
Mini Bridge Students Class IV SD Negeri 004 Rambah Samo

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Abstract: The background of this study is that students have not recognized the mini bridge game, so this research was conducted to increase students' knowledge about mini bridges. This research method is a qualitative method. The purpose of this study is to increase students' knowledge on mini bridges. The results of this study were (1) students at first did not know at all about the mini bridge, after that the introduction of mini bridges as a brain exercise. (2) to increase students' knowledge about mini bridges, basic knowledge of mini bridges was given, before being given basic mini bridge knowledge, the results of the pretest of grade IV students at SD Negeri 004 Rambah Samo was 0% complete and 100% incomplete. After being given basic knowledge about the mini bridge, the results of the posttest were 42% complete and 58% were incomplete. It can be concluded that the introduction and provision of basic knowledge mini bridge can boost student Traffic in understanding mini bridge SD Negeri 004 Rambah Samostudents.

Keywords: Mini, Bridge, Basic Knowledge

1. Introduction

Sports *bridge* is a brain sport whose name has not been well known among Indonesians. Sports *bridge* is a card game that relies on the ability to think, analysis, concentration, courage, cooperation, and perseverance to make decisions in determining a play contract and play it in order to achieve a contract (Asbi, 2010). *Bridge* is a very light sport to be developed, because in terms of facilities and infrastructure it is very simple, which only requires one pack of playing cards, can be done anytime, anywhere and is not focused on a particular room. This game can be done in filling the spare time between study breaks and work hours. One effort to promote bridge sports is through the education level at the school level.

Pengurus Besar Gabungan Bridge Indonesia (GABSI) creates a pattern so that the public, especially students in schools easily learn the game of bridge is through the mini-game bridge. GABSI (2015) found "Mini Bridge simplifies the *bidding* section of bridge games". Means, the mini bridge game is a game using an easier and simpler bidding method to get to the actual bridge game. Socializing the mini bridge game, GABSI since 2004 has collaborated with the national education agency to include a mini bridge in the OOSN (National Student Sports Olympics) competition. The existence of this activity indirectly moves the school, especially sports

teachers, to do mini bridge sports training through sports extracurricular activities at the school level.

To overcome the problem, the researchers to introduce and increase the knowledge of SD Negeri 004 Rambah Samo student about the mini bridge?. The formulation of the research problem is: 1) How to introduce mini bridge to students of 004 Public Elementary School Rambah Samo? and 2) How to increase the knowledge of mini bridges at SD Negeri 004 Rambah Samo student?

The purpose of this study were: 1) Describe how to introduce right way mini bridge to students SD Negeri 004 Rambah Samo's to meningkatkan pengetahu d a n Students Elementary School 004 Rambah Samo. The benefits of this research are: u ntuk introduce and enhance students' knowledge about the mini bridge.

2. Methodology

The type of this research is descriptive to find out the level of knowledge of mini bridge play in grade IV students of SD Negeri 004 Rambah Samo. qualitative descriptive to find out the level of knowledge of mini bridge games grade IV students of SD Negeri 004 Rambah Samo. Data obtained qualitatively and quantitatively (Arianti, 2016). Furthermore, the collected data were analyzed using descriptive qualitative and quantitative descriptive (Novianti Chatarina, 2018). Qualitative data is obtained from student activities in speaking learning. While quantitative data is obtained from student learning outcomes in speaking. The data obtained are analyzed using percentage formulas (Ramadhanti, 2017). The subjects of this study were fourth grade students of SD Negeri 004 Rambah Samo in the 2017/2018 school year, totaling 33 people.

Teknik yang digunakan dalam menganalisis data dan menentukan persentase tingkat pengetahuan siswa sebelum dan sesudah diberikan pengetahuan dasar tentang mini bridge digunakan rumus sebagai berikut:

The qualitative data in this study was carried out during and after the process of collecting data obtained from students in the form of data from the activity observation. The results of student activity data are obtained from the observation sheet, then analyzed in the form of percentages calculated using the formula:

$$\text{Average Value Percentage} = \frac{\text{Total score acquisition}}{\text{Maximum score}} \times 100\% \dots\dots\dots$$

rating category

- 90% ≤ NR < 100%: very good
- 80% ≤ NR < 90%: good
- 70% ≤ NR < 80%: Enough
- 60% ≤ NR < 70%: Less

An indicator that demonstrates the success of knowledge in mini bridge games is an increase from before being given action and after being given an action.

3. Result and Discussion

The results of this study are seen from two assessments, namely: 1) how to introduce bridges to students is to make mini bridge games in groups and first provide knowledge about mini bridges as brain exercise. 2) increasing students' knowledge of mini bridges by providing knowledge and practice from mini bridges directly. Based on research findings can be explained as follows. The research results obtained are as follows:

3.1 Introducing the mini bridge to students

In the beginning mini bridge was not so popular among elementary school students, although mini bridges were sports that were competed at student sports olympiad. With these reasons, the mini bridge was introduced to elementary schools by providing basic mini bridge knowledge to SD Negeri 004 Rambah Samo. Giving basic mini bridge knowledge to SD Negeri 004 Rambah Samostudents made them interested and tried playing mini bridge which was also arranged in order to introduce the mini bridge. So with the existence of this study 004 SD Negeri 004 Rambah Samostudents was able to recognize mini bridge games, because before the introduction of the mini bridge students of SD Negeri 004 Rambah Samo did not know at all the mini bridge as a sport.

3.2 Improving Students' Ability in Understanding Bridges

Test results about students' knowledge before and after being given mini bridge knowledge. At first the students did not know at all what the mini bridge can be seen from the initial test results. Some questions about mini bridge were given to students in grade IV SD 004 Rambah Samo, totaling 33 people. Following is the recapitulation of the initial test results .

Tabel I. Recapitulation o Student Knowledge value about Mini Bridge

Level Success	Pretest		Posttest	
	amount Student	%	The number of students	%
Complete	0	0%	14	42 %
Unfinished	33	100%	19	58 %

Based Tabel 1 indicates that the level of knowledge of students on the pretest of 0% were completed, and a total amount of 100%. This means that students don't know bridges at all. There is no one person who knows about the mini bridge. Overcoming this problem then introduced the basics of the mini bridge. After given about mini bridge base then do the tests came back that posttest results as follows by 42% and 58% unfinished. Based on the results of the pretest and posttest it can be seen experiencing an increase of students who do not know at all now increasing to 42% who know mini bridges. It shows that introductory and provision of knowledge can help improve students' knowledge of the students do not mini bridge to 14 students who know the mini bridge.

Based on the results of the study showed that the introduction and providing knowledge of mini bridges was able to increase students' knowledge of mini bridges .

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4. Conclusion

Based on the results and discussion of the research that has been carried out, it can be concluded (1) the introduction of mini bridges to elementary schools as a step to introduce mini bridges as a very useful sport and competed in student sports an olympics , (2) increasing student knowledge to do mini bridge sports from pretest of 0% who know about mini bridges to 42% of students who know this bridge. Looking at the results of the activation, we can conclude that the mini bridge can be done well if it is given continuous basic and advanced knowledge. Based on the results of the study it can be concluded that the introduction and provision of knowledge about mini bridges can improve the ability of fourth grade students of SD Negeri 004 Rambah Samo to the mini bridge.

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