

INCREASING SIDE-STYLE STYLE SIDE SHOT LEARNING OUTCOMES USING THE PLAY APPROACH AND MODIFICATION MEDIA IN HIGH SCHOOL STUDENTS

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Abstract

This study aimed to determine the improvement of sideways style bullet repulsion learning outcomes using the play approach and modified media in class VII students of YPI Amir Hamzah Middle School Medan in the 2018/2019 academic year. The subjects in this study were students of class VII-I with a total of 24 students. The method used in this research is Classroom Action Research using a quantitative approach. The results of the study: (1) From the initial data, the sideways style shot put the overall attitude of 176 with an average of 7.33, obtained as many as seven students (29.17%) had reached the level of mastery learning while 17 students (70.83 %) did not meet the expected classical completeness criteria, namely 75% (2) From the first cycle learning outcomes test, the total number of attitude results assessed was 204 with an average score of 8.5 as many as 17 students (70.83%) have reached the level of mastery learning while seven students (20.17%) have not reached the level of completeness of learning. However, it has not met the expected classical completeness criteria of 75% (3). From the second cycle of learning outcomes tests, the total number of attitude results assessed is 224, with an average of 9.33. As many as 21 students (87.5%) have completed the learning, and three students (12.5%) are still not complete. Based on the results of these tests, there was an increase in the number of students who had achieved mastery of learning and met the criteria for classical completeness, namely 85%. In this case, it can be seen that there was an increase in the value from cycle I to cycle II. The conclusion of the study is that the application of the play approach and modified media can have an influence in an effort to improve the learning outcomes of sideways style shots put in class VII-I SMP Amir Hamzah Medan in the 2018/2019 academic year.

Keywords: *Rejct Bullet Playing Approach, Modify*

Introduction

The current era of globalization demands an increase in Human Resources (HR) and the character of the nation, which is a special requirement to achieve a better development goal for Indonesia or also known as a mental revolution. One of the vehicles to improve human resources and character is education. Education is an effort to improve the quality of Indonesian people as a whole, namely those who believe and are dedicated to God Almighty, have a noble character, personality, discipline, work hard, are tough, and responsible. Responsible for nation-building.

Physical education is basically education through physical activity, which is used as a medium for the development of physical individuals and is used as a medium to achieve overall individual development. But the acquisition of skills and other developments of a physical nature is at the same time a goal. Through physical education, students are socialized into physical activities for sports skills.

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Muhajir (2016) argues that substantially physical education contains physical activity, sports, and health. The main objective of physical education is to increase life-long physical activity and encourage the physical, psychological and social development of students. Bangun Yunis (2016) Physical education is an integral part of total education that contributes to individual development through natural media of physical activity and human movement. Kasiyanto (2018) Physical education is one of the most important behavioral dimensions because it deals with primary human needs (the need for movement), is natural, real, and logical, and includes not only physical events but also mental-intellectual and social processes. And therefore, the scope of activities can be in the form of sports (sports), games (games), gymnastics (gymnastics), dance (dance), and exercise or exercise.

Physical education, which we basically consider important to the community, can be accepted as a priority activity. It will be a new page for physical education. The purpose of physical education can be transformed from physical development and health through dynamic and integrated mental and physical development exercises through movement.

Good learning is learning that is able to involve student activity and student understanding in the learning process. Physical education is an integral part of education, with physical activity as education. In order to achieve the expected learning, it is necessary to improve learning outcomes in physical education learning. Purwanto (2009) states that learning outcomes are the achievement of educational goals for students who follow the teaching and learning process. The purpose of education is ideal while learning outcomes are actual. Learning outcomes are the realization of the achievement of educational goals so that the measured learning outcomes are highly dependent on the educational goals. Learning outcomes need to be evaluated. Evaluation is intended as a mirror to review whether the set goals have been achieved and whether the teaching and learning process has been effective in obtaining learning outcomes.

Learning physical education in schools is not only focused on physical activity but includes other things, including affective and cognitive aspects of children. But not infrequently, we meet in schools many physical education teachers who only use demonstration teaching methods, causing boredom in students, which results in students' interest in learning physical education being low, especially in the number of shot puts. The teacher immediately uses the original bullet and the teacher focuses on the results of the rejection of the students; in this case, the creativity of a physical education teacher is needed to increase student interest in learning.

Aip Syarifuddin (1992) put a bullet is a form of movement to reject or push a certain round tool made of metal, namely iron, copper, and brass (bullets) which is carried out from the shoulder with one hand with the aim of reaching a distance as far as possible. Away.

To achieve the learning objectives that have been set, a teacher must have knowledge of learning materials and the form of learning approach that will be taught by the teacher in accordance with the material and skills. In the implementation of shot put learning, one of the teacher's ways to achieve learning objectives is to use a play approach because students will not feel bored and bored with the material being taught. Koko Prasetyo (2016), the play approach is learning that is given in the form or situation of a game.

Modification is a form of changing part or all of the learning material without losing its original character. Modifications can be made to tools and other learning media, values, and regulations to facilitate learning of the sport being taught. Fendi Achmadi I. P (2015) modification is one of the efforts that can be made by teachers so that the learning process can reflect the characteristics of physical education programs.

Shot put is a sport that is taught to junior high school students. However, in learning, students still get low grades because the teacher directly uses the original bullet. Therefore, this is where the creativity of a teacher is needed to make modifications to the tools used to make it easier for students to understand the bullet-put lesson.

In this study, the original bullet can be modified by using facilities around the school that is easy to obtain, namely by using a plastic ball filled with sand. By using a modified tool with a plastic ball, it is hoped that it can help improve the learning outcomes of sideways style shot put with a modified tool for students of YPI Amir Hamzah Medan Middle School.

Method

The subjects in this study were students of SMP YPI Amir Hamzah Medan in the 2018/2019 academic year class VII-I, totaling 24 students. Consists of 15 students and nine female students. This type of research is classroom action research which has four stages, namely: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection. The research instrument in this study was in the form of a portfolio assessment sheet for the learning process tests I and II. The reason for choosing this class is that the bullet put material is in class VII, and students from classes VII-I still have a much-unfinished shot put compared to other classes.

More details can be described in the form of a schema as follows:

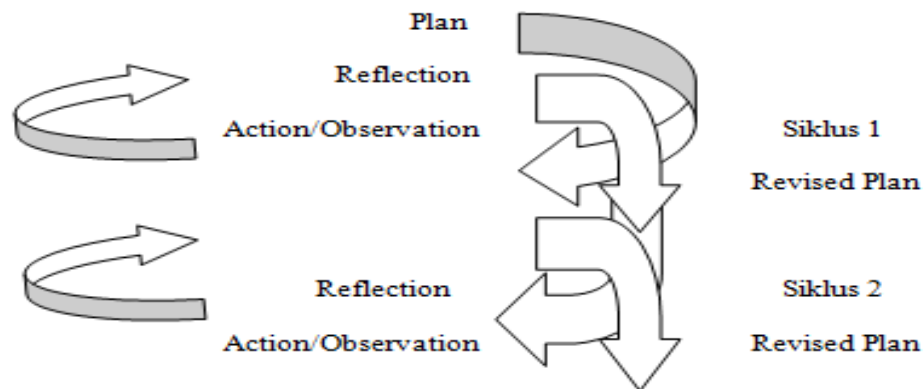


Figure 1. CAR cycle
 (Agus Kristiyanto: 2010)

Data analysis was carried out in 2 ways, namely data reduction in order to select, simplify and transform the data that had been presented in the field note transcript and presented the data based on portfolio sheets.

Table 1. Data Exposure Format (Arikunto, Suhadi: 2013).

Indicator	Descriptor			
Prefix	4	3	2	1
Implementation	4	3	2	1
Suffix	4	3	2	1

Information:

PCC = Percentage of Classical Completeness

Based on the criteria for mastery learning, if the class has achieved 85%, which has reached the percentage of assessment results, then the classical mastery of learning has been achieved. (Suryosubroto: 2009).

Discussion

This research was conducted at YPI Amir Hamzah Middle School Medan in the 2018/2019 academic year. The research was conducted according to the lesson schedule in grades VII-I. The following is a description of the research data starting from the initial data, the first cycle test, and the second cycle test.

The results obtained showed an increase in learning outcomes after being given treatment with play approaches and modified media, and each cycle also increased.

Table 2. Preliminary data on learning outcomes of sideways bullet repulsion

Criteria	Number of Students	Percentage (%)	Information
Score \geq 75%	7	29,17%	Complete
Score \leq 74%	17	70,83%	Not Completed

The initial data obtained show that the repulsion yield is still low. The number of students who completed only seven people (29.17%), i.e., three boys and four girls and who did not complete there were 17 people (70.83%), namely 12 boys and five girls

Research result

The following is a description of the research data starting from the first cycle and second cycle tests. The results of the implementation of the first cycle are as follows: The results of the implementation of the first cycle have been carried out starting from the planning, implementation, observation, and reflection stages. This first cycle activity was carried out by the researcher together with the research team in applying the learning approach to play and modified media.

Table 3. Frequency of Sideways Force Bullet Rejection Test Values in Cycle I

Num	Score	Frequency	Percentage
1	50	2	8,33%
2	58,33	3	12,5 %
3	66,67	2	8,33%
4	75	15	62,5%
5	83,33	2	8,33%
Total		24	100 %

Table 4. Completeness Data on Bullet Reject Learning Results Side Force In Cycle I

Num	Test Results	Information	Number of Students	Percentage
Score < 74				
1.	Not Completed	Complete	17	70,83%
Skor \geq 75				
2.	Completed	Not Completed	7	29,83%
Total			24	100%

The results of the implementation of Cycle II are as follows:

Table 5. Frequency of Bullet Reject Test Values Side Force On (Cycle II)

Num	Score	Frequency	Percentage
1	58,33	1	4,17%
2	66,67	2	8,33%
3	75	12	50%
4	83,33	6	25%
5	91,66	3	12,5%
Total		24	100 %

The achievements given in the second cycle of action were one meeting, the students were given a learning outcomes test II, which was then obtained by 21 students (87.5), namely 13 boys and eight girls who achieved learning mastery and three people who had not achieved learning completeness (12, 5%), i.e., two sons and one daughter. The details are one (1) daughter (58.33), two (2) sons (66.67), twelve (12) of the seven sons and five daughters (75), six (6) of the three sons and three daughters scored (83.33), and three (3) sons scored (91.66).

Table 6. Completeness Data on Bullet Reject Learning Results Sideways Force (Cycle II)

Num	Test Results	Information	Number of Students	Percentage
1.	Score \geq 75	Completed	21	87,5%
2.	Score < 74	Not Completed	3	12,5%
Total			24	100%

From the data analysis that has been done, it can be concluded that using a playful approach and modified media can improve the student's sideways style shot put learning process. It can be seen from student learning outcomes in cycle I and cycle II that there is an increase so that it can improve the student's learning process on students' sideways style shot put material, especially the basic techniques of prefix, execution, and suffix attitude movements.

In the first cycle of learning outcomes test of 24 people who achieved learning completeness, as many as 17 students (70.83%) with details nine boys and eight girls. Students who have completed the KKM because they have done a sideways shot put.

In the prefix indicator with a descriptor, namely 1) The bullet is held with the fingers and is located in the upper palm of the hand. The bullet is placed in the upper palm of the hand. The fingers are stretched or opened, then placed on the shoulder and attached (attached) to the neck. 2) Stand up straight sideways towards the repulsion; both legs spread apart. 3) The left leg is straight forward, the right leg with the knee bent forward and slightly tilted to the right side. 4) The body is slightly tilted to the right, the right hand holds the bullet on the shoulder,

the left hand with the elbow bent is in front, slightly tilted upwards limply, and the gaze is directed towards the repulsion.

In the implementation indicators with descriptors, namely 1) Simultaneously by turning the body in the direction of repulsion, the elbows are pulled from the top obliquely backward, the hips and, waist and stomach are pushed forward slightly upwards until the chest opens facing forward. 2) The chin is lifted or raised, and the gaze is directed towards the repulsion. 3) When the whole body (chest) is facing the direction of repulsion, immediately the bullet is repelled as hard as possible upwards in the direction of repulsion with the help of resisting the right foot. 4) Jumping the whole body to the front oblique.

In the suffix indicator with descriptors, namely 1) After the bullet that is repelled or pushed is released from the hand, immediately the leg used to reject it is lowered or landed. 2) The left leg (forefoot) is lifted back straight and limp to help maintain balance. 3) The body is leaning forward, the chin is raised, the body is slightly tilted to the left side, and the view is in the direction of the falling bullet. 4) Right hand with elbow slightly bent in front slightly below the body, left hand/arm limp straight back to help maintain balance.

Based on the results of this study, there were seven students with a percentage (29.17%) who had not achieved complete learning, namely six sons and one daughter. In the prefix indicator, there are seven sons who have not met the descriptor. Of the seven sons who did not meet the prefix descriptors, there was one son who had achieved the KKM score from the total attitude. In the implementation indicators, there are three people, namely two sons and one daughter, who have not met the descriptor. In the suffix indicator, there are six people, namely four sons and two daughters, who meet the descriptors. The assessment has not met the expected classical completeness criteria, which is 75%. This is due to several factors so that the student has not been able to reach the level of mastery learning, such as the lack of students' understanding of the process of doing the basic technique of sideways shot put, especially in the early stages of learning, the bullet does not stick to the neck, and the view is not in the direction of repulsion, when the implementation stage coincides with turning the body in the direction of repulsion, the elbows are pulled from above obliquely back, the hips and waist and stomach are pushed forward slightly upwards until the chest is open facing forward, and in the final stage students are less in maintaining balance.

Furthermore, it is necessary to carry out corrective actions in cycle II. The results of the reflection cycle I researchers and teachers conducted FGD "(Focus Group Discussion)." The results of the FGD were 1) The explanation of the material was deepened, 2.) Provided more opportunities for students to play sideways style shot put, 3.) Making evaluations in the learning process.

Then in the learning in cycle II, it can be seen that there has been an increase in student activity from the previous cycle; students are able to do the sideways style shot put technique better in the second cycle of the 24 people who

achieved learning completeness as many as 21 people (87.5%) with details of 13 sons and eight women.

Students who have completed the KKM because they have made a sideways-style shot put on the prefix indicator with a descriptor, namely 1) The bullet is held with the fingers and is located in the upper palm of the hand. The bullet is placed in the upper palm of the hand. The fingers are stretched or opened, then placed on the shoulder and attached (attached) to the neck. 2) Stand up straight sideways towards the repulsion; both legs spread apart. 3) The left leg is straight forward, the right leg with the knee bent forward and slightly tilted to the right side. 4) The body is slightly tilted to the right, the right hand holds the bullet on the shoulder, the left hand with the elbow bent is in front, slightly tilted upwards limply, and the gaze is directed towards the repulsion.

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In the implementation of learning to play, apply a sports technique in the form of a game. Through games, it is hoped that it will increase students' motivation and interest in learning to be higher so that optimal learning outcomes will be obtained. As a supporter of the success of learning with a playful approach, it is inseparable from the learning media, namely modified media. Modification of learning can be related to the conditions of the learning environment, including the existence of tools that support learning. Basically, it is not only focused on the use of tools that will be used as a means of modification in the teaching and learning process for shot put. In this case, the teacher can increase the level of complexity and difficulty of teaching tasks by modifying the equipment used to perform that ability. For example, by looking at the weight and the size of the equipment used. Learning the sideways style of shot put, especially for junior high school students, focuses on the number of students learning.

Conclusion

Based on the discussion of this research, the authors conclude that learning by using the application of the play approach and modified media can improve the learning outcomes of sideways shot put style in class VII students of SMP Amir Hamzah Medan in the 2018/2019 academic year.

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