

Efforts To Improve Backhand Service And Long Forehand Service Results In Badminton Through Playing Methods In Students of SMP Negeri 3 Palembang

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ABSTRACT

Learning is a process that involves active interaction between students, educators, and various learning resources in an environment that supports learning. In the context of badminton learning, low student learning outcomes are thought to be caused by the lack of learning motivation possessed by students. This can be seen from the lack of seriousness of students in participating in badminton learning activities, which reflects a low interest in the material. This study aims to determine how high the level of students' skills is in carrying out backhand and forehand service in badminton through the application of a playing approach. The type of research used is Classroom Action Research (CAR), with a qualitative descriptive approach, which is implemented at the Junior High School (SMP) level. At the pre-cycle stage, students who could meet the technical test completion criteria, backhand and long forehand service, were only 13 people or around 40%. After the learning action through the play method was carried out in cycle I, the number of students who succeeded increased to 19 students or 59%. Then in cycle II, there was a more significant increase, namely 25 students or around 78% who were able to do the technique service backhand and long forehand service following the indicators set out in the assessment instrument.

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- A. Conception and design of the study;
- B. Acquisition of data;
- C. Analysis and interpretation of data;
- D. Manuscript preparation;
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INTRODUCTION

Learning is the process by which a person acquires knowledge, skills, attitudes, or values through experience, study, and training. This process can occur formally, such as in schools or universities, informally through everyday interactions, or non-formally. Through courses or training outside the formal education system. In other words, learning is a process of self-mastery to improve abilities that not only come from the formal scope, but also non-formal and informal learning are very helpful in terms of improving abilities.

According to Hanafy Sain. Muh (2014, p. 74) Learning is basically the stages of teacher and student activities in organizing learning programs, namely activity plans that

describe basic skills and basic theories that contain detailed time allocation, learning outcome achievement indicators, and learning activity steps for each subject matter. According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is a process of interaction between students and educators and learning resources that takes place in a learning environment. Learning is viewed nationally as an interaction process that involves the main components, namely students, educators, and learning resources that take place in a learning environment (Hanafy Sain, Muh 2014, p. 74).

The process of learning consists of the stages that you want to achieve in the learning process. The process that you want to achieve must use the right method so that it can be achieved according to the targets and objectives of the learning process. According to Fred Percival and Henry Elington, in R. Gustri Nanang et al (2023, p.21), the method is a common way to deliver lessons to students or practice the theories that have been learned to achieve learning goals. A similar opinion was expressed by Tardif in Muhibbin Syah that the method is interpreted as a way that contains standard procedures for carrying out the activity of presenting lesson materials to students, R. Gustri Nanang et al (2023, p.21).

Methods in learning refer to the ways or approaches used by teachers or educators to deliver material to students so that learning objectives are achieved. The game method is one method of improving student skills in a game. The game method is one of the learning methods that uses games as a tool or strategy to deliver lesson material. The main goal is to make the learning process fun, interesting, and to encourage active student participation.

According to Sigit P and Yuli SH (2019), Playing is all activities carried out by an individual that are fun, joyful, and enjoyable, which function to help individuals achieve complete development, both physically, intellectually, socially, morally and emotionally. According to Kadarusman K, et al (2023, p. 3), the process of learning activities with the play method has a very important role in developing the potential possessed by children. Children become more enthusiastic, enthusiastic and more creative in participating in learning activities. According to "the play method has benefits for aspects of development which include moral, motoric, cognitive, language, and social aspects" (Rohmah, 2016:31).

Badminton is a small ball game that uses a shuttlecock, a net and a racket. Badminton is one of the games that is widely enjoyed by the general public, both in rural and urban areas, from children, adults, and parents can play this type of sport. Badminton can be used as a recreational and achievement sport that aims for fun, relaxation, health, or to pursue a career in the world of sports. The game of badminton is an attempt to drop an object or shuttlecock into the opponent's area and try to prevent the opponent from dropping the shuttlecock into our area. According to Hidayat Taufik et al. (2022, p.172), this game is individual, can be played by one person against one person or two opponents, can be played by men and women, and can also be played by mixed pairs of men and women.

According to Hidayat Taufik, et al (2022, p.173) one of the requirements for success in playing badminton is mastering the basic techniques of playing badminton, because basic techniques in badminton are one of the foundations that cannot be separated in badminton and are also one of the determinants of winning the match. Every branch, especially badminton, must master the basic techniques for playing badminton, one of which is serving. According to Ardiyanto S (2003, p. 23), in badminton, the basic technique of serving is the first hit to start the game. There are 2 services in badminton, namely short and long serves.

In badminton, service is the initial point to win the match. In other words, a player cannot achieve a lift if he cannot serve well. A short serve is a shot with a racket that flies the shuttlecock to another field in a diagonal direction, which aims to open the game and is an important shot in badminton (Poole, 2009:66). In Ardiyanto (2003, p.23). According to Nuzul Fitra and Saifu (2020, p.37), "in badminton there are 3 types of service, namely short service, high service, and flick service or half-high service, but service is usually combined into two types, namely forehand and backhand service".

According to Suhardianto (2021, p. 5), Backhand service is generally, by this type of service, the direction and fall of the shuttlecock is as close as possible to the opponent's attack line, and the shuttlecock should also float relatively close to the net. A long forehand service is a service stroke in a singles game characterized by a high and far backward service (Ardyanto, 2018) To have good long forehand service skills for children, the correct training method is needed so that children can master the basic techniques of M. Junalia et al (2024, p. 39).

Based on the results of observations made by researchers during learning, the low learning outcomes of students during badminton learning are thought to be caused by a lack of motivation in students during learning. It can be seen during the implementation of learning, students' interest in badminton learning is not serious during the implementation of learning. From these problems, researchers are interested in researching badminton learning in students using the playing method.

The study aims to determine the extent of the level of short service and long service abilities in badminton games through playing methods on students. It is hoped that with research on efforts to improve the ability of backhand service and forehand long service in playing badminton through playing methods on students, a program can be created to further improve the ability of backhand service and long service forehand for students, so that it can improve students' knowledge and achievements, especially in the field of badminton.

METHODS

The study used the Classroom Action Research (CAR) type at the Junior High School level with a qualitative descriptive method. According to Abdillah, LA (2021, p.75), Classroom action research (CAR) is research in the realm of social sciences in educational situations. The parties involved in classroom action research are teachers,

students, or principals. CAR is closely related to the daily learning problems faced by teachers. In classroom action research, the subject and the place of location are. The researcher teaches class XI 3 SMP Negeri 3 Palembang, where the students number 32. The implementation of Classroom Action Research (PTK) will be carried out in a cycle, where in the cycle there are 4 steps, namely, implementation, action, observation, and reflection. Study. This is implemented using 2 2-cycle engines; every cycle consists of four component activities, that is, 1. Plan, 2. Action, 3. Observing And 4. Reflection.

RESULTS AND DISCUSSION

Result

Pre cycle

Teacher of physical education on material service backhand and long service forehand badminton, class XI 3 SMP Negeri 3 Palembang, years of teaching 2024/202 5 average ability student, who finished when do service backhand and long service forehand only 13 children or 40% just Which enter criteria completed. The following are the results of badminton learning in the Pre-Cycle:

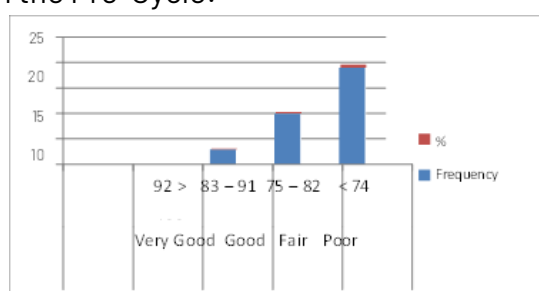


Figure 1.
Pre-Cycle Result

Cycle I

Planning

On the researcher planning stage, carry out the stages of preparing the module to teach, preparing facilities and infrastructure, which requires compiling and developing an instrument. Data collectors hold discussions with collaborators regarding the implementation of actions.

Implementation

During the implementation of preliminary activities, the researcher opened the lesson by saying hello, then invited the students to read a prayer before starting the lesson and greet students at a time, do absence, furthermore deliver the material Which will be taught and do a warm-up for 10 minutes. Then, enter the implementation of the core activities. The researcher carries out teaching using the teaching method according to y a ng want research, then the researcher carries out their activities according to the plan that has been made concretely and arranged in the Teaching Module, and the activity lasts for 60 minutes. And closed with a closing activity after the activity is finished, then the researcher records what happened during the activity, and

the researcher conducts an evaluation as material to prepare for the next activity, then the researcher gives appreciation to students who have succeeded in carrying out the service backhand and long service badminton forehand, and motivate students who have not been successful enough in serving backhand and long service badminton forehand.

Observer

After conducting research in cycle I, the results of the learning actions can be seen. With the use method, play on cycle I student has not yet reached the target success indicators are as follows:

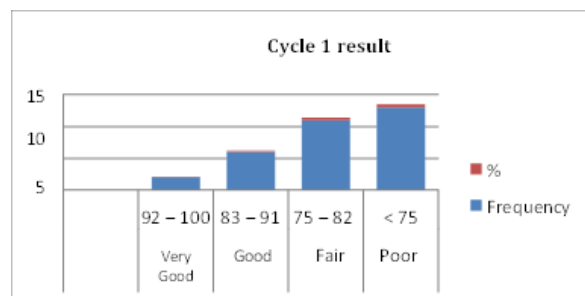


Figure 2.
Cycle 1 Result

Reflection

The researcher reflects on the learning activities carried out. On the observation sheet for students in cycle I, there are several categories of observation on the sheet observation which have not been fulfilled, and the learning outcomes have not achieved the success indicators. However, there are already 19 students who have shown an increase in learning outcomes. Or 59% Already show results, Study with category, Enough until good. Then, from that need, held repair to carry out cycle II so that achievement targeted achievement indicators can be achieved. The following are things that need to be improved in the badminton learning process.

Cycle II

Planning

The researcher prepared the teaching module by including new learning methods and preparing the necessary facilities and infrastructure, then compiled and developed data collection instruments and held discussions with collaborators regarding the implementation of actions to improve deficiencies in cycle I.

Implementation

Implementation of preliminary activities opens the lesson by saying hello and inviting students to read a prayer before starting learning, then greeting students and taking attendance, then delivering the material to be taught, and then doing a warm-up for 10 minutes. Entering the implementation of core activities, researchers carry out teaching using teaching methods according to what they want to research, and researchers carry out their activities according to the plan that has been made and has been fixed in the Module Teach For increase results service long forehand badminton and activity in progress during 60 minutes. Furthermore, the activity closing researcher takes

notes on whatever happened during the activity, then the researcher conducted an evaluation and gave appreciation to students who had succeeded in performing a long forehand badminton service.

Observer

After conducting research in cycle II, from the results of the action in learning, it can be seen that by using the playing method in cycle II, students have improved and achieved success indicators. The results of the badminton long forehand service are as follows:

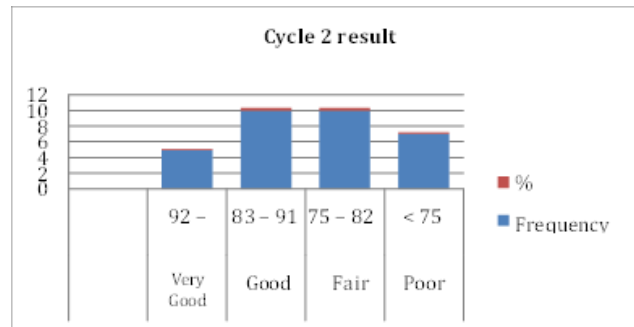


Figure 3.
Cycle 2 Result

Reflection

In the reflection stage of Cycle II regarding the results of learning activities, researchers and collaborators. And analyse results from the instrument test and sheet observation. On the sheet, student observation, students showed improvement in the learning process, so that the problems in cycle I have been resolved. Learning with the play method applied by researchers and teachers capable arrange a conducive class, so that the process learning is more conducive and takes place more optimally, so that the material presented in cycle II can be implemented optimally. Good. Implementation process Study teach has in accordance with the plan which are made on Module Teach. Cycle II, On cycle learning II, the student has shown improvement in learning outcomes that have been reaching the indicator success rate is 78% or equivalent to 25 students.



Figure 4.
Study Result

CONCLUSION

Based on the results study and the discussion in the chapter, there is an increase in learning outcomes in each cycle. In the pre-cycle stage, there were only 40% results, increasing by 19% to cycle I with the amount 59%. On stage, cycle II happens upgrade again

by 19% from cycle I to cycle II, with a total of 78%. So the conclusion in this study is that there is an increase in results learn service backhand and long service forehand badminton through the method of playing with students at SMP Negeri 3 Palembang, where students have achieved a success indicator of 70%.

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