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LEARNING MODEL OF SHOT PUT SIDEWAYS STYLE FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The purpose of this study is to develop a sideways style shot put learning model for junior high school students. This study uses a research and development model from Robert Maribe Branch, namely the ADDIE model (Analysis, design, development, implementation, and evaluation). The implementation phase is applied to class VII students at SMP Negeri 9 Pangkalpinang, class VII students at SMP Negeri 7 Pangkalpinang and class VII students at SMP Negeri 3 Pangkalpinang. So the total subjects in this study were 90 people. In this development research, the data used is data that uses instruments in the form of a questionnaire on the feasibility of developing a product and an instrument for the ability to shot put on the sideways style test. Paired Sample T-Test through the SPSS.26 application obtained the value of Sig. (2-tailed) of $0.000 < 0.05$, it was concluded that there was an average difference between the pre-test and post-test on junior high school students. Then, the mean difference between pre-test and post-test is 14,833. This finding shows that the sideways style bullet put learning model program for junior high school students has a significant effect on increasing shot put ability

Keywords: model; ADDIE; shot put; sideways style

INTRODUCTION

Physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge, healthy, active, sportsmanship, and emotional intelligence behaviors. In physical education, various branches of sports are taught, such as; Athletics, Big Ball Games, and Small Ball Games.

Athletics is a physical activity that consists of dynamic and harmonious movements such as walking, running, jumping, and throwing (Mubina, Asmawi, & Widyaningsih, 2021). In athletics there is one type of game, namely shot put. According to Asnaini, as the name implies, the shot put is not thrown, but rejected / pushed (Prabowo, 2018). The shot put itself has several styles of resisting, including sideways (orthodox) and back (o'brien) styles (Wiaro Giri, 2013).

Based on observations made by researchers at 3 schools when learning physical education, the sideways style shot put material was considered less than optimal. This is due to: (1) the lack of enthusiasm of students in participating in learning because they are afraid of the weight of the bullet and the material is not varied; (2) Students' knowledge of

shot put is still lacking, so students find it difficult to do sideways shot put; (3) inadequate facilities and infrastructure so that Teaching and Learning Activities (KBM) are not effective; (4) There is still a lack of use of media that is in accordance with the characteristics of students.

To overcome these problems, a teacher must develop a learning model that is as attractive as possible to create an active learning atmosphere for students and develop interesting learning media that will make students enthusiastic to take part in physical education learning and provide a more active and enthusiastic atmosphere for participants educate.

Learning will be more effective if using the right media. Media is the main thing that must be used in learning both inside and outside the classroom such as sports (Yova & Dewantoro, 2019). Media is a tool for conveying message information which means the media is more concerned with the source of the message itself, namely the teacher, being the media as everything that can affect student learning, which means the media focuses on the process and the students themselves (Sanjaya Wina, 2012). Thus, what is meant by learning media is

everything such as tools, environments and all forms of activities that are conditioned to increase knowledge, change attitudes or instill skills in everyone who uses them.

Learning media is used to help deliver subject matter in the teaching and learning process so as to facilitate the achievement of learning objectives that are as we want, students can understand the material well (Arfianto, 2018). Learning media is a communication tool and source of information that brings messages for a learning purpose (Rihatno, 2018).

According to (Donni, 2017) The learning model is a conceptual framework that describes a systematic and planned procedure in organizing the learning process of students so that learning objectives can be achieved effectively. The learning model can also be understood as a teacher's blueprint in preparing and implementing the learning process. To develop an effective learning model, every teacher must have adequate knowledge about the concepts and applications of learning models that are in accordance with the needs of students because the characteristics and desires of students in learning vary. The learning model can be interpreted as a plan or

pattern used in preparing the curriculum, arranging student material, and giving instructions to the teacher in the classroom in managing teaching (Munendra & Lumintuarso, 2015).

Shot put learning with the application of interesting media is strived to be more effective and optimal so that learning is expected to increase student motivation and learning outcomes in sports lessons. The media used is expected to improve the ability to put bullets into learning, namely media that have characteristics and are in accordance with learning needs to be more interesting, safe, inexpensive, easy to obtain and students can maximize in practicing the theory and practice that has been conveyed by educators.

The ability of a teacher to create a creative learning model is needed to meet the needs of the learning process. Creative teachers will not make students bored in participating in learning, because creative teachers provide students with motivation to participate in learning. Therefore, in the learning process, teachers must try to understand the meaning of learning motivation itself and develop media and move students' learning motivation to the maximum stage.

Creative learning is a learning process that requires teachers to be able to motivate and bring out the creativity of students during learning, by making something, creating something, changing, creating something. Teachers should be able to design varied learning models to support the growth of creativity in the classroom. Learning should be able to make students creative. Furthermore, to produce creative learners, of course the teacher should also position himself as a creative person (Asis & Ika, 2014).

Based on the problems and reasons above, the researcher concludes that it is necessary to develop a learning model that provides something positive in creating a positive learning atmosphere. This learning model also makes it easier for physical education teachers to provide learning materials to students. Therefore, overcoming the problems above and adopting a diverse and interesting learning model will make the learning atmosphere more active and provide enthusiasm for learning. A positive learning atmosphere will produce positive learning outcomes and provide personal satisfaction for teachers.

This research focuses on developing a learning model for the basic technique of sideways shot put for junior high school students. Furthermore, researchers will try to improve the shortcomings in the physical learning process, find solutions, and try to make the sport of shot put make interesting and fun lessons.

METHOD

The purpose of this study was to develop a sideways style shot put learning model for junior high school students. This study uses a research and development model from Robert Maribe Branch, namely the ADDIE model (Analysis, design, development, implementation, and evaluation) (Wenly, Pelana, & Wasan, 2021). ADDIE consists of five steps, including: (1) Analysis (analysis of student needs obtained from observations and interviews addressed to teachers and students). (2) Design (making decisions and detailed specifications of the product model item components in accordance with the analysis) (3) Development (this stage is carried out when the product design has been designed, then the next step is to develop a product based on several stages). (4) Implementation (conducting a field test using 90

subjects). (5) Evaluation (a series of processes for analyzing products at the implementation stage, can be shortened to answer the question of whether there are advantages and disadvantages).

The implementation phase was applied to 30 class VII students of SMP Negeri 9 Pangkalpinang, class VII students of SMP Negeri 7 Pangkalpinang and SMP Negeri 3 Pangkalpinang. In this development research, the data used is data that uses instruments in the form of a questionnaire on the feasibility of developing a product and an instrument for the ability to put off the sideways force.

Data analysis using the following steps: data recapitulation, data description, and data interpretation. Descriptive data are presented in the table. The presentation of this data is then displayed in the form of a table. While the inferential analysis was carried out using the T-test, with a significance test of $(\alpha)= 0,05$.

RESULT AND DISCUSSION

Result

Needs Analysis Results

Based on the results of the analysis in the field, it was found that:

a) The researcher found that several students in the sideways style shot put

were still mostly confused because they did not practice it directly.

b) The researcher saw that the students still had difficulty in carrying out the process of rejecting bullets.

c) The researcher also found that when students did the process of implementing the shot put, there were still many students refusing to go down or still throwing.

From the results of the interview, it was found that the results of the shot put learning that was carried out were only bullet put learning in general. The facilities and infrastructure used are only original balls and are very limited for the use of the original balls. This makes students get bored quickly and lazy in doing learning.

Design Stage

Next in the development procedure is the design stage. In this discussion, researchers develop a draft model. The draft model compiled in the form of 25 bullet put learning models that have various kinds of movement to reject bullets from the movement of rejecting the shot put without a target to the movement of rejecting the bullet using a target using modified media. Where this design is predicted according

to the needs of junior high school students.

Development Stage

The next stage is development. Where after previously carrying out the data collection stage and drafting a sideways style shot put model for Junior High School Students. The next step, the researcher conducts an expert test on the model that has been made.

Table 1

Conclusion of the Expert Test on the Sideways Style Bullet Reject Learning Model for Junior High School students.

Model name	Expert	Information
Model 1	✓	Valid
Model 2	✓	Valid
Model 3	✓	Valid
Model 4	✓	Valid
Model 5	✓	Valid
Model 6	✓	Valid
Model 7	✓	Valid
Model 8	✓	Valid
Model 9	✓	Valid
Model 10	✓	Valid
Model 11	✓	Valid
Model 12	✓	Valid
Model 13	✓	Valid
Model 14	✓	Valid
Model 15	✓	Valid
Model 16	✓	Valid
Model 17	✓	Valid
Model 18	✓	Valid
Model 19	✓	Valid
Model 20	✓	Valid
Model 21	✓	Valid
Model 22	✓	Valid

Model 23	✓	Valid
Model 24	✓	Valid
Model 25	✓	Valid

From the results of the feasibility test carried out by the experts, it was concluded from the draft model given that the variation of the sideways style shot put learning model for junior high school students consisting of 25 models was declared feasible to continue.

From the results of the feasibility test, there are also suggestions and input from experts on the product made, namely the sideways style shot put learning model for junior high school students. The suggestions and input from the experts that the researchers have concluded are as follows:

- a) In the implementation of this sideways style shot put learning model in the field, it must be sequentially from the easiest to the hardest.
- b) Criteria and implementation instructions must be clear so that they are easy to understand
- c) In the implementation it must be able to make children happy and active in the subject of shot put
- d) The media used must be safe, as well as the conditioned execution time

- e) Must continue to maintain the Health protocol, because the current condition is still Covid-19

Implementation

The next step is implementation. At this stage the researchers implemented three schools, namely SMP Negeri 1 Pangkalpinang, SMP Negeri 7 Pangkalpinang, and SMP Negeri 9 Pangkalpinang. The samples in this study were 30 students from each school. So the total of all samples is 90 students.

From the shot put learning model given to students at SMP Negeri 1 Pangkalpinang, students at SMP Negeri 7 Pangkalpinang, and students at SMP Negeri 9 Pangkalpinang, all 25 model items were implemented.

Based on the results of the given model, it can be concluded as follows:

- 1) The model items made are quite good, and are arranged from the easiest to the hardest.
- 2) All items of the sideways style shot put learning model for junior high school students can already be applied.
- 3) Students can do the items of the sideways style shot put learning model given by the researcher.
- 4) All students are enthusiastic in participating in the learning process

Evaluation

The next step is evaluation. This step is carried out after the implementation of the sideways style shot put learning model for junior high school students.

The following is a summary of the evaluation that refers to the evaluation results based on implementation:

- 1) Basically all the items of the sideways style shot put learning model can be applied, but must be adapted to the facilities and infrastructure available at school as a support for the implementation of learning.
- 2) The learning process has been going well, this can be seen from the enthusiasm of students in participating in learning, and here the teacher must direct the students to do the movement correctly so that the learning objectives are achieved..

This evaluation stage is carried out to be able to improve the products that have been developed by researchers, so that they can produce products that are suitable for use.

Model Effectiveness Test

In the following, the pre-test and post-test data from the sideways style shot put ability are presented as follows:

Table 2

Average shot put Score Sideways

Paired Samples Statistics

	Mean	N	Std. Deviation
RETEST	69.96	90	6.912
POSTTEST	84.79	90	3.743

Based on the output results using IBM SPSS Statistics 26 that the average value of the sideways style shot put before being given the learning model is (69.96) and after being given treatment with the learning model (84.79) it means that the average value of the style shot put sideways there is an increase.

The Significance of the Sideways Force Bullet Repelling Difference

From the results of the average value of the sideways force of the students above, the significance of the difference is obtained as follows:

Table 3

The Significance of the Difference in Learning Outcomes shot put Sideways Style

Paired Samples Test						
	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error			
pretest - posttest	14.833	5.862	.61805	24.005	89	.000

In the significance test of the difference with IBM SPSS Statistic 26, the mean (14.833) shows the difference between the pre-test and post-test, the results of t-count (24.005), df (89) and p-value ($0.00 < 0.05$) which means that there is a significant difference between before and after the treatment of the sideways style shot put learning model.

Based on this information, it can be said that the sideways style shot put learning model is quite effective and can improve the ability to put bullets in junior high school students. The diagram below is an illustration of the comparison of the average shot put tests before and after being given treatment.

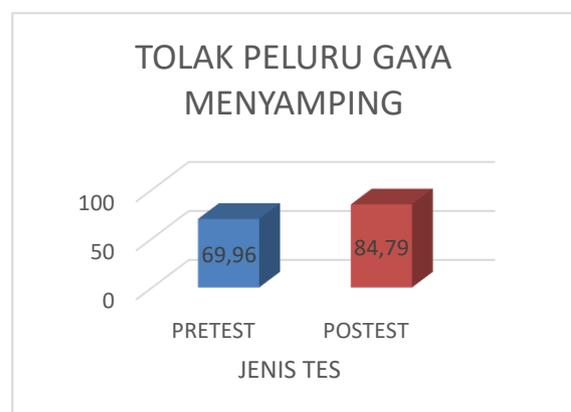


Figure 1 Side-by-side Bullet Repelling Learning Diagram

The results of the experimental trial can be concluded that the sideways style shot put learning model for junior high school students is feasible and effective to be used.

Evaluation

In perfecting this product, if you look at the shortcomings and advantages of the product made, there are suggestions or input that the researcher will convey, including the following:

- a) Further development is needed with a more varied sideways style shot put learning model.
- b) In the process, it is necessary to support more adequate facilities and infrastructure such as more varied equipment to support the development process of the sideways style shot put learning model.
- c) More effective and innovative innovations and strategies are needed to support the learning process in schools.

CONCLUSION

Research that produces a sideways style shot put learning model product for junior high school students based on research data consisting of

Analysis, Design, Development, Implementation, Evaluation in order to obtain a discussion of the results of the study, the researchers can draw the conclusion that:

1. The sideways style shot put learning model can be developed and applied in the sideways style shot put learning process for junior high school students.
2. The learning model developed based on research data obtained effective and efficient results for the sideways style shot put learning process for junior high school students.

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