



RESEARCH ARTICLE

Improving Learning Outcomes of Basic Movements of Kicking a Ball Through Cooperative Learning in Class V Students of SD Negeri 4 Cot Girek

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Abstract

The general objective of this research is to improve student outcomes through the implementation of Cooperative Learning in soccer lessons. Additionally, this research is conducted to gain in-depth information about the application of Basic Kicking Motion Learning using a cooperative approach. The research design is Classroom Action Research (CAR). The subjects in this study are 13 students from the fifth grade at SD N 4 Cot Girek. This research was conducted over two meetings consisting of two cycles. Each cycle consists of three sessions. The first cycle shows that through actions, students can enhance learning outcomes. From this first cycle, the result is that 23% of students have not yet achieved proficiency, indicating it is not yet complete. 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 100% achieving proficiency, indicating completion. Based on the results of this research, it can be concluded that: (1) Cooperative Learning in soccer kicking material enhances student learning outcomes, (2) Basic Kicking Motion Learning using cooperative methods motivates students and makes them active participants in the learning process.

Keywords

Improving Learning Outcomes, Basic Kicking Motion Learning, cooperative methods

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 the basic movement material of kicking a ball, 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 the child's movement without paying attention to the stages of the kicking movement. Often physical education teachers teach football using conventional methods, namely by lining up children and telling them to immediately play and make movements with full energy. In fact, this method is not completely wrong, but it would be good if a physical education teacher saw the child's pushing process through its stages, so that later it would help the child to find the correct movement technique.

Based on the description above, it is deemed necessary to improve, creativity and innovation in teaching physical education, sports and health, especially in the basic movements of kicking a ball. Basically, teaching must refer to activities that are safe, comfortable and enjoyable (Mulyasa., 2003). For this reason, in this research the researcher tried to apply the ball kicking learning model to fifth grade elementary school students through cooperation, in this case the researcher tried to provide material with a learning model cooperative which is expected to help students or physical education teachers in football learning activities.

METHODS

This research was carried out at SDN Paya Demam 2, the research was carried out in odd 2022 with a sample size of 22 class V students taken using total sampling techniques. This research uses a Classroom Action Research (PTK) approach, with a kemmis and taggart design. (Endang Mulyatiningsih., 2011)

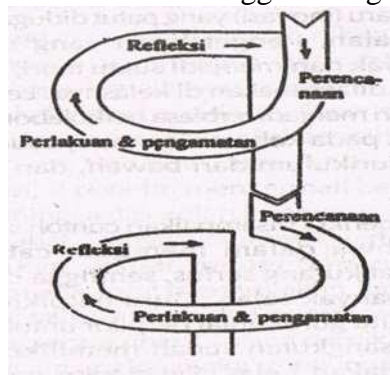


Figure 1: Kemmis and Taggart model.

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). The type of data, how the data is collected, with which instruments the data is collected, and the technicalities of collecting it, 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). Carrying out research involves colleagues as collaborators and class teachers as implementers of the action (Sudjana, 2017). The final result of the action research activities was to increase learning of the basic movement of kicking a ball in fifth grade elementary school students.

RESULTS

Cycle I

Based on the results of the research and evaluation carried out by researchers, it can be concluded that the short distance running learning model through discovery learning can improve the initial process, core movements and final stance in learning the basic movements of short distance running so that student

learning outcomes are better than before. Based on the results of research and evaluations carried out by researchers, it can be concluded that through the learning model the basic movements of kicking a ball through cooperation can be achieved improve the process of starting, rejecting and ending stance in learning the basic movements of throwing a ball so that student learning outcomes are better than before. The final process, action and reflection were used to determine the shortcomings in implementing the planning program which emerged in the analysis of the lesson model, provision of material, application of the basic movement learning model for calming the ball through cooperation.

Table 1. Distribution of Learning Results for Kicking the Ball

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	10	77%
4	80.0-89.0	3	23%
5	90.0-99.0	0	0%
6	100	-	-
JUMLAH		13	100%

Information:

$$S \times F = \text{Score} \times \text{Frequency}$$

$$\text{The average score of the class} = S \times F / f$$

$$= 2026 / 29 = 70$$

$$\text{Number of successful students} = 0$$

$$\text{Completion percentage} = 0 \%$$

Based on student learning results in cycle I, the average class score for learning the basic movements of kicking a ball was an average of 72, students who passed in cycle I had a passing percentage of 23% and students who did not pass 77%. For more details, you can see the diagram below

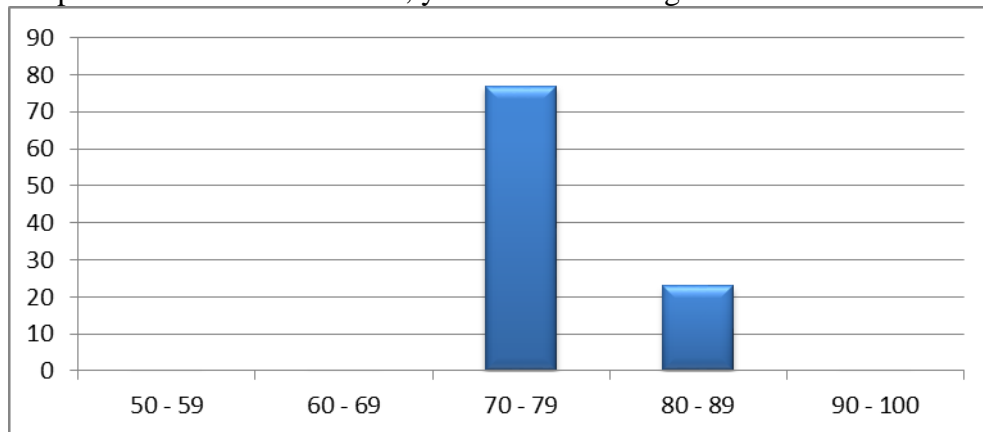


Figure 2. Graphic diagram of Cycle I Learning Results for Kicking the Ball

So from the data obtained in cycle I, there were around 3 students who completed cycle I with a percentage of 23% passing and 10 students who did not pass with a percentage of 77%. 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 13 students completing with a percentage of 100%.

Cycle II

Observation results were generated from field notes (CL). Observation results from field notes regarding cooperative learning models to improve learning outcomes of basic kicking movements.

Table 2. Distribution of Learning Results for Kicking the Ball 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	0	0%
4	80.0-89.0	9	69%
5	90.0-99.0	4	31%
6	100		-
JUMLAH		13	100%

Information:

$S \times F = \text{Score} \times \text{Frequency}$

The average score of the class = $S \times F / f$

= $1080 / 13$

= 83

Number of successful students = 13 Percentage of success = 100%

Based on the table above, we can conclude that 13 people completed the test with a 100% presentation. This can be seen from the histogram graph below:

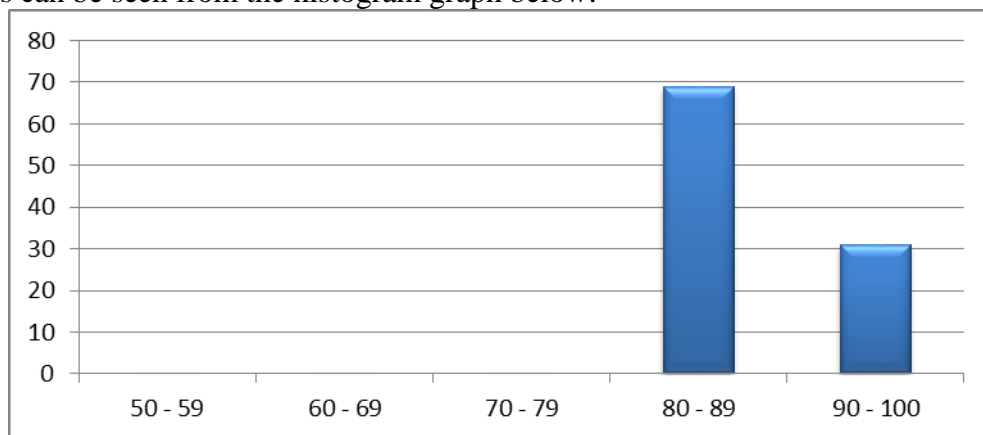


Figure 3. Bar diagram of Learning Results for Kicking the Ball Cycle II

At this last meeting the students seemed to have changed a lot

progress where students have applied the cooperative learning model to the basic kicking movement material, where students are able to carry out the initial, core movements and final stance correctly. Students have experienced a lot of progress, overall students and teachers carry out learning well and correctly. It was proven that students applied the cooperative learning model in practice on the basic movement material of kicking a ball with satisfactory results where they had classically completed 100% of the specified targets.

An increase of 13 students who passed or 100% of the total number of students shows that students have progressed in learning football using the cooperative method. Researchers and collaborators have found answers that have become research material, namely the application of the cooperative learning model to basic kicking movement material can improve results. Study.

Table 3. Comparison of Ball Kicking Assessment Results

No	Kategori	Nilai kelulusan	Siklus 1		Siklus 2	
			F	%	F	%
1.	Lulus	> 75	3	23	0	0

2.	Tidak lulus	< 75	10	77	13	100
3.	Σ		13	100	13	100

It can be seen from the table above that it can be concluded that in cycle 1 there were 3 students (23%) who passed and 10 students (77%) who did not pass, in cycle 2 there was a significant increase in that there were 13 students who passed. (100%) and those who did not pass were (0%), so it can be concluded that there was an increase in volleyball learning outcomes seen from cycle 1 compared to cycle 2. More details can be seen from the histogram diagram below.

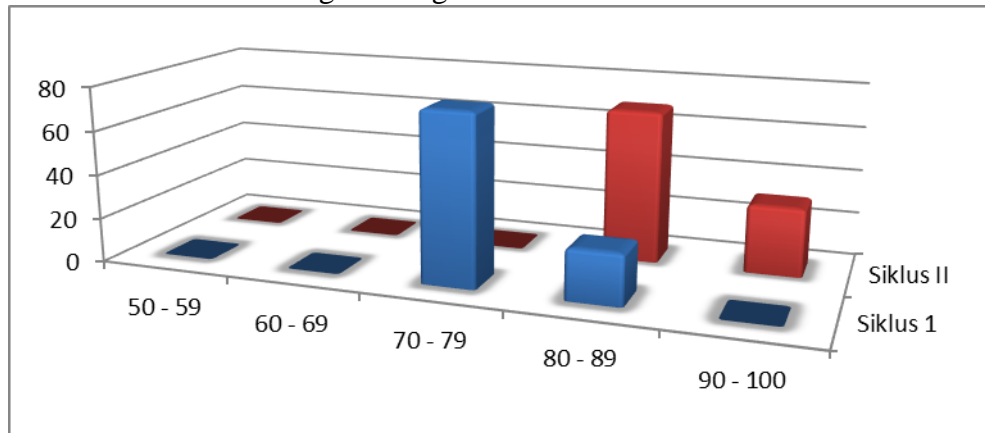


Figure 4. Comparison graph of learning outcomes for kicking the ball

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 cooperative model to the basic ball-handling movement material in 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 13 students were active in learning the basic movements of kicking a ball, there were no students who were sometimes active and sometimes indifferent. Based on student learning outcomes in the first cycle, the average score for the basic ball kicking movement learning class was 72 with a completion percentage of 23% of students who passed and student learning outcomes in the second cycle was 83 with a completion percentage of 100% 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 cooperative model in the basic movement of kicking a ball in physical education learning for class V students at SD Negeri 4 Cot Girek.

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