MARGA
Journal Of Innovation and Creatifity
Volume 1 No 1 August 2023

RESEARCH ARTICLE

Improving Badminton Service Learning Outcomes Through Learning Media for Class IX Middle School Students

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Abstract

The general objective of this research is to improve students' outcomes through the implementation of Badminton Learning using Learning Media. Additionally, this research is conducted to gain in-depth information about the application of Badminton Learning using Learning Media. The research design employed is Action Research. The subjects in this study are 28 students from the Eighth grade at SMP Negeri 9 Langsa. The research consists of two meetings spanning two cycles. Each cycle comprises three sessions. The first cycle indicates that through action, students can self-motivate. From this first cycle, the result is 26%, indicating it is not yet completed. In the second cycle, as a reflection of the first cycle, it also shows that actions improve student learning outcomes. The result of the second cycle is 89%, indicating completion. Based on the findings of this research, it can be concluded that: (1) Badminton Learning using Learning Media enhances students' learning outcomes, (2) Badminton Learning using Learning Media motivates students and engages them actively in the learning process.

Keywords
Improving Learning Outcomes,Badminton, Learning Media

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). A 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 to 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)

In Badminton material, most physical education teachers have not been able to assess what is actually the goal of achieving the learning itself. Most physical education teachers only look at the results of rejecting the child without paying attention to the stages of Badminton (Jarver, 2000). Physical education teachers often teach badminton using conventional methods, namely by lining up children and telling them to resist with full force (Sukintaka., 2014). In fact, this method is not completely wrong, but it would be good if a physical education teacher saw the child's rejection process through the stages of Badminton, so that later it would help the child to find the correct rejection 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 in Badminton material. Basically teaching must refer to activities safe, comfortable and enjoyable (Mulyasa., 2003). For this reason, in this research the researcher tries to apply the Badminton learning model to class VIII SMP students through Learning Media, 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 Badminton learning activities.

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).

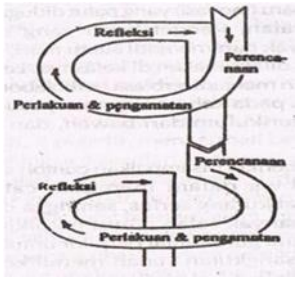

Figure 1: Kemmis and Taggart model

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 through Learning Media you can improve the process of starting, rejecting and ending attitudes in Badminton learning 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 of lesson models, provision of materials, application of the Badminton learning model and learning media.

The evaluation results obtained by students in the initial test are presented in the form of tables and bar charts as follows:

Table 1. Distribution of Badminton Learning Results

Cycle I

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	0	0%
3	70.0-79.0	6	21%
4	80.0-89.0	20	71%
5	90.0-99.0	2	8%
6	100	-	-
JUMLAH		28	100%

Information:
S x F = Score x Frequency
The average score of the class = S x F / f
= 2275 / 28 = 81
Number of successful students = 8
Completion percentage = 26%

Based on student learning outcomes in cycle I, the class average score in Badminton learning was an average of 81, students who passed in cycle I had a passing percentage of 26% and students who did not pass 74%. For more details, see the diagram below.

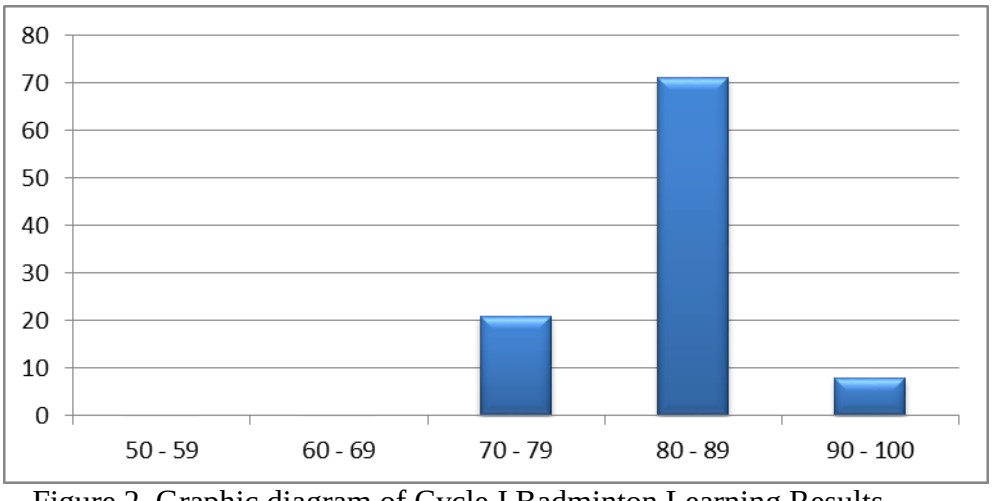

Figure 2. Graphic diagram of Cycle I Badminton Learning Results

So from the data obtained in cycle I, there were around 8 students who completed cycle I with a percentage of 26% passing and 8 students who did not pass with a percentage of 74%. Because this first cycle could not be said to be successful because the number of students who had completed had not reached 80% of the total, it was continued to the second cycle where action had been given with the results of around 25 students completing with a percentage of 89% and around 3 people with a presentation of 11%.

Cycle II

Observation results were generated from field notes (CL). Observation results from field notes regarding learning models using Learning Media to improve Badminton learning outcomes.

Table 2. Distribution of Badminton Learning Results for Cycle II

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	0	0%
3	70.0-79.0	3	11%
4	80.0-89.0	5	18%
5	90.0-99.0	20	71%
6	100		-
JUMLAH		25	100%

Information:
S x F = Score x Frequency
The average score of the class = S x F / f
= 2444 / 28
= 87
Number of successful students = 25 Percentage of success = 89%

Based on the table above, we can conclude that 25 people completed it with a presentation of 89% and 3 people did not complete it with a presentation of 11%. This can be seen from the histogram graph below:

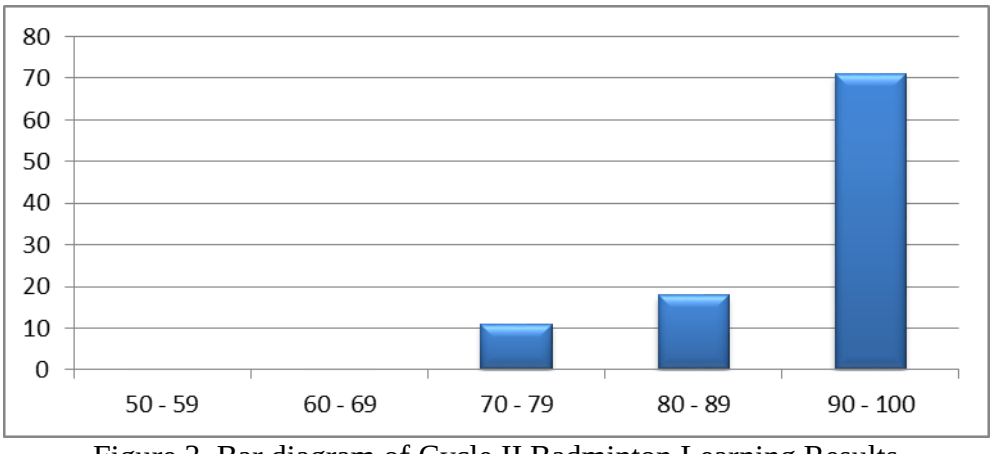

Figure 3. Bar diagram of Cycle II Badminton Learning Results

At this last meeting the students seemed to have changed a lot progress where students have applied the Badminton learning model and tests, where students are able to carry out the beginning, main activities and final attitude correctly. Students have experienced a lot of progress, overall students and teachers carry out learning well and correctly. It has been proven that students apply this game in Badminton learning practice with satisfactory results where classically 88% have completed exceeding the specified target.

An increase of 28 students who passed or 88% of 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 the application of the Badminton learning model can improve Badminton learning outcomes.

Table 3. Comparison of Badminton Assessment Results

No	Kategori	Nilai kelulusan	**Siklus 1**		**Siklus 2**	
			F	**%**	**F**	**%**
1.	Lulus	> 75	**8**	**26**	**3**	**11**

2.	Tidak lulus	< 75	**20**	**74**	**28**	**89**
3.	∑		**28**	**100**	**25**	**100**

It can be seen from the table above that in cycle 1 there were 8 students (26%) who passed and 20 students (74%) who did not pass, in cycle 2 there was a significant increase in that there were 25 students who passed. (89%) and 3 people (11%) did not pass, so it can be concluded that there is an increase in Badminton learning outcomes seen from cycle 1 compared to cycle 2. More details can be seen from the histogram diagram below.

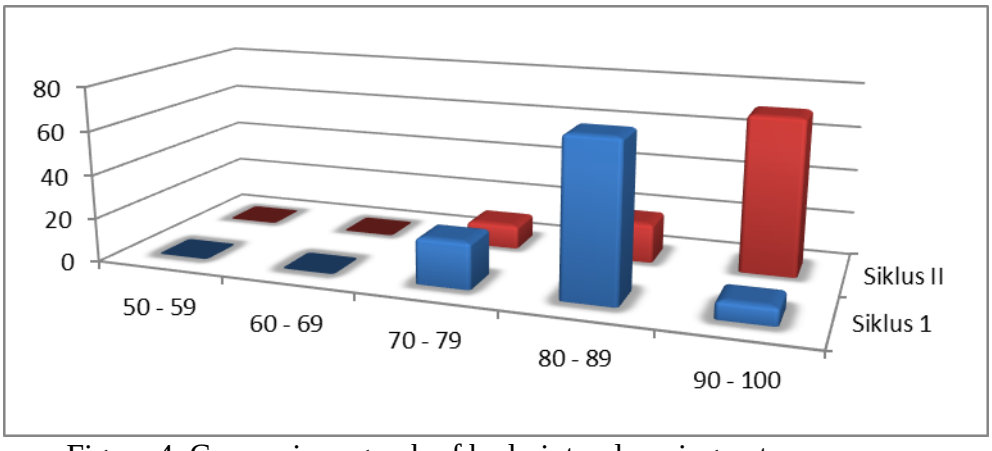

Figure 4. Comparison graph of badminton learning outcomes

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 Badminton learning model to the teaching and learning process.

CONCLUSION

The researcher's hope is that 80% of students will be 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. The result was that 25 students were active in participating in Badminton learning, 3 students were sometimes active and sometimes indifferent. Based on student learning outcomes in the first cycle, the average score for the Badminton learning class was 81 with a completion percentage of 26% of students who passed and student learning outcomes in the second cycle was 86 with a completion percentage of 89% 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 through a somatic approach to physical education learning for class IX students at SMP Negeri 9 Langsa.

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