

The Influence of Learning Methods on Learning Desire and Learning Outcomes of Floor Exercises of Elementary School Students

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Abstract

This test intends to show the quality of students' learning desires greatly affects students' floor exercise learning outcomes. This test is a type of true experiment that uses pre-test and post-test testing. The data sample used in this study amounted to 30 students from classes V and VI who were randomly selected. Then the data was analyzed using descriptive analysis and analysis of variance (ANOVA) with a significance level of 0.05. The results showed: 1) The learning outcomes of floor gymnastics of students who use the Jigsaw method are higher than students who use conventional methods with an average learning outcome of 88.01: 80,99, 2) Qualitative students in interacting during learning greatly affect the quality of student interest in learning and also student learning outcomes, and 3) The quality of learning interest can also be a measure of student learning outcomes for a lesson. Research conclusions: 1) Compared to the learning outcomes of conventional floor exercise method, the learning outcomes of jigsaw method are higher, 2) The quality of interaction and students' learning desire in learning floor gymnastics has a major effect on students' floor gymnastics learning outcomes, and 3) The quality of students' learning desire is closely related to students' learning outcomes.

Keywords: Jigsaw Learning Method, Conventional Learning Method, Learning Desire, Learning Outcomes, And Floor Exercise

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1. INTRODUCTION

PE learning activities are learning activities that are very familiar today. PJOK learning is a common thing in the world of education because this learning has existed from elementary to high school levels. Besides being authentic to physical activity, this activity can also shape a

person's values, character, and character consciously and systematically. So it can be interpreted that PJOK is not just a physical development activity but also must be in general education points. This clearly requires systematic communication between teachers and students.

This opinion is in line with what is stated by Rosdiani (2013) who states, systematic physical education is a teaching method that uses physical activities to develop in individuals and improve organs, nerves, perceptual, cognitive, and emotional feelings within the framework of the education system. And the Ministry of Education and Culture regulation number 64 of 2013 regarding the standardization of the scope of physical education learning about gymnastic activities: resting on one and/or two feet, balance stance, standing by lifting one leg, tiptoeing, resting using both hands, kayang, meroda, rolling forward, and rolling backward. Floor gymnastics movements are also commonly referred to as artistic gymnastics, which uses the floor or mat as a base. Assessment in floor gymnastics can be seen from the agility and accuracy in performing a movement.

In sharing knowledge, the most important thing is the process, where we use a good, correct, and updated process in achieving learning objectives. Then the level of achievement of learning objectives will be higher. We can see this achievement from changes in behavior. The choice of learning model determines the quality of learning outcomes (Swadesi, 2019).

The reality in the field when learning floor gymnastics for students in grades V and VI SDTQ AD DIIN is that there are still many who get scores below the KKM. In addition, there are still some students who experience problems when practicing floor exercises due to lack of interest in learning floor exercises and fear of falling and also failing. There are still many students who think that floor gymnastics activities are activities that are less interesting and difficult.

Through the application of an interesting, effective, creative, active, and fun learning model, graduation outcomes will be achieved. So that students become motivated to be able to do the movements well. With this problem, the application of the jigsaw cooperative learning method can be a tool to overcome these problems. Because applying the jigsaw cooperative learning method can create students who are more active in communicating with friends so that they can take the initiative to work together in learning good and correct lantai gymnastics movements. That way, students' interest in learning when participating in floor exercise learning will also increase.

2. METHOD

2.1 Participants

The number of communities for this test is 57 students, consisting of grade V and VI students of SDTQ AD DIIN Elementary School in the 2023/2024 school year. The research was conducted on April 30, 2024. The test sample itself uses 30 students, consisting of fifth and sixth grade students who are specified on the basis of student interest in learning. From the reaction to the student learning desire test, 15 students with high learning desires and 15 students with low learning desires were taken.

2.2 Research Design

This test will be carried out using the type of true experimental research (Dantes, 2012: 96). This research uses a posttest-only control design and a pretest group design. This test was conducted to determine the contribution of learning methods to students' learning desire and

learning output.

2.3 Instruments

In this test using interest test instruments and learning outcomes tests, the results of the learning outcomes test become a benchmark for students' ability to understand floor gymnastics learning. These results will later be used as material for analysis. Then the analysis data is used as a benchmark for the effect of learning methods on students' desire to learn and learning outcomes.

2.4 Procedures

The data analysis of this test is quantitative using the homogeneity test using the Microsoft Excel application, which is presented in the form of tables and diagrams. This test aims to determine the effect of learning methods on the desire to learn and learning outcomes of floor gymnastics of SDTQ AD DIIN students. The result is that the students' desire to learn is higher by showing more active communication and higher curiosity; besides, the learning outcomes of the students who use the jigsaw learning method are also higher than the students who use conventional learning methods.

2.5 Data Analysis

The data analysis of this test is quantitative using the homogeneity test using the Microsoft Excel application, which is presented in the form of tables and diagrams.

3. RESULTS

To ensure that the sample data is completely normal, the normality test of floor exercise learning outcomes is carried out. So that the data normality requirements can be met. The homogeneity test is taken from the same sample data.

3.1 Tables

Each piece of data is taken from a normal population of classes V and VI so that hypothesis testing can be carried out. The normality test was carried out using Microsoft Excel 2013. Test criteria: H_0 is accepted if $L_0 < L_{table}$ and rejected if $L_0 > L_{table}$. Normality testing uses a significance level of $\alpha = 0.05$, with $n = 15$. Based on the results of the normality test, the P value of the test results of the two data is equally below 0.05 so that the data is declared normal.

Based on the data from the results of testing the two floor exercise learning methods, the results of learning interest in learning floor exercise jigsaw method are higher than conventional methods.

Table 1

Recapitulation of Hisab Results of Post Test Values of Floor Gymnastics Jigsaw Learning Method

	<i>pre test</i>	<i>post test</i>
Mean	68,66666667	88,01097046
Variance	23,0952381	6,307937525
Observations	15	15
Pearson Correlation	0,506566579	
Hypothesized Mean Difference	0	
df	14	
t Stat	-18,07814398	
P(T<=t) one-tail	0,0000000002	
t Critical one-tail	1,76131013577	
P(T<=t) two-tail	0,0000000004	
t Critical two-tail	2,14478668792	

Source: microsoft excel 2013

Table 2.

Recapitulation of Hisab Results of Post Test Values of Floor Gymnastics Conventional Learning Methods

	<i>pre test</i>	<i>post test</i>
Mean	67	80,99047619
Variance	13,57142857	22,21548429
Observations	15	15
Pearson Correlation	-0,120276385	
Hypothesized Mean Difference	0	
df	14	
t Stat	-8,571263113	
P(T<=t) one-tail	0,0000003	
t Critical one-tail	1,7613101	
P(T<=t) two-tail	0,0000006	
t Critical two-tail	2,1447867	

Source: microsoft excel 2013

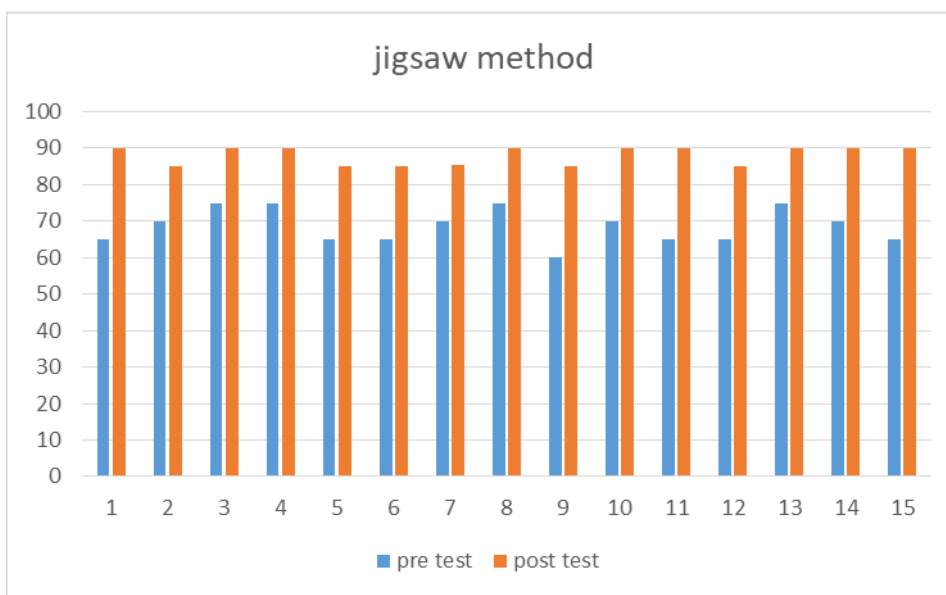
3.2. Figures

3.2.1 learning outcomes of jigsaw and conventional methods

Based on the results of the tests carried out, we can see that there are differences in learning outcomes for both users of the jigsaw method and users of conventional methods. By looking at the results of testing learning methods in floor gymnastics, the average learning outcome using the jigsaw method is 88.011, while the average learning outcome using conventional methods is 80.990. So that with the difference in average values, it can be concluded that the group using the jigsaw learning method in learning floor gymnastics is higher than the study group using conventional methods.

Figure.1.

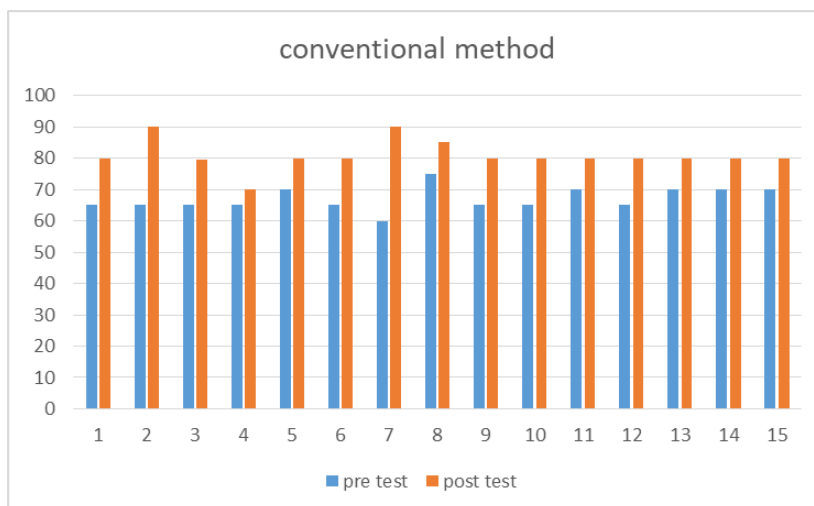
The Figure of Data Statistic Post Test Results of Floor Gymnastics Jigsaw Learning Method



Note: The figure demonstrates the result data

Figure.2.

The Figure of Data Statistic Post Test Floor Gymnastics Conventional Learning Method



Note: The figure demonstrates the result data

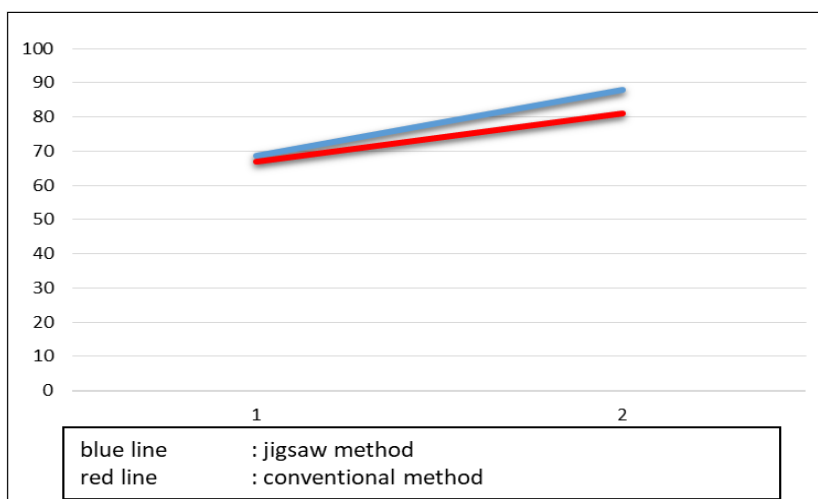
3.2.2 comparison of the effectiveness of learning outcomes of jigsaw and conventional methods

Based on the test results, there is a gap in learning outcomes between groups using the jigsaw method and also conventional. We can see this from the average learning outcomes of the two groups. Where the average learning outcomes of the group using the jigsaw method are higher than the average of the group using the conventional method. With these results, it can be concluded that the interest in learning floor exercises using the jigsaw method is higher than those using conventional methods. This can be seen more clearly in Figure 1. Where the figure visualizes the average range of learning outcomes of the two groups.

Referring to the statistical data on learning outcomes obtained by the two groups can explain that the group with higher learning interest also has higher scores. From there it can be concluded that the quality of learning desire also has an impact on student learning outcomes.

Figure.3.

The graphic effect of learning methods and learning desire on students' floor exercise learning output



4. DISCUSSIONS

Jigsaw learning is a teaching method in which students work together with their peers in discussions to solve a given problem format. Where in the group is given material with the same topic to study. Each student will be required to discuss and review the previously given material. When discussing, all members will express their opinions in turn about the learning material provided. This is where students will be active in interacting to convey their opinions so that at the end of the discussion can create more accurate and more concrete results.

Based on the consideration of learning progress and student learning output of the two learning methods, it can be identified as a conclusion that the jigsaw learning method has a better impact in optimizing the role of student learning to increase the value of student learning output than the conventional learning method.

The jigsaw learning method can optimize the role of students in communicating and arguing about floor exercise materials. This then makes students work together and get more

abundant time to obtain information and improve communication with their peers. That way, students' interest in learning will increase because it is driven by the growth of curiosity and crosity about the material. So that after the interest in learning is higher, the sense of seriousness and tenacity in following learning will increase and will follow learning happily.

Students who have a high desire to learn will make it easier for themselves to learn because students will tend to be more diligent in learning and doing assignments. In addition, students will also be more active and enthusiastic and try to solve the format of the problems received. Floor exercise activities are a series of movements that must be done deliberately, sincerely, and consciously. Therefore, the desire to learn is very important when learning floor exercises.

With the jigsaw method of learning, communication and correlation between students will be maximized, making students exchange ideas to be channeled through cooperation in learning groups. With this learning method, all students will work together to help if problems arise in the group while learning. This is in accordance with the value of PJOK learning, where all students are asked to be able to work together and exchange opinions to solve the existing problem format so that learning outcomes can increase.

This is in line with research conducted by Sadiyah (2018), which states that students who have a high desire to learn also get maximum learning output by applying the jigsaw learning method. This is because students who have a high desire to learn tend to have a strong attraction to learning, pay attention to the learning material expressed by the teacher, become more active in the learning process, and are trustworthy in every task given by the teacher. Therefore, the jigsaw learning method is very effective in increasing students' desire to learn.

While in conventional learning, students tend to have difficulty remembering. Because in this learning, students only observe the teacher in delivering without being actively involved in the learning process. Until now, the learning outcomes of students who use conventional learning methods tend to be lower than the learning outcomes of the jigsaw method.

This is reinforced by the results of Artana's research (2015), which states that students who have a low desire to learn tend to have lower learning outputs who use conventional learning methods than those who follow guided incuri learning. In addition, there are also research results from Astiti (2017), which stated that students who have a high percentage of learning output are lower than the social studies learning output tested are students who apply conventional learning than students who apply the STAD cooperative learning method.

5. CONCLUSIONS

Based on the results of this test, it can be concluded: 1.) Compared to the learning outcomes of the conventional floor exercise method, the learning outcomes of the jigsaw method are higher; 2.) The quality of interaction and students' desire to learn in learning floor gymnastics has a major effect on students' floor gymnastics learning outcomes; 3.) The quality of students' learning desire is closely related to students' learning outcomes.

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