

## Comparison of Learning Outcomes Head Stand Through Application of the Methoddrill And Methodsdiscoveri Learning In Class VIII Students of SMP Negeri 67 Central Maluku

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### Abstract

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This research is comparative research, namely research that is comparative in nature. The variable studied is the comparison of Kopstand learning outcomes through the application of the Drill Method and the Discovery Learning Method in Class VIII Students of SMP Negeri 67 Central Maluku, totaling 21 students. Data sources come from teachers, students and researchers. Data collection techniques are observation, tests, and documentation or archives. From the research results obtained, the majority obtained scores with Very Good criteria (89-100), namely the learning outcomes using the Drill method amounted to 0 students and the learning outcomes using the Discovery Learning method amounted to 0 students according to these criteria. It is explained in figure 4.6. For the Good criteria (77-88) for the learning outcomes using the Drill learning method, there were 9 students who got this score and for the learning outcomes using the Discovery Learning learning method there were 8 students who obtained these criteria. Meanwhile, the criteria for Sufficient (65-76) for the Drill learning method are 10 students and the Discovery Learning learning method is 10 students. Meanwhile ( $\leq 64$ ) for the Drill method there were only 2 students and for the Discovery Learning method there were 3 student

**Keywords:** Learning outcomes, kopstand in floor exercise learning, drill, discovery learning

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### INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills they need. Education can also be used as the main medium for students to show good movements and can make students feel comfortable and more likely to like sports.

The target of learning and teaching activities is learning outcomes. If learning methods and motivation are good, it is hoped that learning outcomes will also be good. As for the meaning of learning outcomes proposed by Sudjana (in Heksa, 2020), learning outcomes are the abilities that students have when receiving their learning experience. The term learning outcomes is composed of two words, namely: results and learning.

Learning involves mental processes, touching feelings, experiencing and active thinking processes (Fitria & Indra, 2020). In the end, learning outcomes are a process. There are several points that are the essence of learning as stated by Nana Sudjana (in Darmadi, 2017), namely:

According to (Julhadi, 2021), learning outcomes are something obtained after carrying out learning activities and are an indicator of a person's success in participating in learning. It can be concluded that learning outcomes are the result of student achievement based on a stimulus that has been given by the previous teacher from not knowing to knowing and from not understanding to understanding, thus changing the student's personality.

National Education Goals article (Law Number 20 of 2003). Namely: the development of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, beautiful, creative, independent, and become democratic and responsible citizens.

Physical education is one of the subjects in schools and is a driving medium for training the development of motor skills, physical abilities, knowledge, sportsmanship, habituation to healthy lifestyles and character formation (mental, emotional, spiritual and social) in order to achieve goals. national education system. Physical education is education through physical activity. Active student achievement results in students being able to master skills and knowledge, develop an appreciation of existence, develop genetic skills and positive values and attitudes, and improve physical conditions to achieve the goals of physical education itself.

Physical education learning taught in schools is inseparable from the national education system, and is education that supports the systematic, interaction process between students and the environment which is managed through physical learning effectively and efficiently towards the formation of the whole person. Physical education provides opportunities for students to be directly involved in various learning experiences through physical activities, playing and exercising which are carried out systematically, directed and planned. The provision of learning experiences is directed at fostering better physical growth and psychological development, a healthy and fit lifestyle throughout life.

Physical education is also a useful educational process, systematically planned physical activity aimed at developing and improving individuals cognitively and emotionally within the framework of the national education system. However, it is still often found that students are not yet perfect in performing floor exercise movements, in this case the dexterity of standing with their head or kopstand well. To improve learning outcomes, an educator or teacher is required to be clever in choosing learning methods that can improve learning outcomes, in this case cooperative skills.

According to (Suharjana, 2015), gymnastics is a body exercise that is chosen and created with a plan, arranged systematically with the aim of forming and developing the person as a whole in harmony. Gymnastics is defined as physical exercise that is selected, arranged and sequenced systematically so that it is useful for the body, attitude, health and physical fitness.

During the learning process in class, teachers only use the lecture method when teaching so that student learning outcomes are less than optimal, therefore

researchers offer discovery learning methods and drill methods to be used in order to improve student learning outcomes.

The Discovery Learning method teaches students to independently discover the knowledge presented. The discovery learning method will encourage students to investigate for themselves, build on past experiences and knowledge, use intuition, imagination, creativity, search for new information to find facts, correlations and new truths.

The drill method is a technique that can be interpreted as an educational method where students carry out training activities so that students have higher skills than those studied.

Method *Drill* is a learning method that emphasizes training activities that are carried out repeatedly continuously to master certain abilities or skills. According to (Novianti, M. (2022). That this method gives students as many opportunities as possible to practice skills. According to (Lesmana. 2016) states that the derill method is a way of presenting learning material by means of teachers providing exercises so that students have higher dexterity or skills.

Based on observations in the field at SMP Negeri 67 Central Maluku on November 11. Especially in the floor exercise lesson, the author found that there was a problem where the students were not yet able or not perfect in doing the kopstand movement well. Students were not given the opportunity to do the kopstand movement. During the floor exercise learning process, the teacher only uses the lecture method so that students quickly get bored and lazy.

Based on the problems above, the author was interested in conducting research with the title "Comparison of Kopstand Learning Outcomes through the Application of the Drill Method and the Discovery Learning Method in Class VIII Students of SMP Negeri 67 Central Maluku."

## **METHOD**

This research is comparative research, namely research that is comparative in nature. The variable studied is a comparison of learning outcomes *Headstand* Through the Application of Methods *Drill* and Method *Discovery Learning* in class VIII students at SMP Negeri 67 Central Maluku.

The location for this research was at SMP Negeri 67 Central Maluku, Teluk Elpaputih District, Waraka Village. The subjects used by researchers in this classroom action research were class VIII students at SMP Negeri 67 Central Maluku, with a total of 21 students, 11 boys and 10 girls.

The variables used in this research are learning outcomes *headstand* on floor exercise. Learning outcomes are students' abilities in mastering material and thinking skills covering domains *cognitive*, *psychomotor* and *affective* expressed in the teaching and learning process through measurement or assessment. Learning outcomes *headstand* The floor exercise used in this research is the result of domain learning *psychomotor*.

The instruments used in this research are: The test instruments used are the RPP and assessment rubric which consists of domains *affective*, *cognitive*, and *psychomotor*.

### **Data analysis technique**

- Hypothesis test

- After the data is collected, the next step is to test the hypothesis. By using the "t test" formula.
- Information:
  - $d$  = difference between the after score and the before score for each subject
  - (i)
  - $Md$  = average of gain
  - $xd$  = deviation of the gain score from the mean
  - $= k$  squared deviation of the gain score from the mean
  - $n$  = number of samples

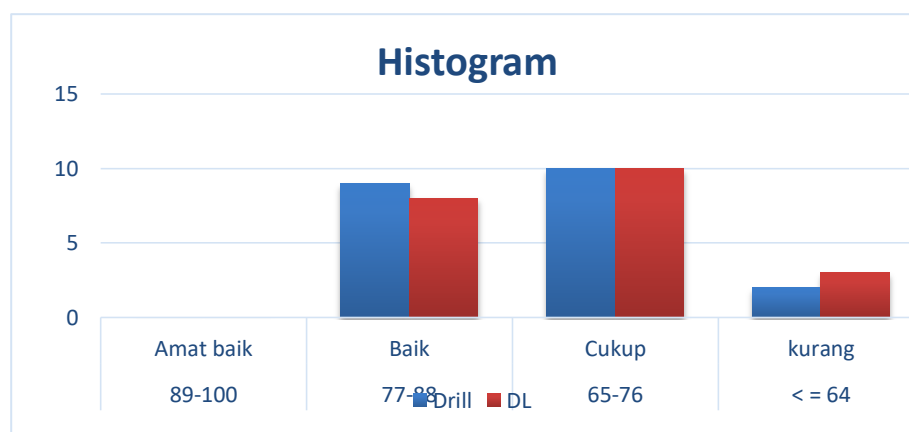
## RESEARCH RESULT

Study Research Results *Headstand* through implementation *Drill Method and Discovery Learning Method* The following results were obtained.

**Table 1 Comparison of Learning Results *Headstand* Through Implementation *Method Drill And Metode Discoveri Learning* In Class VIII Students of SMP Negeri 67 Central Maluku**

Interval	Criteria	Method Drill	Metode discoveri Learning
89-100	Very good	0	0
77-88	Good	9	8
65-76	Enough	10	10
< = 64	Less	2	3

From the Learning Outcomes Comparison table *Headstand* Through Implementation *Method Drill And Metode Discoveri Learning* For Class VIII Students at SMP Negeri 67 Central Maluku above, it is depicted in the histogram below:



**Figure 1 Kopstand Learning Results through the Application of the Drill Method and the Discoveri Learning Method**

From table 1 and figure 1 it can be seen that scores with the Very Good criteria are achieved more by students when using learning *Method Drill* which numbered 0 students while during learning using *Metode Discoveri Learning* Only 0

students got grades with the criteria Very good and *Method Drill* namely 9 students who got a score with Good criteria and when using it *Metode Discovery Learning* A total of 8 students got grades with good criteria. Meanwhile, the criteria are sufficient for *Metode Discoveri Learning* as many as 10 medium students *Method Drill* A total of 10 students, and for the criteria of less use *Method Drill* has 2 students meanwhile *Discoveri Learning* totaling 3 students. From the learning outcomes of class VIII students at SMP Negeri 67 Central Maluku above, more students obtained good results in learning using *Method Drill* compared to when using *Metode Discoveri Learning*

## DISCUSSION

This research was designed to determine the comparison of learning outcomes *Headstand* through implementation *Method Drill* and *Discoveri Learning*. Researchers feel it is necessary to conduct research to use it as a reference in choosing the right method to improve student learning outcomes.

The sample in this study was the total number of class VIII students at SMP Negeri 67 Central Maluku, totaling 21 students with 10 male students and 11 female students. After analyzing the data and research hypothesis using the t test formula, the results were obtained, namely the average value (mean) of *Kopstand* learning outcomes through the application of the Drill Method, the average value was 75, while for *Discoveri Learning* the average value (mean) was 54 The standard deviation of the Drill Method learning outcome scores is 10.69 and the standard deviation of the Discovery Learning Method learning outcomes scores is 6.21.

From the research results obtained, the majority obtained scores with Very Good criteria (89-100), namely the learning outcomes using the Drill Method amounting to 0 students and the learning outcomes using the Discover Learning Method totaling 0 students according to these criteria. It is explained in figure 4.3. For obtaining good criteria (77-88) for learning outcomes using the Drill Method, there were 9 students who received this score and for learning outcomes using the Discoveri Learning Method, there were 8 students who obtained these criteria. Meanwhile, the criteria are sufficient (65-76) for the Drill Method, 10 students and the Discovery Learning Method, 10 students. Meanwhile ( $\leq 64$ ) for the Drill Method with 2 students and the Discovery Learning Method with 3 students.

To test the hypothesis whether there is a significant difference in *Kopstand* Learning Outcomes or not between the Drill Method and the Discoveri Learning Method, a hypothesis is formulated, namely  $H_0$ : there is no difference in *Kopstand* Learning Outcomes through the Application of the Drill and Discoveri Learning Methods in class VIII students at SMP Negeri 67 Central Maluku. Meanwhile for  $H_1$ : there are differences in *Kopstand* Learning Outcomes through the Application of the Drill and Discoveri Learning Methods in class VIII students of SMP Negeri 67 Central Maluku. In the t test that has been carried out above based on the mean value and standard deviation that has been analyzed, the tcount is 1.24. Meanwhile for ttable it is 2.09. Which means that  $tcount < ttable$  ( $1.24 < 2.09$ ) then the alternative hypothesis ( $H_a$ ) is rejected. So there is no difference in *Kopstand* learning outcomes using the Drill and Discover Learning Methods for class VIII students at SMP Negeri 67 Central Maluku, which means both methods. It is equally good in improving learning outcomes for *kopstand* in floor exercise.

## CONCLUSSION

From the results of existing research, the researcher provides suggestions: learning activities at school are good with quite a lot of students getting satisfactory or very good grades, but teachers must determine a learning method and attention must be paid to this so that the willingness and enthusiasm to participate in learning is higher so that learning outcomes will be good too.

Because the two learning methods are the drill method and the discovery learning method, the choice of using the learning method is returned to the physical education teacher so that it can be used or applied as appropriate.

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