



Increasing Student Learning Motivation In PE Subjects Through Class V Demonstration Learning Method At SD Negeri 10 Seluma

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Abstract. The results of research in cycle I and cycle II, it can be concluded that the use of guided learning methods and demonstrations in learning PE material for big ball games for class V students of SD Negeri 10 Seluma can increase student enthusiasm and the learning atmosphere becomes enjoyable, because students feel given guidance and direction at every stage of learning, so that student activity in participating in learning big ball games becomes better. Increasing student learning completeness with the number of students completed in cycle I 14 students (SS = 40.6%, STS = 17.9%) in cycle II 14 students (SS = 19.1%, STS = 6.1%) from a total of 19 students in the learning process of big ball games through guided learning methods and demonstrations, so that there is an increase in learning provisions from cycle I and cycle II.

Keywords: Motivation, Big Ball Games, Cycle I, Cycle II

INTRODUCTION

Education is a process of development physical and spiritual sustainability, level more adjustments tall for a free and conscious human being God will continue education in progress during somebody Still life. In essence education is a continuous process in various context environment. Differences said in the end influence behavior and development self as well as personality a person. In other words, the process of development self and personality somebody influenced by circumstances surroundings and educational environment (Taufiq, 2014). Educational goals national is For develop skills, forming character and civilization a valuable, intelligent nation life national, and develop potential participant educate to become a man of faith and piety to God Almighty. Become human moral noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible answer (Dahliana, 2017). Physical education is basically is an integral part of overall system education, and its goals is For logical and moral behavior through activity physical and sports (Chinta, I., Putra, GD, & Padli, 2024). In learning education physical, teachers are expected can teach various skills motion basics, techniques and strategies of games and sports, internalization values (sportsmanship, integrity, cooperation, etc.), as well as habit life healthy. When carrying out learning, teachers can offer various approach For ensure that student motivated and interested For participate in activity learning direct (Arifin, 2017). Field sport covering sport society, sports competitions and sports educational. Part of education physical is education physical which is one of the eye lessons at school basics. Games and sports include game traditional, exploration skills motor skills, non- motor skills and skills manipulative, games baseball, volleyball, soccer, tennis table, feather defense and activities others, traditional sports, and outdoor activities class. In class education physical, games like volleyball is the most popular

sport among student (Nur Azis Rohmansyah, 2017) . Seluma 10th State Elementary School from experience writer in the learning process of PJOK class 5 in Seluma there is constraints . It means student not enough motivated For study , teacher not enough notice explanation material learning , and teachers have not advance the learning process . Just consist from lectures , students often No enter school , less active in learning , and results Study Class V in general general very low . Educational outcomes physical Still low , and one of the the way that can writer do For overcome problem the is with carry out education physical with method demonstration . Research This aiming For know How increase motivation Study students in Physical Education subjects through method learning demonstration Class V of Seluma 10th State Elementary School .

LITERATURE REVIEW

Motivation

Motivation is a drive of will that causes someone to do something to achieve a certain goal. Motivation comes from the word motive which means "drive" or "stimulus" or "driving force" that exists within a person, according to Lesmana (2010:22) motivation as an internal condition that arouses us to act, encourages us to achieve certain goals and keeps us interested in certain activities. Learning motivation is an internal and external drive in students who are learning to make changes in behavior, (Nurul Hidayat & Fikki Hermansyah 2016).Wina Sanjaya (2010:249) said that the motivational learning process is one of the very important dynamic aspects. It often happens that students who underachieve are not due to their lack of ability, but because there is no motivation to learn so that they do not try to direct all their abilities. In the traditional learning process that uses an expository approach, the element of motivation is sometimes forgotten by the teacher. According to Mc Donald in Kompri (2016:229) motivation is a change in energy within a person that is marked by the emergence of affective (feelings) and reactions to achieve goals. Thus the emergence of motivation is marked by a change in energy within a person that can be realized or not. According to Woodwort (1995) in Wina Sanjaya (2010:250) that a motive is a cell that can make individuals carry out certain activities to achieve goals. Thus motivation is a drive that can cause certain behaviors that are directed towards achieving a certain goal.

Learning Outcomes

Slameto (2015:2) explains that learning is a process of effort made by someone to obtain a new change in behavior as a whole, as a result of their own experiences in interacting with their environment. Meanwhile, according to Lester D. Crow and Alice Crow (Khodijah, 2016:50) stated that learning is the acquisition of habits, knowledge, and attitudes including new ways to do something and a person's efforts to overcome obstacles or adjust to new situations.Sugiyono (2013:2) that learning is a process in which students change behavior as a result of experience. While other experts, namely Sugiyono (2013:13) stated that learning outcomes are human capabilities which include verbal information, intellectual skills, consisting of discrimination, concrete concepts, abstract concepts, rules, and higher rules. Cognitive strategies, attitudes, and motor skills. By considering the definition of learning outcomes above. The author can conclude that learning outcomes are changes in individual behavior that are permanent, functional, positive, and conscious which include all cognitive, affective and psychomotor aspects. 2. Demonstration Method. Winda Gunarti, et al. (2010: 93-98) explain that the demonstration method is a development strategy by providing learning experiences through seeing and listening followed by imitating the work being demonstrated. To demonstrate a series of actions in the form of movements that describe a way of working or a sequence of processes of an event or incident. Demonstration method can be an alternative that can be

chosen in physical education teaching, considering that physical education teaching requires a form of activity that directs students to find a concept through practice in mastering the movements learned or direct discovery. Through the application of the demonstration method, students' attention can be focused on things that are considered important by the teacher so that important things can be observed carefully. The demonstration method will show a process or how something works can be done through dramatization. This method helps improve thinking power, gain learning experience. The advantages are that it helps children see the process more clearly, makes it easier to explain various types of explanations, focuses attention, can reduce mistakes if they want to try it themselves. The disadvantage is that not all objects or events can be demonstrated, it is difficult if the person who wants to demonstrate does not understand.

Characteristics Of Students

According to Suyani Journal of Learning and Education (344-349, 2022) The purpose of this study was to objectively determine the increase in PJOK learning achievement through the demonstration method in Class VI students in Semester I of 2015/2016 at SDN 1 Pucanganak, Tugu District, Trenggalek Regency. The demonstration method is a learning method that provides students with the opportunity to practice specific skills learned in class through demonstrations. In this classroom action research, the research was carried out in two cycles. Based on the results of the research that has been carried out for two cycles, it can be concluded that by implementing the demonstration learning model in PJOK learning, it has been proven to be able to improve student learning achievement in volleyball material, namely increasing the average value of students in cycle I 73.13. According to Heru Sucahyono Journal of Learning Reflection, (38-46, 2019) Speed and agility are basic models in playing football and for players are the capital for success in scoring goals and maintaining goals scored. With the ability of speed it will be easier for players to carry the ball. The problems to be studied in this study are: (a) How to improve the achievement of mastering the basics of football for students in the application of the demonstration method? (b) How does the demonstration method affect students' learning motivation? The purpose of this study is (a) to determine the increase in learning achievement of the basics of football in students after the application of the demonstration method, (b) to determine the motivation to learn the basics of football after the application of the demonstration method. This study uses two rounds of action research. Each round consists of two stages, namely: design, activities and observation.

METHODS

Study This was held at SD Negeri 10 Seluma which is located in Dusun Tengah Village, District Lubuk Sandi, Regency Seluma . Subject study This is student Class VD Negeri 10 Seluma , which has 19 students , with 10 male students and 9 female students .In the research This Researcher act as an important instrument in collect data. Research action class is about fix and repair the action (treatment) created in a way collaborative between teachers and students , or in a way aware created by students below teacher guidance , so that you can increase quality learning . Research studies actions , which are often also known as study action class (PTK) at the level certain , is a cyclical research process that aims For give continuous and quality learning high in class . In PTK activities , the focus is on interests learning that can increase performance student. Indicator success study action class This is achievement achievements and activities Study student with provision as following : success study This seen from results Study reach completeness classical that is if $\geq 85\%$ of students get value $\geq$ KKM , namely 70 at the time evaluation . Activity study need tool For collect data. Tools

the called equipment (Ngolo & Abdul, 2018) . Instruments is tools that help when method used in research . In some method , term instrument identical with method :

1. Instrument method test in the form of test or question test.
2. Instrument survey or method survey is survey or survey.
3. Observation tools in the form of a checklist.
4. Method means documentation is guide documentation or checklist.

The important one about this tool (instrument) is that the contents must truly give information needed For study with refers to the concept empirical and identified indicators . Regarding instrument research used that is scale interest Study Likert with five options response , construction instrument This developed based on reference above is as following :

1. Editing variable identification operational .
2. Determine indicator .
3. Make grid

Before instrument used For collect data in the form of scale interest Study with five options response , instrument moreover formerly tests are carried out which are called validation tests and reliability tests. Instruments . Research action This following the Kurt Lewin model quoted by Ahmad Nizar Rangkuti that is consists of on a number of cycle . This model become reference from various research models action because Kurt Lewin was the first to introduce it study action or *action research* (Nasution, 2022) . Components main in study Kurt Lewin's actions are :

1. Planning
2. Action (*acting*)
3. Observation (*observation*)
4. Reflection (*reflecting*)

Data collection techniques used in study This including observation techniques , interview techniques and documentation . In research This result data Study student analyzed with use method analytical , method analysis descriptive , and completeness study and grades (average).Indicator success effort improvement results Study with method demonstration (teaching) directly) to students Class V of Elementary School 10 Seluma can chosen as following : Learning education physical through method demonstration expected can reach 80% of the whole students Learning outcomes student in a way traditional achieved by 80% or 75% above minimum required standards . Success one cycle compared to with cycle next , and if Cycle I no show existence improvement in education physical and results Study students , then Cycle I was decided For continued in cycle next.

RESULTS

Presentation Of Cycle I Data Cycle I Actions

In an attempt increase motivation Study students in the eye lesson education physical through method learning demonstration in class V of SD Negeri 10 Seluma . The teaching method applied in the cycle First is method teaching direct instruction and methods demonstration where the teacher helps student For do correct movements and playing the ball. The time allocated For do action every match is 3x45 minutes .Activity planning For cycle First started with consultation . Consultation done with the physical education and health teacher who became partner in study action This . The consultation was conducted covering determination time implementation activity learning that will become subject research , as well as planning activities , namely teaching materials and tools the props that will be used . Based on results consultation said , a activity assigned For implemented together student class V of Elementary

School 10 Seluma . In determining teaching materials that will be given and the source that will be used , used books references and support about sport For class V. Teaching methods that will be used in learning big ball game , according to with results discussion with the physical education teacher , is teacher -led and demonstration methods . The teaching methods that will be used used in learning big ball game , according to discussion with the physical education teacher , is teacher - led and demonstration methods . Activity planning on cycle First ended with preparation of the Training Implementation Plan (TIP) which contains a series plan learning that will done during cycle First . Last step in planning activity training big ball game is preparation facilities and infrastructure , namely field , ball, cone (Kun keruucut), goal and whistle .Implementation activity Cycle I is carried out as much as one time meeting with duration 3x35 minutes . Implementation learning conducted by researchers as a physical education and health teacher at Seluma 10 Public Elementary School and a student as a learning observer . Observation and interpretation done during learning cycle First . Observation on the cycle First give results as following : students involved active in the learning process , so can follow the learning process with orderly ; partly big student involved enthusiastic in the learning process play big ball game with use method teacher - led learning and methods demonstration before the beginning learning . Students capable play big ball game with teacher guidance and can demonstrate movement with true and correct .

Interpretation from implementation activity Cycle I, namely :

1. Researcher together colleague researcher give task to student For demonstrate method play big ball game at the end Cycle I as reference For compare results tasks on cycle furthermore.
2. Researcher together colleague researcher make plan implementation learning (RPP) as guidelines or reference in carry out learning;
3. Researcher do observation big ball game , after done instructions and demonstrations in a way student - oriented Class V of Seluma 10th State Elementary School ,
4. Cycle I is carried out For help student in play with true and correct .

In implementation Cycle I is implemented observation to activity teacher and student activities in progress in progress with use sheet observation yes has made . Observer give (√) sign against aspects observed . Findings beginning results Study students on plan learning can seen in the table under This .

Table 1 Participation Student In KBM (Activities) Study Teach)

No	Name	SS	S	R	TS	STS
1	Alif	14	1	4	1	10
2	Amiza	9	10	-	7	4
3	Angara	8	8	6	1	7
4	Cherry	8	9	3	7	3
5	Geri	8	11	5	5	2
6	Hafiz	15	2	4	-	7
7	Imelda	12	8	-	3	7
8	Isco	14	5	3	2	6
9	Naila	15	5	1	1	8
10	Nopika	7	14	3	4	2
11	Reva	13	7	-	4	6
12	Rhido	20	-	-	10	-
13	Widia	13	8	-	4	5

14	Sonny	14	6	2	-	8
15	Aqilah	-	-	-	-	-
16	Arga	-	-	-	-	-
17	Gesila	-	-	-	-	-
18	Cika	-	-	-	-	-
19	Rofit	-	-	-	-	-
Amount		170	94	31	49	75
		419				
Presentation		40.06%	22.4%	7.4%	11.7%	17.9%
		100%				

Table 2 Percentage Results Participation KBM students (Activities) Study Teach)

No	Category	Total Value	Presentation	Information
1	SS (Strongly Agree)	170	40.6%	21%-40%
2	S (Agree)	94	22.4%	21%-40%
3	R (Hesitant)	31	7.4%	0%-20%
4	TS (Disagree)	49	11.7%	0%-20%
5	STS (Strongly Disagree)	75	17.9%	0%-20%

Average value in the study This is

$$x = \frac{\sum x}{N}$$

$$x = \frac{419}{14} = 29.1$$

Difficulties faced student during Cycle I based on results questionnaire evaluation interest Study education physical in research This , based on the data obtained in Cycle I, was obtained classical average score of 29.1 with category weak . This average score is non- individual classical average score . Based on the results data questionnaire evaluation interest Study physical education and health students , 40.6% of students Still weak , which means students who strongly agree that they interested For Study physical education and health Not yet reach the target of 100%. Based on results observation glaring deficiencies is student not enough active when follow learning physical education on the material big ball game . Reflection results Cycle I will used as base planning study Cycle II and teacher- researcher will do more improvements mature in Cycle II. The improvements that will be carried out by teacher-researchers in Cycle II is as as follows : First , the teacher will more Motivate student For more enthusiastic follow lesson education physical . Second , students will more focus on technique big ball base moment learning taking place . Third , at the time demonstrate Big ball game , attention will given so that each student active and capable follow teacher's instructions . With increase activity This , the teacher hopes student can increase big ball skills they as well as results exercise . Cycle II actions were carried out Because not enough the maximum the results obtained , so this cycle II made more maximum with reference results obtained in cycle I (Table 2). The material taught in cycle II that is big ball game . Action planning in cycle II was made based on results reflection that has been carried out in cycle I. Reflection This conducted by research assisted by the class teacher For look for improvements action he continued .

Table 3 Participation Student In KBM (Activities) Study Teaching) Cycle II

No	Name	SS	S	R	TS	STS
1	Alif	1	14	4	10	1
2	Amiza	10	9	-	7	4
3	Angara	8	8	6	7	1
4	Cherry	9	8	3	7	3
5	Geri	8	11	-	10	1
6	Hafiz	8	11	-	10	1
7	Imelda	4	15	-	7	4
8	Isco	5	14	2	6	3
9	Naila	14	7	2	4	3
10	Nopika	14	10	-	15	-
11	Reva	4	7	-	13	6
12	Rhido	-	20	-	10	-
13	Widia	8	13	-	9	-
14	Sonny	-	16	-	14	-
15	Aqilah	-	-	-	-	-
16	Arga	-	-	-	-	-
17	Gesila	-	-	-	-	-
18	Cika	-	-	-	-	-
19	Rofit	-	-	-	-	-
Amount		83	161	17	127	29
		417				
Presentation		19.1%	38.6%	4.7%	30.4%	6.1%
		100%				

Table 4 Percentage Results Participation KBM Students (Activities) Study Teach)

No	Category	Total Value	Presentation	Information
1	SS (Strongly Agree)	83	19.1%	81%-100%
2	S (Agree)	161	38.6%	61%-80%
3	R (Hesitant)	17	4.7%	41%-60%
4	TS (Disagree)	127	30.4%	30%-40%
5	STS (Strongly Disagree)	29	6.1%	0%-20%

DISCUSSION

Implementation method demonstration in learning big ball game for students class V of Elementary School 10 Seluma . found existence improvement . Improvement the can seen from results research that shows that the average in Cycle I was 14 students with SS percentage =40.6%, STS=17.9% but Not yet successful , then in Cycle II there were 14 students with percentage S=38.7%, TS=30.5% also not yet succeed . From the description the can seen that matter This due to Because student not enough enthusiastic moment do technique basic foot passing part in . Many students are still do error on every movement , visible the movement that is still not enough flexible and attitude moment do a foot pass in the less right , so that student

the Lots do error . This is show that the learning process guided Still need more planning Good again , with notice weaknesses and strengths at the moment do observation study . The purpose of study This is For know that with play foot pass part in can help student learn material with more easy , teachers can change atmosphere become more relaxed and fun , as well as with high enthusiasm to the material taught will make student start can do foot passing technique in the right , good from the feet, attitude standing , and position body . This is prove that game with use method demonstration truly can increase foot passing ability in student Class V of Elementary School 10 Seluma with maximum results .

CONCLUSION

Research result cycle I and cycle II show that use approach learning guided and demonstrated moment teach physical education material big ball game to student Class V of Elementary School 10 Seluma can increase enthusiasm students and make atmosphere learning become fun . Students feel given guidance and direction every stage learning , which produces improvement activity student during learning big ball game . The results are produce results learn more Good for students . Learning outcomes student increase during cycle I after implementation method learning guided and demonstrated in learning big ball game . Number The students who completed cycle I were 14 students (SS=40.6%, STS=17.9%) and in cycle II were 14 students (SS=19.1%, STS=6.1%) from a total of 19 students who participated . in the learning process big ball game .

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