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Improving Kayang Movement Learning Outcomes Using Jigsaw Type Cooperative Learning Models with Gymball Aids

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Abstract

The research method used is the classroom research method (Action Research) with the application of an exercise teaching style using cycles carried out in 2 cycles with several stages, namely planning, implementation (action), observation (observation), and reflection. The research was carried out during the second semester (even). This is proven by the data obtained during the research, each cycle experienced an increase, 45% of the students who completed the kayaking movement assessment in cycle I were 45% and cycle II. The research can be concluded that by using jingswa type cooperative learning with gymball the learning outcomes of kayang movements in class V students at SDI Teladan YPKUI Condet Raya East Jakarta increase.

Keywords: Gymball aids, Jigsaw cooperative type, Kayang movement.

1 INTRODUCTION

Sports and Health are subjects that have a major contribution to supporting the achievement of overall educational goals. The objectives of Sports and Health Physical Education can be achieved if the material in Sports and Health Physical Education is taught well and correctly. According to Education Unit Level Curriculum (2007) the scope of Physical Education, Sports and Health subjects includes aspects: sports games, development activities, gymnastics activities, rhythmic activities and health (Atik et al., 2020).

Gymnastics can also be defined as physical activity carried out either as a separate sport or as training for other sports. That is also why gymnastics is called a basic sport. Competitions are held from school level for school children to international competitions for both men and women (Sriwahyuniati, 2020). Gymnastics learning at school is known as educational gymnastics, it is learning whose main target is directed at achieving educational goals, meaning that gymnastics learning is only a tool. Meanwhile, the aim is to develop children's growth and development through activities with a gymnastic theme (Widowati & Rasyono, 2018).

Floor gymnastics is an exercise that is done on a floor with a mat as a base. Generally, floor gymnastics movements are done when competing using a 12x12 mat. The use of a mat is of course to reduce the risk of injury when doing floor gymnastic movements. Floor exercise basically consists of movements, rolling, jumping, turning, resting on the hands or feet, resting on the back, and holding on to balance the body (Andriyani & Pustaka, 2012).

Kayang is a form or posture of the body lying supine and bowed, resting on both hands with elbows and knees straight. To perform the kayang gymnastics movements, students need good body coordination and flexibility (Sari et al., 2018). The perfect kayaking posture can be done if you have good body flexibility, especially in the flexibility of the spine and the flexibility of the leg bones (Purnama et al., 2021).

One of the movements that can be done in floor gymnastics is the kayak movement, the kayak movement is quite difficult to do, especially for students whose bodies are not flexible. In carrying out a movement, Kayang has several stages, namely initial stance, implementation stance and final stance. When doing the kayaking movement, students should not be afraid or hesitant, because if students have fear and doubt, it will cause unwanted injuries.

Basically, cooperation means a joint attitude or behavior in working or helping others in an orderly cooperative structure, which consists of two or more people where the success of cooperation is greatly influenced by the involvement of each member of the group itself. Cooperative can also be interpreted as a shared task structure in an atmosphere of togetherness among fellow group members (Afandi et al., 2013).

Jigsaw cooperative learning is a type of cooperative learning where learning is done through the use of small groups who work together to maximize learning conditions to achieve learning goals and gain group experience. In this jigsaw type cooperative learning, each member becomes two expert groups. Group members consist of 3-5 students, each member is given a number 1-5 (Fatirani, 2022).

Learning outcomes are statements consisting of two words, namely results and learning. The words results and learning have different meanings. Problems that occur to find out about learning outcomes. Results are the achievements of an activity that has been carried out, created by both individuals and groups (Syafaruddin, 2019). Results can also be interpreted as what can be achieved, the results of work, pleasant results obtained with diligent work (Syafaruddin, 2019).The same head number in a group is called an expert group. Based on the problem formulation above, the aim of the research is to improve the results of the kayan movement using the jigsaw type cooperative model for class V students at SDI Teladan YPKUI East Jakarta.

2 RESEARCH METHODS

Classroom action research, which is generally abbreviated as PTK or in English (Class Room Action Research, abbreviated as CAR) is research conducted to improve the quality of learning practices in the classroom.

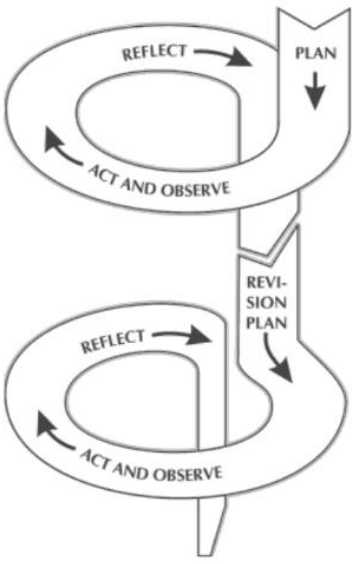

Figure 2. Cycles according to Kemmis and Taggart

Class Room Action Research (CAR) focuses on the teaching and learning process that occurs in the classroom, or is carried out in natural situations.

Using the Kemmis and Taggart model. This model is considered to be a way to handle a research problem. The Kemmis and Taggrat models are models that develop and continue the Kurt Lewin model, namely in the Kurt Lewin model, each step is carried out separately, while in the Kemmis and Taggrat models acting and observing are combined. Basically, the combination of the two means that the two steps are carried out in one unit so that time is not separated between the two. This research step model consists of four steps including: planning, acting, observing, and reflecting. In Kemmis and Taggart's model of understanding the cycle concept there are four steps.

3 RESULT AND DISCUSSION

This research was carried out by means of initial observations at SDI Teladan YPKUI on May 16 2023, which was the place where the research was carried out. The research carried out observations as a first step before carrying out treatment or action in classroom action research. In pre-research activities, observe activities in carrying out the kayang movement, discuss learning methods that will be used in the research with collaborators, and make preparations for carrying out the research.

3.1 Cycle I

In the ongoing learning activities, the researcher observed the students' abilities during the research in carrying out the stages of implementing the kayang movement from the initial stance, the implementation stance, and the final stance. In the results of observations in the table and diagram above, of the 22 students in class V of SDI Teladan YPKUI cycle I, there were 10 students (45%) who completed. Meanwhile, there were 12 students who did not complete the kayang stile, with a percentage of (55%).

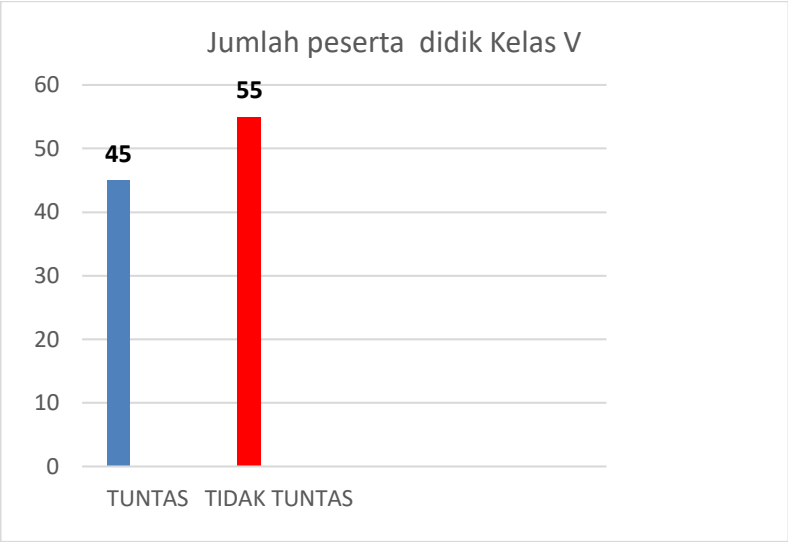

Figure 1. Cycle 1 Result

3.2 Cycle II

In the table and diagram above, it can be seen that of the 22 YPKUI Exemplary SDI students, there are 4 students (18%) who did not complete or have not yet achieved a KKM score of 70. This shows that they have not been optimal in learning the kayaking movement. Meanwhile, students who have achieved the KKM score are 18 students (82%) of the total number of students in the class. With this, in the floor exercise learning process, the Kayang movements in cycle II have improved by using cooperative learning methods using gymball aids.

Figure 2. Cycle 2 Result

3.3 Finding of the Research

The results of the research prove that there is an increase in the average of students from pre-action, cycle I and cycle II. Based on the results of students' learning in pre-action, it can be seen that before implementing jigsaw type cooperative learning with gymball, only 3% of students did not complete the kayang movement and 68% of students reached the KKM out of 22 students at SDI Teladan YPKUI.

The learning results in cycle I using jigsaw type cooperative learning with gymball were 10 students, 45% of whom apparently did not complete their learning and 12 students who completed it, 55% of whom had not yet reached the learning success standard of 75%, so there will be further action, namely cycle II.

The results of learning the kayang movement using the cooperative jigsaw type method with gymball, students who completed cycle II were 18 or 82% and students who did not complete the floor exercise learning of the kayang movement were 4 students or 18%, so in cycle II there was an increase in gymnastics learning. Kayang's movement has achieved the success target of 82% and the standard success target is 75%.

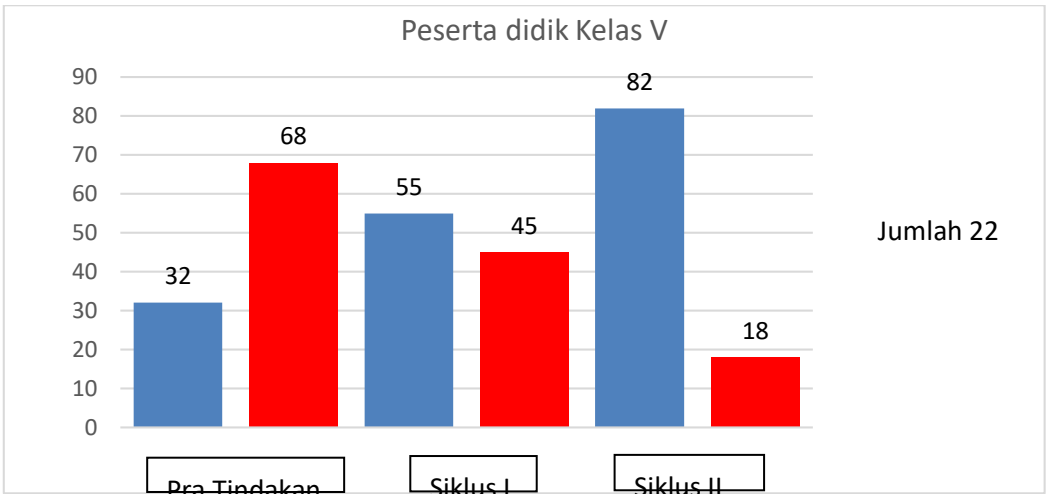

Figure 3. Pretest, Cycle 1 & Cycle 2 results

4 CONCLUSION

The results of data analysis and improvement in learning outcomes for the kayang movement in floor exercise among SDI Teladan YPKUI students can show quite significant

improvements during the learning process using the jigsaw type cooperative learning method, so the results of this classroom action research can be concluded as follows.

The jigsaw type cooperative learning method with gymball can improve the learning outcomes of kayang in floor exercise. From the results of the research, it can be seen that there is an increase in the learning outcomes of kayang movements in floor exercise. From the pre-action, only 3 students completed 14%, so the researcher carried out the action in cycle I at a level The success of 19 students was 86% and in cycle two the students were given action again using the jigsaw type cooperative learning method and the students achieved 82% success. In this way, the success rate of students has reached the target, namely 75% -80%, students are no longer afraid of doing the kayang movement on the floor exercise because there is help from their group friends, the students are happy to do the kayang lesson on the floor exercise.

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