

Efforts to Improve Learning Outcomes Throw Catch Ball Through Small Games (Dodgeball)

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ABSTRACT

The purpose of this study was to improve the learning outcomes of throwing Catch the ball through small games (dodgeball) in class IVA even semester of the 2022/2023 school year. Researchers used the method of classroom action research (Action Research) which followed the John Elliot, McNiff, Kemmis model. This research includes several cycles where each cycle includes 4 stages, namely planning, acting, observing, and reflecting. The research time was 2 months, from May 2023 to June 2023 with a research subject of 22 students, while data were collected through interviews and observations. The results of the study showed that there was an increase in learning outcomes in throwing catching the ball using small game modifications (dodgeball) in class IVA students of SD Negeri Serdang 05 cycle 1 to cycle 2. This increase in learning outcomes is indicated by the average value in the pre-cycle is 70 increasing to 76 (cycle 1) and 83 (cycle 2). While the learning completeness obtained by students in the pre-cycle was 23% with the number of students who completed learning as many as 5 students, increasing in cycle 1 to 50% with the number of students completing learning as many as 11 students, cycle 2 to 82% with the number of students completing learning as many as 18 students

Keywords: Learning Outcomes, Small Games Dodgeball, Throwing Catch the Ball.

INTRODUCTION

Physical education is essentially an educational process that utilizes physical activity to produce holistic changes in individual quality, both physically, mentally and emotionally. Physical education requires the child as a complete unit, a total being, rather than just considering him as a person with separate physical and mental qualities. (Muhammad Iqbal, 2019). Physical education is a process of educating a person as an individual or member of society which is carried out consciously and systematically through various physical activities to obtain physical growth, physical fitness, abilities and skills, intelligence and harmonious development of character and personality in the context of forming a healthy Indonesian human being. quality based on Pancasila. Explicitly, the term physical education is differentiated from sport in the narrow sense that sport is identified as physical exercise (Syamsul Arifin, 2017). Physical education lessons which only receive portions once a week for each class with a variety of material that must be delivered mean that teachers must really utilize the lesson hours

provided well and efficiently. Apart from that, the material given to students must be packaged in a sleek and concise manner, so that in order to understand the material given by the teacher, students must really pay attention and practice it well (Suyatno, 2020). Physical education taught in schools has a big influence on the development, speed, attitudes and behavior of students. Therefore, the physical education taught can awaken and direct the potential of students so that they will be healthy and of good quality. Mastery of movement is one of the important and dominant aspects for the goals to be achieved in the physical education process. Furthermore, this goal aims at the overall organic, neuromuscular, intellectual, emotional and moral development and abilities of students (Ihsan Ahsani, 2020)

The small game of throwing and catching the ball (dodgeball) has grown rapidly in recent years, along with the development of the small game of throwing and catching the ball dodgeball there are new methods with a combination of effective and efficient techniques.

The implementation of physical education learning in schools needs to be improved with the aim of answering the doubts and anxieties of the community as parents regarding the relevance of physical education material in schools. This may be based on the learning outcomes of students' low ball throwing and catching. Based on the author's observations when teaching class IVA students at SD Negeri Serdang 05 Pagi in learning the movement of throwing and catching the ball, there were still many students who got scores below the minimum completeness criteria (KKM). This is caused by several things, including in the teaching of physical education, sports and health teachers who provide learning material for throwing and catching the ball, they only tend to throw and catch the ball, they are less creative and innovative, so many students are less interested and feel bored when learning to throw and catch the ball, apart from that. there were

RESEARCH METDHOS

The research method that the researcher will carry out is classroom action research (Classroom Action Research) in collaboration with sports teachers. Teachers will be able to improve student learning outcomes if the teacher is willing to review the learning given to students. Whether students are able to learn or not really depends on the teacher's actions. If a teacher's actions like that are recorded and then reflected back on the problem, the teacher can be said to be classroom action research.

According to John Elliot, Classroom Action Research is that classroom action research is a study of social situations with the aim of improving the quality of practice. This is intended to provide an assessment of the practices carried out in concrete situations (Zainal Aqib., 2018)

In the reflection phase of the first cycle, the teacher analyzes the action process in the first cycle and corrects things that are not appropriate to be rearranged in the planning phase of the second cycle. The work procedure can be outlined in a schematic (Suyatno, 2020)

According to Kemmis, classroom action research is a form of self-reflective research carried out by participants in social situations (including education) to improve their own practice, thereby obtaining a comprehensive understanding of the practice and the situation in which the practice is carried out (Nanda Indra, 2021)

Based on the three quotations from the definition above, it can be interpreted that PTK is a systematic study of efforts to improve the quality of learning practices by teachers, students or the community through practical actions and reflection on the results of these actions

RESULT AND DISCUSSION

RESULT

Table 1 Recapitulation of Students' Ball Throwing and Catching Learning

Results in Cycle I

No	Nilai	Frekuensi
1.	53 - 60	3
2.	61- 68	1
3.	69- 76	7
4.	77 - 84	6
5.	85 - 92	5
6.	93 - 100	0

Explan

ation Of Analysis Of Cycle I Student Training Results

Analysis of the results of learning to throw and catch the ball for Cycle I students regarding throwing and catching the ball at SD Negeri Serdang 05 Pagi students using pair training can be seen in the test results table above. Based on the table above, the results of the first cycle test can be explained, namely: 11 students or 50% got a poor predicate, 6 students or 27% got a sufficient predicate, 5 students or 23% got a good predicate. The 22 students who were the subjects of this research, seen classically, had an average student score of 76. There was an increase in the average number of classes from 70 to 76. The average class score obtained in cycle I had not yet reached the Completion Standard. Therefore, researchers will continue research into the next cycle.

Table 2 Recapitulation of Students' Ball Throwing and Catching Learning

Results in Cycle II

No	Nilai	Frekuensi
1.	53 - 60	0
2.	61- 68	2
3.	69- 76	2
4.	77 - 84	7
5.	85 - 92	6
6.	93 - 100	5

Analysis of the results of the second cycle of student training on improving the learning outcomes of throwing and catching the ball for students at Serdang 05 Pagi Public Elementary School using pair training can be seen from the table above. Based on the table above, the results of the second cycle test can be explained, namely: 4 students or 18% received a poor rating, 7 students or 32% received a fair rating, 6 students or 27% received a good rating, 5 students or 23% received a very good rating.

Classically, the average score obtained by students has increased very satisfactorily. In Cycle I the average classical score was 76. In Cycle II it rose to

82. The number of students who got scores below the complete standard also decreased. In cycle I, the number of students who got a score below the complete standard was 11 students or 50% of the total number of students. In cycle II, this decreased to 4 students or 18% of the total number of students. This shows that students' progress is quite satisfactory. The results of this research are in accordance with the target desired by the author.

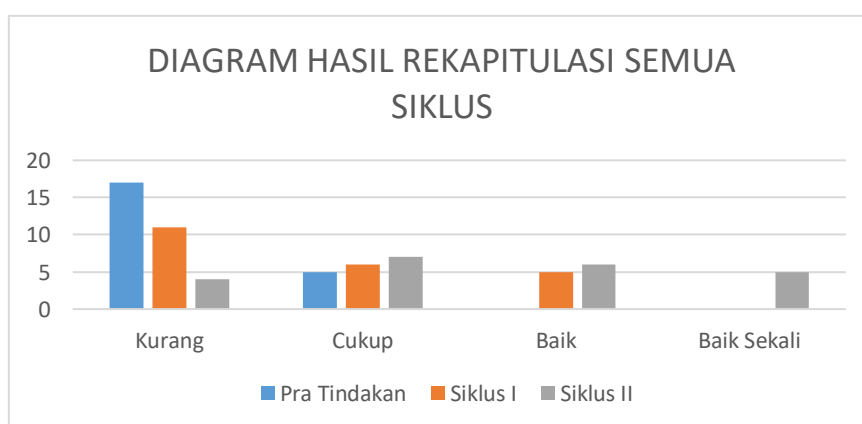
DISCUSSION

The results of initial observation activities showed that the problem faced in the research was the low learning outcomes of throwing and catching the ball for class IVA students at SD Negeri Serdang 05 Pagi during the learning of throwing and catching the ball, resulting in a less than optimal learning process in class. From the results of interviews with PJOK teachers at school, it shows that students have difficulty with dodgeball in learning to throw and catch the ball so that students lack interest in learning. For this reason, we need a means of learning to throw and catch the ball through a small game of dodgeball to encourage students to play a more active role during learning to throw and catch the ball.

Cycle I research was carried out from 04 May 2023 to 25 May 2023 and cycle II was carried out from 08 June 2023 to 22 June 2023. The subjects of this research were class IVA students at SD Negeri Serdang 05 Pagi. From the explanation of the results of the research that was carried out on class IVA students at SD Negeri Serdang 05 Pagi in learning to throw and catch the ball, it can be seen that there has been an increase in the results of learning to throw and catch the ball through the small game of dodgeball.

Based on the results of observations in cycle II, it can be concluded that efforts to improve the learning outcomes of throwing and catching the ball through a small game of dodgeball with pair training are better when compared to Cycle I. The learning outcomes have reached the target criteria for success. Classically, the average score obtained by students has increased very satisfactorily. In Cycle I the average classical score was 76 and in cycle II the average classical score rose to 83.

PICTURE 1 RECAPITULATION RESULTS OF ALL CYCLES



This is proven by an increase in students' average scores from pre-action, cycle I and cycle II. Based on the results of the students in the pre-action, it

can be seen that before the application of throwing and catching the ball through the small game of dodgeball, only 23% or 5 students reached the completion standard out of 22 students. After the application through the small game of dodgeball, there was an increase in cycle I, namely: 11 students or 50% and in cycle II, namely: 18 students or 82% Complete Standard.

CONCLUSION

Based on the explanation outlined above regarding the research discussion, the author will state several things that can be concluded. Of the five questions presented in problem identification, they are related to how to improve learning outcomes in throwing and catching the ball through a small game dodgeball.

Firstly, students find it difficult to understand the basic movement of throwing and catching because the teacher when teaching is very monotonous, so the learning outcomes in throwing and catching material are not good.

Second, physical education teachers, sports and health, in providing learning material for throwing and catching the ball, only tend to throw and catch the ball, they are less creative and innovative, so many students are less interested and feel bored when learning throwing and catching the ball. Apart from that, there are also some female students who afraid of being hit by a thrown ball

. Third, to improve learning outcomes for throwing and catching the ball in class IVA students at SD Negeri Serdang 05 Pagi, you can use one of the small games, namely (dodgeball), which is a sports game played by two teams of 6-12 people each. Students must throw the ball to hit the opponent. The opponent also has to avoid throwing the ball so as not to be eliminated from the field.

Fourth, where the players have to throw the ball to hit the opponent. The opponent must also avoid throwing the ball to avoid being eliminated from the field. The game is played by hitting the opponent using a rubber ball and eliminating the opposing players until they are finished. In the elimination system, the winning team is the first team to successfully eliminate all members of the opposing team.

Fifth, based on the results of observations, it can be concluded that efforts to improve the learning outcomes of throwing and catching the ball through a small game of dodgeball with pair training are better when compared to Cycle I. The learning outcomes have reached the target criteria for success. Classically, the average score obtained by students has increased very satisfactorily. In Cycle I the average classical score was 76 and in cycle II the average classical score rose to 83.

There are several suggestions that the author needs to make regarding this research, including:

1. For the author, in order to develop deeper research on improving the learning outcomes of throwing and catching the ball through small games (dodgeball) in class IVA students at SD Negeri Serdang 05 Pagi, Central Jakarta.
2. For teachers, continue to pay attention to the basic movements or techniques of throwing and catching so that they can improve and be motivated in carrying out teaching and learning activities.

3. For students, learning to modify throwing and catching can improve their skills and knowledge of throwing and catching material
4. For other researchers, in order to be able to use it as a reference, source of information and reference material for further research so that it can be developed into other materials.

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