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EFFECTIVENESS OF THE THROWING LEARNING MODEL IN PRIMARY SCHOOL CHILDREN

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Abstract The aim of this research is to test the effectiveness of the throwing learning model for students at SDN Bintara Jaya IV. The method used in this research is the pre-experimental method with one sample group, namely the experimental group who received throwing lessons. The research design is a pretest posttest control group design, where the sample is divided into two groups, namely the experimental group and the control group. The independent variable in this research is learning to throw, with learning concentration as the dependent variable. This research was conducted at SDN Bintara IV Bekasi, with a sample of 36 students. The sample selection was based on considering the importance of the level of learning concentration that each student must have during the learning process. The data in this study was obtained using a learning concentration test instrument. The data obtained consists of pretest, posttest and normalized gain data to see the quality of increasing learning concentration. The research results showed that the average gain score for the experimental group was 0.864 (86%) and the control group was 0.330 (33%). Based on this information, it can be said that the throwing learning model can improve throwing learning outcomes.

Keywords: development research, basic movements, throwing.



INTRODUCTION

Physical education, sports and health taught in schools has a very important role, namely providing opportunities for students to be directly involved in various learning experiences through selected physical, sports and health activities carried out systematically, which simply aims to familiarize students with being active. moving, but in practice it is not uncommon for students to be less interested in participating in physical education lessons due to many factors, one of which is limited infrastructure and teacher creativity in using learning media when teaching students. Thus, students are less motivated in participating in physical education lessons, which in the end students do not follow the movements taught or modeled by their teachers.

Modern physical education emphasizes physical activity which is based on the assumption that body and soul are an inseparable unit that views life as a totality. Students in physical education are used as educational objects who are still in a complex childhood period where during this period children have thoughts, feelings and actions that are still changing. So the

learning process must support both externally and internally which allows students to process real information in order to achieve the set learning goals. The importance of education as a process in supporting human growth and development that lasts a lifetime must be carried out in a well-organized manner so that it can make a very significant contribution to the growth and development of students. Where this development includes harmonious physical and spiritual growth and development in order to prepare students physiologically which leads to increased physical stability and development of personality abilities in adapting to their environment.

Movement as a necessity in life is the basis of physical activity carried out by humans, including children. Physical activities include walking, jumping, running, throwing, kicking, climbing, and so on. These abilities will be easily carried out by children if they are supported by good basic movement skills. In line with the opinion cited by (Barnett et al. 2016) that basic movement skills are movement patterns that involve body parts such as legs, arms, trunk and head, and include skills such as running, jumping, catching,

throwing, attacking, and balance. Where these movements are foundation movements or precursor patterns to support more specific skills such as play, games, sports, dance, gymnastics, outdoor education and other recreational physical activities. It can be concluded that basic movement skills include three categories, namely: body management, locomotor, and object control (Karisman, Friskawati, and Supriadi 2018). Meanwhile, according to (Bailey 2018) in the elementary grades, the physical education program emphasizes the development of fundamental locomotor, non-locomotor, and manipulative skills through the main content areas of educational games, dance, aquatic, and gymnastics.

Another emphasis on the Physical Education content standards summarized in BNSP 2006 in Elementary Schools is to stimulate students' basic movement abilities which include: 1) Locomotor (walking, running, jumping), 2) Non-Locomotor (twisting, bending, tilting), and 3) Manipulative (throwing, catching, rolling).

Students' motor skills will influence the various movement activities they will carry out. The better

the motor development, the more easily the child can demonstrate sports skills. Previous research conducted by (Wicaksono and Nurhayati 2013) found that the motor skills of fourth grade elementary school students were categorized as moderate, with the use of learning media using information, communication, and technology. From these results it can be concluded that learning media plays a very significant role in improving motivation for children's learning so that the impact obtained is in accordance with the objectives of the learning, namely improving basic movements. Elementary school age is a period where physical growth and development is determined and plays an important role in the formation of quality and independent individuals.

The limitations of physical education teachers that have been described previously are the lack of infrastructure and also in creating an atmosphere or environmental situation that allows students to interact so that changes or developments occur in students. Apart from that, in the teaching process there are other focuses which are important elements in supporting the learning process, namely, teaching

methods and learning media. These two aspects are related to each other, the choice of teaching method will certainly influence what learning media will be used. In selecting learning media, teachers must pay attention to several things, namely: learning objectives, type of assignment and expected responses, including student characteristics (Br Tarigan 2020). It can be said that one of the main functions of learning media is as a teaching aid which also influences the climate, conditions and learning environment arranged and created by the teacher, where this choice can influence students' learning motivation in class.

Conventionally students are usually taught by imitating the movements of the teacher, this is not a bad thing as explained by Albert Bandura in social learning theory that the importance of observing, copying and copying the behavior, attitudes and emotional reactions of other people in this case is the role of students. towards teachers. According to Bandura in (El-adl and Alkharusi 2020), this can happen because it is influenced by several factors, namely: attention, motivation, attitudes and emotions. Children who observe behavior either directly through social interactions with other people, or

indirectly by observing behavior through the media.

In the teaching and learning process the presence of media has quite an important meaning. Because in the teaching and learning process, the lack of clarity in materials or infrastructure can be helped by presenting the media as an intermediary. The complexity of the material that will be presented to students during the teaching and learning process can be simplified with the help of media. The use of audio-visual learning media helps students involve the senses of hearing and sight at the same time in one process, the messages conveyed are verbal and non-verbal which makes it easier for students to learn learning material and at the same time is able to attract students' attention during the learning process.

The use of learning media in the learning process can increase and arouse students' desires, interest and motivation in an effort to stimulate the desire to learn. The use of learning media will also greatly help the effectiveness of the learning process, increase understanding, present interesting data and convey lesson content during the learning process.

So far, the teaching and learning process has been predominantly carried out in conventional ways, namely by teachers modeling and practicing the movements to be learned. Research conducted by (Nurzaman 2017) found that there were differences in the formation of self-esteem in pencak silat coaching between students who took part in treatment using the inquiry learning model and students who took part in conventional learning model treatment. In this research, the researcher tries to develop a learning model, especially basic throwing movements, so that it can increase student interest and understanding of student movements as well as increase student motivation in following the learning process through several model developments that will be presented by the researcher.

Motivation has a role as a driver of effort in achieving achievement, a person makes an effort because of the motivation that drives him. Good motivation in the learning process will produce good results, in other words, efforts based on motivation will produce good achievements. Because the learning process has four external supporting factors, including:

environmental factors and instrumental factors, as well as internal factors including: physiological factors and psychological factors, Syaiful Bahri in (Br Tarigan 2020). Meanwhile, according to the factors that influence learning, there are three, namely: internal factors which include physiology and psychology, external factors including the social and non-social environment and student learning approach factors. Meanwhile, psychological factors are the main factors in this case which determine the intensity of learning which includes: interest, intelligence, talent, motivation and cognitive abilities in Syaiful Bahri (Br Tarigan 2020).

Motivation is a steady subject's tendency to feel interested in certain studies or subjects and feel happy studying the material (Lola 2022). The learning process will run effectively if it is accompanied by interest because interest is the main motivational tool that can arouse students' enthusiasm for learning within a certain period of time. Learning motivation itself can be defined as the overall psychological driving force within students which gives rise to learning activities, ensures the continuity of learning activities, and

provides direction to learning activities in order to achieve goals. Motivation basically functions as a driving force for efforts to achieve achievement, students who have high learning motivation will also get better achievements, conversely if learning motivation is low students will quickly feel bored and lazy about studying so that their learning achievement decreases (Surya, Relmasira, and Hardini 2018).

The importance of motivation that every student must have so that it can be concluded that motivation is important for every student to have because it is able to move student behavior in a positive direction so that they are able to face all demands, difficulties and bear risks in their learning.

The learning process will run well if the environment around students supports this, starting from the immediate environment, namely the family or parents, which is reinforced by the opinion (Shochib 2010) that the first and main institution in raising children is the family. Within the family itself, children will be taught social and religious norms, habits, responsibilities and mutual respect for each other. Children's development and growth

depends on how parents guide, model, teach and implement good parenting patterns at home. This is why family influence is an important element in determining future patterns, attitudes and behavior (Hurlock 1980).

One that is diagnosed as having an impact on parenting patterns is basic movement which according to some experts is defined as changes in place, position and speed of the body or part of the human body that occur in a space and time dimension that can be observed objectively (Downward 2019). Meanwhile, according to (Kiram 2019) human movement is an instrument used to achieve the goals of human life activities, including sports movement. So, it can be concluded that movement is human behavior that is carried out at any time and can be observed.

The process of human movement is regulated by movement control and the neural system (Giriwijoyo and Sidik 2019) which is planned in the brain and then sent to the muscles related to movement and attitude (Hidayat and Hartati 2015).

Basic manipulative movements are one of the domains of fundamental basic movements, where basic manipulative movement abilities are

developed when children are mastering various objects (Sumantri and Nasuka 2016). Forms of manipulative movements include pushing movements (throwing, hitting, kicking) and receiving movements (catching). Catching movements can be taught using plastic balls made from rubber pads or plastic balls with the movement of bouncing the ball or dribbling the ball. Basic manipulative movements are taught when children have mastered various objects. Basic manipulative movements can be taught through throwing and catching balls, where this game is a type of game that is related to intellectual, social development, self-control, delaying gratification, patience, self-confidence, never giving up, as well as the development of children's character (Tarigan 2017).

Preliminary observations carried out by researchers at SDN Bintara Jaya VI showed that basic movement abilities were still relatively poor as can be seen from the students' weak abilities. This is caused by several factors, including: 1) students pay less attention, 2) students are less enthusiastic about making movements, 3) students have difficulty playing, and 4) students tend not to focus on making movements.

The situation mentioned above is of course to be avoided during the learning process because it will result in a less effective learning process that can affect learning outcomes. Efforts to improve and increase the quality of learning need to be made in order to increase student learning motivation. Because physical education is learning that is closely related to the process of body movement activities, so when students are enthusiastic about carrying out the physical education learning process, motivation and interest in learning will grow.

From this explanation, the author draws conclusions about the importance of developing a throwing learning model for students at SDN Bintara Jaya IV in order to improve basic movements, especially basic throwing movements and focus on the effectiveness of implementing the development of this learning model.

METHOD

The method used in this research is the pre-experimental method with one sample group, namely the experimental group who received throwing lessons. The research design is a pretest posttest control group design, where the sample

is divided into two groups, namely the experimental group and the control group. The independent variable in this research is learning to throw, with learning concentration as the dependent variable. This research was conducted at SDN Bintara IV Bekasi, with a sample of 36 students. The sample selection was based on considering the importance of the level of learning concentration that each student must have during the learning process.

The data in this study was obtained using a learning concentration test instrument. The data obtained consists of pretest, posttest and normalized gain data to see the quality of increasing learning concentration.

RESULT AND DISCUSSION

The data obtained was then analyzed descriptively and inferentially. Inference testing was carried out with the help of SPSS 16.0, starting with a data normality test, then a one-sample t-test. The normalized gain categories used in this research are according to Hake (Education 2019) as follows:.

Table 1
Gain Score Interpretation

Gain Score	Interpretation
$-1.00 \leq g < 0$	There was a decline
$g = 0.00$	Still

$0.00 < g < 0.30$	Low
$0.30 \leq g < 0.70$	Currently
$0.70 \leq g \leq 1.00$	Hight

Table 2
CriteriaPercentage of Effectiveness

Skala	Information
0% - 20%	Ineffective
21% - 40%	Less effective
41% - 60%	Adequate Value
61% - 80%	Effective
81% - 100%	Very effective

Data analysis in this study aims to determine the effectiveness of using throwing learning to increase student learning concentration. The data obtained from the pretest, posttest and gain score results are generally presented in the following table:

Tabel 3
N-Gain Control Group

Statistics	N-Gain Score	N-Gain Percent
N	18	18
Min	0.10	9.68
Max	0.11	10.67
Mean	0.330	32.988
STDV	0.06229	6.22925

Based on the data in table 3, it is known that the average N-Gain score is 0.330 and the N-Gain percentage value is 32.988%.

Tabel 4
N-Gain Eksperimen Group

Statistics	N-Gain Score	N-Gain Percent
N	18	18
Min	0.03	2.99
Max	0.26	27.50
Mean	0.8648	86.388

STDV	0.08345	83.4489
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Based on the SPSS output results, a summary of descriptive statistics in the form of a Gain percent value was 86.4% with an effective interpretation, which means that users of the throwing learning model in the experimental class were effective in improving basic movements. Meanwhile, the gain percent in the control group was 32.988% with an ineffective interpretation, which means that users of the throwing learning model in the pretest were not effective in increasing learning concentration.

Thus it can be concluded that users of the throwing learning model are effective in increasing learning concentration.

CONCLUSION

Based on the research results and discussions described previously, we draw the conclusion that: The throwing learning model is effective for improving abilities in learning throwing. This research also shows the results that there is an increase in basic throwing learning movements after implementing the throwing learning model developed by researchers. Several previous research results explain similar findings from the

development of each basic movement, such as by (Lubis and Saputra 2019) in his research showing that the throwing and catching learning model provides an improvement in the learning of basic throwing and catching movements in high school students, other similar research was developed by (Faridah et al. 2021) obtained the same results that the throwing learning model was effective in improving basic throwing movements. The development of the learning model developed in practice provides opportunities for students to be able to carry out correct basic movements when throwing, using learning models developed by researchers which are carried out in stages. This is reinforced by previous research by (Mirawati and Rahmawati 2017) which explains that the direct learning model is an approach that is designed in a structured manner and implemented in stages, so that the delivery of knowledge or science is effective and efficient.

In its implementation, this throwing learning model pays attention to every basic movement technique in learning to throw and provides basic movements from the easiest to the complex/difficult and is carried out repeatedly so that each student can master the basic movements. Apart from that, it is also hoped that the detailed explanation of the learning model can be understood by every teacher or teaching staff who will teach basic throwing movements so that the aim of providing students with an understanding of the movement is achieved and can minimize some weaknesses through revision from experts and can give a superior impression in learning basic throwing movements.

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