



Evaluation of Learning Outcomes of the Baseball Game at Public Elementary School 104295 Suka Damai, Sei Bamban District, Serdang Bedagai Regency, North Sumatra

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Abstract.

Background

Elementary School 104295 Suka Damai, Sei Bamban District, experienced difficulties when playing baseball. Students experienced difficulties because they did not use the correct basic strategies when performing movements, resulting in less than ideal learning outcomes. This research formulation evaluated the Antecedents, Transactions, and Outcomes.

Objectives

The aim of the research was to determine the learning outcomes of playing baseball at SD Negeri 104295 Suka Damai, Sei Bamban District.

Methods

The research method uses a qualitative approach with the Countence evaluation model from Robert E. Stake which includes: 1) Antecedent, namely the introduction, 2) Transaction, namely Learning Materials and Implementation, Facilities and Infrastructure and Assessment, and 3) Outcomes, namely Learning Results.

Results

The results of the study include 1) Antecedent, namely a structured introduction by the PJOK Teacher, 2) Transaction, namely Material and Implementation of Learning, namely the PJOK Teacher teaches according to the RRP, the teaching method used uses discussion and experimental methods, and Problem-Based and collaborative learning approaches., Facilities and infrastructure, the condition of the facilities in the school are not yet complete and some are no longer suitable for use, thus hindering the learning process, and Assessment, namely students are very ready, happy and enthusiastic when PJOK learning is carried out, 3) Outcome Student Learning Results do not optimally understand the material presented by the teacher because many of the facilities in the school are no longer suitable for use in the baseball learning process.

Conclusion

The conclusion of this study is 1) Antecedent includes very good introduction, 2) Transaction includes Material and Learning Implementation is very good, facilities and infrastructure are not good, Assessment is very good, 3) Outcome includes Learning Outcomes is not good

Keywords: Evaluation, Learning Outcomes, Baseball.

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INTRODUCTION

Physical education, sports, and health lessons in elementary schools place a strong emphasis on initiatives to encourage social, mental, emotional, and physical development. Two categories of activities are typically taught in elementary schools: core activities and elective activities. Games and sports are used in a number of elective physical education activities. One such activity is table tennis, an example of a net sport that can be played both inside and outside the classroom and does not require much space. One of them states that the learning method uses Active, Innovative, Creative, Effective, and Enjoyable Learning in the curriculum at the educational unit level. One learning strategy that can be used is a learning strategy that focuses on three areas: (1) learning control, (2) delivery or application of learning methods, and (3) arrangement of learning materials.

A teacher can modify teaching materials and relate them to classroom situations to achieve the three objectives mentioned above. By changing the equipment used to implement skills, such as the media, length, height, or lightness of the equipment, teachers can change the complexity and difficulty of educational tasks. Playing various simple and/or traditional ball games is one of the sports activities covered in the Basic Competencies, Sports, and Health material in Elementary School.

Teachers play a crucial role in determining the quantity and quality of instruction provided. To improve teaching quality and provide students with more learning opportunities, educators must carefully consider and organize their learning. This requires adjustments to the learning structure, methods and

strategies used, and the teacher's attitude and characteristics when supervising the teaching and learning process. In addition to managing the teaching and learning process, teachers also act as facilitators, striving to create a conducive learning environment, facilitate the teaching and learning process, create quality learning resources, and enhance students' ability to pay attention in class and understand the academic goals to be achieved. Because students are the primary subjects of learning, teachers must be able to oversee the teaching and learning process in a way that stimulates students and fosters a desire to learn.

Teaching is the process of guiding students' learning so they can learn. Because students, as the subjects of learning, organize and implement the learning itself, student participation in teaching and learning activities is crucial, and students must be the most involved. In reality, teachers are often the most active people in schools, so children do not have the opportunity to do this. For school students to advance to higher levels, physical education, sports, and health are very important. The success of physical education in elementary schools also depends on a teacher's ability to be creative and use learning models relevant to the subject matter. One of the sports activities used in physical education, sports, and health education is baseball.

Rounders is a very popular game in Indonesia long before the Japanese occupation. It was during the Dutch colonial era that the community was already familiar with the game. At that time, rounders was often played in inter-school competitions, allowing it to be widely recognized and implemented in each school and community. Winning rounders requires adherence to the rules and cooperation to ensure fair play. When students move, the development of basic movement skills is underway. When students communicate to gain or avoid points, this is an example of cooperation in a socio-sports context that can lead to intimacy between students after the teaching and learning process and become a foundation for their future lives. Character messages in education can be conveyed simultaneously with the games being played, in accordance with the learning plan. "Manipulative movements are movements that require coordination with the surrounding space and objects." Manipulative movements will occur if the tools or objects to be used for activities related to manipulative movements are available.

Rounders has the same values and goals as other small-group games. It has positive values for students' physical and spiritual growth and development, improving their physical and organic abilities and enhancing their quality. Rounders has the same values and goals as other small-group games. It has positive values for students' physical and spiritual growth and development, improving their physical and organic abilities and enhancing their quality.

One public elementary school in Serdang Bedagai Regency lacks sports facilities. Students often want to play rounders on the field. However, due to limited facilities, teachers at the school do not utilize the available facilities, resulting in unsatisfactory learning outcomes in rounders. Because the learning approach is repetitive and students often have to wait long periods for completion, they lack enjoyment. Consequently, students are less engaged in their studies and quickly become disinterested when faced with simple technical topics.

Rather than starting with basic technical material, students prefer to learn baseball directly. However, they continue to struggle when playing baseball. Students struggle because they don't use the correct basic strategies when performing movements, resulting in less than ideal learning outcomes. Students are not yet able to play baseball effectively during practical learning. It is recommended to use a direct learning approach when learning Physical Education (PJOK), which involves practice and provides clear examples of the subtopics being discussed. As a result, the lessons taught will be easier to understand. Unlike lecture techniques, which emphasize student participation in the learning process through question and answer sessions, the direct learning approach also differs.

To improve student achievement, various efforts are needed to support the completion of the physical education (PJOK) learning process and products. Preparing teaching materials and implementing the learning process are key skills a teacher must possess to manage learning activities creatively and innovatively.

METHOD

Research Design

This research was conducted through a qualitative approach with the Robert. E. Stake model where this model includes three stages, namely the state before the activity takes place (antecedent), the activity occurs (transaction), and the results obtained (outcomes) to describe the phenomena that occur at SD Negeri 104295 Suka Damai as an effort in learning outcomes.

Participant

This study is about the learning outcomes of baseball at SD Negeri 104295 Suka Damai, with the problem units studied consisting of the Principal, Teachers, Students, and Lesson Implementation Plan (RPP). The research location is at SD Negeri 104295 Suka Damai.

Data Analysis

The data analysis used in this study is based on the interactive analysis model as developed by Miles and Huberman (2019: 334). Processing and analysis consist of four interacting components: 1) Data Collection, 2) Data Reduction, 3) Data Display, and 4) Conclusion/Verification. These four components form a continuous cycle of data collection, data reduction, data presentation, and conclusion/verification.

RESULTS AND DISCUSSION

Results

The results of the antecedent evaluation analysis which includes the Introduction to the Learning Outcomes of the Kasti Ball Game at SD Negeri 104295 Suka Damai, Sei Bamban District, with the existence of clear Learning Devices (RPP) prepared by SD Negeri 104295 Suka Damai, Sei Bamban District, the Learning Outcomes of the Kasti Ball Game will be implemented well and function to regulate the course of learning that will be given to students at SD Negeri 104295 Suka Damai, Sei Bamban District are related and have been running well.

The results of the transaction evaluation analysis are an evaluation that is seen based on the process that includes: Material and implementation of Learning, infrastructure and Assessment, interrelationships in the implementation of learning for the Kasti Ball Game at SD Negeri 104295 Suka Damai, Sei Bamban District, teachers teach with baseball material that is in accordance with the RRP made, teachers use teaching methods that use discussion and experiment methods and teachers use Problem-Based and collaborative learning approaches so that students learn together in groups and Students can learn by solving problems. facilities and infrastructure are purchased with BOS funds, the condition of the existing facilities at the school is not yet complete and some are no longer suitable for use, thus hampering the learning process, sometimes teachers bring their own tools from home for the learning process because the school does not have them. learning baseball at SD Negeri 104295 Suka Damai, Sei Bamban District, students are very ready, happy and enthusiastic when PJOK learning is carried out. the tasks given by the teacher are in the form of making videos/photos, working on questions, and making videos of activities at home.

The results of the Outcomes evaluation analysis which include the Learning Outcomes of the Kasti Ball Game at SD Negeri 104295 Suka Damai, Sei Bamban District, with the existence of an Introduction such as the Learning Device Plan (RPP), Learning Materials and Implementation, Facilities and Infrastructure, Clear Assessments compiled by SD Negeri 104295 Suka Damai, Sei Bamban District, students do not understand the material delivered by the teacher because many of the facilities at the school are not suitable for use, so that the material delivered to students is not implemented optimally.

Discussion

Antecedent

Physical education, sports, and health teachers, when developing lesson plans (RPP), must be able to: (1) analyze core competencies (KI) and basic competencies (KD), (2) analyze the characteristics of subjects, students, and schools, (3) analyze student needs and potential, (4) formulate indicators, and (5) develop assessment indicators (Winarno, 2019: 148).

The first step in developing indicators is analyzing the competency levels in KI and KD. This is necessary to meet the minimum competency requirements set as national standards. Schools can develop indicators beyond these minimum standards. Competency levels can be identified through the operational verbs used in KI and KD. Competency levels can be classified into three categories: knowledge, process, and application. Verbs at the knowledge level are lower than those at the process and application levels. The application level represents the highest level of competency requirements (Winarno, 2019: 149). Learning at Suka Damai 104295 Public Elementary School, Sei Bamban District, has been running well and is structured according to the preliminary guidelines. However, the desired results have not yet been achieved.

Transaction

Transaction analysis encompasses several aspects that require analysis: learning materials and implementation, infrastructure, and assessment.

Learning Materials and Implementation

A teacher must thoroughly master the material to be taught and be able to properly evaluate the teaching materials provided. This ability is necessary to ensure effective physical education instruction and to avoid errors resulting from the teacher's incompetence as administrator. Based on this principle, physical education, sports, and health subjects in schools should only be taught and evaluated by teachers with expertise in their field, namely physical education teachers who have graduated from study programs in sports and health education, sports coaching education, and sports and recreation education.

If a teacher finds a student performing poorly during a test (unusually), they must carefully and immediately attempt to identify the cause. Once the cause is identified, the teacher should provide assistance to the student as much as possible. If a physical condition is the underlying cause, the teacher can provide therapy by providing a specific program tailored to the student's condition.

Mastery of this material is especially important for physical education, sports, and health teachers, sports coaches, and others involved in the field of physical education and sports, considering various factors, including:

- 1) Not all available sports skill tests are suitable for all situations and conditions.
- 2) For certain sports, and at certain levels, non-standardized test instruments are often encountered.
- 3) It is necessary to develop existing sports skill test instruments as relevant comparison tests tailored to the needs of students.
- 4) Existing sports skill tests need to be retested periodically to determine whether they remain valid, reliable, objective, and maintainable.
- 5) Validation of sports skill tests developed by others, with research subjects (samples) differing from those of Indonesians, is necessary.

These alternatives are presented to provide consideration as to the need for providing students with materials for developing evaluation tools at Elementary School 104295 Suka Damai, Sei Bampan District.

Facilities and Infrastructure

Facilities and infrastructure are a key factor in the success of the Physical Education (PJOK) learning process. According to Soepartono in Paryadi (2019: 15), PJOK facilities and infrastructure are: Achieving maximum learning outcomes must be supported by adequate, high-quality facilities and infrastructure. To accommodate PJOK learning activities, equipment must be used optimally and in line with developments in science and technology, thus achieving maximum learning outcomes.

Regarding the facilities and infrastructure at Public Elementary School 104295 Suka Damai, Sei Bampan District, the school's facilities are incomplete and some are unsuitable for use, hindering the learning process. Sometimes teachers bring their own equipment from home for teaching because the school does not have it.

Assessment

The assessment process is a process of comparing student scores with specific benchmarks, which can be norm-referenced assessments or benchmark assessments. The assessment results are expressed in numbers or letters that reflect the quality achieved during the lesson. This quality is manifested in the form of grades.

PJOK learning is carried out by considering planning, implementation, and assessment. Assessment is the process of determining the outcome of something. Johnson and Nelson (2021) state that assessment is more important than measurement; it serves as a basis for making judgments based on data collected through the results process. Mathwes (2019) states that assessment includes decision-making, estimation, results, and implementation within the overall educational process. According to Verducci (2021), assessment is a systematic process to determine the level of achievement of a specific outcome. According to Kirkendall (2020), assessment is the process of determining outcomes or collecting data that has meaning. Ratna Sayekti (2022) states that assessment is a systematic process to determine the extent to which students have achieved instructional objectives.

Outcomes

The primary purpose of evaluation is to provide continuous feedback to students so that subsequent efforts or exercises will bring them closer to achieving the desired learning process and outcome standards. Similarities and differences exist between the objectives, processes, and outcomes of formative and summative evaluations, normative and benchmark standards, and types of educational objectives. Assessment of each child's learning outcomes differs, comparing individual and group learning outcomes. Learning outcomes at SD Negeri 104295 Suka Damai, Sei Bamban District, can be concluded as students' poor understanding of the material presented by teachers due to the school's many inadequate facilities, resulting in inadequate delivery of the material.

CONCLUSION

Introduction: The baseball game learning process at SD Negeri 104295 Suka Damai, Sei Bamban District, consisting of complete learning materials, has been running well, supported by well-structured learning activities, such as lesson plans (RPP).

The implementation of baseball learning at SD Negeri 104295 Suka Damai, Sei Bamban District, consists of learning materials and implementation. Teachers teach according to the RRP, using discussion and experimentation methods, and using problem-based and collaborative learning approaches. Facilities and infrastructure: The condition of existing facilities at the school is incomplete and some are still unusable, hindering the learning process. Teachers sometimes bring their own equipment from home for the learning process because the school does not have it. Assessment: students are very prepared, happy, and enthusiastic during the physical education (PJOK) learning process. Assignments given by teachers include making videos/photos, completing exercises, and recording videos of activities at home.

The results of the Kasti Ball Learning at SD Negeri 104295 Suka Damai, Sei Bamban District, show that students do not understand the material presented by the teacher because many of the facilities at the school are no longer suitable for use, so that the material presented to students is not implemented optimally.

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AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Andini Ayu Pertiwi Sinaga, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Eka Abdurrahman performed data analysis, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in the revision of the manuscript, 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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