



IMPROVING THE BASIC MOVEMENT OF BACK BOLSTERS USING THE TPACK-BASED PBL MODEL FOR GRADE V STUDENTS OF SD NEGERI SIEM, ACEH BESAR DISTRICT

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Abstract

Physical education, health and sports is a very complete subject because it is able to develop all aspects that exist in students. Elementary school students are students who must be well shaped by all aspects that exist in themselves, namely aspects of skills, social, emotional and personality. However, at SD Negeri Siem, in class V, there is a problem, namely the back roll material. The problem that arises is in the aspect of student skills, students have not been able to do a back roll well. Based on the existing problems, an idea was born as a solution to the problem, namely Improving the Back Rolling Basic Motion Using the TPACK-based PBL model for Class V students of SD Negeri Siem, Aceh Besar District. The formulation of the problem is as follows; Can the TPACK-based PBL model improve the basic back bladder movement for Class V students at SD Negeri Siem, Aceh Besar District? The purpose of this study was to find out that the TPACK-based PBL model could improve the basic movements of the back bladder for fifth graders at SD Negeri Siem, Aceh Besar District. This research uses classroom action research method. The results of this study, namely in Cycle I, it was known that the number of students was 26 people with a total score of 1775, the average value of students was 68.27 with the highest score of 80 and the lowest score of 50. 50%) and 13 people (50%) who did not complete it. And the second cycle is known that the number of students as many as 26 people with a total score of 1985, the average value of students is 76.35 with the highest score of 90 and the lowest score of 50. So it can be seen also that the students who completed are 24 people (92.31%) and 2 people who did not complete it (7.69%). The conclusion is that the TPACK-Based PBL Model can improve the basic movements of the back bladder for Class V students of SD Negeri Siem, Aceh Besar District.

Keywords: *TPACK-based PBL, Back Roller, SD Negeri SiEM*

A. Introduction

Physical Education, Sports and Health (PJOK) has a very important role in realizing the goal of education, namely to become a complete human being, this is because PJOK has a complete learning goal, starting with physical, skill, knowledge, attitude and social development. The word Physical Education, Sports and Health (PJOK) is basically the same as Physical Education, this is only a mention in the community but in terms of the meaning or meaning of the word is the same. Physical education according to (Bangun, 2016) has 5 goals in the implementation of education, namely (1) as the development of body organs to improve physical health and fitness, 2) neuromuscular development, 3) mental emotional development, 4) social development and finally physical education. 5) intellectual development.

According to (Sukintaka, 2004, p. 2) physical education, sports and health is an integral part of total education which tries to achieve the goal of developing physical, mental, social, and emotional fitness for the community by means of physical activity. According to Wawan (Suherman, 2004, p. 23) Physical education, sport and health is a learning process through physical activity designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, and sportsmanship, emotional intelligence. Physical education, sports and health is a subject that is given at a certain school level which is one part of overall education that prioritizes physical activity and fostering a healthy life for growth and harmonious, harmonious and balanced physical, mental, social and emotional development. (Depdiknas, 2006, p. 131)

According to Agus S. Suryobroto (2004, p. 8) that the purpose of physical education is for the formation of children, namely attitudes or values, intelligence, physical, and (psychomotor) skills, so that students will be mature and independent, which can later be used in everyday life. The objectives of physical education according to the (Depdiknas, 2006, p. 6) are: a. Laying a strong character foundation through the internalization of values in physical education b. Growing critical thinking skills through physical education learning tasks c. Develop sportsmanship, discipline, responsibility, cooperation, confidence and democracy through physical activity. d. Develop sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democracy through physical activity. e. Develop movement skills and skills in various games and sports.

PJOK subjects which are one of the subjects contained in the elementary school level. SD Negeri Siem is one of the elementary schools located in the district of Aceh

Besar. PJOK subjects at SD Negeri Siem specifically in back roll material have problems. The problem of back roll material is in class V, namely the front roll skills section of the students, where from 30 students there are 25 students who are not able to do a back roll well, this is shown by incidents including students hesitate to do a back roll because of fear, doing an imperfect back roll.

In accordance with the PJOK teacher's statement, that during the learning process activities the PJOK teacher used the demonstration method. The demonstration method is a method of practicing the movement then students imitate the movements given by the teacher, but the demonstration method has a weakness that students are less motivated to follow the learning process.

Based on the problem, an idea was born as a solution to the problem, namely Improving Back Rolling Basic Motion Using the TPACK-based PBL model for Class V students of SD Negeri Siem, Aceh Besar Regency. The formulation of the problem is as follows; Can the TPACK-based PBL model improve the basic back bladder movement for Class V students at SD Negeri Siem, Aceh Besar District? The purpose of this study was to find out that the TPACK-based PBL model could improve the basic movements of the back bladder for fifth graders at SD Negeri Siem, Aceh Besar District. Whatever the output target of this research is an accredited national journal.

B. Method

The implementation of this research uses the classroom action research method. In this study, the researcher carried out research for up to two cycles (two meetings) then between each cycle the research planned different action activities in each cycle, but each cycle was interrelated, each research process was a follow-up action from the previous research cycle. The subjects in this study were grade V elementary school students at SDN Siem Aceh Besar for the Academic Year 2021/2022, totaling 25 people. From the name, it shows that the content contained in it is a research activity carried out in the classroom or in the field.

Classroom action research consists of 3 words which can be interpreted as follows; research can be interpreted as the process of observing an object to obtain information by using a method. Action can be interpreted as an activity carried out for a specific purpose. While class means a group of students who are in a certain class. In this study, the research procedure is as follows; a.) identify the problems that occur, b) formulate the main points that become problems in the research, c) draw up a plan in the first cycle

of planning in this stage explaining the background, time, and place, by whom and how the action is carried out, d) carry out actions in accordance with the prepared plans. Action in the form of implementation which is the implementation or application of the design content, namely wearing actions in class e) Observation is an observation activity carried out by an observer by an action. f) to reflect based on the results of the implementation of the action.

After the data is collected through actions in each cycle, then the data is analyzed through tabulation, percentage and normative. The assessment technique in the learning process uses quantitative assessment to see the quality of the results of the actions in each cycle using the following formula:

$$P = \frac{f}{n} \times 100\%$$

Description:

P = Success Percentage

F = Number of Moves Performed Correctly

N = Number of Students taking the Test

C. Finding and Discussion

Classroom Action Research (CAR) for the first cycle has been completed with the following results:

Cycle I

1. Action Planning

The planning stages carried out by the researchers were compiling learning tools and research instruments used in action by applying a problem-based learning model in delivering back roll material. The use of problem-based learning models is expected to improve students' back roll skills.

Learning tools and instruments prepared include; Learning Implementation Plan (RPP) and observation sheets. Observation of the back roll activity of students in the learning process is carried out through observation sheets and observations of the completeness of the back roll practice at the end of the first cycle.

Observations were made by the teacher and collaborators (researchers). In the observation activities observed, namely the activities of students carrying out back roll learning activities, especially when students do back roll movements.

2. Action Implementation

In the implementation of the action, the teacher conveys the back roll material. Researchers in this case act as collaborators. The implementation of the first cycle of actions consisted of one face-to-face (2JP) with a time allocation of 2 x 35 minutes

3. Observation

Based on the observations, the learning process is quite good. Students are very enthusiastic in participating in learning. When watching the back roll video through cell phones, students are very active and feel happy, students are active in discussing activities with their group friends. The interaction between students went well. The teacher as a facilitator carries out his role well, the teacher provides guidance when students experience difficulties and debates with different opinions. However, in the results of the front roll practice, there are still many students who have not been able to achieve minimum completeness. For more details, see the table below;

NO	STUDENT INITIALS	KKM	BACK ROLL VALUE	INFORMATION
1	AH	70	75	Complete
2	AZ	70	80	Complete
3	AF	70	75	Complete
4	AS	70	65	Not Complete
5	FH	70	80	Complete
6	IF	70	70	Complete
7	MA	70	65	Not Complete
8	NT	70	60	Not Complete
9	MY	70	65	Not Complete
10	MS	70	60	Not Complete
11	ND	70	75	Complete
12	NU	70	65	Not Complete
13	NH	70	60	Not Complete
14	NM	70	75	Complete
15	RS	70	65	Not Complete
16	RA	70	65	Not Complete
17	SZ	70	70	Complete
18	TR	70	65	Not Complete
19	TA	70	65	Not Complete
20	UA	70	70	Complete
21	ZM	70	75	Complete
22	ZZ	70	70	Complete
23	MT	70	75	Complete
24	TF	70	70	Complete
25	CP	70	50	Not Complete
26	ZN	70	65	Not Complete
Total			1775	

NO	STUDENT INITIALS	KKM	BACK ROLL VALUE	INFORMATION
Average			68.27	
Maks.			80	
Min			50	

Based on the data above, it can be seen that the number of students is 26 people with a total score of 1775, the average value of students is 68.27 with the highest score of 80 and the lowest score of 50. So it can be seen that the students who completed are 13 people (50%) and 13 people (50%) who did not complete it.

4. Reflection

Teachers and collaborators (researchers) conduct evaluations and reflections on planning, implementation and observation activities. This reflection is expected to find weaknesses and strengths during the learning process so that it can be used to improve further learning. Based on the results of observations, it was found that the problem that must be fixed is that students are still afraid to do the back roll movement, this happens because the back roll activity is a movement that they don't often see and do. The position of the mat is flat, so it cannot help students to roll over.

Cycle II

1. Action Planning

The learning plan in cycle II is an improvement from the planning cycle I based on the analysis and reflection results and considers input from the observer about the advantages and disadvantages at the implementation stage of cycle I.

At the planning stage of the second cycle the teacher only added the following things;

- a. The teacher makes a back roll learning media, namely a mat whose initial position is higher than its final position so that students can roll easily
- b. The teacher gives more motivation and gives special attention to students who are still afraid to do a back roll
- c. The teacher gives roles to students who have better skills than other friends to provide motivation and input to their friends

2. Action Implementation

This stage is the implementation of the planning that has been improved, regarding the use of problem-based learning models, the selection of learning tools or media and the allocation of time.

3. Observation

At the observation stage, the things that become the focus of observation are the activities of teachers and students. Observations were made using observation guidelines in the form of observation sheets provided as in cycles I and II.

Based on the observations, the learning process in cycle II was better than the learning process in cycle I. The practical activity of doing back rolls by students was better than cycle I. Students were bolder and more active in their activities. Students are more active in asking and conveying problems experienced during the learning process. For more details, see the table below:

No	Student Initials	KKM	Back Roll Value	Information
1	AH	70	85	Complete
2	AZ	70	90	Complete
3	AF	70	85	Complete
4	AS	70	70	Complete
5	FH	70	85	Complete
6	IF	70	80	Complete
7	MA	70	70	Complete
8	NT	70	75	Complete
9	MY	70	70	Complete
10	MS	70	75	Complete
11	ND	70	75	Complete
12	NU	70	70	Complete
13	NH	70	80	Complete
14	NM	70	75	Complete
15	RS	70	70	Complete
16	RA	70	70	Complete
17	SZ	70	75	Complete
18	TR	70	75	Complete
19	TA	70	70	Complete
20	UA	70	80	Complete
21	ZM	70	85	Complete
22	ZZ	70	80	Complete
23	MT	70	80	Complete
24	TF	70	85	Complete
25	CP	70	65	Not Complete
26	ZN	70	65	Not Complete
Total			1985	
Average			76.35	
Maks.			90	
Min			65	

Based on the data above, it can be seen that the number of students is 26 people with a total score of 1985, the average value of students is 76.35 with the highest score of 90 and the lowest score of 50. So it can be seen that the students who completed are 24 people (92, 31%) and 2 people (7.69%).

4. Reflection

After the planning stage until the observation is carried out, the teacher and collaborator return to analyze and reflect on the results or findings that have been recorded in the observation sheet. The purpose of the second cycle of analysis and reflection is to find out the improvement of students' back roll ability after being given improvements in the previous first cycle. From the findings that students experienced a significant increase with the solutions provided. There are only 2 students who are not sure because the two students have trauma in carrying out the forward roll activity in the previous cycle I, so the learning outcomes are still not complete but there has been an improvement.

Based on the results of the study that the TPACK-based problem base learning (PBL) model can improve the basic back roll motion of fifth grade students of SD Siem, Aceh Besar District. This is because the PBL model provides a new experience for students to hone their mindset in analyzing an existing problem, supported by animated videos as learning media in analyzing the back roll movement. As Sayekti (Sayekti, Pratyas, & Pamuji, 2012) stated that by providing animated videos to students during the learning process, they will provide concrete experiences that make students more interested in imitating existing movements. In addition to animated videos, the role of HP technology is very influential in this learning outcome, by using cell phones students are able to access all the information they need to solve problems during the learning process. This is also stated by Rikarno (2018) that the world of education must keep up with the times, teachers must be able to use technology as a learning medium that is able to achieve the goals of learning itself. Didi, dkk (2015) states that the method or learning model is one of the critical success factors for achieving learning objectives, so the teacher must be able to determine the right learning method or model.

D. Conclusions

The conclusion of this study is that the TPACK-based PBL model can improve the basic back-rolling ability of fifth graders at Siem Elementary School, Aceh Besar District. Through the TPACK-based PBL model, students can use technology to find information

and solutions to problems that exist during the learning process and make students more active in thinking and able to discuss with their group mates.

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