Jurnal Pendidikan Jasmani (JPJ)
Vol. 6, No.3, April 2026
ISSN: 2723-2816 (Online)

Improving Front Roll Ability With The Drill Method Through Guided Learning Strategies

John Yen Felix Pakpahan[1], Dodi Irwansyah[2], Basyarudin Acha[3]
[1,2,3]Samudra University, Jalan Prof. Dr. Syarief Thayed, Langda Lama District, Langsa City, Aceh, 24416, Indonesia.

Abstract
Learning floor gymnastics, particularly forward rolls, still faces challenges due to low student skills, resulting in suboptimal learning outcomes. This study aims to improve the forward roll skills of class VII.1 students at SMP Negeri 7 Langsa using the drill method through a guided learning strategy. The study used a classroom action approach (CAR) with two cycles. The research subjects were 30 students selected using a total sampling technique. Data were collected through forward roll practice tests and observations, then analyzed descriptively quantitatively. The results showed an increase in learning completeness from 30% in the pre-cycle to 70% in the first cycle, and reached 93.33% in the second cycle. This increase confirmed that repeated practice with teacher guidance can improve technique, increase coordination, and foster student motivation. It was concluded that the drill method through a guided learning strategy is effective in improving forward roll skills and is worthy of being used as an alternative physical education learning strategy in schools.
Keywords: Forward Roll, Drill Method, Guided Strategy

Correspondence author: John Yen Felix Pakpahan, Universitas Samudra, Indonesia
Email: johnyenpakpahan@gmail.com

INTRODUCTION

Physical education, sports and health are an integral part of education. as a whole which aims to develop various aspects of students, starting from physical fitness, motor skills, critical thinking skills, social skills, reasoning, emotional stability, morals, healthy lifestyle, and awareness of a clean environment through physical activity (Putra et al., 2018). One important aspect in learning Sport is the mastery of basic techniques that can improve performance at the same time reduce the risk of injury. In this context, gymnastics is one of the sports that has a central role because it displays dynamic movements that demand toughness, agility, flexibility, balance, and beauty of movement (Zailan Taslim, 2016).

Several previous studies have examined the effectiveness of gymnastics learning with varied approaches. For example, Ummah (2019) emphasized that gymnastics is physical activity that is structured based on certain principles so that learning must be emphasizes body control. Suryani and Aji (2020) showed that gymnastics Education can contribute to children's development if it is packaged with an interesting learning method. More specifically, Hadjarati and Haryanto (2020) emphasized that floor gymnastics as part of artistic gymnastics can

improve self-control, discipline, as well as the physical strength of students. These studies show that Floor gymnastics learning is not only oriented towards movement, but also towards aspects comprehensive physical education.

However, a number of recent studies still indicate difficulties. students in mastering basic floor gymnastics techniques, especially forward rolls. Several obstacles that identified include weak core strength, lack of coordination between body parts up and down, as well as flexibility that is not optimal so that movements are not carried out smoothly perfect (Hadjarati & Haryanto, 2020). Initial observations at SMP Negeri 7 Langsa strengthened The findings show that around 70% of class VII.1 students have not yet completed the forward roll. correctly. This indicates that there is a gap between the learning objectives and the results achieved, while also showing the need for more effective learning strategies.

Based on this description, it can be concluded that there is still a research gap, especially regarding the application of the drill method with guided learning strategies in improving the forward roll ability of junior high school students. Most previous studies have focused on highlighting the importance of floor gymnastics in general, but not many have tested it in detail. Specific effectiveness of guided drill method on mastering forward roll at school level junior high school. Therefore, this research has a novel contribution in the form of Application of guided drill strategies in floor gymnastics learning, especially in roll techniques The purpose of this study is to analyze the effectiveness of the drill method through the strategy guided learning to improve the ability to do forward rolls in class students VII of State Junior High School 7 Langsa.

METHOD

This research uses a Classroom Action Research (CAR) design which is implemented in two cycles. Each cycle consists of the stages of planning, action implementation, observation, and reflection. This research model was chosen because it is suitable for improving the quality of learning.repeatedly through actions designed based on problems in the classroom, so that It is hoped that it will improve students' ability to do forward rolls.

The research was conducted at SMP Negeri 7 Langsa, located at Jl. Simpang Wie Asam Peutik, Langsa, Aceh Province. The research activities took place during the even semester of the academic year. 2024/2025, precisely on April 14 to 22, 2025. Location and time of research determined based on the need to obtain data relevant to the conditions learning at the school.

The population in this study was all seventh grade students of SMP Negeri 7 Langsa. The population, class VII.1 students numbering 30 people, consists of 17 male students and 13 female students were selected as research subjects. Sample selection was carried out by total sampling technique, so that all students in the class become respondents. The consideration for selecting class VII.1 was based on the results of initial observations which showed low basic floor gymnastics skills, especially forward rolls. Thus, the class

are considered suitable to be research samples.

Research data was collected through skills tests and observations. The tests were used to measuring students' ability to do forward rolls with indicators of fluency, neatness, and accuracy of movement. Observations were conducted to record student activities during the learning process. learning takes place, using the observation sheet that has been prepared. Instrument The assessment is prepared in the form of a rubric to ensure the data obtained is more objective and measurable.

Data analysis was conducted using quantitative descriptive statistical techniques. The results of the learning test are analyzed by calculating the average value, percentage of completion, value minimum, and maximum values in each cycle. Student learning outcomes are categorized based on The minimum completion criteria (KKM) are 70 for individuals and 85% for classical completion. Through this analysis, the effectiveness of implementing the drill method with a guided learning strategy in improving students' forward roll abilities can be known systematically.

RESULTS AND DISCUSSION

Result

Based on the results of initial observations, it was found that of all the students observed, Only 9 students were able to do the forward roll movement well. This is equivalent to 30% of the total students observed. Assessments are carried out during the learning process. teaching and learning takes place using observation sheets by researchers, as well as when the teacher provides material on the basic forward roll movement. The description of the results of the distribution of results student learning in the initial conditions carried out by students can be seen in the table below.

Table 1. Distribution of student learning outcomes in initial conditions

Score	f	%	S x F
0- 59			

60 – 69	21	70%	1399
70 – 79	6	20%	470
80 – 89	3	10%	241
90 -100			
Amount	30	100%	2110

Based on the table above, it can be concluded that the highest value obtainedin the pre-cycle was 81 and the lowest score was 65. With an average score of 70.33. Students 9 students (30%) achieved learning completion, some of whom received a score of 70- 79 as many as 6 students (20%) and a score of 80-89 as many as 3 students (10%) and students who have not completed 21 students (70%) studied with a score of less than 70. The data shows that students' ability to perform the basic movement of a long forward roll is still low. To make it easier to see the distribution of student learning outcomes in cycle I, you can see in the diagram below:

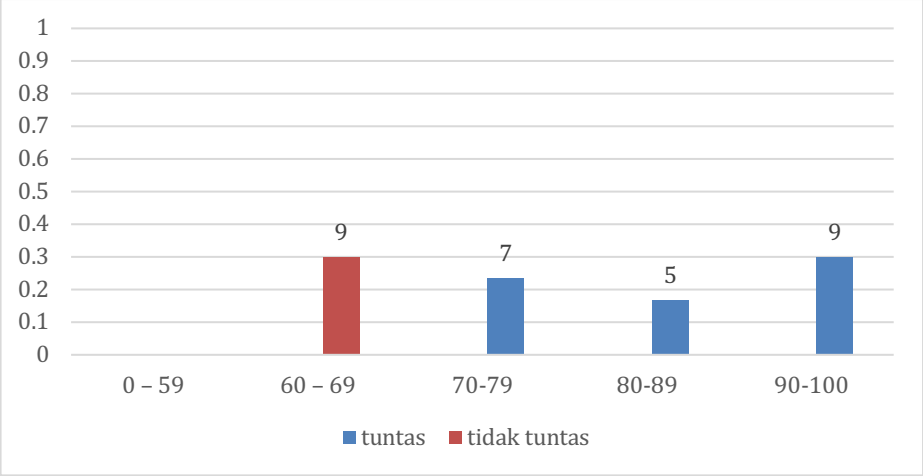

Figure 1. Percentage comparison diagram in cycle I

From observations of the implementation of actions in cycle I during learning activities taking place, researchers observe the progress of activities through observation to see whether These actions are in accordance with the plan, what are the results of learning forward rolls? standing start. To make it easier to see the students' learning outcomes from cycle I, this can be seen in diagram image below:

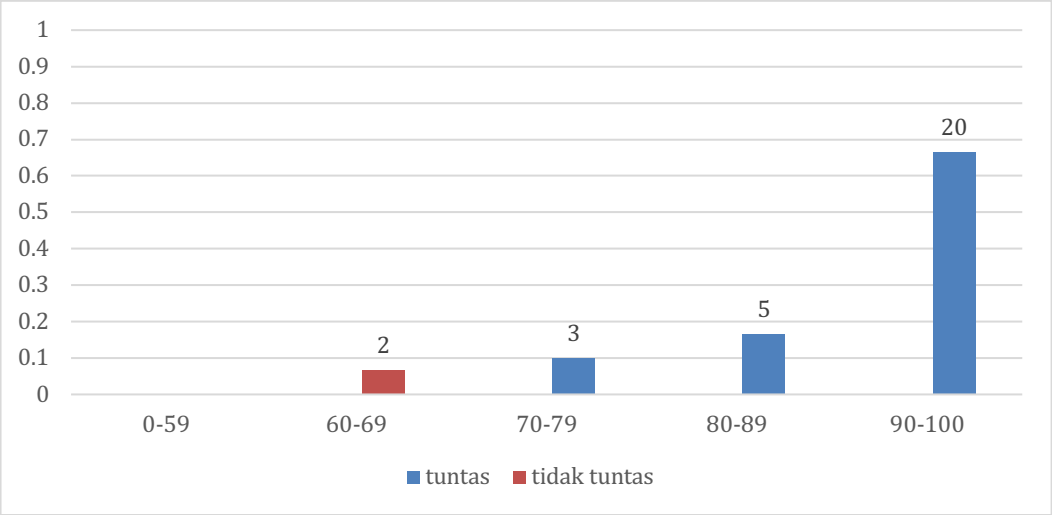

Figure 2. Graph of learning completion in cycle II

In this second cycle, the teaching and learning process went better when compared to the previous cycle. cycle I. From the learning outcome data from cycle II, it can be seen that students' abilities in After conducting the test, the results of the forward roll with a squat start had increased. Of the 30 students, 2893.33% of students have achieved learning completion, while 2 students (6.67%) who have not achieved learning completion. In this second cycle, the teaching and learning process runs more smoothly. good compared to cycle I. If in cycle I the overall student activity was only 70% then increased in cycle II to 93.33%.

Discussion

The results of the study show that students' ability to do forward rolls experienced an increase from pre-cycle to cycle II. The processed data shows that in the pre-cycle only 9 students (30%) achieved completion, while 21 students (70%) has not reached the minimum standard. After the actions were carried out in cycle I, the students' mastery increased to 21 students (70%), while there were still 9 students (30%) who had not completed it. cycle II, there was a more significant increase, namely 28 students (93.33%) succeeded in achieving completion, and only 2 students (6.67%) did not meet the criteria. The data shows there is continuous improvement after implementing the drill method through the strategy guided learning, so it can be concluded that the actions given are effective in improve learning outcomes.

The improvement in learning outcomes achieved is in line with the basic concept of the drill method, namely Repeated practice activities can strengthen mastery motor skills (Sudarsinah, 2021). The exercises are given in stages and systematically. help students to correct technical errors in each forward roll movement. This in accordance with motor learning

theory which emphasizes that motor skills can be mastered through intensive practice accompanied by direct feedback from the teacher (Artanti & Lestari, 2017). With guided learning strategies, teachers have an important role in provide direction, show examples, and correct student errors, so that the learning process learning takes place in a more structured manner.

In addition, this finding also shows that the active involvement of teachers in Controlling the practice process has a positive impact on student motivation. Students are more focused follow instructions and show enthusiasm in practicing forward rolls. This supports the results of previous research conducted by Ummah (2019) which stated that learning gymnastics with a structured approach can improve motor skills students. Research by Suryani and Aji (2020) also confirmed that modifications to gymnastics learning can increase interest and learning outcomes, in line with the findings of this study which shows an increase in forward roll learning outcomes through a variety of guided drill strategies.

When compared with other studies, the results of this study have several similarities. and differences. Hadjarati and Haryanto's (2020) research found that floor gymnastics contribute to the development of student discipline and self-control. Meanwhile, research Yulianto (2023) emphasizes the use of game methods in floor gymnastics learning, which focuses more on the motivational aspects of students. This difference shows that the research with the guided drill method provides a new contribution, because the focus is not only on increased motivation, but also on improving the technical skills of the forward roll in general systematically. Thus, this study complements previous literature by providing empirical evidence that guided drills can be an effective alternative strategy in improve basic floor gymnastics skills. Overall, the results of this study support the hypothesis that the application of the method Drills with guided learning strategies can improve students' forward roll abilities. The facts obtained in the field show an increase in learning completion. significantly from cycle to cycle. This increase can be explained by the regularity of the exercise, providing direct feedback by teachers, as well as student involvement in the learning process more active. Therefore, this strategy can be used as a reference in learning physical education, especially floor gymnastics material, to improve learning outcomes while reducing the risk of movement errors and student injuries.

CONCLUSION

Based on the research results, it can be concluded that the application of the drill method with the strategy Guided learning is able to improve forward roll skills in class VII.1 junior

high school students Negeri 7 Langsa. The increase in learning completion was seen from the pre-cycle by 30%, increasing to 70% in cycle I, and reached 93.33% in cycle II. Thus, the goal research to improve forward roll skills through guided drill method was achieved.

ACKNOWLEDGMENT

The author would like to express his gratitude to Bina Guna Elementary School, Medan City, which has granting permission to collect data so that this research can be carried out properly.

REFERENCES

Astorino, T. A., et al. (2018). Effects of high-intensity interval training on VO_2max in recreational athletes. *Journal of Strength and Conditioning Research, 32*(1), 164–171.

Bompa, T. O., & Buzzichelli, C. (2019). *Periodization: Theory and methodology of training* (6th ed.). Human Kinetics.

Collins, R., et al. (2021). Application of VDOT in endurance training prescription. *International Journal of Sports Physiology and Performance, 16*(6), 85–92.

Daniels, J. (2022). *Daniels' Running Formula* (4th ed.). Human Kinetics.

Etxebarria, N., et al. (2017). Short-term interval training and triathlon performance. *International Journal of Sports Medicine, 38*(7), 525–531.

Haugen, T., Sandbakk, Ø., Seiler, S., & Tønnessen, E. (2021). Training characteristics of world-class distance runners: An integration of literature and practice. *Sports Medicine, 51*(9), 1835–1854.

Hostrup, M., & Bangsbo, J. (2023). High-intensity training in competitive sports. *Scandinavian Journal of Medicine & Science in Sports, 33*(4), 578–590.

Ruddock, A., et al. (2021). Sprint interval training and VO_2max development in combat sports athletes. *Journal of Sports Science & Medicine, 20*(1), 9–16.

Sandford, G. N., Stellingwerff, T., & Buchheit, M. (2019). Anaerobic speed reserve and sprint performance. *Sports Medicine, 49*(2), 183–198.

Silva, P., et al. (2017). High-intensity training effects on endurance. *European Journal of Sport Science, 17*(1), 1–9.

Stöggl, T., & Björklund, G. (2017). High-intensity interval training leads to greater improvements in performance and physiological adaptations. *Frontiers in Physiology, 8*, 562.

Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2015). *Research Methods in Physical Activity* (7th ed.). Human Kinetics.

Tucker, R., & Collins, M. (2016). Endurance performance: influence of genetics and genomics. *Sports Medicine, 46*(9), 1351–1360.

Viana, R. B., et al. (2019). High-intensity interval training improves cardiorespiratory fitness in older adults. *Medicine & Science in Sports & Exercise, 51*(4), 464–471.

Weston, M., et al. (2016). High-intensity interval training in a real-world setting: A randomized controlled trial. *European Journal of Applied Physiology, 116*(7), 1281–1290.

Zinner, C., et al. (2016). Effects of high-intensity interval training on endurance and performance markers in team sport athletes. *Journal of Sports Science, 34*(7), 563–571.

Zhao, Y., & Sim, A. (2023). Interval training duration and performance adaptations. *Journal of Strength and Conditioning Research, 37*(2), 181–190.