



The Implementation of Cooperative Learning Model Type STAD in Badminton Learning for Elementary School Students

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Abstract

The purpose of this study was to obtain information for improving the activity and learning outcomes of basic long serve and short serve techniques in badminton learning through cooperative learning model type STAD in Grade VI, Muarasanding I Elementary School. This research used classroom action research method. The data were obtained from the results of badminton long serve and short serve tests. The test results in the first cycle showed that 7 students (35%) had not achieved the long serve, while 4 students (20%) had not completed the short serve. To maximize learning to achieve the completeness, the researcher used the second cycle program in this research.

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INTRODUCTION

The cooperative learning model refers to various teaching methods where students work in small groups to help each other learn the subject matter. Cooperative learning is not a new idea in the world of education. Still, before recent times, this method was only used by some teachers for certain purposes, such as group assignments or reports. There are many justifications for why helpful learning enters the standard of instructive practice. Eggen & Kauchak (2013, p. 63) explain: "Cooperative learning is structured to increase student participation, facilitate students with the experience of leadership attitudes and make decisions in groups and provide opportunities for students to interact and learn together, students from different backgrounds." One of them is based on research on the application of the STAD type cooperative learning model to badminton learning in grade VI elementary school students at SDN Muarasanding I.

On this occasion, the researcher wants to apply the STAD type cooperative learning model in learning basic techniques of long serve and short serve badminton. The STAD type of cooperative learning model helps develop students' abilities, think fundamentally and cultivate a social mentality to inspire and practice student learning. As stated, the researcher wants to apply the STAD type cooperative learning model in learning basic techniques of long serve and short serve badminton. The STAD type of cooperative learning model helps develop students' abilities, think fundamentally and cultivate a social mentality to inspire and practice student learning. As stated, On this occasion, the researcher wants to apply the STAD type cooperative learning model in learning basic techniques of long serve and

short serve badminton. The STAD type of cooperative learning model helps develop students' abilities, think fundamentally and cultivate a social mentality to inspire and practice student learning.

In this case (MAYRA, 2013) explained that: "The STAD type of cooperative learning model is not much different from the learning that teachers can do. Teachers still play a role in the learning process, so they are not released, and students are expected to be easy to adapt." So that the application of the STAD type cooperative learning model to badminton learning as a learning resource can help SDN I Muarasanding students to achieve mastery learning. Research (Hidayat & Rachman, 2015) explained that: "Badminton is a sport played by two people for singles and two pairs of people for doubles, while each person or pair is in opposite position on the field of the field which is divided into two by a net". In this case (Pradipta et al., 2019) explained that: "In the rules of the badminton game, service is the initial capital to be able to win the match, the initial stage to master badminton technique is to start with an introduction." The process of introducing basic techniques can be done by providing direct explanations followed by examples in front of students or by utilizing teaching media as a learning tool, such as providing reading books/ knowledge about badminton.

The next stage of mastering badminton techniques is to try to do or demonstrate the methods that are taught repeatedly. According to (Permadi, 2011), "Long serve is a high serve usually used in singles play. As much as possible, hit the ball near the back line and dive straight down. Therefore, this high 14 serve is one type of serve that requires a lot of energy". In this case

(Gunawan et al., 2017) explain that: "A short serve is a serve directed at the front of the opponent's court, usually in a doubles game". One method that is suitable for this purpose is the application of the STAD-type cooperative learning model. Researchers deliberately chose the STAD type cooperative method to increase the attractiveness of learning so that students are more active in the learning process. Students are expected to be active psychomotor, cognitive, and affective. Learning is carried out in groups from the beginning of the meeting until the material is completed. However, it is not only activeness when participating in learning that the teacher expects. The teacher expects that there are student activities outside the classroom to learn more about the material being taught. The importance of this research, among others, is to improve the activities and learning outcomes of class VI students, which aims to determine the effect of implementing the STAD type cooperative learning model on badminton learning in class VI students of SDN I Muarasanding. In badminton learning material, the writer tries alternative problem solving by applying a STAD-type cooperative learning model. Based on the problems described, the authors are interested in conducting research with the title "Application of the STAD Type Cooperative Learning Model for Badminton Learning in Class VI Students of SDN I Muarasanding.

METHOD

This research includes CAR class action research (Class Action Research). Research Design is the strategy chosen by the researcher to carry out comprehensive research systematically to analyze what the researcher focuses on, according to Suhari

(2017). The design of this study will use four stages, planning, acting, observing, and reflecting, which consists of 2 cycles of meetings. The design of this research can be seen in the image below:

Population and Sample

The population in this classroom action research was carried out on class VI students of SDN I Muarasanding in the 2021/2022 academic year. A total of 20 people. The sample in this study was Class VI students in Muarasanding Elementary School with a total of 20 students, consisting of 10 boys and 10 girls.

Research Instruments

In this study, the instrument used by the researcher used a long service and short service test instrument. The long service test is used for basic technical level skills, in this case, the sixth-grade students of SDN I Muarasanding. The tests used in the Long Service test (Long Service Test).

Data analysis

The data analysis technique used in this classroom action research is quantitative data in the form of cognitive learning outcomes, analyzed using descriptive analysis techniques by determining the presentation of learning completeness and the class mean (mean).

RESULTS AND DISCUSSION

Based on the scores obtained in the final test of a cycle I, from 20 students who achieved the KKM student scores for the long serve four students (20 %) while the short service is 3 students (15%). The results of the long serve and short serve tests of badminton students in cycle 1 can be seen from the Figure 1. From the initial condition of the badminton long service test scores above, the students who achieved the KKM were four students (20%), while the

students who had not reached the KKM were seven students (35%). From the initial condition of the badminton short serve test scores in Cycle I, students who achieved the KKM were three students (15%), while the students who had not reached the KKM were four students (20%).

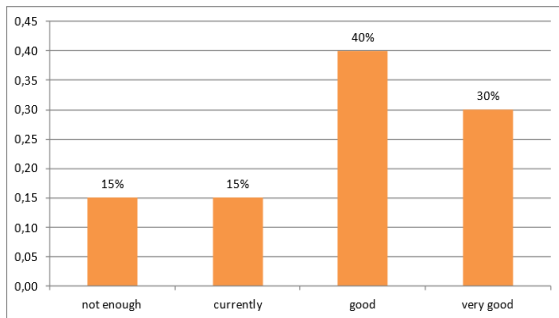


Figure 1. Cycle Length Service Test Results I

Researchers will describe student learning outcomes in the form of primary technical test results for long service and short serve badminton based on student test results in cycle I, based on the scores obtained in the final test of cycle II, from 20 students who achieved the KKM the student score for the long serve was three students (15 %) who reached the KKM. In comparison, the short service 3 students (15%) reached the KKM. The results of the long serve and short serve tests of badminton students in cycle II can be seen from Figure 2.

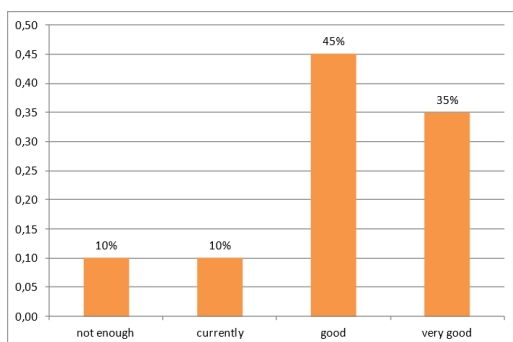


Figure 1. Cycle Length Service Test Results II

In the implementation of the second cycle, it was able to show a significant improvement from the application of the STAD type cooperative learning model to badminton learning the basic techniques of long serve and short serve. In addition, students are able to follow and adapt to the learning activities that have been applied.

This Classroom Action Research (CAR) includes two cycles consisting of cycle I and cycle II. Each cycle consists of several stages, namely the planning stage (Planning), the action stage, the observation stage (Observation), and reflection. In the second cycle, the stage carried out was an improvement from the previous cycle. The results obtained in this study consisted of test data in the form of learning the basic techniques of long serve and short serve badminton through the STAD type cooperative learning model. The results of the two cycles were used to determine the improvement of physical education learning and health in basic technical materials of long serve and short serve badminton for sixth grade students of SDN I Muarasanding. The data obtained before and after the action was carried out showed an increase in learning as indicated by student learning outcomes.

CONCLUSION

Based on the results of research that have been carried out from cycle I and cycle II, the researcher can conclude that learning basic techniques of long serve and short serve badminton through the STAD type cooperative learning model in class VI students of SDN I Muarasanding has increased. Cycle I long service test with very good category 3 students (15%) good category 6 students (30%) moderate category 4 students (20%) and less category 7 students

(35%). Cycle I short service test with very good category 6 students (30%) good category 7 students (35%) moderate category 3 students (15%) and less category 4 students (20%). Then on the results of the second cycle of the long service test with very good category 6 students (30%) good category 8 students (40%) medium category 3 students (15%) and less category 3 students (15%). Cycle II short service test with very good category 7 students (35%) good category 9 students (45%) moderate category 2 students (10%) and poor category 2 students (10%). Based on the test scores obtained, it can be said that there was an increase in cycle II from cycle I.

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