



RESEARCH ARTICLE

Learning of Badminton for Class V Elementary School

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Abstract

The general aim of this research is to improve student outcomes through the application of badminton learning using a Scientific Approach. Apart from that, this research was conducted to obtain in-depth information about the application of badminton learning. The design of this research is Action Research. The subjects in this research were 24 students from class five at SD Negeri 2 Nisam Antara. This research was conducted in two meetings of two cycles. The first cycle shows that through action students can motivate themselves. From this cycle the result is 79% and that means it is complete. In the second cycle, as a reflection of the first cycle, it also shows that actions motivate students. The result of the second cycle is 92% and that means it is complete. Based on the results of this research, it can be concluded that: (1) Badminton learning using the Scientific Approach improves student learning outcomes, (2) Badminton learning using the Scientific Approach motivates students and makes students actively participate in the learning process.

Keywords

Learnng, Badminton, Elementary School.

INTRODUCTION

School is a formal institution that is systemized as an effort to improve student achievement. The success or failure of educational activities at school is shown by changes in students' behavior, knowledge, attitudes and skills as students (UNJ, 2012). In carrying out learning, educators besides having to master the teaching material, of course also need to know how the material will be delivered and what the characteristics of the students who receive the learning material are (Arikunto, 2010). The teacher's failure in delivering teaching material is not because the teacher does not master the material to be taught but rather the teacher does not master how to convey the material to be taught (Meire, 2011). Physical education, sports and health are an integral part of overall education, where the aim of physical education itself is to develop aspects of physical fitness, movement, thinking, social and even emotional skills of a child in accordance with the objectives of national education article 3. (Ministry of Education and Culture, 2013)

The implementation of physical education, sports and health is considered to still require improvements to support the achievement of learning objectives (Suherman, 2000). There are several reasons why it is considered necessary to modify this subject, including: (1). the teacher's teaching style is still monotonous and teacher centered, (2) the teacher's lack of approach towards students in the teaching and learning process, (3) the lack of learning evaluations for students at the end of the activity, (4) the lack of understanding of students and even teachers in terms of achieving learning targets, (5) limited teacher creativity in learning activities. Deficiencies in the learning process will have a negative effect on achieving the desired results (Sidik, 2010). These negative impacts can be in the form of: (1) students do not have the opportunity to develop basic skills (locomotor, non-locomotor and manipulative), (2) students do not understand the movements and goals of learning, (3) students are not active and do not enjoy the learning process, (4) failure to achieve learning targets (Aip Syarifuddin, 1992). Therefore, it is necessary to improve

appropriate strategies in providing Physical Education learning, especially for elementary school students who are required to be able to take part in all activities in Physical Education learning.

One sport that is popular in Indonesia is badminton. The Asian region, including Indonesia, is a country that produces athletes who excel on the international stage (Safitri and Ramadani 2021). Several badminton players in Indonesia have experienced champions on the international stage, one of which is the Olympics where Indonesian athletes achieved many achievements and even won gold medals, one of which is the Indonesian men's singles, namely Taufik Hidayat, who won a gold medal at the Olympics in Athens, Greece. Therefore, badminton has become a popular and popular sport in the community

In Indonesia, we can even see many badminton matches in villages, in badminton material, most physical education teachers have not been able to assess what is actually the goal of achieving the learning itself. Often physical education teachers teach badminton by just giving them tools and telling the child to play. In fact, this method is not completely wrong, but it would be good if a physical education teacher saw the child's process through the stages in badminton, so that later it would help the child to find the correct playing technique (Hakim, 2011).

Based on the description above, it is deemed necessary to improve, creativity and innovation in teaching physical education, sports and health, especially badminton material. Basically, teaching must refer to activities that are safe, comfortable and enjoyable (Mulyasa, 2003). For this reason, in this research the researcher tries to apply the badminton learning model to students in class V (five) of elementary school (Primary School) through a scientific approach, in this case the researcher tries to provide a number of forms of games which are expected to help students or physical education teachers in learning activities. badminton.

METHODS

This research was carried out at SD Negeri 2 Nisam Antara, the research time was January 8 2024 with a sample size of 24 students from class V (five) taken using total sampling techniques. This research uses a classroom action research (PTK) approach, with a kemmis and taggart design. (Endang Mulyatiningsih., 2011).

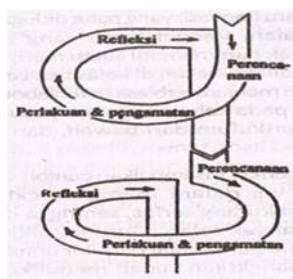


Figure 1: Kemmis and Taggart model

Action research is a form of research design, where in the action research design the researcher can describe. Procedures need to be explained according to the type of research (Madya, 2011). How the research is carried out and the data will be obtained, needs to be described in this section. For experimental research, the type of experimental design used should be written in this section (Madya, 2011). Types of data, how data is collected, with the instruments on which data are collected, and the technicalities for collecting them, need to be explained clearly in this section. How to interpret the data obtained, its relation to the problem and the purpose of interpreting and explaining a social situation at the same time as making changes or interventions with the aim of improvement or participation (Suganda, 2011). Carrying out research involves colleagues as collaborators and class teachers as implementers of the action (Sudjana, 2017). The final result of the action research activity was to improve badminton learning in class V (five) students at SD Negeri 2 Nisam Antara.

RESULTS

Cycle I

Based on the results of research and evaluations carried out by researchers, it can be concluded that through the badminton learning model using a scientific approach, the process of starting, rejecting and ending attitudes in badminton learning can be improved so that student learning outcomes are better than before. The final process, action and reflection are used to determine deficiencies in the implementation of the planning program that appear in the analysis regarding lesson models, provision of materials, application of badminton learning models and scientific approaches.

The evaluation results obtained by students in the initial test are presented in the form of a table and bar chart as follows:

Table 1. Distribution of Badminton Learning Results for Cycle I

No	Nilai / Skor	F	%	S X F
1	50 – 59	2	8,5 %	110
2	60 – 69	3	12,5 %	195
3	70 – 79	9	37,5 %	675
4	80 – 89	7	29 %	595
5	90 – 99	3	12,5 %	285
6	100	-	-	-
Jumlah		24	100 %	1.860

Information :

S X F = Score X Frequency

Class Average Score = S X F / F

= 1860 / 24 = 77.5

Number of Successful Students = 19 Completion Percentage = 79 %

Based on student learning results in cycle I, the class average score in badminton learning was an average of 77.5, students who passed cycle I with a passing percentage of 79% consisted of 19 students and students who did not pass 21% consisted of 5 students.

Cycle II

Observation results were generated from field notes (CL). Observation results from field notes regarding learning models with a somatic approach to improve badminton learning outcomes.

Table 2. Distribution of Badminton Learning Results for Cycle II

No	Nilai / Skor	F	%	S X F
1	50 – 59	1	4 %	55
2	60 – 69	1	4 %	65
3	70 – 79	10	42 %	750
4	80 – 89	8	33 %	680
5	90 – 99	4	17 %	380
6	100	-	-	-
Jumlah		24	100 %	1.930

Information :

S X F = Score X Frequency

Class Average Score = S X F / F

= 1,930 / 24 = 79

Number of Successful Students = 22 Completion Percentage = 92 %

Based on the table above, we can conclude that 22 people completed it with a presentation of 92% and 2 people did not complete it with a presentation of 8%. At this last meeting the students seemed to have made a lot of changes and progress where the students had applied the badminton learning model, where the students were able to do it well and correctly. Students have experienced a lot of progress, overall students and teachers carry out learning well and correctly. It is proven that students apply this game in badminton learning practice with satisfactory results.

The increase in the total number of students shows that students have progressed in learning badminton using the playing method. Researchers and collaborators have found answers that have become research material, namely that the application of the badminton learning model can improve badminton learning outcomes.

Table 2. Comparison of the results of Cycle I and Cycle II

No	Kategori	Siklus I		Siklus II	
		F	%	F	%
1	Lulus	19	79 %	22	92 %
2	Tidak Lulus	5	21 %	2	8 %
	Jumlah	24	100 %	24	100 %

It can be seen from the table above that it can be concluded that in cycle 1 there were 19 students (79%) who passed and 5 students (21%) did not pass. In cycle 2 there was a significant increase in that there were 22 students who passed. (92%) and 2 people (8%) did not pass, so it can be concluded that there was an increase in badminton learning outcomes seen from cycle 1 compared to cycle 2.

According to researchers and collaborators, the research stops here and is not continued to the next cycle, because the problem has been answered, namely through research on the application of the shot put learning model to the teaching and learning process (Yan Ahady, 2011).

CONCLUSION

The hope of researchers is that most students are active and enthusiastic in participating in learning activities. So that in the second cycle the researchers succeeded in improving the learning approach by providing understanding and direction according to the students' conditions at that time, as a result the students were active in participating in badminton learning. Based on student learning outcomes in the first cycle, the average score for the badminton learning class was 77.5 with a completion percentage of 79% of students who passed and student learning outcomes in the second cycle had an average score of 79 with a completion percentage of 92% of students who passed.

Based on the research results that have been presented, in general it can be concluded that there is an increase in student learning outcomes with the badminton learning model using a scientific approach in the learning of class V (five) students at SD Negeri 2 Nisam Antara.

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