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The Application of the Imagery Training Model in Improving the Learning Outcomes of Round Off Students of Physical Education Program

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Abstract

This study aims to determine the effect of the imagery training model on the process and learning outcomes of the Roundoff Floor Gymnastics. This study used the classroom action research method (Action Research) with a research design including 1) planning 2) action 3) observation and evaluation, and 4) reflection. The subjects of this study were 30 first semester students. The results of the study show that 1) the imagery training model leads to a better and more conducive learning process which was marked by an increase in Academic Learning-time Physical Education (Alt-PE), whose indicators were students actively moving, practicing and being active during the gymnastic learning process, with the effective time increasing from 25.26% to 71.11% for 90 minutes of learning. 2)Imagery training models have a positive influence on learning outcomes, namely improving roundoff skills with a success rate of more than 80% reaching the good and very good categories, the indicators of which are the starting movement, the core Roundoff movement, landing and 1800 body turns can be done well.

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INTRODUCTION

One of the competencies of graduates of the Physical Education Study Program (Penjas) students is having the ability to teach Physical Education Sports and Health (PESH as PJOK) subjects in schools in elementary-junior high school education units in a professional manner. In order to fulfill these competencies students are provided and prepared by taking a comprehensive curriculum in both theoretical and practicum courses with fields of study that are relevant to prospective PJOK teachers, one of the compulsory courses of study programs that requires students to master fundamentally and in depth, and is closely related with the demands of the main tasks of PJOK teachers in each education unit being the Basic Gymnastics Skills Course (Jas-101) and Gymnastics Learning (Jas-110). At every level of education,(Adlan et al., 2021). The content of floor exercise material consists of simple and easy movements, and movements that have a moderate level of difficulty, up to movements that are difficult to do. Movements that are difficult to do usually carry a risk of injury, this is according to Lindner and Caine's analysis(HY Lubis & Heri, 2018)that floor gymnastics exercises carry the risk of injury, for movements with a level of complexity, the level of coordination of body skills that demands a high frequency of activity, so that training maturity is needed to achieve perfect movements.

The round off movement is a floor gymnastics movement that resembles other floor gymnastic movements, namely the Cartwheel and Handspring, from these gymnastic movements, the three have similar levels of difficulty and complex movement structures, but the round off movements are classified as moderate levels. . In principle, the roundoff movement can be well studied if the learning stages are carried out correctly and systematically. Based on the evaluation data on the results of the learning process for the Basic Gymnastics Skills and Gymnastics Learning Course, floor exercise material that is considered difficult by students in the learning process, one of which is the Round-off movement with a completeness level of A (6.98%), B grade (18.60%), C value (32.56%), D value (30.56%), and E value (11.63%). The failure of students to carry out the Round off movement was caused by several factors. First, because the mastery of movement techniques has not been fully and correctly mastered, perhaps because it has just reached the cognition phase (understanding the form of movement) or in the initial adaptation phase or the motor phase where the exercise has not yet reached the frequency level with successful repetition, so as to achieve an autonomous level of movement (permanent), this is emphasized by Yanuar Kiram that in the process of learning motor movements a student or athlete to reach the level of movement skills must go through the correct stages within a certain time(H. Yanuar Kiram, 2019). Second, the loss of focus on a series of movements, so that there are parts or elements that are not carried out when the Round off movement is carried out. Some of the causes of failure in carrying out the above movements tend to be influenced by psychological aspects that affect such as mentality, fear of injury, fear of being wrong, anxiety, loss of focus, loss of concentration.(MR Lubis & Permadi, 2021)

The fact is that most of the students who have gone through the learning process on Roundoff material are relatively sufficient, both in terms of time and opportunity to practice and repeat (frequency and repetition), but many fail to do the movements properly and

correctly. Nearly 75% of the reasons for failure (failure) are caused by psychological factors, especially loss of focus and concentration, anxiety, and self-confidence. In accordance with the results of the study, it stated that 87.80% of failure to do floor exercises was caused by the influence of self-confidence.(Adlan et al., 2021).

Alternative solutions to the problem of failure to do floor gymnastic movements caused by psychological factors such as lack of self-confidence, loss of concentration and so on can be overcome by students simultaneously in the process of training or learning through imagery exercises. According to Filgueiras (2017: 72) that imagery training is part of a psychological aspect that can help athletes improve their skills. Imagery training is an exercise in imagining a particular movement or situation, either one that has been done or one that has never been done by involving all the five senses.(Akbar et al., 2019). In line with this, Ridwan and Lubis (2020) emphasized that imagery training can improve training results better than without imagery training.(Susanna Bucker, 2017).

Based on the things stated above, imagery exercises can be applied as an alternative in learning gymnastics to overcome the problems of students' difficulties in achieving the level of mastery of movements such as Round off. Furthermore, it is expected that the level of mastery of round-off movement skills in the basic gymnastic skills course, floor gymnastics competency sub-material reaches 80% with good and excellent grades.

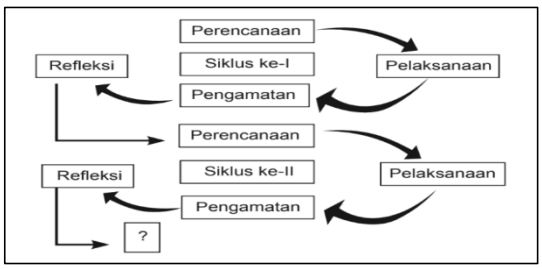
METHODS

This research method uses applied research, one of these studies uses a Classroom Action Research approach. Classroom Action Research (CAR) is an alternative to applied research to increase and improve learning performance in class or field (Suharsimi Arikunto (2016:9). In line with the above opinion According to Nurhafit (2017: 7) thatclassroom action research is action research conducted to overcome problems and improve learning outcomes, and improve the quality of learning practices.

Research procedure.

The research procedure used in solving this research problem uses a collaborative classroom action research (PTK) design. The implementation consists of three steps, namely: (1) Formulation of the problem, (2) Repair which consists of several cycles which include (a) Planning (planning), (b) Implementation / action (action), (c) Observation (observation & evaluation)), (d) reflection, and (3) stabilization. (Suharsimi, 2016) In more detail, the form of this research can be described as follows:

Figure 1. Classroom Action Research Cycle (Suharsimi et al 2016)



1. Action Planning
   The planning of the research process was carried out in 2 cycles together with colleagues (1 lecturer) and assisted by 3 students who were involved in the research to prepare for action planning that would be applied in learning Gymnastics Basic Skills applying the Visual Imagery model for Round off material,

then the data obtained were analyzed together.

2. Implementation of Learning Actions
   At this stage everything that has been planned will be carried out by the researcher in accordance with the plans made and agreed upon. Researchers in this case act as learning actors carrying out learning according to the MK scenario steps. Basic Gymnastics Skills.
3. Observation. This stage is an activity of observing and monitoring the results and process of learning action on Basic Gymnastics Skills. In this case Assess the Outcome. Assessment is carried out to assist lecturers and teams in measuring standard achievement. In this case the researcher prepared an instrument for assessing floor gymnastic skills in the roundoff motion. Furthermore, Evaluate the Experience is the observation stage of the learning process of basic gymnastic skills in the class to be studied. At this stage the researcher was assisted by 1 observer, namely a colleague/lecturer. Observations during learning using the Penjas Student Learning Process Observation Tool (ABOPBM) instrument developed from Seidentop's Academic Learning-Time Physical Education (Alt-PE)(Deborah A, Wuest; Jennifer, 2014).
4. Reflection. At the end of the learning process, lecturers and teams and students reflect on the action activities of the visual imagery training models that have been carried out. The reflection process is carried out both individually and in groups. At this stage students are asked to express their feelings and experiences during the action carried out. Lecturers and students develop discussions in order to improve performance during the learning process.

RESULTS

1. Findings in Pre-Cycle
   The results of the initial test were used as pre-cycle findings about the level of students' ability to carry out the Round-off movement before implementing learning with the application of the imagery training model. From the initial test results dip obtain data with the following distribution:

Table 1. Results of Round-off Skills Assessment (pre-cycle)

Category	**F**	**Success (%)**
Very good	0	0.00
Well	0	0.00
Enough	3	10.00
Not enough	7	23,33
Less	20	66.67
Amount	30	100

While the assessment based on Round-off movement skills is known as follows:

Table 2 Results of Round-off Movement Skills Indicator Assessment, pre-cycle.

Indicator: Round-off Movement	Skills					∑
	A	B	C	D	E	
Prefix	8	7	9	4	2	30
The Core Round Off Movement	4	7	10	6	3	30
Landing, turn 180^0	3	5	9	6	7	30
Final attitude	4	11	6	6	3	30

2. Implementation of corrective action Learning process

a. First Cycle

1) Planning.

(a) The findings in the pre-cycle were used as a basis for researchers to plan research steps. The first step was taken by the researcher together with his fellow Physical Education lecturers before the action was carried out, including identifying data on student skills test results obtained from the initial skills test as well as the results of observing the factors of round-off movement assessment.

Formulate problems in learning, then formulate student work patterns in learning by applying visual imagery training models; Prepare lesson plans, and student observation sheets.

(b) As a research planning product, the researcher/lecturer has prepared a Learning Process Plan (RPP) by applying the Visual Imagery Model Exercise. Learning in cycle 1 is presented in 2 meetings (sub-action).

2) Action Implementation

(1) In the first cycle of learning actions, the first meeting was held on Tuesday, 5 September 2022, and the second meeting on 12 September 2022 each served for 2 hours (2 x 50 minutes). The application of Visual Imagery model training is presented beginning with classical learning to formulate problems, then learning is directed in the form of study/practice groups, each group consisting of 7-8 people.

1) Observation and evaluation

a) During the learning process of the first cycle which was presented in 2 meetings the researcher noted several things, including students who were very motivated to do group exercises because each other students seemed more serious and monitored each other in carrying out training assignments in each practice session.

b) Based on the application of the imagery training model, it turns out that it has an impact that stimulates students to move, practice during learning to be more serious, serious and highly motivated, so that learning exceeds the time allotted.

Observation of 4 students who were taken randomly using ABOPBM observation sheets during learning. The students who are the sample are a representation of all students who represent and show the learning conditions in the class. Observations of student activities were recorded for 90 minutes as an indicator of the academic atmosphere expressed in the time students used to learn Gymnastics Basic Skills. Activities recorded at the first meeting with data in table 3 below:

Table 3. Observation results of the effective time of first cycle learning

No	Activities	Time	%
1	(G)	23	25,56
2	(I)	15	16,67
3	(A)	16	17.78
4	(T)	14	15.56
5	(K)	10	11,11
6	(B)	12	13,33
	Σ	90	100

Notes: G= Student activities actively move/practice. ; I= Time is used for information from lecturers to students ; A= time used for/during switching ; T= students waiting (not making a move) / waiting for their turn ; K= time used by the lecturer to manage the class ; B = students are free and not active in learning

At the end of the second meeting, students carry out a roundoff skills assessment, the data of which is shown in table 4 as follows:

Table 4. Assessment of roundoff movements (pre-cycle and first cycle)

Criteria	Success percentage (%)			
	Pre Cycle		Cycle 1	
Very good	0	0	0	0
Well	0	0	11	36,67
Enough	3	10	6	20.00
Not enough	7	23,33	9	30.00
Less	20	66,67	4	13,33
Amount	30	100	30	100

The results of the assessment based on the roundoff skill indicators are known as follows:

Table 5 Results of roundoff skills assessment based on movement indicators. Cycle 1

Indicator:Round-off Movement	Skills					∑
	A	B	C	D	E	
Prefix	0	7	8	9	6	30
The Core Round Off Movement	0	7	10	7	6	30
Landing, turn 180^0	0	5	9	9	7	30
Final attitude	0	7	8	7	8	30

Notes : A = Very Good; B = Well; C =Enough; D = Not Enough; E=Less

1) First cycle reflection.
   Reflection of improvement is an analysis of the results of the research data collected and the learning process involves colleagues, members of the research and 3 representatives of students, the results of the discussion obtained the following findings:
   1. Problems that occur to students include: only a small number of students still show an attitude that is not serious in their involvement in formulating problems or determining alternative solutions to problems. However, the application of the visual imagery training model has an impact on the learning process as follows:
      Some of the things that revealed the problems faced by students and solving problems in learning in the roundoff material are as follows:

Table 6. Problems and alternative problem solving Imagery Training Models.

Problems faced by students	Alternative problem solving by students
a. Difficulty coordinating arm swings and footsteps	- Focusing movement patterns into motion sequences - Visual imagery exercise, relaxation - Make a guideline to step foot - Guide hand and foot movements with a count
b. Putting both hands simultaneously twisting to the left to form the letter T	- The practice of laying hands must form letters guided by auxiliary lines - Exercising left and right waist flexibility.
c. Too late to close both legs at the top	- Practice in pairs in applying peer assistance techniques - applying a visual imagery training model with rubber media for leg reach.
d. Landing of the feet is not synchronous	- Practice in pairs in applying peer assistance techniques - The task of the fulcrum field of motion
e. Landing on both legs bent	- Increase initial speed and body thrust - Increase the speed of bringing both legs straight in the air
f. Stabilization or balance Final attitude	- Maintain balance by extending both arms to the sides during landing

   2. There are still students who are less concerned about the learning activities that are presented by applying the visual imagery

training model. According to table 5 above, the effective time for students to practice is only 28.89% of the 90 minutes of learning, and students have free time outside of recorded learning activities for 10.00%, and the rest of the time is used for class management, time waiting for their turn to move, and information from lecturers on student.

3. Mastery of roundoff skills in the first cycle when compared to pre-cycle data (table 6) has not shown a significant increase. The new increase occurred in the success rate which was sufficient to 20.0%, and the ability that was originally lacking at 93.4% was reduced to only 13.33%.
4. Findings Problems that arose in the first cycle:

(a) Achievement of active time to move or practice for students is still low, while free time and waiting for their turn is still too high.

(b) Students in their groups have not been able to capture the same message according to the visual imagery training model.

(c) Students have not been able to do roundoff movements with the same understanding, meaning that the movements are carried out differently from one another, and are still at the adaptation stage.

1) Second Cycle Planning.

(c) The findings in the first cycle were used as a basis for researchers to plan the next research steps. The first step is to identify data on student skills test results, the results of Academic learning-time physical education (Alt-PE) observations in the first cycle. Next, the findings of the problems in the first cycle are of particular concern to be solved in the next learning action.

(d) In the second cycle, the researcher has prepared a Learning Process Plan (RPP) by applying the Visual Imagery Model Exercise, presented in 2 meetings (sub-actions).

(e) The number of members per group is reduced so that each group is only 4-5 people. Thus the number of groups becomes more, namely 8 groups.

2) Action Implementation

a. The second cycle held 2 meetings, namely September 19 and September 26 2022, this learning action was carried out for 2 lesson hours (2 x 50 minutes). The application of the Visual Imagery model is presented in the form of study/practice groups based on the problems that have been identified in cycle 1, so that each group is a homogeneous group based on the problem, with the following learning steps:

1) Classically/together, students observe videos showing roundoff movement skills, and demonstrations of roundoff movements by the lecturer or one of the students who becomes the model.

b. Students observe carefully, and record the important things of each movement, starting with the initial movement, the movement of placing both hands to form the letter T, bringing the feet together, body position, landing position and final attitude.

c. According to the stages of the imagery training model in the first cycle of the second lesson, the stages begin with:

(1) exercise in partial form (sections),
(2) doing a visual imagery training model guided by video imagery training exercises and trying out movements (exercise, drill) by applying alternative problem solving for each group;
(3) each group displays a round-off movement,
(4) the lecturer provides instructions, directions and corrections, as well as assessment and reinforcement (reinforcement).
(5) Students conclude the results of learning and several alternative problem solving as a basis and recommendations in learning the roundoff movement gymnastics.

3). Observation results of cycle 2

a. During the learning process of the second cycle in 2 meetings the researcher noted several things, the students were conditioned to do group exercises and understand the motion assignments in roundoff learning with the Visual Imagery Model Exercise. Students practice in earnest, the available time is used more efficiently to practice so that the stages of learning roundoff movements can be mastered better.
b. Observations using the ABOPBM observation sheet during learning were taken by 5 students randomly as a representation of all students in the class. Observations of student and lecturer activities were recorded for 90 minutes at the second meeting in the second cycle with the following data:

Table. 7 Results of observations on the average effective time of learning in the second cycle.

No	Activities	Time	%
1	(G)	64	71,11
2	(I)	8	8.89
3	(A)	6	6,67
4	(T)	4	4,44
5	(K)	5	5.56
6	(B)	3	3,33
∑		90	100

Notes: G= Student activities actively move/practice. ; I= Time is used for information from lecturers to students ; A= time used for/during switching ; T= students waiting (not making a move) / waiting for their turn ; K= time used by the lecturer to manage the class ; B = students are free and not active in learning

At the end of the second meeting of the 2nd cycle, a Roundoff skills assessment was carried out whose data is shown in table 10 as follows:

Table 8. Roundoff skills assessment (Pre-cycle, first cycle and second cycle)

Criteria	Success Percentage (%)					
	Pre Cycle		Cycle 1		Cycle 2	
Very good	0	0	0	0	6	20
Well	0	0	11	36,67	21	70
Enough	3	10	6	20.00	3	10
Not enough	7	23,33	9	30.00	0	0
Less	20	66,67	4	13,33	0	0
∑	30	100	30	100	30	100

The results of the assessment based on the Round off component indicators are known as follows:

Table 9. Results of Movement Component Indicator AssessmentRound off,first cycle and second cycle)

Indicator: Round-off Movement	**Skills**					∑
	A	**B**	**C**	**D**	**E**	
Prefix	16	12	2	0	0	30
The Core Round Off Movement	12	11	6	1		30
Landing, turn 180^0	12	10	7	1	0	30
Final attitude	13	12	5	0	0	30

Notes : A = Very Good; B = Well; C =Enough; D = Less

1) Reflection of the second cycle.
   In the second cycle the second meeting ended, meaning that the application of the visual imagery training model in roundoff skills learning has entered the fourth meeting (one month), then the analysis of the results of observations and skills tests, collected research data and the learning process involved colleagues and members of the research and 3 student representatives, the results of the discussion obtained the following findings:

(a) Problems that occur to students include: at the cycle 2 meeting, the roundoff motion learning process has gone through the cognitive phase, associative phase or adaptation phase, even at the fourth meeting, it has entered the autonomous phase, namely students practicing at a higher level , students are able to perform reflex movements. meaning that students are able to do the right thing with high complexity. students have been able to overcome difficult phases, even correctly able to coordinate these complex movements into a harmonious and energetic movement unit;

(b) In the learning process using the Visual Imagery Training model, it turns out that solving problems is very effective and efficient, even obtaining new creative findings, as well as providing challenges for both students who study and practice and lecturers who facilitate learning.

(c) The results of monitoring student activity during learning applying the Visual Imagery Model Exercise obtained data from learning observations, with the effective time students practiced diligently reaching 68.89% of the 90 minute learning time, meaning that effective learning has exceeded the minimum standard of 50% moving time.

(d) Students' ability to perform round-off movement skills at the end of the second cycle when compared to the data from the 1st cycle as presented in table 8 shows a very good improvement. The increase occurred in the success rate of good to very good from 0.0% to 23.81%, and those with good ability increased from 8.1% to 35.71%, and those with very poor ability to 0.0%.

The increase can be seen based on table 9 above, that:

(1) The roundoff prefix movement experienced an increase from the beginning of cycle 1. None of the prefix movements were correct at all, but in the last cycle it became 16 people out of 30 students.

(2) The Roundoff Core Movement experienced an increase from the original good and very good category which at first no one was able to at the end of learning increased by 12 and 11 students,

(3) Initially, only 5 students were able to do the Landing Movement by rotating 1800, but at the end of cycle 2 there were 22 people (good

& very good). This landing requires high mastery because this movement is more complex and has a certain level of difficulty.

DISCUSSION

Learning by applying the Imagery Training model is felt by students to be more effective in achieving the target of the exercise, and they are more motivated as a form of awareness in movement activities; students are more motivated by their creativity in carrying out exercises based on problems and problem solving. The application of the Imagery Training model in the form of group exercises makes the learning atmosphere more competitive because each group wants to show their best. This is in accordance with Filgueiras (2017: 72) that imagery training helps athletes to become more confident, improve performance related to sports skills, and build better sports activities. Cumming, Jenifer & Maria, K. (2017).

If in the early cycle the roundoff skills are carried out very rigidly and not in harmony, starting from the initial movements, the core roundoff movements to the final attitudes. But after students reconstruct the basic roundoff techniques through imagery exercises such as visualization and gradual relaxation (Deborah A, Wuest; Jeniffer, W. 2014). , and trying to solve problems faced individually and in groups, students begin to master the movements as a whole, and it turns out that the movements can be carried out very well. This is in line with Ikhsan's opinion (2008: 25) that spinning, swinging, jumping and landing exercises, this type of dynamic balance is required to perform movements that have a high level of difficulty and complexity, must be carried out with a level of accuracy in training.

1. The learning model of the Impact Imagery Training ModelIncreasing the effectiveness of the learning process.

During the study, roundoff learning with the application of the imagery training model was observed using the Academic Learning-time Physical Education/ALT-PE (Siedentop) Instrument for Observation of Student Learning Processes (ABOPBM). practicing for 71.11% of the 90 minute learning time, the time waiting for the student's turn to move or practice decreases (shortly). This means that the application of the imagery training model provides an opportunity for students to practice longer and more effectively. Students who are active in practice tend not to get much rest or not have much freedom during learning. Student involvement in learning is an indicator of the effectiveness of the successful learning process of applying the imagery training model. This is in accordance with Thorndike and Gredler's "law of exercise" (1991) in H. Yanuar Kiram. (2019) that learning requires exercises, where active individuals show their curiosity and improve skills. And according to cognitive theory that learning shows an active soul, the process of processing information and transformation occurs. The learning process must provide learning and practice opportunities and not give students the slightest opportunity to do things that are not desirable, for example being free beyond the control of the teacher/lecturer, playing games, chatting, doing activities outside of the assigned motion tasks. Etc. According to table 9, it turns out that the free time of students outside the control of the

lecturer/teacher cycle 2 is only 4%, meaning that students can make the best use of the available time to practice. This agrees with what was stated according to Lubis, HY, & Heri, Z. (2018) the Imagery training model is a learning approach in which students work on authentic problems with the intention of compiling their own knowledge, developing higher-level thinking skills, developing independence and self-confidence.

2. The learning model of the Imagery Training Model has an impact on improving learning outcomes

Application of modelsImagery exercises have an impact on the learning outcomes of roundoff floor gymnastic skills, where the roundoff movement has more complex characteristics which requires good coordination of movement elements of agility, flexibility, strength and explosive power that is sufficient and acrobatic elements of flying, rolling, twisting the body in the air (Atiković, A., Kalinski, SD, & Čuk, I. (2017)). Because it is not easy to teach students so that these skills can be mastered by all students in a short time. So through action and application of the model imagery exercise turned out to be able to overcome this problem. The increase occurred in the success rate to very good from 0.0% to 23.81%, and those with poor ability increased to good from 8.1% to 35.71%, and those with very poor ability to 0.0%. With the application of the imagery training model it is very effective to overcome the problem of the difficulty of athletes performing complex and varied movements such as roundoffs (Lubis, HY, & Heri, Z., 2018).

CONCLUSION

Based on the results of research on the application of the Visual Imagery Training Model to learning gymnastic exercises in the roundoff movement in an effort to overcome the problem of low student skills in participating in the Round Off material gymnastic learning process, several conclusions can be drawn as follows:

1. The imagery training model has an impact on a better and more conducive learning process which is marked by the increase in Academic learning -time Physical Education (Alt-PE). The increase in students' effective time in learning was marked by the achievement of the Alt-PE indicator, including students actively moving, practicing and being active during the gymnastic learning process, in the first cycle the effective time was only 25.26% to 71.11% at the 4th meeting of the second cycle of 90 minutes of learning.
2. The imagery training model has a positive influence on learning outcomes, namely the increase in roundoff skills in the very good category in cycle 1 from 0.0% in cycle 2 increased to 20%; the Good category from 0.0% in cycle 2 increased to 70%; and those who were originally students in the sufficient category were 23.33% to be better. The indicators for improving roundoff skills are as follows: (a) The initial roundoff movement experienced an increase in the last cycle, its ability increased by 40%, meaning that by practicing using the application of imagery training models it has an effect on increasing the effective learning process. (b) The Roundoff Core Movement experienced an increase from the initial good and very good categories, no one was able to at the end of the lesson increased by 16 students. (c) Landing Movement by

rotating 1800 originally only 5 students were able to do it,

Based on the findings of the research results that have been disclosed above, the researcher suggests the following matters to teacher/lecturer practitioners of the Physical Education Study Program and other researchers;

1) For teachers/lecturers of the Physical Education Study Program who experience difficulties in teaching students/students on roundoff gymnastic material it is recommended to apply the Visual Imagery Training model as an alternative in selecting effective learning exercise models, which aim as an effort to enhance an active and innovative learning process in improving student skills.
2) For other researchers to be able to follow up research on the application of the Visual Imagery Training Model with different materials such as big ball or small ball game courses, self-defense, swimming and so on.

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