Implementation Discovery Learning Model on the Learning Outcomes of Football Passing

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Article Info

Abstract

This research aims to determine the implementation of the discovery learning model on the learning outcomes of class X.4 football passing at SMA Az-Zahrah Palembang. The discovery learning model facilitates students to critical thinking, increase their activeness, understanding and learning experience with direct involvement in the learning process so that they can conclude for themselves the meaning of learning. This research aims to see whether the discovery learning model can improve students' football passing learning outcomes in the physical education learning process. This research is classroom action research. The research subjects were 27 class X.4 students. This research was carried out collaboratively between researchers and teachers. This research was carried out in 2 cycles (planning, implementation, evaluation and reflection). Data collection by observation and documentation. The results of the research show the ability to increase learning outcomes in football passing using the discovery learning model. This can be seen from the results of the pre-action completeness percentage of 55.56% to 85.18% in cycle I and to 100% completeness in cycle II. The discovery learning model can be implemented to improve learning outcomes of football passing.

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INTRODUCTION

Physical education is a subject at school that has an important role in providing learning experiences to students through physical activity. Physical education is an educational process through physical activities that is designed and structured systematically to stimulate growth and development, improve abilities and physical skills, intelligence, as well as character formation, as well as positive values for every citizen in achieving educational goals (Irsan Kahar et al., 2023). Physical education aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle and introduction to a clean environment through physical activity (Alfani, 2021). Furthermore, according to Puspita & Samodra (2013) said that physical education has the aims of (a) assisting in cognitive development, (b) achieving reading standards and mathematical abilities, (c) increasing school achievement, (d) increasing attendance and being able to helps improve memory, (e) strengthens social life and living habits, (f) improves social abilities and individual development, (g) increases self-esteem, (h) strengthens behavior, respects others and appreciates differences (Puspita & Samodra, 2013).

In implementing physical education learning, there is a lot of material that can be given to students, including material about athletics, big ball games, small ball games, self-defense, floor exercises, rhythmic gymnastics, rhythmic gymnastics, swimming and the culture of healthy living. One of the big ball game sports is football. football. Football is a team sport consisting of two teams where each team consists of eleven players whose aim is to put the ball into the goal by kicking the ball (Satria, 2018).

The basic techniques of football include the activities of passing, shooting, dribbling, controlling and heading the ball (Satria & Bangkit, 2019). The team that scores the most goals in 2 x 45 minutes will be the team that wins the match (Saputra dkk, 2019). Football contains many positive values for developing good attitudes and character, including honesty, obedience to rules, discipline, respect for other people including collaboration skills (Wiradihardja, 2017).

In implementing learning, teachers and students should work together to produce good quality learning. Teachers facilitate students to be active during learning activities by involving students. Student involvement in the learning process will provide better understanding. This is in line with Edgar Dale's opinion in Master (2013) who said that role playing, simulating and doing real things (90 percent). At this last level, students have acted as observers who directly participate and play an active role in a problem so that the level of understanding obtained is the greatest level. Therefore, there is a need for a learning model that can facilitate students in increasing their understanding and learning experience with direct involvement of students in the learning process. The discovery learning learning model can be a solution in increasing students' activeness, interest and awareness in learning. According to Irsan Kahar et al (2023) discovery learning is a learning strategy that tends to ask students to carry out observations, experiments or scientific actions to reach conclusions from the results of these scientific actions. Through this learning model, students are invited to discover for themselves what they are learning and then build that knowledge by understanding its meaning. Discovery learning model is a learning model in which students are involved, especially in the sense of utilizing their thinking patterns to find different ideas,

students are given a brief direction by the educator so they can find their own response or something new, then students are coordinated to be dynamic and not depend on the educator's response (Fahturahman, 2023). They are not only consumers, but are also expected to play an active role, even as inventors of knowledge (Ivanto, R. E. 2015).

The results of observations carried out by researchers at the Senior High School (SMA) Az-Zahrah Palembang regarding physical education learning with football passing material showed that there were still students who had not reached the Minimum Completeness Criteria (KKM). The Minimum Completeness Criteria (KKM) is a score of 75. Of the 27 students in class (65%) who reached the Minimum Completeness Criteria (KKM) while 10 people (35%) had not reached the Minimum Completeness Criteria (KKM). Furthermore, during the learning process activities it was seen that students were not very active. This can be seen when interacting with teachers or interacting with friends. This factor also influences students to achieve the Minimum Completeness Criteria (KKM) that have been set.

Departing from the problems above, researchers will conduct research regarding the implementation of the discovery learning model on football passing learning outcomes. This research aims to see whether the discovery learning model can improve students' football passing learning outcomes in physical education subjects. Apart from that, is this research effective in increasing students' activeness in participating in the learning process. Furthermore, apart from being useful for students, this research is also expected to increase the knowledge base for physical education teachers so that it will have an impact on the quality of physical education learning.

METHODS

The approach used in this research is a quantitative approach with a type of classroom action research. Action research combines substantive action with a research procedure, it is action disciplined by inquiry, a personal attempt at understanding while engaged in a process of improvement and reform (Hopkins, 2014). Classroom Action Research is a research activity that looks at a learning activity that is given action, which is deliberately raised in a class, which aims to solve problems or improve the quality of learning in that class (Mualimin & Cahyadi, 2014). The essence of this study lies in the actions made by the researcher, then by the researcher an evaluation is carried out, whether the action can solve the problems faced in the learning process. Classroom action research conducted in collaboration with class X.4 physical education teachers aims to improve football passing learning outcomes through the discovery learning model at Islamic Senior High School (SMA) Az-Zahrah. Here is a draft of classroom action research :
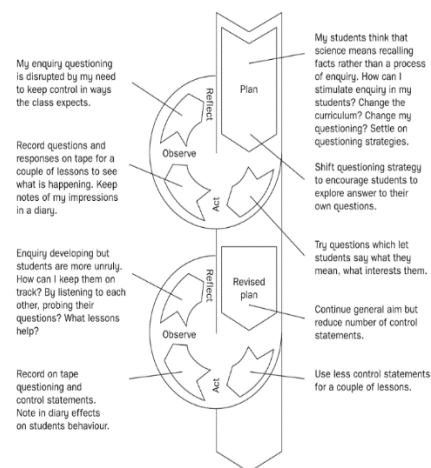

Fig 1. Action Research Design (Kemmis & Mc Taggart In Hopkins, 2014)

This research was carried out at the Islamic Senior High School (SMA) Az-Zahrah in Palembang which is located on Jl. Lake Taqwa Mosque Complex, 30 Ilir Village, Ilir Barat II District, Palembang, South Sumatra. The research was carried out in the even semester 2023/2024 in March-April. The subjects of this research were 27 class X.4 students at Islamic Senior High School (SMA) Az-Zahrah in Palembang, consisting of 15 men and 12 women. Data collection techniques consist of: (1) observation, (2) documentation and (3) tests (cognitive, affective and psychomotor).

RESULT

Pre-Action

Initial conditions before action was taken showed that the learning outcomes of football passing still looked low and there were still students who were below the Minimum Completeness Criteria (KKM) of 75. The following are the learning outcomes football passing :

Table 1. Learning Outcome Of Football Passing In Pre-Action

No	Qualification	Number of Children	Percentage
1.	Very Good	0	0%
2.	Good	15	55,56%
3.	Average	6	22,22%
4.	Poor	6	22,22%
5.	Very Poor	0	0%
	Total	27	100%

Based on data from pre-action students' football passing results, the criteria are very good with a percentage of 0%, the criteria are good there are 15 students with a percentage of 55.56%, the criteria are average there are 6 students with a percentage of 22.22%, the criteria are poor there are 6 students with a percentage of 22.22%, and very poor criteria with a percentage of 0%. This data is initial data before the research action is carried out which will be used as a comparison of the increase in students' football passing learning outcomes after being given the action.

Cycle I

The following are the learning outcomes of football passing in cycle I after being given the discovery learning model. For more details, see the table below:

Table 2. Learning Outcomes Of Football Passing In Cycle I

No	Qualification	Number of Children	Percentage
1.	Very Good	8	29,62%
2.	Good	15	55,56%
3.	Average	2	7,41%
4.	Poor	2	7,41%
5.	Very Poor	0	0%
	Total	27	100%

The learning outcomes of football passing students' in cycle I after being given action in the form of a discovery learning model were that the criteria were very good, there were 8 students with a percentage of 29.62%, the criteria were good, there were 15 students with a percentage of 55.56%, the criteria were average, there were 2 students. with a percentage of 7.41%, the criteria are poor there are 2 students with a percentage of 7.41%, and the criteria are very poor with a percentage of 0%. In cycle I, it was seen that the learning outcomes of football passing after being given the discovery learning model showed an increase in learning outcomes.

Table 3. Comparison of Pre-Action Learning Outcomes of Football Passing With Cycle I

Pre-Action			Cycle I		
Qualification	Number of Children	Percentage	Qualification	Number of Children	Percentage
Very Good	0	0%	Very Good	8	29,62%
Good	15	55,56%	Good	15	55,56%
Average	6	22,22%	Average	2	7,41%
Poor	6	22,22%	Poor	2	7,41%
Very Poor	0	0%	Very Poor	0	0%

Comparison of Pre-Action With Cycle I

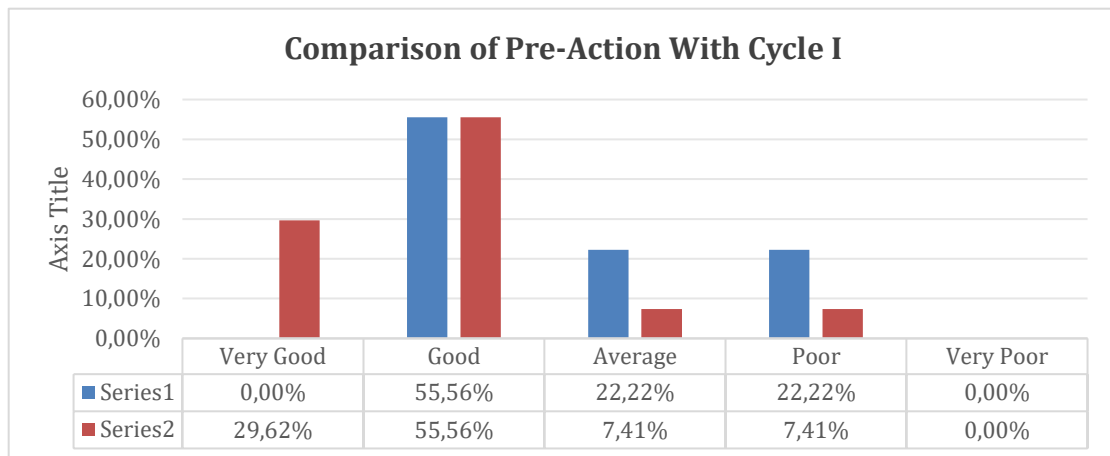|	Very Good	Good	Average	Poor	Very Poor
■ Series1	0,00%	55,56%	22,22%	22,22%	0,00%
■ Series2	29,62%	55,56%	7,41%	7,41%	0,00%

Fig 2. Comparison Graph of The Percentage of Learning Outcomes In Pre-Action and Cycle I

The results of the implementation in cycle I have shown an increase in learning outcomes for football passing using the discovery learning model. Because the research success indicators had not been met, the researcher re-planned discovery learning actions in cycle II accompanied by improvements in accordance with the reflections that had been made.

Siklus II

The learning outcomes of football passing students' in cycle II were in the form of a discovery learning model after being given action based on improvements and reflections made, namely very good criteria, there were 19 students with a percentage of 70.37%, good criteria, there were 8 students with a percentage of 29.63%, The average criteria are 0 students with a percentage of 0%, the poor criteria are 0 students with a percentage of 0%, and

the criteria are very poor with a percentage of 0%. For more details, see the table below:

Table 4. Learning Outcomes Of Football Passing In Cycle II

No	Qualification	Number of Children	Percentage
1.	Very Good	19	70,37%
2.	Good	8	29,63%
3.	Average	0	0%
4.	Poor	0	0%
5.	Very Poor	0	0%
	Total	27	100%

In cycle II, it was seen that the learning outcomes of football passing after being given the discovery learning model showed an increase in learning outcomes. The following is a comparison of the results of pre-action learning, cycle I and cycle II as follows:

Table 5. Comparison Learning Outcomes of Pre-Action, Cycle I and Cycle II

	Pre-Action			Cycle I			Cycle II	
Qualification	Number of Children	Percentage	Qualification	Number of Children	Percentage	Qualification	Number of Children	Percentage
Very Good	0	0%	Very Good	8	29,62%	Very Good	19	70,37%
Good	15	55,56%	Good	15	55,56%	Good	8	29,63%
Average	6	22,22%	Average	2	7,41%	Average	0	0%
Poor	6	22,22%	Poor	2	7,41%	Poor	0	0%
Very Poor	0	0%	Very Poor	0	0%	Very Poor	0	0%

Comparison of Pre-Action, Cycle I and Cycle II

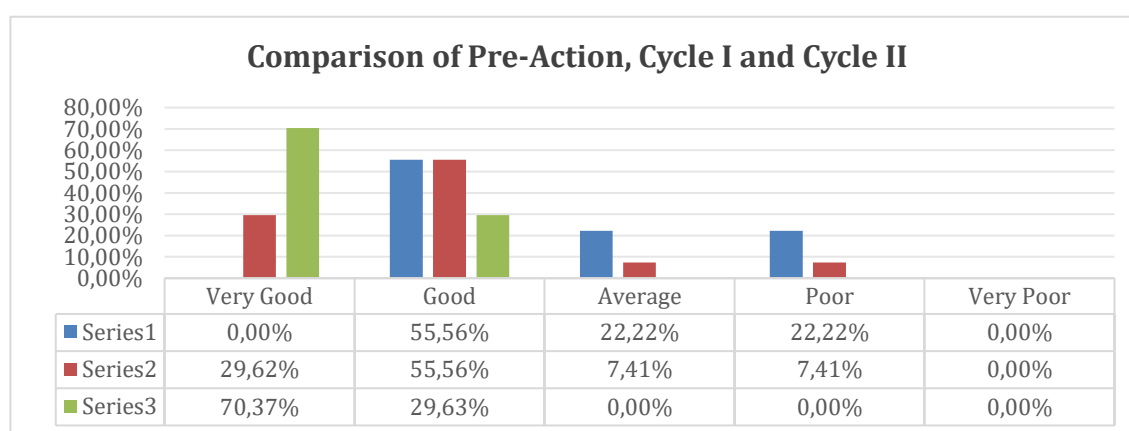|	Very Good	Good	Average	Poor	Very Poor
Series1	0,00%	55,56%	22,22%	22,22%	0,00%
Series2	29,62%	55,56%	7,41%	7,41%	0,00%
Series3	70,37%	29,63%	0,00%	0,00%	0,00%

Fig 3. Comparison Graph of The Percentage of Learning Outcomes In Pre-Action, Cycle I and Cycle II

In Cycle II, the implementation of actions went well and smoothly. Researchers and collaborators have succeeded in improving football passing learning outcomes using the discovery learning model for students class X.4 of Senior High School (SMA) Az-Zahrah Palembang, this can be seen from 100% of students achieving the Minimum Completeness Criteria (KKM). These results show that it has met the indicators of research success. Therefore, this class action research is discontinued in Cycle II.

DISCUSSION

The research conducted at SMA Az-Zahrah Palembang is a classroom action research. Classroom Action Research is an action that is taken to improve learning practices in order to improve the quality of learning and focuses on action research activities carried out in the classroom (Ardiawan & Wiradnyana, 2020). Classroom Action Research is said to be reflective research because teachers can examine learning practices in their own classes (Rustiyarso & Wijaya, 2020). Furthermore, according to Anam (2017) that Classroom Action Research is a form of investigation that is reflective, participatory, collaborative and spiral, which has the aim of improving systems, work methods, processes, content, competencies and situations. This research consists of planning, implementation, observation and reflection stages. This Classroom Action

Research consists of two cycles, namely Cycle I and Cycle II. One Cycle consists of four meetings or actions. The action is performed by the collaborator as the teacher of class X.4. The main actor in Classroom Action Research is the teacher himself, because Classroom Action Research starts from the problems faced by teachers in the learning process carried out with students (Sanjaya, 2015).

The results showed that the discovery learning model can improve football passing learning outcomes at SMA Az-Zahrah Palembang. Learning models that are in accordance with learning materials can optimize the physical education learning process in schools (Kristianingsih, 2021). A learning model is a plan or pattern that is used as a guide in planning learning in class or learning in tutorials (Utamayasa, 2021). Therefore, professional teachers are required to have competence and understanding of various learning models. The discovery learning model can encourage the improvement of student learning outcomes because students are encouraged to find their own knowledge based on the experience they get. Discovery learning is a learning model that in practice requires students to be more active and creative and able to solve problems in the learning process (Mile, 2021). This model also helps in increasing teacher and student activity, student self-confidence, and the ability to work independently in problem solving (Ana, 2018). Discovery learning emphasizes the dimensions of observation, reasoning, discovery, validation, and explanation of a truth (Ali, 2023). The discovery learning model emphasizes the discovery of previously unknown concepts or principles (Khasanah et al, 2018). The discovery learning process involves the teacher's direction to regulate the activities carried out by students such as finding, processing, tracing and investigating (Khasinah, 2021). The discovery learning emphasises students' active engagement with the teacher as facilitator (Kharismawati et al, 2020).

In this study, there were 2 cycles because in cycle I there were 4 students who had not reached the Minimum Completeness Criteria (KKM). Here, researchers and collaborators conduct discussions to get reflection results. Based on the implementation of research that the discovery learning learning model has advantages and disadvantages in the context of football passing learning outcomes. The advantage is that it facilitates students to be active during learning activities, while the disadvantage is that students take too long to make discoveries. But overall, the discovery learning model can be applied to learning.

CONCLUSION

Based on the results of classroom action research conducted on students of SMA Az-Zahrah Palembang Class X.4 academic year 2023/2024, it can be concluded as follows:

1. There is an increase in the learning outcomes of football passing using the discovery learning learning model. This can be seen from the results of the percentage of pre-action completeness of 55.56% to 85.18% in cycle I and to 100% completeness in cycle II
2. The discovery learning model can be implemented to improve the learning outcomes of football passing.

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