

Effect of Soft Modification on Student Learning Results PAB 13 Kwala Begumit Private Vocational School

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Abstract : This study aims to determine the effect of modification of javelins on the learning outcomes of students of 13th PAB Kwala Begumit Private Middle School with a total of 32 students. This study uses a quantitative research method, which consists of pre test and post test with research instruments observation sheet test results of javelin throwing learning using a portfolio sheet. The results of the analysis: (1) from the pre-test data student learning outcomes obtained 22 people (68.75%), while 10 people (31.25%). With an average value of 68.3. (2) the results of the Post test obtained as many as 28 people with a value (87.5%), while 4 people (12.5%), with an average value of student learning outcomes is 80.24. Based on the results of data analysis it can be said that through modification javelin media can improve the learning outcomes of students javelin throwing.

Keywords: *Javelin Throw, Media, Modification*

I. INTRODUCTION

Physical education is education that uses physical activity as the main media to achieve goals, the forms of physical activity used by students are sports so that the physical education curriculum at the school contains sports.

In the process of learning physical education, in order to create conditions and teaching and learning activities that allow students not to experience difficulties and be able to achieve learning goals, it is necessary to consider various factors that influence, among others: teaching factors, teaching methods, media / equipment, and sports facilities.

Modification is an approach to learning that emphasizes joy, physical skills, enrichment of children's movements. By modifying extension learning facilities and infrastructure, it will not reduce students' activities in teaching and learning. Then students will be facilitated to move more and more cheerfully in the forms of activities in the form of a play approach.

The use of learning media is an element that strongly supports the improvement of student learning achievement in schools. It is said that because the media is one of the tools and learning resources in the teaching and learning process so that it can smooth the way towards the achievement of learning goals. Media can increase student interest and learning interest and clarify learning material provided by a teacher.

II. THEORETICAL REVIEW

Physical Education is essentially an educational process that utilizes physical activity to produce changes in individual quality, both in terms of physical, mental, and emotional.

Muhibbin Shah (2010: 30) defines: "Education is the stages of how to change the attitude and behavior of a person or group of people through teaching and training efforts". Next Purwanto (2007: 10) Interpret: "Education is all the efforts of adults in their association with children to lead their physical and spiritual development towards maturity

So it can be concluded that education is a conscious, deliberate, and positive effort carried out by adults / teachers in a complete sense through teaching and training efforts. Furthermore, the education discussed here is about physical education at school.

Supandi in Husdarta (2009: 167) argues that: "Physical education is education that uses physical activity or the body as a means to achieve educational goals through physical activities".

In the preparation of physical activities systematically for students who take part are physical education teachers who will consider the appropriate learning presented to students in accordance with their abilities and needs. From all the descriptions above, it can be concluded that physical education is an educational process carried out through physical activity as a learning activity that is more dominant in planning systematically and done intentionally to students to improve physical abilities and skills, in their growth towards maturity , intelligence and character formation.

III. METHODS

The research method used in the study is to use experimental research methods. The data collection tool in this study is a test portfolio research sheet as a result of the pre-test and post-test. Learning test results are given after the instructor uses the javelin media. In this test students are asked to do a series of javelins (javelin handle, javelin handle, javelin tip) and the study assesses each process of implementing a series of javelin throwing techniques.

IV. RESULTS

From the analysis of the data that has been done can be concluded by modifying javelin media students can improve student learning outcomes from the pre-test learning outcomes which are still low with an average value of 68.3 with 68.75% completeness. For further action, it is necessary to improve the post-test.

- In the student's lack of dissatisfaction pre-test lies in the javelin throwing movement, the foot movement is not in tune with the body movement when throwing and the hand movement is not straightened when throwing a javelin, then the average obtained by students is 68.3%, so the researcher is more motivate students to be better at the post-test.
- In the post-test the student's completeness lies in the movements that have been improved in post-test learning including, the distance to run when throwing is extended in order to perform running movements and body movements more rhythmically when throwing a javelin, so there is an average score average student completeness is 80.24%.

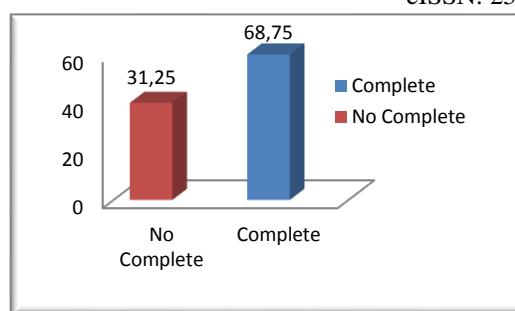


Fig 1. Chart Pre-Test Value

To make it easier to see student learning outcomes from the Pre-test visually can be seen in the picture below :

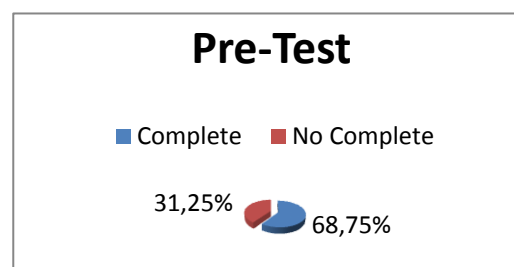


Fig 2. Pre Test Value

TABLE 1. Description of learning outcomes of Javelin Throw Pre-test

No	Test Results	Jumlah Siswa	Percentage	Information
1.	≥ 70	10	31,25%	Not Complete
2.	≤ 70	22	68,75%	Complete

From the results of the pre-test data analysis it can be concluded that student learning outcomes from the pre-test 68.75%. In this pre-test the teacher discovers some of the difficulties experienced by students as mentioned above. For this reason, action needs to be taken to post-test.

The difficulties experienced by students in learning through the use of modification javelin media include :

1. Students are not good at doing the movement. The technique of swinging a hand when throwing a javelin. To overcome this the teacher evaluates the students' mistakes in making movements and provides motivation to students.
2. Students still look awkward with modification javelin media in learning. To overcome this the teacher explains the learning objectives and provides motivation to students

From the results of the pre-test data analysis it can be concluded that student learning outcomes from the pre-test 68.75%. In the pre-test the teacher found some difficulties experienced by students as mentioned above. for more details can be seen in the chart below :

Completeness Score Learning on Pre-Test

Observations during the teaching and learning activities observe the ability of students from the beginning of the action to the end of the action. The results of observations of student activities can be seen in table 1 in the appendix.

The successes and failures that occur in the implementation of the pre-test actions can be described as follows :

1. The sport teacher has not been able to optimally manage and carry out student learning activities and explain javelin throwing material. This can be seen in the post-test learning outcomes data on the pre-test.
2. The real teacher must maximize the motivation for students to play an active role in doing the javelin well and correctly, such as the position of holding a javelin, prefix, throwing and follow-up movements.
3. Found 31.25% of the total number of students who have not maximal javelin throwing, especially when starting and moving when throwing, ie when running and when javelin throwing
4. And also the most common mistakes students make are the hands are not straightened when throwing and not in tune with the foot movements.

To correct weaknesses and improve the success of pre-tests, it is necessary to have cycle II, namely :

1. The researcher presents the material of the lesson more clearly and systematically so that the solution to the concept of the lesson being taught is increasingly clear and can be understood by students.
2. Researchers direct students to be more careful in doing javelin throwing movements so that there are no similar errors as occurred in the pre-test.

Learning to use modified javelin media on pre-tests is not as expected and student learning outcomes are still low. Based on the results of the study after giving the teaching action through modification javelin media on the pre-test average score of 68.3 learning outcome test with 68.75% learning completeness level.

Then after being given an action in the post-test as much as one meeting, students were again given a test of learning outcomes which were then obtained as many as 28 students had achieved completeness in learning and 4 students were still incomplete, because students had not been able to understand the series of movements during the javelin throwing test. From the results of the study it was obtained the percentage of the average value of student learning outcomes in the post-test is 79.3 with a classical completeness level of 87.5% this means that there is an increase from cycle to cycle.

TABLE 2. Description of Post-Test Results of Javelin Throw

No	Test Results	The number of students	Percentage
1	< 70 (Tidak Tuntas)	4	12,5%
2	≥ 70 (Tuntas)	28	87,5%

It can be concluded that backward roll learning using audiovisual media which is written on the post-test learning outcomes has increased from pre-test and improvement of completeness, both individually and classical, for more details can be seen in the chart below:

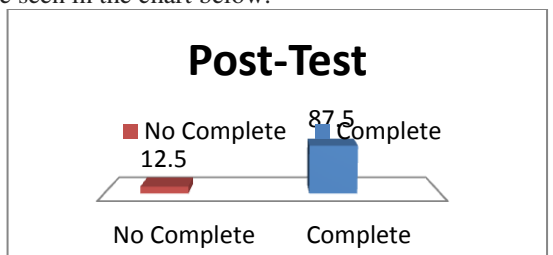


Fig 3. Chart Post-Test Value Diagram

To make it easier to see student learning outcomes from the post-test visually can be seen in the picture below:

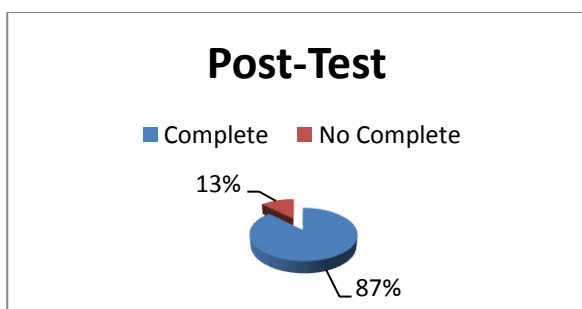


Fig 4. Completeness of Learning on Post-Test

In this post-test the learning process runs better when compared to pre-tests. If in the pre-test the overall student activity was only 67% then it increased in the post-test to 80.24%.

From the post-test learning outcomes data, it can be seen that the students' ability to test classical learning outcomes has increased. Of the 32 students there were 28 students (87.5%) who had achieved mastery learning, while 4 students (12.5%) had not yet achieved mastery learning. In this post-test the learning process runs better when compared to pre-tests. If in the pre-test the overall student activity is only 60% then it increases in the post-test to 87.5%.

For 4 people who have not been completed in post-test learning can be given a remedial and for other students who have been completed are given reinforcement and motivation in order to maintain their achievement.

From the test results of the analysis carried out, it was concluded that there had been an increase in student ability activities. This increase occurred after being given bicycle tire learning in the post-test which referred to reflection and pre-test experience. In the post-test results the average score of student learning outcomes is 79.3 with a completeness level of 87.5%.

CONCLUSIONS

Based on the results of the study, it can be concluded that learning through javelin modification media can improve the learning outcomes of javelin throwing in the 13th grade students of PAB 13 Kwala Begumit Private Junior High School.

As suggestions that can be given by researchers are as follows:

1. It was suggested to the Physical Education teacher of PAB 13 Private Junior High School Kwala Begumit to consider the use of modified javelin media because this could arouse the spirit of student learning.
2. From the results of the study found that many students do not dare to submit opinions or questions about things that have not been directly understood to the teacher when the learning process takes place, it is suggested to the teacher who will implement this strategy is expected to learn how to motivate students to dare to speak or asking.
3. To readers who might develop this research by using the Modified Overtime Media learning it might try with other subject matter.

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