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**THE INFLUENCE OF LEARNING METHOD AND LEARNING MOTIVATION TOWARDS  
DISCUS THROW SKILLS OF SMP NEGERI 24 MAKASSAR****By****Suriah Hanafi****Universitas Negeri Makassar****Email:** <sup>1</sup>[suriahhanafi1267@gmail.com](mailto:suriahhanafi1267@gmail.com), <sup>2</sup>[muhammadong@unm.ac.id](mailto:muhammadong@unm.ac.id)

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**Abstract:** *Discus throw is one of the main branches of athletic sport. Discus throw is included in sports learning material, including at SMP Negeri 24 Makassar, which is a place of research. Many learning methods are used in order to improve students' ability to master discus throwing skills, but in reality and practice in the field there are still many students who do not understand and are able to do what has been conveyed during learning. for that we need an appropriate learning method so that students can more easily master the skill of throwing discs. This research study, discusses the application of learning methods and student motivation in discus throwing skills.*

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**INTRODUCTION**

Achieving an optimal movement skills is needed a certain time, as in the implementation of teaching in schools has been set at 2 x 45 minutes. The point of the problem is can the teacher use this time with 40 students with limited equipment to achieve the movement skills? Like the discus throw. How is it possible for students to throw properly and correctly with only one meeting and in one meeting a student only gets a chance 2 or 3 throws, for example 40 students with 4 discs, each student gets a 4/40 chance or 10% of teaching time. This means that the implementation of learning is not effective, due to means that do not support and teachers who are less creative in teaching. So that almost all lesson packages available at every level of the school cannot be completed. Students' interest and creativity are less developed because there are no competitive activities to achieve a target of collaboration or that is individual. Of the many learning methods that are known, of course, there needs to be an update in accordance with planned teaching that is more creative and creative to activate all students, namely the overall method, the part method and the mixed method as a reference for research.

The overall method is a way of teaching that focuses on the integrity of the skills learned. In the overall method, students are required to make a movement of skills learned as a whole without sorting out the parts of the skills learned. The overall method is generally applied to learn a simple skill. As stated Harsono, (1988: 65) that, "If the sports skills taught are simple and easy to understand then these skills should be taught as a whole, and each section technique is only specifically trained if students or subjects always

make mistakes in the technique of the section. ". While Lutan, (2005: 23) states, "The overall method provides maximum benefits if what is learned is a simple movement".

The part method is a form of skill training that is done in parts per part of the skills learned. The forms of skills learned are sorted into easier and simpler forms of movement. In connection with the Sugiyanto section method, (2006: 44) states, "The section method is a way of approach where students are initially directed to practice part by part of the whole series of movements, and after the parts of the movement are mastered then practice it as a whole". According Suhendro, (2006: 112) that, "Part method is a way of organizing learning materials by focusing on the presentation of the elements of the learning material".

Mixed learning method is a form of teaching that is combined between the whole learning method and the part learning method. The form of skills learned starts from simple and easy movements gradually then the overall movement of these skills. Combination method, hereinafter referred to as the Mixed method is a method that combines techniques / elements with whole or playing for sports games. In the practice of physical education lessons, this mixed teaching method is always used.

Achieving learning outcomes, teachers need to take steps in learning from preparation, implementation, until the end of learning (Uno, 2008: 43). Listening to these statements shows that the teacher and student factors have a very important role. The teacher can be said as a manager, because it is a figure who must manage overall learning activities and students as figures who receive treatment. So a teacher is required not only to master the material, but must be creative, innovative, capable, and serious in implementing the learning process. The teacher is also obliged to treat students to learn, therefore teachers must be able to provide a good learning environment for students.

Interest has a very important role in student life and has a large impact on attitudes and behavior. Students who are interested in learning activities will try harder than students who are less interested in learning. In learning we need a concentration so that what is learned can be understood. In increasing student motivation, the learning process can be done in the form of activities, students work and experience what is in the environment individually or in groups.

Learning motivation has a great influence on learning outcomes, because if the learning material learned is not in accordance with the interests, students will not learn well because it is not interesting to them. Students will be lazy to learn and will not get satisfaction from the lesson. Lesson material that interests students, is easier to learn so that it can improve learning outcomes. According to Djamarah, (2011: 158) that the most effective education to generate motivation to learn in students is to use students' existing interests and form new interests in students. This can be achieved by providing information to students about the relationship between a teaching material that will be provided with past teaching material, outlining the usefulness for students in the future. Interest can be aroused by connecting the subject matter with a sensational news that is already known to most students. As stated by Djamarah that in the learning process, motivation is needed, because someone who has no motivation in learning, will not be able to carry out learning activities. Interest not only can affect a person's behavior, but also can encourage people to keep doing something (Djamarah, 2011: 148). In this case interest is an important basis for someone to do and get something. This is in line with what was said by Nasution that

lessons will run smoothly if there is interest. Children are lazy, do not study, fail because there is no interest. In learning activities, interest has a very important role. If a student does not have a great interest and attention to the object being studied, it is difficult to expect that the student will persevere and get good results from his study. Conversely, if students learn with great interest and attention to the object being studied, the results obtained are better (Nasution, 2008: 58).

In connection with the above, the learning system implemented especially by Physical Education teachers in several schools in Makassar is a system that does not prioritize the principle of student characteristics so that it is less effective in developing and improving students' movement skills and causes students to not be able to perform forms of movement that must do. Where the method used is still the old method or that we are familiar with conventional methods, so that students are impressed there is no encouragement to accept the Physical Education lesson especially athletic material on throwing disc numbers. The implementation of the learning approach in question is a learning approach that does not stimulate physical growth and development, does not improve basic movement skills and does not improve the level of physical fitness of students. The development of learning causes the assignment of motion given by the teacher to students does not have a positive impact on the development and mastery of basic motion skills so that in the development of talent and early achievements from an early age is difficult to develop.

## RESEARCH METHODS

The research method is closely related to the procedures, techniques, tools and research designs used. The research design must match the research approach chosen. The procedure must also be in accordance with established research methods. Before the research is carried out the researcher needs to pay attention to: (1) the work sequence or procedures that must be carried out, (2) the tools (instruments) that will be used in measuring or collecting data that will be used in analyzing the data, (3) how the research will be carried out.

The method that will be used in this study is an experimental method with a 2 x 3 factorial design. The determination of the research refers to Sudjana, (1994: 149). The research design can be seen in the following table:

## RESULTS AND DISCUSSION

### 1. THEORITICAL REVIEW

#### Discus Throw

*The discus throw can be divided into two stages, i.e. the launch and flight. The latter is characterized by the gravitational and aerodynamic forces acting on the implement, the spin of which about its polar axis complicates the aerodynamic equations of motion* (Bartlett, 2013). Movement against gravity which is one of the difficulties in throwing discs, this is because in addition to the body holding a rotation during the prefix must be continued by releasing discs that rotate clockwise (when throwing with the right hand). The purpose of throwing a disc is to reach the distance of the throw as far as possible. In relation to disc throwing techniques, there are two problems that are very basic in nature and have a large

effect on the distance of the throw, namely the problem of how to hold the disc and throwing style (Tamsir, 2005).

Eddy, (2011), suggested several discus throwing techniques, namely: 1) Initial position and initial movement; 2) Rotation; 3) Power Position; 4) Delever of discus. Meanwhile according to Panoutsakopoulos & Kollias, (2012) *The technique of the discus throwing consists of the preliminary swings, the preparation, the entry, the airborne, the transition, the delivery and the recovery. Under the perspective of leg support, the discus technique is structured as the double and single support starting phases, the supportless phase, and the single and double support delivery phases.*

## 2. Learning Method

### Overall learning method

The whole method (Whole-Method) is a method with the application of learning that is carried out as a whole and is carried out repeatedly until students understand and master the material taught (Firdaus, 2014).

The overall method is a form of practice of a skill whose implementation is carried out in full from the skills learned. Regarding the overall method, Sugiyanto stated, "The overall method is an approach in which students are directed from the beginning to practice the whole set of movements learned (Sugiyanto, 2006). Furthermore Andi Suhendro that, "The overall method is a method that focuses on the integrity of the lesson material to be conveyed" (Suhendro, 2006).

Based on this opinion it can be concluded, the overall method is a way of teaching that focuses on the integrity of the skills learned. In the overall method, students are required to make a movement of skills learned as a whole without sorting out the parts of the skills learned. The overall method is generally applied to learn a simple skill.

The overall method is basically very suitable or relevant for learning simple skills. However, if in certain parts there are complexities or difficult movements, it can be specifically taught if students often make mistakes.

The implementation of discus throwing as a whole that is, first of all explained the technique of discus throwing is good and right, including the attitude of the beginning, the movement of implementation and further movement. The parts of the disc throwing technique are explained in detail and demonstrated. The implementation of the basic techniques of disc throwing are: 1) Disc grip technique, namely; the disc is held with four fingers open, the tips of the fingertips bend over the edge of the disc, while the thumb is free on the disc. 2) Preparation stage, namely: standing sideways posture and both feet shoulder width apart. The disc is held with both hands above the shoulders (right hand above and left hand below the disc). 3) Stage of movement, namely: swing the disc with the right hand towards the right side with both knees lowered, the view and body follow the direction of the motion of the disc. Swing the disc back with your right hand upward, followed by body movements, vision and up knee. When the arm is in an upright position, release the disc from the hand grip with a clockwise rotation. 4) End of movement namely; after the disc is released from the hand grip, replace the position of the left foot in front with the right foot. The attitude of the left leg behind the body depends relaxed. The view follows the direction of the throw.

The overall method is a training method that prioritizes the integrity of the skills learned. Students demonstrate the movement of throwing discs in their entirety and carried out repeatedly. Based on the implementation of throwing discs with the overall method can be identified strengths and weaknesses. The advantages of throwing discs with the overall method include: a) Stimulating students to immediately have the ability to throw discs with strong reflections. b) Familiarize students to throw with the actual distance, because from the beginning it has been stimulated to do the throw with a distance in accordance with the rules. This will make students' ability to be oriented towards the field better. c) Familiarize students to throw with force, because from the beginning it has been stimulated to do the throw with a relatively long distance, so that there will be no difficulty when throwing discs. d) For students who already have the basic mastery of discus throwing techniques, this learning is very suitable, because the student only has to practice the accuracy of directing the ball.

While the weaknesses of throwing discs with the overall method include: a) For beginner students in particular, in conducting this learning at the beginning of learning the failure rate will be very large; b) Because this throw requires considerable power, the learning concentration is only focused on the use of power, while the use of good and correct throwing techniques is often overlooked, so mastery of the correct disc throwing technique is difficult to achieve.

### 3. Learning Method Section

Part method "part method" is a method of teaching that moves from a section to the whole, or from specific to general. According to (Shay, 2010) *Part method procedure demands an initial mastery of the definite section of material and their final connection of these different sections in proper serial order.*

Method of training part forms the practice of a skill that is done by sorting out the movements of the skills being learned. Based on the understanding of the method section, the disc throw with the method part, namely: from the overall motion of the discus throwing sorted by parts per section. After the parts are mastered, then combined as a whole.

Be aware that each training method has strengths and weaknesses. Judging from the implementation of discus throwing with the method of parts can be identified strengths and weaknesses. The advantages of throwing discs with the section method include: a) Students can master the parts of the technique of throwing discs properly and correctly; b) Students can avoid technical errors, because each discus throwing technique must be mastered and improved.

In addition to these advantages, throwing discs with the part method also has several disadvantages. Weaknesses of disc throwing with the method of parts include: a) It takes more time, if each part of the technique is difficult to understand and mastered by students; b) To learn the next part, the previous part must be completely mastered, so the skills are slow to master; c) Mastery of the overall throwing motion pattern is slow to be achieved, and requires a longer adaptation to combine the parts of the disc throwing technique; d) Can cause boredom or boredom, because the skills learned are fragmented.



#### 4. Mixed Learning Method

*Part-whole practice allowed participants to effectively eliminate either the first or the last half of the response without incurring processing costs associated with longer sequences* (Park, Wilde, & Shea, 2014). Mixed learning method is a form of teaching that is combined between the whole learning method and the part learning method. The form of skills learned starts from simple and easy movements gradually then the overall movement of these skills.

From a practical point of view, Practice involving component elements of a movement sequence should transfer to the larger sequence as long as the information processing procedures inherent in the whole task do not differ (Hansen & Tremblay, 2015). Mixed learning method of teaching a skill that is done by dividing or sorting out the movement of skills that are learned from easy to the most difficult movements, then do a series of movements as a whole. Based on the understanding of mixed learning methods, the discus throwing with mixed learning methods namely: from the whole movement of discus throwing sorted by parts. After the parts are mastered, then combined as a whole.

Be aware that each mixed method has strengths and weaknesses. Judging from the implementation of throwing discs with a mixed method can be identified strengths and weaknesses. The advantages of throwing discs with mixed methods include: (1) Maximum involvement of students in the learning process by understanding starting in part from the process to the whole, and (2) Logical and systematic activity orientation to the learning objectives.

In addition to these advantages, throwing discs with mixed methods also has some disadvantages. Weaknesses of throwing discs with mixed methods include: (1) It takes longer, (2) Students work hard to gain knowledge, and (3) Mastery of the overall slow throwing motion pattern is achieved.

**Table 1.** Factorial Design 2 x 3

Learning Motivation( B )	Learning Method ( A )		
	Overall ( A1 )	Section ( A2 )	Mixed ( A3 )
<b>High Learning Motivation ( B1 )</b>	(A1B1)	(A2B1)	(A3B1)
<b>Low Learning Motivation( B2 )</b>	(A1B2)	(A2B2)	(A3B2)

Information:

A1B1: Group teaching methods overall with high levels of learning motivation

A2B1: Group teaching method section with a high level of learning motivation

A3B1: Group teaching methods mixed with high levels of learning motivation

A1B2: Group teaching methods overall with low levels of learning motivation

A2B2: Group teaching method section with a low level of learning motivation

A3B2: Group teaching methods mixed with low levels of learning motivation

A1: Overall learning method

A2: Part learning method

A3: Mixed learning methods

B1: High learning motivation

B2: Low motivation to learn

## CONCLUSION

The overall method is a form of practice of a skill whose implementation is carried out in full from the skills learned, The overall method is generally applied to learn a simple skill. The section method is a way of approach where students are initially directed to practice part by part of the whole series of movements, and after the parts of the movement are mastered then practice it as a whole. Mixed learning method is a form of teaching that is combined between the whole learning method and the part learning method. The form of skills learned starts from simple and easy movements gradually then the overall movement of these skills

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HALAMN INI SENGAJA DIKOSONGKAN