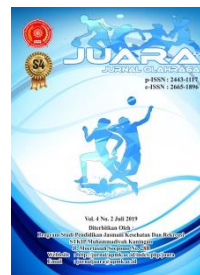




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IMPROVING SMASH ABILITY IN BADMINTON GAMES WITH SHUTTLECOCK THROWING APPROACH FOR GRADE V ELEMENTARY SCHOOL STUDENTS

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Abstract

This research is a Classroom Action Research. The research subjects were 32 students in class Va at SD NEGERI Karangwuluh 01 Tegal Regency for the academic year 2022/2023. Action research was conducted in two cycles, each cycle with two meetings, each meeting for 105 minutes. Data were taken by researchers and collaborators using instruments in the form of observation sheets observing student participation and performance tests of students doing badminton smashes. The results of the student active participation assessment and student performance test results will be analyzed using quantitative descriptive analysis in the form of percentages. While field notes are processed into meaningful sentences and analyzed descriptively qualitatively, including: data reduction, data presentation, and conclusion drawing

Based on the results of the research and discussion, it can be concluded that the action with the playing approach of throwing the shuttlecock which was carried out in 2 cycles with a total of 4 meetings, was able to improve the badminton smash ability of class V SD NEGERI Karangwuluh 01 Tegal Regency. This improvement includes the learning atmosphere and the development of student badminton smashes. This can be seen from the results of observations made by collaborators during the learning process. During the learning process, there is an increase in the activeness of student learning, enthusiasm for activity from students, and feelings of pleasure from students in participating in learning activities. In addition, it was also seen that there was an increase in the development of student badminton smashes which were included in the good and very good categories.

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INTRODUCTION

Early age Badminton coaching is the same as coaching in other sports. Physical education in early childhood or elementary school children is the basis of movement education for children, so it must be considered and carried out regularly, measurably, and programmed so that children's movement needs can be met according to the level of ability possessed by the child. Thus the process of growth and development of children does not experience obstacles or disturbances.

Improving badminton playing skills, each player must try to improve their skills and master various basic techniques in badminton, one of which is the technique of doing Smash. The ability to do Smash is done hard and directed will make a deadly form of attack, but if Smash is done wrong, it will be an opportunity for the opponent to get points and the opportunity to serve.

Inadvertently, students will increase agility, strength, and accuracy in moving the feet and hands like the movement of doing a smash, which is not realized by the student. With the game of throwing shuttlecocks, students will feel happy so that the movements that are repeated do not feel heavy. The results of this activity of playing the accuracy of throwing shuttlecocks can be used as one form of learning approach to badminton, namely to improve the ability to do smashes.

Based on the researcher's experience as a teacher, it is felt that fifth grade students of Karangwuluh 01 Elementary School, Tegal Regency in Semester 1 of the 2022/2023 academic year are less interested in learning badminton, especially in learning to do smashes. This is evidenced by the fact that there are several fifth grade students who find it difficult to do smash movements, because students are passive and less enthusiastic in the learning process and students do not understand the basic movements of smashes. In addition, it was also identified that fifth

grade students were less than optimal in doing smash movements, this was because most students felt bored in badminton learning which was less enjoyable, so that students in participating in learning looked less than optimal.

METHODS

This research is a Classroom Action Research (CAR) that focuses on efforts to change the current real conditions to the expected direction. The research design used is a Classroom Action Research design. According to Kemmis and Mc. Taggart quoted by Daryanto (2012:31), the Classroom Action Research design is in the form of a spiral.

FINDINGS AND DISCUSSION

Researchers conducted observations on the Penjasorkes learning process in an effort to improve smashing skills in badminton games with a shuttlecock throwing approach, which was carried out for two cycles. The first cycle was carried out in (2) meetings and the second cycle was also carried out in (2) meetings. At the end of each cycle, an evaluation of the learning process was carried out in the form of a student performance test in badminton smashing.

Findings

The test results that have been achieved by students in the first cycle test and the second cycle test, very clearly show the progress achieved. After an evaluation of the classroom actions that have been carried out for two cycles, aspects of the research that can achieve the desired goals and other aspects that are considered less than expected can be reported. Actions that have shown results in accordance with expectations can be used as reference material for the next learning process. While actions that are less successful are expected to be used as review material for improvement and refinement..

used and not merely explain the findings. The discussion must be enriched by referring to the

Discussion

The discussion is intended to interpret the results of research in accordance with the theory

results of previous studies that have been published in scientific journals.

Reference writing in the article body uses the enclosed pattern (). If there is only one author: example (Retnowati, 2018); if there are two authors: an example (Nurgiyantoro & Efendi, 2017). If two to five authors, all the first mention is written: examples (Retnowati, Fathoni, & Chen, 2018) and the next mention is written (Retnowati et al., 2018). Authors of more than three people were only written by the first author followed by et al., For example (Janssen et al. '2010). Reference is not recommended rather than direct quotes or does not contain too many direct quotes.

If a statement is extracted from several references, all sources are written by mentioning all alphabetical references and semicolons (;) to separate sources, for example (Sahlberg, 2012; Schunk, 2012; Retnowati, Fathoni, & Chen, 2018).

CONCLUSION

Based on the results of the research and discussion that have been described in the previous chapter, the conclusion that can be drawn is that physical education learning carried out through the shuttlecock throwing game approach can increase the effectiveness of learning smash skills in badminton games for class V students of SD NEGERI Karangwuluh 01. This can be seen from several indicators of achievement in each aspect, namely an increase in student participation which includes student activity, sincerity, and student interest during the learning process. Actions with the shuttlecock throwing game approach carried out in 2 cycles with a total of 4 meetings, were able to improve the badminton smash skills of class V students of SD NEGERI Karangwuluh 01. These improvements include the learning atmosphere and the development of students' badminton smashes. During the learning process, there was an increase in student learning activity, enthusiasm for activities from students, and a feeling of joy from students in participating in learning activities. In addition, there was also an increase in the development

of students' badminton smashes which were included in the good and very good categories. **AKNOWLEDGMENTS**

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