



Efforts to Improve Sprint Running Learning Outcomes Through Play Models for Class V Students at State Elementary School 024869 South Binjai

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Abstract: This research aims to determine the improvement in sprint learning outcomes for class V students through the playing method at SD Negeri 024869 Binjai Selatan for the 2023/2024 academic year. This research is classroom action research (PTK). This research was carried out in two cycles, with each cycle consisting of planning, implementing actions, observing and reflecting. The data source in this research is the results of student tests in the form of sprint running applications. Data collection techniques by assessing sprint learning outcomes. The data analysis technique used in this research is descriptive based on qualitative analysis with percentages. Based on the research results, the following conclusions can be drawn: (1) Through the play model, it is very good to improve sprint learning outcomes for class V students at SD Negeri 024869 South Binjai for the 2023/2024 academic year. From the analysis, a significant improvement was obtained from cycle I and cycle II. It is known from the initial test that 11 students completed (34.37%) and 21 students did not complete (65.62%) with an average score of 55.21, in cycle I there were 17 students who completed (53.12%) and 15 students incomplete (46.87%) with an average value of 60.41, and in cycle II there were 28 students who completed (87.50%) and 4 students did not complete (12.50%) with an average value of 76.82.

Keywords: Sprint; Playing Model

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INTRODUCTION

In Indonesia, running is one of the most favored athletic sports, this is clearly seen by the inclusion of short-distance running in domestic sporting events such as: POPDA, POM, PORDA and PON, even at the international level running is always competed in the SEA GAMES, ASEAN GAMES, and the OLYMPICS. Like other sports, in running itself there are also various levels of technique, from basic techniques to advanced techniques. To be able to master running well, the key is to learn the correct technique as early as possible (Atakan et al., 2022; Herman et al., 2021).

In initial observations conducted at SD Negeri 024869 Binjai Selatan, it showed that learning outcomes in the field of running were still very lacking. In general, students at the school found it difficult and difficult to do short-distance running movements. Students also consider short-distance running less interesting to do. For male students, they prefer soccer games, and for female students, they prefer to play other games.

From the results of observations conducted on students of grade V of SD Negeri 024869 Binjai Selatan where according to the author, during the physical education learning process in the sprint running material, many students still do not understand the technique when the body position does the start movement, and the position of the body, arms, legs during the process of sprinting by looking at the fact that the sprint running learning outcomes are still low in grade V students of SD Negeri 024869 Binjai Selatan. Based on the results of the researcher's observations on physical education teachers, several problems were found that were related to the topic of sprint running. This can also be seen from the standard minimum completeness criteria (KKM) of students is 70 while the average student score shows that out of 32 students in grade V, 21 (65.62%) students have not completed the learning outcomes in sprint running and 11 or (34.37%) students have completed the learning outcomes in sprint running. This also shows that the value does not meet the classical completion criteria that have been determined by the school, which is 80% of all students. Based on the empirical facts that have been stated above, the researcher considers that a solution must be sought for this problem. Therefore, the researcher conducted a study entitled "Efforts to Improve Sprint Running Learning Outcomes Through Play Models for Grade V Students of SD Negeri 024869 Binjai Selatan in the 2023/2024 Academic Year". In an effort to improve sprint running learning, teachers are required to be creative in providing materials. One of the learning models or approaches that the researcher feels is quite interesting and in accordance with the development or characteristics of students is through the play model.

METHOD

The research design used is a type of classroom action research in the form of initial reflection and observation to identify problems that occur, followed by the implementation of classroom action research for two or more cycles so that the objectives of the classroom action research are achieved.

Classroom Action Research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The approach used is a qualitative approach that is useful for revealing students' learning difficulties in the physical education learning process and how to overcome these difficulties as an effort to improve student learning outcomes in the material. Classroom action research must be carried out in at least two consecutive action cycles, information from the previous cycle greatly determines the form of the next cycle, action research occurs naturally, does not change the applicable schedule. Each cycle consists of four stages, namely: action planning, action implementation, observation and reflection for planning the next cycle. Each meeting is held with a duration of 2 x 35 minutes.

The technique used in analyzing the collected data is done by looking for data sources in the study, namely students, with qualitative data types obtained directly from observations and observations made before and after the action in sprint running through the play model. The instrument used during sprint learning by providing an opportunity for each student who is the subject of the study. The level of difficulty in dribbling the ball in football is determined according to the student's ability. In this activity, the data obtained from student learning outcomes are presented in the form of a table using a predetermined formula. The assessment method with a maximum score of 3 assessment criteria is 9. The value obtained for sprint learning outcomes is calculated

RESULT AND DISCUSSION

Result

This research was conducted at V SD Negeri 024869 Binjai Selatan in the 2023/2024 Academic Year. Before the research was conducted, the researcher first conducted an initial test which aimed to see and formulate the problems obtained from the results of the initial observations made. The test given to students was a sprint test which was carried out before determining the planning.

Tabel 1. Description of Initial Sprint Test Results

No.	Test Results	Number of Students	Percentage
1	> 70 (Completed)	11	34,37%
	< 70 (Not Completed)	21	65,62%

Based on the description table of the initial sprint test results above, it can be seen that students' abilities in sprint learning are still relatively low. Of the 32 students who were subjects in this study, it turned out that only 11 students (34.37%) had learning completion, while the remaining 21 students (65.62%) had not had learning completion. The average classical completion percentage (KKM) value obtained by the class only reached 55.20%.

Tabel 2. Distribution of Cycle I Sprint Run Test Results

No.	Value	Mean Value	Absolute Frequency	Relative Frequency
1.	40 - 49	45	12	37,5%
2.	50 - 59	55	2	6,25%
3.	60 - 69	65	1	3,13%
4.	70 - 79	75	11	34,37%
5.	80 - 89	85	6	18,75%
Amount			32	100%

From the results of the distribution table, it can be concluded that out of 32 students who passed the KKM with a score of ≥ 70 , there were 17 students or 53.12%. While students who did not complete were 15 students or 46.87%, the largest frequency obtained by grade V students was in the range of 40 - 49 with a percentage of 37.5% and the smallest frequency was in the range of 60 - 69 with a percentage of 3.13%. With this, it can be concluded that the ability of students' learning outcomes in doing sprint running movements in cycle I has increased.

Table 3. Distribution of Cycle II Sprint Running Test Results

No.	Value	Mean Value	Absolute Frequency	Relative Frequency
1.	50 - 55	52	1	3,12%
2.	56 - 61	58	-	-
3.	62 - 71	66	3	9,38%
4.	72 - 77	74	15	46,88%
5.	78 - 83	80	13	40,62%
Amount			32	100

From the results of the distribution table, it can be concluded that out of 32 students who passed the KKM with a score of ≥ 70 , there were 28 students or 87.50%. While students who did not complete were 4 students or 12.50%, the largest frequency obtained by grade V students was in the range of scores 72 - 77 with a percentage of 46.88% and the smallest frequency was in the range of scores 50 - 55 with a percentage of 3.12%. With this, it can be concluded that the ability of students' learning outcomes in performing sprint movements in sprint running games in cycle I has increased

Discussion

From the results of the research conducted, it can be seen that in the initial test it was 34.37%, cycle I was 53.12%, then increased to 87.50% in cycle II. Learning sprint running in the sprint running game was completed after cycle II, this was due to the provision of motivation that triggered students' enthusiasm for learning. While in cycle I, students were not yet accustomed to the teaching methods given by the teacher, so students needed to adapt to the learning methods given by the teacher. One of the causes of the failure to achieve the planned teaching program objectives is a lack of knowledge or inability to choose teaching methods that are not in accordance with the characteristics of the child so that students cannot achieve the teacher's goals.

The studies indicate that the implementation of innovative teaching methods significantly enhances student motivation and learning outcomes in sprint running. The progression from an initial mastery of 34.37% to 87.50% by cycle II demonstrates the effectiveness of tailored instructional strategies that align with students' characteristics and needs. Teaching Methodology Problem-Based Learning (PBL): This approach has been shown to improve sprint running outcomes, with mastery increasing from cycle I to cycle II, indicating that students adapt better to engaging methods (Irian et al., 2022). Acceleration Sprint Training: This method significantly enhances the ability to run 60 meters, suggesting that appropriate training techniques are crucial for student performance (Yulmardani, 2019). Motivation Enhancement Gamification: Incorporating game elements into physical education has been proven to boost intrinsic motivation among students, leading to better engagement and learning outcomes (Sappaile, 2024; Sotos-Martínez et al., 2023). Play-Based Approaches: Utilizing play in learning has also been effective in increasing students' motivation and performance in basic running skills (Ramli et al., 2020). Conversely, the initial lack of familiarity with these methods can hinder student performance, highlighting the importance of gradual adaptation to new teaching strategies. This underscores the need for educators to carefully select and implement methods that resonate with their students' learning styles.

CONCLUSION

Based on the results of the study that have been explained, where the problem of improving sprint learning outcomes in grade V students of SD Negeri 024869 Binjai Selatan after providing actions from cycle I to cycle II there was a significant increase. It can be seen that in the initial data only 11 students completed (34.37%) and 21 students did not complete (65.62%) with an average score of 55.21, in cycle I there were 17 students who completed (53.12%) and 15 students did not complete (46.87%) with an average score of 60.41, and in cycle II there were 28 students who completed (87.50%) and 4 students did not complete (12.50%) with an average score of 76.82. So it can be concluded that through the play model, it can improve sprint learning outcomes in grade V students of SD Negeri 024869 Binjai Selatan in the 2023/2024 Academic Year.

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CONFLICT OF INTEREST

Clearly explain whether there are any conflicts of interest related to the reported research.

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