Each handball game lecture to foster and shape student personality, can improve communication between students and lecturers in the learning process. The process of understanding handball sports material is often carried out by a practical learning process through an innovative fair play learning model that is appropriate for educators that is comprehensive.

Fair play learning model in the formation of attitudes and behavior of students of the Undergraduate Penjaskesrek study program FOK Undiksha. Optimizing the results of learning the game of handball with all aspects and dimensions of its activities, especially those containing elements of competition or competition, must be accompanied by attitudes

and behavior based on moral awareness. This attitude expresses the readiness to act and behave in accordance with the regulations.

Handball games also require special skills such as techniques to control the ball, dribbling, passing, shooting, and others. In line with this research, Gumantan, the research results show that not only in technique, in terms of rules we must also pay attention to, starting from sportsmanship, honesty, respect and respect for the opponent.

#### 4. Conclusion

The fair play learning model in the game of handball in the formation of attitudes and behavior of undergraduate students of the Penjaskesrek FOK Undiksha study program will be assessed from a series of tests that include agility, hand-eye coordination, balance, and speed. Innovative fair play learning model is feasible to be developed to bridge learning needs in the formation of attitudes and behavior of students of the Undergraduate Penjaskesrek study program FOK Undiksha. Based on the results of the analysis and discussion above, it can be concluded that learning the game of handball using the Fair Play Learning (PFP) model can form and develop sportsmanship, discipline and respect. In addition, the PFP model can shape and instill responsible, honest, and respectful behavior in Physical Education Study Program students who program handball game courses. The effort to develop attitude change and inculcate behavior is obtained through model learning (PFP) which displays and improves student character through the applied fair play values so that the PFP model can systematically cultivate fair play values and is a powerful vehicle as a foundation in the formation of student character during the learning process of the handball game.

The innovation of the fair play learning model deserves to be developed to bridge learning needs in the formation of attitudes and behavior of students of the S1 Penjaskesrek study program FOK Undiksha, not only beneficial for physical training, but broader than that. The innovation of the fair play learning model is appropriate for educators who are comprehensive because of their haste and influence on the field of study or other educational efforts.

#### References

- [1] Hermansah, B. (2016). Pengaruh Latihan Bola Digtantung terhadap Hasil Shooting pada Siswa Ekstrakurikuler Bola Tangan Kelas VIII SMP N 5 Indralaya Utara. Prosiding Dosen Universitas PGRI Palembang Edisi 19. Jurnal Dosen Universitas PGRI Palembang, h.76.
- [2] Pratomo, C., & Gumantan, A., 2020, "Hubungan Panjang Tungkai dan Power Otot Tungkai dengan Kemampuan Tendangan Penalty", *Journal Of Physical Education*: Vol. 1. No.1, h.14.
- [3] Nugroho, R. A., Yuliandra, R., Gumantan, A., & Mahfud, I., 2021, "Pengaruh Latihan Leg Press dan Squat Thrust Terhadap Peningkatan Power Tungkai Atlet Bola Voli", *Jendela Olahraga*: Vol. 6. No.2, h.37.
- [4] Fahrizqi, E. B., Mahfud, I., Yuliandra, R., & Gumantan, A., 2018, "Tingkat Kebugaran Jasmani Mahasiswa Olaharaga Selama New Normal Pandemi COVID-19", *Tadulako Journal Sport Sciences and Physical Education*: Vol. 8. No.2, h.55.
- [5] Nugroho, R. A., Yuliandra, R., Gumantan, A., & Mahfud, I., 2021, "Pengaruh Latihan Leg



- Press dan Squat Thrust Terhadap Peningkatan Power Tungkai Atlet Bola Voli”, *Jendela Olahraga*: Vol. 6. No.2, h.43.
- [6] Metzler, M. W., 2000, *Intrinsic Model For Physical Education*, Massachusetts: Allyn & Bacon.
- 7] Suherman, Adang, 2000, *Dasar-dasar Penjaskes*, Depdikbud, Jakarta, h.1.
- [8] Walgito, Bimo. (2000). Pengantar Psikologi Umum. Yogyakarta: Penerbit Andi.
- [9] Siedentop, Daryl, 2014, *Sport Education : Quality PE Through Positive Sport Experiences*, Champaign : Human Kinetic, h.22.
- [10] Syaodih, N. (2005). Landasan Psikologi Proses Pendidikan. Bandung: PT Rosda Karya.
- Sugiyono. (2010). Statistik untuk penelitian. Bandung: Alfabeta, h.114.
- [11] Arikunto, S. (2013). Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: Rineka Cipta, h.203.
- [12] Toufik, M., Dewi, N. R., & Widiyatmoko, A., 2014, “Pengembangan media pembelajaran IPA Terpadu Berkarakter Peduli Lingkung Tema Konservasi Pendekatan *Science Edutainment*”, *Jurnal Pendidikan IPA Indonesia*: Vol. 140. No.1., h.73.
- [13] Sugiyono, 2017, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, PT Alfabet, Bandung, h.117.
- [14] Aji Setiawan, Danang, 2016, “*Fair Play* Dalam Olahraga”, *Jurnal Jendela*: Vol. 1. No.1., h.32.
- [15] Susanto Ermawan, 2014, *Diktat Pembelajaran Dasar Gerak Bolatangan*, Online, Available at <http://staff.uny.ac.id/sites/default/files/1.h.27>.
- [16] Sugiyono. (2010). *Statistik untuk Penelitian*. Bandung: Alfabeta, h.117.
- [17] Nazir, M. (2005). *Metode Penelitian*. Bogor: Ghalia Indonesia, h.35.
- [18] Kasih, Indra, 2009, “*Fair Play* dalam Olah Raga”, *Generasi Kampus*: Vol. 2. No.2, h.63.
- [19] Suharjana, 2011, *Model Pengembangan Karakter melalui Pendidikan Jasmani dan Olahraga, Pendidikan Karakter dalam Perspektif Teori dan Praktek*, UNY Press, Yogyakarta, h.47.
- [20] Toufik, M., Dewi, N. R., & Widiyatmoko, A., 2014, “Pengembangan media pembelajaran IPA Terpadu Berkarakter Peduli Lingkung Tema Konservasi Pendekatan *Science Edutainment*”, *Jurnal Pendidikan IPA Indonesia*: Vol. 140. No.1.