

## Improving Learning Outcomes to Hit The Ball In Castle Games Through Play Methods in Class Iv Students of Waesama 17 Private Elementary School

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### Abstract

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The purpose of this research is to improve the learning outcomes of hitting the ball in a baseball game through the playing method for fourth graders of Waesama 17 Private Elementary School. The research method used in this research is to use classroom action research. The subjects of this study were 18 grade IV students of Waesama Private Elementary School 17. After processing and analyzing the data, the results of the first cycle were obtained based on the table of learning outcomes in the first cycle, there were 11 students who had completed 61.1%, while 7 students had not completed 38.8%. Cycle II based on the recapitulation table of student learning completeness in cycle II there were 18 students who completed or (100%) and there were no students who did not complete or (0%). From the results of the analysis and calculation of the data, it can be concluded that the playing method is effective for increasing the learning outcomes of hitting the ball in a baseball game for fourth graders of Waesama 17 Private Elementary School.

**Keywords:** playing method, learning outcomes, hitting the ball

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## INTRODUCTION

Physical education is an integral part of education, as a whole using physical activity which aims to develop aspects of physical skills, physical fitness, emotional stability, social skills. In the intensification of education as a process of human development that lasts a lifetime, the role of physical education is to provide opportunities for students to be directly involved in various experiences, through physical activity, playing and sports which are carried out systematically. Sport and health physical education is one of the subjects taught in schools based on the formal education curriculum which has a very important role, namely, providing opportunities for students to be directly involved in various learning experiences through activities that are carried out systematically. The learning experience is directed at fostering physical growth and cognitive development as well as promoting a healthy and fit lifestyle throughout life. For this reason, physical education is very useful for students both in the cognitive, affective and psychomotor domains.

Baseball game is a game using a small ball and is classified as a small ball game. This baseball game is also one of the materials that is only taught at the elementary school (SD) level intended to realize the goals of physical education and educational goals in general. Playing baseball for students if it is done well in accordance with certain criteria, there will be many benefits to be gained from this activity, especially affecting the physical growth and mental-psychological

development of children. Baseball games prioritize physical activity, so that they can stimulate faster physical growth and development. In addition, students will have a better level of physical fitness, so if they are physically fit they will be able to carry out their daily activities without experiencing significant fatigue. In order to play baseball well, students are expected to master basic movements such as hitting the ball, catching the ball and throwing the ball. Besides that, because playing baseball requires physical activity, the movements of running, walking, jumping and dodging must also be possessed by a player. The basic technique of hitting the ball in baseball games is an important part of being able to play baseball well. A baseball player must master good hitting techniques, so that the shots are as desired (Supriyanti, 2010).

While Riyanto learned baseball game is a type of game that prioritizes physical activity. This game involves a lot of movement, thus providing various benefits, especially in influencing the physical growth and mental-psychological development of children. In addition, learning baseball can also train basic movements in children. In this game, speed in running is more focused compared to other physical components such as balance, agility, and coordination of movement and vision (Habibi, 2022).

Based on the results of my observations on the students of Waesama 17 Private Elementary School in Physical Education learning, they have started to run well, but in baseball material the students have not been able to do the basic technique of hitting the ball properly, because some of them still have difficulty using a bat and the ball is tossed too fast so that students are afraid of being hit by a ball bounce from friends and the learning process is too monotonous so that students get bored quickly and are not enthusiastic.

As for the infrastructure facilities at the school which are inadequate and support the Physical Education learning process, so that Physical Education material is rarely practiced directly in the field, even if it is practiced with limited infrastructure, the method used is not appropriate, the teacher only uses the lecture method and rarely does practice. directly in the field so that with this problem, PJOK teachers are required to be more creative in providing learning materials, especially in taking learning methods, and being able to modify learning in such a way according to the conditions that exist in the school so as to allow for a maximum learning process, one of which is by using the play method because children cannot be separated from playing, using the play method is very appropriate for elementary school (SD) children.

Playing is very important for children. It is important for the growth and development of their souls which are still in turmoil so that they are attracted to a pleasant atmosphere. Playing can also increase the rate of stimulation of child development so that it can increase children's intelligence. the playing method can train children to continue to repeat basic techniques in games, as well as foster self-confidence, cooperation, and other aspects, by using the playing method students will feel happier and more enthusiastic in the learning process taking place.

Based on the problems above, the researcher is interested in researching about improving learning outcomes to hit the ball in a baseball game through the playing method in fourth grade students of Waesama 17 Private Elementary School.

## **LIBRARY REVIEW**

### **The Facts of the Kasti Game**

According to (Indardi, 2015) baseball game is a game that uses a small ball and a stick as a bat in which there are aspects that involve manipulative skills (throwing, catching, hitting the ball).

The game of baseball is one of the most popular traditional games for children. In this baseball game can develop students' basic movements. The game of baseball has a greater influence on the physical components of running speed, compared to the physical components of balance, agility, and eye and hand coordinator, Riyanto (Syaifulloh & Aguss, 2021)

According to (Soetahir & Marhaendro, 2005) a fairly familiar baseball game is played at the elementary school level. This can be seen in elementary schools throughout the country. We all know that in the elementary school physical education curriculum there is a form of small ball game that must be given. Followed by (Soetahir & Marhaendro, 2005) baseball game is one form of small ball game that is recommended. Like softball games, baseball games are also dominated by the basic techniques of throwing, catching and hitting the ball.

According to (Fallo et al., 2020) rounders are played by 2 teams, namely the batting team and the guard team. The game of baseball really relies on the cooperation of players in a team. The implementation of baseball games will require equipment and rules that will support the course of the game. The basic techniques for playing small ball games are: a) Techniques for holding the ball, b) Techniques for throwing the ball: (flat ball, bounce ball, ball along the ground and rotating ball or technique for throwing the ball to the bat), c) Technique for catching the ball: (with one / two hands, and the direction of the ball, d) Technique of holding the bat (with one hand and with two hands *onredder*), e) Ball hitting technique (*attitudeforehand*): (flat blows, bounce punches, low/swooping punches to the ground, and f) Running techniques.

While Ayis baseball game is a game using a small ball. This game involves two teams, namely the batting team and the guard team. The batting team aims to score by hitting the ball and running around the field. On the other hand, the guard team tries to catch the ball and stop the batting team. The team that manages to get more scores will be the winner (Leksono, 2018)

### **The Nature of Learning Outcomes**

According to Haling (2007), learning is an activity that is carried out consciously with a specific purpose. This learning process results in changes in a person's behavior. These changes are not the result of growth or maturity, but are influenced by experience or training experienced by individuals. In addition, changes that occur in behavior as a result of learning are permanent, meaning they are not easily lost or erased.

In this context, learning does not only involve receiving new information or knowledge, but also involves changes in individual actions and behavior. Conscious learning goals become a driving force for individuals to achieve the desired changes in themselves. By understanding this learning concept, individuals can become more involved and responsible in their own learning process, and develop the abilities and skills needed to achieve the desired changes in their behavior.

While Woolfolk explained “*Learning occurs when experience (including practice) relatively permanent causes of change in an individual's knowledge, behavior, or potential for behavior. The change may be deliberate or unintentional, for better or worse, incorrect, and conscious or unconscious. ... To qualify as learning, this change must be brought about by experience -by the interaction with the person with his or her environment*” (Rumahlewang et al., 2019). Learning occurs when experience (including practice) causes a relatively permanent change in a person's knowledge, behavior, or behavioral potential. These changes can be intentional or unintentional, for good or bad, right or wrong, and conscious or unconscious. To be considered a learning process, these changes must be caused by an individual's experience or interaction with their environment.

## RESEARCH METHODS

This type of Classroom Action Research (Class Action Research), and using class action research methods (CAR). Therefore the researcher carried out several stages, namely: planning, observing, and reflecting which is described in the cycle planning chart as follows;

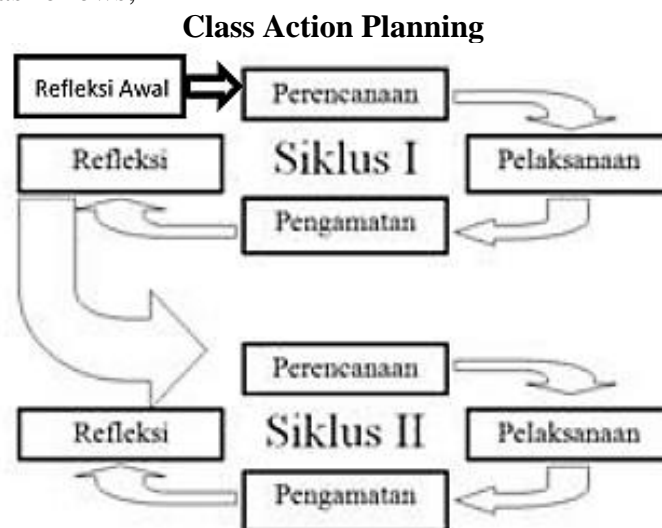


Figure 1 Spiral Action Research Model Class CAR

In general, we know that the classroom action research process recognizes four important steps, namely: planning, action, observation, and reflection.

## RESULTS AND DISCUSSION

### 1. Cycle I

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.

3) Arrange test instruments for hitting the ball in baseball learning, as well as observing learning through the assessment rubric listed in (RPP)

b. Implementation Level

The implementation of learning activities for cycle I was carried out on January 11 2023 at Waesama 17 Private Elementary School for the 2022/2023 school year with a total of 18 students and this learning process referred to the lesson plans and assessment rubrics.

c. Observation Stage

Observations were made while the learning process was taking place, observations were made using an assessment rubric by doing bounce punches, horizontal punches, and down / along the ground punches in baseball students. 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 Hitting the Ball in the Game in Cycle I

NO	SUBJECT	RATED ASPECT			rerata	LEARNING OUTCOMES
		AFFECTIV E	COGNITIV E	PSYCHOMOT OR		
1	AKT	40	60	40	46,6	NOT COMPLETE
2	AN	80	80	73	77,6	COMPLETE
3	AL	40	60	33	44,3	NOT COMPLETE
4	AMF	80	80	73	77,6	COMPLETE
5	D	80	80	80	80	COMPLETE
6	FMF	80	80	86	82	COMPLETE
7	GS	60	60	60	60	NOT COMPLETE
8	HFB	80	80	86	82	COMPLETE
9	METHOD	60	60	53	57,6	NOT COMPLETE
10	IF	80	80	93	84,3	COMPLETE
11	KS	80	80	80	80	COMPLETE
12	MS	80	100	86	88,6	COMPLETE
13	NF	60	60	46,6	55,5	NOT COMPLETE
14	RL	60	60	53	57,6	NOT COMPLETE
15	SW	80	80	93	84,3	COMPLETE
16	SFB	80	80	73	77,6	COMPLETE
17	SL	80	80	73	77,6	COMPLETE

18	60	60	53	57,6	NOT COMPLETE
F	W				

Information:

Number of students who completed: 11 people

Number of students who have not completed: 7 people

From the table above, it can be explained that by applying the playing method, an average learning ability score of 61.1% or 11 students who have completed their studies is obtained. These results indicate that in the first cycle classically students have not finished studying, because students who get KKM <70 there are 38.8% or 7 students who have not completed. This is because during the learning process the students have not been able to carry out the movements properly in accordance with what was conveyed by the teacher and the results of the attitude and cognitive assessment obtained are still low and do not meet the assessment criteria.

#### d. Reflection Stage

In the implementation of teaching and learning activities the following results were obtained: The first meeting of small ball learning (bassball) with the basic technique of hitting the ball went well, when the teacher explained and practiced. However, when given the opportunity for students to do it, they feel doubtful about making the movement to hit the ball, but by giving them the opportunity to do it repeatedly, they are able to do it, but the results they get are those that meet KKM 70, but some do not yet meet KKM 70. .

It is. Draft Revision

There are still deficiencies in the implementation of teaching and learning activities in cycle I, especially when students perform the technique of bouncing, horizontal hitting, and carrying or hitting along the ground and cognitive and attitude twisting which still do not meet the assessment criteria, so a revision is needed to be carried out in the first cycle. next.

- 1) Teachers need to prepare easy learning media 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

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:

### a) 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 that will be used in small ball learning (kasti).

3) Setting up a test instrument hitting the ball in a baseball game. Observation of learning through the assessment rubric listed in (RPP)

b) Implementation Level

Implementation of learning activities for cycle II carried out on Date January 18, 2023 this learning process refers to the lesson plans and observation sheets prepared with due regard to revisions in cycle I, so that errors or deficiencies in cycle I are corrected and not repeated in cycle II.

c) Observation Stage

Observations were made by researchers during the learning process. Observations were made using student observation sheets in carrying out the movement of hitting the ball in this case the basic technique of hitting the ball bounce, flat ball, and down ball or along the ground in small ball 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. Results of Learning to Hit the Ball in the Game in Cycle II

NO	SUBJECT	RATED ASPECT			rerata	LEARNING OUTCOMES
		AFFECTIVE	COGNITIVE	PSYCHOMOTOR		
1	AKT	80	80	86	82	COMPLETE
2	AN	80	80	73	77,6	COMPLETE
3	AL	80	100	93	91	COMPLETE
4	AMF	80	80	73	77,6	COMPLETE
5	D	80	80	80	80	COMPLETE
6	FMF	80	80	86	82	COMPLETE
7	GS	80	100	93	91	COMPLETE
8	HFB	80	80	86	82	COMPLETE
9	METHOD	80	80	73	77,6	COMPLETE
10	IF	80	80	93	84,3	COMPLETE
11	KS	80	80	80	80	COMPLETE
12	MS	80	100	86	88,6	COMPLETE
13	NF	80	80	80	80	COMPLETE
14	RL	80	80	80	80	COMPLETE
15	SW	80	80	93	84,3	COMPLETE
16	SFB	80	80	73	77,6	COMPLETE
17	SL	80	80	73	77,6	COMPLETE
18		80	80	80	80	COMPLETE
	W					
	F					

Information:

Number of students who completed : 18orang  
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 the first cycle as many as 7 subjects who have not reached the KKM or 38.8% can be achieved in the second cycle the subjects all reach the KKM or 100%. This means that in cycle II the learning process goes according to the revised design so that students can do the technique of hitting the ball in baseball games correctly.

d) 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) Doing bounce strokes, horizontal and down / along the ground. From the initial to the final attitude, it was identified that the student was correct in making the movement seen when the student made a punching movement, from both hands holding the bat, the position of the feet shoulder-width apart with one foot in front, the view towards the arrival of the ball, to the swing of the bat to produce balls bounce, horizontal and down/along the ground, as well as ball contact with the bat.
- 2) 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.
- 3) The learning outcomes in cycle II all students achieved the minimum completeness criteria (KKM) of 70.

## DISCUSSION

### 1. Completeness of learning outcomes

Based on the results of this study, it shows that applying the play learning method can improve baseball learning outcomes in small ball learning. It has a positive impact on improving student learning outcomes in the learning process. This can be seen from the increased student understanding of the material delivered by the teacher, in cycle I, completed 11 subjects or 61.1%, and in cycle I which was incomplete 7 subjects or 38.8%. And in cycle II it was declared complete because in cycle II 18 subjects or 100% of the subjects had completed KKM 70. Musfirah (Syofnida Ifrianti, 2021) The Play Method is a method that is relevant, effective, and suitable for teachers to apply in the learning process at school from aspects of cognitive, psychomotor and affective development.

The teacher's activity during learning has carried out the learning process well. This can be seen from the teacher's learning activities that arise including guiding and observing students in learning activities, directly correcting students who have made mistakes in movement, explaining, giving feedback, evaluating and asking questions where the percentage for student activity is quite large.

Based on the results of the research above, the students' participation in participating in learning by applying the basic hitting technique to small ball learning has very good results. This can be seen from the 18 subjects who completed cycle II or the whole reached 100%.

Based on K13 students are said to be complete if students have achieved the KKM standard score (70). Whereas in this study the achievement of KKM scores in cycle II of all students had been completed. Thus the hypothesis proposed can be accepted, namely through the learning method playing can improve learning outcomes to hit the ball in a baseball game through the playing method in class IV students of SD 17 Waesama Private

#### Conclusion

Based on the results and discussion in chapter IV it is known that the results of learning to hit the ball in a baseball game using the playing method show an increase. This is evidenced by the results of data analysis of learning outcomes in hitting the ball in two cycles, namely cycle I reached 61.1%, or 11 subjects who had completed it and in cycle II 18 subjects had achieved 100% completeness.

Thus it can be concluded that the learning method is playing effective for improving the learning outcomes of hitting the ball in a baseball game through the playing method in fourth grade students at Waesama 17 Private Elementary School, meaning that the playing method is appropriate and can be used to improve learning outcomes in baseball learning in baseball.

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