



Improving Learning Outcomes of Rhythmic Movement Activity Learning through Utilization of the TikTok Media Model *Project Based Learning*

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Abstract

This research is motivated by the lack of achievement in learning rhythmic movement activities. This is due to one of them applying a monotonous learning model and liberating students more without any special material being taught. Other factors are also the main causes, including the absence of innovative media used during the learning process, very little introduction to learning material for rhythmic movement activities, and based on diagnostics that students' understanding is still lacking regarding rhythmic movement activities. The purpose of the researchers in conducting this research was to improve learning outcomes related to cognitive and psychomotor aspects in learning rhythmic movement activities through the use of TikTok media with the model *project based learning* (PjBL). This research is a classroom action research (PTK) which consists of several cycles. In each cycle consists of 4 phases, namely planning, action, observation, and reflection. The results obtained show that in the first cycle, the completeness of achievement in the cognitive aspect is 53% and the psychomotor aspect is 22%. In cycle 2 the achievement of completeness in the cognitive aspect increased to 84% and the psychomotor aspect increased by 81% in all indicators

Keywords: *Rhythmic movement activities, TikTok media, project based learning (PjBL) models*

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INTRODUCTION

Education is a means for humans to be able to develop their own potential through the learning process that has been obtained (Rahman et al., 2022). Education is the right of every individual to get it, as written in the 1945 Constitution article 31 paragraph 1 which states that: "every citizen has the right to education". With education in Indonesia, it is hoped that the country will have the next generation of quality and intelligent people (Fitri, 2021). Without

education a country will not progress, so education must be given to every citizen from an early age. The smoothness of the educational process carried out through learning must also be supported by good physical condition or fitness, so that at every level of education in Indonesia there are subjects of Physical Education, Sports and Health (PJOK)(Sonata, 2015).

In PJOK learning in high schools there is a lot of material that is taught in accordance with the existing curriculum, including big ball games, small ball games, athletics, rhythmic movement activities, and others (Lestari, 2021). Rhythmic motion activity is one of the most enjoyable learning materials when done with various variations and combinations of concepts (Herlambang, 2017). In carrying out this research, learning applies the project-based learning model (PJBL). This model provides flexibility for students to explore everything they have, especially in this case related to rhythmic movement activities.

Learning outcomes

The learning process is a teaching and learning activity involving the activities of teaching staff, student activities, patterns and processes of interaction between educators and students and learning resources in a learning environment within the framework of the implementation of educational programs. Learning outcomes or learning achievement is a person's success after he has experienced the learning process for one period (Nurkencana and Sunartana in Sudana, 2018). As changes to learning outcomes, namely behavior in a person that can be observed and measured in the form of knowledge, attitudes and skills (Syafi'i, 2021). This change is interpreted as an improvement and development of the learning process that is better than before and those who do not know become know. The success of one's learning is marked by changes in overall behavior that can be shown by numbers (cognitive, affective and psychomotor) within a certain time after participating in the learning process.

Rhythmic Movement Activity

Rhythmic movement activities are planned exercises that are arranged systematically with the aim of forming and developing the body as a whole(Listyarini, 2012). According to the Ministry of Education and Culture (1988: 11), types of gymnastics include basic rhythmic movements, artistic gymnastics, acrobatic gymnastics, aerobic gymnastics, agility gymnastics, and rhythmic gymnastics. Some of these gymnastics are included in the curriculum in high schools. One of them is rhythmic gymnastics listed in Permendikbud No. 37 of 2018 namely rhythmic movement activities.

Rhythmic movement activities or also called rhythmic gymnastics are gymnastic movements carried out in the rhythm of music, or free learning that is carried out rhythmically (Muhajir in Ruswantini, 2019). In principle, there is no difference between regular gymnastics and rhythmic gymnastics, it's just that rhythm is added to rhythmic gymnastics. The pressure that must be given to rhythmic gymnastics is: rhythm, body flexibility and continuity of movement (Faridah et al., 2022).

Based on the above opinion, it can be concluded that rhythmic activity as one of the scopes of physical education, sports, and health subjects is a series of movements that are chosen deliberately and systematically, carried out by following a regular rhythm or beat which is also selected so that it fulfills certain rhythmic provisions, continuity, and duration.

Model Project Based Learning

The learning model is basically a form of learning that is illustrated from start to finish which is specifically presented by the teacher including approaches, strategies, methods, techniques and even learning tactics that have been assembled into a unified whole (Gustiawati et al., 2014). *Project Based Learning* (PjBL), is a learning approach that gives freedom to students to plan learning activities, carry out projects collaboratively, and ultimately produce work products that can be presented to others (Rati et al., 2017). *Model Project Based Learning* (PjBL) is a learning model that involves a project in the learning process.

Table 1. Steps in learning *Project Based Learning* (PjBL)

The steps	Deskripsi
Step-1 Project Determination	The teacher together with the students determines the theme/topic of the project
Step-2 Planning of project completion steps	The teacher facilitates students to design steps for project completion activities and their management
Step-3 Preparation of project implementation schedule	The teacher provides assistance to students in scheduling all the activities they have designed.
Step-4 Completion of the project with teacher facilities and monitoring	The teacher facilitates and monitors students in carrying out the project designs that have been made.

Step-5	Preparation of report and presentation of project results	The teacher facilitates students to present and publish their work
Step-6	Evaluate the project process and results	Teachers and students at the end of the learning process reflect on the activities and results of project assignments

Learning for students, especially middle age students, must be in accordance with the regulations and the development of the characteristics of these students. In addition, the development of innovative media gives a new impression, so that students are enthusiastic about carrying out the learning process. The above study also occurs in the PJOK learning process at Bangsal 1 Public Middle School which is still running monotonously and there are no variations in the model that the teacher applies in each learning activity and only races on textbooks and actual material. So that the material for rhythmic movement activities is only delivered according to the textbook without any variation which results in boredom in children so that learning outcomes are not achieved. Seeing such a situation, it is necessary to do problem solving to be able to improve learning outcomes of rhythmic motion activity material. An alternative learning that can be done is to use a model *project based learning* (PjBL) in SMP Negeri 1 Bangsal for class VIII-F students.

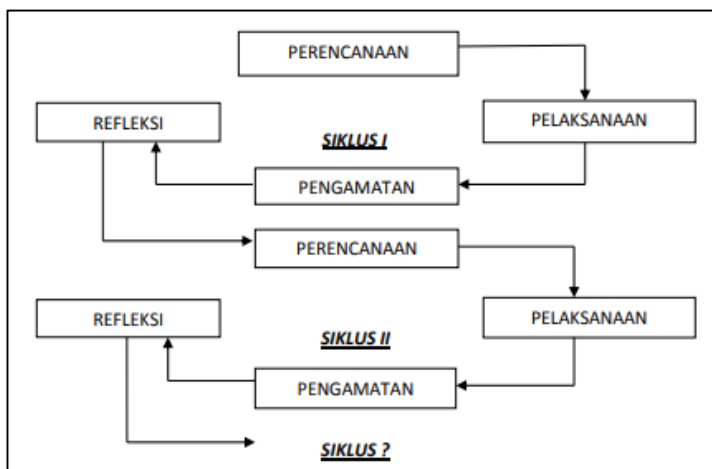
In carrying out this research, learning applies the project-based learning model (PJBL). This model provides flexibility for students to explore everything they have and think creatively, especially in this case related to rhythmic movement activities (Ulfa et al., 2019). Students are given a problem which will be the outcome of this learning process students have group projects. In addition to playing a more active role in completing a project. So that it is not only creativity, but also acquiring essential knowledge and concepts from learning materials.

The application of group work with a project-based learning model with the help of TikTok media is expected to minimize the level of difficulty of students in learning, which will ultimately increase learning activities and learning outcomes (Moneta & Kristiyandaru, 2022). Tiktok is a social media by uploading short videos and also functions as a vehicle for entertainment and self-expression (Deriyanto et al., 2018). Tiktok also includes video applications that are used as learning media (Afidah et al., 2021). Evidence of the success of the learning model *project based learning* (PjBL) by utilizing Tiktok media in material for rhythmic movement activities is still little outlined in the PTK series (Sari et al., 2022). For this reason, it

is necessary to conduct CAR-based research to add evidence of the reliability of this model in learning in junior high schools which do have characteristics appropriate to the conditions of students.

METHOD

This research is a class action research (*Classroom Action Research*), this study emerged based on the problems faced by the researchers themselves and also consisted of several cycles. Classroom action research (CAR), namely research that has the goal of improving and enhancing professional educator services in handling the teaching and learning process in the form of alternative actions (Susilowati, 2018). In this study, it consisted of 4 phases, namely planning, action, observation, and reflection (Yulianto et al., 2021). The following is the framework for the PTK implementation cycle below:



Picture 1. PTK implementation Cycle (Arikunto, 2019)

The subjects of this study were 32 class VIII-F students of SMP Negeri 1 Bangsal consisting of 16 male students and 16 female students. This classroom action research was carried out in 2 cycles, where in one cycle two meetings were held with rhythmic motion activity material. The implementation of learning uses learning based on the applicable curriculum using model *project based learning* (PjBL).

In the implementation of data collection, appropriate data collection instruments are needed. In detail, the research instruments used are non-tests and tests (Widyowati et al., 2021). As for non-test instruments, namely observations, interviews, teacher journals, documentation,

student questionnaires. While the test instrument is quantitative data in the form of test scores both written tests (cognitive) and practical tests (psychomotor) in the form of video projects

Data that has been obtained during learning takes place from the results of both cognitive and psychomotor tests after learning will be analyzed qualitatively. The formula for concluding the instrument results data is:

$$P = F/N \times 100\%$$

Information:

P = Percentage of students who complete the study

F = Number of students who complete

N = Total number of students

RESULTS AND DISCUSSION

Learning outcomes in this classroom action research can achieve maximum results in accordance with the "Minimum Completeness Criteria (KKM)" that has been set for class VIII-F students of SMP Negeri 1 Bangsal in studying the subject matter of learning rhythmic movement activities. The learning outcomes regarding this rhythmic movement activity are in accordance with Dimiyati's elaboration in Syafii, (2021), "is a process for determining the learning value of students through assessment activities or measuring learning outcomes which consist of an assessment of knowledge and skills. The learning outcomes of students show the level of success achieved after participating in learning activities of rhythmic movement activities using the Project Based Learning (PjBL) model, where the level of success is then marked by a value scale in the form of letters or words or symbols. The KKM value used at SMPN 1 Bangsal is 75, so if students get a score less than 75 then it will be a priority in determining further learning.

The following presents the results of student learning in 2 cycles on the aspects of knowledge and skills.

Table 2. Result of student learning cycle 1

	The number of students	The highest score	Lowest Value	Average value	Percentage of Learning Outcomes	complete	Not Completed	Completeness Percentage
Cycle 1	32	81	61	73.53	73.53%	17	15	53%
Cycle 2	32	88	71	79.72	79.72%	27	5	84%
Enhancement					6%			31%

The table above is the result of students' knowledge learning in 2 cycles. Determining the completeness of students in this knowledge assessment, namely this knowledge assessment, namely the KKM value determined by the school is 75. So, if students have not reached a score of 75, they will be declared incomplete.

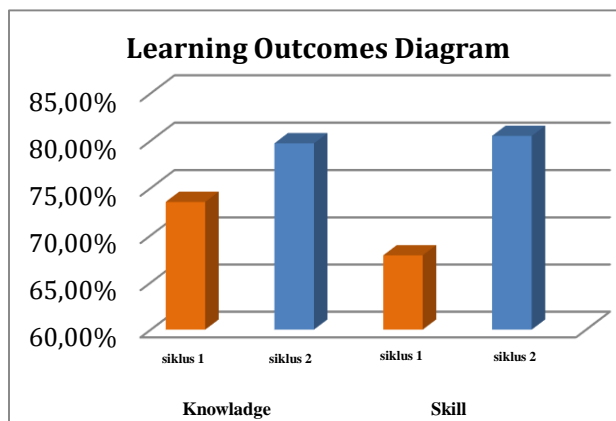
The table above also shows the learning outcomes of the knowledge aspect of cycle 1 as much as 73.53%, and after learning in cycle 2 the learning outcomes become 79.72%. Improved learning outcomes in this classroom action research increased by 6%. Completeness in this aspect of knowledge has increased as evidenced by cycle 1 of students who did not complete as many as 15 students and who completed as many as 17 students increased who did not complete only 5 students and who completed 27 students.

Table 3. Result of student learning cycle 1

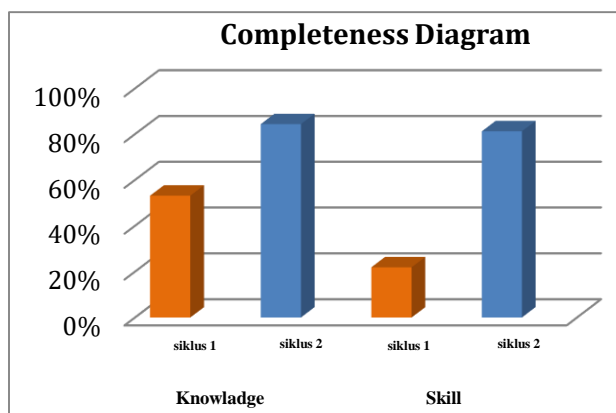
	The number of students	The highest score	Lowest Value	Average value	Percentage of Learning Outcomes	complete	Not Completed	Completeness Percentage
Cycle 1	32	88	52	67.88	67.88%	7	25	22%
Cycle 2	32	96	72	80.50	80.50%	26	6	81%
Enhancement					13%			59%

The table above shows the learning outcomes of the skills aspect of cycle 1 as much as 67.88%, and after learning in cycle 2 the learning outcomes become 80.50%. The increase in learning outcomes in this classroom action research increased by 13%. Completeness in this aspect of knowledge has increased as evidenced by cycle 1 of students who did not complete as many as 25 students and who completed as many as 7 students increased who did not complete only 6 students and who completed 26 students.

Learning outcomes related to aspects of knowledge and skills can be presented as in the diagram below, to make it easier to read the results of this classroom action research.



Picture 2. . Learning Outcomes Diagram



Picture 3 and Completeness Diagram

Based on the results of this study it can be seen that the learning outcomes of students in participating in rhythmic motion learning activities have increased. The results of cycle 1 improved better than the results of cycle 2 which were carried out using the innovative media utilization of the Tiktok application. It can be said that the existence of Tiktok has a good influence on PJOK learning. This is because making learning videos on Tiktok makes students more interesting and creative by adding effects and background music to learning videos according to what students want (Herdiati et al., 2021). The use of videos in the Tiktok application for learning gymnastics has a very effective impact, educators and students can be creative by adding effects and music to the video background while doing gymnastics (Putri, 2021).

CONCLUSION

Actions in this study through the model "*Project Based Learning*" By utilizing tiktok media in class VIII-F of SMP Negeri 1 Bangsal in learning material for rhythmic movement activities,

we have been able to achieve success according to the research success indicators that have been set in the learning process. Based on the results and discussion of the research described above, it can be concluded that learning with the "Project Based Learning" and using Tiktok's innovative learning media can improve learning outcomes of rhythmic movement activities in class VIII-F students of SMP Negeri 1 Bangsal. The use of learning media in the form of Tiktok which makes students active and creative has proven to be effective in increasing students' understanding of the material of rhythmic movement activities. Thus, the PjBL model and providing material with learning media can be a reference for teachers in improving student learning outcomes in PJOK, besides that it can also be used to provide other materials in PJOK.

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