

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 basketbal

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.

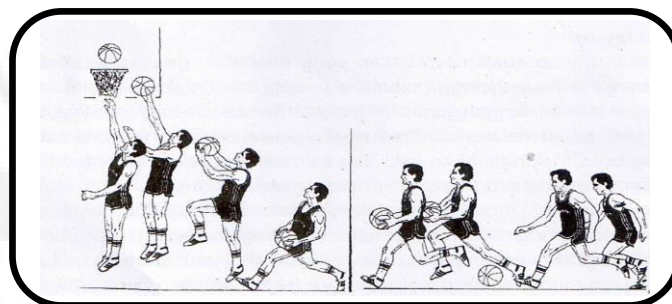


Fig 1. Basic techniques of basketball games

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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