EFFORTS TO IMPROVE LEARNING OUTCOMES OF DROPSHOT TECHNIQUES BY MODIFYING HIT TARGETS IN BADMINTON GAMES

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Abstract.
Students learning outcomes in badminton game material are still lacking due to students at SMP Negeri 2 Liang who have difficulty learning the basic dropshot technique in badminton. So there is a need for modified learning activities to make it aesier for students to learn the material being taught and can improve learning outcomes. Therefore, this classroom action research aims to determine the increase in student learning outcomes in the dropshot hitting material in the game of badminton by modifying learning for students at SMP Negeri 2 Liang. The time for conducting the research was from February to March 2024. The subjects of this research were 28 class VIII students. The research data was obtained through a dropshot punch proficiency test through an initial test and a final test after students took part in modified learning activities. Data analysis uses the percentage of learning completeness. Based on the results of data analysis, it was found that the average student learning outcomes in the psychomotor domain of cycle I was 31.25 and cycle II was 37.12, the affective domain of cycle I was 15.10 and cycle II was 15.12, and the cognitive domain of cycle I was 19.26 and cycle II was 21.80. It was concluded that there was an increase in student learning outcomes by modifying the target of badminton dropshot shots for students at SMP Negeri 2 Liang.

A. INTRODUCTION

Physical education, sports and health in educational units is an integral part of the overall implementation of education which aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, healty lifestyles, introduction to a clean enviroment through physical activity, spoarts and health that are planned systematically in order to achieve national education goals. Physical education, sports and health are media to encourage physical growth, physichological development, motor skills, knowledge and reasoning to aprreciate values and get used to a healthy lifestyle. This in intended to create a healthy generation with balanced growth and development of physical and psychological dualities (Muhajir, 2007).

The formation of this generation is carried out through the provision of varied learning materials in sports so that it can encourage students to move actively as stateb by Martono (2024) that sport is believed to be

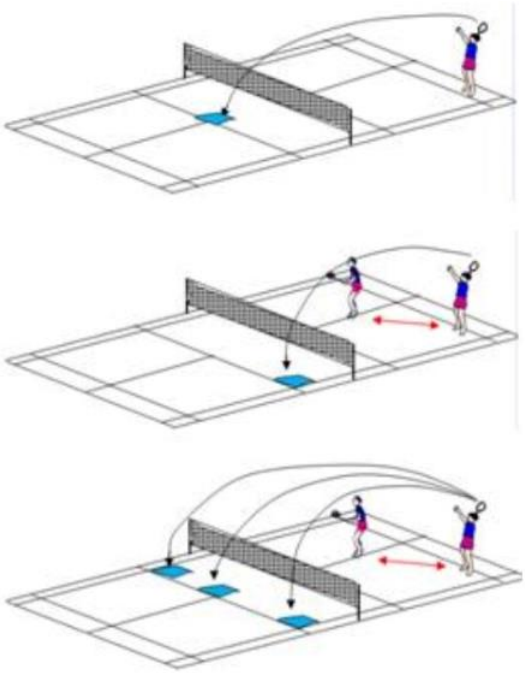
able to shape and change human behavior. Among these sports is the game of badminton which has several attractive basic movements. The badminton game activity is expected to be able to improve learning outcomes that support students' overall learning completeness.

The game of badminton is a sport played by two people (for singles) or two pairs (for doubles) who are opposite each other. Similar to tennis, badminton aims to hit the game ball (cock or shuttlecock) over the net so that it falls on the opponent's designated playing field and tries to prevent the opponent from doing the same thing (Atmasubrata, 2012).

Student learning outcomes in badminton game material are still lacking due to the monotonous learning model and lack of creativity from teacher. The low mastery of basic badminton skills is caused by learning models that tend to be monotonous and do not develop training patterns to improve students' skills. In learning activities, students often have difficulty distinguishing netting and smash shots from dropshot shots. So, it is often difficult to train in a structured way the basic skills of the game. Learning activities tend to focus on giving students opportunities to play without fully practicing basic technical mastery skills. When students are able to play and hit the shuttlecock correctly, they are considered to have mastered the skill of playing badminton.

Such learning activities cause student learning outcomes to not improve. Ideally, learning badminton hitting techniques must be done carefully in order to produce the right skills. Moreover, learning time is limited. The drop shot is a technique that requires a different approach, not just repetition, but also requires variations in training students' abilities. Among the variations in practicing the dropshot shot area placing a rope over the net and setting a shot target in the field area.

Limited time in classroom learning requires teachers to choose one variation of exercise as a modification activity in the learning process. The exercises referred to can be carried out as needed according to the learning objectives. Modifying the hitting target in the field area is an ideal alternative that can be used because it is easier to prepare and implement. This modification provides a challenge and higher focus for students to organize their strokes so they can hit the targets that have been created in the field area.



Gambar 1 Dropshot Target Practice Model (Kusnadi, 2020)

These learning modifications are to provide opportunities for students to improve their skills and fitness in accordance with the

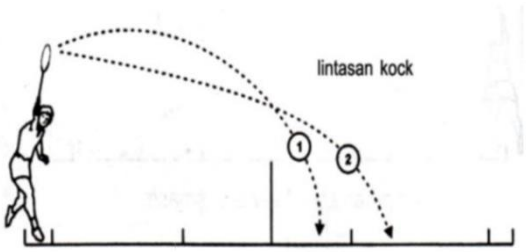
abjectives of physical education. As stated (Irfan et al., 2023) that good physical condition will support the quality of the game. Of course, it will provide better opportunities to improve student learning outcomes.

Modification refers to the creation, adjustment and display of new, unique and interesting tools/facilities and infrastructure for a physical education teaching and learning process. Implementing modifications is very important for a physical education teacher as an alternative or solution in overcoming problems that occur in the physical education teaching and learning process, one of which is overcoming students who lack playing skills during learning (Mohamad et al., 2016).

This learning modification approach is intended so that the material in the curriculum can be presented in accordance with the stages of cognitive, affective and psychomotor development so that physical education learning can be carried out intensely and effectively. Hua and Aryanto (2007) explains components that can be modified as an approach to learning physical education in junior high schools, including size, weight or shape of equipment, field size, playing time, game rules and the number of students in a game.

Learning outcomes as an achievement to be obtained in learning encourage the need to carry out learning activities which must be carried out in various ways or methods in order to be successful. This includes modifying learning, including learning physical education, sports and health in various sports as teaching material. These modifications are intended to make it easier for students to learn the sports movement skills being taught.

A dropshot technique or cut shot is a shot performed as in a smash stroke with tha target of the shuttlecock falling close to the net and not crossing the service area line (Hua & Aryanto, 2007). Dropshot technique is a shot done with the aim of placing the ball as quickly and as close as possible to the net on the opponent's court. So, this punch requires more flexibility.



Gambar 2 Dropshot Trajectory
(Kusnadi, 2020)

The success of performing a dropshot stroke is influenced by the grip of the racket, the speed of footwork, body position and the harmonious proccess of shifting body weight when hitting and the contact of the racket with the shuttlecock. This shows the need for more conditioned (modified) learning activities so that it is easier for students to learn these skills in a short time. Of course, this is to help improve learning outcomes.

Learning is a proccess of change, both changes in behavior as a result of interaction with the enviroment in meeting their life needs. These changes will be evident in all aspects of behavior. Or it can also be defined as a proccess of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his

own experience in his interaction with the enviroment (Dimyati & Mudjiono, 2006).

The changes that occur within a person are many in nature and type, because not every change is the result of learning. Slameto (1988) explains the characteristics of change as a result of the learning proccess, namely change occurs consciously, is continuous and functional, is positive and active, changes are not temporary, purposeful or directed and changes cover all aspects of behavior. Thus, the learning outcomes of a movement skill are the result of a proccess that is carried out consciously, continuously, consistently, purposefully and is able to influence student behavior.

Learning as stated by (Dimyati & Mudjiono, 2006) is the proccess of interaction bertween students and educators and learning resources in a learning enviroment. Learning is assistance provided by educators so that the process of acquiring science and knowledge, mastering skills and habits, as well as forming attitudes and beliefs of students can occur. This means that learning is a process to help students learn well and improve their quality. Learning means any activity designed to help someone learn a new ability, knowledge or skill.

The term learning is the same as teaching, namely the process of interacition between students and their enviroment, so that changes in behavior occur for the better. Interaction is a mutula influence that begins with a mutual relationship between one another. Interaction in learning is a reciprocal activity and mutual influence between teachers and students. The laerning process can occur in the classroom, school enviroment and in community life, including in the form of cultural interaction through mass media processes. Learning is a complex skill and requires principles to ensure learning activities remain under control. The principles of learning according to (Dimyati & Mudjiono, 2006) covers; attention and motivation, student activity, direct involvement, repetition, challenge, feedback, reinforcement and individual differences. All of these components must be considered in learning activities so that the learning objectives in the form of good learning outcomes can be achieved.

Learning outcomes are the result of the learning process obtained by students in the form of certain abilities that are produced and influenced by components that support or support the learning process and student activities as study subject (Muhajir, 2007). Based on the opinion of experts, it can be interpreted that learning outcomes are the results obtained by students after experienceing the learning process in the form of mastering cognitive abilities, certain skills, improving motor skilss and changing behavior for the better.

B. RESEARCH METHOD

This type of research is classroom action research, used to see improvements in student learning outcomes through activities to organize learning practice conditions, by trying out an improvement idea and seeing the real effect of that effort (Wiriaatmadja, 2005). The main aim of this action research is to improve

learning outcomes in the classroom where research is fully involved starting from planning, action, observation and reflection (Aqib & Rasidi, 2019).

The research subjects were students in class VIII B of SMP Negeri 2 Liang, consisting of 28 male and female students. This classroom action research procedure consists of two cycles which are carried out according to the changes achieved (Aqib & Rasidi, 2019). The cycle design in this research uses the John Elliot model, namely planning, action, observation and reflection (Hasan, 2019). The research instrument consists of a learning syllabus, learning implementation plan (RPP), observation sheet and formative test of dropshot hitting skills. Data analysis uses qualitative descriptive analysis by analyzing learning outcomes and classical completion (Suharsimi, 2013).

C. RESULTS AND DISCUSSION

The research results were obtained from initial observation data before preparing a research plan in cycle I to be able to plan learning modifications. The initial data obtained on the average learning completion and classical completion of class VIII B students at SMP Negeri 2 Liang is as follows.

Table 1. Preliminary Research Data

Assessment Aspect	Average Value	Classical Completeness
Psychomotor	30.25	35.71%
Cognitive	19.00	35.71%
Affective	15.10	35.71%

Based on the initial data obtained, it shows that there were 10 students or 35.71% of students who had completed the badminton drop shot material and 18 students or 64.28% had not completed it. So learning modifications are needed to improve student learning outcomes starting from cycle I.

The results of research in cycle I showed that in general the 28 students who were able to perform the badminton dropshot technique were still lacking with an average score of 31.25, and the results in cycle II, the average score increased to 37.12. In the affective aspect there was no significant change where the average score in cycle I was 15.10 and in cycle II was 15.12, then in the cognitive aspect the average score in cycle I was 19.26 and the score in cycle II was 21.80, as in the table below this.

Table 2. Results of Cycle I and Cycle II

Assessment Aspect	Average Value	
	Cycle I	Cycle II
Psychomotor	31.25	37.12
Cognitive	19.26	21.80
Affective	15.10	15.12

Based on the results of research data analysis in cycle I and cycle II described above, it is necessary to study further by providing an interpretation of the circumstances and the relationship between the results of the analysis obtained and the theories underlying this research. This study is intended to obtain the suitability of the theory that has been put forward with the results of the research achieved (Irfan et al., 2023). The results achieved can be explained as follows.

The improvement of student learning outcomes can be seen from assessments on psychomotor aspects, cognitive aspects and

affective aspects in learning each cycle. In the implementation of learning modifications in the first cycle, there was an increase in student learning outcomes which can be seen from the increase in the average score obtained by 1.00. These results show that there is an increase in learning outcomes after students follow the modified learning process which can be proven from the average score before learning on psychomotor aspects of 30.25 and the average score after learning of 31.25. The same thing happened after the learning process in cycle II, where an increase in learning outcomes was obtained from the average value of psychomotor aspects of 37.12, which means an increase of 5.87. In the cognitive aspect, there was also an increase of 2.54 obtained from the average value of cycle I of 19.26 and the average value of cycle II of 21.80. The affective aspect of students also increased although not significantly, namely by 0.02, which was obtained from the average value of cycle I of 15.10 and the average value of cycle II of 15.12.

The improvement of student learning outcomes in the psychomotor, cognitive and affective domains is in line with the objectives of learning modification stated by experts (Budi, 2021) that modification is an effort or method made by a teacher, if the skills learned are difficult or complicated, so modifying learning activities or simplifying the skills learned is necessary. This is intended to help improve learning outcomes of badminton *dropshot* material skills as well as to improve cognitive, behavioral and physical fitness aspects of students as the ultimate goal of learning (Dimyati & Mudjiono, 2006).

The implementation of modified learning can have a good influence on student learning outcomes on badminton *dropshot* skills after improvements are made in the second cycle, including changing the method of modifying the implementation of *dropshot* punch movements and making games that can only do *lob* and *dropshot* strokes during the game encouraging students to move optimally

D. CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that learning badminton dropshot stroke through learning modifications for Class VIII B students at SMP Negeri 2 Liang is able to improve learning outcomes in cognitive and affective aspects of skills

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