

Improve Learning Outcomes *Backhand Service* Table Tennis Through Guided Training Method for Class XI Students of SMK Negeri 2 Ambon

Haryo Pureng¹, J. Solissa², E. Rumahlewang³

Universitas Pattimura, FKIP, Program Studi Penjaskesrek

Abstract

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This type of research is descriptive research using Classroom Action Research (PTK) with a sample of 18 students taken randomly. Data in this study were taken using test and non-test instruments. Test instruments in the form of observation sheets, affective test sheets, prikomotor and written tests at the end of learning. The results showed that in cycle I students were in failed qualifications with a percentage of 94.44% and sufficient qualifications with a percentage of 5.56%, in cycle II students increased learning outcomes in very good qualifications with a presentation of 55.56% and in good qualifications with a percentage of 44.44%. Thus it can be concluded that there was an increase in learning outcomes after using the guided practice method.

Keywords: Learning Outcomes, Guided Practice Method, Table Tennis Backhand

(*) Corresponding Author: haryopl@gmail.com

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INTRODUCTION

Education is essentially a conscious and planned effort to create a good learning atmosphere and learning process so that students actively develop their potential. One component of education is physical education.

Physical education as a whole has been recognized by many groups as education to develop students' basic movements, but in the implementation of physical education learning it has not been able to run optimally. The basic concepts of physical education and effective physical learning methods need to be mastered by teachers who want to provide physical education lessons. Teachers must be able to teach various basic movements, sports game techniques, internalize values (sportsmanship, cooperation, etc.) to become habituated to a healthy lifestyle. Through physical education, it is hoped that students can gain various experiences to express personal impressions that are more pleasant, creative, innovative, and skilled.

Physical education, sports and health is one of the most enjoyable subjects because in PJOK lessons students can carry out learning activities and collaborate with friends or teams, who in the learning process prioritize physical activity and healthy living habits leading to growth with physical, mental and physical development. social balance (Lengkana and Sofa 2017) in physical education learning there are various sports taught including athletics, gymnastics and Rahmat games (Amrullah 2015).

One of the games taught is a small ball game, namely table tennis. Table tennis is also called a pimpong game. This game uses a kind of racket coated with rubber called a bet. The game of table tennis is played indoors or outdoors, if two people play it is called singles, and four people play it is called doubles. How to play it is by using a bat called a bet and a ball. Playing table tennis there are several basic techniques of hitting skills (*stroke*), among others: *forehand, backhand, drive, push, chop, smash, block, service, spin* Yulianto, (Damiri 2016). The most dominant punch technique skill used and the strongest one to perform *smash* namely technique *forehand* which is the strongest technique, besides that the power used is more maximal than when punching *backhand*. Hitting technique *backhand* is a punching technique that uses *but* the back, when hitting the ball the hand is in a position that is inclined inward, this causes *backhand service* This is a technique that is quite difficult to use in table tennis.

Study *backhand service* It requires more individual teacher guidance for students and providing lots of practice to encourage students to play an active role in learning, so that the success of teaching and learning activities in physical education learning, especially table tennis, can be measured by showing skills in playing table tennis.

According to Muhamat Rizal (Fajar and Khory 2023) the teacher's task in optimizing learning is as a facilitator who is able to develop learning conditions by guiding students to create a fun and effective learning atmosphere for students. Based on the results of interviews with the PJOK class XI SMK Negeri 2 Ambon subject teacher, it was stated that the students:

1. Tends to be more difficult to do *backhand service* than *forehand* This is because the movement of the upper arm is blocked by the body so that all arm strength cannot be used.
2. Difficulty in holding the bet with *backhand* because the position of the student's hand is inclined inward.
3. Prefer to use *forehand service*. So the student learning outcomes are: *backhand service* less good compared to *forehand*.

Therefore, teachers must be extraactive in choosing and using learning methods that can enable students to understand and be able to do it *backhand service* The same *forehand service*.

Based on the results of interviews and the level of difficulty experienced by students, effective learning methods are needed to improve student learning outcomes in both cognitive, affective and psychomotor aspects. The presence of learning methods has an important role in helping students to understand subject matter which is quite difficult in terms of understanding movements, basic techniques and game patterns in PJOK subject matter. One of the learning methods that can be used is the guided practice method.

The guided practice method is also called method *training* Noviarni, (Julianai, Fatmawati, and Safaruddin 2019). The guided practice method is a way of learning that provides students with the opportunity to instill certain habits. Guided here means the implementation of a guided teaching and learning process based on the teacher's instructions and explanations. This method can develop skills through habituation.

Based on the background description above, the author is interested in conducting research with the following title: "Improving Learning Outcomes *Backhand Service* Table Tennis Using Guided Training Methods for Class XI Students at SMK Negeri 2 Ambon".

METHOD

This research is Classroom Action Research, so the object of the research is improving learning outcomes *Backhand service* Table tennis for SMA Negeri 2 Ambon students through a guided practice method. This research was carried out at SMK Negeri 2 Ambon. Teluk Ambon District, Ambon City, Maluku.

RESEARCH RESULT

There were 18 people in the action research class XI BPM-1 SMK NEGERI 2 AMBON. This research uses the Guided Practice Method to determine the improvement in table tennis backhand learning outcomes. Assessments are carried out using observation sheets, attitude assessments, skills assessments and written tests in the form of 7 (seven) Multiple Choice (PG) questions.

Below is presented data on the learning outcomes of class XI BPM-1 students at SMK NEGERI 2 AMBON, using Classroom Action Research (PTK).

1. Description of Cycle I Research Results

a. Planning Stage

Cycle I planning activities begin with conducting consultations. Consultation activities are carried out with PJOK subject teachers. Consultation activities include determining the time of action, and action planning, namely learning materials and infrastructure that will be used.

Cycle I planning activities end with preparing learning tools (RPP) for the first meeting, assessment rubrics, instrument sheets, test questions, media and other supporting learning facilities. Apart from that, observation sheets or observations are also prepared during the learning process.

b. Action Level

The implementation of actions or learning activities in the first cycle was carried out in the last week of October 2023 for students in class The implementation of the learning process refers to the RPP which has been prepared in accordance with the steps of the guided practice method.

c. Observation Stage

Observations are carried out during the learning process. Assessment of attitude aspects is carried out by observation during the learning process. Observations were made when students were guided and trained to perform table tennis backhand techniques, as well as students who became peer tutors to guide other students who were not yet able to perform table tennis backhand techniques. The skills observation test is carried out after the teacher guides students in the process of backhand technical skills in table tennis through a guided practice method. The aspects assessed include the position of holding the bet using the handshake technique, standing position when performing the backhand technique, variations of movements and combinations of table tennis backhand strokes. At the end of the learning process, students are given a knowledge test with the aim of determining the students' level of mastery or understanding of the material

during the learning process. Data from observations of attitudes, skills and knowledge test results can be seen in the attachment, while learning achievements and qualifications can be seen in table 4.1.

Table 4.1. Learning Results for Cycle I of Students

No	Student Name	Mark				Information	
		S	P	K	THAT	Complete	Not Completed
1	A.M	100	28	33	54		Not Completed
2	A.T	100	14	54	56		Not Completed
3	A.A.D.A	100	28	25	51		Not Completed
4	A.V.W	100	28	54	61		Not Completed
5	A.A	100	28	25	51		Not Completed
6	C.C.L	100	28	36	55		Not Completed
7	C.H.S	100	28	50	59		Not Completed
8	H.C.V.A	100	57	81	79	Complete	
9	J.S	100	14	33	49		Not Completed
10	K.E	100	28	54	61		Not Completed
11	M.F.A.R	100	28	25	51		Not Completed
12	M.F.W	100	42	27	56		Not Completed
13	N.R	100	28	25	51		Not Completed
14	R	100	14	36	50		Not Completed
15	S.A.T	100	28	25	51		Not Completed
16	IN	100	28	54	61		Not Completed
17	W.F	100	28	25	51		Not Completed
18	AND	100	14	27	47		Not Completed

Based on table 4.1, it can be seen that students have service learning outcomes *backhand* table tennis, 94.44% were in the failed qualification and 5.56% were in the sufficient qualification. With the average achievement score for learning outcomes being 55.18, the maximum achievement score is 79 while the minimum score is 41. The scores achieved by each student can be seen in Figure 1.

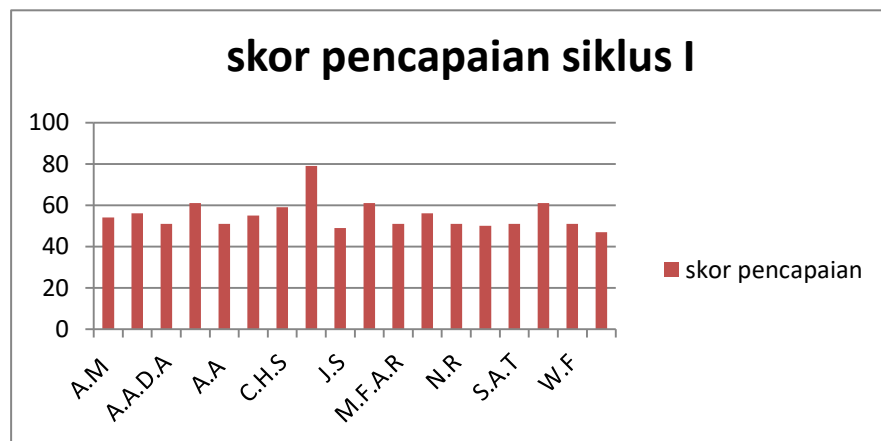


Figure 1 Diagram of achievement of cycle I learning outcomes

d. Level of Reflection

The results of observations of students' first cycle learning activities in the learning process were not as expected. Some students still have difficulty analyzing table tennis backhand stroke technique skills, so they need guidance and practice in the learning process in cycle II again. Several students in the cycle I learning process needed several guidance and practice to be able to perform table tennis backhand stroke techniques. Some students still choose to carry out their own activities without paying attention to the ongoing learning process.

Based on the problems that occur, it is necessary to take corrective action in cycle II, namely teachers must motivate students to pay attention and follow the learning process well, teachers must guide and train students using guided practice methods who still experience difficulties in performing backhand stroke techniques. and teachers prepare students who can or are good at performing backhand stroke techniques to guide and train other students who still have difficulties during the learning process.

2. Description of Cycle I Research Results

a. Planning Stage

At this stage the researcher prepared a learning tool consisting of a learning plan for cycle II of table tennis backhand techniques through a guided practice method that supports the learning process.

b. Action Level

The learning process for cycle II at the second meeting was carried out in the first week of November 2023 for class XI BPM-1 students at SMK NEGERI 2 AMBON with a total of 18 students. In this case the researcher acts as an observer. The learning process in cycle II is the result of reflection in cycle I, so that errors or deficiencies in cycle I are corrected in cycle II.

c. Observation Stage

Observations are carried out during the learning process. Assessment of attitude aspects is carried out by observation during the learning process. Observations were made when students were guided and trained to perform table tennis backhand techniques, as well as students who became peer tutors to guide other students who were not yet able to perform table tennis backhand techniques. The skills observation test is carried out after the teacher guides students in the process of backhand technical skills in table tennis through a guided practice method. The aspects assessed include the position of holding the bet using the handshake technique, the standing position when performing the backhand technique, various movements and combinations of strokes *backhand* table tennis. At the end of the learning process, students are given a knowledge test with the aim of determining the students' level of mastery or understanding of the material during the learning process. Data from observations of attitudes, skills and knowledge test results can be seen in the attachment, while learning achievements and qualifications can be seen in table 2.

Table 2. Learning Outcomes of Cycle II Students

No	Student Name	Mark				Information	
		S	P	K	THAT	Complete	Not Completed
1	A.M	100	86	75	87	Complete	
2	A.T	100	100	100	100	Complete	
3	A.A.D.A	100	86	100	95	Complete	
4	A.V.W	100	100	75	92	Complete	
5	A.A	100	86	75	87	Complete	
6	C.C.L	100	86	100	95	Complete	
7	C.H.S	100	86	75	87	Complete	
8	H.C.V.A	100	100	100	100	Complete	
9	J.S	100	86	75	87	Complete	
10	K.E	100	100	75	92	Complete	
11	M.F.A.R	100	86	100	95	Complete	
12	M.F.W	100	86	100	95	Complete	
13	N.R	100	86	100	95	Complete	
14	R	100	100	75	92	Complete	
15	S.A.T	100	86	75	87	Complete	
16	IN	100	86	75	87	Complete	
17	W.F	100	86	75	87	Complete	
18	AND	100	86	75	87	Complete	

Based on table 2, it can be seen that the students' learning outcomes for table tennis backhand techniques, 55.56% were in very good qualifications and 44.44% were in good qualifications. With the average achievement score for learning outcomes is 92, the maximum achievement score is 100 while the minimum score is 87. The scores achieved by students each can be seen in figure 2.

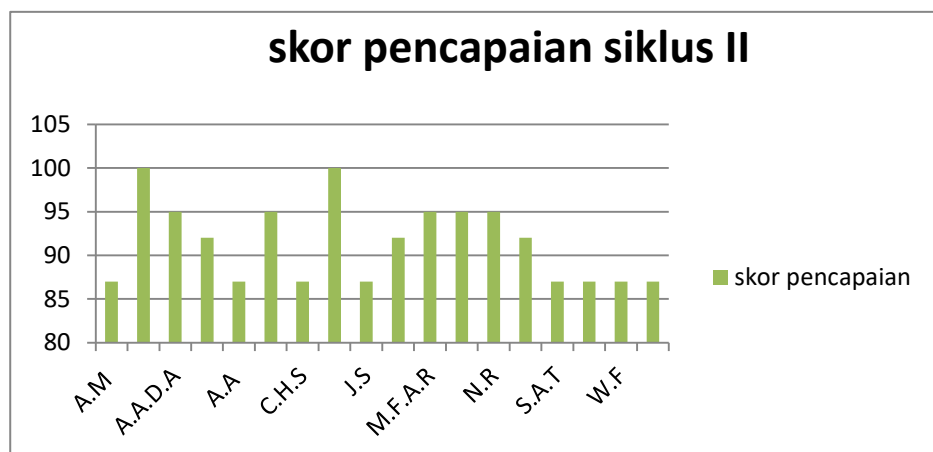


Figure 2 Diagram of achievement of learning outcomes in cycle II

d. Level of Reflection

The learning process in cycle II went very well and smoothly. The student's learning process becomes better, and the student's learning outcomes in table tennis backhand technique improve.

DISCUSSION

Based on the research results obtained on class

The application of the Guided Practice method using Classroom Action Research (PTK) is a combination that can improve student learning outcomes. The guided practice method used in the learning process will create conditions for active students, because in the learning process students are trained to be more thorough and careful in producing work. Each learning method has advantages and disadvantages (Juliani, Fatmawati, & Safaruddin, 2019; Nugraheni, 2016). The emergence of awareness of the existence of groups creates a healthy sense of competition, thus generating a serious desire to learn (Permana et al., 2019).

a. Cycle I

In the learning process in Cycle I, the researcher experienced several obstacles, namely, students had low learning motivation, students had never used the backhand technique in table tennis, students' learning focus during the learning process was quite low, then the researcher used a combined guided practice method. with the peer tutoring method so that some of the obstacles above can be overcome well, students can begin to follow the learning process well, the guided practice method is very good to use in the PJOK learning process because directly the teacher can see the difficulties in using the table tennis backhand technique which then the teacher can guide and train students until the students can perform variations and combinations of backhand techniques well, in cycle I only a few students had the skills *backhand service* This is good table tennis because they have studied and played it first so that during the learning process in cycle I the students are able to do it well enough. *backhand service* table tennis, then researchers provide opportunities for students who are capable enough to be able to guide friends who have difficulty in doing it *backhand service* table tennis In assessing students' knowledge using a written test in cycle I, students tended not to answer questions number 3 and 4. In questions number 3 and 4, the questions contained questions in the C4 cognitive domain, namely analyzing, so students could not answer the questions, because Students' ability to analyze something is quite low. In the first cycle, students had very low learning outcomes, namely 94.44% failed qualifications and 5.56% sufficient qualifications.

Table 3. Percentage of Students' Cycle I Learning Results

Fermentation Score Interval	Frequency	Presentation (%)	Qualification
90 – 100	-	-	Very good
80 – 89	-	-	Good
70 – 79	1	5,56	Enough
≤ 70	17	94,44	failed

b. Cycle II

In the second cycle learning process, it is the result of reflection from cycle I, then the researcher carries out careful planning before taking action, so that the actions taken can improve student learning outcomes. In cycle II, students have good motivation to learn and focus so that the learning process is carried out well. In cycle II students tend to be able to do it *backhand service*, at the beginning of the lesson the teacher guides and trains the students one by one, then the students are already very good at throwing punches *backhand service* table tennis is given the opportunity to provide peer tutoring to other friends who are still experiencing a little difficulty, the difficulty that students are still experiencing is in carrying out a standing position when making a stroke *backhand service* After receiving guidance and practice from teachers and friends, students can do table tennis *backhand service* well. In the cognitive or knowledge assessment, students are able to answer questions well and correctly, in questions number 3 and 4, students already have the ability to analyze the questions based on the explanation or delivery of the material and guidance and exercises provided so that student learning outcomes in the cycle II is in very good qualifications 55.56% and good qualifications 44.44%.

Table 4. Percentage of Students' Cycle II Learning Results

Fermentation Score Interval	Frequency	Presentation (%)	Qualification
90 – 100	10	55,56%	Very good
80 – 89	8	44,44%	Good
70 – 79			Enough
≤ 70			failed

So the guided practice method can be used to improve student learning outcomes on the material *backhand service* table tennis.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of guided practice methods to improve student learning outcomes in table tennis backhand technique material for students at SMK NEGERI 2 AMBON is given through observation sheets, skill assessment sheets, attitudes and written tests. overall in cycle I the students were not able to reach the KKM, namely the students were in the failed and fair qualifications and in the second cycle the students were able to reach the KKM, namely the students were in the very good and good qualifications.

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