

**THE EFFECT OF LEARNING WITH MODIFIED TOOLS AND PLAYING
APPROACHES ON IMPROVING THE ABILITY TO MASTER DISCUS
THROWING TECHNIQUES IN STUDENTS OF SMA NEGERI 1 MUTIARA IN THE
2021/2022 ACADEMIC YEAR**

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ABSTRACT

Discus throwing is a competition number in athletics, this sport is often considered dangerous for children, therefore it is necessary to pay attention to its safety effect by replacing hard iron materials into soft and harmless materials in the event of a collision or collision. exposed to students, the researchers replaced the discs with some used wall paint or two fiberglass dinner plates combined. The purpose of this study was to determine the success of learning to throw discus through a play approach to second grade students of SMA Negeri 1 Mutiara in the academic year 2021/2022. The population in this study was 28 students of SMA Negeri 1 Mutiara for the academic year 2021/2022, and the sample in this study was all 28 students of class II SMA Negeri 1 Mutiara for the academic year 2021/2022. Sampling was carried out using the Total technique. Sampling is based on the results of observations of researchers during physical education learning. The method in this research is a quantitative method with the type of Classroom Action Research. The instrument used to measure the learning outcomes of discus throwing in this study was a portfolio sheet. The classical value of students obtained reached 85 (Completed). The average score obtained by students is 80 (completed). Through the Playing Approach Model using a used wall paint cap and two plates made of fiberglass that were put together and used in learning to throw discs for the students of SMA Negeri 1 Mutiara in the 2021/2022 academic year, it turned out to be able to increase the interest and learning outcomes of these students.

Keywords: *“The Effect of Learning Models, Throwing Discs”*

INTRODUCTION

Penjaskesrek 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 learning experiences through physical activities, playing, and exercising that are carried out in a systematic, directed and planned manner. Provision of learning experiences through the Physical Education learning process by teaching various basic movement skills, techniques and strategies for sports games, internalizing values (sportsmanship, honesty, cooperation, and others).

The implementation is not through classroom teaching that is theoretical in nature, but involves physical, mental, intellectual, emotional, and social elements. The activities given in teaching must get a psychological touch, so that the activities carried out can achieve the teaching objectives. In order for physical education learning competency standards to be implemented in accordance with the guidelines, aims and objectives as contained in the curriculum, PJOK teachers must be able to design learning that is in accordance with the abilities and maturity of students, so that the learning process can run well.

In general, physical education activities include physical activities, as well as learning to throw discs. One of the success factors of teachers in delivering the material being taught is influenced by the method or teaching style. The teaching method is defined as the way the teacher chooses to interact with students in the learning process, so that the material being taught can be mastered by students well.

Athletics is a sport that has many numbers in a race. In addition, athletics is also one of the sports contained in the high school curriculum. In athletics, there are several competitions, one of which is discus throwing.

Based on the results of observations and interviews, the authors together with teachers in the field of physical education, sports and health (PJOK) said that: "Disc throwing lessons only convey theoretical subject matter in class, while practical activities are rarely carried out. This was done because of the lack of supporting facilities and infrastructure." So that during practicum the physical education teacher prefers to let students do activities such as playing according to the interests and desires of students, the important thing is that they have to complete the sports learning hours to completion.

The researcher also conducted a question and answer session with several second grade students. This second grader admitted that he had never practiced the basic technique of throwing a discus. They only heard the theoretical explanation given by the Physical Education teacher and only saw the movements that the Physical Education teacher demonstrated in front of the class.

The phenomenon that occurs in schools that run in this case is a problem because of the lack of ability of Physical Education teachers in varying learning methods according to the demands of targets and curriculum absorption as well as creative and varied educators in activating Physical Education learning in schools. schools, which should make them have to be able to modify learning models that stimulate students to understand a PJOK learning indicator.

There are also many teachers who do not have a formal educational background, which relies heavily on sports science which also has an impact on the implementation of Physical Education learning in schools, because Physical and Health learning activities are often replaced by learning activities for other subjects. outside of physical education.

Realizing this, there is a need for renewal in learning so that students can learn Physical Education, especially discus throwing subject matter, to be easier, faster, meaningful, effective and fun.

Seeing these conditions, researchers are interested in conducting research in order to provide solutions to problems that occur in the school. Therefore, the researcher made an effort, namely learning to throw a backstroke disc through a playing approach with a wall paint covering which has a size almost the same as the size of the disc.

The implementation of discus throwing learning through a play approach can be adapted to the situation and conditions that exist in the school. By making games, learning to throw discs can still be done carried out in the field without having real facilities and infrastructure so that there is no reason for a physical education teacher not to give and carry out physical education lessons in the field. Because in essence learning Physical Education is learning through the body and is full of elements of physical movement, and with this easy tool all students will carry out activities simultaneously, without any reason the tools are not sufficient and the level of harmful effects caused is relatively very safe.

LITERATURE REVIEW

2.1 Definition of Physical Education, Sports and Health

The Nature of Physical Education

Physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living,

sportsmanship, and emotional intelligence (Samsudin, 2008: 2).

In learning Physical Education, students must be able to play an active role in their physical activities so that the child's motoric movements can be conveyed properly, so through physical activity students are expected to be able to develop the skills that exist in these students. Understanding Physical Education can be seen from two points of view, namely the traditional view and the modern view.

The traditional view assumes that humans consist of two main components that can be separated, namely physical and spiritual (dichotomy). Therefore, physical education is defined as an educational process for harmony between the growth of the body and the development of the soul or in other words Physical Education is only as a complement. The modern view considers humans as a unified whole (holistic). Therefore, Physical Education is an educational process through physical activity and at the same time an educational process to improve physical abilities (Adang Suherman, 2000: 22).

2.2 Objectives of Physical Education in Secondary Schools

Basically Physical Education is an educational process through physical activity and at the same time an educational process to improve physical abilities (Adang Suherman, 2000: 22).

In general, the objectives of Physical Education can be classified into 4 (four) categories, namely:

(1) Physical development, this goal relates to the ability to perform activities that involve the physical strengths of various organs of a person's body (physical fitness).

(2) Movement development, this goal relates to the ability to move effectively, efficiently, smooth, beautiful, perfect (skillful).

Mental development, this goal relates to the ability to think and interpret the overall knowledge of physical education into the environment so as to allow the development of students' knowledge, attitudes, and responsibilities. Social development, this goal relates to the ability of students to adjust to a group or society. (Adang Suherman, 2000: 23).

2.3 Physical Education Learning Model

According to Syarifudin (1997: 21), until now it has not been tested that one learning method has better effectiveness than other methods in all learning situations. The selection of learning methods must be in accordance with the situation to be created and the learning materials presented. The choice of method also considers the movement and mental development of students. Learning methods that focus on the teacher level directly must be changed to a democratic direction in accordance with the development of movement and psychology the older the child will show critical analytical skills and demand treatment from the previous period.

Thus the learning method must be able to accommodate this, to select and determine the best teaching method for students not for teachers. Give responsibility that controls how students do learning according to their abilities.

2.4 Physical Education Learning Strategy

According to J.R. David, (1996) as mentioned in Wina Sanjaya (2006:126), in the world of education strategy is defined as a plan, method, or series of activities designed to achieve certain educational goals, so learning strategies can be interpreted as planning that contains a series of activities designed to achieve certain educational goals. From the opinion above, there are two things that deserve to be observed, namely (1) the learning strategy is an action plan including the use and utilization of various resources in learning. (2) the strategy is structured to achieve certain goals, meaning that the direction of all strategic planning decisions is the

goal. Therefore, before determining a strategy, it is necessary to formulate clear goals that can measure its success, because goals are the spirit in implementing a strategy.

2.5 Modification of Physical Education Learning

The implementation of the Physical Education program Reflects the characteristics of the Physical Education program itself, "Developmentally Appropriate Practice (DAP), meaning that the teaching tasks given must pay attention to changes in the child's abilities and can help encourage these changes, thus the teaching tasks must be in accordance with the level of development of the students required. is studying. This appropriate teaching task must be able to accommodate any changes and differences in the characteristics of each individual and encourage them to change for the better (Samsudin, 2008:71).

METHODS

This research is a research qualitative with an experimental approach towards students of SMA Negeri 1 Mutiara for the academic year 2021/2022, The study was to take the entire population as a sample, namely the second grade students of SMA Negeri 1 Mutiara in the academic year 2021/2022, with a total number of 28 students (total sampling). In accordance with the problems and research objectives that aim to find information about Efforts to Improve Disc-Throwing Learning Outcomes Through Playing Approaches for Class II Students of SMA Negeri 1 Mutiara in the Academic Year 2021/2022. So this study uses the method of classroom action research (classroom action research). Classroom Action Research is an observation of learning activities in the form of an action that is deliberately raised in a class together. In this activity the data obtained from student learning outcomes are presented in tabular form using a predetermined formula. To find out the percentage of students' abilities used

Formula : $= 100\%$

Information :

KKM : Minimum Completeness Criteria B : Score obtained

N : Maximum total score With Criteria:

$0\% \text{ KKM} < 70\% =$ Students have not finished studying.

$70\% \text{ KKM} < 100\% =$ Students have completed their studies.

From the explanation above, it can be seen that students who have not finished studying and students who have completed studying individually. Furthermore, it can be seen whether classical student learning completeness can be achieved, seen from the the proportion of students who have completed learning can be formulated as follows:

$= 100\%$

Information :

PKK = Percentage of Classical Completeness T = Many students who pph 70% N = Many research subjects

Based on the criteria for mastery learning, if the class has reached 80% who have reached the minimum completeness criteria

70%, then the mastery of classical learning has been achieved. (Zainal Aqib, 2009:41)

RESULTS AND DISCUSSION

Discus throwing is a race number in athletics, this sport is often considered dangerous for children, therefore it is necessary to pay attention to its safety effect by changing the hard iron material to a soft material that is not dangerous in the event of an impact or hit by students, so the researchers replaced the disc with couple of used wall paint or two fiberglass dinner plates combined. The purpose of this study was to determine the success of discus throwing learning

through a play approach to second grade students of SMA Negeri 1 Mutiara in the academic year 2021/2022. The population in this study were 28 students of class II SMA Negeri 1 Mutiara for the academic year 2021/2022, and the sample in this study were all class II students of SMA Negeri 1 Mutiara for the academic year 2021/2022. 28 people, sampling was carried out using the Total Sampling technique based on the results of the researchers' observations during physical education learning. The method in this study is a quantitative method with the type of Classroom Action Research. The instrument used to measure the learning outcomes of discus throwing in this study was a portfolio sheet. Classical grades are students who reach 85 (completed). The average score obtained by students is 80 (completed). Through the Playing Approach Model using used wall paint caps as well as two plates made of fiberglass that are put together and used in learning to throw discs in Class II students of SMA Negeri 1 Mutiara for the 2021/2022 academic year, it turns out that it can increase interest and learning outcomes for these students.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the students' ability in performing the basic techniques of back-to-back style discus throwing in the discus throwing material in the first cycle is still low. Of the 28 students there are 9 students (32%) who have achieved mastery learning, while 19 students (68%) have not achieved learning mastery. With the KKM value the average student learning outcomes are 43%. Meanwhile, in the second cycle, it can be seen that the students' ability to perform classical learning outcomes tests has greatly improved and completed. Of the 28 students there are 23 students (82%) have achieved learning mastery while 5 students (18%) have not achieved learning mastery. With the KKM value the average student learning outcome is 79%. Based on this, it can be concluded that learning through an approach using wall paint can improve back-to-back style discus throwing learning outcomes for students in SMA Negeri 1 Mutiara, Pidie Regency, for the 2021/2022 academic year.

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