

IMPROVING STUDENT LEARNING OUTCOMES BY MODIFYING BASEBALL PROPS IN THE SHOT PUT LEARNING

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ABSTRACT

Research on the use of baseball as a modified prop in the shot put material aims to make it easier for students to practice shot put at MI Nurul Hidayah Patemon. The data collection method used is the questionnaire or questionnaire method. The data analysis technique used is descriptive quantitative data analysis. Based on the results of research data processing which shows an increase in the percentage of the average score of fourth-grade students' learning motivation, which is 75.35% in the first cycle and increases to 88.25% in the second cycle, and has met the success criteria of this study, namely 80%. Based on the results of the study, it was concluded that the modification of teaching aids with baseball in the learning of shot put material could increase the learning spirit of the fourth-grade students of MI Nurul Hidayah Patemon in the Odd Semester of the 2021–2022 Academic Year.

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1. INTRODUCTION

Schooling is an integral part of education in general. Basically, physical education is education that is carried out with the body or through physical movement. In conjunction with physical education, "real education is a phase of the overall educational process that deals with activities that combine the skeleton, muscles, and take the results of support in this exercise (Starkey, 2011)." Education is a period of exercise through active work. UNESCO, which is stated in the International Charter of Physical Education, states: "Physical teaching is a schooling course for an individual as an individual or as a citizen, which is completed consciously and systematically through various physical activities in order to acquire the physical ability and skills improvement, intellectual growth, and character building (Hardman et al., 2013; UNESCO, 2014)." Physical education is an important part of overall education because it involves a variety of physical activities that aim to develop people organically (Pate et al., 2007; Meyer et al., 2013), neuromuscularly, intellectually, and emotionally.

Essential movement abilities are a phenomenon that is always inherent in childhood (Geary & Berch, 2016). Important movement ability develops along with child

development. Crucial basic movements are basic movements that develop along with the growth and maturity level of the child.

The progress of basic development capacity is largely determined by two elements, in particular, development and improvement. From these two determinants, it must be supported by training in accordance with the maturity of the child and good nutrition. Innate and exercise and nutrition are factors that can affect basic movement ability. Practices that are done regularly will be beneficial for the development of children's basic movements for the better. However, in general, children rarely exercise regularly to improve their movement abilities. The presence of actual instructional discoveries carried out in schools is one useful means to further develop the important developmental capacities of children. Through physical education, students will gain various experiences, especially those related to pleasant personal impressions; various creative and innovative expressions; movement skills; physical fitness; getting used to healthy living; knowledge and understanding of fellow human beings. good basic movement skills (Curtner-Smith, 2001; Kirk, 2009; Thomas et al., 2022). This is because the motor skills displayed by children are very dependent on the basic movement abilities they have. A child who has good basic movement skills will be relatively faster at learning a certain skill compared to children who have good motor skills. It is essentially low. To optimize children's basic movement abilities, physical education must be given properly and regularly (Thomas et al., 2022).

Physical education is one effort to improve children's basic movement abilities (Dyson, 2001; Derri et al., 2001; Zachopoulou et al., 2006; Gallahue & Donnelly, 2007). In learning physical education for elementary school students, it should be adjusted to the characteristics and development so that the basic movement abilities develop properly. The components of basic movement abilities, which include stability motion, locomotor motion, and manipulative motion, must be developed with the right form of physical education learning (Dyson, 2001). But in fact, school students often have difficulty participating in physical education lessons. such as learning to sprint, high jump, long jump, shot put, javelin throw, and so on (Gallahue & Donnelly, 2007). In general, physical education learning in schools, including elementary schools, is based on actual skills or using actual equipment. From the actual learning of skills, it turns out that elementary school students experience obstacles or difficulties. To overcome obstacles or difficulties in the physical education learning process, a teacher must be able to provide the right solution so that physical education learning objectives are achieved (Gallahue & Donnelly, 2007).

Literature Review

Learning media is many and varied. In choosing a learning medium, there are several factors that need to be considered (Adi et al., 2018; Kumar Basek et al., 2018; Wijaya et al., 2022; Siregar et al., 2022), including:

1. The type of ability to be achieved in accordance with the objectives. If you are going to choose a learning media, it needs to be adjusted to the goals to be achieved.

2. The value of different types of learning media in and of themselves. Each variety of learning media has its own useful value. This should be taken into consideration in choosing the type of learning media used.

3. Teachers' ability to use a type of learning media. No matter how high the value of the use of learning media is, it will not provide the slightest benefit to people who are unable to use learning media.

Furthermore, Shot put is one of the athletic branch numbers. The shot putter throws a heavy iron ball as far as possible. Shot put weight including (Firmansyah & Irwansyah, 2018; Schofield et al., 2022):

- For male seniors = 7,257 kg
- For female seniors = 4 kg
- For male juniors, it is 5 kg.
- For female juniors, = 3 kg.

Even though it is included in the throwing number, the term "throwing bullets" is not quite right. Because, basically, the bullet should not be thrown but must be rejected or pushed from the shoulder (Schofield et al., 2022). Step-by-step instructions for accurately releasing projectiles. This should be observed in connection with the investigation of the development of the shot, in terms of how to release the slug directly.

In the shot put, strategies that must be considered are how to hold the slug, put the projectile on the shoulder, denial attitude, development of release, mentality after release, and starting in the shot (Schofield et al., 2022).

Learning media: flexibility (flexibility), durability, and convenience in choosing a learning medium, flexibility must be considered, in the sense that it can be used in various situations; it must also be durable, to save costs; and its use must not be dangerous (Kumar Basek et al., 2018; Wijaya et al., 2022). The effectiveness of learning media in comparison to other learning media for learning a specific learning material.

2. METHOD

The subjects of this study were grade IV students, Mi Nurul Hidayah Patemon, Tanggul District, Jember Regency, for the academic year 2021/2022. The total number of 4th-grade students was 15, with details of 7 male and 8 female students. Furthermore, the sample is part or representative of the population studied. A total sample was taken because the number of subjects in this study was less than 100 people. The object in this study used a total sampling technique, or all fourth-grade students of MI Nurul Hidayah Patemon, Tanggul District, Jember Regency, amounted to 15 students, with details of 7 male students and 8 female students. The location of this research was carried out in Mi Nurul Hidayah Patemon, which is located in Patemon Village, Tanggul District, Jember Regency. The research was carried out for two months and began to be carried out in August to October 2021.

The sources of data used in this classroom action research (CAR) are as follows:

1. All fourth-grade students at Mi Nurul Hidayah Patemon, Tanggul District, Jember Regency, a total of 15 students (7 male and 8 female) for the 2021/2022 academic year.

2. For the 2021/2022 academic year, teachers as collaborators see success in improving bullet repellent learning outcomes by using modified baseball balls as bullet substitutes at Mi Nurul Hidayah Patemon, Tanggul District, Jember Regency.

To collect data for this study, it was first carried out by first determining the data source, namely class 4 students, Nurul Hidayah Patemon, Tanggul sub-district, Jember district in the 2021–2022 academic year, then determining the type of data, and finally choosing data collection techniques, namely by observation, testing, and questionnaire filling. Also, determine the type of instrument used.

Preparations before classroom action research (PTK) are carried out and various input instruments are made that will be used to provide treatment in CAR, namely:

1. Plan for learning implementation with the basic competence to practice variations of basic movements into athletic modifications, as well as the values of spirit, sportsmanship, confidence, and honesty.

2. Student observation sheets, checklists, and evaluation sheets are examples of learning tools.

3. In preparation, students will also be sorted according to their absences.

The procedures or steps that will be carried out in this research are carried out in activities in the form of a research cycle. Each research cycle consists of four main activities, namely, planning, action implementation, observation, and reflection.

The first step is to determine the procedure used in the test, in particular the exploratory strategy for the homeroom practice. The next stage is to establish the basis for Cycle I. Perceptions and Reflections on the Implementation of Cycle II Implementation Planning In this classroom action research, the expert will carry out developments that are carried out consistently, and the exercises will be completed in one cycle in which the examiner accommodates the students who are the test subjects. Learn. The method of implementing CAR is systematically completed in a participatory manner or colleagues (educators, chairpersons, resource persons, and their associations) work together, starting from the instruction stage, followed by the readiness of an action plan, and followed by the implementation of field exercises. essential cycle. The scientific conversation is then continued in the intelligent evaluative progress of the exercises completed in the main cycle, to then set the stage for change, improvement, or improvement, or improvement in the next cycle, etc.

The data analysis stage used by the researcher is a qualitative description. The analysis technique was chosen because most of the data collected was in the form of a description of the development of the learning process, namely student participation in bullet training through a tool modification approach in the form of a baseball filled with sand as a substitute for actual bullets.

3. RESULTS AND DISCUSSION

This review is intended to determine the adequacy of the current school learning model. Efforts to Improve Rejecting Bullets Learning Outcomes in Michigan Grade 4 Students Using Baseball Media Nurul Hidayah Patemon, Tanggul District, Jember Regency in 2020/2021. Psychomotor, Student Observation Data, and Observation Results Data on Student Learning Outcomes. Similarly, data on student practice, deepening and preparation of abilities, educated people, and psychomotor skills are presented in two cycles as follows.

Results of Student Understanding of Cognitive Aspects

Students' Understanding of Cognitive Aspects in Learning Basic Bullet Reject Techniques with Baseball Media in Cycle I can be seen in Table 1 below:

Table 1. Student Understanding (Cognitive Aspect) In Cycle I

Criteria	Cycle I	
	Frequency	Percentage
Very well	0	0.00 %
Well	5	33.58 %
Enough	9	60.00 %
Not enough	1	6.42 %
Amount	15	100%

From Table 1, understanding the concept of motion in the shot put learning with the cognitive aspect of baseball in cycle 1, it is known that students get a place with a standard of students below 1 or 6.43% who enter the class and above 8 students. Or 53.52%, who entered the big classification as many as 4 students, or 26.41%, who were remembered for very good classes in general and above 2 students, or 13.64%. This shows that students' understanding of the concept of movement in projectile release to understand the baseball game in cycle 1 has not met the signs of 85% of students remembering the model as a big deal.

Research Process

The goal to be achieved in this study is to improve the learning outcomes of shot put by using modified bullets from baseball media for grade 4 students, Mi Nurul Hidayah Patemon. Every effort to achieve these goals, it is designed in one unit as a cycle. Each cycle consists of four stages, namely action planning, action implementation, observation and interpretation, analysis, and reflection for planning the next cycle. This research is planned in two cycles.

Research Cycle Design

1. Research strategy The plan prepared for this research begins with preliminary study activities, initial reflection, implementation of the research cycle, and drawing conclusions.
2. The design of classroom action research (PTK) with two cycles was carried out in the first and third weeks as follows:

Cycle I

- 1) In the preliminary stage this stage, the researcher prepares the lesson, which consists of lesson plan 1, teaching tools that support, an observation sheet on the management of playing learning models, and a student activity observation sheet.
- 2) The stage of activity and implementation. In the first cycle, students carried out athletic physical activities in the shot put. In this activity, they started warming up to core activities with a play-based learning model. All students are divided into five groups and then line up. The distance between groups is approximately 2 meters, while the distance between students from one another in a row is approximately one meter. Each group appoints one student as the leader of their respective team. The leader of each team stands in front of his group, holding one ball at a distance of approximately 3 meters.
- 3) observation (observation is carried out simultaneously with the implementation of teaching and learning). As observers, researchers are assisted by collaborators who are teachers of similar subjects.
- 4) The reflection of the results of the questionnaire from students in the shot put learning activity was analyzed together with collaborators and also the observation sheet from the teacher.

Cycle II

- 1) Stage of Planning

At this stage, the researcher prepares a lesson consisting of lesson plan 2 and teaching tools that support it. In addition, observation sheets, evaluation sheets for students and researchers, management of play learning models, and student activity observation sheets were also prepared.

- 2) The activity and implementation stages in the second cycle of activities were played in groups. They played shooting balls, but the number of balls used was 2 so the frequency of refusing movements increased. During the warm-up activity, students are directed to make movements that contain elements of running and refusing by using the ball in pairs or groups. In the core activity, students do not use bullets directly. Let them continue to use the ball, but the direction of the repulsion is using the shot put technique. And even then, we make it in the form of playing. We still pay attention to safety and security factors. At the end of this cycle, students are given a questionnaire that has been provided and then filled in according to the learning experience they have just followed. The collaborator conducts observations and interviews according to the prepared

checklist about the extent to which each student has played a role in learning, after which the collaborator returns to make observations at once. Fill in the observation checklists that have been classically prepared about the process of learning activities that have just been carried out.

3) observation (observation is carried out simultaneously with the implementation of teaching and learning). As observers, researchers are assisted by collaborators who are teachers of similar subjects.

4) The collaborators discussed the results of the data analysis on the play learning model activities. The data was obtained through student questionnaires. Researchers and collaborators compared the results of the motivation questionnaire with the results of cycle ii, as well as knowing changes in student behavior after participating in learning activities.

The results of the performance of the basic shot put technique using a baseball in cycle I can be seen in table 2 below:

Table 2. The Results of the Performance of the Shot Put

Criteria	Cycle I	
	Frequency	Percentage
Very well	2	13.64%
Well	4	26.41%
Enough	8	53.52%
Not enough	1	6.43%
Amount	15	100%

Table 2 above shows that students have a place with 0 outstanding student standards or as much as 0.00%, students who are represented by 5 students, or 33.58%, are given enough names by 9 students, or 60.00%, and are named students below 1, or 6.42%. successful, as seen from the number of students, 10 children. Only 66% of students experienced peak learning, or 11 children with KKM 70, while 5 children did not complete because they got scores below 70.

Student interest and the level of student interest in the bulleted learning material are still lacking. The bullet rejection learning model that has been applied so far still feels boring. Limited facilities and infrastructure are used to support the physical education learning process. This is evidenced by the absence of existing gear, especially 2 slugs that could be accessed and used for projectiles by 15 students in learning. This is one of the reasons that hamper the goals to be achieved.

4. CONCLUSION

Based on the data analysis that has been carried out and the discussion that has been disclosed, it is concluded that the modified medium from baseball can increase the effectiveness and learning outcomes of shot put in 4th-grade students of MI Nurul Hidayah Patemon, Tanggul sub-district, Jember district.

From the analysis results obtained, there is an increase from the initial condition to cycles I and II for the three aspects (psychomotor, cognitive, and affective). The psychomotor aspect in the first cycle (75.35%) and the second cycle (88.25%), in the affective aspect of the first cycle (88.22%), the second cycle reached (100%), while the cognitive aspect of the first cycle (70.57%) and the second cycle (94.11%).

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