

Using a Secure-Simple-Real-Innovative-Objective-Measurable (SSRIOM) Approach on Sports Science Teaching

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Abstract—This research aims to determine the percentage level of students' interests in the use of Secure, Simple, Real, Innovative, Objective, and Measurable (SSRIOM) approach. The data in this study are analyzed using descriptive statistics. Three hundred students were randomly sampling. This study shows the level of SSRIOM approach. Secure was in 92%, simple was in 91%, real was in 95%, innovative was at 84.67%, objectivity was in 95.67%, and measurable was in 92.28%. Overall the implementation of the SSRIOM approach was ninety-two point twenty-eight percent. This research recommends a teacher to choose the right approach that emphasizes to the secure, simple, real, innovative, objective, and measurable for students. Thus, students can be grouped into the teaching and learning process for effective teaching and learning. Also, it is recommended to the instructors/teachers/lecturers to choose an approach that emphasize the safety factors for their students in the process of teaching and learning. To avoid the problem that makes students saturated, a teacher must choose the correct approach that underlines the real life and innovative aspects. Ultimately, to all teachers and lecturers in providing assessment for students, it is expected to be objective so that the ability of participants could be measurable.

Keywords—SSRIOM, teaching method, Sports Science

I. INTRODUCTION

In realizing a prosperous society [1], the Indonesian government carried out development in all fields including development in the field of education and sports. The development in the field of education aims to create quality human resources, namely knowledgeable human resources, possess skills, physically and mentally healthy and have an excellent attitude and personality while the development in sports aims to improve fitness and physical health, discipline, sportsmanship, and achievements.

An educator is required to be able to create an innovation that is related to the learning and teaching process that can provide a solution for the continuity of the learning and teaching process [2]. An instructor is expected to provide an alternative solution from the difficulties experienced in carrying out the task of teaching and learning. For more details in overcoming the difficulties of the teaching and learning process caused by inadequate facilities and infrastructure, the authors examine the implementation of an approach to Archery Sports courses which later can also be applied to other subjects in which problems are as similar as in the teaching and learning process.

The authors implemented this approach in the Archery Sports Course because it was one of the subjects that were very challenging, and risky with the facilities and infrastructure that were very lacking in the learning and teaching process. In the course of Archery Sports, a lecturer is required to have a particular strategy in the process of learning and teaching, to create a sense of secure, simple, real, innovative, objectives, and measurable in the assessment of students. This approach is very simple but is expected to provide a solution to the continuity of the learning and teaching process to the fullest.

The approach arises from the initiative of authors who often experience difficulties in the teaching and learning process, especially in dealing with a large number of students who are not supported by adequate facilities and infrastructure. The authors individually take Archery courses as the beginning of the implementation of the Secure, Simple, Real, Innovative, Objective, and Measurable (SSRIOM) approach which later can be used as an example for other courses as a breakthrough for teachers or lecturers who experience similar cases caused by inadequate facilities and infrastructure. By SSRIOM approach, it is expected to provide a sense of secure, simple, real, innovative, objective, and measurable in teaching and learning process the physically challenging course.

To get maximum learning achievement values, it is necessary to have adequate nutrition for activities including learning. A high level of physical fitness in addition to physical exercise (exercise) also requires a good nutritional status [3]. The better a person's nutritional status might be the more physical abilities she/he has to take lessons. Therefore, this research aims to determine to what extent the implementation of SSRIOM approach in learning methods for Archery courses can provide a sense of security for students. The implementation of this approach is also expected to make it easier for students to understand Archery Sports courses both in theory and practice. By the implementation of this approach, students are expected to be able to present a real situation to students majoring in Sports Science. This study also aims to determine the extent to which the implementation of SSRIOM approach in learning methods can provide motivation to create innovation and can provide objective and measurable assessments.

II. METHOD

A. Research Variables

The research variable is the object that is the focus of the authors to observe and the data to collect. These objects were identified so that the real problems that were examined in this study become clearer. The research variable of this research consist of the independent variable and dependent variable:

- 1) *Independent variables.* The independent variable in this study is the implementation of SSRIOM (X).
- 2) *The dependent variable.* The dependent variable in this study is (Learning Outcomes) comprises a sense of secure, simple, real, innovative, objective and measurable (Y).

B. Research Design

Design of the research is used as a reference in conducting a study. The design of this research was implemented to use descriptive statistics which aims to summarize the data from the respondent or sample of the research [4]–[6]. Descriptive statistics in this research provide simple summaries in the form of percentage about the sample perspective on SSRIOM. The data is considered reasonable for initial investigation.

C. Samples/Respondents

Research requires the sample as a source of data to be analyzed, and the results of the analysis can provide a picture or conclusion of something studied. The number of respondents in this study was three hundred students selected by simple random sampling. The sample of this research were students who were taking Archery course in the year 2018 in the faculty of Sports Science, Universitas Negeri Makassar.

D. Data Collection Techniques

The techniques and data collection instruments used in this research are the implementation of SSRIOM approach with particular steps. Firstly, providing students the questionnaires in the form of statements about the application of SSRIOM approach in the Course of Archery. Secondly, students are gathered and explained the SSRIOM approach. Thirdly, prepare the equipment to be used, such as complete archery, ropes for safe areas in archery certain limits, face target backrest, target face, and explanation of the name of the part of archery. Fourthly, explanation of procedures for installing and opening equipment to be ready for use. Fifthly, explanation of motion analysis in archery, including position of the body, leg position, hand position, and views. Sixthly, pay attention to how to breathe when and after doing archery. Seventhly, how to hold and pull the bow and arrow, how to reach a target or target face, and how to release arrows. Eighthly, Assessment of results achieved is based on the values to be obtained based on the values listed on the target face. Ninthly, assessment form.

III. RESULTS

This section presents the results of the data analysis. The data from the implementation of the SSRIOM approach for Archery courses on Sports Science students obtained through test results. This section presents the data in a descriptive

statistical techniques to provide an interpretation of the results of the data analysis. Descriptive statistics from the data analysis were obtained through questionnaire results.

The implementation of the SSRIOM approach in the Archery course prioritizes the secure factor. It is indicated by 92 percent (276 students) of the respondents perceived *Strongly Agree* on *Secure* factor. There was 3.33 percent perceived *Agree* (ten students). However, there was 2.67 percent (8 students) perceived *Doubt* on the secure factor. There was only 1.33 percent (4 students) of the respondents perceived *Disagree* and 0.67 percent (2 students) who perceived *Strongly Disagree*. Figure 1 below illustrates the results visually.

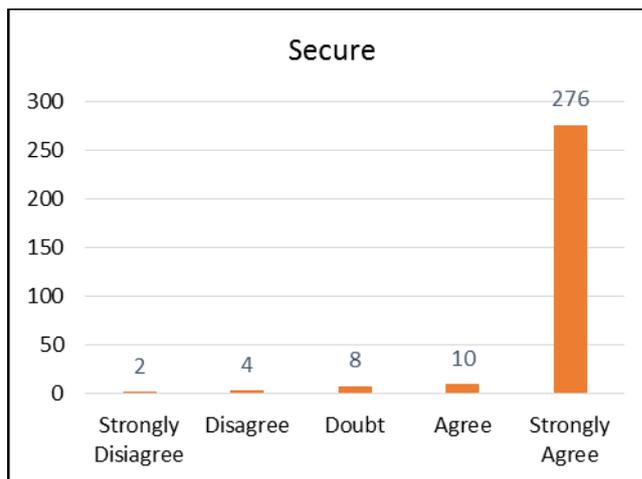


Fig. 1. Secure aspect of SSRIOM Approach

By the implementation of SSRIOM approach in the Archery course, it indicates to help students avoid the boredom. It indicates the approach is brief and straightforward in the perspective of students. There was 91 percent (273 students) of the respondents perceived *Strongly Agree*. There was 4 percent (12 students) perceived *Agree*. However, there was 3 percent (9 students) perceived the *Doubt*. There were five students or 1.67 percent of the respondents perceived *Disagree*. This research indicates that there were more than one and a half percent or 5 students perceived *Disagree*, and only 0.33 percent or 1 student perceived *Strongly Disagree*. The details of the results are presented in Figure 2 below.

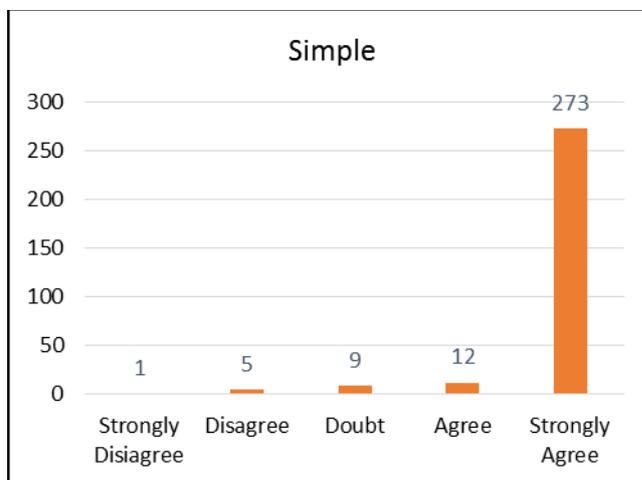


Fig. 2. Simple Aspect of SSRIOM Approach

The SSRIOM approach is indeed carried out by reality. The real aspect of this approach indicates that 95 percent or 285 students perceived *Strongly Agree*. There were 3 percent or 9 students perceived *Agree*. There were only three students or 1 percent perceived *Doubt*. *Disagree* and *Strongly Disagree* are perceived by 2 and one students respectively. The details of the results are presented in the following Figure 3.

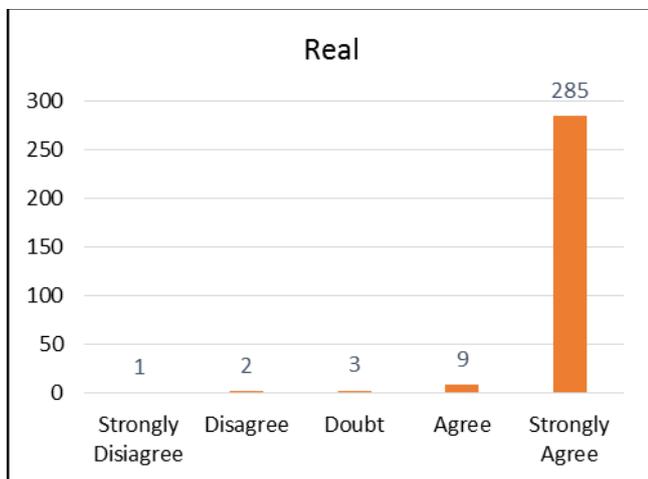


Fig. 3. Real Aspect of SSRIOM Approach

The implementation of the SSRIOM approach also prioritizes the innovative aspect. It is indicated by 84 percent, or 254 students perceived the *Strongly Agree*. There was 8.33 percent, or 25 students perceived the *Agree*. There was 3.67 percent, or 11 students perceived the *Doubt*. Students who were *Disagree* and *Strongly Disagree* were 8 (2.67 percent) and 2 (0.67 percent) students respectively. The results are visualized in Figure 4 below.

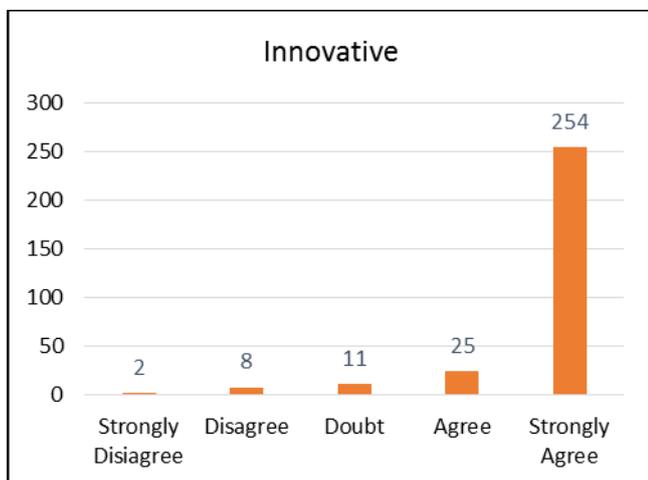


Fig. 4. Innovative Aspect of SSRIOM Approach

In implementing the SSRIOM approach, learning methods in Archery Courses for students are expected to be objective. This research indicates that the objective aspect is also highly perceived by the students. There were 95.67 percent of the respondents or 287 students perceived *Strongly Agree*. There was 2.33 percent of the respondents or 7 students perceived *Agree*. *Doubt*, *Disagree*, and *Strongly Disagree* were poorly perceived by the students, 3, 2, and 1 student decided respectively to this Neutral and negative

response. The details of the results are indicated visually in Figure 5 below.

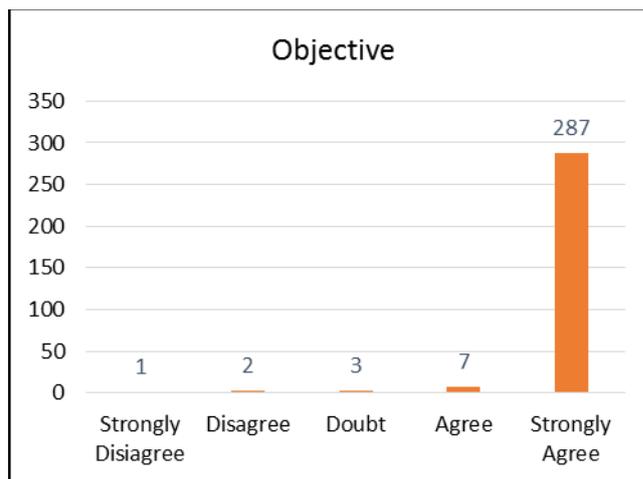


Fig. 5. Objective Aspect of SSRIOM Approach

By Implementing the SSRIOM approach, students' abilities could be measured carefully and cannot be manipulated. This aspect inclusion is expected to emphasize the measurement factor of the ability of each student after attending the learning process using the SSRIOM approach in Archery Course. This research indicates that there was 95.33 percent of the respondents or 286 students perceived the *Strongly Agree*. There was only 2 percent, or 6 students perceived the *Agree*. *Doubt* and *Disagree* are poorly perceived by 4 and three students respectively. Ultimately, there was only one student who was *Strongly Disagree*.

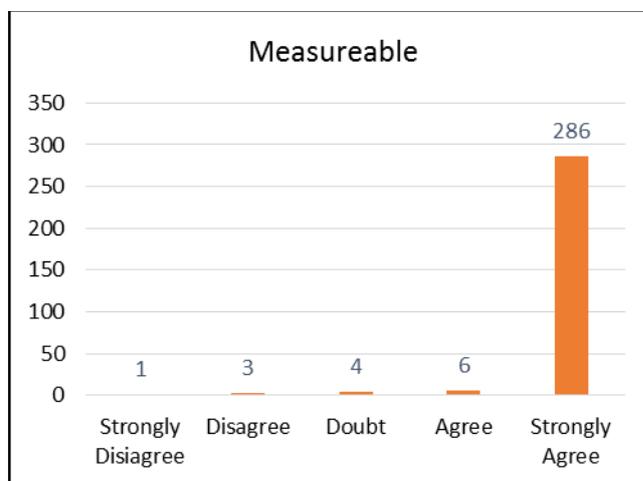


Fig. 6. Measurable Aspect of SSRIOM

The implementation of the SSRIOM approach in the Archery Course is very suitable because the approach prioritizes secure, simple, real, innovative, objective, and measurable towards the score of each student who follows the lecture process. Based on the results of this research, it can be concluded that the implementation of the SSRIOM approach is highly recommended to be applied in the teaching and learning process, especially in the course of Archery. Overall, students indicate highly perceived in the SSRIOM approach. There were 92.28 percent students *Strongly Agree*, 3.83 percent *Agree*, 2.12 *Doubt*, 1.33 percent *Disagree*, and only 0.44 percent *Strongly Disagree*.

IV. DISCUSSION AND CONCLUSION

Fitness effectively and efficiently has the appropriate steps or goals as a process of systematic movements to improve or maintain bodily functions [7]. Likewise with a sportsman, if food intake including energy and protein intake is good, and good nutritional status will also be formed high physical fitness [8]. For being able to withstand the burden given, thus, it will have the ability to achieve maximum performance both in sports and learning achievement. In addition to the above description, it can also be said that the interest of most students in applying the Secure [9], Simple [10], Real [11], Innovative [12], Objective [13], and Measurable [13] (SSRIOM) approach is due to the approach can provide a feeling of being safe, simple, real, providing innovation, objective, and measurable in its implementation.

To the instructors/teachers/lecturers to choose an approach that prioritizes the safety factors of their students in the teaching and learning process. In order not to cause saturation of students, a teacher must choose the right approach that emphasizes to real life and innovative. To all teachers and lecturers in providing an assessment of students to be as objective as possible so that the ability of participants to be truly measurable and can be mapped in grouping their learning.

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