

Efforts to Improve Learning Outcomes in Basketball Lay-Up through the Peer Tutorial Method

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Abstract

The research objective was to improve the learning outcomes of basketball lay-up through the peer tutorial method in class VIII students in the even semester of the 2022/2023 academic year. The research method used is a class action research method (Action Research) with the application of teaching style exercises using cycles carried out in 2 cycles with several stages, namely planning, implementation (action), observation (observation), and reflection. The research was carried out with research time in semester 2 (even), starting from the first week of May to the fourth week of May, with 43 research students as subjects. In this research data was collected through tests. The results showed that based on the results of the study, there was an increase in the learning outcomes of lay-up basketball which increased in class VIII. This is evidenced by the data obtained during the research which in each cycle has increased, the first cycle increased by 49%, the second cycle increased by 88% and the test results concluded that learning lay-up basketball experienced an increase in student learning outcomes.

Keywords: Classroom action research, Lay-up, Peer tutorial.

1 INTRODUCTION

One of the learning materials for physical education, sports and health at school is the game of basketball. In simple terms, basketball is a sport that is played by bouncing the ball on the ground and throwing the ball into the ring to get numbers or points. Basketball is a sport where the ball is the main medium in the course of a game. This sport is played by two teams, and each team consists of five players. Basketball games can help students improve physical fitness, movement skills and foster sportsmanship, social, emotional and spiritual values.

In the game of basketball, there are several techniques that they must learn, namely dribbling, passing, shooting and lay-up. In this research the technique used is lay-up. Lay-up is scoring or putting the ball in by flying as high as possible after the last two long steps. Throw the ball into the net with one hand. To perform the lay-up technique requires good movement coordination.

The lay-up technique is one of the most common shooting techniques used by basketball players. And make this technique the easiest among other techniques. Do a lay-up by bouncing the ball towards the board or you can also put the ball into the basket directly. But before putting the ball into the basket, players usually dribble the ball first by jumping using one leg alternately. When shooting, you are allowed to use one hand, and the other hand keeps the ball from missing the basket (Khoeroen, 2017).

The lay-up shot is a very useful shot for scoring points, because the chance of it going into the ring is quite large, namely 90%. The basic lay-up technique is increasingly varied, there are several elements that need to be considered in the lay-up technique, including

footsteps, outstretched arms and jumps. Every basketball player must learn and be able to do lay-ups with the right or left hand, and the footsteps follow the outstretched hand when laying-up (Fitriansyah, **).

Pembelajaran adalah proses interaksi peserta didik dengan pendidik dan sumber belajar pada suatu lingkungan belajar. Pembelajaran merupakan bantuan yang diberikan pendidik agar dapat terjadi proses perolehan ilmu dan pengetahuan, penguasaan kemahiran dan tabiat, serta membentuk sikap dan kepercayaan pada peserta didik. Dengan kata lain, pembelajaran adalah proses untuk membantu peserta didik agar dapat berjalan dengan baik. Proses pembelajaran dialami sepanjang hayat seorang manusia serta dapat berlaku di manapun dan kapanpun (M Suardi, 2018).

The purpose of interaction between educators and students which is carried out consciously, planned, both inside and outside the room is to improve students' abilities, including changes in intellectual abilities (cognitive), interest or emotional abilities (affective) and fine and gross motor skills (psychomotor) on students (Farias et al, 2009).

So far, there is still a lot of physical education, sports and health learning done conventionally without carrying out learning variations that are adapted to the material being taught. Conventional learning is a learning method that is routinely carried out in relatively the same way and sequence. This method does not optimize student involvement and is individualistic, so that students cannot reveal their abilities and potential due to a lack of interaction and communication to develop together.

Achieve the goals of physical education, sports and health, a teacher's ability to apply learning methods to students is needed. Using the right method will make it easier for students to receive and absorb the learning provided, especially in the learning material for the game of basketball.

Based on this, researchers are also interested in conducting research on basketball learning (lay-up) using the Peer Tutorial method. Peer tutorial method is a cooperative method. Cooperative learning is an attitude or behavior together in working or helping among others in a regular cooperation structure, which consists of two or more people where the success of cooperation is influenced by the involvement of each member of the group itself. It is hoped that this research can help and reduce obstacles in learning basketball, especially in lay-up material.

2 RESEARCH METHODS

Literally, classroom action research comes from English, namely Classroom Action Research, which means action research (research with action) carried out in the classroom. Research is the activity of examining an object using certain methods and rules or methodology to find accurate data about things that can improve the quality of the object being observed. Actions are movements carried out deliberately and with a specific purpose. In PTK, this movement is known as student activity cycles. A class is a place where there is a group of students who receive learning at the same time.

Classroom action research is practical research carried out by examining the problems teachers face in the classroom and taking action to adjust these problems. The results of the research can be immediately applied by the teachers themselves in order to improve the teaching and learning problems they face and increase teacher professionalism in the teaching and learning process (Husna et al., 2019).

In general, there are four steps in carrying out PTK, namely planning, implementation, observation and reflection. Below is an overview of the four steps in PTK developed by Arikunto. The implementation of this classroom action research includes two cycles, namely cycle I and cycle II. However, the implementation of cycle II will only be carried out if the implementation of cycle I does not reach 75%. The implementation of cycle I consists of stages which include: planning stage, action or implementation stage, observation stage and reflection stage. Before learning basketball lay-ups, researchers collected data by

conducting initial observations of lay-up movements. After knowing the results, the application of the peer tutorial method can be implemented in teaching and learning activities. Based on the student's lay-up movement, action research where cycle I was carried out in 2 meetings and cycle II was planned in 2 meetings if it did not reach 75% in cycle I. The population of this study was class VIII of SMP PGRI 2 Ciputat using a total population sampling technique, namely the total number in class VIII was 43 students.

3 RESULT AND DISCUSSION

From the data, techniques for learning basketball lay-ups through peer tutorial methods influence the results of basketball lay-ups. There is a description of the results of the treatment which can improve the results of good techniques and movements.

Based on the results of the pre-action research above, it can be seen that the ability of class VII students at SMP PGRI 2 Ciputat in learning basic basketball lay-up techniques is still low. The student's level of ability has not reached the expected KKM. Most students are still afraid and cannot perform basic basketball lay-up techniques.

3.1 Cycle I

In the basketball lay-up learning process in cycle I, researchers and collaborators have reflected on the learning of basic basketball lay-up techniques. It can be seen that the qualification score was an average of 49% for the 21 students who completed it, while it was 51% for the 22 students who completed it. incomplete, therefore there is no need to emphasize the material in the next cycle if the results from cycle I are above average, namely very good (76% - 99%), good (60% - 75%) and poor (<60%).

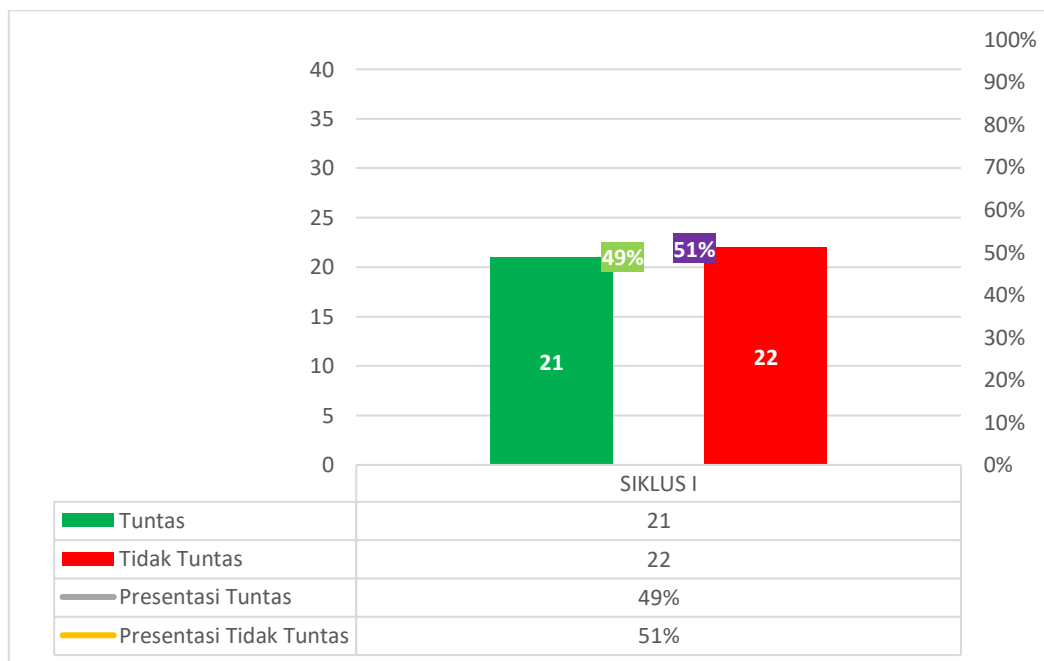


Figure 1. Cycle I results

3.2 Cycle II

In the process of learning basic basketball lay-up techniques in cycle II, researchers and collaborators have reflected on learning basic basketball lay-up techniques. The total score in cycle II was 100% with a total of 43 students taking part in the study. The total number of students who completed was 38 students or 88% and the total number of students who did not complete was 5 students or 12%.

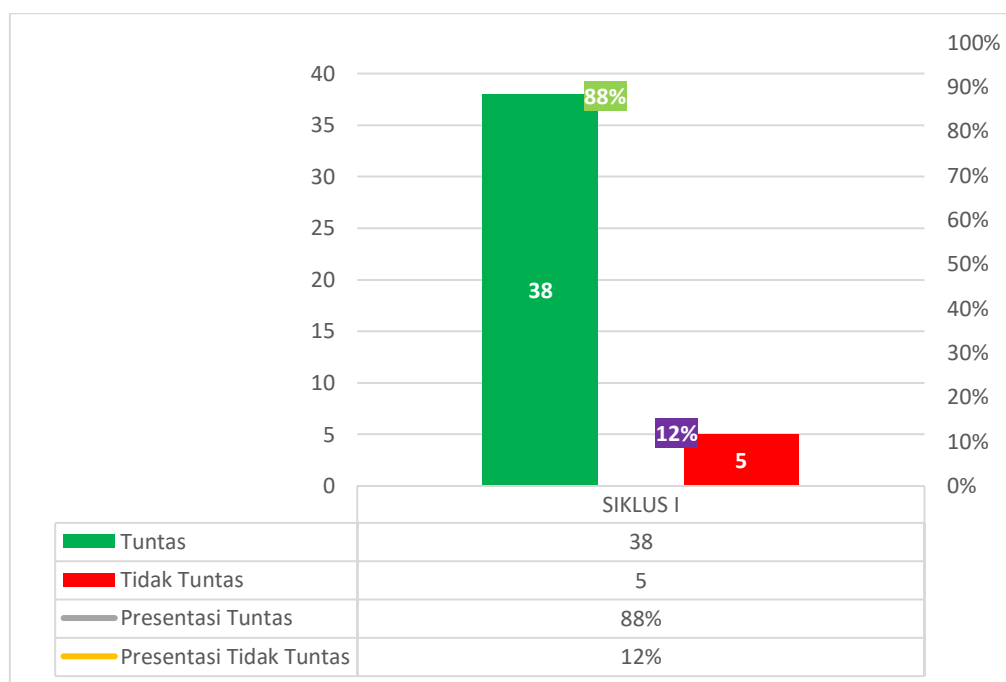


Figure 2. Cycle II results

3.3 Discussion

Based on the results of classroom action research from cycle I and cycle II, the application of the peer tutorial method in learning basic basketball lay-up techniques for class VIII students at SMP PGRI 2 Ciputat can improve basic basketball lay-up techniques. The learning results from cycle I show that there are still students who have not achieved the criteria for successful learning outcomes. After carrying out cycle II, it was found that student learning outcomes had reached the criteria for successful learning outcomes.

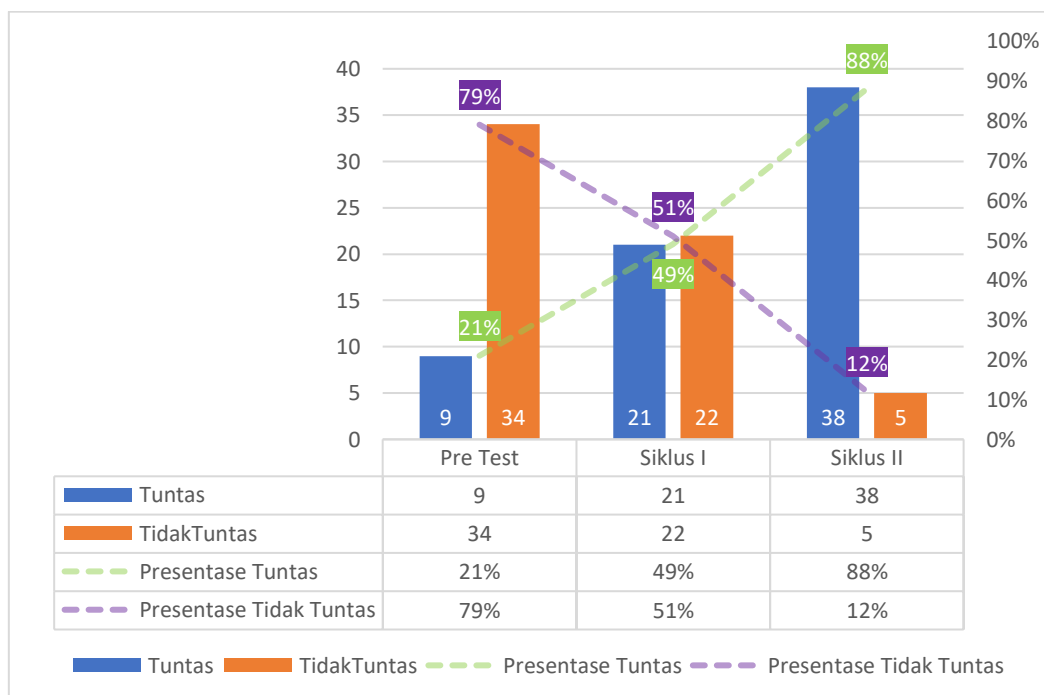


Figure 3. Precycle, Cycle I, & Cycle II results

This classroom action research cannot be separated from the important role of a teacher in preparing learning strategies which were previously found difficult to understand and implement can now be carried out easily by students and students feel happy, excited and entertained in understanding the material, so it can be said that basic technical learning is feasible-up basketball using the peer tutorial method for class VIII students at SMP PGRI 2 Ciputat can improve the learning outcomes of basic basketball lay-up techniques well. It is depicted in the graph that the percentage of provisions for basketball lay-up learning outcomes for class VIII students at SMP PGRI 2 Ciputat increased from the initial Pre Test data of 21% of students completing, rising to 49% in Cycle I and experiencing an increase to 88% of students completing. Based on the results of the lay-up test from the precycle, cycle I and cycle II, class VIII students at SMP PGRI 2 Ciputat experienced an increase in learning outcomes.

4 CONCLUSION

Classroom Action Research on class VIII students was carried out in two cycles. Each cycle consists of four stages, namely: (1) planning, (2) implementing actions, (3) observing and (4) reflecting. Based on the data analysis that has been carried out and the discussion that has been expressed, the conclusion is that: Learning through the peer tutorial method can improve lay up shoot learning outcomes for class VIII students at SMP PGRI 2 Ciputat. From the results of the analysis, a significant improvement was obtained from cycle I and cycle II. Lay up shoot learning results in cycle I in the complete category were 49%. The number of students who completed was 21 students. In cycle II there was an increase in the percentage of student learning outcomes in the complete category by 88%, while the total number of students who completed was 38 students.

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