

Experimental Study of Learning Model and Motivation on the Results of Badminton Learning in Students

Dedy Pradipta

Department of Sport Education
 Post Graduate School, State University of Medan
 Medan, North Sumatera, Indonesia
 Pradiptadedy29@gmail.com

Abstract— The purpose of this study was to apply experimental studies on example non example learning models and picture and picture learning models and motivation for the results of learning badminton in high school students. This study was conducted on students of class XI, with a sample of 48 students. This study used purposive sample treatment by level 2 x 2. Data collection techniques in this study used a portfolio sheet for learning outcomes test backhand short service punch and questionnaire to measure student motivation. Data analysis techniques used two-way variance analysis (ANOVA) and then followed by homogeneity test. The results of this study are (1) there is a difference between the learning model of the learning outcomes of badminton (2) there is an interaction between the learning model and learning motivation on the results of badminton learning (3) there is a difference between the learning model of the badminton learning outcomes in the short backhand service material in the group students high learning motivation (4) there is a difference between learning models of badminton learning outcomes in groups of students with low learning motivation.

Keywords—component; Learning Model, Motivation, Badminton Learning Outcomes.

I. INTRODUCTION

Schools are educational institutions that have the task of delivering students to develop all the potential they have. Schools are also believed to be institutions that can develop the dignity of society in the future. Therefore the success of the school is very dependent on the teaching and learning process carried out by the teacher and students in the classroom, which is to bring students to the desired behavior changes.

Abdul Jabar (2008:27) explains that: "Physical education is an educational process that has the aim to develop human appearance through the chosen media of physical activity to achieve educational goals." Physical education is an educational process that is carried out consciously and systematically, through various physical activity in order to gain physical ability, physical growth, intelligence and character growth. As a sub-system of national education physical education must be followed by all students. One of the physical education materials at school is badminton games. To achieve the objectives of the physical education material, it

must be supported by a conducive learning atmosphere, and this conducive learning atmosphere was created by the teacher in the learning process to support its success in achieving the learning objectives. In the learning process a teacher must pay attention to many things. One of them is the use of the right learning model. Through the use of the right learning model in the learning process is expected to be able to create a conducive classroom atmosphere so that students can understand and master teaching materials easily.

One of the physical education materials in school is Badminton Game. This game is an individualized game that can be done by one person against one or two people against two people. The game uses a racket as a hitter and coke tool as the object of the game, the square of the game is rectangular and is restricted by the net to separate between the game's own area and the game area of the opponent. The service according to Tohar, (1992:40) in the badminton game is a racket with a racket that flies ball / shuttlecock to other field fields diagonally and aimed as a game opener and is an important blow in badminton games.

However, there are still many students who are less skilled at badminton games, especially sub-service, backhand short service punch subjects. It can be seen from the results of the students' scores on the badminton game material that still does not reach the specified grade of school completeness. While the data obtained completeness learning results of short service punch with backhand method of 17 students (32%) was declared complete and as many as 62 students (68%) were not completed in the punch lesson material backhand short service class XI which amounted to 89 students. With the stipulation that the KKM from the school is 70.

Table I. Description of Badminton learning outcomes.

No	learning outcomes	Students	Persen	Information
1	≤ 69	62	68%	Not Complete
2	≥ 70	17	32%	Complete

In badminton, backhand short service blows are just as important as other service blows and smash blows especially when playing. So, therefore, someone who masters the service

punch well will also provide a good opportunity to score and win the game. Alhusin, (2007:33) states that "In the rules of badminton games, service is the initial capital to be able to win the match". Alhusin, (2007:36) suggests that "backhand service requires extra skills and training so we can master it well. In general, in this type of service the direction and fall of the ball / shuttlecock should be as close as possible to the attack line of the opposing player, and the ball / shuttlecock should drift as far as possible near the net.

To be able to master the backhand short service punch there are a number of things that need to be considered by Tony Grice, (2007:28) are:

A. Preparation Phase

- The racket is held like a Grip Hand Shake
- The standing position is straight and both feet touch the floor
- The ball is held at waist level
- Stack of weight on both legs
- The hand that holds the racket in the backswing position (swing back)
- The wrist is flexed

B. Implementation Phase

- Move your weight on the front of your feet or at the tips of your toes
- Use a little wrist movement or not at all
- Make contact with the ball at the height of the thigh (not over the waist)
- Ball driven
- The ball moves low above the net

C. Follow-Trough Phase (Continued).

- End the racquet movement upward in a straight line of ball motion
- Cross the racket over the front of the shoulder holding the racket
- Turn your hips and shoulders and end the movement with both hands above

Shoimin, (2014:8) said that the Learning Model function is as a guide for teachers and teachers in carrying out learning. This shows that each model that will be used in learning determines the device used in the learning. One model that is currently popular in learning is the example non example and picture and picture learning model which is one form of learning model.

Example non Example learning model is a model that uses image media in the delivery of learning material that aims to encourage students to learn critical thinking by solving the problems contained in the examples of images presented. While the Picture and Picture learning model is a cooperative learning model or prioritizes the existence of group groups using image media paired and sorted into logical sequences. And this model invites students consciously and planned to develop interactions between them so they can hone each other, mutual care, and mutual care. And this model has innovative, creative and certainly fun characteristics (Kurniasih, I 2016:31;44).

Selection of the right learning model is expected to make students more motivated in learning activities. Thus a learning

environment will be created for students who are more active. The process of learning activities is not just emphasizing the mastery of knowledge. But especially the emphasis on self-application about what is learned, so that it is formed and functioned as the property of students' conscience that is useful in their lives. Motivation like this will be created if the teacher applies a learning situation that is not boring. Through its creativity, the teacher and students can turn on a more active learning environment as a very enjoyable activity.

Learning motivation is a very important variable to determine success in learning. A student who fails his academic assignment is due to not being adequately motivated. As stated by S. Nasution, (1986:79) that motivation is needed for learning. Motivation is one of the demands in achieving optimal learning outcomes. The more appropriate the motivation given, the better the success in learning. In the world of motivation education can be said to be an independent variable or as an independent variable. As an independent variable, motivation is influenced in helping to achieve learning achievement (Wayan Ardhana, 1990:5). Agreeing with the above by Sadirman, (1992:75) that students who have high intelligence, can fail because of lack of motivation. Learning outcomes will be optimal if there is the right motivation.

Muhibin Syah, (2003:213) states that "Learning outcomes are the mastery of relationships obtained so that a person can display the experience and mastery of the learning material that has been learned. Learning outcomes are used to find out to what extent students can understand and understand the material. According to Hamalik (2004:31) learning outcomes are patterns of action, values, knowledge-knowledge, attitude, appreciation, ability, and skills.

From the expert's explanation, it can be said that without motivation in learning, it will affect the achievement of learning outcomes. This means that in achieving good learning results motivation is needed. The impact of precisely the motivation given, the success in learning will be better (optimal).

II. RESEARCH METHODS

This research was conducted in Nurul Hasanah Private High School 2017/2018 school year. The implementation of treatment (treatment), Pate (1993:213) states that exercises that are done 6-8 weeks will have enough effect with a strength of 10-25%. El Fox quoted by Sajoto (1988:86) states that whether to use frequency 3 or 5 times per week, but what is important is the length of exercise 4-8 weeks.

The method used in this study is an experimental method, because it does not take a random sample but a whole sample to be treated, the experiment itself is an observation under artificial conditions where the condition is made and arranged by the researcher with a factorial 2x2 design according to Sudjana (2016) , with a sample of 48 students.

Table II. Grouping Experiment Sample

Learning Model (A)	Example Non Example (A ₁)	Picture And Picture (A ₂)
Motivation To Learn (B)		
High (B ₁)	12	12
Low (B ₂)	12	12
Total	24	24

TABLE II. To facilitate control of each treatment group, the research design is as follows:

Motivation To Learn (B)	Learning Model (A)		
	Example Non Example (1)	Picture and Picture (2)	
High Group (B ₁)	A ₁ B ₁	A ₂ B ₁	μ _{B1}
Low Group (B ₂)	A ₁ B ₂	A ₂ B ₂	μ _{B2}
Average	μ _{A1}	μ _{A2}	

III. DISCUSSION OF RESEARCH RESULTS

Testing criteria, if $F_0 > F_{table}$ at the significant level selected with the numerator db is the appropriate db, then H_0 is rejected, so it is concluded that there is a difference in the average increase between the groups tested, on the contrary for $F_0 \leq F_{table}$, then H_0 is accepted. Complete data on conversion from the results of the assessment skills of the backhand short service punch quality can be seen in the summary of prices n, and SD for each treatment shown in the following table:

Table III. Anava faktorial 2x2

Learning Model Motivation To Learn	Learning Model Example Non Example (A1)	Learning Model Picture and Picture (A2)	Total
High Group (B1)	$\sum X = 488$	$\sum X = 473$	$\sum X = 961$
	$\sum X^2 = 20168$	$\sum X^2 = 19031$	$\sum X^2 = 39199$
	$\bar{X} = 40,667$	$\bar{X} = 39,417$	$\bar{X} = 80,083$
	SD = 5,42	SD = 5,93	SD = 11,35
	n = 12	N = 12	N = 24
Low Group (B2)	$\sum X = 392$	$\sum X = 421$	$\sum X = 813$
	$\sum X^2 = 13164$	$\sum X^2 = 15099$	$\sum X^2 = 28263$
	$\bar{X} = 32,67$	$\bar{X} = 35,08$	$\bar{X} = 67,75$
	SD = 5,71	SD = 5,47	SD = 11,18
	n = 12	n = 12	N = 24
Total	$\sum X = 880$	$\sum X = 894$	$\sum X = 1771$
	$\sum X^2 = 33332$	$\sum X^2 = 34130$	$\sum X^2 = 67462$
	$\bar{X} = 36,67$	$\bar{X} = 37,25$	$\bar{X} = 73,92$
	SD = 6,81	SD = 6,00	SD = 12,81
	n = 24	n = 24	N = 48

Based on the description above, the results of the discussion of this research are:

- 1) there is a difference between learning models of learning outcomes of badminton
- 2) there is an interaction between the learning model and learning motivation on the results of learning badminton
- 3) there is a difference between learning models of badminton learning outcomes on short backhand service material in groups of high learning motivation students
- 4) there is a difference between the learning model of the learning outcomes of badminton in the group of students with low learning motivation.

Based on the results of this study, it is suggested to physical education teachers in schools to pay attention to the right learning model, to improve the results of Badminton in the Backhand Short Service Material. Readers who are interested in this research are advised to conduct research based on physical, cognitive, affective and psychomotor.

REFERENCES

- [1] Pate, Russell R; McClenaghan, Bruce and Rotella (1993) *Scientific Foundations of Coaching*, Saunders College publishing, Philadelphia
- [2] Sajoto, M. (1988), *Pembinaan Kondisi Fisik Dalam Olahraga*, Jakarta : Depdikbud, Dirjen Pendidikan Tinggi.
- [3] Sudjana. 2016. *Metoda Statistika*, Bandung :PT.Tarsito Bandung.
- [4] Abduljabar. 2008 *Pendidikan Jasmani Untuk Sma*. Jakarta : Erlangga
- [5] Ardhana, Wayan. 1990. *Atribusi Terhadap Sebab-Sebab Keberhasilan Dan Kegagalan Serta Kaitannya Dengan Motivasi Untuk Berprestasi*, Pidato Pengukuhan, Ikip Malang, Malang.
- [6] Arikunto, Suharsimi. 2003. *Prosedur Penelitian, Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- [7] Alhusin, Syahril. 2007. *Gemar Bermain Bulutangkis*. Surakarta.
- [8] Kurniasih, I, Sani B. *Ragam Pengembangan Model Pembelajaran*. Cetakan Ke-empat. Kata Pena, 2016.
- [9] Sardiman Am. 2006. *Interaksi Dan Motivasi Belajar Mengajar*. Jakarta: Pt. Raja Grafindo Persada.
- [10] S. Nasution, 1986. *Didaktik Asas Mengajar*, Bandung : Jemmars
- [11] Syah, Muhaibin. 2003. *Psikologi Pendidikan*. Jakarta : Rineka Cipta
- [12] Soimin, Aris. 68 *Model Pembelajaran Inovatif Dalam Kurikulum 2013*. 2014. Yogyakarta: Ar-Ruzz Media
- [13] Sugiarto, Icuk, 2002. *Total Badminton*, Manahan Solo. Penerbit: Cv. Setyaki EkaAnugrah
- [14] Tohar, 1992. *Olahraga Pilihan Bulutangkis*, Departemen Pendidikan Dan Kebudayaan Direktorat Jendral Pendidikan Tinggi Proyek Pembinaan Tenaga Kependidikan 1992.
- [15] Tony Grice. 2007. *Bulutangkis, Petunjuk Praktis Untuk Pemula*