The Use of Demonstration to Improve the Mastery of Basic Movements in Soccer of Students at Fourth Grade of Public Elementary School 2 of Kalianget in the First Semester of 2018/2019 Academic Year

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ARTICLE INFO

Received Date: 1st July 2019
Received in Revised Form Date: 10th July 2019
Accepted Date: 15th July 2019
Published online Date 1st August 2019

Key Words: demonstration method, learning potential, soccer

ABSTRACT

Demonstration method is a way of presenting lessons by demonstrating a process. This can be done both in actual form and in imitation form. Through demonstration, learning outcomes are achieved by students by involving all their potential after conducting learning activities. Achievement of learning outcomes can be measured by assessment of learning outcomes tests. The purpose of this study was to determine the increase in students’ mastery of basic soccer movement and to determine the effect of learning motivation on soccer basic movement of fourth grade students at Public Elementary School 2 of Kalianget in Banyuglugur district, Situbondo regency after using the demonstration method. This research uses action research in two cycles. Each cycle consists of four stages: design, activity and observation, reflection, and revision. The subjects of this study were The fourth grade Public Elementary School 2 of Kalianget, Banyuglugur district, Situbondo regency. Analysis results show that student learning outcomes have increased. The students achieved 70.83% with an average value of 71.87 in the first cycle, while in the second cycle 87.5% completeness with an average value of 77.5 was evident. The conclusion of this research is the demonstration method can improve the learning outcomes of mastery of basic soccer movement of students at The fourth grade Public Elementary School 2 of Kalianget Banyuglugur district Situbondo regency Semester I in 2018/2019 Academic Year.
INTRODUCTION

Soccer game is the most favorite sport in the whole world. This is one big ball sport. As this sport is very universal, in addition to being loved by men, this sport is also favored by women not only young and old, even children. Since the 1990s this sport began to be used for women even though previously it was only for men.

This sport involves 11 people in one team. To be a winner in a match must fight one other team. Soccer players compete over a ball to be put in the goal guarded by a goalkeeper. The team that makes the most goals will come out the winner.

Providing students with an early understanding of the basic movements of soccer is necessary. In every learning process, the earlier you introduce something to students, the better and easier it is to develop. Soccer sport is not just a game, but at the moment soccer can be used as a place for achievement.

Demonstration method is a way of presenting lessons by demonstrating and showing students about a particular process, situation or object that is learned both in actual form and in imitation form that is shown by the teacher or other learning resources (Soli, 2008). Demonstration methods relate to actions or procedures carried out, such as the process of doing something, the process of using something, comparing a way with other ways, or to investigate the truth of something.

The demonstration method is used with the aim of teaching a process or procedure that is mastered by students, as well as concrete information or explanations to students. In addition, the demonstration method aims to develop abilities and observations through collaboration. The reason for using the demonstration method is because not all topics can be explained clearly and concretely through explanation or discussion. Diverse types of student learning always exist across contexts, which include strong in visual learning, but weak in auditory and motoric skills, or vice versa. The rationale also pertains to the cognitive development of students who are still in the concrete operational phase.

The advantages of the demonstration method compared to other methods, namely the lessons become clearer and more concrete so that verbalism does not occur. In addition, students find it easier to understand the subject matter demonstrated, the learning process will be very interesting because students not only hear but also see events that occur. Students will be more actively observing and interested in trying it for themselves, presenting material that cannot be presented by other methods.

In addition to having advantages, the demonstration method also has weaknesses, namely not all teachers can demonstrate well, limited facilities and infrastructure as well as situations that are often not easily arranged and time-limited, require more time than the lecture and question and answer method, the demonstration method also requires careful preparation and design. However, the weakness of the demonstration method can be overcome through a variety of ways, including conducting demonstrations, providing the required facilities and infrastructure needed for the demonstration, arranging the best time possible, and making the best possible design and preparation.

The steps to implement the method of domination of activities cover preparation stage, opening activities, core activities, and closing activities. In preparatory activities, the teacher must formulate learning goals achieved by students, arrange material to be taught to achieve the goals that have been formulated. Next is to prepare an outline of the demonstration steps that will be carried out to facilitate mastery of the material that
has been prepared, followed by conducting demonstration exercises including how to use the equipment needed. The opening activity is carried out by arranging a seat that allows each student to pay attention to what the teacher demonstrates, ask questions beforehand, raise student motivation by expressing cases in the community that relate to the lesson to be discussed, expressing the objectives to be achieved by students and also the scaffolding tasks related to the demonstration.

Furthermore, core activities can be carried out by dividing students into groups, starting to do demonstrations as planned and prepared by the teacher, focusing students' attention on the important things that must be mastered from the demonstrations conducted by the teacher so that all students follow the demonstration. This leads to creating a conducive atmosphere and avoiding a tense atmosphere, providing opportunities for students to be active and critical in participating in the demonstration process, and giving an opportunity to ask questions and make comments.

The last stage is asking students to summarize the main points or steps of the demonstration activity, giving students the opportunity to ask questions about things not yet understood, evaluating both the evaluation of learning outcomes and arranging joint evaluation of the course of the demonstration process. The whole process is followed by assignments to explore the material that has just been taught. (Sanjaya:2008).

Learning is an activity that can bring a change in individuals who learn. This change is a behavior experience from poor to better. Learning experiences are aimed at the results to be achieved by students in the learning process at school. According to Poerwodarminto (1991:768), learning achievement is the result achieved learning objectives. In this case learning achievement is the result of work or the result of creation by someone who is obtained with work accuracy and struggle that requires thought.

Based on the description above it can be said that the learning achievement achieved by students involves all the potential they have after the students take part in learning activities. Achievement of learning outcomes can be identified by conducting an assessment of learning outcomes tests. Assessments are held to determine the extent to which students have successfully followed the lessons given by the teacher. In addition, teachers can find out how far the success of teachers in the learning process at school.

In line with learning achievement, it can be interpreted that learning achievement in Sport Education is the value obtained by students after involving directly/actively all the potential they have. This involves cognitive (knowledge), affective (attitude) and psychomotor (skill) aspects in the learning process of Sport Education.

Motive is the power within a person that drives him to do something, or the state of a person or organism that causes his readiness to begin a series of behaviors or actions. While motivation is a process for activating motives into actions or behaviors to meet needs and achieve goals, or circumstances and readiness in individuals who encourage their behavior to do something in achieving certain goals (Usman, 2000:28).

According to Djamarah (2002:114), motivation is a driver that converts energy in a person into the form of real activities to achieve certain goals. In the learning process, motivation is needed because someone who has no motivation in learning will not be able to carry out learning activities. This is consistent with what was expressed by Ahmadi (2001:3) that students who are motivated in learning something will use a higher cognitive process in learning the material, so that students will absorb the
material better. So motivation is a condition that encourages someone to do something in achieving certain goals.

The game of soccer becomes very interesting because in addition to competing over a ball on the field by using the feet but also seen the styles of play in fighting over the ball to put the ball into the opponent's goal. Because this sport involves many people, of course good teamwork is needed in addition to good playing techniques.

The pattern of the game of soccer is actually simple, with the pattern of the game attacking, defending, and structuring this strategy position. However, expertise and absolute skill must be possessed by each player in forming a good team (Muhajir:1998). The willingness to carry the ball, which involves the ability to dribble the ball, win the ball, defend the ball, and outwit the opponent, is needed by every player to be used in cooperation between players.

Each player must have the ability of DK4. The intention is endurance, strength, flexibility, speed and agility (Agusta:2000). These 5 factors must be possessed by players to develop to the top position. Of the five factors that are interesting to study together are factors of speed and agility. Speed and agility can be formed from within (innate) or from outside the self (being able to combine from all the techniques possessed).

In soccer games, there are three basic types of movement that must be mastered by soccer players. The basic movement of soccer is the locomotor basic movement, non locomotor basic movement, and manipulative basic movement. Locomotor movement is a form of movement. This basic movement is in the form of walking, running, and jumping. These three types of locomotor movement are useful in soccer games according to the situation and conditions of the game.

Non-locomotor base movement is movement without moving. Non-locomotor movement in soccer games including gestures when going to run to the ball. Manipulative basic movement is a form of body movement that involves an instrument. Manipulative movements in soccer include kicking, stopping, receiving and passing, dribbling and catching the ball. For players there are 4 techniques, namely kicking, stopping/controlling, receiving and passing, and dribbling. As for the goalkeeper who has the basic movement authority to catch the ball (Lilis:2018). Soccer learning taught at Public Elementary School 2 of Kalianget, Banyuglugur district, Situbondo regency generally uses a real soccer game pattern where children must play in the field as done with adults. Children aged 10-12 years must play in a field as big as the field real soccer. Besides the size of the ball and the size of the goal using the actual size, so that children are not strong enough to kick the ball and reach the height of the crossbar because it does not match the physical size of the children.

The author's interest to conduct this research begins with observations in the field at the time of observation. From the results of observations on the learning process of the fourth grade students at Public Elementary School 2 of Kalianget, soccer still needs to be improved because the learning methods used tend to be boring for students because they still use the old method. This causes students to be less motivated in participating in learning. The researcher realizes that Sport Education learning delivered using the demonstration method will be more fun and interesting. Students will feel happier because they can actualize the potential of human activity in the form of movement, attitudes, and behavior. This certainly will affect the achievement of
learning objectives. The learning objectives are in the form of the formation of all domains concerning the psychomotor, affective and cognitive domains.

Based on the descriptions above, the problem formulation in this action research is how to improve the achievement of mastery of basic movement material in soccer for the fourth grade Public Elementary School 2 of Kalianget students, Banyuglugur district, Situbondo regency by using the demonstration method 2018/2019, and how the influence of the method demonstration of motivation to learn basic movement soccer in the fourth grade Public Elementary School 2 of Kalianget Banyuglugur district Situbondo regency 2018/2019 academic year.

In accordance with the above problems, this action research aims to find out the improvement in the learning achievement of the basic movement of soccer in the fourth grade Public Elementary School 2 of Kalianget, Banyuglugur district, Situbondo District after using the demonstration method in the 2018/2019 school year. In addition, also to determine the effect of motivation to learn basic movement soccer in the fourth grade students at Public Elementary School 2 of Kalianget after being engaged in the demonstration method in the 2018/2019 school year.

Based on these problems, the researcher is interested in using the demonstration method in Physical Education learning into a study entitled “The Use of Demonstration to Improve The Mastery of Basic Movements in Soccer of Students at Fourth Grade of Public Elementary School 2 of Kalianget in the First Semester of 2018/2019 Academic Year”.

METHODOLOGY

This research is an action research conducted to solve learning problems in class. This research is also a descriptive study, because it illustrates how a learning technique is used and how the desired results can be achieved. The main purpose of this action research is to improve the learning outcomes of physical education where researchers are fully involved in research ranging from planning, action, observation and reflection.

This research was conducted at Public Elementary School 2 of Kalianget, Banyuglugur district, Situbondo regency. The time for conducting the research was between July and September in the odd semester of the 2018/2019 school year. The research subjects were students of the fourth grade Public Elementary School 2 of Kalianget, Banyuglugur district, Situbondo regency with a total of 24 students.

This research used Classroom Action Research (CAR). According to the PGSM Project Trainer team, CAR is a form of reflective study by the perpetrators of actions taken to improve the rational stability of their actions in carrying out tasks, deepen understanding of the actions carried out, as well as improve the conditions under which learning practices are carried out (Mukhlis:2003). Still according to Mukhlis (2003), CAR is a form of reflective systematic study by the perpetrators of actions to improve the conditions of learning carried out. The main purpose of CAR is to improve learning practices on an ongoing basis, while the aim of inclusion is to foster a culture of research among teachers.

CAR consists of four stages, namely planning (plan), action (action), observation (observation) and reflection (reflection). The cycle of the CAR stages can be seen in the following steps: (1) the initial design/plan involves conducting the research. Tshe researcher formulates the problem formulation, objectives and plans for action, including research instruments and learning tools, (2) activities and observations are related to building understanding of students’ concepts and observing the results or
impacts of established demonstration methods, (3) reflection is the stage at which the researcher examines seeing and considering the results or impact of actions taken based on the observation sheet filled by the observer, and (4) the revised design/plan is analyzed based on the reflection of the observer, makes a revised range to be carried out in the next cycle.

Observation was divided into two rounds, where at each round the same behavior (the same flow of activity) was analyzed and discussed in relation to one sub-topic that is ended with a practical test at the end of each round. The cycles were created in two rounds to improve the learning system implemented.

The instrument used in this study consisted of a syllabus, lesson plans, and practice test sheets. Syllabus, learning implementation plan and practice test sheets used are referring to the basic movement material of soccer.

Data collection methods in this study were observation of demonstration methods, observation of student motivation and assessment of practical tests. While for data analysis techniques in this study using descriptive qualitative analysis techniques, namely a research method that is describing the reality or facts in accordance with the data obtained with the aim to determine student achievement achieved also to obtain student responses to learning activities and student activities during the learning process.

To analyze the percentage of students’ success after the learning process each round is done by giving an evaluation in the form of a practical test at the end of each round. This analysis is calculated by using simple statistics. The assessment of practical tests carried out by displaying the average value of class achievement. As for the analysis of learning completeness, two categories of individual and classical learning completeness are used. Based on the instructions for implementing the 1994 curriculum (Ministry of Education and Culture, 1994), students achieve learning objectives when they reach a score of 65% or 65, and the whole class is considered successful if 85% of students have completed their studies. This is in line with the research findings in that the students are declared to achieve the learning objectives when they have reached a score of 70% or 70.

RESULT AND DISCUSSION
First Cycle

In the planning stage, the researcher prepared learning that consisted of learning implementation plan 1, practice test questions 1 and supporting learning tools. Besides that, an observation sheet for the demonstration method learning management was also prepared. This was followed by the implementation phase in the form of the implementation of learning activities for the first cycle carried out on Tuesday, July 31, 2018 in the fourth grade of Public Elementary School 2 of Kalianget with a total of 24 students. The learning process referred to the lesson plans prepared. At the end of the learning process students were given a practice test I with the aim to find out the success of students in the learning process that has been done.

Table 1. The Assessment Results in First Cycle

<table>
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<tr>
<th>No</th>
<th>Description</th>
<th>Results</th>
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<tbody>
<tr>
<td>1</td>
<td>Average</td>
<td>71.87</td>
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<tr>
<td>2</td>
<td>The number of students who met the</td>
<td>17</td>
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</table>
From the table above it can be explained that by applying the demonstration method leads to an average score of 71.87%, and mastery learning reaches 70.83% or there are 17 students out of 24 students who have finished learning. These results indicated that in the first cycle classically students had not yet achieved the learning objectives, because students who scored ≥70 were only 70.83%, which was smaller than the desired percentage of completeness that was equal to 85%.

Reflection activities were carried out on the first cycle to perfect the plan in the second cycle. In the reflection activity on the implementation of the first cycle, several things were found. First, the teachers were not good at motivating students and in conveying learning objectives. Second, the teachers were not good at managing time, and students were less able to be enthusiastic during learning.

From this reflection, some revisions were made, especially dealing with the fact that teachers need to be more skilled at demonstrating learning material and conveying learning objectives. The students were invited to be directly involved in every activity that will be carried out. The teachers needed to distribute and managed time well by adding information that is felt necessary and taking notes. And the teacher must be more skilled and enthusiastic in motivating students.

**Second Cycle**

In the second cycle, the planning phase was carried out by preparing a learning kit consisting of learning implementation plan 2, practice test questions 2 and supporting learning tools. The planning was refined by considering the reflection that had been carried out on the implementation of the process and the results that had been demonstrated by the first cycle. This was followed by the implementation of the second cycle on Tuesday, August 14, 2018 in the fourth grade Public Elementary School 2 of Kalianget with 24 students. In this case, the researcher acted as a teacher. The learning process referred to the lesson plan by paying attention to revisions in the first cycle, so that mistakes or shortcomings in the first cycle did not happen again in the second cycle.

At the end of the learning process students were given a practical test II with the aim to determine the level of student success in the learning process carried out. The instrument used was a practical test II.
yet achieved the objectives. So classically mastery learning that has been achieved by 87.5% (including the category of completion). The results of the second cycle have improved better than the first cycle. The increase in learning outcomes in the second cycle is influenced by an increase in the ability of teachers to apply the demonstration method learning so that students become more accustomed to learning like this so students are easier to understand the material that has been given.

The reflection phase is still carried out in this second cycle even though it has shown better results than the first cycle. At this stage, it will examine what has been done well or that is still not good in the learning process by applying the demonstration method learning. From the data that has been obtained can be described as follows: (1) the learning process has been going well. Although some aspects are not perfect, the percentage of implementation for each aspect is quite large, (2) based on observational data, it is known that students are active during the learning process, (3) deficiencies in the previous cycles have experienced improvements and improvements so that it becomes better, (3) student learning outcomes in cycle II achieve completeness.

The implementation of the second cycle has successfully implemented the demonstration method learning well and seen from student achievement and student motivation. In addition, the implementation of the learning process has been going well. So there is no need for revision, but what needs to be considered for further action is to maximize and maintain what is already there with the aim that in the implementation of the learning process furthermore the application of demonstration learning methods can improve the learning process so that learning objectives can be achieved.

The results and findings in the study indicate that learning by the demonstration method has a positive impact in improving student achievement. This can be seen from the increase in mastery learning increased from cycle I by 70.83% with an average value of 71.87 and cycle II increased to 87.5% with an average value of 77.5. In cycle II students' classical learning completeness has been achieved.

Based on observations in the learning process by applying the demonstration method, the teacher's ability to demonstrate subject matter in each cycle has increased. This has a positive impact on student achievement and motivation, which can be shown by increasing the average value of students in each cycle that continues to increase.

From the analysis, it can be seen that the students' responses are positive. This is indicated by the students' response which states that students are interested in the demonstration method learning model. This shows that students give a positive response to the learning model of the demonstration method, so students become motivated to study harder.

CONCLUSION

From the results of the learning activities that have been carried out for two cycles and based on all the discussions and analyzes that have been carried out, the study has drawn the following conclusions: (1) learning with demonstration methods can improve the achievement of mastery of basic soccer for the fourth grade Public Elementary School 2 of Kalianget Banyuglugur district, Situbondo regency, which is marked by an increase in student learning completeness in each cycle, namely cycle I (70.83%) with an average value of 71.87, and cycle II (86.20%) with an average value of 77.5, and (2) the use of the demonstration method has a positive effect on student motivation which is
indicated by the students' response which states that students are interested in learning methods of demonstration methods so that they become motivated to learn.

The suggestions that can be delivered from the action research that has been carried out are as follows: (1) to implement the demonstration method, teachers are required to make sufficient preparation, so the teachers must be able to determine or choose a topic that can really be used with the demonstration method in the learning process to ensure that optimal results are obtained, (2) in order to improve student learning achievement, teachers should train students more regularly with various learning methods, even in a simple level, where students can later find new knowledge, gain concepts and skills. As a results, students succeed or are able to solve the problems they face, (3) further research is needed, because the results of this study were only conducted at Public Elementary School 2 of Kalianget, Banyuglugur district, Situbondo regency, 2018/2019 Academic Year, and (4) for similar research, improvements should be made based on the findings in previous studies in order to obtain better results.

REFERENCES


