



## The Application of Practice Teaching Style to Improve Learning Outcomes of Forward Roll Floor Gymnastics in Fourth Grade Elementary School Students

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**Abstract:** This study aims to determine the effectiveness of applying the practice teaching style in improving students' learning outcomes on the forward roll movement in floor gymnastics among fourth-grade elementary school students. The research employed a Classroom Action Research (CAR) approach, conducted at SD Al-Ittihadiyah Percut, Deli Serdang Regency, during the 2022/2023 academic year, involving 29 students as subjects. Data were collected through observation and performance tests over two learning cycles. In Cycle I, 15 students (51.72%) achieved the minimum mastery criteria, with an average score of 72.70. In Cycle II, 26 students (89.65%) met the criteria, with an average score of 79.31. The results indicate a significant improvement in learning outcomes after applying the practice teaching style. This method provides students with greater responsibility and autonomy in the learning process, enhances motor skill mastery, and fosters more active and independent participation. Therefore, it can be concluded that the application of the practice teaching style effectively improves students' learning outcomes in the forward roll floor gymnastics material for fourth-grade students at SD Al-Ittihadiyah Percut.

**Keywords:** Physical Education; Floor Gymnastics; Forward Roll; Practice Teaching Style; Learning Outcomes

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### INTRODUCTION

Education plays a vital role in shaping individuals to face future challenges and to achieve holistic development in physical, intellectual, emotional, and social aspects. According to UNESCO (2015), quality education must emphasize not only cognitive growth but also the development of psychomotor and affective domains. In this context, Physical Education (PE) becomes an essential component of the school curriculum as it provides opportunities for students to develop movement competence, physical fitness, and character through active learning (Bailey et al., 2009).

Physical Education is not merely about physical activity but also an educational process designed to improve physical abilities, motor skills, and critical thinking through body movements (Supandi, 1992). The inclusion of gymnastics in PE classes supports these objectives by enhancing students' flexibility, coordination, balance, and confidence (Mahendra, 2000). One of the fundamental skills in floor gymnastics is the forward roll, which serves as a foundation for learning more complex gymnastic movements.

However, many students experience difficulties in performing the forward roll correctly due to poor body coordination, limited practice, and lack of effective instructional strategies.

Preliminary observations conducted at SD Al-Ittihadiyah Percut revealed that most fourth-grade students were unable to execute the forward roll properly. Their movements were often uncoordinated, and they struggled during the rolling phase, particularly in maintaining body alignment and head positioning. These difficulties were compounded by limited use of available equipment and monotonous teaching approaches, resulting in low student motivation and poor learning outcomes.

To address these issues, teachers must adopt innovative teaching styles that engage students actively and provide individualized feedback. One such approach is the practice teaching style, introduced by Mosston and Ashworth (2008) in the Spectrum of Teaching Styles. This method shifts some decision-making responsibilities from the teacher to the students, allowing learners to practice skills independently while the teacher offers personalized feedback. Husdarta (2013) explains that the practice style promotes autonomy and responsibility, enabling students to refine movements at their own pace and receive immediate corrective input.

Previous research supports the use of this method in physical education. For example, Rahayu (2017) found that the practice teaching style significantly improved students' motor performance and engagement compared to traditional command-based instruction. Similarly, Kirk (2010) argues that student-centered approaches in PE foster deeper understanding, motivation, and long-term skill retention.

Based on these theoretical and empirical foundations, the current study investigates the effectiveness of applying the practice teaching style in improving learning outcomes of forward roll floor gymnastics among fourth-grade elementary students. The research aims to determine whether this teaching style can enhance students' mastery of movement techniques, promote active learning, and increase overall performance levels..

## **METHOD**

This study employed a Classroom Action Research (CAR) design consisting of two cycles, each involving four stages: planning, action, observation, and reflection (Arikunto, 2010; Kemmis & McTaggart, 1988). The research aimed to improve students' learning outcomes in the forward roll floor gymnastics lesson through the practice teaching style.

The study was conducted at SD Al-Ittihadiyah Percut, Deli Serdang Regency, during the first semester of the 2022/2023 academic year. The participants were 29 fourth-grade students (Class IV-A), comprising 15 boys and 14 girls aged 9–10 years.

Data were collected using performance tests, observation sheets, and documentation. Students' performance in the forward roll was assessed based on three phases: preparation, execution, and follow-through. Each performance indicator was rated using a binary scoring system (1 = correct, 0 = incorrect).

Data analysis used both quantitative and qualitative approaches. Quantitative data were analyzed using the classical mastery formula (Suryobroto, 2009), where learning was considered successful if 85% of students achieved a minimum score of 70. Qualitative data from observations and reflections were analyzed descriptively to identify behavioral and motivational improvements.

Triangulation of data sources and inter-rater scoring ensured validity and reliability, while ethical considerations were observed by obtaining school and parental consent and ensuring student safety throughout the learning activities.

## **RESULT AND DISCUSSION**

## Result

The results of this Classroom Action Research demonstrate an improvement in students' learning outcomes on the forward roll floor gymnastics through the application of the practice teaching style. Learning achievement was evaluated across three stages: pre-test (initial test), Cycle I, and Cycle II.

Table 1. Students' Learning Outcomes in Each Cycle

| Stage    | Number of Students | Students Achieving Mastery | Percentage (%) | Average Score | Description  |
|----------|--------------------|----------------------------|----------------|---------------|--------------|
| Pre-Test | 29                 | 6                          | 20.68%         | 62.93         | Not Achieved |
| Cycle I  | 29                 | 15                         | 51.72%         | 72.7          | Improved     |
| Cycle II | 29                 | 26                         | 89.65%         | 79.31         | Achieved     |

The data indicate a steady increase in students' mastery and average performance from the pre-test to Cycle II. In the pre-test, only 6 out of 29 students (20.68%) met the minimum mastery criterion (score  $\geq 70$ ), with an average score of 62.93. After the implementation of the practice teaching style in Cycle I, the number of students achieving mastery rose to 15 students (51.72%), with an average score of 72.70. Following reflection and instructional improvements in Cycle II, the number of students achieving mastery increased significantly to 26 students (89.65%), and the class average improved to 79.31. These results demonstrate that the practice teaching style effectively enhanced students' psychomotor performance and overall understanding of the forward roll floor gymnastics technique. Learning objectives were achieved as the class surpassed the 85% classical mastery threshold, indicating successful implementation of the method.

## Discussion

The findings of this research demonstrate a significant improvement in students' learning outcomes after applying the practice teaching style in the forward roll floor gymnastics lesson. Students' mastery increased from 20.68% in the pre-test, to 51.72% in Cycle I, and 89.65% in Cycle II, with corresponding mean scores of 62.93, 72.70, and 79.31, respectively. This improvement indicates that the practice teaching style effectively enhances students' psychomotor skills and comprehension through structured and repetitive task performance.

These results are consistent with Mosston and Ashworth's (2008) Spectrum of Teaching Styles, which explains that the practice style transfers partial decision-making from the teacher to the students, allowing individualized learning and feedback. More recent studies support this framework. Ingram et al. (2022) found that student-centered teaching styles, particularly the practice and reciprocal styles, significantly improved movement competence and motivation in physical education. Similarly, Harvey and Pill (2020) emphasized that autonomy-supportive teaching enhances learners' engagement and motor-skill retention by providing students with control over practice pace and feedback reception.

The effectiveness of the practice teaching style in gymnastics-specific skills has also been supported by empirical studies. Hastie, Sinelnikov, and Wallhead (2019) demonstrated that structured practice cycles combined with individualized feedback significantly improve coordination and skill mastery in elementary-level gymnastics. Furthermore, Araújo et al. (2018) reported that repeated task performance with self-assessment opportunities produced better psychomotor outcomes in floor exercises compared to teacher-command approaches. These findings align closely with the improvement patterns seen in this study.

Several pedagogical mechanisms may explain the positive outcomes. First, deliberate practice repetitive and focused execution strengthens motor memory and procedural accuracy (Ericsson, 2018). Second, individualized feedback allows learners to correct technical errors such as head alignment, hand placement, and rolling direction in real time (Casey & Goodyear, 2019). Third, learner autonomy and responsibility increase motivation and engagement, as observed by Kirk and MacPhail (2019), who concluded that learner-centered PE promotes deeper learning and positive affective responses.

However, some limitations must be acknowledged. The study involved a single class with 29 students and lacked a control group, limiting external generalization. Similar constraints were reported by Sánchez-Hernández et al. (2021), who found that small-sample action research in PE yields strong internal but limited external validity. Additionally, long-term retention and transfer effects were not measured, an issue also raised by Casey, MacPhail, and O'Connor (2021) in their longitudinal PE research.

Despite these limitations, the consistent improvement across cycles confirms that the practice teaching style provides a reliable instructional approach to enhance motor learning in elementary gymnastics. The results echo the broader consensus among physical education researchers such as Harvey et al. (2020) and Ingram et al. (2022) that shifting from teacher-centered to student-centered methods leads to improved psychomotor outcomes, self-regulation, and learning motivation.

## CONCLUSION

The findings of this study conclude that the application of the practice teaching style effectively improved students' learning outcomes in performing the forward roll in floor gymnastics. Through structured practice, individualized feedback, and increased student autonomy, learners demonstrated significant progress in both technical performance and learning motivation. The steady improvement from the pre-test to the final cycle indicates that the practice teaching style fosters active participation, enhances motor coordination, and encourages students to take responsibility for their learning process. This method also creates a more engaging and supportive learning environment, enabling students to develop confidence and mastery of fundamental gymnastic movements. Overall, the practice teaching style can be considered an effective pedagogical approach for improving psychomotor skills and learning quality in elementary physical education.

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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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