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## Catching Small Balls By Modifying The Traditional Boi Game Based On Cooperative Learning For Grade V Students Of MIS Al-Hidayah Cinta Karya

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**Abstract.** Through a cooperative learning modification of the classic Boi game, this study seeks to enhance the learning outcomes of throwing and catching small balls for MIS Al-Hidayah Cinta Karya grade V students. The two-cycle Classroom Action Research (CAR) approach is used in this study. There are phases for planning, carrying out, observing, and reflecting in every cycle. According to the study's findings, learning outcomes improved from cycle I to cycle II. 15 students (57.69%) attained learning mastery in cycle I, with an average score of 73.50%. With an average score of 80.76% in cycle II, learning mastery rose to 23 pupils (88.64%). The learning outcomes of throwing and catching little balls can be improved by altering the classic Boi game, according to these findings.

**Keywords:** throw and catch, traditional Boi game, cooperative learning.

### 1 Introduction

In general, education refers to the process of preparing each person to live and continue living. In order to boost renewal and improvement in education and produce excellent human beings, it is imperative that education be improved in both quantity and quality. Therefore, being educated is very vital. Learning is a simplified form of the terms learning and teaching (BM), teaching and learning process (PBM), or teaching and learning activities (KBM) in the field of education (Susanto, 2015). "Education is giving us supplies that are not there in childhood, but we need them in adulthood," contends Reuseu (2015: 69).

As part of the Merdeka curriculum, one of the disciplines is physical education, sports, and health (PJOK). The goal of physical education, which is a crucial component of the national education program, is to foster aspects of physical fitness, motor skills, social skills, reasoning, emotional stability, moral behavior, healthy lifestyles, and an introduction to a clean environment by offering learning opportunities through carefully chosen and methodically executed physical activities (Permendikbud No. 24 of 2016).

Learning in schools will be interesting if teachers can use various methods in their learning. Physical education teachers must be able to arouse students' enthusiasm to be actively involved without feeling forced and to be active in a cheerful atmosphere. Because this learning is active student learning that links new information with cognitive elements that students already have through group learning activities to develop skills with the help of various learning resources (Sumitro H et al., 2019).

Based on the author's observations at MIS AL-HIDAYAH CINTA KARYA school, there are still many students who are less interested in the small ball throwing and catching material presented by teachers every day, the results make students bored. Because teachers are not creative, the learning outcomes produced are still low. therefore, the author is interested in conducting research to improve the learning outcomes of throwing and catching small balls by modifying traditional games. According to existing research, "Efforts to Improve Learning Outcomes of Small Ball Throwing and Catching Skills by Modifying Traditional Boi Games" by Anik Aliyanti (2014) it is known that this research provides facts that modifying traditional games has proven effective in improving students' throwing and catching learning outcomes and can also increase students' interest in learning on throwing and catching materials. Traditional games are a play activity carried out by children since ancient times with certain rules in order to obtain joy.

The traditional game Boi is one of the children's games that combines throwing and catching skills with team strategy. In this game, players stack small stones and try to knock them down with a ball.

According to Danandjaja (2016), traditional games have important values, such as cooperation, responsibility, and a sense of helping each other. This game can also be used as an effective learning medium to improve students' physical and social skills.

Cooperative learning models that are often used are Student Teams Achievement Division (STAD): Emphasizing group cooperation with the role of peer tutors, 1. Jigsaw: Each group member studies a certain part of the material, then teaches each other, 2. Teamrnament (TGT): Combining learning with game elements to increase student motivation, cooperative learning through games provides an element of joy that is often not found in conventional learning processes

## **2 Method**

This study used the two-cycle Classroom Action Research (CAR) methodology. In the 2024 academic year, 26 pupils from class V at MIS Al-Hidayah Cinta Karya served as the study's subjects. Every cycle comprises four phases:

1. Planning: Preparing a learning implementation plan, assessment instruments, and supporting facilities.
2. Implementation: Implementing learning by modifying the Boi game.
3. Observation: Collecting data through observation and assessment of learning outcomes.
4. Reflection: Analyzing observation results for improvement in the next cycle.

The instruments used in this study include observation sheets, learning outcome tests, and documentation.

### 3 Result

This study aims to improve the learning outcomes of small ball throwing and catching skills through modifications to the traditional Boi game for fifth grade students of MIS Al-Hidayah Cinta Karya. Research data were collected from the results of the pre-test, cycle I, and cycle II, the following is a description of the research data:

Table 1. Description of the Data from the Throwing and Catching Process Test Results

No	Treatment	Indicator 1	Indicator 2	Indicator 3	Average value
1	Pre-Test	5,65	5,30	6,00	62,39
2	Cycle I	5,76	6,92	7,15	73,50
3	Cycle II	6,69	7,84	7,26	80,76

Pre-test was conducted to determine students' initial abilities in throwing and catching skills. Of the 26 students, only 9 students (34.61%) achieved learning completion with a score of  $\geq 75$ , while 15 students (57.69%) had not achieved completion.

Cycle I was conducted in two meetings with a time allocation of  $2 \times 45$  minutes. The researcher used a modification of the Boi game to help students understand the throwing and catching technique.

The test results showed that out of 26 students, 15 students (57.69%) achieved learning completion with an average score of 73.50.

Table 2. Results of Cycle I

No.	Number of Students	Presentation	Information
1	15	57,69%	Tuntas
2	11	42,31%	Tidak Tuntas

In cycle II, several improvements were made, including providing clearer directions and increasing the variety of games to maintain student enthusiasm. The test results showed significant improvement, with 23 students (88.46%) achieving learning completion and an average score of 80.76.

Table 3. Recapitulation of Cycle II Results

No	Number of Students	Presentation	Information
1	23	88,46%	Tuntas

No	Number of Students	Presentation	Information
2	3	11,54%	Tidak Tuntas

#### Comparison of Pre-Test Results, Cycle I, and Cycle II

Table 4. Comparison of Learning Results for Each Cycle

Siklus	Number of Students Completed	Completion Percentage	Average value
Pre-Test	9	34,61%	62,39
Siklus I	15	57,69%	73,50
Siklus II	23	88,46%	80,76

## 4 Discussion

The results of the study showed that the implementation of the traditional Boi game based on cooperative learning can improve students' throwing and catching skills. Here is a more in-depth analysis:

1. Improvement in Learning Outcomes The average value increased from 62.39 (pre-test) to 80.76 (cycle II). Classical completeness was achieved in cycle II with 88.46% of students getting a score of  $\geq 75$ .
2. Student Motivation and Participation In cycle II, student motivation was significant due to the variation of more interactive learning methods.
3. Relation to Theory These results are in line with Slavin's (1995) theory of cooperative learning in improving learning outcomes.

## 5 Conclusion

Based on the research findings and the discussion that has been presented, the following conclusions can be drawn: 1. Students in class V at MIS Al-Hidayah Cinta Karya can enhance their throwing and catching abilities by learning how to alter the classic Boi game through cooperative learning. When comparing pre-test, cycle I, and cycle II results, it is evident that learning outcomes and student engagement have improved. 63.46% of the knowledge component was completed in cycle I, whereas 86.11% was completed in cycle II. Cycle I achieved 82.03% in the affective component, whereas cycle II saw a notable improvement. The test results demonstrated that students' pre-test throwing and catching skills were still lacking,

with only 9 students (34.61%) completing the learning process and 15 students (57.69%) failing to do so. There was a notable rise in cycle II, with an average student score of 80.76, 23 students (88.46%) having completed their education and 3 students (11.53%) not having done so. Based on this, it can be said that teaching class V children at MIS Al-Hidayah Cinta Karya the traditional Boi game can enhance their throw-and-catch learning outcomes.

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