



Efforts To Improve The Front Rolling Skills Of Class XI.A-1 Students Using Game Methods at SMA N 15 Semarang

Muhammad Farkhan Tri Negoro¹, Iswinardi², Heny Setyawati³

^{1,3}Universitas Negeri Semarang, Jawa Tengah, Indonesia

Kampus UNNES Sekaran Gunungpati Semarang 50229, Jawa Tengah, Indonesia

²SMA Negeri 15 Semarang

Kedungmundu No.34, Sambiroto, Kec. Tembalang, Kota Semarang, Jawa Tengah 50276, Indonesia

Received: 01-12-2024

Revised: 05-12-2024

Accepted: 13-12-2024

Abstract: The purpose of this research is to find out whether the application of the playing method can improve the learning outcomes of forward guling. The benefit of this research is to provide educators with an overview of the use of appropriate playing methods in teaching and learning activities, so as to improve the quality of learning outcomes. The type of research used in this research is action research and carried out in two cycles, each cycle begins with planning, action, observation, and reflection. The subjects of this study were 36 students of SMA N 15 Semarang grade XI.A-1. Data was collected from observations and results of forward guling learning tests. The results of this study indicate that there is an increase in student learning outcomes, as evidenced in the first cycle of students who succeeded 22 students (61.1%). In cycle II there was a significant increase in that 29 students (80.5%) completed. In addition, the playing method can increase student activity in learning to guling forward. Thus it can be concluded that the application of the effective playing method to improve student learning outcomes in forward guling learning at SMA N 15 Semarang class XI.A-1. To teachers to be able to apply the results of this research on an ongoing basis so that they can apply this playing method as an alternative in the learning process as an effort to improve student learning outcomes, especially guling forward.

Keywords: Application of the Playing Method; Learning Outcomes of Forward Guling

Correspondence author

Email: farkhantrinegoro@gmail.com

Copyright © 2024 Muhammad Farkhan Tri Negoro¹, Iswinardi², Heny Setyawati³



INTRODUCTION

SMA Negeri 15 Semarang is one of the State Senior High Schools in Central Java Province, Indonesia. Similar to senior high schools in general in Indonesia, the school education period at SMA N 15 Semarang is taken in three years starting from class X to class XII for the regular program. Based on the practical assessment carried out on Friday, May 12, 2023, on 36 students in class XI.A-1 SMA N 15 Semarang, there were 15 students or 41% who achieved the KKM in the subject of Physical Education and Health. Physical Education and Health learning, especially the forward roll material or commonly called the forward roll, has not been able to be practiced properly by students. The forward roll material is considered difficult, especially for female students who rarely do sports, because doing a forward roll requires balance.

The less pleasant learning atmosphere is also a factor that influences the implementation, this is because the methods used are not varied enough, so students feel

bored with learning the forward roll. This makes teachers have to be more creative in applying the methods used during learning.

In addition, the provision of material that is too short and the lack of approach to students makes it more difficult for general students to do forward rolls properly and correctly, so that the target of the learning is not achieved. Floor gymnastics learning, especially forward rolls, still encounters many problems in its implementation, the implementation of floor gymnastics learning, especially forward rolls, is less than optimal. The lack of teacher creativity, the lack of approach and the use of methods that are still common are some of the basic problems that need to be solved. Based on the description above, there are several problems that must be solved immediately so that learning objectives are achieved. Following up on this, the researcher provides a play approach by using several types of games in the learning process as an effort to improve the learning outcomes of floor gymnastics forward rolls that are more effective and better.

METHOD

This type of research is classroom action research (CAR). Classroom action research is an effort to improve learning practices to make them effective. Therefore, the researcher chose classroom action research on the grounds that through the physical fitness approach in the research cycle, the planned goals can ultimately be achieved. CAR is a way to improve and increase the professionalism of educators because educators are the people who know best everything that happens in learning (Mulyasa, 2015:88). The model used in this study is the Kemmis and Mc Taggart model. According to the Kemmis and Mc Taggart (1994), the implementation of classroom action research (CAR) includes four steps, namely: (a) Formulating problems and planning actions, (b) Carrying out actions and observations or monitoring, (c) Reflecting on observation results, (d) Changing or revising planning for further development. The following figure is the research flow of the Kemmis and Mc Taggart model.

The research used is classroom action research (CAR) in which there are two cycles, namely cycle 1 and cycle 2 using a play approach. The subjects of this study were students of class XI.A-1 SMA N 15 Semarang where there were 36 students in one class.

The instrument used during data collection was observation, which included activities of paying attention to an object using all senses. So observation is a method of collecting data that is carried out intentionally by directly observing the object being studied. Observation aims to determine the results of learning forward rolls.

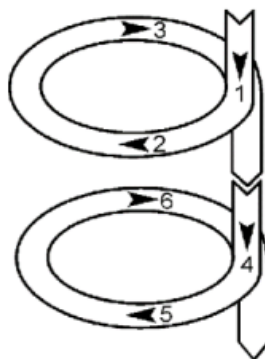


Figure 1. Basic illustration of the PTK cycle (Kasbolah in Yumaniar, 2022)

RESULT AND DISCUSSION

Result

This study used one class of research subjects, namely class XI.A-1, in accordance with the working principles of Classroom Action Research (CAR). In the learning process in the classroom, the research subjects were also given tests in each cycle, with the aim of determining the increase in student learning outcomes after participating in floor gymnastics learning on forward rolls using the game method. From the results of the overall learning analysis of cycle 1, it can be concluded as follows:

Table 1. Cycle 1

No	Predicate Value	Predicate	Value	Percentage
1.	85-100	Very Good	3	8,33%
2.	75-85	Good	10	27,77%
3.	75-79	Enough	9	25%
4.	<74	Not Enough	14	38,88%
Value			36	100%

The average floor exercise score for cycle 1 in front tumbling for class XI.A-1 students at SMA N 15 Semarang increased from initially only 15 students passing or 41.3% to 61.12%. Very good grades (A) were obtained by 3 students or 8.33% of the total 36 students. As many as 10 students or 27.77% of the total 36 students obtained an increased grade (B). A sufficient score (C) was obtained by 9 students or 25% of the total 36 students.

Based on the results in cycle 1, student learning outcomes show an increase both classically and individually. Apart from that, the play approach used also fosters activity, enthusiasm, cooperation, and develops students' understanding and skills. The percentage of student learning completeness based on the table above in cycle I reached 61.1%. Because the percentage was still below the success target, the research continued to cycle 2.

This research uses research subjects from one class, namely class XI.A-1, in accordance with the working principles of Class Action Research (PTK). In the learning process in class, research subjects were also given a test each cycle, with the aim of finding out the increase in student learning outcomes after taking part in floor exercise using front roll material using the game method.

Table 2. Cycle 2

No	Predicate Value	Predicate	Value	Percentage
1.	85-100	Very Good	8	22,2%
2.	75-85	Good	12	33,33%
3.	75-79	Enough	9	25%
4.	<74	Not Enough	7	19,44%
Value			36	100%

The average floor exercise score for cycle 2 in the front tumbling material for class XI.A-1 students at SMA N 15 Semarang increased from initially only 15 students passing or 41.3% to 80.5%. Very good grades (A) were obtained by 8 students or 22.22% of the total 36 students. As many as 12 students or 33.33% of the total 36 students obtained an increased grade (B). A sufficient score (C) was obtained by 9 students or 25% of the total 36 students.

Based on the results in cycle 1, student learning outcomes show an increase both classically and individually. Apart from that, the play approach used also fosters activity, enthusiasm, cooperation, and develops students' understanding and skills. The percentage of student learning completeness based on the table above in cycle I reached 61.1%. From the results above in cycle 2, classical completion has reached the minimum

target so that the classroom action research can be said to be successful and the game method can be applied to learning floor exercise with front roll material.

Discussion

Results from Cycle 1 showed a significant improvement in student learning outcomes, reaching a completeness level of 61.1%. This improvement is attributed to the play approach, which increases student engagement, cooperation, and skill development. The following section outlines the effectiveness of this approach and its implications for future cycles.

Impact of the Play Approach on Learning Outcomes The play approach encourages active participation, leading to increased enthusiasm among students, which is critical for learning engagement (Desman laia et al., 2023). Research shows that guided play can significantly improve a variety of skills, including social interactions and cognitive abilities, thereby improving overall learning outcomes (Fletcher et al., 2024).

Comparison with Other Learning Models In a study using the Student Team Achievement Division (STAD) model, learning outcomes increased from 42.42% to 64.64% in Cycle 1, indicating the effectiveness of cooperative learning strategies (Dikri et al., 2023). Another study on Problem Based Learning (PBL) reported an increase from 34% to 100% in student learning outcomes, indicating that a structured approach can also produce significant improvements (Eva Nizar & Harahap, 2024). Although play approaches have shown promise, it is important to consider that different learning models may produce varying results based on context and student demographics. Further research could explore the integration of multiple pedagogical strategies to optimize learning outcomes in various educational settings.

The results of cycle 2 show that classical compliance in learning floor exercise, especially the front roll, has met the minimum target, indicating the success of implementing the game method. This approach has shown significant improvements in student engagement and learning outcomes, as proven by various studies.

Improved Learning Outcomes In a study conducted at SD Negeri 70 Lubuklinggau, average student activity increased from 48.75% in cycle I to 72.5% in cycle II, indicating increased involvement through the game model (Triwijaya, 2024). The percentage of students who meet the minimum competency standards (KKM) increased from 66.66% to 88.88% between cycles, indicating effective learning outcomes (Triwijaya, 2024).

Effectiveness of Game Methods Game methods not only improve student performance but also foster a more interactive learning environment, which is very important for physical education (Triwijaya, 2024). Similar findings were reported in other studies, where varied teaching methods, including games, led to significant improvements in gymnastics skills among students (Handayani et al., 2023). Although game methods have been proven to be effective, it is important to consider that not all students may respond equally to this approach. Some may benefit more from traditional methods, highlighting the need for balanced instructional strategies.

CONCLUSION

Based on the results of the study and discussion, it can be concluded that learning by implementing the play method in learning forward roll gymnastics for class XI.A-1 students of SMA N 15 Semarang has increased learning outcomes, namely the percentage of completion of forward roll learning outcomes in cycle I is 22 students (61.1%%) and for cycle II it is seen a significant increase that students who completed the number of 29 students (80.5%) which means that the application of the play method can improve the learning outcomes of forward rolls. The application of the play method turned out to be

effective in the process of learning forward roll gymnastics which is packaged in the form of a game. In addition, this method can be useful in creating a better learning atmosphere, because students feel happy and excited in receiving and following forward roll gymnastics learning.

ACKNOWLEDGEMENTS

Acknowledgments to Universitas Negeri Surabaya helped conduct research or who funded it.

CONFLICT OF INTEREST

Clearly explain whether there are any conflicts of interest related to the reported research.

REFERENCES

- Desman laia, Dedisman zai, & Alwi Fahruzy Nasution. (2023). Efforts to Improve Students' Relay Race Learning Outcomes Through Play Approach. *Journal Physical Health Recreation*, 3(2), 84–89. <https://doi.org/10.55081/jphr.v3i2.1085>
- Dikri, A., Yuliana, R., & Hayati, S. (2023). Upaya Meningkatkan Hasil Belajar Ips Peserta Didik Kelas Iv Sd N Banjarsari 5 Menggunakan Model Pembelajaran Kooperatif Tipe Student Team Achievement Division (STAD). *Journal of Professional Elementary Education*, 2(2), 134–147. <https://doi.org/10.46306/jpee.v2i2.39>
- Eva Nizar, & Harahap, F. (2024). Improving Student Learning Outcomes Through Model Problem Based Learning on Economics Subjects Class X in SMAN 2 Pasir Limau Kapas Year 2023/2024. *Journal of General Education Science*, 172–176. <https://doi.org/10.62966/joges.v2i2.565>
- Fletcher, K., Wright, C. A., Pesch, A., Abdurokhmonova, G., & Hirsh-Pasek, K. (2024). Active playful learning as a robust, adaptable, culturally relevant pedagogy to foster children's 21st century skills. *Journal of Children and Media*, 18(3), 309–321. <https://doi.org/10.1080/17482798.2024.2356956>
- Handayani, S. G., Komaini, A., Callixte, C., Lesmana, H. S., & Jr, P. B. D. (2023). The effect of the teaching game approach in the gymnastics learning process to improve roll forward. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 9(1), 125–134. https://doi.org/10.29407/js_unpgri.v9i1.19922
- McTaggart and Kemmis (1994) *The Action Research Planner*. Dekan University.
- Mulyasa (2017) *Menejemen PAUD*. Bandung: PT Remaja Rosdakarya.
- Triwijaya, R. (2024). Improving Learning Outcomes Of Front Roll On Floor Gymnastics Through A Game Model In Class IV Students Of Primary School Negeri 70 Lubuklinggau. *Indonesian Journal of Sport, Health and Physical Education Science*, 2(1), 62–68. <https://doi.org/10.58723/inasport.v2i1.152>