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The Effect of Using the Example Non Example Learning Model on Bullet Rejection Learning Outcomes in Class XI Students at Krakatau High School Medan

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Abstract. The problem that researchers found during observations where the learning that was observed occurred was that many students did not experience complete learning outcomes in shot put. The aim of this research is to determine whether there is an influence of using the example non example learning model on the shot put learning outcomes of class XI students at Krakatau High School, Medan. The method used is an experimental method with a one group pretest-posttest design. The research population was all class XI students, while the sample was taken in a random cluster, namely 27 class Data were collected using psychomotor sheets on shot put learning results. Data analysis used paired sample t test. The results of the research show that there is an influence of using the example non example learning model on the shot put learning outcomes of class XI students at SMA Krakatau Medan because the Sig value of 0.419 is greater than 0.05.

Keywords: Example non example, Bullet Reject

1 Introduction

One of the lessons contained in the physical education curriculum at school is material on athletic activities with basic competencies in shot put. According to Kristiantono, 2017, shot put is one of the throwing events in athletics. Even though it is included in the throwing number, the mention is not of shot put, but shot put. This is because the bullet is not thrown, but is rejected or pushed from the shoulder.

From the psychomotor element, shot put is a type of lesson that is quite difficult to implement, considering that shot put is different from the form of lessons with the type of game activity. Shot put is a little more monotonous in the nature of the movements that occur in it. Therefore, teachers must be truly creative in managing learning. The use of learning strategies

by utilizing appropriate models must be considered by teachers to achieve a level of learning that is fun, interesting and, most importantly, students can understand the lesson correctly.

A learning model is one of the methods or strategies that can be used by teachers in teaching so that students more easily understand the teaching material provided by the teacher, this is in accordance with the opinion of (Maesaroh, 2013) explaining that a model is a tool in the implementation of education, namely what is used in delivering the material. Even easy subject matter is sometimes difficult to develop and difficult for students to accept, because the method or model used is not appropriate. However, on the other hand, a difficult lesson will be easily accepted by students, because the delivery and model used are easy to understand, precise and interesting.

The learning situation that researchers observed in class Considering that last semester, it was found that more than 60% of students did not complete the learning outcomes from the psychomotor aspect. The cause of this problem after being identified is because the placement of the learning model is not suitable for the characteristics of the students, where the reality that occurs when teaching and learning shot put can be explained as follows:

- a) The use of the lecture model was apparently not paid attention to by students;
- b) There is no interaction between teachers and students because interaction only occurs in one direction.
- c) Learning takes place monotonously.
- d) Lack of examples makes students confused about practicing good technical skills.

Learning situations like this must be resolved by trying to use special models in learning. One model that is expected to be able to overcome the problem of learning shot put is the example non example model. According to (Amrianto & Lufri, 2019) explains that the example non example model is a learning model that uses images as a medium for delivering learning material. By using this model, students are encouraged to think critically and analyze the examples provided (observation results).

Several previous studies revealed that the examples non examples model was able to improve student learning outcomes, this is in accordance with research conducted by (Suyanti, Hanifah, & Sunarya, 2017). In this research, it was stated that the results of the first cycle saw an increase in student learning outcomes by 55%, while in the second cycle the increase occurred by 75%, then in the third cycle the increase was 90%. (Susanti, 2014). In this research, an increase in the average score and percentage of learning completion was obtained. In cycle 3, 80.4% of students completed, in accordance with the achievement of the specified success indicators.

The example non example model is a learning model that uses images as a medium for delivering learning material. By using this model, students are encouraged to think critically and analyze the examples provided (observation results). The use of pictures encourages teachers to modify and explain the material to be taught according to basic competencies. Example non example is considered necessary because a description of the concept is necessary to understand the topic being discussed. Focusing students' attention on examples and non-examples is expected to encourage students to have a deeper understanding of the material. The model given by the teacher is basically that the teacher considers learning needs in accordance with student characteristics.

According to (Arikunto, 2016) a hypothesis is an opinion by guessing through reinforcement equipped with theories, and this is believed by the researcher to be true. Learning shot put at Krakatau High School, Medan, where students experienced problems with incomplete learning outcomes from the psychomotor aspect. Meanwhile, the use of learning models applied by teachers has not answered these learning problems. The solution given is to provide an example non example model. According to (Amrianto & Lufri, 2019) explains that the example non example model is a learning model that uses images as a medium for delivering learning material. By using this model, students are encouraged to think critically and analyze the examples provided (observation results). Based on the strengthening of the theory above, the researcher concluded the hypothesis in the research which has been scientifically tested through statistical data that the example non example model has had an influence on the shot put learning outcomes of class XI students at Krakatau High School, Medan.

2 Method

This research was able to obtain good results and was in line with expectations, so the research model used in this research was an experimental model. The basis for using the experimental model is experimental activities with pre-test (before being given treatment) and post-test (after being given treatment). So the experimental model is the most appropriate model for investigating causal relationships. In accordance with the opinion of (Arikunto, 2016) experimental research is a way to look for a causal relationship between two factors that are deliberately caused by the researcher by reducing or eliminating other disturbing factors.

Research variables are the research subject or what is the point of attention (Arikunto, 2016). In accordance with the definition of research variables above, the research variables are:

- a) The independent variable (X) in this research is the example non example model.
- b) The dependent variable (Y) in this research is the learning outcomes of shot put.

Operational Variables

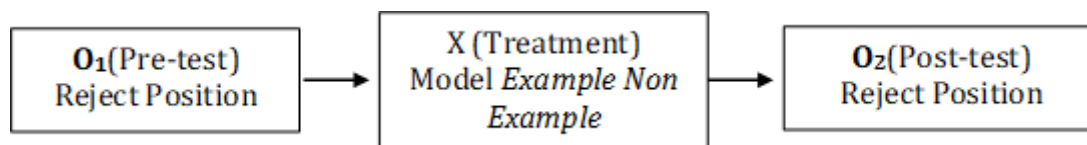
So that the problems in this research do not deviate from the research objectives, it is necessary to have an operational definition of terms as follows:

- a) An example non example model is a model that is used to show a process or how an object works related to the learning material. This model requires teachers to be more active than students.
- b) Results of the assessment of the learning process through a psychomotor assessment with a scale.

The research was carried out at Krakatau High School, Medan. This research will be held in March 2023 for approximately 2 weeks with time allocated for 2 meetings (RPP, K13). The sample is part of the population studied (Arikunto, 2016). As explained above, the researcher took samples using random cluster sampling techniques. According to (Arikunto, 2016) the random cluster sampling technique is a technique where drawing the number of samples is based on determining the area to be studied by randomizing the areas that make up the population. The number of samples in class XI IPA 2 was 27 students.

The experimental pattern used in this research was a one-group pretest-posttest design. The reason for choosing this experimental design pattern was because it is very closely related

to the problem being studied in accordance with the opinion of (Arikunto, 2006) in this experimental design there is a pre-test (initial test before being given treatment) – treatment or treatment, namely providing non-example model learning treatment example and carry out a post test (final test after being given treatment). In this way, the results of the treatment can be known more accurately, because it can be compared with the situation before the treatment was given. The research paradigm can be described as follows:



O₁ = pre-test measurement results (before treatment)

O₂ = post-test measurement results (after treatment)

X = treatment

Effect of treatment = O₂ – O₁

3 Result

This research began by translating the problems that emerged in the field, where it was found that the shot put learning outcomes were not optimal for class XI students at Krakatau High School, Medan. In order to follow up on this problem, researchers took the initiative to carry out experimental research which was carried out from 2 to 14 May 2023 in two face-to-face meetings with a predetermined sample group.

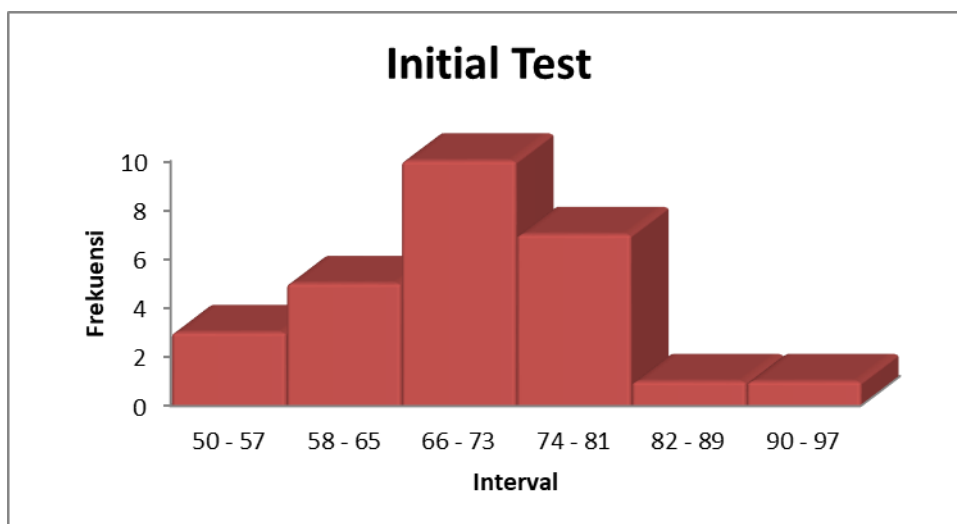
The research agenda starts with the issuance of the research permit on May 2 2023. Previously on April 28 2023, the researcher went to the school principal to ask for research permission by bringing a research permit letter from the South Sumatra Education Office. At that time, the researcher was told to coordinate with the head of the curriculum and the PJOK teacher as the researcher's supervisor. In principle, the school gives permission provided that it must report all series of research activities including the final research report.

On May 2 2023, the researcher held the first face-to-face meeting where the 3JP activity agenda consisted of 10 minutes of opening activities, 20 minutes of taking initial scores (pretest), 95 minutes of implementing learning by applying the example non-example learning model, and the last 10 minutes of carrying out learning closing activities. . The second meeting was held on May 9 2023 with a series of activities almost the same as the first meeting, the only difference was that in the first meeting the test was carried out at the beginning of learning, while the final test (posttest) was carried out at the end of the session before the closing activities were carried out.

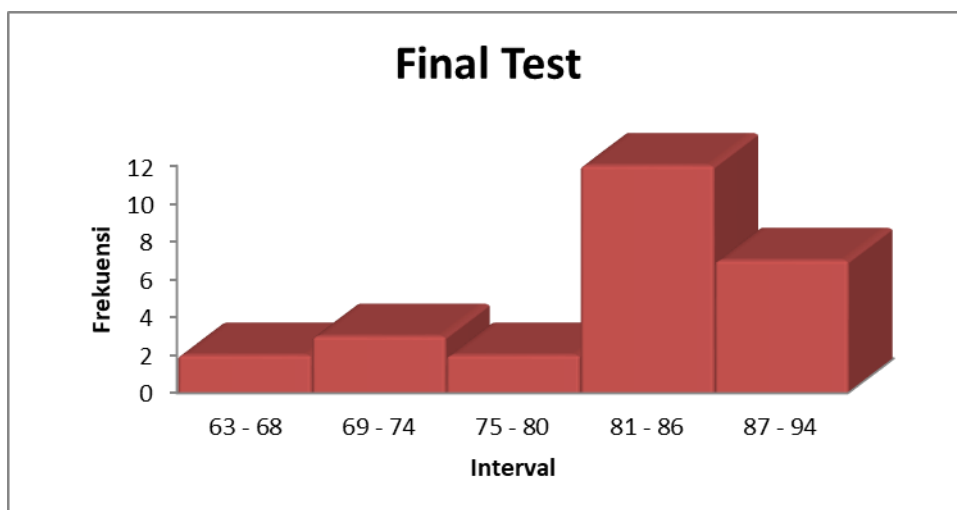
The research process took place twice face to face, the researcher was guided and assisted by the tutor, namely the PJOK teacher, Mr. Marwan, S.Pd. During the face-to-face meeting, both the first and second meetings, the researcher did not find any obstacles in implementing the learning model. The complete presence of participants made the research progress as expected, so that in the end the research report could be completed.

The results of this research were obtained from field data collection starting from carrying out a psychomotor ability test before being given an example non example learning

model and final data after being given an example non example learning model to class XI students at SMA Krakatau Medan. The research results are explained through descriptions of research data and analysis of research data to hypothesis testing.



Based on the table and diagram above, it can be seen that there were 3 students (11.11%) who obtained initial test results with a score of 50-57, 5 people (11.11%), a score of 58-65, 5 people (18.52%), a score of 66-73. 10 people (37.04%), scores 74-81 were 7 people (25.93%), scores 82-89 were 1 person (3.70) and scores 90 – 97 were 1 person (3.70%).



Based on the table and diagram above, it can be seen that 2 students (7.40%) got final test results with a score of 63-68, 3 people (11.11%) scored 69-74, 3 people scored 75-80. 2 people (7.40%), 12 people with a score of 81-86 (44.44%), and 7 people with a score of 87-94 (25.93%).

4 Discussion

The research which aims to determine whether there is an influence of the example non example learning model on the shot put learning outcomes of class XI Through hypothesis testing it is known that the significance value of 0.419 has a greater number compared to 0.05, therefore the problems experienced by class XI students in learning shot put can be overcome through the example non example learning model.

The research began at the first meeting with preliminary activities for 10 minutes, collecting initial value data (pretest) for 20 minutes, providing shot put learning material using an example non-example learning model for 95 minutes. The last 10 minutes are filled with closing learning activities. The example non example learning series is implemented in accordance with the ideal learning steps. At this first meeting, the initial test score data resulted from the implementation of the shot put psychomotor skills performance test with a class average of 69.91, where the results were declared to have not yet completed the KKM threshold of ≥ 76 .

The second meeting was carried out with preliminary activities for 10 minutes, providing shot put learning material using an example non example learning model for 95 minutes, taking final score data (posttest) for 20 minutes, the last 10 minutes were filled with closing learning activities. The example non example learning series is implemented in accordance with the ideal learning steps. At this second meeting, the final test score data resulting from the implementation of the shot put psychomotor skills performance test increased to a class average of 80.09, where the results were declared to have met the KKM threshold of ≥ 76 .

A series of learning activities using the example non-example learning model carried out by researchers with the teacher preparing pictures. The teacher attaches the picture, the teacher gives instructions and opportunities for students to pay attention and analyze the shot put picture. Students through group discussions of 2-3 people, the results of the discussion from the image analysis are recorded on paper. Each group is given the opportunity to read the results of their discussion. Starting from students' comments/discussion results, the teacher begins to explain the material according to the objectives to be achieved. Conclusion: The teacher and students draw a conclusion about the shot put material. The teacher carefully observes all the students' activities in carrying out specific shot put movement activities. Student learning outcomes are assessed during the process and at the end of learning.

In essence, if you look at the difference in average learning outcomes in the initial data and final data, the learning outcomes for shot put using the example non example learning model have been scientifically tested. Theoretical studies that explain the advantages of the example non example learning model provide a clear picture of students' shot put learning outcomes, this is in accordance with the statement (Amrianto & Lufri, 2019) that the example non example learning model is a learning model that provides encouragement for students to think critically and analyze the examples given (observation results).

According to Slavin in (Syahputri, 2018) he thinks that example non example is a leaning technique that encourages students to analyze examples through pictures provided by the teacher. (Taylor & Wirht, 2016) explains that using examples instead of examples may be important in learning not only to increase accuracy in learning concepts but also to minimize anything vague.

Istarani's opinion in (Habibah, 2016) explains that the advantages of the examples non examples learning model include more interesting learning, because pictures can increase children's attention to follow the teaching and learning process. Students grasp teaching material more quickly because the teacher shows pictures of the existing material. Can increase students' reasoning or thinking power because the teacher asks them to analyze existing images. Can increase cooperation between students because students are given the opportunity to discuss analyzing existing images. Learning is more impressive because students can directly observe the pictures that have been prepared by the teacher.

5 Conclusion

Based on the analysis of research data described in chapter 4 above, this research concludes that the average value of student shot put learning outcomes before being given the example non example learning model treatment was 69.91, while the average value of learning outcomes after being given the treatment is 80.09. The results of the hypothesis test show that there is an influence of the example non example learning model on the shot put learning outcomes of class XI students at SMA Krakatau Medan because the Sig value of 0.419 is greater than 0.05.

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