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# THE EFFECT OF PEER TEACHING ON THE LEVEL OF UNDERSTANDING OF TURBO THROWING MATERIAL FOR ELEMENTARY SCHOOL CHILDREN

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## ABSTRACT

Turbo throwing is a modification of javelin throwing intended for children where the series of movements begins with a throwing prefix and further motion. The students in general have not mastered the basic movements of turbo throwing. Children are out of place if they are taught to achieve high achievements in sports but instead they must be guided according to their physical and mental abilities as stated in teaching physical education in elementary schools must be adjusted to the level of student ability. The peer teaching learning model is a cooperative learning strategy where mutual respect and understanding are fostered among students working together. Peer teaching facilitates learning, students actively participate, and can solve problems together, so that an even distribution of understanding of the learning material provided can be achieved The purpose of this study was to determine the effect of the Peer Teaching learning method on the accuracy of the turbo throw of elementary school children. This research was conducted at State Elementary School 3 pegagan Kidul Cirebon Regency. By involving 9 students consisting of 2 male students and 7 female students. This study uses an experimental research method where the primary data source is the researcher who takes action and the students who receive the action, while the secondary data is in the form of documentation data. The results showed that the peer teaching learning method was able to improve students' understanding of turbo throwing learning material. The conclusion of the study states that in the subject of Physical Education and Health athletics turbo throwing numbers with peer teaching learning methods can improve student learning outcomes in class V SD Negeri 3 Pegagan Kidul, and is useful for adding to the learning process learning method innovation.

***Keywords: Turbo Throw; Peer Teaching; Kids Athletics***

## Introduction

The role of physical education is very important in providing opportunities for students to be directly involved in various learning experiences through physical activities that are carried out systematically. In addition, physical education has the aim of gaining knowledge, personality, health, and physical fitness. Physical education has a relationship of increasing human movement with other areas of education. More specifically, it has a physical development relationship with its thoughts and attitudes (Prayadi & Putra, 2022).

Physical education learning will be easily delivered and well received by students if student interest in learning has arisen, students who are already interested will tend to pay attention and accept and respond well to the learning provided and ignore the things around them, in this case the teacher needs to arouse student interest in learning physical education so

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that learning objectives can be achieved.

Physical education is an educational process, because sports education is educational. In its implementation, physical education is used as a vehicle or learning experience. Physical education, sports and health are media to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (mental attitude, emotional, sportsmanship, spiritual, social), (Prodi et al., 2022).

The definition of interest according to Slameto in Yushanafi Mursid (2010: 8) is a sense of liking and a sense of interest in a thing or activity, without anyone telling you to and tending to pay greater attention to that thing or activity. Interest can be said to be a relatively permanent trait in a person who chooses a big influence on an activity, because with interest he will do something with his interest, otherwise without interest a person is unlikely to do something, while interest in learning is a general ability possessed by students to achieve optimal learning outcomes that can be demonstrated in learning activities (Prayadi & Putra, 2022). Example: students are interested in participating in turbo throwing learning with peer teaching learning media, so students will voluntarily understand the learning provided easily.

Edward L. Dejnozken and David E. Kopel in the American Education Encyclopedia (Paktris, wordpress.com) mention the definition of peer tutor as follows: "Peer tutoring is a procedure in which students teach other students. The first type is teachers and learners of the same age. The second type is a tutor who is older than the learner. Other types sometimes include an exchange of tutor age"

According to Winarno Surakhmad (1994:53): Peer tutoring is one of the learning strategies to help meet the needs of students. This is a cooperative approach not a competitive one. Athletics is a branching sport, the branches of the sport are diverse such as jumping, running, throwing, and also rejecting numbers. Athletics are also introduced since elementary, junior high and high school levels and even in college athletic sports are still closely related. In connection with the branch number in athletics, this research will examine and examine the turbo throwing number whose learning process uses peer teaching learning media.

Peer teaching learning method is considered to make it easier for elementary school children to master the basic techniques of turbo throwing, elementary school children generally do not have a good and correct understanding of techniques, therefore by doing peer teaching learning methods are expected to help elementary school children in understanding and learning basic techniques in turbo throwing sports, as well as the skills and abilities of throwing turbo children of public school 3 pegagan kidul still cannot be said to have successfully mastered the basic techniques, this is indicated by the results of the O2SN competition results which are deemed necessary for further guidance related to learning basic turbo throwing techniques.

## Method

The method used in this research is qualitative, qualitative research is descriptive research and tends to use analysis. Process and meaning are more emphasized in qualitative research. The theoretical foundation is used as a guide so that the focus of research is in accordance with the facts in the field.

1. Type of Research

   The research is experimental in nature where the primary data sources are researchers who carry out actions and students who receive actions, while secondary data is in the form of documentation data.

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2. Research Procedure

   This research procedure consists of four stages, namely
   a. planning,
   b. action,
   c. observation,
   d. reflection.

   The research procedure consisted of two cycles. Each cycle was conducted in one face-to-face meeting.
3. Classroom Action Research (PTK)

   Research activities were carried out by preparing proposals and research instruments, then implementing cycle I, followed by analyzing and reflecting on the implementation of cycle I, and ending with the implementation of cycle II.

   The performance indicator/success indicator in this Classroom Action Research is the increase in students' understanding of turbo throwing learning material using the *peer teaching* learning method. Marked by the increase in students' understanding of turbo throwing material including techniques, rules for implementing turbo throws and procedures for doing turbo throwing sports with Physical Education and Health lesson plans for class V semester 2.
4. Data Collection Technique

   Data collection techniques used observation techniques, and tests. The data sources in this study are researchers, interview results and learning outcomes tests. Observation techniques are used to determine the improvement of abilities with data collection tools in the form of tables containing the ability of students to throw turbo.
5. Data validation

   Data validation in this class action research is a triangulation technique using: theoretical triangulation, source triangulation, and technical triangulation.
6. Data Analysis Technique

   The analysis was carried out by comparing the initial condition test scores, test scores after cycle 1 and test scores after cycle 2. In this analysis, several formulas were used, namely the formula for the value of motion activity, the formula for the percentage of learning completeness, and the formula for calculating the average.

**Discussion**

a) Description of Initial Condition

   The initial condition of turbo throwing learning shows that children's motivation and knowledge of turbo throwing learning is still lacking, this is shown by the attitude of children who are still lacking when learning begins, for example, children are less focused and difficult to condition and children are not confident to answer some of the questions that have been given and children are still shy to demonstrate the correct turbo throwing technique.

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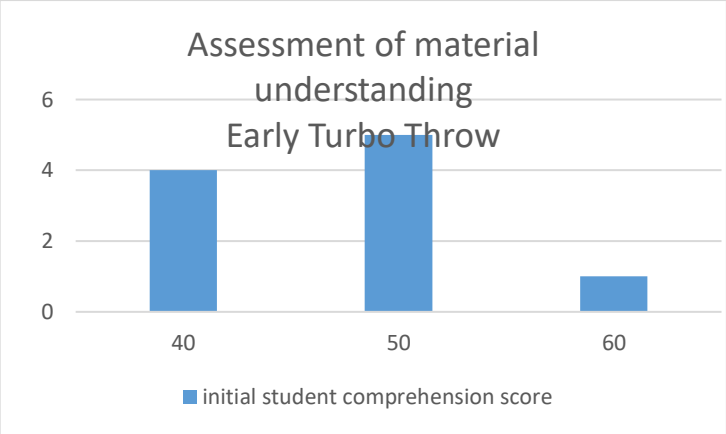
Figure 1. Asessment of Material Understanding Early Turbo Throw




Meanwhile, when viewed from the learning outcomes in the initial conditions, it shows that the highest score of 60 is only one learner and the lowest score of 40 is 4 learners with an average score of 47.

Cycle 1

Activities in cycle I began with action planning which was divided into 3 stages, namely introduction, core activities and closing. The introduction is carried out by preparing the tools needed in learning such as lesson plans, learning media, and assessment instruments. Core activities are carried out with the teacher in front as a model explaining the turbo throwing technique, then students are invited to discuss together about the material that has been explained by the teacher. Then the teacher conducts a question and answer about the turbo throwing material that has been explained, then the students are given several questions about the turbo throwing learning material, students who already understand and understand are appointed to the front and then provide the understanding they can to their friends and other children listen to their friends' explanations and then end with students being tasked with understanding the turbo throwing technique as a whole correctly. Closing is done with students cooling down by playing guess the word. with 5 minutes. Students line up correction and question and answer about learning. Students are lined up and end in prayer.

The implementation of the action also consists of 3 stages, namely introduction, core activities, and closing. The introduction of the teacher explains the learning that will be carried out, learning objectives, information on the learning model, and aspirations for how to do turbo throwing based on peer tutors. The core activities are carried out by the teacher the same as the core activities in the action planning, but in the implementation of the action the teacher observes and records the results. Followed by closing with cooling and question and answer. The results of observations are seen from observations of understanding and learning outcomes. The results of students' understanding in learning turbo throwing have increased when compared to initial conditions. The highest score in cycle 1 was 85, the lowest score was 60 and the average score was 73. This proves an increase in performing turbo throwing movements, in asking questions, students begin to be serious and feel happy in participating in learning.

The learning results of turbo throwing techniques in cycle 1, namely by taking actions similar to understanding, namely by means of questions and answers, the learning outcomes of students increased when compared to the initial conditions. The highest score in cycle 1 was

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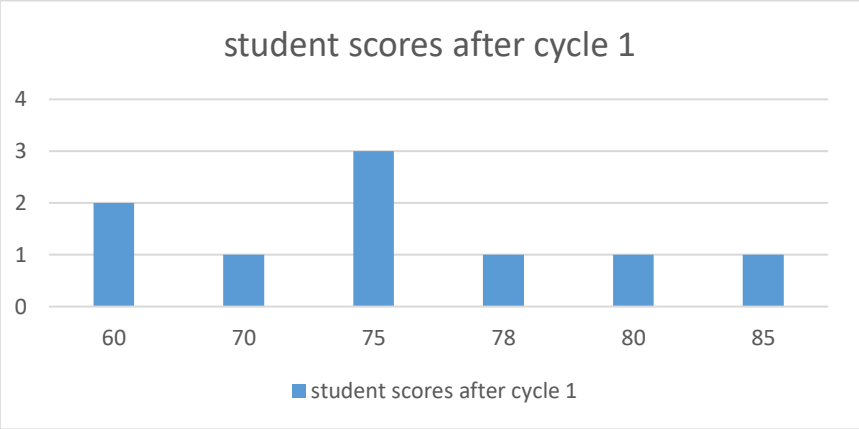
85, the lowest score was 60 and the average score was 73.

Figure 2. Student Scores After Cycle 1




The level of student understanding of turbo throwing material shows that in cycle I there has been an increase when compared to the initial conditions, but has not yet achieved maximum results. So it is necessary to take the next action, namely cycle II which is a continuation of cycle I. reflection on learning outcomes shows an improvement over initial conditions. According to the researcher, the learning outcomes of the turbo throwing technique can still be improved so that more action still needs to be given in the next lesson or action to be given in cycle II.

Cycle 2

Action planning is carried out by compiling lesson plans based on the results of the first cycle reflection, preparing learning resources and media used, and preparing assessment instruments. The core activity of the teacher as a model gives an explanation of turbo throwing techniques, then students are distributed question sheets, students are directed to answer student worksheets, questions and answers and discussions about turbo throwing, and at the end of the activity students are assigned to demonstrate turbo throwing techniques. Students cool down by playing the game "head shoulders knees feet", followed by lining up to pray together as a closing of learningThe implementation of the action is preceded by a general and special warm-up. Followed by core activities in the form of learning with the teacher as a model and the results will be observed and recorded by the teacher. Then students are asked to cool down as a closing followed by a question and answer about the learning to pray and be dismissed.The results of observations of motivation in cycle II in learning appear to have greatly improved when compared to the motivation of students in cycle I. The enthusiasm of students is more increased; this is indicated by the behavior of students who are not lazy, curiosity and desire to be able to increase, self-confidence increases, becomes more active, the initiative arises to try to repeat the movements independently, without being ordered or assigned by the teacher, the enthusiasm of students also increases, and there are other positive impacts in the form of students reluctant to stop and ask for additional time so that the learning atmosphere becomes more enjoyable.

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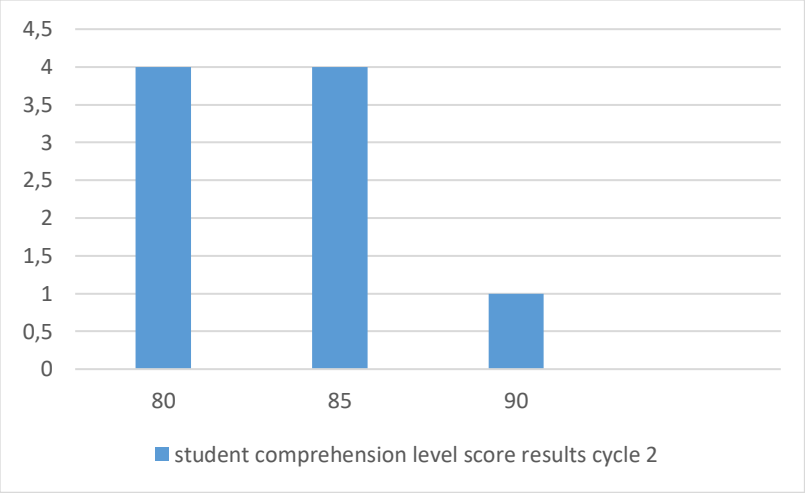
Table 1. Results of Learner Motivation

| SCORE | LEVEL OF UNDERSTANDING | FREQUENCY |
|---|---|---|
| 75 | Very Low | 0 |
| 80 | Low | 4 |
| 85 | Medium | 4 |
| 90 | High | 1 |
| 95 | Very high | 0 |

The results of learner motivation increased when compared to the initial conditions and cycle 1. The highest score in cycle 2 was 90, the lowest score was 75.00 and the average score was 85.

Figure 2. Student Comprehension Level Score Results Cycle 2




The results of observing the behavior of students during the teaching and learning process in cycle II, the level of understanding of students has increased a lot from cycle I, learning media by preparing various student worksheets and turbo props are considered very helpful and efficient because this really breaks down the value for students' understanding of turbo throwing material. While the reflection of learning outcomes states that the value of learning outcomes in cycle II shows an increase compared to cycle I, both in understanding and knowledge related to turbo throwing material.

## Discussion

From the observation of the level of student understanding of turbo throwing learning material, there is an increase if we look at student understanding from initial conditions, cycle I and cycle II in general from initial conditions to final conditions there is an increase in motivation from the average initial condition 47 cycle I average 73 and cycle II average 85.

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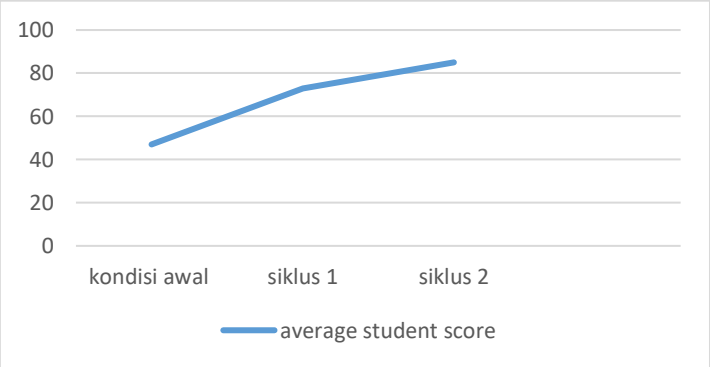
Table 2. Student Understanding Assessment From Initial Conditions to Cycle 2

| Score | Student comprehension level | Initial condition | Cycle 1 | Cycle 2 |
|---|---|---|---|---|
| 40 | Very less | 4 | - | - |
| 50 | | 4 | - | - |
| 60 | less | 1 | 2 | - |
| 65 | | - | - | - |
| 70 | | - | 1 | - |
| 75 | Simply | - | 4 | - |
| 80 | | - | 1 | 4 |
| 85 | high | - | 1 | 4 |
| 90 | | - | - | 1 |
| 95 | Very high | - | - | - |

Table 3. Average Student Comprehension Scores From Initial Conditions to Cycle 2

| No. | Description | Average |
|---|---|---|
| 1 | Initial condition | 47 |
| 2 | Cycle 1 | 73 |
| 3 | Cycle 2 | 85 |

Figure 3. Average Scores of Students' Understanding f Turbo Throwing Material From Initial Conditions, Cycle 1, Cycle 2




The data that has been presented shows that students experience a significant increase in terms of knowledge about turbo throwing learning material, this is because *peer* tutors succeed in breaking down curiosity and are also considered effective because students feel more confident and are also active to ask questions without any embarrassment and fear of being wrong because here using peer tutors (*peer teaching*).

**Conclusion**

Based on the results of class action carried out on class V students in semester 2 of the 2023/2024 academic year, it can be concluded that using *peer teaching learning* methods can improve the learning outcomes of turbo throwing in class V students at SD Negeri 3 Pegagan Kidul, Kapetakan sub-district, Cirebon district.

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