

Implementation of Cooperative Learning by Using Audio-Visual Media in Table Tennis Game Learning

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Abstract: The purpose of this research is by applying cooperative learning using audio visual media to improve forehand drive and backhand drive in table tennis game (on grade V SDN Cinunuk 02 Bandung). The method used in this research is Classroom Action Research (PTK) with two cycles in table tennis game program. The subjects of this study are 40 students of grade V SDN Cinunuk 02 Kabupaten Bandung. The instruments used are the test of skill in forehand drive and backhand drive. The result of preliminary observation indicates that the forehand drive and backhand drive tests of student are still low in learning, this is indicated by the test values forehand drive and backhand drive average percentage of backhand drive 42.55% while forehand drive 45.13% 75%. Next the result of cycle 1 action 1 with percentage of backhand drive 48,07% while forehand drive 55,80%. Then result of cycle 1 action 2 with percentage of backhand drive 57,50% while forehand drive 66,63%. Furthermore, the result of cycle 2 action 1 with percentage of backhand drive 68,73% while forehand drive 73,10%. Next cycle 2 action 2 with percentage of backhand drive 78.03% while forehand drive 83.90%. After going through two cycles the average skills test value of forehand drive and backhand drive in table tennis game has increased significantly. The conclusions of this study are the student's skill value of forehand drive and backhand drive through table tennis games and the application of cooperative learning using audio visual media has increased.

1 INTRODUCTION

In line with the development of the learning model, cooperative learning assumes that it is appropriate to improve the learning outcomes of one of the learning outcomes of table tennis game (Dorigo and Gambardella, 1997). The term cooperative learning in the Indonesian sense is known as cooperative learning. In cooperative learning model students are given the opportunity to communicate and social interact with their friends to achieve learning objectives, while the teacher acts as a motivator and facilitator of student activities. The main goal in applying cooperative learning model is according to (Roger and Johnson, 1994) that "cooperative learning is group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others". According to Clark and Craig (1992) Learning media is one component of learning that has an important role in learning

activities. The use of media should gain the attention of teachers in every learning activity. Therefore, teachers need to learn how to establish learning media in order to streamline the achievement of learning objectives in teaching and learning process. In fact, learning media are often overlooked for various reasons, such as: limited time to prepare teaching preparation, difficulty in finding the right media, unavailability of cost and others. This does not really need to happen if every teacher has knowledge and skills about instructional media. Physical education, sports, and health are the mediums to encourage physical growth, psychic development, motor skills, knowledge and reasoning, values appreciation (mental-emotional-sportive-spiritual-social attitude), and healthy lifestyle to stimulate the growth and development of balanced physical and psychological quality. Teachers as implementers of the curriculum must certainly try to make it happen. Therefore, in learning physical education, teachers should be able to apply an innovative learning so as to achieve learning objectives set previously. If the learning is

not applied correctly, then it cannot close the possibility of learning results are more likely to be verbal.

In the process of learning table tennis, learning media give a positive influence so that the learning objectives can be achieved.

Audio-visual media is a modern instructional media that is in accordance with the times (science and technology progress) covering the media that can be seen and heard. When it is viewed from the development of education, the media initially only considered as teaching aids.

Based on observations in the process of learning table tennis in class V SDN Cinunuk 02 Kab. Bandung, the skills are still very low, especially in terms of forehand drive and backhand drive skills, for example when students at the time of forehand drive and backhand drive often hit hard meanwhile the distance is near and frequently the direction is wrong, so they make it difficult for his friend. Commonly students still hold the bat wrongly; they even do not understand how to hold it, thus hampering the process of learning table tennis. As a result, students do not get maximum results in understanding the material being taught. Such learning results in student learning outcomes to achieve learning objectives are not achieved.

2 METHODS

The research used in this research is Classroom Action Research (PTK). The research location is at SDN Cinunuk 02 Regency Bandung, Jln Raya Cinunuk No. 752. Instruments used in the study of the test of Tomolius as follows:

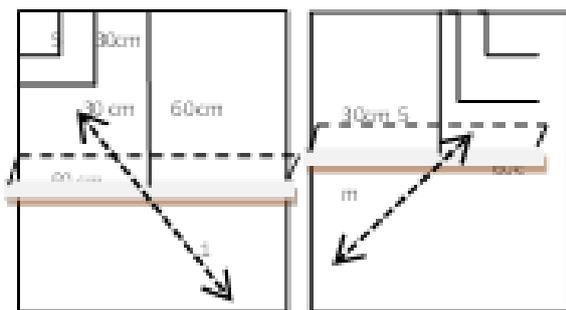


Figure 1: Test of forehand and backhand skills.

Test Instructions:

- Subjects are told to warm up and practice (practice);
- The first ball starts from the testi;

- The subject performed a rally forehand drive diagonally for 30 seconds. After a 10 second break, subjects perform rally again for 30 seconds.

Scoring Instructions:

- The scoring was done by 3 people, one recording officer, one holder of a stop watch, and one person watching the ball enter the target;
- The ball that goes to the target area 30 cm square gives the score 5 and the ball that goes to the target area 60 cm square gives the score 3 and the ball that goes to the rest of the target gives the score of 1;
- The first ball of the testi is not recorded or not counted;
- The scorer sums up each rally score for 30 seconds;
- The highest number of scores of rally for 30 seconds is valid.

$$\text{Assessment Accuracy drive} = \frac{\text{Jumlah Skor}}{150} \times 100 \quad (1)$$

3 RESULTS AND DISCUSSION

Based on the results obtained during the research process, the discussion of the research findings from this research is that applying cooperative learning with audio visual media is very suitable to improve the skills of forehand drive and backhand drive on table tennis learning. Each action in the study also increased. This is because the level of achievement of the value obtained from satisfactory research with the percentage of the average drive backhand in Cycle II (Action 2) is 78.03% and the percentage of forehand drive in cycle II (action 2) is 83.90%. as shown in the table 1 and table 2:

Table 1: Average Percentage Score of Backhand Drive.

Activity	Cooperative Scoring Average	Note
Pre Observation	42,55%	Undone
Cycle I Action 1	48,07%	Undone
Cycle I Action 2	57,50%	Undone
Cycle II Action 1	68,75%	Undone
Cycle II Action 2	78,03%	Done

Table 2: Average Percentage Score of Forehand Drive.

Activity	Cooperative Scoring Average	Note
Pre Observation	45,17%	Undone
Cycle I Action 1	55,80%	Undone
Cycle I Action 2	66,63%	Undone
Cycle II Action 1	73,18%	Undone
Cycle II Action 2	83,90%	Done

In this classroom action research, there are findings during the researcher, starting from the pre cycle of class V students with homogeneous characteristic, that is, all the students of grade V do not know at all about table tennis, moreover the ones such as forehand drive and backhand drive, but in terms of the concept of motion a little know, so in practice the students a little master of the skill, the students of grade V only know that the punch that is in the table tennis was only backhand and forehand.

Furthermore, in cycle 1 of action 1 students begin to recognize forehand drive skills, and backhand drives, the results have not been successful, but there are improvements from the previous one, seeing the movement of skills taught, all students are still rigid in movement, as well as lack of knowledge about these skills, cycle 1 action 2 the result of skill is increased, from rigid in movement to stretchy and flexible in skill movement, it's just that all students have not reached the final score. In the 2nd cycle of 1st and 2nd action all the students understand more about table tennis, so the skill taught is enough and all the students have reached the complete score that is more than 75.

According to Parker (in Huda 2013) defines "small group co-operative as an atmosphere of learning where students interact in small groups to work on academic tasks to achieve common goals". The main objective of cooperative learning is to give students the knowledge, concepts, abilities and understanding they need in order to become a happy and beneficial member of society. While an educational institution is competing to spur the achievement of its students, and in the midst of common issue of pluralism as it is today, cooperative learning becomes very important.

Through various forms of communication, the community groups do many activities or social behaviour to achieve common goals. Relationship interaction will run and get maximum results if an organization or school that using tools. That tool is called the media. Dotted from the tool (media) it can be understood that, the media in relation to communication interaction within a school or an organization is very decisive. Media comes from the Latin language and is the plural form of the word medium which literally means intermediary or introduction. So it can be understood that the media is the intermediary or the sender's courier to the recipient of the message.

In the world of education, we know that the term of model or modelling, of which there are more

people prefer to use the term model and there are others who use modelling communication. But nowadays it has started to popularize the new term "education media".

According to Rothschild (2004) Audio-visual media is a media that has better capabilities, because it covers both types of auditing (visual) and visual (viewing) media. Audio Visual Media is an audio visual tool which means materials or tools used in learning situations to help writing and spoken words to transmit knowledge, attitudes, and ideas.

Audio-visual media is the most complete media because it has sound and image elements. Audio visual media is a set of tools in delivering messages that have the character of audio (sound) and visual (picture) in conveying the contents of the message.

Playing is an activity that can be done by everyone, from children to adults (Hard et al., 2012). In childhood, playing is an inseparable part of life and tends to be an essential basic need. Even educational experts say that children are synonymous with playing, because most of their lives cannot be separated from playing.

According to Sukintaka (1992) and Coe et al. (2006) the game is "a form of activity in physical education. Children play or are given a game in the framework of physical education lessons, then the child will do the game with pleasure " because in general, children feel happier to do the game, rather than doing other sports. Because of that pleasure then the child will reveal the original personality when they play, whether it is the original character, and habits that have shaped his personality.

If every learning objective of motion must end with the appearance of a result, then nothing else results it is motion skills. A person's skill in completing the task of motion will be worth the value of how far the person is able to complete the task of motion given with a certain level of success, the better the success rate in performing the task of motion the better the person's skill is.

4 CONCLUSIONS

By using modification process and learning tool there are improvements for table tennis learning especially for forehand drive service skill, and backhand drive, 1 result 1 cycle test result for drive forehand skill gets result 55,80% while for backhand drive skill test get result 48,07 %. Next result cycle 1 action 2 there is forehand drive 66,63% while for backhand drive skill 57,50%. Next cycle 2 action 1 there is a forehand drive test 73,10% while for

backhand drive test 68,73%, As for cycle 2 action 2 there is forehand drive 83,90%. While backhand drive skill 78.03% the results of all students have reached its due score.

The researcher concludes that with the application of cooperative learning with audio visual media game can improve forehand drive and backhand drive skill of class V student of SDN CINUNUK 02 KAB.BANDUNG and useful to apply in learning of physical education in elementary school.

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