

Efforts to Improve Learning Motivation and Learning Outcomes Throw in the Game Softball through Traditional Games

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ABSTRAK

Motivasi siswa dalam mengikuti proses pembelajaran sangat penting agar tujuan pembelajaran dapat tercapai dalam pembelajaran. Penelitian ini mencoba mengimplementasikan permainan tradisional sebagai model pembelajaran yang akan merangsang motivasi siswa dalam mengikuti pembelajaran dengan menerapkan permainan sebelum pada masuk materi inti softball. Penelitian ini bertujuan untuk menganalisis peningkatan hasil belajar dan motivasi belajar siswa dalam pembelajaran Pendidikan jasmani pada materi softball. Metode yang digunakan dalam penelitian ini adalah penelitian Tindakan kelas. Subjek penelitian ini adalah kelas X-1 SMA yang mengikuti pembelajaran Pendidikan jasmani pada materi softball yang berjumlah 36 siswa terdiri dari 17 siswa laki-laki dan 19 siswa perempuan. Metode pengumpulan data dengan melakukan dan angket. Teknik analisis data menggunakan analisis kuantitatif dan kualitatif. Proses pembelajaran dengan menerapkan permainan tradisional memberikan dampak positif pada siklus 1 dan 2 menunjukkan peningkatan hasil belajar melalui permainan tradisional menunjukkan nilai rata-rata dari 70 menjadi 79,6 terdapat peningkatan sebesar 9,1%. Presentasi peningkatan hasil belajar siswa dari kondisi awal ke siklus 2 yaitu dari nilai rata-rata 66,9 menjadi 79,6 terdapat peningkatan sebesar 12,7%. Sedangkan melalui permainan tradisional meningkatkan motivasi belajar siswa dari kategori cukup menjadi baik. Dari hasil penelitian menunjukkan bahwa melalui permainan tradisional dapat meningkatkan hasil belajar dan motivasi belajar penjas pada materi melempar dalam permainan softball.

ABSTRACT

Student motivation in participating in the learning process is very important so that learning objectives can be achieved in learning. This study tries to implement traditional games as a learning model that will stimulate students' motivation in participating in learning by applying games before entering the softball core material. This study aims to analyze the increase in learning outcomes and student motivation in learning physical education on softball material. The method used in this research is classroom action research. The subjects of this study were class X-1 who took part in physical education lessons on softball with a total of 36 students consisting of 17 male students and 19 female students. Methods of data collection by conducting and questionnaires. Data analysis techniques using quantitative and qualitative analysis. The learning process by applying traditional games has a positive impact on cycles 1 and 2 showing an increase in learning outcomes through traditional games showing an average value of 70 to 79.6, an increase of 9.1%. The presentation of increased student learning outcomes from the initial conditions to cycle 2, namely from an average value of 66.9 to 79.6, there was an increase of 12.7%. Meanwhile, traditional games increase students' learning motivation from enough to good category. From the results of the study showed that through traditional games can improve learning outcomes and motivation to learn physical education on the material throwing in the game softball.

1. INTRODUCTION

Education is one of the most crucial parts of a person's existence, and this significance may be understood in a broad sense by defining education as a process that aims to cultivate all aspects of human nature. These components include knowledge, values and attitudes, as well as skills. The value of education is increasingly apparent in the lives of people (Prastyo et al., 2020; Siregar et al., 2022). National education development targets improving education quality as part of efforts to better Indonesians as a whole (Andriani & Rasto, 2019; Zein & Rahayu, 2022). Education is an activity that is carried out deliberately and with careful planning in order to provide a learning environment with the purpose of allowing pupils to actively develop their potential. Therefore, to achieve optimal learning, pupils' potential must be maximized. But the implementation of learning in many schools has not been as envisioned. The quality of human resources may be enhanced by several means, but one of the most important of them is education, which has the dual purpose of raising individual and collective standards of living (Mudzakir, 2020; Wardika, 2019). People's lives are better when they have a good education. Education is a structured and rational process that helps a person grow and develop into a more mature person who can make good choices and have an effect on the need for education in life and society.

Education has teaching tools, so education isn't complete without physical education. Because movement is a part of life, physical education tasks can help people move more, which is an important part of life. Physical, sport, and health education tries to reach educational goals through physical exercise so that it can help Indonesian people stay healthy and grow (Sau et al., 2022; Zagoto & Dakhi, 2018). Physical education is not only an important part of a person's life, but it can also improve a person's health and fitness. In the physical education learning model, the activities must be typical subject physical education. The goal is for all students who do these activities to be happy and excited, so that they will enjoy doing sports well (Arifin & Haris, 2018; Utomo & Harwanto, 2021). In reality, physical education is used as a way to learn, and students grow and progress as a result. This helps them reach their educational goals. In other words, physical education is a way for kids to learn through physical exercise and also get fit so they can enjoy sports (Kusnandar et al., 2019; Lestari, 2021).

Physical education can also be explained by the fact that students often get tired of learning the same things over and over. Students are more interested in learning through games or games in physical education. Students can get bored with sports because there are so many of them, so there need to be several breakthroughs to get them more interested (Gobena, 2018; Lubis et al., 2021). Traditional games can solve it. Many youngsters and adults enjoy the game. Traditional games passed down from generation to generation have many benefits besides preserving culture and national character, including player enjoyment, psychological development, creativity, agility, motivation, and physical fitness (Irfandi & Rahmat, 2022; Saputra et al., 2022). The world of sports, health, and physical education is changing quickly, especially when it comes to current game learning. This is one reason why it is so popular in many places. People feel like traditional games are getting less and less important, and most kids don't know how to play them. Traditional games are supposed to be a form of physical exercise that teaches children art, teamwork, patience, having fun, having faith in themselves, and getting them more excited to learn (Reza & Hardinoto, 2021; Surur et al., 2020). Therefore, including a variety of traditional games within the curriculum of students' physical education classes will assist in improving their desire to study, particularly their drive to learn about physical education in general within the context of other subject matters. Since the students' level of learning motivation is a very significant component, it is necessary to keep it under control, ensure that it is maintained, and work to increase it if it is still at a low level.

From the interviews and beginning observations of researchers with Physical Education teachers at SMA N 15 Semarang class X-1, it was found that the students' ability to practice throwing in the game softball is still low. When the teacher looked at how well the students learned, she saw that only 12 of the 36 students finished 33% of the work, while 24 did not finish 67%. This is because the kids in class X-1 are not actually doing the things they are being taught. Based on the results of studies of problems or limitations in the learning process, the level of student enthusiasm is thought to be quite low (Elshami et al., 2021; Hooda, 2017; Lazarides et al., 2019). This has an effect on how well students learn when they take part in the learning process for physical education. In order to get students to learn more about the problems that already exist, the author wants to increase their desire to learn so that they feel more excited about physical education and improve their learning results by putting it into practice through traditional games (Bice et al., 2018; Fauziddin & Mufarizuddin, 2018).

Learning physical education at school sometimes usually only directly teaches the material without being given stimulation by the teacher as a form of increasing learning motivation. So that students still do not find pleasure in learning, especially if the material is difficult and students don't like it. Traditional games are games that vary in type, benefits and goals, but all of them contain elements of fun play which can be a tool to increase students' learning motivation in physical education. On this basis,

the authors plan to implement traditional games that have been changed to fit the conditions of the field by physical education teachers. This is done so that students will be more interested in learning and their learning outcomes will be better, especially for students in class X-1 at SMA N 15 Semarang who were taught how to throw a softball and got the best results.

2. METHOD

The classroom action research (CAR) method was used in this study to find answers to problems that already existed. The study was done with the Classroom Action Research (CAR) method, which worked on getting kids more interested in learning and improving how much they learned (Khasinah, 2013; Supriatna, 2013). Students in class X-1 at SMA Negeri 15 Semarang in the 2022–2023 school year were used for this study. There are 36 students, 17 men and 19 women. This was done at SMA Negeri 15 in Semarang because the experts were there for a PPG Prajabatan. The study will be done from March 13 to June 16, 2023. The design of PTK execution is done in four steps: (1) planning actions, (2) carrying out those actions, (3) observing and figuring out what happened, and (4) analyzing and thinking about what happened. In this study, surveys, notes, and skill tests were used to gather information. Questionnaires are used to find out how motivated students are to learn. Using learning design, students' observations about real situations in the field. Students' softball abilities are measured by skill tests.

Data analysis used descriptive analysis through questionnaire data. The pretest questionnaire functions to reveal the initial conditions of students before obtaining softball learning through traditional games. And the posttest questionnaire serves to reveal the state of students after participating in softball learning through traditional games. Learning outcomes data obtained from the form of tests used in collecting learning outcomes data is a skills test. Data on the results of learning to throw using a skill test which is assessed from (1) the initial attitude of making the movement, (2) the attitude of carrying out the movement (3) the final attitude of making the movement. The maximum score obtained is 10 and the minimum is 0. Then this one is converted to a scale of 100 to determine the learning outcomes of throwing skills in softball games.

Data on student learning motivation results were obtained using a learning motivation questionnaire which was divided into 2 subject variables which were developed into 7 indicators of student learning motivation. students are said to experience changes in learning motivation if each meeting experiences an increase in learning motivationat each cycle. the learning motivation questionnaire consists of 34 statements with a score for each statement using a Likert scale of 1 to 4. Based on this scale, the ideal maximum score that students can achieve is 139 and the minimum score is 34. This research is said to be successful if there is an increase in learning motivationat each cycle.

3. RESULT AND DISCUSSION

Result

Student Learning Outcomes

Table 1. Recapitulation of Student Learning Outcomes Per Cycle

No.	Category	Pre-Cycle		Cycle 1		Cycle 2	
		F	%	F	%	F	%
1	Very Good	5	14%	9	25%	9	25%
2	Good	3	8%	3	8%	14	39%
3	Enough	11	31%	7	19%	11	31%
4	Low	10	28%	10	28%	2	6%
5	Very Low	7	19%	7	19%	0	0%
Amount		36	100%	35	100%	36	100%

According to Table 1, which displays the results of data recapitulation from pre-cycle, cycle 1 and cycle 2 experienced an increase in student learning outcomes in class X-1 at SMA Negeri 15 Semarang. The results of data analysis cycles 1 and 2 show the average value of 70 and 79.6 of analysis, respectively, which indicates that the data on student learning outcomes has increased by 9.6%. Recapitulation diagram of learning outcomes per cycle is show in Figure 1.

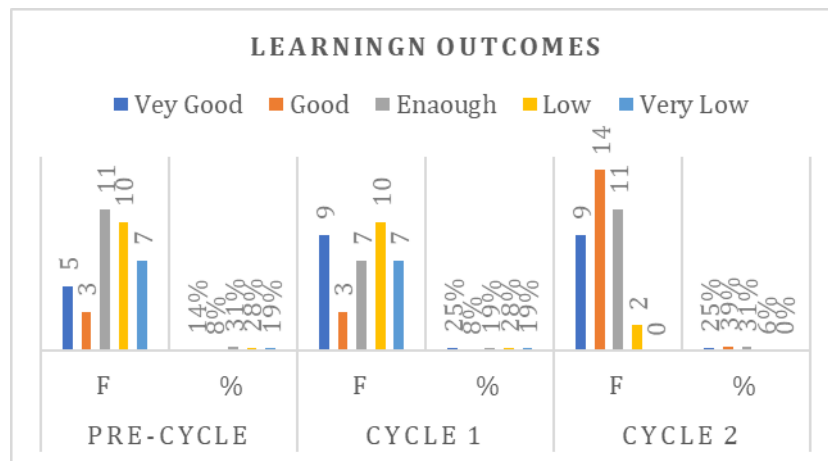


Figure 1. Recapitulation Diagram of Learning Outcomes Percycle

Student Learning Motivation

As for the following, with regard to the enhancement of students' learning motivation for Physical Education and Health-related topics via the use of traditional sports in the context of tossing learning materials in softball games. Data recapitulation of student motivation is show in Table 2.

Table 2. Data Recapitulation of Student Motivation

No.	Category	Pre-Cycle		Cycle 1		Cycle 2	
		F	%	F	%	F	%
1	Very Good	5	14%	9	25%	9	25%
2	Good	3	8%	3	8%	14	39%
3	Enough	11	31%	7	19%	11	31%
4	Low	10	28%	10	28%	2	6%
5	Very Low	7	19%	7	19%	0	0%
Amount		36	100%	35	100%	36	100%

According to Table 2, which displays the results of data recapitulation from pre-cycle, cycle 1 and cycle 2 experienced an increase in student motivation in class X-1 at SMA Negeri 15 Semarang. Furthermore, the results of data analysis cycles 1 and 2 show the average value of 101.9 and 115.1 of analysis the above data on student learning outcomes has increased from a cycle of 13.5%. Diagram of data recapitulation of learning motivation results is show in Figure 2.

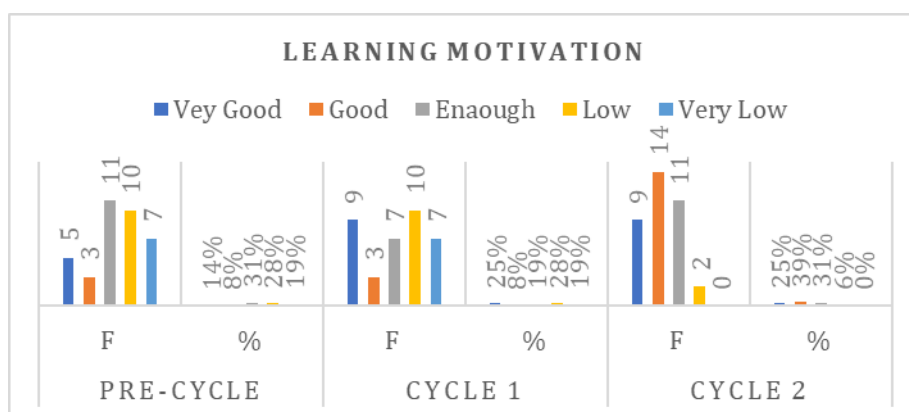


Figure 2. Diagram of Data Recapitulation of Learning Motivation Results

Discussion

From the results of research conducted researcher shows the results where implementing traditional games can improve learning outcomes and student motivation in throwing in softball games in class X-1 SMA Negeri 15 Semarang Physical education learning through traditional games has a positive impact on improving learning outcomes and student learning motivation in the learning process, as

evidenced by an increase in learning outcomes in each cycle, namely cycle 1 shows an average of 70 in the sufficient category, and cycle 2 shows an average of 79.6% increase in the "good" category, while in the realm of learning motivation, namely cycle 1, showed an average of 101.9 in the Medium category, and cycle 2 s shows an average of 102.9% increase in the "High" category The data analysis revealed a 9.6% improvement in student learning outcomes and a 13.5% improvement in student motivation. From the results of studies conducted states that traditional games can affect students' interest and motivation in learning physical education (Latif et al., 2019). Through the application of traditional games, students can carry out quite good movement activities. Traditional games can be used as an effort to improve physical fitness (Aribowo et al., 2019; Nur & Widiyatmoko, 2019).

From the results of studies conducted by previous study the influence of the application of traditional games on student motivation in learning Physical Education, Sports and Health is 7.40% (Rahman & Hartati, 2019). Learning motivation has a positive and significant influence on student learning outcomes. Therefore, student learning outcomes can be improved through increased student motivation (Andriani & Rasto, 2019; Rusli et al., 2022; Siregar et al., 2022). There are differences in the level of student motivation before and after receiving traditional sports treatment. Other study state that the application of learning using traditional games is more effective in increasing student motivation and learning outcomes than learning without traditional games (Zein & Rahayu, 2022). Through traditional sports can increase student motivation in moving and improve physical fitness so that traditional sports continue to be developed both in the form of games and in the learning process at school. Other study with the integration of traditional games in learning methods practice can increase interest in learning PJOK class VI students at SDN 4 Selaparang, East Lombok, for the 2020/2021 Academic Year (Syafriadi et al., 2021). Than other study state physical education learning through learning traditional games of jumping rope in athletic learning can improve long jump skills in class X IPS 4 SMA Negeri 4 Takalar (Geralis et al., 2022).

The implications of this research can inspire educators and trainers to integrate elements of traditional games into their learning strategies. This can help you be more interested and excited about learning. If the research identifies the types of traditional games that are most effective in increasing motivation and learning outcomes, the implication is that there is potential for developing various creative learning strategies that involve elements of games in the context of formal education. Variations in teaching methods, such as integrated traditional games, can be more effective than conventional methods, so the implication is that educators and trainers need to consider diverse approaches to teaching. Limitations of this study may only apply to certain contexts, such as education levels or certain age groups, making it difficult to generalize the results to the wider population. In addition, the effectiveness of using traditional games in learning can be influenced by certain cultural and social factors which may not be universally applicable.

4. CONCLUSION

Based on data analysis conducted by the researcher, it can be concluded that traditional games can improve learning outcomes and motivation to learn throwing in softball games in class X-1 SMA Negeri 15 Semarang. It is highly suggested that students always save and further improve learning experiences that have been shown to increase learning outcomes. This study offers knowledge and expertise for educators in the implementation of learning improvements, and it does so through enhancing the capabilities of students. The findings of this study may serve as a reference for school administrators in their role as policy makers in the process of inspiring teachers to continuously make changes to students' learning experiences.

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