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Efforts To Improve Learning Outcomes Of 50 Metres Short Distance Running (Sprint) Through Modification Of Playing In Grade V Students Of Tunas Harapan Elementary School

Fandy Fauzan[1], Imanuddin Siregar[2], Muhammad Badrun Siregar[3]

{Fandyfauzan23@gmail.com[1], imanuddinsiregar@gmail.com[2], mhdbadrinsrg@gmail.com[3]}

Universitas Pembinaan Masyarakat Indonesia, Jl. Teladan No.15, Teladan Bar., Kec. Medan Kota, Kota Medan, Sumatera Utara 20214[1], Universitas Pembinaan Masyarakat Indonesia, Jl. Teladan No.15, Teladan Bar., Kec. Medan Kota, Kota Medan, Sumatera Utara 20214[2], Universitas Pembinaan Masyarakat Indonesia, Jl. Teladan No.15, Teladan Bar., Kec. Medan Kota, Kota Medan, Sumatera Utara 20214[3]

Abstract. Improved Learning Outcomes of 50-meter Sprint Short-distance Running Through Modified Play in Class V Students of SD Tunas Harapan Tanjung Anom Academic Year 2024/2025 was the aim of this study. Classroom action research is the methodology used in this study. San Dimas Harapan Tanjung Anom is where this study is being conducted. In July 2024, this research was carried out. Each of the 34 pupils in Class V SD Tunas Harapan Tanjung Anom served as the study's subjects. Out of 34 students, 20 (58.82%) had reached the level of learning completion in sprint learning in athletics, while 14 (41.18%) had not mastered the level of learning completion in learning the 50-meter sprint short-distance running, according to the results of the post-test I above. with cycle I's average value coming in at 74.26. Students' capacity to do the 50-meter sprint short-distance running learning outcome exam classically has improved, according to the data on learning outcomes from cycle II. Thirty of the 34 pupils (88.23%) have finished their education. Four students (11.77%) have not completed their coursework, while the average student learning outcome is 79.90. In contrast to cycle I, the teaching and learning process proceeded smoothly in cycle II. With the learning results of the 50-meter sprint short distance running, which were previously poor, increasing at the end of cycle II, it can be claimed that the teacher's altered play was successful. The study concludes that Class V students of SD Tunas Harapan Tanjung Anom Academic Year 2024/2025 improved their learning outcomes for the 50-meter sprint short distance running through modified play.

Keywords: Learning Outcomes, Short Distance Running (Sprint), Modified Play

1 Introduction

Education is a long-term investment in human capital that is strategically important for the global continuation of human civilization. Education serves to humanize people, is

. Correspondence author: First Author/Second Author/Third Author, Medan State University, Indonesia.
Email:

normative, and requires accountability because, in an ideal world, it would not be conducted carelessly but rather sensibly (Al. Rosyid; 2022). Education ought to be an endeavor that is genuinely thoughtful, well-founded, on point, and executed well. One setting for helping pupils develop a healthy lifestyle is schools. Students are provided with the chance to directly participate in healthy living instruction through organized, guided, and systematic physical activities and sports through physical education. The physical education curriculum provides a summary of the many sports that are taught in the physical education program. Learning is an extremely strategic endeavor to accomplish the desired results, and the educational process is a learning activity. Teachers as educators and students as learners actively engage in educational exchanges (Pratama, 2022). Students are responsible for carrying out learning activities, and as a result, their conduct will change. Although teachers play a larger role as a manager or director of learning in this context, both roles are intertwined with the pattern of relationships between the two subjects, even though learning activities are carried out by teachers who facilitate the learning process (Waruwu, 2023).

Since educational elements impact the quality of national life, physical education is a necessary procedure. The development of an intellectual, peaceful, open, and democratic existence is greatly aided by education. Thus, it is important to properly organize education in terms of both quantity and quality. in order for quality education to be achieved (Benny, 2020). Numerous factors need to be taken into account when implementing education, ranging from the state of the teaching personnel to initiatives to raise educational standards.

Enhancing the teaching and learning process is one way that Indonesia is working to raise the standard of education there. Teachers must be competent to perform their jobs in accordance with government initiatives aimed at raising educational standards. Establishing the groundwork for competency and fostering high moral standards are 11 responsibilities of schools as educational establishments. Sports and physical education are long-term investments in efforts to improve the caliber of human resources (Mulyanto, 2012). As a result, at all levels of formal education, initiatives to foster community and student development via physical education and sports must be ongoing in order to shape attitudes and inspire motivation. Despite the fact that teachers are regarded as the most accurate source of learning, cultivating an active, creative, innovative, and competitive mindset is not simple. Education is becoming more and more necessary in society as a result of the advancements made possible by the development of increasingly complex science and technology. According to Simangunsong (2023), society also need physical education as a fundamental component of the national education system.

In order for the activities to accomplish the learning objectives, the provision of materials and effective teaching practices must be psychologically beneficial. To do this, a range of learning or teaching strategies that are in line with the subject matter or material taught to students are required (Wardana, 2017). Teachers will be able to convey lesson content more effectively if they employ appropriate teaching approaches. In order for the activities to accomplish the learning objectives, they must be psychologically advantageous. To do this, a range of learning or teaching strategies that are relevant to the subject matter or material given to students are required.

2

According to Purnomo (2013), athletics is a physical activity that consists of fundamental, dynamic, and harmonious movements, such as walking, running, throwing, and jumping. A component of physical education and health, athletics is also a part of education that emphasizes physical exercise, individual and group growth, and the development of healthy lifestyles and balanced, harmonious mental, social, physical, and emotional development.

When it comes to the role of physical education, the learning process should be consistent with the way that people's lives unfold in society at large. In order for physical education to benefit people and advance other educational facets of experience, it is necessary.

Every other sport movement is based on athletics, which is a type of sport. Every sport uses the same fundamental movements, which are derived from athletic movements. Since ancient times, people have participated in athletics, which is the earliest sport and is regarded as the parent of all sports (Sari, 2021). Numerous numbers are used in athletics, such as walking, running, throwing, and jumping. Running is a sport that is played separately in athletics, particularly sprinting. The sprint itself has been taught from elementary school (SD) to college. In the athletics sport, sprinting, or short distance running, is one of the competitive numbers. All sprint races involve competitors running as fast as they can for the entire distance.

One of the competitive numbers in sports is sprinting, or short distance running. One area of running that needs improvement is sprinting, sometimes referred to as short distance running, because of its extremely intricate movement technique (Siregar, 2023). For students to improve their sprint running skills, they need to acquire a number of basic sprint methods. As part of the physical education curriculum, schools teach sprint as one of the sports. Teachers of physical education usually employ learning materials that are simple for pupils to comprehend and master. In order to motivate students to actively participate in movement tasks, a strategy or way of applying learning is necessary. The application of technical methods in athletic learning, especially in short-distance running (sprint), has been controversial up to this point.

Students' attitudes and behaviors regarding what they have learned in the classroom and in the workplace can change as a result of applying learning outcomes in their daily lives. Students' ability to successfully use and execute all fundamental movement skills in short-distance running (sprint) is what distinguishes this instance, which is a 50-meter sprint through modified play (Ummam;2023).

It appears that pupils in Class V at SD Tunas Harapan Tanjung Anom are less interested in physical education classes, particularly when it comes to the short-distance running (sprint) program. The fact that the short-distance running classes that are offered focus more on movement mechanics than sports, which makes pupils bored, is one of the causes. The teacher's overly repetitive and uninspired teaching style, along with the use of irrelevant explanations and examples in the teaching materials, is the cause of the students' weariness during the learning process. in order for many pupils to ultimately receive low KKM scores.

To enhance students' learning outcomes when performing 50-meter sprints, educators could implement the idea of teaching 50-meter sprints through modified play, in which the content is delivered as sprint exercises. The goal of this study was to determine how much the 50-meter sprint exercise can enhance learning outcomes in physical education, particularly for students enrolled in 50-meter sprint sessions (Susiyamni, 2012).

The findings of observations conducted by educators at SD Tunas Harapan Tanjung Anom during the 2024–2025 school year indicate that: 1) Students' 50-meter sprinting proficiency is still lacking. This is due of the very repetitive nature of the teaching approach, which fails to offer a range of play in the instructional materials and falls short in explaining and illustrating how 50-meter sprints are actually implemented. 2) In order to have an effect on students, as evidenced by the poor student grades as measured by the school's minimum completion criteria (KKM), which is worth 75 for physical education classes. Students who

receive grades below 75 are a good indicator of low academic achievement. This is a result of a large number of kids not comprehending the process of learning to run 50 meters in a quick sprint.

Physical education teachers use a teaching and learning process that is too repetitive and does not alter the game of short-distance running (sprinting) 50 meters. This causes students to become bored and lazy and lose interest in learning how to run 50 meters. Researchers' observations make it abundantly evident that students' interest in physical education lessons, particularly those pertaining to teaching materials for 50-meter sprints, has declined, and that learning outcomes are poor (Kumain, 2024).

Through observation, the instructor came to the conclusion that the low student interest and learning outcomes were caused by the use of teaching strategies that the students no longer found appealing because physical education teachers did not modify play in their methods, which resulted in a learning process that did not follow the expected outcomes. In this situation, physical education instructors must use their creativity to create processes and instructional strategies that are adapted into games to grab students' attention and have a beneficial effect on their learning, particularly when it comes to enhancing middle-distance running learning outcomes

2 Method

The methodology used for this study was qualitative. All of the events that take place during the research are described by this descriptive technique. Classroom action research is what this kind of study is. In an attempt to improve student learning outcomes in the content, a qualitative method is employed to identify the learning challenges that students have during the physical education learning process and to suggest solutions.

According to Arikunto, there are four steps that are generally included in conducting classroom action research: planning, acting, observing, and reflecting. The general goal of all scientific study is to discover, advance, and test the truth of a science. Researchers use the research technique to accomplish specific aims and objectives. This study employed classroom action research as its research methodology.

As per Agus Kristiyanto, "PTK in physical education and sports coaching is a form of reflective study and is carried out to improve the rational ability of teacher/coach actions in carrying out tasks, deepen understanding of the actions they take, and improve the conditions in which physical education/sports coaching learning practices are carried out, starting from planning, implementation, observation, and for each cycle." Through planned, carried out, and assessed activities, teachers can use classroom action research to examine the learning strategies they use in the classroom with the help of collaborators. According to Agus Kristiyanto, PTK in PJOK is a type of reflective study that is done to enhance the rationality of teacher actions in deepening tasks, deepening understanding of the actions they take, and improving the conditions under which PJOK learning practices are carried out, beginning with each cycle's planning, implementation, observation, and reflection. This classroom action research focuses on how to improve the learning outcomes of short-distance running (sprint) for grade V students at SD Tunas Harapan Tanjung Anom through play modification. Students from SD Tunas Harapan Tanjung Anom's fifth grade served as the study's subjects. In this study, tests and observation were the methods used to obtain data. The methods used for data analysis included data

reduction, data presentation, and conclusion drawing. In this study, the researcher observed learning processes in the form of a collaborative action, which is known as classroom action research, or CAR. Students followed the teacher's instructions or the action that the teacher gave them.

Every student in Class V at SD Tunas Harapan Tanjung Anom served as the study's subjects. 34 students in all.

There were three phases to the research: the first was the implementation of an initial test (pre-test); the second was the implementation of research in the form of treatment (training method); and the third was the implementation of a final test (post-test). The author of this study decided to conduct the investigation at SD Tunas Harapan Tanjung Anom.

Thirty-four Tunas Harapan Tanjung Anom Elementary School students—eighteen male and sixteen female—were the subjects of this study.

Table 1. Short Distance Sprint Running Assessment Parameters

Assessment Indicators	**Assessment Descriptors**	**Rating Scale**	
		(√)	**Total Value**
1. Preparation Phase (Initial Position)	a) The fingers are placed behind the starting line.		
	b) Body weight rests on both hands		
	c) A balanced attitude can be maintained until there is		
	d) Forward looking		
2.Implementation Phase (Implementation Attitude)	a) The body position is naturally leaning forward.		
	b) And the muscles around the neck and jaw remain relaxed with the head and back in a straight line.		
	c) Body weight is shifted forward.		
	d) When running, keep your mouth closed and your eyes looking ahead at the track.		
3. Follow Through Phase (Continued Attitude)	a) Puffing out your chest as you approach the finish line.		
	b) Drop one shoulder forward and down, while still in a running position.		
	c) Look straight ahead, don't look left or right		
	d) run without changing your stance		

3 Result

This study was carried out in the academic year 2024–2025 at SD Tunas Harapan Tanjung Anom. This study was carried out in two cycles, with activities in each cycle involving the application of learning through a black-green game technique with modified topic matter. To determine the level of students' comprehension in performing a 50-meter sprint or short-distance running exercise, an initial test was administered prior to the implementation of action I. In order to address the issues and challenges that students have when performing a 50-meter sprint, this is necessary as preliminary data. The following data was gathered through observations and learning; it is intended that the description of this data will appropriately depict the data.

Table 2. Data Description

No	Test Results	Number of Students Who Completed	Percentage	Average value
1	Initial Test	8	23,53%	63,48
2	Cycle I Test	11	58,82%	74,26
3	Cycle II Test	18	88,23%	79,90

It was discovered that just twenty (11) of the thirty-four (20) students who were the subjects of this study had completed learning in cycle I. The obtained average value was only 74.26. In contrast, cycle II shows that pupils are now more capable of completing traditional learning outcome examinations. Out of the twenty (20) pupils, eighteen (18.23%) were found to have finished their studying. The obtained average value was only 79.90.

Table 3. Results of Post-Test I (Cycle I) Sprint Running

No	**Test Results**	**Number of Students**	**Percentage**	**Description**
1	skor > 75	11	58,82%	Completed
2	skor < 75	9	441,18%	Not Completed
	Amount	20	100%	
	Average		74,26	Not Completed

Figure 1. Comparison of Learning Completeness in Cycle I

Following the completion of observation procedure II, the analysis of the identified learning outcome data II was conducted once more. Eighteen (18) of the twenty (20) pupils (88.23%) had succeeded in learning completion. In contrast, two (2) students (11.77%) had not completed their coursework, with an average score of 79.90 on the student learning outcomes scale. Comparing cycle II to cycle I, the teaching and learning process proceeded smoothly.

Table 3. Post-Test II Results (Cycle II) 50 Meter Short Distance Running (sprint)

No	Test Results	Number of Students	Percentage	Description
1	skor > 75	18	88,23%	Completed
2	skor < 75	2	11,77%	Not Completed
Amount		20	100%	
Average			79,90	Completed

Figure 2. Learning Completion Diagram in Cycle II

We can conclude that the learning outcomes of short-distance running (sprint) through modified play, as described in cycle I and cycle II learning processes, have grown both conventionally and individually.

In cycle II, observation II was conducted to determine whether the conditions for instruction and learning had been carried out in accordance with the teaching program at the

time the action was issued. Following the administration of learning outcome test II to the students, some data was gleaned from the students' test results, specifically the 50-meter sprint or short-distance running test.

Students have learnt how to fix their mistakes and have gained an understanding of the fundamentals of 50-meter short-distance running (sprinting) through modified play.

Another achievement of the cycle II action was that the majority of students were able to correctly and correctly learn the fundamentals of 50-meter sprinting, or short-distance running.

Table 4. Comparison of Initial Test, Cycle I and Cycle II

No	Test Results	Percentage Value	Description
1.	Initial Test	23,53%	Completed
2.	Learning Outcome I	58,82%	Completed
3.	Learning Outcome II	88,23%	Completed

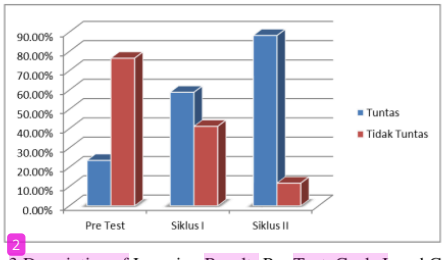

Figure 3.Description of Learning Results Pre-Test, Cycle I, and Cycle II

The study's findings were as follows, based on the data description: This study was carried out at SD Tunas Harapan Tanjung Anom during the 2024–2025 academic year. To begin, the physical education teacher administered a pre-test with the goal of identifying and formulating problems based on the pre-test results. The subjects of this classroom action research were twenty (20) students who were enrolled in the 2024–2025 academic year, and the material that was studied was a 50-meter short-distance running (sprint) course. There were eight (8) students (23.53%) who had finished the 50-meter short-distance running sprint learning results, and eighteen (18) students (76.47%) who had not, according to the pre-test results. The average score of the students was 63.48. Of the twenty (20) students, eleven (11) (58.82%) had reached the level of learning completion in learning short distance running (sprint) 50 meters, while nine (9) (41.18%) had not, according to the results of the post-test I stated above. with cycle I's average value coming in at 74.26. Based on the cycle II learning outcomes data, it is

evident that students are now more capable of performing the traditional 50-meter sprint learning outcome test. Eighteen (18) pupils (88.23%) out of twenty (20) had succeeded in learning completion. However, two (2) students (11.77%) have not completed their coursework, with an average score of 79.90 on the student learning outcomes scale. Comparing cycle II to cycle I, the teaching and learning process proceeded smoothly. Therefore, it can be claimed that by using the game model, which was implemented at the conclusion of cycle II, the learning outcomes for athletic learning—which were previously low—in short-distance running (sprinting) of 50 meters increased. The result is "There is an Increase in Learning Outcomes for 50-meter Sprint Running Through Modifications to Play at SD Tunas Harapan in the 2024/2025 Academic Year".

4 Discussion

All types of physical activity that employ the large muscles (gross motor) are the focus of physical education, which emphasizes movement in games, sports, and the fundamental bodily functions.

Physical education is supposed to align with the way that people live their lives in society as part of the learning process. Physical education is beneficial to people and helps them grow and develop in their experience of other educational components.

Students demonstrate their learning when they are able to apply and master the learning outcomes in their daily lives. When learning outcomes are applied in real-world situations, students typically exhibit a shift in perspective and behavior regarding what they have learned in the classroom and in the workplace. In this instance, pupils' proficiency in applying and executing all fundamental sprinting movement strategies is indicative of short-distance running.

It appears that pupils at SD Tunas Harapan Tanjung Anom are less interested in physical education classes, particularly when it comes to the 50-meter sprint activity. This is due in part to the fact that the 50-meter sprint lesson is taught utilizing a learning concept that emphasizes movement techniques rather than play adjustments that bore pupils. Students become bored throughout the learning process due to repetitive teaching strategies, a lack of diversity in play approaches, and the use of explanations and examples that are not pertinent to the lesson. in order for many pupils to ultimately receive low KKM scores.

To enhance the learning outcomes of students doing the 50-meter sprint, the idea of learning the sprint must be applied through play changes. Children are masters at learning adjustments while playing. The goal of this study is to determine how much the 50-meter sprint exercise can enhance learning outcomes in physical education, particularly for students enrolled in 50-meter sprint lessons.

The following findings are based on observations made at SD Tunas Harapan Tanjung Anom: 3) Students' short-distance running (sprint) 50-meter ability is still low. This is due to the fact that the instruction is repetitive, the teaching materials are not sufficiently varied, and the explanations and examples of how the 50-meter sprint is actually implemented are not accurate.

4) In order to affect students, as evidenced by the low student scores in relation to the minimal completeness requirement (KKM) of 75 established by the school for physical

education classes. Because so many kids have scores below 75, it is evident that student performance is low. SD Tunas Harapan Tanjung Anom pupils experienced this.

Students become disinterested and lack motivation to complete a 50-meter sprint due to the repetitive physical education teacher's teaching and learning methods and the inaccurate explanation of the short-distance running lesson material. It is evident from observations that students are less interested in physical education classes and that learning outcomes are poor, particularly when it comes to the teaching materials on 50-meter sprints. Short-distance running (sprint) learning outcomes are thought to be enhanced by game adjustments. According to the study's findings, the following information was gathered:

Of the twenty (20) students, eleven (11) (58.82%) have reached the level of learning completion in learning the 50-meter sprint, while nine (9) (41.18%) have not. This is evident from the results of the post-test I that was mentioned above. with cycle I's average value coming in at 74.26.

2. The data gathered from cycle II's learning outcomes shows that students' capacity to do the 50-meter sprint learning outcome test in a traditional manner has improved. Out of the twenty (20) pupils, eighteen (18) (88.23%) have finished their education. Averaging 79.90 for student learning outcomes, two (2) students (11.77%) have not completed their coursework. Comparing cycle II to cycle I, the teaching and learning process proceeded smoothly. The sprint learning outcomes, which were previously low, have therefore increased as a result of the game model's deployment, which concludes cycle II. The results indicate that "There is an Increase in the Learning Outcomes of the 50-meter Short Distance Running (Sprint) Through Modified Play in Class V Students of SD Tunas Harapan Tanjung Anom in the 2024/2025 Academic Year" .

5 Conclusion

The learning outcomes of students in short-distance running (sprint) learning from twenty (20) students are shown in the results of post-test I above. Of these, eleven (11) students (58.82%) have reached the level of learning completion, while nine (9) students (41.18%) have not finished the 50-meter sprint. with cycle I's average value coming in at 74.26. Students' proficiency in performing the traditional 50-meter sprint learning outcome test has improved, according to the learning outcome data collected in cycle II. Out of the twenty (20) pupils, eighteen (18) (88.23%) have finished their education. In contrast, two (2) students (11.77%) have not completed their coursework, with an average student learning outcome score of 79.90. Comparing cycle II to cycle I, the teaching and learning process proceeded smoothly. With the learning results of the 50-meter short-distance running (sprint) having increased from low to high, it may be concluded that the teacher's modification of the play led to cycle II. The findings indicate that during the 2024–2025 academic year, elementary school students at Tunas Harapan Tanjung Anom improved their learning outcomes for the 50-meter short-distance running (sprint) by modifying their play.

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