

Long Service Ability In Badminton Games Of Grade V Students Of Mawas State Elementary School

Andi Ridwan  ^{A-E*}

Elementary School Physical Education, Health and Recreation Study Program, Faculty of Sports and Health Sciences, Makassar State University, Makassar City, South Sulawesi, Indonesia

andi.ridwan@unm.ac.id

Authors' contribution:

A. Conception and design of the study; **B.** Acquisition of data;
C. Analysis and interpretation of data; **D.** Manuscript preparation; **E.** Obtaining funding

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ABSTRACT

This research is descriptive. This study aims to determine the level of long-service ability in badminton games of grade V students of Mawas Elementary School. The population is some grade V students. This sampling technique uses Purposive sampling with a sample size of 17 students. The data analysis technique used is quantitative descriptive analysis. The results of the study showed that the level of interest in Long Service Ability Analysis in Badminton Games of Grade V Students of Mawas Elementary School obtained a very high category of 3 students or 17.65%, a high category of 8 students or 47.06, and a low category of 6 students or 35.29%. Based on the level of interest in Long Service Ability Analysis in Badminton Games of Grade V Students of Mawas Elementary School, the highest frequency is in the high category.

Keywords : Long Service; Badminton.

INTRODUCTION

Education is a very important factor in human life because with education it is expected that humans can develop their knowledge, skills and creativity (Arifin, 2017). Success in the field of education is largely determined by the teaching and learning process (Syahrin & Bustamam, 2017). In the teaching and learning process, teachers will face students who have different characteristics and abilities so that a teacher in the teaching process will never be free from the problem of his students' learning outcomes (Maryono, 2017). Because learning outcomes are one measure of the results of students' abilities in receiving work at school (Kusuma & Winarno, 2018). The saddest thing about all situations in learning is when the teacher teaches, but the child does not learn. Creating a child in a learning situation, especially to achieve the expected learning goals, is not an easy thing to do (Taqwim et al., 2020). To create this situation, a teacher must be able to create certain conditions so that children can learn (Yuniartik et al., 2017).

Physical education, sports and health is a comprehensive education process that uses physical activity with games and sports as its tools (Setiawan & Wisnu, 2019). Therefore, physical education, sports and health must be developed more optimally (F. Haris et al., 2021) so that students are more innovative, skilled, creative, have physical fitness and healthy living habits and have knowledge and understanding of human movement (Clarita et al., 2021). To

be able to achieve the goals of physical education is not an easy effort (Suganda et al., 2021). This is due to the views of some people towards physical education, according to which physical education is not that important and only brings fatigue (Prayadi & Putra, 2022). This situation occurs at almost all levels of education from elementary school to high school (Saitya, 2022).

The Physical Education, Sports and Health subjects taught in Elementary Schools can cover various cognitive, affective, and psychomotor aspects (Herlina & Suherman, 2020). To achieve these three aspects, various efforts are made by teachers with the hope that each student can carry out learning well (I. N. Haris, 2018). It is increasingly clear that the goals and benefits obtained from Physical Education and Sports learning held in schools are influenced by several factors, one of which is student ability (Prasetyo et al., 2019). After the learning process takes place, an ongoing evaluation process will be carried out (Hidayatullah & Anwar, 2020). So far, teachers conducting evaluations have only been oriented towards Basic Competencies (Faozi, 2016) so that from the results of the evaluation, the learning outcomes of each student will be seen during the learning activities, thus teachers can find out how students' learning achievements are in physical education and sports subjects, especially psychomotor aspects (Bismar & Sahabuddin, 2019). Success in the field of education is largely determined by the teaching and learning process (Herlina & Suherman, 2020). In the teaching and learning process, teachers will face students who have different characteristics and abilities (Jayul & Irwanto, 2020) so a teacher in the teaching process will never be free from the problem of his students' learning outcomes (Jayul & Irwanto, 2020). Because learning outcomes are one measure of the results of students' abilities in receiving work at school (Hudah et al., 2020). The saddest thing about all situations in learning is when the teacher teaches, but the child does not learn. Creating a child in a learning situation, especially to achieve the expected learning goals, is not an easy thing to do (Nazirun et al., 2020). To create this situation, a teacher must be able to create certain conditions so that children can learn (Gede Yogi Saputra, 2021).

Elementary School students in grade V can be seen from their psychomotor abilities (Wicaksono & Rachmadyanti, 2016). Considering that students have been able to memorize and learn movements since kindergarten, it is hoped that elementary school students already have abilities that are very useful for adjusting to life, especially thinking patterns (Rozi et al., 2021), a desire for curiosity, competition, strength, balance and coordination concerning movements that are useful in everyday life (Irfan, 2019). This can be seen from the teaching and learning process of grade V students of Mawas State Elementary School, students are very enthusiastic in taking physical education, sports and health subjects. Various obstacles reduce the enthusiasm of students in learning physical education, sports and health, one of which is the condition of the field which still needs attention from the school and the lack of tools and facilities to support the success of physical education learning, especially badminton at Mawas State Elementary School so that learning is less effective.

It is a fact that not all elementary schools provide badminton learning. This is due to various things, including the unavailability of adequate facilities and infrastructure, costs, teachers, and an imbalance in the number of facilities and infrastructure and students (Ariyanti, 2014). If badminton learning is carried out properly, then in the future the school will create students who can play badminton (Yusuf, 2015). The target in badminton learning for grade V students is that students are expected not only to know the various sports but also to be able to play and master the techniques of the game. Badminton learning at Mawas Elementary School is still limited to grade V students. Learning only uses one badminton court, so students have to take turns to do badminton activities. The rackets

and shuttlecocks used do not match the number of students. It should be noted that the basics of students regarding the game of badminton need to be known because not all students have participated or played badminton due to the limited equipment available at each school (Nurcahya, 2016). However, not all children can join these clubs so children are only curious but have not been able to realize it in the sense of practising regularly every week. It could also be that the child likes badminton but because there are other activities or because there are no supporting tools the child cannot practice badminton (Lasmita et al., 2018). This kind of situation can be anticipated with the creativity of sports teachers in providing badminton learning materials (Utoro, 2019), among others, students can participate in badminton activities at school through the sport of their choice.

A badminton player needs to master and understand the basic components, namely the basic techniques of playing badminton (Datukramat, Z. A., & Jusrianto, 2019). Basic techniques such as service, lob, and drop shot are the most important things that must be mastered and understood by every player in playing badminton (Putra et al., 2019). After studying and understanding the basic techniques of playing badminton, we need to master all the hitting techniques (Hammado et al., 2020). The hitting technique referred to here is a way to make a hitting movement to fly the shuttlecock to the opponent's area (Maulana et al., 2020). This can be done in various ways, namely throwing the shuttlecock high backwards, dropping the shuttlecock sharply, dropping it near the net and controlling the flight path of the shuttlecock (Ardepa, 2020). In addition to mastering basic hitting techniques well, do not forget to master the hitting pattern which is a series that is carried out sequentially and continuously (Mangngassai et al., 2020) which combines one hitting technique with another hitting technique and is carried out repeatedly so that it becomes a form of a series of hitting techniques that are played in an integrated manner (Krismon et al., 2022), but in reality, students have not maximized their ability to perform basic badminton techniques such as holding the racket incorrectly, incorrect foot position when serving, the shuttlecock hitting the racket when serving is not correct, and the way to serve is not accurate because the shuttlecock is hit too hard so the shuttlecock will come out (Syahputri, 2021). Or the shuttlecock is hit too weakly so the shuttlecock will be weak so the opponent will easily attack (Ibrohim et al., 2022).

Service in badminton plays a very important role (Suratman & Mesiyani, 2016) because service has a good influence on getting points and winning a match (Hakim et al., 2022). Every player must have adequate service to win the game (French et al., 2016). When the player serves, the wrist movement is not straight enough so that the shuttlecock is held in the racket (Asfiyani & Sulistyarto, 2016). An improper grip on the racket will result in a less-than-perfect service. Service in badminton is very important because it will affect the score (Sahabuddin, 2023). There are various forms of service, including long service, short service, flat service, and Twitch service (Faishal, 2019). Long serve in badminton is often used for singles because the speed of the shuttlecock soars high towards the back of the opponent's court so that the game will take place seriously and takes a long time and long When the learning process is taking place. V students of Mawas Elementary School are doing service in learning the game of badminton. Of the 30 students consisting of 17 male students and 13 female students, most of the 17 students are still not used to playing badminton, especially in service strokes such as incorrect way of holding the racket, incorrect foot position when serving, the contact of the shuttlecock with the racket when serving is not correct and the way of serving is not accurate because the shuttlecock is hit too hard so that the shuttlecock goes out of the field, or the shuttlecock is hit too weakly so that the shuttlecock will be weak and the opponent will be easy to attack.

METHODS

This study is descriptive because the researcher wants to know the level of long-serve ability in badminton games of grade V students of Mawas Elementary School. This study uses test and measurement techniques. From the test results obtained, the data is then analyzed to determine the extent of the level of long-serve ability in badminton games. The population of this study was some of the grade V students at the State Elementary School, the sample data for this study amounted to 17 children consisting of 17 male students. The sampling technique in this study used the Purposive sampling technique. The purpose of using the purposive sampling technique is that it is hoped that the sample criteria obtained truly follow the research conducted by the researcher. The criteria used in drawing samples in this study see the differences in abilities between men and women so the sample used in this study is 17 male students in grade V.

Data analysis is a very important part of the research. Because with the data analysis, the hypothesis that has been set can be tested for its truth. If the data has been collected, the next step is to analyze the data so that a conclusion can be drawn from the data. The descriptive statistical technique in this study to determine the level of long serviceability in badminton, students do 10 long service hits. The student's service score is recorded by referring to the service recipient areas that have been divided into 4 areas, each of which has a score of 1, 2, 3, 4. Then the results that have been recorded are multiplied by 10. The results of data collection for the implementation of the badminton long service test are analyzed with the following steps:

1. The results of the long service test 10 times are then calculated as a total score.
2. The total score is qualified using the criteria

Long service assessment norms. After the results are known, they are then differentiated based on male and female gender. Each gender is grouped into three categories. According to James Poole (1986: 23), the criteria for long-service assessment norms can be seen in Table 1 below:

Table 1.

Long service assessment norms

Interval	Description
31-40	Very high
21-30	High
20 and below	Low

After each data is grouped into categories. Then presented from the number of fifth-grade students as many as 17 male students, the formula is as follows:

$$\frac{F}{N} \times 100\% = \textit{Presentase}$$

RESULTS AND DISCUSSION

Results

This research is quantitative research with the descriptive method, so the condition of the object will be described according to the data obtained. The research will describe the level of long-service ability in badminton games of grade V students of Mawas Elementary School. The results of the research on the level of long-service ability in badminton games are obtained in the table below.

Table 2.
Data on the level of long serviceability in badminton

Statistics	Badminton long serve
Number of Samples (n)	17
Minimum Value	7
Maximum Value	32
Range	25
Mean	20.71
Median	23.00
Standard Deviation (s)	8.053
Variance (S2)	64.846

Overall, the research results obtained a maximum value of 32 and a minimum value of 7. The average obtained was 20.71 and a standard deviation of 8.053. Furthermore, the data was categorized according to the existing levels, namely very good, good, less and very little. The categorization uses the predicate category. The following is the frequency distribution of the level of long serviceability in badminton games of grade V students of Mawas Elementary School.

Table 3.
Distribution of long serviceability levels in badminton games

No	Interval	Category	Frequency	Percentage
1	31-40	Very high	2	11.76
2	21-30	High	9	47.06
3	20 and below Low	Low	6	35.29
Total			17	100

Based on Table 3 above, the level of long-service ability in badminton can be detailed as follows:

- As many as 2 fifth-grade students of Mawas Elementary School who have the long-serve ability in badminton are in the very high category. This means that around 11.76% of fifth-grade students of Mawas Elementary School are in the very high category.
- As many as 9 fifth-grade students of Mawas Elementary School who have the long-serve ability in badminton are in the high category. This means that around 52.94% of fifth-grade students of Mawas Elementary School are in the high category.
- As many as 6 fifth-grade students of Mawas Elementary School who have the long-serve ability in badminton are in the very low category. This means that around 35.29% of fifth-grade students of Mawas Elementary School are in the low category.

This data is based on findings in the field conducted by researchers and tested based on the frequency distribution grouping of each category of long serviceability levels in badminton games of grade V students of Mawas Elementary School. The following is presented data on the level of long serviceability in badminton games of grade V students of Mawas Elementary School in the form of a histogram.

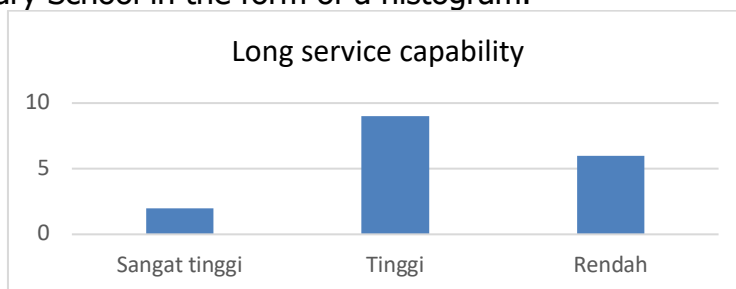


Figure 1.
Histogram of long serve ability levels in badminton

Discussion

Based on the results of the data description analysis using the percentage analysis method on the data on the level of long serviceability in badminton games of grade V students of Mawas Elementary School, the characteristics and classification of their serviceability can be identified along with a discussion of the results obtained.

Data on long serviceability in badminton games of grade V students of Mawas Elementary School after being analyzed descriptively can be explained that the service value obtained based on the long serviceability in badminton games of grade V students of Mawas Elementary School is in the high category. This is proven by the results of the descriptive frequency analysis, it is known that there are 2 students in the very high category or the value interval of 31-40 obtaining a percentage value of 11.76%, 9 students are in the high category or the value interval of 21-30 obtaining a percentage value of 52.94% and 6 students are in a low category or the value interval of 20 and below obtaining a percentage value of 35.29%.

The service stroke is the first stroke that starts in a badminton game. Service plays a very important role because the service has a good influence on getting points and winning a match. A long service stroke is done by hitting the shuttlecock as hard as possible to the back of the opponent's playing field. This stroke is often done by singles players or is often called a deep single serve. In singles play, a high and deep long service stroke is very important, especially for singles play. By launching a service like this, opponents are forced to make a good stroke to attack. If the opponent fails to make a good stroke, then the player who serves will have the opportunity to attack. The shuttlecock stroke when doing a long service must be precise to produce points. A stroke that is too hard will cause the shuttlecock to go out of the field so that the opponent will get a point. Likewise, a stroke that is too weak causes the shuttlecock not to reach the opponent's playing field or comes half-heartedly so that the opponent will easily make a deadly smash. The factors that support students who get each category are as follows:

1. Very high category there are 2 students, this category is obtained because the student has a higher level of ability than his peers, which is obtained through routine practice.
2. High category there are 9 students, this category is the category with the highest frequency of students as many as 9 people. This is because these students have often played badminton both in the school environment and outside of school. This is what causes these students to be able to serve well.

The low category consists of 6 students. The low category also has a frequency that can be said to be quite large because it has a percentage of 35.29%. This category is obtained by students because these students rarely do physical activities which results in their motor skills not developing properly, which hinders their ability to serve in badminton games.

CONCLUSION

Based on the results of the research and discussion that have been presented, the level of long serve ability in badminton games of grade V students of Mawas Elementary School out of 17 students, the very high category is 2 students (11.76%), the high category is 9 students or (52.94%), and the low category is 6 students or (35.29%). Thus, it can be concluded that the level of long-serve ability in badminton games of grade V students of Mawas Elementary School is in the high category.

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