

Improving Kayang's Learning Outcomes Through Training Methods in Class V Students of SD Negeri 38, Ambon City

Rina Gaité¹, Johanna Matitaputty²

^{1,2}Universitas Pattimura, FKIP, Program Studi Penjaskesrek

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Abstract

This research is a Classroom Action Research (CAR). This research was conducted in two cycles, with each cycle consisting of planning, action, observation, and reflection. The research subjects were fifth grade students at SD Negeri 38 Ambon City, totaling 18 students. The data sources were teachers, students and researchers. Data collection techniques are by observation, tests, and documentation or archives. Based on the results of the analysis obtained a significant increase from cycle I to cycle I and cycle II. This can be seen from the student learning outcomes in the pre-cycle of the number of students 18 only 10 students who completed and 8 students did not complete or with a percentage of 75% of students completed and 25% of students did not complete. Then the learning outcomes shown by students in cycle I showed an increase, namely 10 students or 75% were included in the complete category and the remaining 8 students or 25% were in the incomplete category. In cycle II the increase in student learning outcomes is 100% or 10 students are in the complete category. The conclusion from this study is that using the training method can be used to improve learning outcomes in javelin throwing in class V students at SD Negeri 38 Ambon City

Keywords: Learning Outcomes, Gymnastics, Kayang Movement.

(*) Corresponding Author: meilindagaite@gmail.com¹, jokematitaputty0@gmail.com²

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INTRODUCTION

The implementation of sports and health physical education learning is a continuous learning process and of course efforts in learning must continue to be increased to achieve the success of national education goals. Physical education carried out in schools has a very important role, which provides opportunities for students to be directly involved in various learning experiences through physical activity.

Gymnastics learning is one of the physical education materials in schools that experience many obstacles. These obstacles include the ability of teachers who have not been maximized and very limited infrastructure. This problem is the cause of the ineffectiveness of learning physical education, especially gymnastics at school. Especially for elementary schools that do not yet have a physical education teacher, so that teaching assignments are carried out by other teachers who do not have a physical education background, so they do not have sufficient knowledge and skills to teach physical education.

In learning floor exercises, especially Kayang from standing, the tools used in Kayang learning are still inadequate, teachers still use wall media for Kayang learning from standing.

Based on the findings of researchers, learning like this causes students to be less enthusiastic or even disinterested and reduces students' interest in physical education subjects.

The dominant movement pattern in gymnastics is the basis or foundation for all more difficult gymnastic movement skills or is a stepping stone in developing all gymnastic skills. Learning gymnastics for elementary school children, especially for those who have never done actual gymnastics at all with a fairly high level of difficulty, must be based on learning dominant movement pattern skills first.

Gymnastics learning material in elementary schools focuses more on mastering dominant movement patterns in gymnastics, as well as the development of these dominant movement patterns, adapted to the child's abilities. Teaching gymnastics at school is not like practicing competitive gymnastics, but through activities that are relatively easy, adapted to children's abilities, and presented in the form of play. Thus the child will feel happy and want to do activities or exercises without coercion.

Gymnastics is an important element in the Physical Education curriculum in elementary schools, as it forms a large part of the elementary program. Gymnastics is one of the physical education materials that must be given in schools, especially elementary schools. However, in reality, gymnastics, especially artistic, is the material in physical education that has the most problems, including the expensive learning facilities and infrastructure, the high risk of injury, and the limited ability of teachers. Gymnastics materials, especially floor exercises and equipment, are generally inadequate in every school, Sayuti Syahara, (in Suharjana, 2011).

These factors need special attention from physical education teachers. Students learn and try skills through their own body activities. If the child is able to control his body, it is certain that he will be able to move by himself or using other equipment. The properties that are truly specific in gymnastics are to improve the basic physical abilities and motor skills such as: balance, agility, coordination, flexibility, strength, endurance, and power.

Based on the results of observations at SD Negeri 38 Ambon City, students were very enthusiastic about doing the Kayang movement in every exercise material given by the physical education teacher. However, the ability of students to do the basic roll forward movement is not maximized, so teachers need to use learning strategies that can motivate students to study. Given that students in elementary school still often play. After all, physical education in elementary schools, especially learning gymnastics, must continue even with all its limitations.

Based on the problems raised above, the authors conducted a class action study or research. With the hope of being able to improve Kayang's learning outcomes through the exercise method for fifth grade students at SDN 38 Ambon City.

According to Husdarta (in Susanto, 2021), physical education is a learning process through physical activity designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship, and emotional intelligence.

According to (Alie, 2013) learning outcomes are the results achieved in the form of numbers or scores after being given a learning achievement test for each learning outcome. If someone wants to get good study results, he must study hard.

According to (Sudjana, 2009) learning outcomes are what students get after learning activities. Someone will get good learning outcomes if he/she participates in every process of teaching and learning activities at school.

According to (Aritonang, 2008) learning outcomes are student achievement as a whole which is an indicator of competence and degree of change in the behavior concerned. Someone will have competence and a good degree, if he learns and achieves.

According to (Nasution, 2017) learning outcomes are patterns of behavior, values, notions, attitudes of appreciation and skills. From good learning outcomes, a person will have good actions and attitudes as well as good skills in his life and also in his environment.

According to (Andriani & Rasto, 2019) states learning outcomes are the abilities that students have after they receive learning experiences. A person's ability and experience will be clearly seen if he has good learning results, then, in the future he can do everything well. Based on the understanding or theory of the experts above, it can be concluded that learning outcomes are the final value where a person has followed the learning process at school.

METHOD

Object of research

The object of this research is the learning outcomes of Kayang through the application of training methods.

Location, Time, and Research Subjects

1. Research sites

The location of the implementation of this research was carried out at SD Negeri 38 Ambon City.

2. Subject Study

The subjects used by researchers in this classroom action research were fifth grade students at SD Negeri 38 Ambon City, with a total of 18 students.

Method of collecting data

This research is in the form of a cycle, because this research is Classroom Action Research (CAR). (Arikunto, 2016), concluded PTK as an intentional action in the classroom. These actions are given by the teacher or with directions from the teacher and carried out by students. In general, the classroom action research process recognizes four important steps, namely: planning (*planning*), execution (*action*), observation (*observation*) and reflection (*reflection*). The four steps are components that unite in a structured series that is continuous and endless which is called a cycle and forms the background of Classroom Action Research (CAR). Furthermore, the four steps can be seen in the PTK cycle in Figure 1 below.



Gambar 1. Alur PTK Model Spiral Kemmis & Mc. Thank you
Source: Trianto, 2012

The PTK flow explanation above is:

- 1) The initial design or plan, before conducting the research the researcher formulates the problem formulation, objectives and creates an action plan, including research instruments and learning design.
- 2) Activities and observations, including actions taken by researchers as an effort to build understanding, students as well as observing the results or impacts of implementing this learning model.
- 3) Reflection, the researcher examines, sees and considers the results or impacts of the actions taken based on the observation sheet filled in by the observer (researcher).
- 4) The revised plan based on the results of reflection, observers make a revised plan to be implemented in the next cycle.

The action procedures in each cycle are as follows:

1. Cycle I

a. Action Planning

- 1) Prepare learning materials
- 2) Make a Learning Implementation Plan (RPP) and an assessment rubric that refers to the exercise method from the Kayangan material.
- 3) Prepare learning tools that will be used during the learning process, namely lesson plans, teacher and student observation sheets.
- 4) Prepare learning media that will be used during the learning process.
- 5) Prepare test questions and assignments according to the material.
- 6) Prepare an observation sheet to record observations during the learning process.

b. Implementation of Actions

The focus of learning in cycle I

A. Initial activity

- a) The teacher prepares learning tools in the form of videos or pictures.

- b) The teacher conveys the learning objectives and provides motivation to students by presenting examples and facts about the basic movements of the kayak.
- c) The teacher guides students in learning.

Core activities

- 1) The teacher carries out learning according to the learning schedule.
- 2) Teachers provide learning media.
- 3) The teacher ensures the presence of students while giving appreciation.
- 4) The teacher helps students in preparing to carry out discussions or group work.

End activities

- a) The teacher concludes the learning outcomes.
- b) The teacher evaluates the level of student success by working on test questions individually.
- c) Examination of test results.
- d) The teacher gives reinforcement to students.

c. Observation

The observation process is carried out simultaneously during the learning process in the classroom. The observation was carried out by researchers assisted by observers (*observer*) using observation sheets that have been prepared to determine the activities of students and teachers during the learning process.

d. Reflection

Observation data and student learning outcomes in the Kayang learning process, then data analysis is carried out as study data for reflection, so that the progress obtained from applying the training method to Kayang learning material can be known.

Data analysis method

The data analysis technique used in this study was carried out descriptively to determine the final grade as a form of learning assessment. Then the final value is determined using the following formula:

To calculate the class average value, the following formula is used:

Furthermore, to obtain the final score (NA), which can provide an overview of the level of individual mastery of indicators in terms of results and processes, it is categorized according to the cycle

RESULTS AND DISCUSSION

Description of Research Setting

The data obtained through classroom action research (CAR) was carried out in two cycles, namely cycle I and cycle II. In an effort to achieve the above objectives, in this study, those who acted as teachers were physical education sports and health teachers at the school where the research was conducted and the observers of the learning process were the researchers themselves with reference to the lesson plans that had been prepared by the researchers by carrying out the following steps: - learning steps as follows:

- 1) Compile, learning implementation plans (RPP), namely learning tools that are used as guidelines in carrying out the teaching and learning process.
- 2) Prepare an assessment rubric to be used as an assessment sheet for students to improve learning outcomes. to students in class V SD Negeri 38 Ambon City. during the learning process.
- 3) Setting up learning facilities
The facilities used are mattresses
- 4) The assessment includes student performance regarding understanding the concept of learning the Kayang movement in learning gymnastics in the form of an assessment of attitudes, knowledge and skills.

Cycle Explanation

1. Cycle I Research Results

Implementation of the first cycle consists of four stages, namely, planning, implementation of action, observation and reflection. The stages carried out in cycle I are as follows:

a. Planning Stage

The planning stages below include several points, namely;

- 1) Make a learning implementation plan (RPP).
- 2) Prepare learning tools and facilities that will be used in the learning process such as sports rooms, and mats that are used for implementing gymnastic learning.
- 3) Develop test instruments for kayaking in gymnastic learning and observation of learning through the assessment rubric listed in (RPP).

b. Implementation Level

The implementation of learning activities for cycle I was carried out on October 27 2022 at SD Negeri 38 Ambon City. in class V for the 2022/2023 academic year with a total of 18 students and this process refers to lesson plans and assessment rubrics.

c. Observation Stage

Observations were made during the learning process. Observations were made using an assessment rubric by doing kayak movements in gymnastic learners. During the learning process researchers must make observations from the beginning of learning to the end of learning with the aim of knowing the level of students' abilities in the teaching and learning process that has been carried out. The research data in cycle I are as shown in the following table:

Table 1. Learning Outcomes of Kayang Movement in Cycle I

No	Subject	RATED ASPECT			AMOUNT	rerata	LEARNING OUTCOMES
		AFFECTIVE	COGNITIVE	PSYCHOMOTOR			
1	AA	40	35	37	112	37	Not Completed
2	AT	80	85	88	253	84	complete
3	NS	80	90	85	255	85	complete

4	NO	60	40	47	147	49	Not Completed
5	SL	80	90	78	248	83	complete
6	KC	40	50	40	130	43	Not Completed
7	NH	40	40	48	128	43	Not Completed
8	DT	40	45	38	123	41	Not Completed
9	BH	60	40	38	138	46	Not Completed
10	MJ	60	40	40	140	47	Not Completed
11	FS	80	95	93	268	89	complete
12	GH	80	90	95	265	88	complete
13	IS	80	90	93	263	88	complete
14	SW	80	90	93	263	88	complete
15	JM	80	95	93	268	89	complete
16	CP	80	95	90	265	88	complete
17	AT	60	40	38	138	46	Not Completed
18	EG	80	95	88	263	88	complete

Information:

Number of students who complete: 10 people

Number of students who have not completed: 8 people

From the table above it can be explained that the average value of learning ability is 74% or there are 10 students who have finished studying. These results indicate that in the first cycle classically students have not finished studying, because students who get KKM <70 there are 25% or 8 students who have not completed. This is because students have not been able to do the movement properly, according to what the teacher said.

d. Reflection Stage

In the implementation of teaching and learning activities, the following results are obtained:

1. They feel hesitant while doing the Kayang movement
2. They are still embarrassed to do the kayang movement
3. Because the new method is given so that students are still adjusting

However, by giving them the opportunity to do the Kayang movement repeatedly, some students have not reached the KKM.

a. Draft Revision

There are still deficiencies in the implementation of teaching and learning activities in Cycle I, especially when they do the Kayang movement using the exercise method so that revisions are needed to be carried out in the next cycle.

- 1) Teachers need to prepare easy learning equipment so students don't feel tense and afraid. And students are invited to be involved in doing so.
- 2) Teachers need to pay close attention to learning time and add information that is deemed necessary.
- 3) Teachers must be enthusiastic and skilled in motivating students so that students are more happy or enthusiastic in following the teaching and learning process.

2. Cycle II Research Results

Cycle II is a follow-up action from cycle I, where in the implementation of the actions of cycle I, the average student shows less than optimal results and does not meet the expected criteria. The implementation of cycle II is an improvement from cycle I. The stages are carried out as follows:

1. Planning Stage

- 1) Making a learning implementation plan (RPP) refers to the actions implemented in PTK and is based on what happened in cycle I.
- 2) Prepare learning tools and facilities to be used in gymnastic learning.
- 3) Develop a kayak movement test instrument in learning gymnastics. Observation of learning through the assessment rubric listed in (RPP).

2. Implementation Level

Implementation of learning activities for cycle II carried out on Date October 29, 2022 this learning process refers to the lesson plans and observation sheets which were prepared with due regard to the revisions in cycle I, so that errors or deficiencies in cycle I were corrected and not repeated again in cycle II.

3. Observation Stage

Observations were made by researchers during the learning process, observations were made using Observation sheets in doing kayak movements in gymnastic learning. During the learning process researchers must make observations from the beginning of learning to the end of learning with the aim of knowing the level of students' abilities in the teaching and learning process that has been carried out. The research data in cycle II are as follows:

Table 2. Learning Outcomes of Kayang Movement in Cycles II

No	Subject	RATED ASPECT			AMOUNT	PLAN FACIN G	LEARNIN G OUTCOM ES
		AFFECTI VE	COGNITI VE	PSYCHOMOT OR			
1	AA	80	80	75	235	78	complete
2	AT	80	85	88	253	84	complete
3	NS	80	90	85	255	85	complete
4	NO	80	75	77	232	77	complete

5	SL	80	90	78	248	82	complete
6	KC	80	80	75	235	78	complete
7	NH	80	75	75	230	76	complete
8	DT	80	70	75	225	75	complete
9	BH	80	80	77	237	79	complete
10	MJ	80	80	75	235	78	complete
11	FS	80	95	93	268	89	complete
12	GH	80	90	95	265	88	complete
13	IS	80	90	93	263	87	complete
14	SW	80	90	93	263	87	complete
15	JM	80	95	93	268	89	complete
16	CP	80	95	90	265	88	complete
17	AT	80	75	75	230	76	complete
18	EG	80	95	88	263	87	complete

Information:

Number of students who completed : 18 orang
 the number of students who have not completed : - people
 Classical : it's done

From the table above, it can be explained that the learning process in cycle I consisted of 8 subjects who had not reached KKM in cycle I or 25% which could be achieved in cycle II so that in cycle II all subjects achieved KKM or 100%. This means that in cycle II the learning process goes according to the revised design so that students can do the Kayang movement correctly.

4. Reflection Stage

At this stage it will be studied what happened in the learning process, namely what is good and what is not good in the learning process activities can be obtained from the following observations:

- (1) From the initial attitude identified, namely the student was correct in doing the Kayang movement, it was well seen when the student did it Kayang in a standing position when carrying out the prefix to the stage of lifting the body using the wrong hands and feet correctly so that it is declared successful
- (2) From the core attitude of the movements of the hands, feet and body when doing the prefix is done correctly so as to produce a kayak movement in accordance with the learning objectives achieved.
- (3) The deficiencies in the first cycle have changed and there has been an increase in the second cycle so that the learning objectives are achieved.
- (4) The learning outcomes in cycle II all students achieved the minimum completeness criteria (KKM) of 70.

5. Draft Revision

There are still deficiencies in the implementation of teaching and learning activities in cycle I, especially when they do the Kayang movement using the exercise method so that revisions are needed to be carried out in the next cycle.

- 4) Teachers need to prepare easy learning equipment so students don't feel tense and afraid. And students are invited to be involved in doing so.
- 5) Teachers need to pay close attention to learning time and add information that is deemed necessary.
- 6) Teachers must be enthusiastic and skilled in motivating students so that students are more happy or enthusiastic in following the teaching and learning process.

CONCLUSION

Classroom Action Research (CAR) Efforts to improve student achievement in the material of Kayang Movement in gymnastic learning by using the Exercise method for fifth grade students of SD Negeri 38 Ambon City can be concluded as follows: The learning outcomes of Kayang Movement in gymnastic learning through showing improvement. This is evidenced by the results of data analysis of Kayang movement in two cycles, namely cycle I reached 75%, or 10 subjects who had completed it and, cycle II 25% or 18 subjects had achieved 100% completeness or 18 research subjects.

Thus it can be concluded that the learning method is practice effective for teaching kayaking movements in gymnastic learning for students in class V SD Negeri 38 Ambon City..

SUGGESTION

Based on the above conclusions, in an effort to improve the Teaching and Learning Process (PMB), as well as increase students' understanding of physical education subjects, in this case the Kayang Movement technique in gymnastics material, the researchers suggest a number of things, including:

1. To improve student learning outcomes in the Physical Education subject, Kayang Movement in floor exercises, it is suggested that the teacher can use the exercise method for the teaching and learning process for fifth grade students at SD Negeri 38 Ambon City, so that students are more active and enthusiastic in participating in class learning.
2. For further researchers, they should expand their research by using the learning method, this is the training method in increasing learning outcomes in fifth grade students at SD Negeri 38 Ambon City on the material of gear movement on the material of Gymnastics

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