



## **The Effect Of Smash Training With The Drill Smash Method On Accuracy Of Badminton Smash At UPTD Elementary School Lombang Dajah 1 Blega**

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### **ABSTRACT**

*This type of research data is quasi-experimental using quantitative methods. The sampling technique is quota sampling which is included in the non-probability sampling. The research data collection used a badminton smash accuracy test through pretest and post-test. The data analysis technique used descriptive analysis. The results of this study from the two hypotheses tested indicate that there is an effect of smash training with the drill smash method on the accuracy of badminton and smash. Based on the results of the t-test in the form of a paired sample test, it shows that the significant value is 0.000, meaning less than 0.05, and then  $H_0$  is rejected. This shows that the results of providing learning before and after using the exercise method are not the same, thus it can be said that there is a significant difference between before and after giving the exercise to students.*

**Keywords:** Exercise; Method; Drill; Smash; Badminton.

### **INTRODUCTION**

Sport is a physical activity that has an important role in supporting the health of the body. Exercising can increase physical strength and body immunity to stay healthy and fit not only provide physical health, sports activities can also provide other benefits, both mentally and socially. For this reason, sports have become an inseparable part of everyday life (Prasetyo, 2013). On the other hand, even though they already know the benefits, there are still many people who don't exercise regularly. Sport is an integral part of people's daily lives.

Through sports, it is possible to carry out national character building of a country, so sports create strategic means to increase self-confidence, national identity, and national pride (Prasetyo, 2013). Several sports are favoured by the community, one of which is

badminton. Badminton is one of the most popular sports in Indonesia from the past until now. (Putra & FX. Sugianto, 2016). This game must be played by at least two people. The method of this game The goal is to hit the shuttlecock so that it can cross the net, to get points, you have to fall in a certain area belonging to the opponent, this sport looks easy to play but badminton has to go through hard training to master it. Badminton can be played singly and can be played in multiples. The badminton game uses a racket as a tool to hit and how come it is a target for hitting? Badminton is played by two teams, one team can consist of one person or in pairs (Arnanda, 2017).

Like other sports, badminton has certain techniques, badminton players need to learn some basic techniques (Ishak et al., 2022). The initial stage to master badminton techniques is to start with an introduction (Putra & FX.Sugianto, 2016). Starting holding the racket may seem trivial, but players must be able to hold the racket properly. The goal is that the racket does not come off easily and is easy to control. The perfect shot because you can also create a strong force by holding the grip of the racket properly, the backhand grip is done by sliding the V of the hand inward and placing the thumb pad on the wide grip of the racket. The difference between the backhand grip and the forehand grip is that the thumb moves from a circular position on the side of the racket grip to an upright position in the upper left corner of the racket grip (Setiawan, Effendi, & Toha, 2020). There are two techniques for holding a racket, one of which is the first forehand technique, this technique is generally the same as holding an object. The hand must grip the handle of the racket while the index finger and thumb form an angle or the letter V, then the second Backhand technique the backhand technique This is almost the same as the forehand technique, but the only thing so that the position of the thumb does not hit the tip of the other finger is to align it with the grip racket so that it is closer to the index finger.

In addition to holding the racket, the player's body position must be balanced in this case, the player must not only stand, but be in a position ready to play. Next is the service technique, which is hitting the shuttle to start the game. The shuttlecock that is hit must point in the enemy's area and over the net. The service technique itself has 3 kinds, firstly, is the short Forehand, the player hits the shuttle with a weak ball and the direction of the shuttle falls around the net, the second is a high Forehand, this technique is the same as a short forehand but the difference is how to hit it harder so that it bounces behind the enemy and the third The backhand serve backhand hits him with a moderate force so that the shuttle falls around the opponent's line of attack and lands after just a little over the net. After that punch technique, there are various techniques to attack and repulse attacks. Any

technique can determine the victory of a team. There are at least five types that you should know. Namely, lob shots, drop shots, drives, netting, and smashes.

Attacks are often used, one of which is a smash, this punch is a blow to attack the goal is to kill the opponent. Smash is a form of hard-hitting that is often used in 2 badminton games and to do a good smash, you have to go through several exercises, the training needed is hard training to train physical strength.

The success of mastery of stroke techniques in badminton is obtained from proper training regularly and supported by the right training program (Hammado et al., 2020). The first step to mastering badminton techniques is to start with an introduction. The process of introducing basic techniques can be done by providing direct explanations followed by examples of movements in front of athletes or by utilizing teaching media as a learning tool, such as providing reading books/knowledge about badminton, watching training videos, and viewing pictures/posters (sequence). order of execution) and so on (Ghazali). Therefore, with the capital of practising diligently, disciplined, and directed under the guidance of a qualified coach, you can master various basic techniques of playing badminton correctly. In providing training materials, especially smash shots, coaches must be able to develop factors that can support the creation of maximum results because smash shots require a lot of energy. Given the importance of smash-hitting ability in badminton, the learning process for smash accuracy must be done carefully, repeatedly every day because hard practice will increase smash accuracy.

One of them is found in an elementary school in Blega, namely UPTD SDN Lombang Dajah 1 Blega. Based on my observations, some students hit the wrong smash, i.e. hitting the shuttlecock is not right, the position of the hand is not right when hitting, even though there are still many players when doing the smash, hitting the shuttlecock, and more players hitting the smash out of the field. . Based on this, it shows that the basic crushing strike ability is still not good in punching technique and accuracy.

Most of the time the hits that players take during the game are too wide on the left and right, so they don't get points. Smash is supposed to be a weapon through which any player can block the opponent's play and score points, but this is an advantage for your opponent because smash mistakes are fatal. The training method used by the trainer is not bad, but the smash practice is also not paid much attention to. For example,

Teachers rarely correct players who attack with the wrong technique. Based on the problems that have been found, the background for conducting research entitled "The

Effect of Smash Exercise with the Smash Drill Method on the Accuracy of Badminton Smash".

## METHOD

In this study, the author uses a quasi-experimental research method (quasi-experiment) because there are 3 stages, namely pre-test, treatment and post-test. The research design contains a pretest before being given training and a posttest after being given training, thus it can be known more accurately because it can compare before and after being given the exercise. The sampling in this study is non-probability sampling, namely quota sampling, which is a way of taking samples by determining certain characteristics until the number of quotas has been determined. Instruments used (Kiftiyah<sup>1</sup>, Rosyidah<sup>1</sup>, & Herlina, 2018). This research will be conducted on students of UPTD SDN Lombang Dajah 1 located in Blega District, Bangkalan Regency, East Java Province. The instrument used was a drill smash to measure the accuracy of the teardrop smash on the students of UPTD SDN Lombang Dajah 1. In this study, the researcher used descriptive data analysis techniques. Descriptive analysis is a statistic used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations.

In the prerequisite test, three tests must be done, namely, the normality test, homogeneity test, and hypothesis testing. To test normality in this study using the Kolmogorov Smirnov test on the SPSS For Windows 21 program with a significant level of 5% (Maksum, 2012). The homogeneity test was carried out using the levane test, from the results of the two levane tests with SPSS, the value was 0.849, which means  $>0.05$ , meaning that the two classes are not significantly different, so it means that the variance of the two classes being compared is homogeneous. The technique that will be used to test the hypothesis is to use a t-test, namely a paired t-test (Nuryadi, Astutik, Utami, & Budiantara, 2017).

## RESULTS AND DISCUSSION

### Normality

After processing the data using the IMB SPSS version 21 application, the calculation results were obtained from the student data. This normality test is used to determine whether the given instrument is normally or not normally distributed, with the

criteria for a significant level of 0.05, if the significance obtained is  $> 0.05$  then the sample comes from a normally distributed population, but if the significance obtained is  $< 0.05$  then the sample does not come from a normally distributed population.

The results of the normality test are as follows:

**Table 1.**  
Normality Test Results

		Unstandardized Residual
N		20
Normal Parameters <sup>b</sup>	Mean	.0000000
	Std. Deviation	2.02469277
	Absolute	.123
Most Extreme Differences	Positive	.123
	Negative	-.093
Kolmogorov-Smirnov Z		.551
Asymp. Sig. (2-tailed)		.922

Based on the results of the normality test in table 1, shows that the results of the normality test using the Kolmogorov-Smirnov formula test results obtained  $0.922 > 0.05$ . So, with these results, it can be said that the data in this study which consisted of 20 students were normally distributed.

## Homogeneity

In this study, researchers have also conducted a homogeneity test, the homogeneity test conducted in this study has the aim of knowing whether the variations of several populations are the same or not. The homogeneity test in this study used SPSS For Windows 21 and used a test technique called Levene and the results were obtained as shown in the table below.

**Table 2.**  
Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
3.894	1	38	.056

Based on the table of homogeneity test results above, a value of 0.056 was obtained. This value exceeds the stipulation value of 0.05. So it can be said that the sample used in this study is homogeneous or the same.

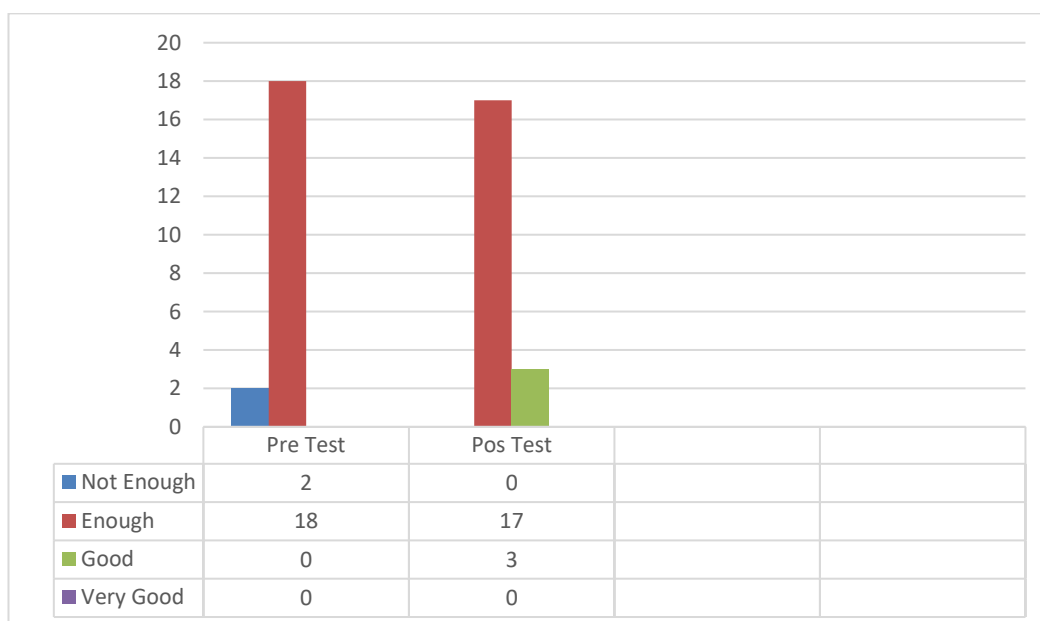
Testing the hypothesis using a t-test with the help of the SPSS 21 program, namely by comparing the mean between the pretest and posttest. If the value of the t count is less than the t table and the value of sig  $p < 0.05$ , then  $H_a$  is accepted. To determine the

significance level after the treatment was given, an increase calculation was used with the paired sample t-test test formula.

**Table 3.**  
 Results of paired t-test

		N	Correlation	Sig.					
Pair 1	Result & Group	40	.877	.000					
		Paired Differences		t	df	Sig. (2-tailed)			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Result – Group	22.325	4.963	.785	20.738	23.912	28.447	39	.000

Based on the results of the independent sample t-test in the table above, shows that the sig value obtained is 0.000. So it can be concluded that there is a significant increase in the effect before treatment and after treatment



**Figure 1.**

Diagram of the test measurement of the drill smash on the accuracy of the badminton smash

Based on the table and figure above, it is known that the drill smash test at UPTD SD Negeri Lombang Dajah 1 Blega Bangkalan in the pre-test drill smash test results was mostly in the sufficient category, namely 90%, followed by the good category at 0% and the less category by 10% as well with the results of the drill smash post-test mostly in the



sufficient category, namely 85% and the good category at 15% and also in the very good category at 0%

So that it is known that the agility aspect of using the shuttle run test for students at the UPTD SD Negeri Lombang Dajah 1 Blega Bangkalan is in the sufficient category, this is reinforced by the results of the pre-test and post-test which show an increase in the pre-test in the sufficient category by 90%, there is an increase in post-treatment. the test that was given treatment or treatment before doing the post-test was in the good category of 15%.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

The implementation of this research was carried out by fifth-grade students at UPTD SD Negeri Lombang Dajah 1 Blega Bangkalan. Research using the drill smash instrument is useful for measuring the accuracy of the smash owned by students. The results obtained by researchers on average are on a good and poor scale.

Based on the results of the research, the tests that have been carried out are valid, more details can be seen from the tests carried out at a confidence level of 0.05 from table 1 it can be concluded that the pre-test and post-test of the two stages are normally distributed because they meet the criteria with a significant result of 0.922.

Based on the results of the homogeneity of variance test output using the Levane test, table 2 shows that the results of the population variance homogeneity test are obtained by  $= 0.056$  where  $>, = 0.05$ . Based on the results of the homogeneity test of the population variance, it is stated that the population variance is the same (homogeneous).

Meanwhile, the results of the t-test in the form of a paired sample test show that the significant value is 0.000, meaning less than 0.05, and then  $H_0$  is rejected. This shows that the results of providing learning before and after using the training method are not the same, thus it can be said that there is a significant difference between before and after giving training to students.

### Suggestions

Please be more in-depth about the badminton game, so that researchers can easily complete their research and so that students can understand this lesson.

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