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Improve Student Learning Outcomes using Play Mode

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ABSTRACT
The research objective was to achieve learning outcomes and improve student learning outcomes by using the playing method in the high jump physical education subject in Class V SD Negeri 065012 Medan in the 2022–2023 academic year. This type of research is called classroom action research, which is carried out in two cycles by following the steps of planning, implementing, observing, and reflecting. The research was conducted in Class V of SD Negeri 065012 Medan for the 2022–2023 academic year with 20 students. The data collection tool is in the form of a learning achievement test. The data analysis technique uses descriptive statistics by comparing the average value of cycles I and II. The results of the analysis of cycle I showed that 15 students (75%) completed and 5 students (25%) did not complete, with an average score of 70. The results obtained showed that cycle I was not completed in class because one class was declared classically completed if there were 85% of students in the class who completed the lesson. The results of the analysis of cycle II obtained 17 students (85%) who completed and 3 students (15%) who did not complete, with an average value of 75.5. The results obtained show that cycle II has been classically completed. Based on the results of data analysis, it can be concluded that students' learning outcomes are classically complete and improved by using the playing method in the High Jump Physical Education subject in class V SD Negeri 065012 Medan.

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INTRODUCTION

Education is a path of assistance that is intentional and planned to create an atmosphere and learning process so that students can develop various types of student competencies. So that it can creatively adapt to the environment, even with the various changes that occur. Law Number 2 of 1985 states: "The purpose of education is to educate the life of the nation and develop the whole person, namely faith and piety to God Almighty, noble character,

knowledge and skills, physical and spiritual health, an independent personality, and a sense of national social responsibility.

Physical education Sport and health are integral parts of total education. Aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral behaviour, and aspects of a healthy lifestyle. Physical education and sports taught in schools play a very important role, namely providing opportunities for students to be directly involved in various learning experiences through systematic physical, sports, and health activities. Penjaskes learning is intended to encourage physical growth and better psychological development.

During the learning process, physical education cannot be separated from the elements of play and games. Physical education focuses more on providing broader learning opportunities and a conducive atmosphere for students to acquire and develop knowledge, attitudes, values, and social skills that are beneficial to their lives in society. Through physical education, aspects of physical education will be developed that are characteristic of education, namely cognitive, affective, psychomotor, and social aspects. According to Suryobroto (2014: 8): "Physical education aims to shape children, namely attitudes or values, intelligence, physique, and (psychomotor) skills, so that students become mature and independent,

To achieve maximum educational goals, teachers play an important role in organising, directing, and creating an atmosphere of learning activities. Therefore, teachers are expected to be more professional in their fields and must think about making lesson plans, including selecting and placing effective methods to increase learning opportunities for each student and improve teaching quality. In the learning process, teachers must involve students' willingness to learn. Teachers are expected to be able to understand every material taught by the method applied so that learning outcomes are maximised.

In fact, learning at SD Negeri 065012 Medan is still far from what was expected, so learning outcomes are not optimal. The low student learning outcomes are caused by teachers not using innovative teaching methods. In addition, the cause of low student learning outcomes is the lack of willingness and interest in student learning in athletics. Learning that is designed tends to be teacher-centred so as to reduce interest in learning, so that student learning outcomes, especially athletic learning in the high jump apparatus, are not optimal. This can be seen in the student scores in Table 1 below.

Table 1. High Jump Learning Outcomes for fifth grade students

Academic Year	Minimum Physical Education Completeness Criteria	Total Sample	Percentage		Mean
			Complete	Not complete	
2021/2022	70	20	13 (65%)	7 (35%)	69.5

Source: Public Elementary School Physical Education Teacher 065012 Medan

It is known from Table 1 that the average learning outcomes in Class V Penjasorkes lessons at SD Negeri 065012 Medan are 69.5 and not completed classically because only 65% (13 people) complete while 35% (7 people) do not complete. complete according to the value stated (KKM 70). According to information obtained from the teacher of the fifth grade Penjasorkes subject, the problem in the learning process was the lack of variations in the learning methods used by the teacher, resulting in students being less active in the learning process.Based on this description, it is necessary to increase the learning outcomes of SD Negeri 065012 Medan by increasing the implementation of learning using the play method.The play method is learning in the form of play, which is used as a learning medium

to improve certain skills and abilities in children. The playing method in the context of high jump learning is a learning method to train students to perform high jump techniques in playing situations.

The form of play in learning is play that is specially designed with the following characteristics: (1) the activities are free but focused and do not use many rules; (2) they are not considered burdensome tasks; and (3) they are games that contain elements of movement, such as walking, running, and jumping. These features are arranged in various forms or variations of play and can also be arranged by modifying the forms of play mastered by students. By using the play method, it is hoped that students will be happier and more motivated so that they can improve learning outcomes, because this learning provides great opportunities for students to actively participate in the learning process.The problems in the research are the results of student learning that have not been completed classically and the lack of variations in the learning methods used by teachers. Based on these problems, the formulation of the problem in this study is how to control learning outcomes and how to improve student learning outcomes using the play method.The aim of the research was to find out the completeness of learning outcomes and the improvement of student learning outcomes after using the playing method and using research as an alternative for teachers to carry out physical education.

MATERIALS AND METHODS

This type of research is called classroom action research (CAR). The subjects in this study were fifth grade students at SD Negeri 065012 Medan for the 2022–2023 academic year, which consisted of 20 students. While the object of this study is to use the playing method on high jump material in physical education subjects, Location and time of research conducted at SD Negeri, 065012 Medan The reason for choosing a location at the school was because it was found that data showed that student learning outcomes were not optimal in physical education subjects.

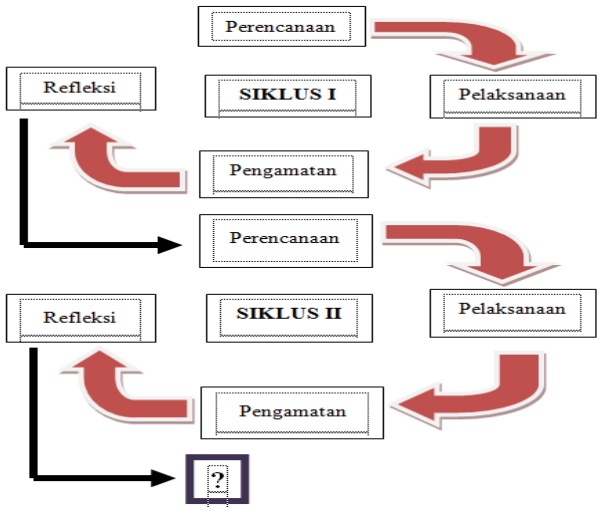

Figure 1. Action Research Design (Arikunto 2015:16)

This study uses a Classroom Action Research Design (CAR) proposed by Suharsimi Arikunto (2015:16). In general, there are four stages that must be passed, namely:

1. In planning, the researcher explains what, why, when, where, by whom, and how the action was carried out.

2. Implementation (acting), which is the application or application of the contents of the design, namely by using a class action.
3. Observation, technique, or method of collecting data by observing class activities during learning activities.
4. Reflect, remember, and reflect on the actions recorded in the observations.

RESULTS AND DISCUSSION

Completeness of student learning outcomes Cycle I

Based on the results obtained through Classroom Action Research (PTK) cycle I, individual student learning outcomes completeness data can be seen in Figure 2 below:

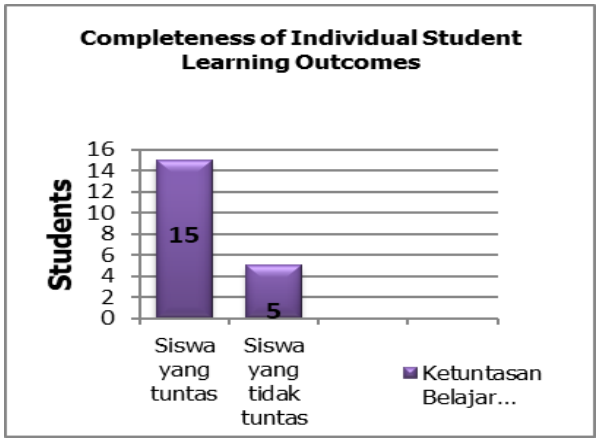

Figure 2. Completeness diagram of individual student learning outcomes in Cycle I

Based on Figure 2, it is known that 15 students completed and 5 students did not complete the individual student learning outcomes in Cycle I. Based on the completeness of the data on individual student learning outcomes in Table 2, it can be obtained as follows:

Table 2. Completeness of student learning outcomes in the first classical cycle

	Cycle I	
	Result	Percentage
Complete students	15	75%
Incomplete students	5	25%
Total	20	100

Based on the data from Table 2 above, it can be seen that in Cycle I, there were 15 students (75%) who completed it, while 5 students (25%) did not complete it. Therefore, the learning outcomes achieved by students in class are not complete. From the data above it can be seen in Figure 3 as follows:

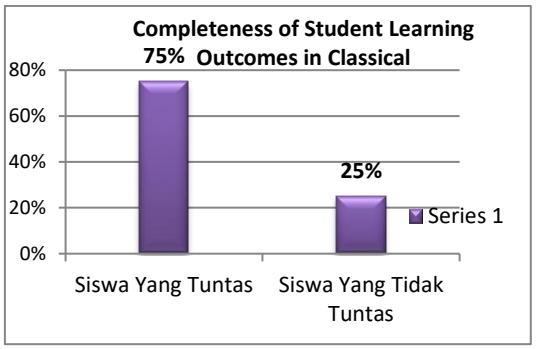

Figure 3. Diagram of classical student learning outcomes in Cycle I

From the results of the evaluation of learning with a test in the form of a high jump, the average student learning outcomes are as follows:

Table 3. Distribution of the frequency of student learning outcomes in Cycle I

No.	xi	fi	fi . xi
1.	50	2	100
2.	60	3	180
3.	70	9	630
4.	80	5	400
5.	90	1	90
	Total	**20**	**1400**

Based on these data can be described as below.

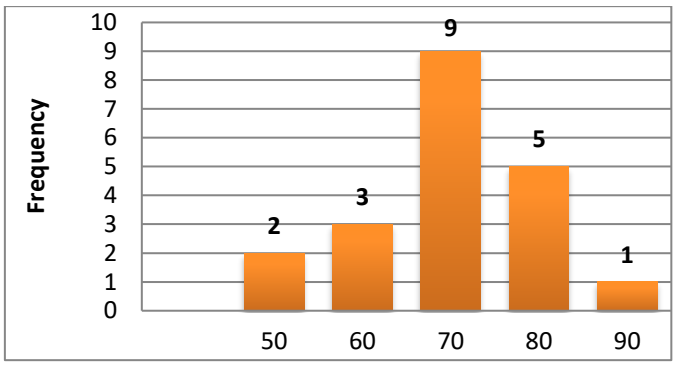

Figure 4. Frequency Distribution Diagram of Cycle I Learning Outcomes

The results obtained in Classroom Action Research (PTK) cycle I showed that learning outcomes in cycle I were completed individually by 15 people, and 5 students did not complete them. Thus, it can be concluded that in cycle I, the learning outcomes have not reached the classical mastery level because, in that class, 85% of students have completed their studies because the classical mastery criteria are met. Thus, it is necessary to carry out Cycle II with improvements to deficiencies in Cycle I and more optimal preparation.

Completeness of Student Learning Outcomes Cycle II

Based on the results obtained through Classroom Action Research (PTK) cycle II, the completeness of the data on individual student learning outcomes is shown in Figure 5 below:

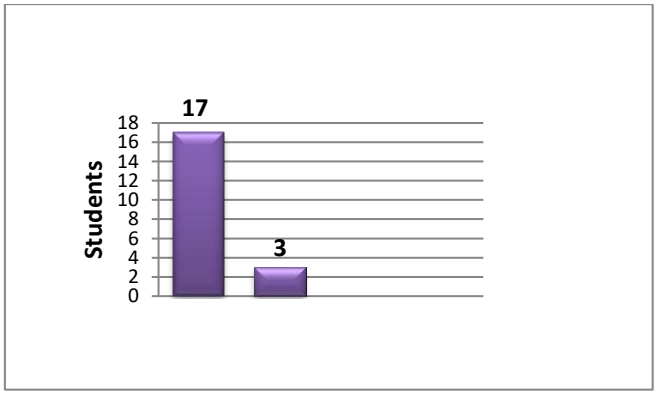

Figure 5. Completeness of individual student learning outcomes Cycle II

Based on Figure 5, completeness of individual learning outcomes in Cycle II, it is known that 17 students achieve full marks and 3 students do not complete. Based on the completeness of the data on individual student learning outcomes in Table 4, it can be obtained as follows:

Table 4. Completeness of student learning outcomes in the first classical cycle

	Cycle II	
	Result	Percentage
Complete students	17	85%
Incomplete students	3	15%
Total	20	100%

Based on table 4, it can be seen above that students who complete learning in cycle II, are not less than 85%, namely 17 students, and 15% do not complete, namely 3 students. ≥ 85% of students in the class who passed. Below is figure 6. Completeness of student learning outcomes in the Classical Cycle II:

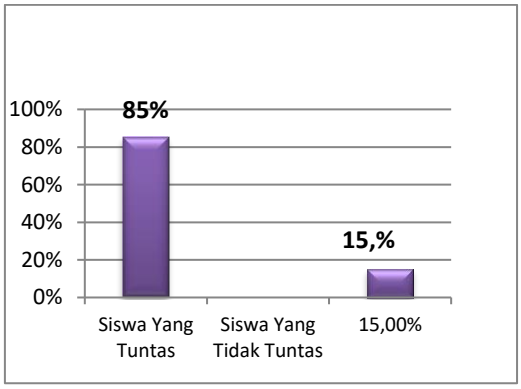

Figure 6. Mastery of student learning outcomes in the classical cycle II

From the results of the practice-tested learning evaluation, the average student learning outcomes are as follows:

Table 5. Frequency distribution of cycle II student learning outcomes

No.	xi	fi	fi . xi
1.	50	1	50
2.	60	2	120
3.	70	6	420
4.	80	8	640
5.	90	2	180
6	100	1	100
	Total	**20**	**1510**

The average value of students in Cycle II was 75.5. Based on these data, they can be described as follows:

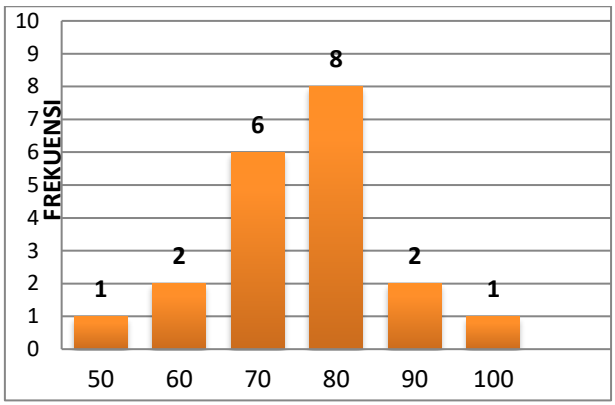

Figure 7. Frequency Distribution Diagram of Cycle II Learning Outcomes

After making improvements in cycle II, 17 students (85%) completed the final qualifications, and 3 students (15%) did not. This is in accordance with the criteria of classical completeness. Based on the results of the implementation of learning in Cycle II, researchers have made improvements to learning in class so that there is a change in student learning outcomes. Because student learning outcomes have reached classical completeness, there is no need to proceed to the next cycle.

Discussion

The results showed that the learning outcomes of 20 students after using the play method in the High Jump Physical Education subject for Class V SD Negeri 065012 Medan in the 2022/2023 academic year showed that in Cycle I, as many as 15 students (75%) completed and 5 students (25%) were not finished. Whereas in cycle II, as many as 17 students (85%) completed and 3 students (15%) did not.

The data above shows a comparison of individual and classical student learning outcomes in cycles I and II, as shown in the bar chart below:

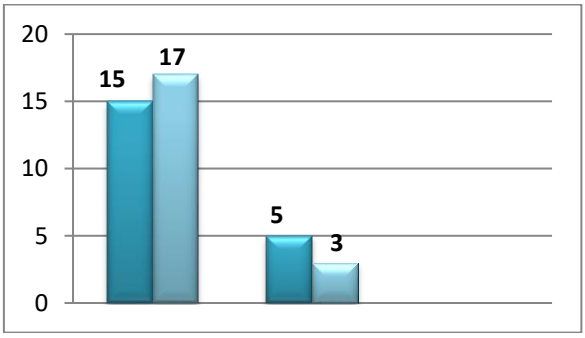

Figure 8. Completeness diagram of individual student learning outcomes, cycles I and II

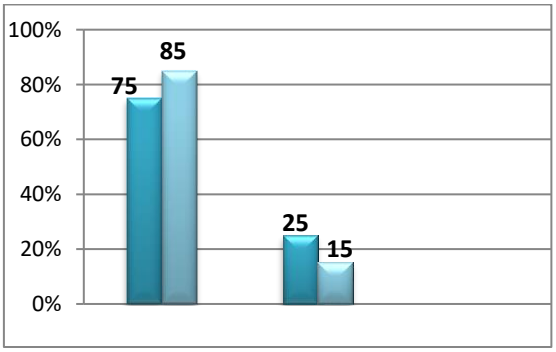

Figure 9. Completeness diagram of student learning outcomes in cycles I and II classically

The average student learning outcomes after using the play method in the High Jump Physical Education subject for class V SD Negeri 065012 Medan for the 2022/2023 academic year in cycle I were 70, while in cycle II they increased to 75.5. From the data above, the comparison of the average value of student learning outcomes in cycles I and II is shown in the following line graph:

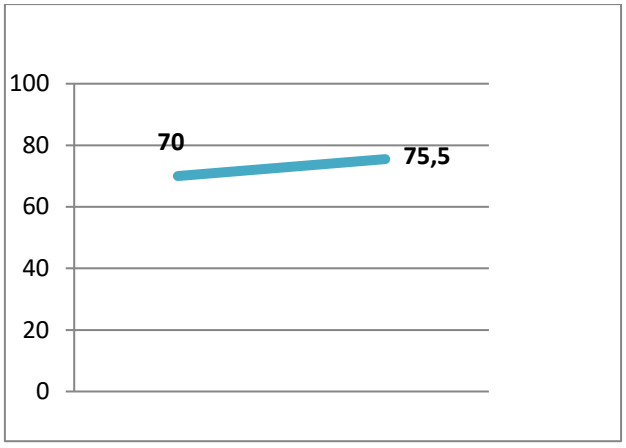

Figure 10. Line graph of the Average Scores of Student Learning Outcomes in Cycle I and Cycle II

Based on the data from the survey results in cycle I and cycle II, there was a change in increasing student learning outcomes, so it was argued that the use of the playing method in the Physical Education high jump subject increased learning outcomes.

CONCLUSION

Based on the analysis and discussion of the results of Classroom Action Research (PTK) conducted in class V SD Negeri 065012 Medan for the 2022–2023 academic year, it can be concluded as follows: 1) The target of achieving student learning outcomes using the playing method in the Physical Education and Health Subject Class V High Jump at SD Negeri 065012 Medan for the 2022/2023 academic year has been classically completed. 2) Student learning outcomes increase through the use of the play method in high jump physical education in Class V, SD Negeri 065012 Medan, in the academic year 2022-2023.

SuggestionBased on the research conclusions, several suggestions can be put forward that can be applied in the implementation of learning, as follows:1) In carrying out learning, it must be in accordance with the steps and sequence and pay attention to the advantages and disadvantages of the learning model used so that students do not get bored while participating in learning. 2) It is hoped that the play method can be used by the teacher as an alternative learning method in physical education subjects. 3) For the school, the results of this study can be used as reference material and evaluation to improve the quality of learning. 4) For Future Researchers: If you want to do similar research, it can be used as a reference and comparison to get better results.

CONFLICT OF INTEREST

Author No conflict of interest to declare.

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