Improving Table Tennis Learning Outcomes Through the Part Method Approach to Students

Jonas Solissa

Universitas Pattimura Ambon

Abstract

This study aims to improve the learning outcomes of table tennis through the student section method approach. The research was conducted on students of Physical Education, Health and Recreation, Patimura University, Ambon, in 2021. Using the type of classroom action research (CAR). The instrument used for data collection is observation and performance test of basic table tennis technical skills (Rubric for Assessment). Based on the results of this research data, it shows that the application of the part method in table tennis learning has a positive impact on improving students' learning abilities, this can be seen from the absorption of students increasing from the first cycle by 66.74% (13 students from 34 students have finished studying) and the second cycle increased to 83.79.%. In the second cycle, classical student learning completeness has been achieved. This means that the success indicators have been achieved as expected by researchers and table tennis lecturers.

Keywords: *Learning Outcomes, Table Tennis, Students, Method Approach Section*

(*) Corresponding Author: jonassolissa@gmail.com

INTRODUCTION

Table tennis is a game that uses table facilities and equipment as well as bets and balls as tools. This game begins with the opening stroke (service), where the ball is reflected to its own table and then over the net and bounces on the opponent's table until the opponent cannot return it properly. Players try to turn off the opponent's punch in order to get a point from his stroke (Tyan, 2021).

The table tennis course is one of the compulsory subjects in the Health and Recreation Physical Education Study Program where students who contract the course will go through a learning process in one semester. Students are required to be able to master the basic techniques of hitting in table tennis. In table tennis, students are required to master some basic techniques such as forehand, backhand, serve and smash. Forehand, backhand, serve and smash are basic techniques that are very often used by players because they are very easy to do and have a function in serving. Although it looks easy, doing forehand, backhand, serve and smash cannot be done carelessly without paying attention to the right basic movements so that the results of the stroke are not too high or stuck in the net.

Basic technique is very important in table tennis. In presenting and returning the ball can be done by forehand and backhand. Budi and Arwandi (2020) said that forehand and backhand strokes are very important because they have many functions, especially for beginners. The forehand and backhand strokes have

functions to serve, return the ball, carry out attacks so that if for players who master the forehand and backhand strokes, they are able to play simple games.

Specifically, table tennis is a type of game whose movements are complex because it contains elements of well-coordinated motion. Mastery of basic techniques of holding a bet, skilled in hitting and receiving the ball in various basic techniques, and dominated by the performance of special coordination biomotor components. Solissa (2018) explained that special coordination or specific coordination is a description of the ability to perform movements quickly, precisely and smoothly, because special coordination is closely related to the specificity of motion which provides additional abilities to athletes/students in order to show their best performance in training. /study as well as in competition. The ability to master this special coordination component is very much needed in the game of table tennis.

The success of the teaching and learning process is largely determined by the selection of the right method and how to apply it (Suswanto, 2020). The method is a set of steps systematically arranged, while the learning method is a way that is done by a teacher so that the learning process occurs in students to achieve goals (Aditya, 2016). Part method is a method used to divide a skill in parts with the aim that students can better understand a skill in parts and are able to do it (Yuliana & Tuasikal, 2020). According to Rusli Lutan in Solissa (2021) the part method is an approach in which at first students are directed to practice part of the whole series of movements, and after the parts of the movement are mastered they will practice as a whole. The section method is generally applied to learning the types of skills that are quite difficult or complex. Done in stages, starting from easy to difficult or from simple to complex. The use of the section method makes it easier for students to understand learning the game of table tennis. But this picture requires scientific proof, therefore researchers feel the need to conduct research on this issue.

Learning is a person's process of acquiring various skills, skills and attitudes (Warti, 2016). Learning outcomes are evidence of learning success or students' abilities in carrying out learning activities in accordance with the weights achieved (Anggita, 2021). Learning outcomes are words used to indicate the level of student achievement in carrying out a series of learning activities. Learning success or learning outcomes are measured through tests, which are then quantified in the form of scores (Saragih, 2021). Learning success is a real ability which is the result of the interaction between various factors that influence both from within and from outside the individual in learning. According to Kasmawati (2017) that the factors that affect learning outcomes are classified into two, namely: first, internal factors, these factors are related to everything related to the students themselves in the form of motivation, interests, talents, intelligence, health, attitudes, feelings and other factors. other personal and second, external factors, these factors relate to influences that come from outside the individual in the form of facilities and infrastructure, environment, community, teachers, learning methods, social conditions, economy and so on.

Some of the things that become obstacles in learning table tennis for students of Physical Education, Health and Recreation at Patimura University are based on empirical facts, that: 1) most students have not mastered the basic techniques of correct forehand and backhand strokes, 2) students are not fast enough in doing

forehand and backhand strokes. , and 3) the direction of the forehand and backhand is still not right. As a result of these problems, interest and motivation to learn in table tennis learning is low, students tend to just attend lectures but are not really serious in mastering. This can be proven from the graduation rate in the table tennis course contract each semester is still relatively low, and the scores obtained are still dominated by average grades C and D, so that students participate in remedial programs or short semester programs (SP), to improve their achievement. Table tennis course grades.

On this basis, the authors conduct Classroom Action Research (CAR) in order to improve the quality of learning and improve student learning outcomes in table tennis courses so that the phenomenon of remedial programs and short semesters is no longer found as long as students bid for table tennis courses.

RESEARCH METHODS

This research uses classroom action research (CAR). Classroom Action Research is research conducted with the aim of improving the quality of the process and learning outcomes of a group of students (Sanjaya, 2016). The subjects of the research were 34 students for the 2020/2021 Academic Year, consisting of 16 males and 18 females.

The instrument used for data collection is observation and performance test of basic table tennis technical skills using an assessment rubric. The data obtained from the observation of teaching and learning activities will be analyzed. Each learning activity carried out is a material to conclude and determine the next action.

The techniques in this study use several guidelines that can be used in classroom action research (Astuti & Febrian., 2019; Merilia & Arbain, 2019), including the following: (1) Observation, which is an instrument for observing the activities and creativity of students in learning, both in the classroom and outside the classroom; (2) The library is used to obtain theories and expert opinions which are used as the basis for this Classroom Action Research. (3) performance assessment Cycle I and II

DISCUSSION

Pre-action activities carried out for students in the 2019/2020 Academic Year were researchers conducting initial tests to find out the extent of students' ability level in doing *forehand* and *backhand* before applying learning by applying the section method. From the initial data acquisition, it can be seen that most of the students have difficulty performing *forehand* and *backhand strokes.* learning outcomes *Forehand* and *backhand* for male students are better than female students. Of the 16 male students, only 4 or only 15% have mastered and are skilled in *forehand* and *backhand techniques,* while the other 85% of students have not mastered and are not yet skilled in doing *forehand* and *backhand* well. From these initial findings, it was concluded that the difficulties of students in doing *forehand* and *backhand* caused by 4 factors as follows: 1) 85% of students had not been able to perform *backhand drive* perfectly, 2) bat holding techniques, ball possession and posture still not precise and correct, 3) *forehand* and *backhand* are less accurate and

less precise, 4) there is no media to make it easier for students to make *forehand* and *backhand strokes.*

After reviewing all the problems and determining the learning method to be implemented, the researcher developed a learning scenario and carried it out at each meeting, both in cycle I and cycle II.

Cycle I

In cycle I, the researcher conducted two face-to-face meetings. Each face-to-face consists of two hours of lessons with a time of 90 minutes. The stages of research implementation in cycle I can be described as follows.

a.   Planning

At this stage the researcher prepares learning tools consisting of semester learning plans (RPS) 1, supporting test tools and facilities, besides that, learning processing observation sheets are also prepared.

b.   Implementation

In this action research using a form of collaborative research with the subject lecturers and lecturer assistants concerned as lecturers in the research. Meanwhile, the researcher serves as an observer or observer as well as fully responsible for the research action. The learning process refers to the semester learning plans that have been prepared.

c.   Observation

Observation (observation) is carried out simultaneously with the implementation of teaching and learning. At the end of the learning process students were given a *forehand* and *backhand* with the aim of knowing the level of student success in the teaching and learning process that had been carried out. The research data in the first cycle are as shown in the following frequency distribution table:

Table 1. Frequency Distribution of Learning Outcomes Cycle I

Class Interval	Absolute	Frequency Relative Frequency
78 – 83	6	17.65 %
72 – 77	6	17.65 %
66 – 71	7	20.59 %
60 – 65	0	0 %
54 – 59	9	26.46 %
50 – 53	6	17.65 %
	N=34	

From the table above, it can be explained that by applying the section method, the average value of student learning outcomes is 66.74% or there are 13 students out of 34 students who have finished studying. These results indicate that in the first cycle classically students have not finished studying, because students who get a score of 75 are only 35.39% smaller than the desired completeness percentage, which is 75%. This is because students still feel new and do not understand what the lecturer means by applying the part method approach.
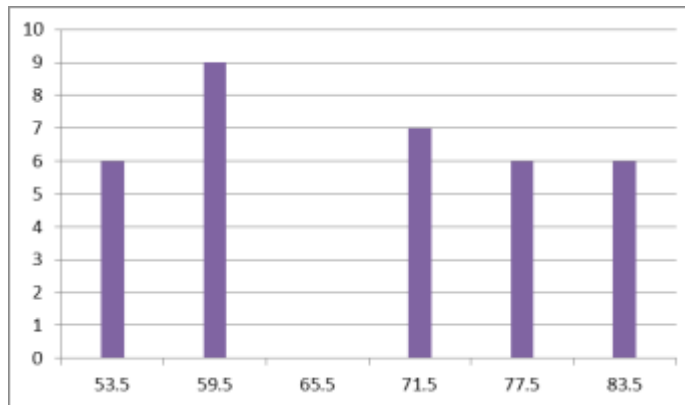
Diagram 1. Histogram of Learning Outcomes Cycle 1

d. Reflection

In the implementation of teaching and learning activities information is obtained from the following observations: (1) lecturers are not good at motivating students and in conveying learning objectives, (2) lecturers are not good at managing time, and (3) students are not very enthusiastic during the learning process. .

e. Revision of Design The

implementation of teaching and learning activities in the first cycle is still lacking, so there is a need for revisions to be carried out in the next cycle.

1) Lecturers need to be more skilled in motivating students and be clearer in conveying learning objectives. Where students are invited to be directly involved in every activity that will be carried out.

2) Lecturers need to distribute time well by adding information that is deemed necessary and giving notes.

3) Lecturers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

Cycle II

a. Planning

At this stage the researcher prepares learning tools consisting of semester learning plans (RPS) 2 and other supporting learning tools.

b. Implementation

The implementation of learning activities for cycle II refers to the lesson plan by taking into account the revisions in cycle I, so that mistakes or deficiencies in cycle I do not occur again in cycle II.

c. Observation

Observations are carried out simultaneously with the implementation of teaching and learning, at the end of the learning process students are given a test with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The test used is a test of *forehand* and *backhand* cycle II. The research data in cycle II are as follows:

Table 2. Frequency distribution of learning outcomes in cycle II

Class interval	Absolute	Frequency Relative Frequency
96 – 100	3	8.82%
91 – 95	6	17.65 %
86 – 90	0	0 %
81 – 85	11	32.35%
75 – 80	14	41 .18%
	N=34	100%

Based on the table above, the average test score is 82.79%, or 34 people who have completed from 34 students. Classically, the learning completeness that has been achieved is 83.79% (including the complete category). The results in cycle II have improved better than cycle I. The increase in learning outcomes in cycle II is influenced by an increase in the ability of lecturers to apply the part method approach so that students are easier to understand the material that has been given and are skilled at doing it. Besides, this completeness is also influenced by the cooperation of skilled students to help their friends.
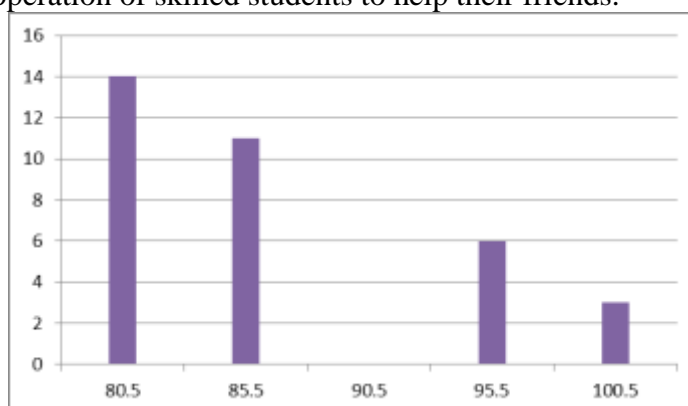

Diagram 2. Histogram of learning outcomes in cycle II

d.   Reflection
At this stage it will be studied what has been done well and what is still not good in the learning process by applying the method part of the data that has been obtained can be described as follows:
1)   During the learning process the lecturer has carried out all the lessons well. Although there are some aspects that are not perfect, the percentage of implementation for each aspect is quite large.
2)   Based on observational data, it is known that students are active during the learning process.
3)   Weaknesses in the previous cycle have been improved and improved so that they become better.
4)   Student learning outcomes in cycle II reached completeness.

Based on the action process and the results of research on student achievement in table tennis courses through the method approach, the section has increased every meeting from before the action, cycle I to cycle II. In the early stages before the action in this study, the skills of playing table tennis were still lacking, it can be seen from the presentations obtained, that students have not been able to perform

basic movement skills and techniques of playing table tennis. Holding the bet, ball possession and posture are still not right and right. In the first cycle, it did not go well because there were still many students who had difficulty in doing the basic table tennis game.

In cycle II the improvement of table tennis playing skills has begun to appear and increase. At the first meeting it was seen to increase and the second meeting continued to increase, this can be seen from the results of learning with an assessment that has been adjusted to the basic technique to be assessed, has reached the specified limit of completeness.

CONCLUSION

Based on the data analysis that has been carried out and the discussion that has been disclosed above, it can be concluded that: The application of the part method in table tennis learning can improve student learning outcomes. From the results of the analysis obtained a significant increase from cycle I and cycle II. Table tennis learning outcomes in the first cycle in the complete category were 66.74% of the total number of students who completed were 13 students. In the second cycle there was an increase in the percentage of student learning outcomes in the complete category of 83.79%, while 21 students completed. In the second cycle, classical student learning completeness has been achieved. This means that it has achieved the success indicators as expected by researchers and table tennis lecturers.

BIBLIOGRAPHY

Aditya, D. Y. (2016). Pengaruh Penerapan Metode Pembelajaran Resitasi Terhadap Hasil Belajar Matematika Siswa. Jurnal SAP, 1 (2), 23-34 https://journal.lppmunindra.ac.id

Agung, Setyawan. (2022) Studi Komparatif Pengaruh Metode Bagian dan Keseluruhan Terhadap ketrampilan Servis Kaki Bagian dalam Bolavoli Gandu Level II. Sport Science and Health, 4 (2), 136–140. 10.17977/um062v4i22022p136–140

Anggita, R., 1, T., Sumarni, W., & Utomo, U. (2021). Pengaruh Pembelajaran Daring Dan Motivasi Belajar Terhadap Hasil Belajar Siswa Di Sekolah Dasar. Jurnal Basicedu, 5(5), 3125–3133. Https://Doi.Org/10.31004/Basicedu.V5i5.1291.

Astuti, P & Febrian. (2019). Diseminasi Online Multimedia Pembelajaran Matematika yang Dikembangkan Menggunakan Videoscribe, 1 (1), 19-24. https://ojs.umrah.ac.id/index.php/anugerah.

Kasmawati. (2017). Gambaran Prestasi Belajar Mahasiswa Jurusan Pendidikan Fisika dalam Kaitannya dengan Peminatan. Jurnal IDAARAH, 1 (1), 152-161

Lusianti, S. (2021) Identifikasi Tingkat Kondisi Fisik Atlet Renang Puslatkot KONI Kota Kediri Menghadapai Porprov 2022. Kejaora: Jurnal Kesehatan Jasmani dan Olah Raga, 6 (1), 160-165.

Merilia, S., Fajaruddin, S., & Arbain, A. (2019). An assessment of an English textbook of vocational school. Arisen: Assessment and Research on Education, 1(2). https://doi.org/10.33292/arisen.v1i2.46

Sanjaya, W., (2016), Strategi Pembelajaran, Prenadamedia Group, Jakarta.

Saragih, L. M., Tanjung, D. S., & Anzelina, D. (2021). Pengaruh Model Pembelajaran Open Ended Terhadap Hasil Belajar Siswa Pada Pembelajaran Tematik. Jurnal Basicedu, 5(4), 2156–2163.

Satria, B dan Arwandi. (2020). Pengaruh Metode Latihan Multiball Terhadap Ketepatan Pukulan Forehand dan Backhand dalam Permainan Tenis Meja. Jurnal Patriot 2 (2), 487-494.

Solissa, Jonas. 2016. Teori dan Metodologi Latihan Fisik, Jakarta: PT. RajaGrafindo.

Solissa, Jonas. (2021). Buku Ajar Renang, Malang. Lierasi Nusantara

Sulastri, Imran, & Firmansyah, A. (2017). Meningkatkan Hasil Belajar Siswa Melalui Strategi Pembelajaran Berbasis Masalah Pada Mata Pelajaran Ips Di Kelas V Sdn 2 Limbo Makmur Kecamatan Bumi Raya. Jurnal Kreatif Tadulako Online, 3(1), 90–103.

Suswanto. (2020). Kemampuan Mengelola Program Belajar Mengajar, Murabbi: Jurnal Ilmiah dalam Bidang Pendidikan, 3 (1) 69-88. https://ejournal.stitalhikmah-tt.ac.id

Tyan, N. A. (2021). Perbandingan Latihan Shadow dengan Latihan Multiball Terhadap Frekuensi Pukulan Forehand dan Backhand Tenis Meja Pada Ekstrakurikuler di SD Supriyadi Semarang. Journal of Physical Activity and Sports (JPAS), 2(1), 71-77.

Wart, Elis. (2016). Pengaruh Motivasi Belajar Siswa terhadap Hasil Belajar Matematika Siswa di SD Angkasa 10 Halim Perdana Kusuma Jakarta Timur. Jurnal Pendidikan Matematika STKIP Garut, 5 (2), 177-184. http://e-mosharafa.org/

Yuliana, P., & Tuasikal, A.R.S.(2020). Pengaruh Metode Bagian Pada Hasil Shooting Bola Basket. Jurnal Pendidikan Olahraga dan Kesehatan, 8 (1), 59-62. Pengaruh Metode Bagian Pada Hasil Shooting Bola Basket.https://ejournal.ac.id/index.php/jurnal-pendidikan-jasmani/issue/archive

Yulianto, P. F.(2016) Perbedaan Pengaruh Pendekatan Pembelajaran Metode Bagian dan Keseluruhan Terhadap Peningkatan Dribble Shooting Sepakbola Ditinjau Dari Koordinasi Mata-Kaki. Jurnal Ilmiah SPIRIT, 16 (1), 14-29. https://doi.org/10.36728/jis.v16i1.502