

The Effect of Learning Method and Kinesthetic Perception

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**Proceedings of the 3rd Annual International Seminar on Transformative Education
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Preface

The 3rd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018) was held in Emerald Garden Hotel, Medan City-Indonesia on 3-4 October 2018. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The third AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Australia, Singapore, Taiwan, and Malaysia. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 326 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 198 of them were accepted for published by Atlantis Press indexed by International Indexation. Meanwhile 83 papers were published in online International Proceedings indexed by Google Scholar. The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 3rd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018) for their outstanding contributions. Thanks also given to Universitas Negeri Medan for published this volume.

The Editors

**Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk**

Table of Contents

<i>Titles and Authors</i>	<i>page</i>
Design of Physical Practicum Tools on Rotational Dynamics Matter with Scientific Concept <i>Fretty Doharni Ritonga; Nurdin Bukit; Betty M.Turnip</i>	1
Analysis of the Leading Sector and Its Effect on the Economy in Pakpak Bharat Regency <i>Dinar Melani Hutajulu; M. Nasir; Arwansyah</i>	6
Analyze the Characteristic and Factors Cause of Bullying Behaviours in Early Childhood <i>Fadhilah Syam Nasution; Anita Yus; Aman Simaremare</i>	12
Play Finger Painting in Creative Art Model to Help Smooth Motoric Development and Creativity of Group a in Kindergarten at Aek Loba Pekan Village <i>Lola Wita Harahap; Sri Milfayetty; Rosmala Dewi</i>	18
Maintenance of Gayonese Kinship Terms by Gayonese Minority Migrants in Jabodetabek <i>Desi Purnama Sari; Siti Aisyah Ginting; Berlin Sibarani</i>	22
Effect of Functional Training and TRX Suspension Training on Body Composition member Golden Fitness and Spa <i>Rafliansyah; Nurhayati Simatupang; Albadi Sinulingga</i>	26
Interpersonal Metaphor Used in the Boss Baby Movie <i>Khairuni Syafitri; Siti Aisyah Ginting; Ammi Holila Pulungan</i>	29
Speech Act in Indonesia Lawyers Club: KPK vs Novanto <i>Theresia Fransiska Sidabutar; Zainuddin; Busmin Gurning</i>	32
The Effect of Instructional Strategy and Style Ofthinking Secuential on Students Outcome MAN Medan <i>Siti Aisyah Hanim; Tiur asih siburian; Darwin</i>	36
The Effect of Cooperative Learning Models and Self Efficacy on Student Mathematics Learning Outcomes <i>Sabdo Puji Rahayu; Mukhtar; Keysar Panjaitan</i>	39
Ideational Grammatical Metahpor in Reading Texts for Senior High School English Textbooks <i>Diemam Ferzhawana; Siti Aisyah Ginting; Zainuddin</i>	43
Effect of Soft Modification on Student Learning Results PAB 13 Kwala Begumit Private Vocational School <i>Iskandar Fahmi</i>	47
Differences in Metacognitive Ability of Students Through Learning Realistic Mathematics Education and Problem Based Learning in Pangkalan Susu Senior High School <i>Chairi Mutia Lubis; Waminton Rajagukguk; Kms.M.Amin Fauzi</i>	51
Development of Interactive Learning Media Projection of Working Drawing on Students of Class X TKR in SMK Markus 2 Medan <i>Irwan Panggabean; R. Mursid; Samsidar Tanjung</i>	56
Metaphor of Modality in Donald Trump's Speech in United Nation General Assembly 2017 <i>Nursyah Handaya; Siti Aisyah Ginting</i>	60
Traditional Sport Of Silek Tuo In Minangkabau Community (a study of Silek tuo advice)	63

<i>Prima Nanda; Sabaruddin Yunis; Agung Sunarn</i>	
Improved Student's Generic Science Skills With The Application of Cooperative Learning Models Based on Batak Culture	
<i>Rika Sari Indah Harahap; Derlina; Rahmatsyah; Sahyar; Bornok</i>	66
Management Development Athletes of Shorinji Kempo North Sumatra Region	
<i>Arti Kurniaty Bangun</i>	71
Efforts to Improve Learning Results Free Basketball Shot (Free Throw) Through The Application of Teaching Style Inclusion	
<i>Bob Rahmat Manalu</i>	75
Development of Egosan Engineering Extension Models with Straight Sticking in Pencak Silat	
<i>William Filipus; Amir Supriadi; Tarsyad Nugraha</i>	77
The Development of Interactive Learning Media of Athletic on Physical Education in SMP Negeri 15 Medan	
<i>Akhmad Khaidir; Budi Valianto; Tarsyad Nugraha</i>	81
The Effect of Learning Model and Self-Reliance Learning toward Science Learning Outcomes	
<i>Rohima; Mukhtar; Samsidar Tanjung</i>	84
The Effect of Learning Method and Kinesthetic Perception on The Learning Outcomes of Lay Up Basketball	
<i>Saiful Adrian; Nurhayati Simatupang; Suprayitno</i>	88
Analysis Of Physical Education Teacher Management Skills In State Elementary School Sub-District Medan Tembung	
<i>Syahrul Effendi Nasution; Amir Supriadi; Albadi Sinulingga</i>	91
Innovation Of The Speed Model Using Running With The Ball Techniques In Football	
<i>Julio Roberto; Amir Supriadi; Novita</i>	95
The Development of Penetration Drill Training Technique of Wrestling Sport	
<i>Ihsan Idris Silalahi; Jan Bobby Nesra Barus</i>	99
Speech Function of Anies Baswedan's Speech in Approval Ceremony as the Governor of Jakarta in the Period of 2017-2022	
<i>Ahmad Rifa'i Ritonga; Sumarsih</i>	102
Development of Web-Based Learning Media to Enhance Writing Capability of Biography Text of Student Class X SMA	
<i>Rencus B. Sinabariba, Tiur Asi Siburian, Mutsyuhito Solin</i>	105
Implementing the Teaching Supervision by Principals in Improving the Performance of Teachers in Aceh Besar	
<i>Said Ashlan</i>	109
Female Principal Leadership	
<i>Hendro Widodo; Hengkang Bara Saputra</i>	115
The Ways of Rohingya Teenagers in Medan Realized Their Language Attitude	
<i>I Wayan Dirgayasa; Rahmat Husein; Lonni NurIffah Nasution</i>	120
Metaphor in Umpasa of Saurmatua Toba Batak Ceremony	
<i>Heppy Yersin Digita Purba; Rahmad Husein; Anni Holila Pulungan</i>	124
The Influence of Part Method, Whole Method and Determination Exercise Methods on Improving Exercise in the Sports Branch of Pencak Silat Single Art Category of College Students SPDKK (Art of Kencana Kwitang Self Defense) Deli Serdang Year 2018/2019	
<i>Mawar Sari</i>	127
Figurative Expressions in The Karo Batak Wedding Ceremony Generated by The	130

Philosophy of <i>Rakut Sitelu</i> <i>Desi Haryati Nianggolan</i>	
Evaluation of Implementation of Sustainable Professional Development (PKB) for Junior High School Physical Education Teachers to Increase Professionalism in Tebing Tinggi City <i>Mhd Fazar Afandi</i>	135
Development of Innovative PJOK teaching materials on floor gymnastics materials to improve learning outcomes of Grade Students at Junior High School <i>Bangun Saragih</i>	138
The Influence of the Discovery Learning Model assisted with Image Media and Motivation Against Civics Learning Outcomes of Students in Class IV of Public Elementary Schools 055980 Aman Damai 2017/2018 <i>Heryansyah Ginting; Dede Ruslan; Reh Bungana Br.Perangin-angin</i>	142
Development of science teaching materials based on Science Technology Society (STM) and its influence on learning outcomes of fourth grade students of MIN Medan Tembung <i>Diah Hafizhotul Husna; Nuraini; Ramlan Silaban</i>	149
The Improvement of Cooperative Learning Model Application Skill in Numbered Head Together Through Clinical Supervision of Art Teacher in SDN 060886 Medan Baru <i>Unita Vitta Omas Sianturi; Martua Manullang; Rosmala Dewi</i>	154
Gold of North Sumatera Program Coach Performance <i>Suyono; Hariadi; Supryetno</i>	159
Transitivity Systems Analysis of Bilingual Civic 3 Education Textbook for Grade XII <i>Jusup Sitepu; Anni Holila Pulungan; I Wayan Dirgeyasa Tangkas</i>	163
The Lecturer Performance Development of the STKIP Bina Bangsa Getsempena Banda Aceh <i>Saiful Bahri</i>	169
The Interference of Batak Mandailing Language to Indonesian (In The Interaction At The Seventh Grade Students Of Madrasah Tsanawiyah Swasta Al-Azhar Kabupaten Tapanuli Selatan Padang Sidempuan) <i>Siti Jahria Sitompul; Abdurrahman Adisaputera; Sumarsi</i>	175
The Influence of Microbiology Dictionary and Microbiology Textbook Utilization in the Contextual Learning Framework on Biology Students Higher Order Thinking Skills <i>Kiki Rizqi Sahara; Hasruddin; Ashar Hasairin</i>	177
The Differences of Learning Style and Students' Creativity to Students' Achievement in Dribbling the Ball in Playing Football of Seventh Grade Students of SMP Ar – Rahman Percut <i>Muammar Afif Marpaung; Imran Akhmad; Rahma Dewi</i>	180
Development of Gobag Sodor Game Model to Increase Interest in Elementary Students <i>Siska Nova Undari</i>	184
The Influence of Research-Based Learning with Portfolio Assessment on Science Process Skills in Microbiology Course for Biology Program Students <i>Saudah Rahmayanti; Hasruddin; Tumiur Gultom</i>	187
The Influence of Teaching Style and Confident Against the Results of a Study of Shooting in the Game of Football (Experiment Studies the Self Check Style and the Guided Discovery Style at a Private Junior High School Seventh Grader	191

Tembung Sabilina)	
<i>Muhammad Syaiful; Ramadhan Harahap</i>	
Development of Mirror Writing Teaching Materials Based on Class XI Media Literation of Lolomatua 1 State High School	
<i>Yanida Bu'ulolo; Biner Ambarita; Marice</i>	195
The Development of Teaching Materials for Technology- Assisted Procedure Text in Vocational High School	
<i>Nova Andarini; Biner Ambarita; Malan Lubis</i>	197
Development of Adobe Flash Based Floor Gymnastics Media Learning on Health Sport Education Lesson	
<i>Hardiansyah</i>	201
The Effect of Learning Approach and Linguistic Competence Capability Reading The English Narative Text of Student SMA Negeri 6 Padangsidimpuan.	
<i>Sukriyah Batubara; Keysar Panjaitan</i>	206
Analysis Effect of Household Consumption, Investment and Labor to Economy Growth In Sumatera Utara	
<i>Richna Handriyani; Arwansyah; Sahyar</i>	209
Idioms Translation Strategies in Pasung Jiwa Novel English Version	
<i>Hariyanto; Amrin Saragih; Sumarsih</i>	213
Code Mixing in Novel: A Case of Indonesian Literary Work	
<i>Nurul Hidayanti Hasibuan; Amrin Saragih; Sumarsih</i>	216
Logico-Semantic Relation in Presidential Debate Between Hillary Clinton and Donald Trump	
<i>Annisa Risma Khairani Lubis; Della Fransiska Ginting; Jumino Suhadi</i>	221
Semiotic Meanings in Cigarette Advertisement Texts	
<i>Rodearta Purba; Zainuddin; Amrin Saragih</i>	227
Modality as Hedging Device in the US Presidential Election Debate	
<i>Roobby Hamdanur; Anni Holila Pulungan; Zainuddiin</i>	232
The Improving Mathematical Communication Ability Through Realistic Mathematical Approach Based on Toba Batak Culture	
<i>Aman Sanusi Siregar</i>	235
Speech Functions of Doctors and Patients on Medical Consultation Process	
<i>Resti Citra Dewi; Anni Holila Pulungan, Sumarsih</i>	239
The Development of Venturimeter Instrumentation in Dynamic Fluid	
<i>Zahrani Dalimunthe; Rahmatsyah; Derlina</i>	243
Lexical Metaphors in Onang-onang of Bobby and Kahiyang Tortor Dance	
<i>Siti Rahma Ritonga; Anni Holila Pulungan; Didik Santoso</i>	246
The Discourse Markers in President Joko Widodo's Speeches in KTT APEC China in 2015	
<i>Syahbuddin Nasution1; Busmin Gurning; I Wayan Dirgayasa Tangkas</i>	249
Preparation of Papers in Two-Column Format for AISTEEL Conference	
Proceedings Translator's Strategies in Transferring Cultural Values in Ratatouille Film	
<i>Femy Septiani; Anni Holila Pulungan</i>	254
Lexical Metaphor In Printed Car Advertisements	
<i>Misdiana; Siti Aisyah Ginting; Amrin Saragih</i>	258
Political Discourse Analysis of Donald Trump Political Speech	
<i>Elisa Silviani Siregar; Prof. Dr. Zainuddin, M.Hum; Prof. Dr. Sri MindaMurni, MS</i>	263
Motivation of Farmers in Group Management to Develop Maize Cultivation	267

<i>Nurliana Harahap; Mahendra Ginting Manik; Indah Listiana</i>	
Appraisal of Healthy Product Advertisement on Television	
<i>Nurun Nazipah Harahap; Siti Aisyah Ginting; Rahmad Husein Napitupuluh</i>	274
Lexical Metaphor in Andrea Hirata's "The Dreamer" Novel	
<i>Nurul Sa'adah; I Wy. Dirgeyasa; Siti Aisyah Ginting</i>	277
Impoliteness Strategies Used by Governor Candidates of DKI Jakarta in Governor Election Debate 2017	
<i>Sri Minda Murni; Busmin Gurning</i>	281
Intertextuality in Travel Umroh Advertisement	
<i>Afifah Nurul Khoirot Nasution; Anni Holila Pulungan; Eddy Setia</i>	287
Intertextuality on Oral Discourse in Sari Matua Batak Toba Ceremony	
<i>Dyan Yosephin Hutagalung; Anni Holila Pulungan; Rahmad Husein</i>	290
The Effect of Mangosteen (<i>Garcinia mangostana</i> L.) Peel to Creatine Kinase Serum in Male Rats (<i>Rattus norvegicus</i>) with Fatigue from Swimming	
<i>Rika Nailuvar Sinaga; Jumadin IP; Zulaini</i>	293
Analysis of Technology Utilization to Measure The Throw Distance of The Ball on Hammer Throw	
<i>Riki Prastian; Agung Sunarno; Sabaruddin Yunis Bangun</i>	296
The Interactions of Social Stratification and Karonese Register in Giving Pedah Pedah Perjabun	
<i>Elkana Putra Tarigan; Amrin Saragih; Siti Aisyah Ginting</i>	300
Implementation Management Training Volleyball Club of Pertamina Year 2017	
<i>Reza Wibowo; Sanusi Hasibuan; Budi Valianto</i>	305
Lexical Metaphor in Printed Car Advertisements	
<i>Misdiana; Siti Aisyah Ginting; Amrin Saragih</i>	308
Improving Students' Reading Comprehension Ability In Descriptive Text Through Flashcard	
<i>Aisya Hartati</i>	309
The Role of Teacher's Training Model and Technological Approach to the Improvement of Teachers' Professionalis	
<i>Intan Sufiah Batubara</i>	312
The Difficulties of Students at the Second Year of St.Thomas 3 Senior High School Medan in Translating English Idioms into Indonesian	
<i>Fitri Susi Sinurat</i>	315
The Effect Of Applying The Great Wind Blows Strategy On The Students' Vocabulary Mastery	
<i>Gisca Irdayana Lubis</i>	321
Attitude of Examiners in Thesis Convocation	
<i>Mara Sutan Siregar</i>	325
Politeness Strategies in Mandailing Wedding Ceremony	
<i>Nurun Nazipah Harahap; Fatma Raudah Siregar</i>	329

The Effect of Learning Method and Kinesthetic Perception on The Learning Outcomes of Lay Up Basketball

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Abstract —The purpose of this research aims to know the difference of the use of the inclusion and the guided invention learning method, linked with kinesthetic perception of the learning results lay up basketball for the students of grade VIII MTsN 2 Medan, Medan Estate. This research used experimental method. The design used in this research is 2 x 2 factorial. Data collecting technique in this research was a test. The test used was a kinesthetic perception test for independent variables. As for the dependent variable in the form of skills test lay up basketball. Data analysis in this research used Analysis of two way and then continued with Tukey test at level of significance $\alpha = 0,05$. The results of this study indicated that (1) the learning outcomes of lay up basketball with the inclusion learning method is higher than the learning outcomes of lay up basketball with guided invention learning model, (2) the learning outcomes of lay up basketball with the inclusion learning method on students with having high kinesthetic perception higher than the learning outcomes of lay up basketball with guided invention learning method, (3) the learning outcomes of lay up basketball with guided invention learning method on students with having low kinesthetic perception higher than the learning outcomes of lay up basketball with inclusion learning method, 4) there was an interaction between learning methods and kinesthetic perceptions on the learning outcomes of lay up basketball

Keywords—*the inclusion learning method; the guided invention learning method; kinesthetic perception; lay up; basketball*

I. INTRODUCTION

Basketball is one of the big ball game materials presented in the Physical Education Sport and Health Curriculum of Junior High Schools, so that basketball can be used as a medium or means of learning Sports and Health Physical Education in SMP / MTs. Sport and Health Physical Education learning approaches in SMP / MTs must consider the overall personality of the child, both physically and psychologically, so that the measurement of learning processes and products has an equally important position.

MTsN 2 Medan is a public school where the school is located in Medan Estatete, in the teaching and learning process of physical and sports physical education in Medan MTsN2 there are several obstacles. In observations made by peneliti it was found that the common obstacles in Medan MTsN 2 included: (1) physical education facilities and infrastructure in Medan MTsN 2 were incomplete, so that the child's movement

activities were less and tended not to engage in physical activity, (2) the quantity and quality of physical education facilities and infrastructure is not proportional to the number of students, so that the student's training time is more used to wait their turn compared to the physical activity carried out.

The learning of basket ball lay up with inclusion methods provides the widest opportunity for students to do and develop certain movement skills according to their abilities. Optimization of this learning method can only be done if the facilities and infrastructure used are balanced with the number of students, so that each student will be able to utilize the facilities and infrastructure optimally.

Based on the problems faced by physical education teachers at the MTsN 2 Medan, the researchers considered the learning method was one of the important components that had a close relationship with the effectiveness of physical education learning at MTsN 2 Medan Physical education learning which was teacher-centered), placing students as objects of learning, so that interaction in the teaching and learning process only occurs in one direction, from teacher to student, as a result students cannot actualize their abilities optimally, because certain instructions are carried out by the teacher.

It is the various reasons ahead that encourage the conduct of experimental research on physical education learning methods that are student-oriented, with the title of the study: "The Effect of Learning Methods and Kinesthetic Perception on Learning Outcomes of Basketball".

Based on the background of the problems that have been stated above, the problems related to learning physical education in MTsN 2, can generally be identified as follows: Is the physical education learning method at MTsN 2 used so far quite effective? Is the teacher-centered physical education learning method effective enough for MTsN students? Are students-centered physical education learning methods effective enough for MTsN students? Does the exploration learning method influence significantly on the lay-up skills of MTsN student basketball? Are guided discovery learning methods significantly influencing the lay-up skills of MTsN student basketball? Which learning method has a better influence on the skills of basketball lay-up, is the learning method inclusive or is the discovery learning method guided? What learning method is most appropriate to be used in laying up MTsN student basketball? What learning method is the most effective used in learning lay-up of MTsN student

basketball? What components of kinesthetic perception influence and support the playing skills of MTsN student basketball? Does the learning method interact with kinesthetic perception? What learning method is best used for MTsN students who have high kinesthetic perception? and what learning method is most appropriate for MTsN students who have low kinesthetic perception?

The purpose of this study was to determine the differences in the effect of the use of inclusion learning methods and guided discovery, associated with kinesthetic perception, on the results of learning basketball lay up, for students of the VIII class of MTsN 2 Medan, Medan Estate. The specific purpose of this research is to find out:

1. Differences in the effect of inclusive learning methods and guided findings on the learning outcomes of basketball lay-up, for male students of VIII grade MTsN 2 Medan, Medan Estate
2. Interaction between learning methods and kinesthetic perception on learning outcomes of basketball lay-up, for students of class VIII MTsN 2 Medan, Medan Estate.
3. Differences in the effect of inclusion learning methods and guided discovery of study groups that have high kinesthetic perception, on the results of learning basketball lay up, for students of the VIII class of MTsN 2 Medan, Medan Estate.
4. Differences in the effect of inclusion learning methods and guided discovery of study groups with low kinesthetic perception, on the results of learning basketball lay up, for students of VIII MTsN 2 Medan, Medan Estate.

The results of this study are expected to be useful for teachers of physical education, health and sports in Medan MTsN 2 in particular and teachers of physical education, health and junior high school sports in general.

II. LITERATURE REVIEW

A. Basketball Games

Basketball game is a team game, the game is played by two opposing teams, where each team consists of 5 players who are in the field during the match. Basketball games are played on a rectangular field, with a hard, flat surface and free from all obstacles. Fields for official tournaments held by FIBA are 28 meters long and 15 meters wide, measured from the side in the field boundary line with a room height of at least 7 meters (Zsolt, 2004: 36).

The basketball game begins with a jump ball in the middle circle between 2 different players in the first round, while the other rounds with a throw-in by the squad are entitled to the next alternating possession (PB III PERBASI Field, 2004: 45)

Basic techniques of basketball games are generally carried out by using three basic elements of basketball, namely (1) passing and catching balls (passing and catching), (2) dribbling and (3) shooting (KONI, 1986: 28). Whereas according to the basketball game to get effective and efficient movements need to be based on mastering good basic

techniques. There are several basic techniques found in basketball.



Fig 1. Basic techniques of basketball games

B. Learning methods

Learning methods according to Muhibbin (2007: 201) are ways that contain standard procedures for carrying out educational activities, especially the activities of presenting subject matter to students.

The most appropriate physical education learning materials and methods in MTsN are done by playing and playing. Game motion is open manipulation, which contains non-locomotion and locomotion. Further explained that the emphasis point on physical education learning in MTsN is a special mobile phase.



Fig 2. Motoric Development Phase

C. Inclusion learning

The style of teaching inclusion is the teaching guidelines used by the teacher in presenting the learning material as a whole in detail and explained the level of difficulty. Students are given the freedom to choose and determine the level of difficulty where students begin learning, and are also given the freedom to determine how many times students must repeat the movement in learning a movement technique in each meeting. The goals of the teaching style of inclusion are that students are given the freedom to choose a level of duty to be able to carry out and offer a challenge to examine their work

D. Guided Discovery Learning

Guided discovery methods are also student-centered and are part of problem solving: child-centered methods of teaching (Gallahue, 1998: 476). This guided discovery method was developed from the concept that high student involvement, with structured guidance, elaborated in detail, and carried out with clear training stages, will support the improvement of basketball lay-up skills

E. Hypothesis

Based on the framework of thinking that has been stated above, this research hypothesis can be stated as follows:

1. Inclusion learning method gives a better influence on the learning outcomes of basketball lay ups, compared to guided discovery learning methods.
2. There is an interaction between learning methods with kinesthetic perception.
3. Study groups that have high kinesthetic perception, inclusive learning methods provide a better influence on the learning outcomes of basketball lay ups, compared to guided discovery learning methods.
4. Study groups that have low kinesthetic perception, guided discovery learning methods provide a better influence on the learning outcomes of basketball lay-ups, compared to inclusive learning methods.

III. RESEARCH METHOD

This research will be conducted at MTsN 2 Medan Estate. Research time is from September to October 2018. The treatment is carried out for two weeks, every week two meetings with two class hours (90 minutes) each time. The total number of meetings is 4 meetings, this is based on the number of meetings in the physical education curriculum. The meeting is conducted outside the effective hours of learning, ie in the afternoon at 3:30 a.m. to 5:00 p.m. In order not to interfere with school hours and to collect all samples.

This study will use the field experiment method, the field experiment method is a method that wants to find causal factors, control events in the interaction of variables and predict the results at a certain level. The design used in this study is 2 x 2 factorial, this factorial design can be used to find the influence of two or more independent variables. The influence of the independent variable on the dependent variable is called the main effect, while the interaction of two or more independent variables on the dependent variable is called the interaction or cooperation.

The population that will be used in this study are all male students of class VIII MTsN 2 Medan, Medan Estate, totaling 201 students, with a sample frame of 54 people. Population characteristics are as follows: (a) male students who sit in class VIII, and (b) have an age range of 14-15 years

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PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12
