



Improving Learning Outcomes in Rhythmic Movement Activities at Pusakajaya Utara II Elementary School

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Abstract: *The background of the problem of this learning comes from the way the teacher learns and the way students learn, causing the low learning outcomes of students in PJOK learning to be seen that the teacher has not been able to arrange students' activities from easy to difficult. Learners have not been able to master the material when the assessment takes place. And this study aims to determine the basic movement skills (hand swings and footsteps) in learning rhythmic activity activities. This research uses Classroom Action Research (PTK). The subjects in this study were class IV (four) students of Pusakajaya Utara II State Elementary School, totaling 30 students. Data collection is done by selecting data sources, types of data, and instruments used in research. The results of this study can be concluded that: Through learning Rhythmic Movement activities can improve basic movements in class IV students of Pusakajaya Utara II State Elementary School. The increase in ability is seen from the achievement of the Minimum Completion Criteria (KKM) of students classically in the pre-cycle of 32.14%, cycle I is 64,29%, and cycle II reaches 89,29%. Based on the results of the final test, there has been an increase, so it can be concluded that the ability of basic movements can be improved through rhythmic gymnastics for class IV students of Pusakajaya Utara II State Elementary School.*

Keywords: *Learning Movement, Rhythmic Movement Activities.*

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INTRODUCTION

Physical education is an educational process through physical activity that aims to improve physical fitness, develop motor skills, sportsmanship, emotional intelligence, knowledge and healthy and active living behavior. In relation to the learning process, it is necessary to have the right approach, strategy, and learning model in the Physical Education learning process (A. Jayul & E. Irwanto, 2020).

The scope of Physical Education, Sports, and Health (Penjaskes) subjects for elementary school levels includes aspects of gymnastic activities that refer to simple dexterity, dexterity without motion exploration tools, rhythmic gymnastics is always associated with musical rhythms and rhythmic motion rules, it is important to include rhythmic gymnastics in the scope of rhythmic activities, as a tool to develop children's rhythmic sensitivity and coordination of motion. Learning rhythm activities in general can be directed to increase the sensitivity of children's sense of rhythm. Having a sense of rhythm will make all movement activities more organized, so that they do not cause awkwardness and are more interesting so that students are happy. Therefore, learning rhythmic movement activities for children is an effort to help children develop normally, without having to experience difficulties.

Based on the results of preliminary observations made by researchers, researchers found problems that occurred at Pusakajaya Utara II State Elementary School, where in that school students find it difficult (stiff) to perform movements in PE learning, so that students lack creativity to perform basic motor movements such as hand swings and footsteps seen when



students carry out learning every week. From these various obstacles, it is not surprising that many students in the school do not meet the Minimum Completeness Criteria (KKM) determined by the school, which is 7.5 (RPP Penjasorkes Negeri Pusakajaya Utara II Elementary School). The average KKM obtained by students of PE subjects for gymnastics material at Pusakajaya Utara II State Elementary School is 7.0. Related to these problems, the researcher wants to conduct class action research with the title "Improving Learning Motion in Rhythmic Motion Activities at SDN Pusakajaya Utara II," Permendiknas No. 23 of 2006 provides that physical education, sports and health are an integral part of overall education which aims to develop aspects of physical fitness, movement skills, critical thinking, healthy lifestyles and introduction to a clean environment through physical activities, sports and health in order to achieve national education goals.

METHODS

This research is a class action research (action research) because the research was conducted to solve learning problems in the classroom. In this case, the definition of class is not limited to the place of classroom walls or classrooms, but rather to the learning activities of two or more students. according to (Sukmawati & Endrawan, 2022) explains PTK by separating the words incorporated in it, namely: 1. Classroom Action Research, with the following description: Research - refers to the activity of looking at an object, using certain methodological methods and rules to obtain data or information that is useful in improving the quality of something that is of interest and importance to the researcher. The method is 1) observation with partner schools to determine the problem, 2) take action (first cycle lesson plans are evaluated for improvement in the second cycle), 3) obtain first cycle and second cycle data, 4) students fill out a response questionnaire on the level of student learning satisfaction. 2.Action - refers to an activity that is deliberately carried out with a specific purpose. In research in the form of a cycle of activities for students. The action in this case is to develop lesson plans. 3. Class in this case is not bound to the notion of classroom, but in a more specific sense. What is meant by the term class is a group of students at the same time, receiving the same lesson and the same teacher.

To determine the effectiveness of a method in learning activities, it is necessary to analyze the data. In this study using qualitative descriptive analysis techniques, which is a research method that describes reality or facts in accordance with the data obtained with the aim of knowing 3 aspects in PE, namely cognitive, affective and psychomotor aspects of rhythmic gymnastics learning activities to improve footwork and hand swing skills.

In this class action research, what is assessed is 3 domains in rhythmic gymnastics learning, namely cognitive, affective and psychomotor aspects. To calculate the percentage of student activity observation sheets using the formula:

$$P = \frac{\text{Total Score obtained}}{\text{Total Maximum Score}} \times 100\%$$

RESULT AND DISCUSSION

Before starting the research, the research took preliminary data by giving an initial test on rhythmic gymnastics movements. At the time of the initial test, the teacher asked for help from one of the teachers who taught Physical Education and Sports to observe student movements. After the assessment, the learning results of rhythmic movement activities of class IV students of SDN Pusakajaya Utara II can be seen in the following table:

Table 1. Pre-cycle Data

Aspects assessed	Criteria	Number of Students	Percentage
Student Learning Outcomes (KKM: 75)	Completed	9	32,14%
	Not Completed	19	67,86%
Total		28	100%

Cycle I

Based on the results of research in Cycle I, it can be concluded that as many as 10 students around 35.71% have not been able to perform rhythmic motion activities or in other words have not reached the 75% Maximum Completeness limit. While students who have reached the limit of completeness are 18 students around 64.29%. The results of learning completeness are presented in the following table and figure:

Table 2. Description of Rhythmic Movement Activity Learning Outcomes Data (Cycle I)

Aspek yang dinilai	Kriteria	Jumlah Siswa	Prosentase
Ketuntasan Hasil Belajar Siswa (KKM: 75)	Tuntas	18	64,29%
	Tidak Tuntas	10	35,71%
Jumlah		28	100%

Cycle II

Based on the data obtained by researchers, it shows that cycle II is very good than before. Improve student learning outcomes in rhythmic movement activity material, especially in psychomotor development. The learning outcomes of grade IV students of SDN Pusakajaya Utara II in rhythmic motion activity material after action II was carried out showed that those who achieved 89.29% completeness while those who did not complete 10.71% are presented in the following table:

Table 3. Description of Data on Learning Outcomes of Rhythmic Movement Activities (Cycle II)

Aspek yang dinilai	Kriteria	Jumlah Siswa	Prosentase
Ketuntasan Hasil Belajar Siswa (KKM: 75)	Tuntas	25	89,29%
	Tidak Tuntas	3	10,71%
Jumlah		28	100%

Table 4. Comparison of Pre-Cycle, Cycle I and Cycle II Learning Outcomes of Rhythmic Movement Activities (Cycle II)

Aspek yang dinilai	Kriteria	Pra Siklus	Siklus I	Siklus II
Ketuntasan Hasil Belajar Siswa (KKM: 75)	Tuntas	32,14	64,29%	89,29%
	Tidak Tuntas	67,86	35,71%	10,71%
Jumlah		100%	100%	100%

CONCLUSSION

Based on the results of the research and discussion, the following results were obtained: From the results of cycle I, it is known that the success of students who achieved $KKM > 75$ was 18 students. This means that the achievement of student learning completeness in cycle I was only 64.29%. In cycle II, it is known that the success of students who achieved $KKM > 75$ was 25 students. This means that the achievement of student learning completeness in cycle II was 90%. From the research results obtained, the value of students in the pre-cycle who were complete reached 32.14%, in cycle I it reached 64.29%, and in cycle II it reached 89.29%. This shows that through rhythmic movement activities can improve students' basic movements. Based on the results of the final test, there has been an increase, so it can be concluded that basic movement skills can be improved through rhythmic motion activities in class IV students of SDN Pusakajaya Utara II. Based on the description of the conclusions above, the following can be suggested: Every PE teacher must be able and master basic techniques, be creative and innovative and have the willingness and ability to develop sports at school, especially in basic movements which are material that is easily learned by students, so that all forms of movement in the learning process through rhythmic motion activities can improve student learning outcomes. Student skills, presumably have the desire and motivation to excel so that they can practice and follow the learning process seriously and follow all the instructions of the physical education teacher.

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