

DIFFERENCES IN THE EFFECTIVENESS OF CORNER CLASS MANAGEMENT BASED ON TARGET GAMES (ARCHES) AND NET GAMES (BADMINTON) IN INCREASING STUDENTS' CONCENTRATION

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ABSTRACT

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Through the PE subject, various forms of sports training can be applied which provide various psychological and physical benefits, including student concentration. This research aims to determine and test the differences in the effectiveness of implementing PE class management based on target games (archery) and net games (badminton) in increasing students' concentration in elementary school. This research is a quantitative research with a quasi experimental control group pretest-posttest design. This research was carried out at SD Muhamadiyah Jogokaryan. The sample for this research consisted of 28 students who were divided into 2 groups, namely the archery and badminton class groups. Samples were taken using the purposive sampling method. The concentration data collection technique was carried out by giving a grid concentration test between before and after the implementation of PE class management based on archery games and badminton games. The first stage data analysis technique uses paired sample t-test and independent sample t-test. The second stage of data analysis technique uses the N-gain score test to determine the level of effectiveness of the implementation of PE class management in archery material and badminton material on the results of concentration scores. The results (paired samples statistics) in experimental class 1 had an average pre-test score of 51.59 and post-test 63.00, so there was an increase in student concentration scores descriptively. The results of the paired sample t-test (Pair 1) value Sig. 0.067 > 0.05 means there was no significant increase in the concentration scores of students in experimental class 1 between the pre-test and post-test after being given the PE intervention with archery material. Meanwhile, the results (paired samples statistics) in experimental class 2, the average pre-test score was 46.57 and post-test 55.00, showed that there was an increase in students' concentration scores descriptively. The results of the paired sample ttest (Pair 2) value Sig. 0.256 > 0.05 means that there was no significant increase in the concentration scores of students in experimental class 2 between the pre-test and post-test after being given the badminton material PE intervention. The results of the independent sample t-test showed that the average post-test concentration score for experimental class 1 students (archery) was 63.00 and the average post-test concentration score for experimental class 2 students (badminton) was 55.00, so the post-test score experimental class 1 was higher than the post-test score for experimental class 2. The results also obtained a significance value of Sig. 0.317 > 0.05 so it can be concluded that there is no significant difference in the concentration scores of students in experimental class 1 and experimental class 2. However, students in experimental class 1 had higher concentration scores after being given the PE intervention with archery material. Meanwhile, experimental class 2 had a lower concentration score after being given the badminton material PE intervention. The N-gain score test results, the average value of experimental class 1 (archery) was 0.23 in the low effectiveness category, with a min N-gain value of -0.80 and a max of 1.00. Meanwhile, the N-gain score for experimental class 2 (badminton) was 0.10 in the low effectiveness category, with a min N-gain score of -1.00 and a max of 0.75. Therefore, it can be concluded that the implementation of PE material on archery in experimental class 1 was able to increase the concentration of students in the low effectiveness category, but had a higher average score than badminton. The concentration scores of students in experimental class 2 who were given the implementation of PE badminton sports material were able to increase the concentration of students in the low effectiveness category, but had a lower average score than archery.

Kata Kunci: *eywords: Class management, Archery, Badminton, Student Concentration*