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Effort Increase Results Study Exercise Floor Roll Front With Playing Method For Students of Class VII of SMP Negeri 3 Palembang

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ABSTRACT

The purpose of this study was to improve the forward roll floor gymnastics ability of class VII students of SMP Negeri 3 Palembang through the Play Approach. Improving learning outcomes, students can be measured from the test results obtained from cycle I and cycle II. Study this, including the type of classroom action research with collaboration between researchers and colleagues as observers. The research subjects were 30 students of class VII of SMP Negeri 3 Palembang in the 2024 academic year. Students' initial abilities regarding floor gymnastics movements without equipment were very low. This was proven by test results before the average improvement of the class was only 52.43, and only 11 people whose scores were > KKM 75. The gymnastic movements performed were jumping on the spot, standing on the head, and standing on the hands. The results of this study indicate that the teaching and learning process has increased from before the improvement, cycle I and cycle II, as evidenced by the average class achieved by students before the improvement was only 52.43 with the criteria of less, cycle I reached 72.43 with the criteria of sufficient and cycle II reached an average class of 81.00 with the criteria of "Good". While the target for achieving KKM, before the action was 30%, in cycle I increased to 65% and in cycle II the completeness increased again to 94%. Based on the analysis, the data can conclude that learning exercises floor without a tool. Through the Play Approach, learning outcomes of class VII students at SMP Negeri 3 can be improved. Palembang. The increase in the achievement of KKM from before the improvement to cycle II reached 55%. So this research is considered complete because the students' classical abilities have increased > KKM.

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A. Conception and design of the study;
B. Acquisition of data;
C. Analysis and interpretation of data;
D. Manuscript preparation;
E. Obtaining funding

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INTRODUCTION

Physical education is a subject that can help students improve critical thinking patterns, help stabilize emotions, and foster positive values contained in sports activities such as discipline, honesty and sportsmanship (Sutopo & Sukoco, 2020). Physical Education has a very important role, namely providing space for students to dive directly into systematic learning experiences through physical activities (Mubaligin et al., 2018).

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Conscious learning of Physical Education can stimulate the growth and development of students by emphasizing movement activities so that students have healthy bodies in terms of action, mentality, and behaviour. Physical Education, Sports, and Health is a school subject that packages or becomes a platform for children to get to know various kinds of movements and games.

Gymnastics is a branch of sport that involves the performance of movements that require strength, speed and harmony of regular physical movements (Kamadi, 2019). Modern forms of gymnastics are: uneven bars, balance beams, and floor gymnastics. Gymnastics has so many influences on individuals when done with the right attitude and good respect (Fajri, 2020). Gymnastics can be fun, exciting and give a lot of charm. Many benefits are obtained in gymnastics, such as concentration, determination, and confidence will be great capital that can help in gymnastics (Muhammad Zaenal Arwih, 2018). The effect of gymnastics training on physical development is amazing because gymnastics will increase great strength, flexibility, coordination, attitude and kinesthetic awareness (Nuryanto & Resita, 2019).

Floor gymnastics is a type of exercise part of gymnastics where various movements are done on a mat. In general, this gymnastics sport aims to train flexibility, strength, and balance. When someone wants to do floor gymnastics movements so he must prioritize safety on movement, which he did by because That In the practice of forward roll movements, students must be focused and serious. Floor gymnastics uses an area measuring 12x12 meters and an area of 1 meter to maintain safety (Wicaksono, 2017).

From the description above, it can be concluded how important the students are since in elementary school already mastering floor gymnastics movements. However, in reality, it is rare for elementary school students to master the basic techniques of floor gymnastics movements correctly. This is evident from the results of the author's observations and physical education learning tests in class VII of SMP Negeri 3 Palembang, students have not been able to do floor gymnastics movements without equipment correctly. The low average results of students' physical education tests in floor gymnastics learning, namely from a total of 30 students, the average score of floor gymnastics without equipment was only 62.43, while the KKM determined for the basic competency was 75.00. Only 11 students scored > KKM 75. The percentage of learning completion has only reached 30%. After the researcher analyzed the data from the results of the floor gymnastics test without equipment, conducted interviews with physical education teachers, with students and conducted reflections, the researcher felt the need to improve learning through Classroom Action Research on physical education learning to improve the ability of floor gymnastics without equipment of class VII students of SMP Negeri 3 Palembang through a play approach.

METHODS

The research conducted by this author is a Classroom Action Research (CAR). This research was conducted to improve student learning outcomes through the application of solutions to problems that occur based on the author's observations. The subjects used in this study were class VII students. SMPN 3 Palembang, which consists of 30 students

consisting of 16 males and 14 females. This Classroom Action Research uses the Kemmis & McTaggart action research model. The Kemmis & Mc Taggart model consists of four stages, namely (1) planning or plan; (2) action or act; (3) observation (observe); (4) and the last is reflection (reflect) (Prihantoro & Hidayat, 2019). The purpose of the classroom action research model above, before conducting learning, the teacher must make a plan. After carrying out the planning, the teacher takes action in the form of a learning process. Cycle in the research model action class in on just stopped if the action that is done is successful and well evaluated. However, from the first cycle, if the researcher has found the target of success, the results are better than the previous year according to the assessment benchmark of the KKTP (Criteria for Achieving Learning Objectives) determined, then the research is not continued. This classroom action research was conducted for 2 cycles (Pre-cycle, cycle 1 and cycle 2), and each face-to-face meeting used a time allocation of 2 x 40 minutes with a time gap between cycles of one week. Each floor gymnastics learning meeting used the play method.

Data collection in this study uses techniques in the form of tests and measurements. Tests are tool or procedure Which used For know a atmosphere (Sepdanius, Endang, 2019), with a predetermined method or rules, while measurement is a process starting from the preparation of test equipment, implementation to obtaining test results in the form of quantitative data that can be processed statistically (Sepdanius, Endang, 2019). The results of this classroom action research can be seen from the data obtained through the research instrument created by the author. The existence of this research instrument is intended to measure the ability of students to practice forward rolls both before receiving treatment and after receiving treatment. Thus, the results of the data from the research instrument before students receive treatment with after students receive treatment will be compared and presented as a percentage so that the level of success of the classroom actions carried out by the author or teacher can be known.

Table 1.

Grid Test Process Skills Roll Front

No	Name Activity	Description Motion	Yes	No
1.	Prefix	Stand up straight, facing forward with both arms straight to on, legs together. Squatting body, both hands placed on the mat shoulder-width apart. Chin pressed to the chest.		
2.	Implementation	Hips And butt lifted Body hunchback, head approach stomach Body overthrown, position foot straight Both hands, holding your knees close to your chest.		
3.	End	Position the foot to meet buckling. Body squat, straight hand forward as wide as the shoulder. Stand upright, second-hand forward view .		
		The score added up		
Earnings/Scores maximum X 100% = Score End				

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This data analysis was conducted descriptively, qualitatively, based on the results of observations of activities and learning outcomes. Data analysis activities use the following guidelines :

1. Determining the percentage of improvement in learning outcomes of forward rolls through games and the use of paper media is the number of scores of students' forward roll practices before receiving treatment, divided by the maximum scores, multiplied by 100%. Then the number of scores of students' forward roll practices after receiving treatment is divided by the maximum score, multiplied by 100%. The final mark beginning with the participant received treatment by multiplying the final value after the students received treatment by 100%. In this classroom action research, whatever the percentage increase in students' learning outcomes through action, which is given by the writer or the Teacher, so still it is considered a success.
2. To find out changes in activity results, the type of quantitative data obtained from the results of practice is marked by indicators of student practice results (implementation) become better from results test (pre-implementation), then analyzed using the following formula:

$$P = \frac{Post\ test - Pre\ test}{Pre\ test} x\ 100$$

P: Percentage

Post test: Mark after the given pre-action test. Mark, before being given Action

RESULTS AND DISCUSSION

Result

Before taking action in cycle I, the researcher conducted an initial test to determine the level of students' ability in doing forward rolls. Based on the initial test, the following data were obtained:

Table 2.
Data Pre Cycle Roll Front

No	Mark	Information	Pre Cycle	
			Amount Student	Percentage
1	≤ 70	No finished	16	74%
2	≥70	Completed	14	26%
Amount			**30**	**100%**

Based on table 2 can concluded that percentage completeness roll front Participant There are only 14 students in class VII of SMP Negeri 3 Palembang with a percentage of 26% of the total 30 participant educate, with thus so Which No finished in material roll front as many as 16 students with a percentage of 74%. Based on table 2 can concluded that percentage completeness roll front Participant There are only 14 students in class VII of SMP Negeri 3 Palembang with a percentage of 26% of the total 30 participant educate, with thus so Which No finished in material roll front as many as 16 students with a percentage of 74%.

Action Cycle I

In cycle I, the researcher implemented learning activities with dominant gymnastics movement patterns. Game-based floor and paper media. Overall, learning went smoothly. The following data were obtained after conducting learning activities in cycle I.

Table 3.
Data from cycle I

No	Criteria Score	Mark	Percentage
1	Score highest	80	0.5%
2	Score lowest	40	0.8%
3	Average class	62.64	5%
4	Student scores Which reach KKTP (70)	17	50%
5	The number of student scores that did not reach the minimum KKTP (70)	17	50%

From Table 3, it can be said that there has been an increase. According to the author's observations, the increase that occurred was due to students having received the learning approach material. Technique based on the game, and also practice rolling the front correctly using paper media from the teacher. However, in cycle I, it is still not optimal; this can be seen from the percentage of completion obtained in the forward roll, which has only reached 50% or half of the total number of students. So that action is still needed in cycle II to improve these results.

Cycle II

Before taking action in cycle II, the researcher has conducted a reflection on the results of cycle I. In cycle I, there was an increase, but it was still not optimal. Therefore, the implementation of the forward roll was further deepened by adding games towards learning the forward roll movement and also the use of paper media when doing the roll. Front. The following data were obtained after doing activity learning on cycle II.

Table 4.
Data results cycle II

No	Criteria Score	Mark	Percentage
1	Score highest	100	20%
2	Score lowest	55	3.3%
3	Average class	73	50%
4	The number of mark participants educated and reached KKTP (70)	28	82%
5	The number of mark participants educated Which not reaching KKTP (70)	6	18%

Based on Table 4, there was a significant increase in actions from cycle II. This can be seen from the number of participants educated, which reaches mark minimum completeness mark. Percentage The completion of forward rolls for class VII students at SMP Negeri 3 Palembang is 28 out of a total of 30 students, then 82%. Improvement always occurs in each cycle; for more details, it will be shown in the following table:

Table 5.
Comparison percentage completeness of each cycle

Test	Completed	Information
Pre Cycle	26%	
Cycle I	50%	Happen Improvement
Cycle II	82 %	

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Based on the results of the implementation of the actions that have been carried out in cycle I and cycle II by the author, it can be concluded that there is always an increase in each cycle. For forward rolls in the pre-cycle showed a result of 26%, in cycle I showed a result of 50%, and in cycle II showed a result of 82%. Thus, it can be concluded that after acting as many as two cycles by implementing games and paper media in each learning, there is a significant increase.

Discussion

The impact that arises when educators are not appropriate in choosing the use of media is that students are less active in participating in the learning process (Fadillah et al., 2021). This impact on learning outcomes, participants educated in the follow-up process, learning floor gymnastics becomes low, because students think that learning floor gymnastics is boring and scary material (Sahrol et al., 2021). When both of these things happen, the learning objectives of student movement are difficult to achieve. When student motivation in following the floor gymnastics learning process is low, it will have an impact on the low learning outcomes that are implemented (Titting, Fellyson, Hidayah, Taufik, Pramono, 2016). Therefore, use the right approach in the learning process to produce results as expected, meaning that the concept is obtained gradually through the learning process (Ichsani et al., 2021). Student motivation to do exercises can be increased by giving prizes in the play approach, as well as giving students the opportunity to think and practice regularly (Nurhuda, 2017). In addition, an active, creative, effective, innovative and enjoyable JSH: Journal of Sport and Health 43 learning situation is also very necessary in order to achieve maximum learning outcomes in every learning activity.

CONCLUSION

Based on the results of the research that has been conducted in class VII of SMP Negeri 3 Palembang with the number of research subjects as many as 30 students with a discussion of learning forward rolls using a game method consisting of 2 cycles, it can be concluded that learning forward rolls through the basic game technique approach of students has proven to be very effective in improving student learning outcomes about forward roll movements, the success of this research can be seen from the percentage of student completion which was originally only 52.43% to 81% of the total subjects.

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