



Efforts to Improve Bullet Shot Learning Outcomes Through the Circuit Method and Tool Modifications for Middle School Middle School 3 Percut Sei Tuan Academic Year 2021/2022

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Abstract

This research is a class action research (Classroom Action Research) with implementation stages including planning, action, observation, and reflection. The location of this research was carried out in class VIII SMP N 3 Percut Sei Tuan. Classroom action research has a very important and strategic role in improving the quality of learning if it is implemented properly, meaning that the parties involved in PTK (teachers) try to consciously develop the ability to detect and solve problems or improve situations and carefully observe their implementation to measure the level of the success of learning that is held professionally. In cycle I, 20 students (59%) declared complete and 14 students (49%) did not complete their studies and in cycle II, 30 students (88%) declared complete and 4 students (12%) did not complete.) has achieved classical mastery learning and the average learning process of students in the first cycle is 71.62 and in the second cycle the average learning process increases to 84.07. As for the increase in learning outcomes from the initial data to cycle I, 3% with an average increase in learning outcomes 3 the increase from cycle I to cycle II was 12.45% with an average increase in learning outcomes of 77.23..

Keywords: *Improve, Learning Outcomes, Reject Bullets*

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INTRODUCTION

Physical education as a component of education as a whole has been presented by many groups, but in practice teaching physical education has not been as effective as expected. Physical learning tends to be traditional. The physical education learning model does not have to be centered on the teacher but on students. The learning orientation must be adapted to the child's development, the content and material affairs and the method of delivery must be adjusted so that it is interesting and fun. The learning objectives are aimed not only at developing sports skills but at the development of the whole child. The basic concepts of physical education and effective physical education teaching models need to be understood by those who wish to teach physical education. According to Rahayu (2016: 1) Physical education is basically an integral part of the education system as a whole, aiming to develop aspects of health, physical fitness, critical thinking skills,

emotional stability, social skills, reasoning and moral action through physical and sports activities. it was also said (Dini Rosdiani, 2013) that physical education is an educational process that utilizes systematically planned physical activities aimed at developing and improving individuals organically, neuromuscularly, perceptually, cognitively, and emotionally, within the framework of national education. Learning is a process characterized by changes in a person. These changes as a result of the learning process can be shown in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, habits and changes in other aspects that exist in individuals who learn. Meanwhile the role of students in the teaching and learning process is a process experienced by students at school in seeking or increasing knowledge, experience and attitudes. Learning is a process of change, which is shown in the form of knowledge, understanding, attitudes and behavior.

School is a place for formal education which has the task of organizing mental-spiritual, intellectual development and especially physical quality development through physical education subjects. On the other hand, physical education has a very important role in intensifying the implementation of education as a process of human development that lasts a lifetime. Physical education provides opportunities for students to be directly involved in various forms of learning experiences through physical activities, playing and exercising which are carried out in a systematic, directed and planned manner. The implementation of physical education involves physical, mental, intellectual, emotional and social elements. School is a place for students to get the opportunity to be directly involved in the learning process through physical activity.

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The effectiveness of teaching is largely determined by the teaching approach that the teacher chooses on the basis of the teacher's knowledge of the nature of the skills or motion tasks that students will learn. Based on the nature of the existing motion tasks, the teaching approach can be divided into two approaches, namely, the direct approach and the indirect approach. Experts agree that teaching with a direct approach will be more effective if the goal of teaching is for students to learn specific material. Direct teaching is very suitable if the subject matter has a hierarchical structure and is primarily oriented towards basic skills when learning efficiency is more complex involving learning domains (affective and cognitive). On the other hand, the indirect approach transfers the task of controlling learning to students who do the learning. That is, the teacher no longer fully controls learning, but provides opportunities for students to do it together

(Samsudin 2008: 30). The teaching style with a direct approach will be more effective if the material being taught has more complex movement tasks and movement skills.

Based on all the theories put forward by experts, the authors conclude that physical education is a learning process that involves physical and mental elements involving the learning domain (affective and cognitive). Therefore, teachers are expected to be able to teach physical education with a learning process that systematically, namely by choosing the right methods and strategies so that the teaching and learning process can run effectively, so that the objectives of the physical education learning process can run in accordance with the goals, purposes, and guidelines that exist in the Education curriculum, and provide internalization of values such as sportsmanship, honest, cooperation and responsibility to students "Physical education is a learning process through physical activity.

METHOD

This research is in the form of classroom action research. Ebbut, (Basrowi, 2008:26) suggests that PTK is a study conducted in an effort to improve practices in education by taking practical actions and reflecting on these actions. Classroom action research is research in the classroom context that is carried out by teachers to solve learning problems faced by teachers and improve student learning outcomes. In line with that, Suyanto (Muslich 2010:9) argues that CAR is a form of study that is reflective by taking certain actions in order to improve and/or improve classroom learning practices in a professional manner. Means PTK is a form of action taken to improve student learning outcomes. Then in the firm. Classroom action research has a very important and strategic role in improving the quality of learning if it is implemented properly, meaning that the parties involved in PTK (teachers) try to consciously develop the ability to detect and solve problems or improve situations and carefully observe their implementation to measure the level of the success of learning that is held professionally.

From some of the descriptions that have been put forward by experts, the authors conclude that CAR is research conducted to improve student learning outcomes, develop teacher skills based on the problems faced by teachers. Based on the theory of several experts, the authors conclude that the CAR research design can be carried out not only in the classroom, but anywhere, the important thing is that there is a group of children who are learning. The incident can occur in the

laboratory, library, on the sports field, at the visit site, or in another place, namely a place where students are congregating to learn about the same thing, from the same teacher or facilitator. PTK is carried out until success in selecting the strategy or method used means that PTK is carried out not only in 1 cycle. The design in this study is action in nature to get good data. This research requires a design or description of the implementation of the research. The research design is a square off in a study before the research is carried out in the field.

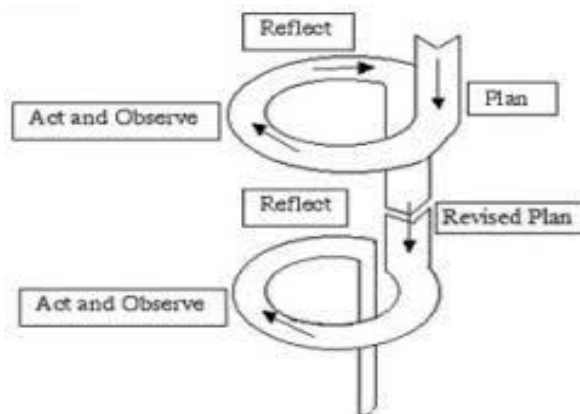


Figure 1 Kemmis & Mc Taggart (Aiska, 2018:818)

RESULTS AND DISCUSSION

This research was conducted at the Middle School of SMP Negeri 3 Percut Sei Tuan for the 2021/2022 Academic Year. Before the research was carried out, the researcher first compiled teacher and student observation sheets which aimed to see and formulate teacher and student observation sheets to see and formulate the problems obtained. The following is a description of student learning outcomes data in the sideways style shot put learning process for Middle School Junior High School 3 Percut Sei Tuan for the 2021/2022 Academic Year.

a description of the data from teacher and student observations on the learning process of dribbling a basketball game in class VIII-I Muhammadiyah 27 Private Middle School, Sorkam Barat District, Central Tapanuli Regency for the 2020/2021 Academic Year which was taken from the following cycle I and cycle II tests.

Table 1. Data Description of Learning Outcomes of Sideways Style Bullet Rejection

NO	Tahap Penelitian	Aspek Yang Dinilai				Jumlah
		Tahap Persiapan	Tahap Awal	Tahap pelaksanaan	Tahap akhir	
1	Siklus I	$\Sigma = 103,6$ $X = 3,04$	$\Sigma = 120,9$ $X = 3,55$	$\Sigma = 102,3$ $X = 3,00$	$\Sigma = 65,5$ $X = 1,92$	$\Sigma: 2435,3$ $X : 71,62$
2	Siklus II	$\Sigma = 128,9$ $X = 3,79$	$\Sigma = 130$ $X = 3,82$	$\Sigma = 130$ $X = 3,82$	$\Sigma = 72,3$ $X = 2,12$	$\Sigma: 28358,3$ $X : 84,07$

Based on the data description of the learning outcomes of the sideways style shot put above, it can be seen that in each cycle there is an increase in learning outcomes. The data for the first cycle in the preparatory stage amounted to 103.6 with an average of 3.04%, the initial stage was 120.3 with an average of 3.55%. The implementation phase is 102.3 with an average of 3.00% and the final stage is 65.5 with an average of 1.92%. And the total value is 2435.3 with an average of 71.62. Meanwhile in cycle II there is an increase in learning outcomes at each stage with details on preparation the number is 128.9 with an average of 3.79% the initial stage the number is 130 with an average of 3.82%. The implementation stage is 130 with an average of 3.82% and the final stage is 72.3 with an average of 2.12% and a total value of 2858.3 with an average of 84.07%.

Research results

In cycle I, 20 students (59%) declared complete and 14 students (49%) did not complete their studies and in cycle II, 30 students (88%) declared complete and 4 students (12%) did not complete.) has achieved classical mastery learning and the average learning process of students in the first cycle is 71.62 and in the second cycle the average learning process increases to 84.07. As for the increase in learning outcomes from the initial data to cycle I, 3% with an average increase in learning outcomes 3, the increase from cycle I to cycle II was 12.45% with an average increase in learning outcomes of 77.23. For more details, the average value of students can be seen in the image below.

Table 2. Comparison of Initial Data Learning Process, Cycle I and Cycle II

Hasil tes	Tuntas	Ketuntasan klasikal	Tidak tuntas	Ketuntasan klasikal	Nilai rata-rata
Data awal	15	39%	19	61%	71
Siklus 1	20	59%	14	49%	71,62
Siklus 2	30	88%	4	12%	84,07

Then from the results of the observation sheet in cycle II the teacher's ability to master teaching materials and provide teacher references has been implemented, so as to be able to attract students' attention. the exact time the teacher starts until the end of the lesson is right. In the core activities, the teacher has mastered the material well, seen from the systematic delivery of the sideways-style shot put learning process. In the suitability of the material discussed the teacher obtained very good criteria because in the learning process the delivery of the material was clear and detailed.

From the results of the observation sheet of student activities in cycle II, it can be seen that the learning activities have been going very well. The ability of students to carry out the material being taught is very good, and students are able to carry out the stages of the movements given with confidence. The attention to the material being taught by students is good where students begin to easily understand the material presented clearly. On the skill aspect in carrying out the material students are good where the movement coordination of students has begun to be precise in carrying out the techniques being taught. The activeness of students in participating in learning is good because students do a lot of learning material rather than just being silent. The ability of students to carry out the techniques being taught is good seen from the results of this cycle test. The activeness of students in doing practice is good where all students want to carry out the learning process without anyone being lazy. In activities the ability of students to do the material is also good where the test results show an increase.

Based on the results of research in the form of follow-up activities (cycle I) and (cycle II) in the sideways style shot put learning process, it turns out that a significant increase in learning outcomes has been obtained.

CONCLUSION

In cycle I, 20 students (59%) declared complete and 14 students (49%) did not complete their studies and in cycle II, 30 students (88%) declared complete and 4 students (12%) did not complete.) has achieved classical mastery learning and the average learning process of students in the first cycle is 71.62 and in the second cycle the average learning process increases to 84.07. As for the increase in learning outcomes from the initial data to cycle I, 3% with an average increase in learning outcomes 3 the increase from cycle I to cycle II was 12.45% with an average increase in learning outcomes of 77.23.

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