

ABSTRAK

PENERAPAN METODE PEMBELAJARAN KOOPERATIF TIPE STAD TERHADAP SERVIS *BACKHAND* DALAM BULU TANGKIS SISWA KELAS V UPTD SDN DANAU INA OESAPA

Stefanus Lambertus Mitak¹, David Loba², Fredik Edison Nope³

1,2,3 Program Studi Pendidikan Jasmani, Kesehatan, dan Rekreasi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Kristen Artha Wacana, Kupang, Indonesia

Email. stefanusmitak97@gmail.com

Latar belakang: Berdasarkan hasil observasi di UPTD SDN Danau Ina Oesapa, kemampuan servis *backhand* siswa kelas V dalam permainan bulu tangkis masih belum optimal. Permasalahan yang ditemukan meliputi kurangnya ketepatan teknik pada tahap awalan, cara memegang shuttlecock, dan pelaksanaan pukulan servis. Kondisi tersebut menunjukkan perlunya penerapan metode pembelajaran yang lebih aktif dan berpusat pada peserta didik.

Tujuan penelitian: Penelitian ini bertujuan untuk meningkatkan hasil pembelajaran servis *backhand* dalam permainan bulu tangkis melalui penerapan metode pembelajaran kooperatif tipe Student Teams Achievement Divisions (STAD) pada siswa kelas V UPTD SDN Danau Ina Oesapa.

Metode penelitian: Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam beberapa siklus. Setiap siklus meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data dikumpulkan melalui observasi, dokumentasi, dan tes keterampilan servis *backhand*. Instrumen yang digunakan meliputi lembar observasi aktivitas siswa dan rubrik penilaian keterampilan servis *backhand*.

Hasil dan pembahasan: Penerapan metode pembelajaran kooperatif tipe STAD menunjukkan adanya peningkatan di lihat dari prasiklus yang hanya 80% kurang baik dan 20 % sangat kurang baik kemudian siklus 1 cukup 85% dan kurang baik masih 15% dan akhirnya siklus 2 yaitu sangat baik sebesar 20% dan baik 80% dan semua jumlah siswa adalah 20 orang.

Simpulan: Metode pembelajaran kooperatif tipe STAD dapat meningkatkan hasil pembelajaran servis *backhand* dalam permainan bulu tangkis pada siswa kelas V UPTD SDN Danau Ina Oesapa. Metode ini efektif dalam meningkatkan partisipasi siswa, kerja sama kelompok, serta penguasaan teknik servis *backhand* secara lebih baik.

Kata kunci: kooperatif, STAD, servis *backhand*, bulu tangkis, hasil belajar.

ABSTRAC

THE IMPLEMENTATION OF STAD TYPE COOPERATIVE LEARNING METHOD ON *BACKHAND* SERVICE IN BADMINTON FOR FIFTH GRADE STUDENTS OF UPTD SDN DANAU INA OESAPA

Stefanus Lambertus Mitak¹, David Loba², Fredik Edison Nope³

¹²³*Physical Education, Health, and Recreation Study Program, Faculty of Teacher Training and Education, Artha Wacana Christian University, Kupang, Indonesia*

Email.stefanusmitak97@gmail.com

Background: Based on observations conducted at UPTD SDN Danau Ina Oesapa, the *backhand* service skills of fifth-grade students in badminton were still not optimal. The problems identified included incorrect initial stance, improper shuttlecock holding technique, and mistakes during the execution of the *backhand* service. These conditions indicate the need for a more active and student-centered learning approach to improve students' badminton skills.

Objective: The purpose of this study was to improve students' learning outcomes in performing *backhand* services in badminton through the implementation of the Student Teams Achievement Divisions (STAD) cooperative learning method among fifth-grade students of UPTD SDN Danau Ina Oesapa.

ResearchMethod: This study employed Classroom Action Research (CAR). The research was conducted through several cycles consisting of four stages: planning, action, observation, and reflection. Data were collected through observation, documentation, and *backhand* service skill tests. The research instruments included observation sheets for students' learning activities and a rubric for assessing *backhand* service performance.

Results and Discussion: The implementation of the STAD cooperative learning method demonstrated an improvement in students' *backhand* service skills. In the pre-cycle, 80% of students were in the poor category and 20% were in the very poor category. In Cycle I, 85% of students reached the fair category, while 15% remained in the poor category. By Cycle II, learning outcomes improved significantly, with 20% of students achieving the very good category and 80% achieving the good category. These results were obtained from a total of 20 students, indicating that the STAD cooperative learning method effectively improved students' *backhand* service skills.

Conclusion: The STAD type cooperative learning method can improve the learning outcomes of *backhand* service skills in badminton among fifth-grade students of UPTD SDN Danau Ina Oesapa. This method is effective in enhancing student participation, group cooperation, and mastery of proper *backhand* service techniques.

Keywords: *STAD cooperative learning, backhand service, badminton, learning outcom*