



# Learning Enhancement Efforts are Throwing a Game Capture Rounders Using Modification Tool on Students of Class V SDN 004 River Beehive Stone Subdistrict Spreadsheet Rokan Hilir

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**Abstract.** The problem there is that most students are less able to coordinate the capture throwing correctly. Resulting in the value is still below the standart set by KKM team KKG (working Group On Teacher) is 70, the lack of interest teachers in teaching methods is also not yet realized are good. This is due to the students realy given game raounders. To enhance learning outcomes learning through models stirive modification tools of the game, so that students are motivated to follow the activity game raounders. The purpose of this research is to know the learning enhancement efforts are throwing a catch game rounders by using modification tool on the students of class V SDN 004 River beehive stone subdistrict spreadsheet Rokan Hilir. As for type of research this is a class action research (PTK). The population is all of the students of classes V SDN 004 River beehive that add up to 36 people. The technique of sampling was the research is total sampling or taking the entire population of students that add up to 36 people. Based on the results of the research, then the calculation results obtained cycle one the first meeting at the time of the test throws the students who have achieved the KKM 70 from 27 people with percentage of 75, then at the moment the test catch balls kasti cycle one the first meeting that has reached as many as 70 KKM 8 people with percentage 22,22%. Cycle II on their first encounter can throw and catch properly have been included in the category of "Mastery". So it can be inferred that there is an increasing effort to catch the game throwing rounders learning by using modification tool on students of class V SDN 004 River beehive stone subdistrict spreadsheet Rokan Hilir.

**Keyword:** Learning Throwing Game Rounders Capture by Using Modification Tools

## 1 Introduction

Physical education can be interpreted as education that is carried out through physical movements. The goal of physical education is not only to develop the body, but also to develop aspects of health, physical fitness, critical thinking skills, emotional, and social stability, reasoning and moral actions through physical activity and sports activities. Physical education is a medium to encourage motor development, physical ability, knowledge and reasoning, the appreciation of values, attitudes, mental, emotional, spiritual and social, and the refractor of a healthy lifestyle that boils down to stimulate the growth and balanced development of students. Physical education provides opportunities for students to be directly involved in various learning experiences through physical activities, play, and exercise carried out systematically, directed, planned by the Ministry of Education and Culture (2006: 16).

In general, the benefits of physical education in elementary school include the following: Meeting the child's needs for movement, introducing children to the environment and potential, instilling useful skills, channeling excessive energy, and is a thorough educational process both physically, mentally and emotionally.

Physical education has been taught starting from elementary school, this illustrates how important physical education is to form a healthy generation. Physical education in elementary school teaches a variety of basic skills various games, healthy ways of life, and others. Childhood is the time when most happy to play, doing activities that can please them. Without realizing it in doing sports games, they perform physical movements whose purpose is to train their physical strength. One of the sports that train psychomotor motion is the sport of rounders. This is because every movement of the rounders game requires good physical fitness.

Physical education is a basic part of the education system whose goal is to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, and learning in the field of study of health orkes must be in accordance with the level of growth and development of students. Based on the curriculum that the learning of rounders games is targeted students / i able to do catch throwing well and correctly.

Throw catch game rounders is one of the basic techniques used to catch the ball thrown by a teammate, after the ball was caught earlier and then the ball was thrown back to the gamemate with the aim of being easily caught properly. In this rounders game catch throwing game using teaching methods with a modified approach to game tools to make it easier for students to want and be able to play rounders.

Modification of game tools is one way to change or design a game that is close to the original without removing the function of the game, and displaying the form of the game that matches the existing conditions. Thus students can carry out the game in a spirited manner.

From the observations and experiences of the author who is also a class V teacher at SDN 004 Sungai Sialang Batu Hampar District, there are several symptoms as follows: Most students are generally less able to coordinate the capture throwing movement properly, resulting in the value still below the KKM standard (Minimum Completion Criteria), where the KKM that has been determined by the KKG team (Teacher Working Group) is at least 70, In addition, the lack of interest in learning students / i towards the learning of rounders games, besides that the teacher's method in teaching rounders

games has also not been realized properly, this is because students are rarely given rounders games. So to improve the learning results of the game catch rounders more maximally, then the learning model is sought through the modification of the game tool, so that students are motivated to follow the rounders game activities themselves.

Based on the results of observations made in the field, researchers are interested in conducting research with the title “Efforts to improve learning to catch rounders games by using game equipment modifications in students / i Class V SDN 004 Sungai Sialang Batu Hampar District Rokan Hilir Regency”.

## 2 Result

The results of the research that the author has made about efforts to improve learning to throw rounders game by using tool modifications in students / i class V SDN 004 Sungai Sialang Batu Hampar District Rokan Hilir Regency, then obtained the results of data processing as follows:

### 1. Test Result Data Throwing Kasti Ball Cycle I First Meeting of Students Class V SDN 004 Sungai Sialang

After the test of throwing a round ball cycle I first meeting students of class V SDN 004 Sungai Sialang, the data was obtained, namely: the highest score is 80, while the lowest score is 60 with the average test score of throwing a ball 73.

Where the student's interval value is between 60–62 with a frequency value of 2 and a percentage value of 5.55%, while the interval value is between 63–65 with a frequency value of 1 and a percentage value of 2.78%, while the interval value is between 66–68 with a frequency value of 6 and a percentage value of 16.67%, while the interval value is between 69–71 with a frequency value of 0 and a percentage value of 0%, while the interval value is between 72–74 with a frequency value of 10 and a percentage value of 27.78%, while the interval value is between 75–80 with a frequency value of 17 and a percentage value of 47.22%. For more details can be seen the frequency distribution table of the first meeting cycle test as shown in Table 1.

### 2. Test Result Data Captures Ball Kasti Cycle I First Meeting of Students Class V SDN 004 Sungai Sialang.

After the test of capturing the gauze ball cycle I first meeting of students of class V SDN 004 Sungai Sialang, the data was obtained, namely: the highest score was 93, while the lowest score was 47 with an average test score of throwing a ball 67.

Where the student's interval value is between 47–54 with a frequency value of 1 and a percentage value of 2.78%, while the interval value is between 55–62 with a frequency value of 24 and a percentage value of 66.67%, while the interval value is between 63–70 with a frequency value of 3 and a percentage value of 8.33%, while the interval value is between 71–78 with a frequency value of 0 and a percentage value of 0%, while the interval value is between 79–86 with a frequency value of 0 and a percentage value of 0%, while the interval value is between 87–94 with a frequency value of 8 and a percentage value of 22.22%. For more details can be seen the frequency distribution table of the first meeting cycle test shown in Table 2.

**Table 1.** Distribution of Frequency of Test Data Throwing Kasti Ball Cycle I First Meeting of Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict

No	Interval	Frequency	Percentage
1	60–62	2	5,56%
2	63–65	1	2,78%
3	66–68	6	16,67%
4	69–71	0	0%
5	72–74	10	27,78%
6	75–80	17	47,22%
sum		36	100%

**Table 2.** Distribution of Frequency Of Test Data Capturing Ball Kasti Cycle I First Meeting of Students Class V SDN 004 Sungai Sialang Kecamatan Batu Hampar

No	Interval	Frequency	Percentage
1	47–54	1	2,78%
2	55–62	24	66,67%
3	63–70	3	8,33%
4	71–78	0	0%
5	79–86	0	0%
6	87–94	8	22,22%
Sum		36	100%

### 3. Test Result Data Throwing Kasti Ball Cycle I Second Meeting of Students Class V SDN 004 Sungai Sialang.

After the test of throwing a round ball cycle I meeting the two students of class V SDN 004 Sungai Sialang, the data was obtained, namely: the highest score was 84, while the lowest score was 68 with an average test score of throwing a gauze ball of 76. Where the student interval value is between 68–70 with a frequency value of 5 and a percentage value of 13.88%, while the interval value between 71–73 with a frequency value of 6 and a percentage value of 16.67%, while the interval value between 74–76 with a frequency value of 6 and a percentage value of 16.67%, while the interval value is between 77–79 with a frequency value of 0 and a percentage value of 0%, while the interval value is between 80–82 with a frequency value of 18 and a percentage value of 50%, while the interval value is between 83–85 with a frequency value of 1 and a percentage value of 2.78%. For more details can be seen the frequency distribution table of the second meeting cycle I test shown in Table 3.

**Table 3.** Distribution of Frequency of Test Data Throwing Kasti Ball Cycle I Second Meeting of Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict

No	Interval	Frequency	Percentage
1	68–70	5	13,88%
2	71–73	6	16,67%
3	74–76	6	16,67%
4	77–79	0	0%
5	80–82	18	50%
6	83–85	1	2,78%
<b>Sum</b>		<b>36</b>	<b>100%</b>

**Table 4.** Distribution of Frequency of Test Data Capturing Ball Kasti Cycle I Second Meeting of Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict

No	Interval	Frequency	Percentage
1	67–72	22	61,11%
2	73–78	4	11,11%
3	79–84	0	0%
4	85–90	4	11,11%
5	91–96	1	2,78%
6	97–102	5	13,89%
<b>Sum</b>		<b>36</b>	<b>100%</b>

#### 4. Test Result Data Captures Ball Kasti Cycle I Meeting of The Two Students Class V SDN 004 Sungai Sialang.

After the test of capturing the gauze ball cycle I meeting the two students of class V SDN 004 Sungai Sialang, the data was obtained, namely: the highest score was 100, while the lowest score was 67 with an average test score of throwing a ball of 75.

Where the student interval value is between 67–72 with a frequency value of 22 and a percentage value of 61.11%, while the interval value is between 73–78 with a frequency value of 4 and a percentage value of 11.11%, while the interval value is between 79–84 with a frequency value of 0 and a percentage value of 0%, while the interval value is between 85–90 with a frequency value of 4 and a percentage value of 11.11%, while the interval value is between 91–96 with a frequency value of 1 and a percentage value of 2.78%, while the interval value is between 97–102 with a frequency value of 8 and a percentage value of 13.89%. For more details can be seen the frequency distribution table of the second meeting cycle I test shown in Table 4.

**Table 5.** Distribution of Frequency of Test Data Throwing Kasti Ball Cycle II First Meeting of Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict

No	Interval	Frequency	Percentage
1	72–73	6	16,67%
2	74–75	0	0%
3	76–77	7	19,44%
4	78–79	0	0%
5	80–81	22	61,11%
6	82–84	1	2,78%
<b>Sum</b>		<b>36</b>	<b>100 %</b>

**5. Test Result Data Throwing Ball Kasti Cycle II First Meeting of Students Class V SDN 004 Sungai Sialang.**

After the test of throwing a round ball cycle II the first meeting of students of class V SDN 004 Sungai Sialang, the data was obtained, namely: the highest score was 84, while the lowest score was 72 with an average test score of throwing a ball 78. Where the student interval value is between 72–73 with a frequency value of 6 and a percentage value of 16.67%, while the interval value is between 74–75 with a frequency value of 0 and a percentage value of 0%, while the interval value between 76–77 with a frequency value of 7 and a percentage value of 19.44%, while the interval value is between 78–79 with a frequency value of 0 and a percentage value of 0%, while the interval value is between 80–81 with a frequency value of 22 and a percentage value of 61.11%, while the interval value is between 82–84 with a frequency value of 1 and a percentage value of 2.78%. For more details can be seen the frequency distribution table of the first meeting ii throwing test shown in Table 5.

**6. Test Result Data Captures Kasti Ball Cycle II First Meeting of Students Class V SDN 004 Sungai Sialang.**

After the test of capturing the second cycle of the gauze ball of the first meeting of students of class V of SDN 004 Sungai Sialang, the data was obtained, namely: the highest score was 100, while the lowest score was 73 with an average test score of throwing a gauze ball of 79.

Where the student interval value is between 73–77 with a frequency value of 24 and a percentage value of 66.66%, while the interval value between 78–82 with a frequency value of 2 and a percentage value of 5.56%, while the interval value between 83–87 with a frequency value of 4 and a percentage value of 11.11%, while the interval value between 88–92 with a frequency value of 0 and a percentage value of 0%, while the interval value is between 93–97 with a frequency value of 0 and a percentage value of 0%, while the interval value is between 98–102 with a frequency value of 6 and a percentage value of 16.67%. For more details can be seen the test frequency distribution table captures the second cycle of the first meeting shown in Table 6.

**Table 6.** Distribution of Frequency of Test Data Capturing Ball Kasti Cycle II First Meeting of Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict

No	Interval	Frequency	Percentage
1	73–77	24	66,66%
2	78 –82	2	5,56%
3	83–87	4	11,11%
4	88–92	0	0%
5	93–97	0	0%
6	98–102	6	16,67%
<b>Sum</b>		<b>36</b>	<b>100%</b>

### Data Analysis

Based on the processing of data that has been described above, we can detail again that:

#### 1. Analysis of The Test Of Throwing a Ball Kasti Cycle I First Meeting of Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict.

Based on the test of throwing a ball 1 cycle first meeting of students of class V SDN 004 Sungai Sialang Batu Hampar District from 36 students / i, the value of students who have reached KKM 70 is as many as 27 people with a percentage of 75% of the number of students in class V SDN 004 Sungai Sialang Batu Hampar Subdistrict, while the remaining 9 students have not reached KKM 70 with a percentage of 25%.

The number of students who have not reached KKM 70 in the learning to throw catch rounders game with tool modifications in students / I class V SDN 004 Sungai Sialang Batu Hampar Subdistrict, this can be due to lack of knowledge and interest of students / i in participating in the learning to throw catch rounders with modifications of the tool.

#### 2. Analysis of The Test Of Catching Ball Kasti Cycle I First Meeting of Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict.

Based on the test of throwing a ball 1 cycle I first meeting of students of class V SDN 004 Sungai Sialang Batu Hampar Subdistrict from 36 students / i, the value of students who have reached KKM 70 is as many as 8 people with a percentage of 22.22% of the number of students of class V SDN 004 Sungai Sialang Batu Hampar Subdistrict, while the remaining 28 students have not reached KKM 70 with a percentage of 77.78%.

The number of students who have not reached KKM 70 in the learning to throw catch rounders game with tool modifications in students / I class V SDN 004 Sungai Sialang Batu Hampar Subdistrict, this can be due to lack of knowledge and interest of students / i in participating in the learning to throw catch rounders with modifications of the tool.

### 3. **Analysis of The Test Throwing Ball Kasti Cycle I Meeting of The Two Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict.**

Based on the test of throwing a round ball cycle I meeting the two students of class V SDN 004 Sungai Sialang Batu Hampar Subdistrict from 36 students / i, the value of students who have reached KKM 70 is as many as 31 people with a percentage of 86.11% of the number of students of class V SDN 004 Sungai Sialang Batu Hampar Subdistrict, while the remaining 5 students have not reached KKM 70 with a percentage of 13.89%.

The number of students who have not reached KKM 70 in the learning to throw catch rounders game with tool modifications in students / I class V SDN 004 Sungai Sialang Batu Hampar Subdistrict, this can be due to lack of knowledge and interest of students / i in participating in the learning to throw catch rounders with modifications of the tool.

### 4. **Test Analysis Captures Ball Kasti Cycle I Second Meeting of Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict.**

Based on the test of capturing the first cycle of the second meeting of students of class V SDN 004 Sungai Sialang Batu Hampar Subdistrict from 36 students / i, the value of students who have reached KKM 70 is as many as 14 people with a percentage of 38.89% of the number of students of class V SDN 004 Sungai Sialang Batu Hampar Subdistrict, while the remaining 22 students have not reached KKM 70 with a percentage of 61.11%.

The number of students who have not reached KKM 70 in learning to throw rounders game with modification of tools in students / I class V SDN 004 Sungai Sialang Batu Hampar Subdistrict, this can be caused by the lack of grip of students' hands when catching the thrown ball.

### 5. **Analysis of The Test Of Throwing a Ball Kasti Cycle II First Meeting of Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict.**

Based on the test of throwing a 2nd round of the first meeting of students of class V SDN 004 Sungai Sialang Batu Hampar District from 36 students / i, then the value of students who have reached KKM 70 is as many as 36 people with a percentage of 100% of the number of students of class V SDN 004 Sungai Sialang Batu Hampar Subdistrict, this means that students can throw kasti balls properly and correctly.

### 6. **Analysis of The Test Of Catching Ball Kasti Cycle II First Meeting of Students Class V SDN 004 Sungai Sialang Batu Hampar Subdistrict.**

Based on the test of capturing the second cycle of the first meeting of students of class V SDN 004 Sungai Sialang Batu Hampar District from 36 students / i, then the value of students who have reached KKM 70 is as many as 36 people with a percentage of 100% of the number of students of class V SDN 004 Sungai Sialang Batu Hampar Subdistrict, this means that students have been able to catch the ball properly and correctly.

## 3 Discussion

Based on the analysis of the data that has been described above, we can conclude the results of the discussion, namely when the test throws a ball 1 cycle first meeting of



students / i SDN 004 Sungai Sialang Batu Hampar District Rokan Hilir students who have reached KKM 70 as many as 27 people, while 9 people who have not reached KKM 70.

Then in the test caught the ball of the first cycle of students / i SDN 004 Sungai Sialang Batu Hampar District Rokan Hilir Regency which has reached KKM 70 as many as 8 people, while 28 people who have not reached KKM 70. And at the time of the test throwing the ball of the first cycle of the meeting of the two students / i SDN 004 Sungai Sialang Batu Hampar District Rokan Hilir Regency students who have reached KKM 70 as many as 31 people, while 5 people who have not reached KKM 70 is only in cycle II their first meeting can throw well and correctly and belong to the category of "Completed".

Then in the test of catching the 1st cycle kasti ball meeting of the two students / i SDN 004 Sungai Sialang Batu Hampar District Rokan Hilir Regency which has reached KKM 70 as many as 14 people, while 22 people who have not reached KKM 70 is only in cycle II their first meeting can catch well and correctly and has been included in the category of "Complete".

The increase in student learning outcomes at the time of the practice of throwing catch rounders games, this is due to the provision of learning methods using tool modifications, so that students quickly capture learning materials, in addition to the ball using a ball, the ball is also painted with various types of colors whose purpose is to attract students' learning interest to the material provided.

The modification of the game tool is one of the techniques to change a game by modifying the size of the weight, playing field, playing time and game rules or the number of players (Syarifuddin, 2004: 3). In addition, in this study there are also some weaknesses or obstacles during conducting research such as: lack of breadth of the student field at the time of practice playing rounders ball, then female students are rather slow in receiving the material that the teacher provides, so that the level of completion of the new student second cycle is just completed.

Based on the explanation above, we can conclude that by modifying the student's learning practice tools, a teacher can improve the quality of learning results to throw rounders in students / i class V SDN 004 Sungai Sialang Batu Hampar District Rokan Hilir Regency.

## 4 Conclusion

Based on the results of the research conducted, we can conclude that there is an increase in learning to throw rounders game by using tool modifications in students / i class V SDN 004 Sungai Sialang Batu Hampar District Rokan Hilir Regency which is marked during the test throwing ball 1 the first rounder meeting of students who have reached KKM 70 as many as 27 people with a percentage of 75, then at the time of the test caught the first meeting I round ball that had reached KKM 70 as many as 8 people with a percentage of 22.22%. In cycle II of the first meeting they can throw and catch well and correctly and have been included in the category of "Completed".

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