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Improving Badminton Learning Outcomes Using Bokortasko Tool Modifications

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ABSTRACT

This study aims to improve the learning outcomes of badminton students by using bokortasko tools. This research is a collaborative classroom action research with four stage steps, namely planning, implementation, observation and reflection. In this research is carried out through the stages of pre-cycle, cycle 1 and cycle 2. In the pre-cycle skill test scores were 47.40% (low), learning outcomes were 20.58% (complete), and affective students were 49.99% (less active). In the first cycle the skill test score was 63.39% (moderate), the learning outcomes were 64.71% (complete), and the affective students were 62.65% (quite active). And in cycle II skill test scores of 82.88% (high), learning outcomes of 85.29% (complete), and affective students 82.70% (very active). So it can be concluded through the modification of bokortasko aids can improve stud ent learning outcomes, this can be seen from the actions carried out each cycle has increased significantly and the use of bokortasko aids can help students learn and practice service techniques and lob strokes so that they have an impact on student learning success.

***Keywords**: modification, bokortasko, learning outcomes*

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INTRODUCTION

Physical education as a learning program that pays attention to competencies, namely attitudes, knowledge, and skills through movement and also practice that is carried out more in the field than in the classroom, therefore, physical education, sports, and health are part of national education that must involve important elements in the form of mind and body. Where all these aspects are very related in everyday life to make each individual good (Junaedi &; Vishnu, 2016).

One of the daily activities carried out by a student is to carry out learning activities. Learning is the process of interaction that occurs between students and educators and learning resources in the learning environment. In learning, educators provide assistance to students in order to acquire knowledge, skills and the formation of attitudes and confidence in students (Suardi, 2018: 7). Through physical education learning activities, it is expected that students can grow and develop healthy and fresh physically, as well as their personal development harmoniously (Faridah, 2016).

One of the materials in physical education learning is badminton. Badminton is one of the most popular sports in the world, especially in Indonesia *(*Famoes et al., 2015). Badminton is a racquet sport played by two people (for singles) or two pairs (for doubles) facing each other. This game uses rackets as bats and *shuttlecocks* as objects to be hit (Ministry of Education and Culture, 2017: 6). The goal of badminton is to try to knock down the *shuttlecock in the* opponent's area of play and try not to hit the shuttlecock and knock it in its own area of play. During the game, each player tries to hit before the *shuttlecock* hits the floor in his own game area. If the *shuttlecock* falls to the floor or hits the net, then the game stops (Sartika, 2019).

Based on observations during PLP during the physical education learning process at Public Junior High School 3 Palembang, it was found that the level of student mastery of badminton subject matter was still low. This data is obtained through pre-cycle activities carried out before research activities are carried out. Pre-cycle activities consist of three assessment instruments, namely cognitive in the form of multiple-choice question tests, affective assessments and psychomotor assessments obtained through observation of student activities. Results of the pre cycle students have difficulty in doing badminton games. Most students have just mastered how to hit but have not been able to perform optimally.

Then other factors are also influenced by the lack of facilities and infrastructure used in learning, Some students do learning activities while others wait their turn. The facilities used are two badminton rackets, *shuttlecocks, one* net and two poles, and the infrastructure used is one badminton court. Since the school does not have badminton rackets, students are required to bring their own rackets. The lack of facilities makes student involvement in participating in badminton learning which results in less learning outcomes, it is necessary to take an action that is able to increase student participation so that learning objectives can be achieved.

When carrying out physical education learning, an educator must actively create the best possible learning atmosphere so that student learning motivation can increase. Learning objectives can be achieved well if an educator has the ability to arouse student motivation in learning. In order to achieve these goals, learning carried out between educators and students should refer to student activities and participation. Educators not only carry out activities to convey knowledge, skills, and attitudes to students but educators are expected to be able to bring to be active in various forms of learning (Kustiawa *et al*., 2019).

Based on these learning objectives, to be able to achieve an effective learning process, researchers try to plan several tools that can be used in the student learning process. These tools can be in the form of bokortasko modifications that can be used in the student learning process and can also be in the form of learning media and videos that can support the learning process to be more effective (Bahagia, 2019: 25). After planning several tools that can be used in the learning process, in the end researchers chose the bokortasko tool. The reason researchers chose the bokortasko tool is to help students follow the learning of badminton games with modified rules. With a cost that is not too expensive, researchers choose to be able to make bokortasko props in quantities that are adjusted to the large number of students who take part in learning.

The selection of bokortasko aids is one of the efforts that can be done by an educator to support the ongoing learning process. In choosing a learning aid, a teacher must also consider the economic level of the media to be used. The costs used must be balanced with minimal expenditure costs but have many benefits and advantages in the learning process, the material provided must also be in accordance with the level of understanding of students, and should attract the attention of students (Nuryastuti, 2022). Bokortasko stands for tailed ball and newsprint. Modification of bokortasko learning aids is a form of learning media designed by researchers using tailed balls that can be made by utilizing newsprint balls tied using colored raffia ropes so as to form a tail. Making this tool is very easy and does not require much cost (Bambang, 2019).

The previous research on bokortasko modification was a study from Bambang (2019) entitled "Application of Bokortasko Learning Aid Modifiction to Badminton Game Learning Outcomes of Class VIII A Students at Public Junior High School 18 Jambi City in 2017/2018". Based on this research, the results of improving learning outcomes through cycle I and cycle II were obtained. Improved learning outcomes in the form of affective, cognitive and psychomotor improvements.

Another research is a study from Nuryastuti (2022) with the research title "The Effect of Bokortasko Tool Modification on the Service Ability of Badminton Games of Junior High School Students of Muhammadiyah 4 Tidore Islands". Based on this research, significant results were obtained on the application of bokortasko tool modifications to the results of badminton game service ability in grade VIII students Junior High School Muhammadiyah 4 Tidore Islands.

Another similar research is a study research title "Application of Bokortasko Learning Aid Modification to Badminton learning outcomes of grade VIII D students at Public Junior High School 3 Batang". Based on research, modification of badminton games can improve learning in students (Marrozan, 2013)

Based on previous research, researchers hope that through this bokortasko modification can create a fun, effective learning process and achieve predetermined learning goals. The purpose of this badminton game learning modification is so that students feel happy in following learning. With a feeling of pleasure towards the learning, it will make students become active and enthusiastic in following learning and more easily master the material taught (Marrozan, 2013)

Teachers in teaching badminton games must make interesting and fun learning implementation plans for students, as well as equipment, group arrangements, varied basic technical movements so as to make learning situations more enjoyable in the badminton learning process. Based on the above problems, it is necessary to conduct a classroom action research entitled "Improving Badminton Learning Outcomes Using Modified Learning Aids at Public Junior High School 3 Palembang".

METHOD

Types of Research

In connection with the problems and objectives of the researcher, the method used in this study is Classroom Action Research. This research is a collaborative classroom action research. Classroom Action Research (PTK) is an initiative used to improve the quality of learning. In this study, teachers, teachers and researchers collaborate to try to solve problems that arise in certain situations in the classroom (Arnawati, 2021)

Research Subjects

The subjects in this study were grade VIII 8 students at Public Junior High School 3 Palembang. Class VIII 5 students totaled 34 students consisting of 17 female students and 17 male students. While the sample taken amounted to 24 students consisting of 12 female students and 12 male students.

Classroom Action Research Procedure

There are 4 stages of practical steps for implementing classroom action research, namely. (1) *planning, (2)* acting, (3) *observing*, (4) reflecting *(Suyatno, 2016)* (Suyatno, 2016). These

stages are called a single cycle of problem-solving activities. If one cycle has not shown signs of improvement (quality improvement), research activities are continued in the second cycle, and so on, until the researcher is satisfied.

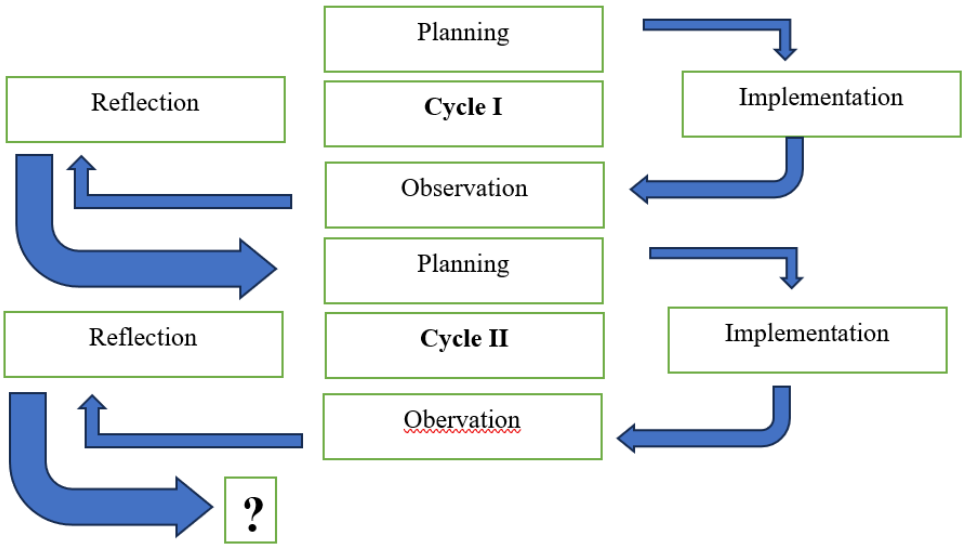

Figure 1. Classroom Action Research Model
Source : Wulandari, 2017

RESULTS AND DISCUSSION

RESULTS

Based on the results of the pre-cycle score of service skills and lob strokes, students were represented by a percentage of 47.40% (low), students' knowledge about the importance of learning was represented by a percentage of 20.58% (complete), and the affective of students was represented by a percentage of 49.99% (less active).

Many challenges face pre-cycle research, including the fact that many students are still unable to grasp the basic technical concepts of serves and lob strokes in the game of badminton. Therefore, students obtain relatively small grades. The researcher must be able to explain the purpose and objectives of this study to students in the next cycle based on the findings of reflection in the pre-cycle, and the research must continue on the first cycle of classroom action research.

Based on the results achieved by students in the first cycle, the percentage of service skills and lob strokes was 63.39% (moderate), students' knowledge about the importance of learning

was 64.71% (complete), and the affective students were at a percentage of 62.65% (quite active).

Many students are still not serious about listening to the teacher's explanation which causes students to not understand the flow of motion demonstrated, discipline in managing time that is still not neatly arranged in the learning process, and there are still many students who are not serious in listening to the teacher's explanation. This is quite a challenge for research conducted in cycle 1. Thus, based on the problems encountered in cycle 1, namely the lack of effective game form in cycle 1, it is necessary to change the game form in cycle 2.

Based on the results that have been achieved by students in cycle II obtained a percentage of service skills and lob strokes of 82.88% (high), students' knowledge of the importance of learning at a percentage of 85.29% (complete), and affective students at a percentage of 82.70% (very active).

By utilizing bokartasko aids in badminton games, it shows improved results from the pre-cycle stage, cycle I and cycle II. Thus, it can be concluded that cycle II learning is successful because it is able to achieve KKM and pass by 80% of all students to improve learning outcomes.

Table 1. Improvement of Student Learning Outcomes

Result	Skills	Learning Outcomes	Affective
Pre Cycle	47,40%	20,58%	49,99%
Cycle I	63,39%	64.71%	62.65%
Cycle II	82,88%	85,29%	82,70%
Upgrade Precycle – Cycle 1	15,99%	44,13%	12,66%
Upgrade Cycle 1- Cycle 2	19,49%	20,58%	20,05%

Source : Primary data processing 2023

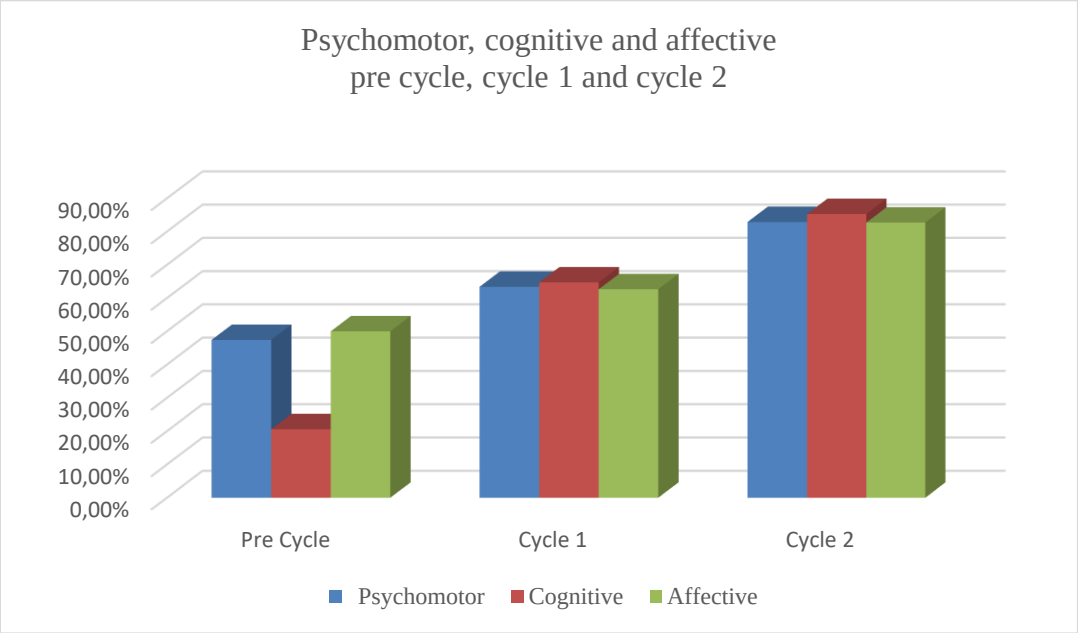

Figure 2. Psychomotor, cognitive and affective percentage graph
Source : Primary data processing 2023

DISCUSSION

Based on research that has been carried out in several stages, namely pre-cycle, cycle I and cycle II. Data were obtained that in the pre-cycle study which aimed to see how well learners understood the basic techniques in serving and *lob* strokes before learning cycle I classroom actions began. Data obtained in pre-cycle research showed skills of 47.40% (low), students' knowledge about the importance of learning was represented by a percentage of 20.58% (complete), and affective students were represented by a percentage of 49.99% (less active). Many challenges face pre-cycle research, including the fact that many students are still unable to grasp the basic technical concepts of serves and *lob* strokes in the game of badminton. Therefore, students obtain relatively small grades. The researcher must be able to explain the purpose and objectives of this study to students in the next cycle based on the findings of reflection in the pre-cycle, and the research must continue on the first cycle of classroom action research.

Many students are still not serious about listening to the teacher's explanation which causes students to not understand the flow of motion demonstrated, discipline in managing time that is still not neatly arranged in the learning process is one of the learning difficulties faced in cycle I, states that learning difficulties are a condition where the ability or. The difficulties faced by students require educators to be able to create interesting learning. This is in line with

the opinion of Destriani et al (2018) which states that the development of varied learning techniques can help educators to design learning creatively so that the learning process becomes innovative, interesting, more qualified and can improve student learning outcomes, in this study, researchers tried to utilize learning aids to make the learning process more interesting.

Based on these problems, in the first cycle students have not reached the predetermined completeness. However, it has improved from the previous pre-cycle stage. This can be seen from the presentation obtained by serving skills and *lob* strokes of 63.39% (medium), students' knowledge of the importance of learning at a percentage of 64.71% (complete), and affective students at a percentage of 62.65% (quite active). With the results obtained, this requires researchers to continue research in cycle II. As educators, the effort made to help students improve learning outcomes is to utilize learning aids. This is in line with the opinion of Destriani et al (2021), namely the development of a learning media that can help achieve learning indicators. The late use of learning media is believed to be able to help convey messages correctly, effectively, efficiently, create and enrich student learning experiences, be able to present a picture of an incident as close or real as possible, and to be able to improve student activities and skills (Destriani et al., 2021)

In cycle II students succeeded in improving learning outcomes with KKM achievements and passes by 80% of all students in cycle II because they began to understand badminton learning material, especially on serves and lob strokes and *understood how to perform service techniques and* lob *strokes in badminton games.* The completeness of student learning outcomes can be seen from the results that have been achieved by students in cycle II, namely the percentage of service skills and *lob* strokes of 82.88% (high), student knowledge about the importance of learning at a percentage of 85.29% (complete), and affective students at a percentage of 82.70% (very active). Based on the results of cycle II, it can be said that cycle II learning is successful and has increased learning outcomes. Learning success according to Siti Maesaroh (2013) is the result of learning activities, exercises, and experiences carried out by a person to get the most out of his education. This is in line with this study which shows that the use of bokortasko aids can help students learn and practice service techniques and *lob* strokes so that they have an impact on student learning success.

The improvement in learning on skills occurs due to demonstration examples provided by researchers. The use of bokortasko aids is also one of the improvements in the skills of students. This can be seen from students who feel interested in doing badminton learning

practices by utilizing bokortasko tools. This is in line with the opinion of Destriani et al (2022) which *states that as educators, a modification is needed in learning facilities such as the provision of learning aid media which is expected to be one way to meet learning objectives* Victorian et al., 2022) In this study researchers tried to use bokortasko aids. Based on the learning results, students also improved because before carrying out badminton learning practices on the court, researchers provided a brief understanding of the service material and lob strokes. This improvement in student learning outcomes is obtained from evaluation at the pre-cycle stage, cycle 1 and cycle 2. The improvement that occurs in skills and learning outcomes certainly affects the affectiveness of the learners. With the bokortasko learning tool, students are active in learning badminton, especially from serves and *lob strokes.*

Based on the explanation above, it can be concluded that from cycle I to the next cycle there is an increase in skills, learning outcomes and affective learners. In the pre-cycle skill test scores were 47.40% (low), learning outcomes were 20.58% (complete), and affective students were 49.99% (less active). In the first cycle the skill test score was 63.39% (moderate), the learning outcomes were 64.71% (complete), and the affective students were 62.65% (quite active). And in cycle II skill test scores of 82.88% (high), learning outcomes of 85.29% (complete), and affective students 82.70% (very active). This shows a significant increase. The following table results are pre-cycle, cycle I and cycle II.

CONCLUSION

Based on Classroom Action Research (PTK) that has been conducted by researchers on students shows significant results. The skills, learning outcomes and affectiveness of students in grade VIII.5 have improved in each cycle. The use of bokortasko aids is also one of the improvements in the skills of students. This can be seen from students who feel interested in doing badminton learning practices by utilizing bokortasko tools.

Based on the learning results, students also improved because before carrying out badminton learning practices on the court, researchers provided a brief understanding of the service material and lob strokes. The improvement that occurs in skills and learning outcomes certainly affects the affectiveness of the learners. With the bokortasko learning tool, students are active in learning badminton, especially from serves and *lob strokes.* Thus, it can be concluded that the use of bokortasko aids can help students learn and practice service techniques and *lob* strokes so that they have an impact on student learning success.

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