



Enhancing O'Brien-Style Shot Put Learning Outcomes Through Modified Learning Media Among Fifth-Grade Students at SD Negeri 025992 South Binjai

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Abstract.

Background

The perception that emerged at SD NEGERI 025992 BINJAI during physical education lessons, particularly regarding the shot put, was that not all students could perform the shot put technique. Some students still made errors in the shot put technique and had not yet mastered the beginner's technique. Of the 32 lessons studied by VB students, 12 (37.5%) were able to execute the shot put accurately. Another 20 (62.5%) were unable to perform the shot put procedure accurately.

Objectives

This study aims to determine the changes in the shot put learning process through modified learning media for Grade V Students of SD Negeri 025992 Binjai Selatan in the 2003100210/2025 Academic Year.

Methods

The research method used is classroom action research. To obtain data in this study, a Learning Outcome Test was conducted in the initial test, then shot put learning was carried out using modified learning media which was carried out in Learning Outcome Test I and Learning Outcome Test II in the form of a shot put test using real bullets.

Results

After the data is collected, an analysis will be carried out: From the learning outcome test before using the learning modification (pre-test), 12 students (37.5%) have achieved learning completion, while 20 students (62.5%) have not achieved the level of learning completion. With an average value of 63.08%. Then learning is carried out using modified learning media through several variations of cycle I learning. From the cycle I learning outcome test of shot put with modified learning media in cycle I, 19 students (59.38%) have achieved the level of learning completion, while 13 students (40.62%) have not achieved the level of learning completion. With an average value of 73.24. Then the shot put learning was carried out again using modified learning media and several more varied learning variations. From the learning outcome test conducted in cycle II, 27 students (84.38%) achieved the learning completion level, while 5 students (15.62%) had not achieved the learning completion level, with an average score of 81.83. In this case, it can be seen that there was an increase in the average value of learning outcomes in cycle I and cycle II, namely 8.59. So there was an increase between cycle I and cycle II.

Conclusion

Based on the results of data analysis, it can be said that through the use of modified learning media, it can improve the learning outcomes of the backward shot put (O'Brien) style for Class V Students of SD Negeri 025992 Binjai Selatan in the 2003100210/2025 Academic Year.

Keywords: O'Brien-style shot put; modified learning media; learning outcomes; elementary school students; physical education

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INTRODUCTION

Schools can serve as places for students to explore information and develop their abilities. However, since schools have certain limitations, there are still many responsibilities in teaching, educating, and preparing students. In schools, students are provided with various types of information according to existing subjects, which form part of the learning process, even if not always visible. Learning within the school environment can be one of the most enjoyable aspects of life, but it can also be stressful. Students are given the opportunity to learn freely, participate in classroom activities, reflect in the library, and think in research facilities. All of these contribute to improving their knowledge. However, these activities can also lead to boredom, especially when there is a lack of variation or preparation in practical learning environments. This situation is often experienced by students because, in reality, many schools still lack adequate sports facilities and infrastructure. In addition, teachers often do not fully utilize instructional media in carrying out their

teaching duties. In fact, one of the key operational concepts that educators must master is how to plan learning effectively and professionally to achieve educational goals (Husdarta et al., 2000).

Instructional media are learning resources that must be appropriate and aligned with the learning objectives. Therefore, teachers are required to be capable of selecting and creating suitable media to ensure that the learning process runs effectively. The use of instructional media not only makes learning more effective but also helps students understand the material more deeply. While students may already understand explanations given by the teacher, their comprehension becomes clearer when they can see, touch, feel, and directly experience the material through practice using instructional media. In addition, instructional media can enhance students' interest and appreciation of knowledge by encouraging them to seek information independently, particularly in learning shot put material.

Learning conducted in schools, especially in physical education, should be supported by complete facilities and infrastructure, as these are essential components in achieving learning objectives. In other words, the availability or lack of learning facilities greatly influences the achievement of learning targets. Adequate facilities can make it easier for teachers to achieve the intended instructional goals. When examining the implementation of shot put learning, particularly in physical education and health subjects at the elementary school level (Grade V), the process should emphasize practice rather than theory alone. Students need to practice essential techniques to achieve the objectives of shot put learning.

Physical education learning is not limited to theoretical instruction in the classroom but also involves mental, physical, social, and motivational components. The exercises designed should include mental aspects so that they can achieve educational goals. Learning activities in schools aim to develop students' mental strength, enthusiasm, and physical abilities. Good physical condition is believed to support students' readiness in the learning process across all subjects.

Based on observations conducted in January 2025 at SD Negeri 025992 Binjai, the school has the potential to support teaching and learning activities, especially in sports development. However, in terms of facilities particularly for shot put the school only has two shot puts: one for boys and one for girls. Meanwhile, the average number of Grade V students is around 30–35. This imbalance between the number of students and the limited equipment indicates that the implementation of shot put learning is not optimal, which in turn affects students' learning outcomes.

METHOD

Research Design

This research method is classroom action research. The approach used is a qualitative one, which is useful for revealing students' learning difficulties in the physical education learning process and how to overcome these difficulties in an effort to improve student learning outcomes in the material.

Participant

This research was conducted at SD Negeri 025992 Binjai, Gunung Merapi Street, Binjai Estate Village, South Binjai District, Binjai City. The subjects were all 32 students in grade 5-B of SD Negeri 025992 Binjai.

Data Analysis

The data analysis consisted of several stages, including:

1. Data Reduction

The data reduction process involved selecting, simplifying, and interpreting the data presented in the field notes transcripts. This data reduction activity aimed to identify student errors or deficiencies in the test and the actions taken to correct these errors.

2. Data Presentation

In this activity, student learning outcomes were presented in tabular form using a predetermined formula. This is in accordance with the Minimum Completion Criteria (KKM) for Physical Education, Sports, and Health for Elementary Schools.

RESULTS AND DISCUSSION

Results

Based on the results of the study on improving shot put learning outcomes at SD Negeri 025992 Binjai Selatan, the description of the pre-test results obtained by students can be seen in the appendix. From the pre-test results table, it can be observed that students' ability in learning the shot put, particularly the O'Brien style, was still relatively low. Out of 32 students who were the subjects of this study, only 12 students (37.5%) achieved learning mastery, while the remaining 20 students (62.5%) had not yet achieved mastery. The average class score (PPH) was only 63.08.

Based on the research results after the implementation of various forms of learning variations using modified equipment in Cycle I, the average score of the learning outcomes test was 73.24, with a mastery level of 59.38%. This improvement continued after the implementation of more varied learning activities using modified learning media designed in Cycle II, which were based on reflections and experiences from Cycle I. In the second learning outcomes test, the average student score increased to 81.83, with a mastery level of 84.38%. The increase in the average learning outcome score was 8.59, and the increase in classical mastery was 25%.

From the observation results, the learning activities carried out in Cycle I and Cycle II were categorized as good, with average scores of 73.24 and 81.83 respectively, showing an increase of 8.59 from one cycle to the next. Based on these results, it can be concluded that the use of modified learning media, such as plastic balls, can improve students' learning outcomes in the O'Brien style shot put among fifth-grade students of SD Negeri 025992 Binjai Selatan in the 2024/2025 academic year.

Discussion

Through the use of modified instructional media implemented with fifth-grade students of SD Negeri 025992 Binjai Selatan, it was found that such media significantly improved students' learning outcomes in the O'Brien style shot put.

Based on the results of the study, including the pre-test, post-test I, and post-test II in learning the O'Brien style shot put, there was a significant improvement in students' learning outcomes. The average score in post-test I increased to 73.24 (not yet meeting mastery), and in post-test II it reached 81.83 (meeting mastery).

The implementation of actions in Cycle I and Cycle II was carried out for several reasons, namely that most students were not yet able to perform the O'Brien style shot put movement correctly, and students' learning outcomes were still relatively low.

In the next stage, the researcher improved the quality of learning by enhancing the delivery of material, increasing the duration of practice time, and conducting evaluations in a more effective, clear, and systematic manner. These improvements were expected to further enhance students' learning outcomes in the O'Brien style shot put.

From the data analysis conducted, it can be concluded that through the use of modified instructional media, students were able to improve their learning outcomes in the topic of O'Brien style shot put. The analysis also showed that students' learning outcomes in the initial test using conventional teaching methods were still very low. Therefore, a teaching method using modified instructional media was applied.

The analysis further indicated that learning outcomes in Cycle I, even with modified media, were still relatively low, so improvements were needed in Cycle II. This was because the results in Cycle I did not meet expectations and required adjustments. In Cycle I, the teacher identified several difficulties experienced by students, including:

1. Understanding of the material: Students were categorized as lacking because they did not clearly understand problem-based learning (modified media) and were not yet able to apply the material in practice.
2. Learning activity: Students showed low participation. Although they were grouped based on the modified media, they had not demonstrated active engagement or high motivation during group learning.
3. Questioning ability: Students lacked confidence in asking questions about material they did not understand and tended to feel satisfied despite incomplete understanding.
4. Independence: Students showed low independence as they did not fully pay attention or follow the lesson properly and lacked focus, although no major disruptions occurred during the learning process.

Thus, it can be concluded that the use of modified instructional media implemented by the teacher, which was refined through Cycle II, successfully improved students' learning outcomes in the O'Brien style shot put. Improved classroom management and more effective use of time in combination with modified media contributed to achieving mastery in students' learning outcomes.

CONCLUSION

Based on the results of data analysis, it can be said that through the use of modified learning media, it can improve the learning outcomes of the backward shot put (O'Brien) style for Class V Students of SD Negeri 025992 Binjai Selatan in the 2003100210/2025 Academic Year.

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AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Ersya Adita Harsya, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Andi Nur Abady performed data analysis, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in manuscript revisions, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work.

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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