

IMPROVING LEARNING OUTCOMES OF KASTI BALL BY USING KASBOL GAMES IN FOURTH GRADE STUDENTS SDN 040 PASAWAHAN

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ARTICLE INFO

ABSTRACT

Keywords:

Baseball; Baseball Games; Learning

The purpose of this study is to find out whether the caste ball learning model using the caste ball game can improve caste ball learning outcomes in grade IV students of SDN 040 Pasawahan in the even semester of the 2020/2021 school year. The type of research used is class action research consisting of 2 cycles. Each cycle consists of planning, executing actions, observation, and reflection. The approach taken in this study is qualitative-quantitative. The research was carried out at SDN 040 Pasawahan, with 28 students in grade IV research subjects. and will be held from April to June 2021. The research instruments used are observation sheets for learning implementation, observation sheets for student learning motivation, observation sheets for student learning interests, student response questionnaires and practical tests. Data analysis techniques are carried out descriptively and through predetermined formula calculations. Research is said to be successful if students achieve completeness and student learning outcomes from cycle I to cycle II. The results showed that the application of kasti ball learning using the kasbol game, in grade IV students of SDN 040 Pasawahan, Bandung City. Overall student learning outcomes increased from cycle I to cycle II by 4.2%, from 75.2% (cycle I) to 79.4% (cycle II), and completion increased by 22.1% from 73.9% (cycle I) to 96% (cycle II). The conclusion of this study is that the improvement of baseball learning outcomes through the use of baseball games of grade IV students, namely the use of baseball games can improve the learning outcomes of the sport of baseball. Using more interactive and fun methods, students will find it easier to understand the concepts, techniques and strategies of a baseball game.

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Introduction

The rapid development of science and technology in our country makes people required to actively participate in national development (Meng, Zhou, J., Liu, B., & Mao, 2021). National development is essentially the development of the whole Indonesian people and the development of Indonesian society entirely based on Pancasila, in the pillars of global diversity that remain within the

<https://doi.org/10>

Received 01 January 2023; Received in revised 15 January 2023; Accepted 25 January 2023; Available online 30 January 2023

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framework of the unitary State of the Republic of Indonesia (Wahyuningtyas & Sulasmono, 2020);(Ana, 2018).

Physical Education is an integral part of the education system as a whole. Therefore, the implementation of physical education should be directed towards achieving such educational goals (Tinning, 2016). The purpose of physical education is not physical activity itself, but to develop students' potential through physical activity (Tias, 2017);(Panjaitan et al., 2020).

By using methods, models and approaches that are in accordance with school conditions, the learning objectives of the health worker will be achieved. However, the problem is that the facilities used in the assessment material itself are not in accordance with the conditions of students in school, so it will be an obstacle to the success of the learning process (Hazmiwati, 2018). Thus, the purpose of learning will not be realized properly.

To realize the objectives of the PJOK, learning must be taught using methods, models and approaches that are in accordance with the conditions of the school concerned (Ananda, 2018);(Niska, 2013);(Damayanti, 2014). However, the problem is that the assessment material itself is considered troublesome for students. This condition will cause the PJOK learning process to be unable to be maximized so that it cannot reach the completion criteria that have been determined in the curriculum (Gabriela, 2021);(Simanjuntak et al., 2021).

Modification of the learning model in PJOK is very important to be known and implemented by physical education teachers. With modification students gain satisfaction in following the lesson, increasing the probability of success in participation, students can perform movement patterns correctly (Sitohang, 2017);(Wulandari, 2016). This modification approach is intended so that the material in the curriculum can be presented according to the stages of cognitive, affective, and psychomotor development of students.

Teachers are the key to the success of all health care activities in schools. Therefore, the ability, creativity and innovation of a teacher are absolutely necessary in order to achieve the success of learning (Marta et al., 2020);(Kristiana & Radia, 2021). The above problems will be solved by researching the learning model of Penjasorkes in schools by modifying the tools used in penjaskes learning (Prananda et al., 2020);(Siregar, 2018). In this case, the author takes the material of the caste ball game which uses a modified bat and a soft ball or called kasbol (soft ball caste).

State Elementary School 040 Pasawahan is located on Jl. Mochamad Toha No. 383, Wates, Kec. Bandung Kidul, Bandung City. The PJOK learning process has not been able to be implemented optimally because it is bumped with the problems of the tools and rules used in the game so it is considered necessary to modify it as an effort to improve learning outcomes by modifying the tools in the caste ball game.

The batting device in the game of caste ball used to hit the ball, in practice cannot be used optimally by elementary school students. In addition, one of the rules of the game is to "kill the opponent" by throwing the ball on the body, making students feel afraid because a hard throw on the body will hurt and make students less enthusiastic in participating in the learning of the ball.

Based on the description above, the author was inspired to conduct a research on caste ball learning with the title "Improving the learning outcomes of caste ball for Grade IV Students of SDN 040 Pasawahan by using kasbol games in the even semester of the 2020/2021 Academic Year". The reason for writing the title of the study is because by modifying the caste ball battering device, students have a greater chance of hitting the target, so students will be enthusiastic in playing caste ball. In addition, by modifying the caste ball with a soft ball, students will not feel pain because they are hit by the ball throwing, on the contrary, students will be more active in moving and can play the ball optimally.

Methodology

Research methods are an absolute requirement in a study. The weight of a study depends on the accountability of the research method. In the use of research methods, it is hoped that it can be right on target and can be useful, and can be scientifically accounted for, in accordance with the expected goals. The use of this research method is with class action research (PTK). This research uses the method of literature review and observation of the learning process. The subjects of this study were grade IV students at SDN 040 Pasawahan for the 2020/2021 academic year. Research time is the time when the research takes place or when this research is carried out. The implementation of this class action research will be carried out from April to June 2021.

Data Collection Techniques

During the teaching and learning process, researchers ask colleagues for help to become observers. With the aim that the implementation of actions there is an improvement in learning for researchers as teachers who apply the game of throwing catch the ball using basket targets in the learning of the accuser.

According to (Kristin, 2016), a test is an instrument used by to measure the skills, knowledge, abilities or aptitudes that an individual or group possesses. The provision of tests in this study was used by researchers to determine students' skills in caste games using kasbol games after measuring the achievement of learning objectives as a barometer of measuring whether caste games using applied kasbol games can improve student learning outcomes or not.

Data Analysis Techniques

After the data was collected, the author in analyzing the data used descriptive analysis by analyzing a picture of the data on the value of learning outcomes of grade IV students of SDN 040 Pasawahan for the 2020/2021 academic year. How

many students experienced a completion score of 75 and how many students were not completed and how the results of peer observations about the implementation of the teaching and learning process both from cycle I. To determine the final score of learning outcomes obtained by each student, the formula is used:

100 x questions all correct answer Value

To determine the average grade point of the class, the scores obtained by students are added up and then divided by the number of students so that the average is obtained.

From the results of test scores obtained by students and the results of peer observations, a table of completeness groupings and peer observations is made. This is done in each cycle and it is seen how the picture of the level of student learning effectiveness and how the teaching and learning process takes place, namely the application of efforts to improve the learning outcomes of caste balls using kasbol games in the game. This analysis is carried out at the time of the reflection stages. The results of this analysis are used as reflection material to carry out further planning in the next cycle. As for the results of the calculation of the formula, it is still necessary to consult with the table of criteria for the success rate of students to find out the quality of success obtained. This success rate refers to the five likert scales, which are described in the following table:

Table 1. Five Likert Scales

Level Success (%)	Level Success
> 80%	Excellent
60% - 79%	Good
40% - 59%	Sufficient or Medium
20% - 39%	Bad
< 20%	Very Bad

Results and Discussion

Achievements in this class action research the authors interpret as the learning outcomes that students have achieved in the subject of Penjasorkes. Grade IV students of SDN 040 Pasawahan For the 2020/2021 academic year, a total of 28 students, during the pre-cycle of the subject of the Kasti material review, experienced unsuccessfulness in learning achievement before corrective actions were held using a cashball game, namely soft ball caste.

After making observations and interviews, in this pre-cycle the researcher also obtained data on the results of the test. Based on the results of the test, data were obtained on the level of mastery of students in learning the assessment of caste ball material. The data is expressed in the form of numbers, namely in the form of grades or student learning outcomes in the subject of the Penjasorkes of caste ball material which can be seen from the cycle I table below.

Table 2. Cycle I Results

No	Name	Value	T	TT
1	Andhini	84	√	
2	Aqeela	70		√
3	Citra	75	√	
4	Daniel	75	√	
5	Denazriel	75	√	
6	Deviana	75	√	
7	Fakhron	69		√
8	Fazar	69		√
9	Ghisela	81	√	
10	Gina Kaya	79	√	
11	Jaka	75	√	
12	Jameela	75	√	
13	Kayla Qisti	75	√	
14	Mozza	80	√	
15	Muchamad R	75	√	
16	Muhamad K	75	√	
17	Muhamad R	80	√	
18	Muhammad F	74		√
19	Muhammad R	74		√
20	Mulyadi R	75	√	
21	Naylla R	75	√	
22	Nesa Nur A	70		√
23	Putri A	75	√	
24	Rahma Juwita	74		√
25	Regysa N	75	√	
26	Rezky Arifin	75	√	
27	Rifal Raka P	70		√
28	Salsabila M	75	√	
Sum		2099	20	8

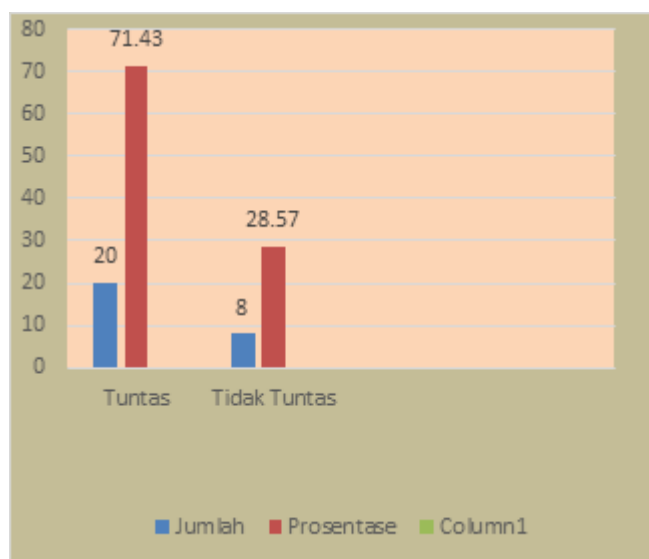


Figure 1. Cycle I Results

Percentage of student completion

$$\text{Completed students} = \frac{20}{28} \times 100 = 71.43 \%$$

$$\text{Incomplete students} = \frac{8}{28} \times 100 = 28.57 \%$$

$$\text{Average class} = \frac{2099}{2800} \times 100 = 74.96 \%$$

The results of observations during the learning process took place in participating in the learning of the caste ball, students were less interested and creative, less enthusiastic in participating in the learning of the caste ball. The filling of the observation sheet is carried out by the teacher, observation based on observations of ongoing learning. Filling out observation sheets is related to student attitudes during learning, procurement of tools and facilities used during learning.

Based on the data above, the number of students has not reached completion and the average class is only 74.96, this shows that the target desired by researchers, namely 85% of the number of students, has not been achieved so that it must be increased again with cycle II.

Table 2. Cycle II Results

No	Name	Value	T	TT
1	Andhini	89	√	
2	Aqeela	70		√
3	Citra	80	√	
4	Daniel	80	√	
5	Denazriel	80	√	
6	Deviana	81	√	
7	Fakhron	75	√	
8	Fazar	75	√	
9	Ghisela	84	√	
10	Gina Kaya	85	√	
11	Jaka	80	√	
12	Jameela	80	√	
13	Kayla Qisti	79	√	
14	Mozza	80	√	
15	Muchamad R	80	√	
16	Muhamad K	79	√	
17	Muhamad R	80	√	
18	Muhammad F	78	√	
19	Muhammad R	78	√	
20	Mulyadi R	80	√	
21	Naylla R	79	√	
22	Nesa Nur A	75	√	
23	Putri A	80	√	
24	Rahma Juwita	78	√	
25	Regysa N	80	√	
26	Rezky Arifin	79	√	

No	Name	Value	T	TT
27	Rifal Raka P	75	√	
28	Salsabila M	80	√	
Sum		2219	27	1

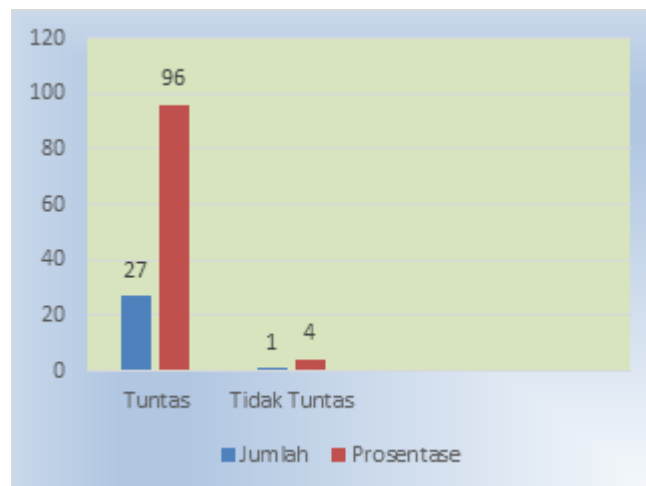


Figure 2. Cycle II Results

Percentage of student completion

$$\text{Completed students} = \frac{27}{28} \times 100\% = 96\%$$

$$\text{Incomplete students} = \frac{1}{28} \times 100\% = 4\%$$

$$\text{Average class} = \frac{2219}{2800} \times 100\% = 79.3\%$$

Based on the results of the first cycle of action and discussions with colleagues, it is stated that the learning that has been implemented has shown progress. This is shown by the success of students who can master the subject matter of the health assessment more than 85%. This is based on students who meet the minimum completion criteria by getting a minimum score of 75. Students who originally couldn't hit the ball with good accuracy, after hitting with modification tools, became more targeted and on target. Students who were previously afraid of the caste ball so they are not excited become able to play kasti comfortably and concentrate better because it does not hurt if they are later hit by a soft ball throw. This learning achievement can be seen from the increase in learning outcomes from cycle I then cycle II, from 74.96% then to 79.30%.

In the process of teaching and learning, students can be seen enthusiastically, listening, or paying attention to the teacher's explanation, doing activities earnestly. So it can be said that student activities are very active in participating in learning with the media. Interest is a source of motivation that encourages people to do something, when they see that something is profitable, they are also interested. This then brings satisfaction.

Likewise, to learn, there is a need for interest and motivation. Motivation is an essential condition of learning. That learning outcomes will be optimal, if there

is motivation and motivation can appear if there is interest. The more precise the motivation given, the more successful the learning will be. In the questionnaire analysis, students' motivation and interest showed positive things, this showed that students gave a positive response to the caste learning method using soft ball caste games.

From the description above, it can be seen that the modification of the tool using a modified bat and a soft ball in the learning of the subject of health assessment in Grade IV Semester II students of SDN 040 Pasawahan For the 2020/2021 academic year can improve students' skills.

Conclusion

Class Action Research entitled "Improving the learning outcomes of caste ball using kasbol games in grade IV students of SDN 040 Pasawahan for the 2020/2021 academic year" resulted in the following conclusions: Learning caste ball using kasbol games has a positive impact in improving student learning outcomes which is characterized by an increase in student learning completion in each cycle, namely from cycle I 74.96% and cycle II 79.3%. Learning using modified batting targets and soft balls has a positive impact in increasing students' interest and learning motivation which is indicated by the average student's answer stating that students are interested and interested in the learning method so that they become fond and motivated to learn. This is shown by 50.4 on the questionnaire the motivation of answering strongly agreeing and 49.6 on the questionnaire of motivation of answering agreeing with learning kasti using modified bats and soft balls can increase the interest and motivation of students.

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