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**Efforts to Increase The Learning Effectiveness of Throwing Disc Using Plastic Plate
Modification Media in Student Class VI SDN 01 Semitau Lesson Year 2014/2015**

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Abstract

The purpose of this Classroom Action Research is to find out how far media modification of plastic plates can improve the effectiveness of learning Throw Discs in class VI SD Negeri 1 Semitau. This research uses action research for three rounds, each round consists of four stages: design, activity and observation, reflection, and revision. The target of this research is Semitau State Elementary School Semitau Sub-District Semitau Kapuas Hulu District Year 2014-2015. Data obtained in the form of observation, observation sheet of teaching and learning activities.

Keywords: Learning Effectiveness, Throwing Disc

Introduction

Facilities infrastructure is one of the strategic parts of the achievement of learning objectives. In other words, complete and incomplete means of learning infrastructure also affect the maximum and not maximal achievement of learning objectives. Complete facilities can make it easier for teachers to pursue specific targets that become the goal of learning. On the other hand, incomplete means will make it difficult for teachers to achieve their learning objectives.

This is also the case with the learning of Throwing Discs at SD Negeri 1 Semitau, the real condition in school, the disc media is only available 2 pieces, 1 for the female and 1 for the male. While the average student in SD Negeri 01 Semitau numbered 22 people, so the comparison between the number of discs and the number of students is 1:22 male and female. It is clear from the description that the learning process of Throwing the Disc becomes ineffective, and consequently that the target of the curriculum becomes very low.

This situation and condition have been going on for quite a while and school until this moment has not been able to meet the facilities of the disk to sufficient limits or ideal conditions, for example with a ratio of 1: 2 (1 disc for 2 people). This is understandable because schools have a lot of needs and almost all have a high level of urgency to meet with the school. So demanding schools to provide discs in accordance with ideal conditions, is unrealistic and can further lead to unfavorable climate and climate in schools.

From the problems mentioned above, the authors determine the title of Action Research Class "Efforts to improve the effectiveness of learning to throw claws by using plastic modification media modification in the students of Class VI SDN 01 Semitau academic year 2014/2015".

Research Method

Classroom Action Research (TOD) is carried out in the lesson of Physical Education and Health lesson 2015/2016 semester even for about 4 months, ie February to May 2016. This research was conducted in Class VI SD Negeri 1 Semitau. The school was chosen as a place of research due to the efficiency of time, effort, and cost in which the school was the place where the daily researcher served as a teacher of Jasamani and Health Education.

The subjects of this study are the students of class VI SD Negeri 01 Semitau academic year 2015/2016 as many as 22 students consisting of 12 male students and 10 female students as well as teachers Jasamani and Health Class VI education as well as researchers. The condition of the students of this class academically has good ability, but still have weaknesses such as courage to express opinions or communicate, cooperate and other ability is still considered less developed compared with other class in learning process of Jasamani and Health Education.

The data source is the subject of research where the data exists. Data sources can be objects, people, places and so forth. Suharsimi Arikunto (2006: 129) explains what is meant by the data source in the research is "the subject from which the data is obtained". To make it easier to identify data, data sources can be classified into 3 levels. Suharsimi Arikunto (2006: 129) is "people data source in the form of people, place data source in the form of place, and paper data source in the form of symbol".

In a study the first step to be done is preparation. The steps that will be done in the preparation phase are as follows:

1. Plan the scenarios that will be implemented by giving awards and sanctions for the school in performing their duties in the classroom.
2. Determine the essential outline to be studied
3. Develop research scenarios
4. Prepare, prepare the observation sheet, evaluation sheet, and name list
5. Prepare learning resources such as textbooks and props in accordance with the methods applied.
6. Develop an evaluation format
7. Develop a research format

The design of this research is Classroom Action Research. Procedures or steps to be undertaken in this research are carried out in activities in the form of research cycle. Each research cycle consists of four main activities namely, planning, action implementation, observation, and reflection.

To collect research data, done by determining the data source first, then the type of data, data collection techniques, and instruments used. Complete data collection techniques can be seen in Table I below:

Table I
Data Collection Technique

No	Data Source	Data Type	Data Collection Technique	Instrument
1	Student	Student activity in learning Throwing Discs	Observation	Observation Guidelines
2	Teacher	Teacher activity in teaching Throwing Discs	Observation	Observation Guidelines
3	Student	Student learning outcomes	Tests students do starting position, how to throw, and final position	
4	Student	Student response (Learning Satisfaction level) to Discus Throw Disc learning process	Dissemination questionnaire Questionnaire of student satisfaction	

The Classroom Action Research is to measure the extent of learning effectiveness Throwing discs using plastic modification media plates, the indicator of the effectiveness of learning is the increase in student learning outcomes (Rivai, 1999), in other words, that to see whether or not a learning process can be seen from the achievement of learning outcomes.

Table II
Indicators of Student Learning Outcomes

No	Aspects	Completeness	Criteria
1	Starting Position	80 - 100%	Very Effective
		60 – 79%	Effective
		40 – 59%	Fair
		20 – 39%	Poor
		0 – 19%	Not Effective
2	How to Throw	80 - 100%	Very Effective
		60 – 79%	Effective
		40 – 59%	Fair
		20 – 39%	Poor
		0 – 19%	Not Effective
3	Final Position	80 - 100%	Very Effective
		60 – 79%	Effective
		40 – 59%	Fair
		20 – 39%	Poor
		0 – 19%	Not Effective

Table III
Students Activeness Indicator

No	Aspect	Student Activeness	Criteria
1	Student activity in learning Throwing Discs	80 - 100%	Very Active
		60 – 79%	Active
		40 – 59%	Fair
		20 – 39%	Poor
		0 – 19%	Not Active

Table IV
Teacher Activeness Indicator

No	Aspect	Teacher Activeness	Criteria
1	Teacher activity in teaching Throwing Discs	80 - 100%	Very Active
		60 – 79%	Active
		40 – 59%	Fair
		20 – 39%	Poor
		0 – 19%	Not Active

Result and Discussion

A. Result

After conducting and completing 2 cycles of research, the researcher along with fellow teachers who act as collaborators who make observations, conduct discussions and reflections, then the results can be seen as shown in Table V.

Table V
Results of Each Aspect of Action 1

No	Research Aspects	Research Cycle	Action
1	Student activity in learning Throwing Discs	70 %	It needs to be improved with various formations and games
2	Teacher activity in teaching Throwing Discs	95 %	It needs to be improved by looking back at the RPP
3	Student Learning Outcomes Pa How to Throw Pi How to Throw Pa Final Attitude Pa Final Attitude Pi	95% 70% 80% 80% 60%	It needs to be improved, especially the female students who have to get more attention, especially on the throwing aspect and the final position: the repeat portion added to the female students

Table VI
Results of Each Aspect For 2 Cycles

No	Aspect	Results of each aspect for 2 cycles	Enhanced Cycle
1.	Student activity in learning Throwing Discs	70 % - 80 %	10%
2.	Teacher activity in teaching Throwing Discs	95% - 100 %	5%
3.	Student Learning Outcomes Pa	95% - 100%	5%
4.	Student Learning Outcomes Pi	70% - 80%	10%
5.	The student's response to the process learn Throwing Discs	85% - 85%	0%

Results of Each Aspect of Action:

1. Student Activity in learning Throw Discs 80% Enough
2. Teacher activity in teaching 100% Throw Discs Enough.
3. Student Learning Outcomes Pa Pa 100%. There are improvements, for those who have not been able to finish learning, in Remedial.
4. Students' responses to the 85% Thin Disc Learning process.

From the problems mentioned above, actually, there are several alternative actions for the learning process Throwing discs in class VI can be effective, including:

1. Media modification of plastic plates
2. With the formation of varied learning formations
3. Provision of adequate discs from schools

So from several alternative solutions to the problem of learning throwing discs, the priority problem solving is expected to overcome the problem of the ineffectiveness of learning discus throw in class VI, quickly and easily is to use plastic modification media in the learning process Throwing discs in class VI SD Negeri 01 Semitau.

1) Student Activity in Learning Discus Throw

Table VII
Student Activity

Number	Research Cycle	Activity Action
1	First	70%
2	Second	80%
Average		75%

From Table VII above, it is seen that the first cycle of student activity reaches 70%, then in the second cycle reaches 80% this means there is a 10% increase after a treatment or improvement in the second cycle, so the average student activity for two cycles is 75 %. Referring to the Student Activity Indicator in Table 2, the 75% number range has Active criteria. In other words, students during the learning of Throwing Discs with media modification plastic plates move actively either when the task of a teacher or initiative itself.

2) Teacher Activity In Teaching Throwing Discs

Table VIII
Teacher Activity

Number	Research Cycle	Activity Actions
1	First	95%
2	Second	100%
Average		97,5%

In the teacher activity table in teaching throw disc appears that teacher teaching activity in the first cycle reaches 95% achievement level, while in second cycle after doing treatment on learning process, teacher activity reaches 100%. This means there is an increase in teacher activity by 5%, so the average activity of teachers in two cycles reached 97.5%.

Conclusions

Classroom Action Research entitled "Efforts to improve the effectiveness of learning to throw claws by using plastic plate modification media in students of Class VI SDN 01 Semitau academic year 2014/2015" resulted in the following conclusions:

First, the students' activities during the learning process Throwing discs using plastic modification media in the active categorization. And after the second cycle, student activity has increased the average activity by 75%. If it refers to Student Activity Indicator, the activeness amount is 75% including Active criterion.

Second, that teacher teaching activity in first cycle reaches 95% achievement level, while in second cycle after doing treatment on learning process, teacher activity reaches 100%. This means there is an increase in teacher activity by 5%, so the average activity of teachers in two cycles reached 97.5%. Referring to the Master Activity Indicators, the number of 97.5% includes the Highly Active criteria.

Third Average Learning Completion for aspect of Prefix reach 97,5% male and female reach 75%. Referring to the Student Learning Result Indicator in Table 1, this percentage indicates that the Prefix learning on Throwing Discs using plastic modified plates media is highly effective for males and effective for females.

The average completeness of learning for aspects of How to Throw reach 85% male and female reach 70%. Referring to the Student Learning Result Indicator in Table 1, this

percentage indicates that the Throwing Throwing Method of Throwing Discs using plastic modified plates media is categorized as Highly Effective for male and Effective for females.

Average Completeness Learning for the aspect of End Attitude reached 85% male and female reached 72.5%. Referring to the Student Learning Result Indicator in Table 1, this percentage shows that learning End Attitudes on Throwing Discs using plastic modified plate media, categorized as Highly Effective for Men and Effective for female. Fourth, student response refers to Student Response Indicator, hence the average of student response rate 85%, have criterion Very Satisfied.

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