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RESEARCH ARTICLE

Improving Relay Running Learning Outcomes Through Modifying Learning Media for Class V Students at SD N 2 Menggamat

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Abstract

The general objective of this research is to enhance student outcomes through the implementation of Relay Race Learning using modified instructional media. Additionally, this study aims to obtain in-depth information about the application of instructional media in relay race material. The research design employed is Classroom Action Research (CAR). The subjects in this study are 12 students from class V at SD N 2 Menggamat. The research was conducted over two meetings spanning two cycles. Each cycle consisted of four stages. The first cycle indicated that through action, students can self-motivate. From this first cycle, the result was 17%, indicating it was incomplete. The second cycle, as a reflection of the first cycle, also demonstrated that action improves student learning outcomes. The result of the second cycle was 75%, indicating completion. Based on the findings of this research, it can be concluded that: (1) Relay race learning using modified instructional media enhances student learning outcomes, (2) Relay race learning using modified instructional media motivates students and encourages active participation in the learning process.

Keywords
Improving Learning Outcomes,Relay race, modified instructional media

INTRODUCTION

School is a formal institution that is systemized as an effort to improve student achievement. The success or failure of educational activities at school is shown by changes in students' behavior, knowledge, attitudes and skills as students (UNJ, 2012). In carrying out learning, educators besides having to master the teaching material, of course also need to know how the material will be delivered and what the characteristics of the students who receive the learning material are (Arikunto, 2010). A teacher's failure in delivering teaching material is not because the teacher does not master the material to be taught but rather the teacher does not master how to convey the material to be taught (Meire, 2011). Physical education, sports and health are an integral part of overall education, where the aim of physical education itself is to develop aspects of physical fitness, movement, thinking, social and even emotional skills of a child in accordance with the objectives of national education article 3. (Ministry of Education and Culture, 2013)

The implementation of physical education, sports and health is considered to still require improvements to support the achievement of learning objectives (Suherman, 2000). There are several reasons why it is considered necessary to modify this subject, including: (1). the teacher's teaching style is still monotonous and teacher centered, (2) the teacher's lack of approach to students in the teaching and learning process, (3) the lack of learning evaluations for students at the end of the activity, (4) the lack of understanding of students and even teachers in terms of achieving learning targets, (5) limited teacher creativity in learning activities. Deficiencies in the learning process will have a negative effect on achieving the desired results (Sidik, 2010). These negative impacts can be in the form of: (1) students do not have the opportunity to develop basic skills (locomotor, non-locomotor and manipulative), (2) students do not

understand the movements and goals of learning, (3) students are not active and do not enjoy the learning process, (4) failure to achieve learning targets. (Aip Syarifuddin, 1992)

In the relay race material, most physical education teachers have not been able to assess what is actually the goal of achieving the learning itself. Most physical education teachers only look at the child's results without paying attention to the stages of movement in the material provided. Physical education teachers often teach using conventional methods, namely by lining up children and asking them to make movements with full energy (Sukintaka., 2014). In fact, this method is not completely wrong, but it would be good if a physical education teacher saw the child's basic movement process through its stages, so that later it would help the child to find the correct technique and have a deep understanding of the movements being studied.

Based on the description above, it is deemed necessary to improve, creativity and innovation in teaching physical education, sports and health, especially in relay running material. Basically, teaching must refer to activities that are safe, comfortable and enjoyable (Mulyasa., 2003). For this reason, in this study the researcher tried to apply relay race learning to fifth grade elementary school students through modified learning media, in this case the researcher tried to provide material with modified learning media which is expected to help students or physical education teachers in the teaching and learning process on relay race material.

METHODS

This research was carried out at SMA N 1 IDI, the research was carried out in the Even Semester 2023 with a sample size of 25 class X students taken using total sampling techniques. This research uses a Classroom Action Research (PTK) approach, with a kemmis and taggart design. (Endang Mulyatiningsih., 2011)

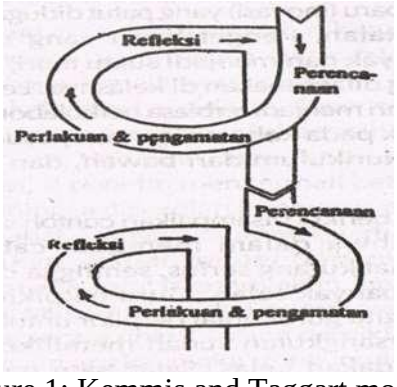

Figure 1: Kemmis and Taggart model.

Action research is a form of research design, where in the action research design the researcher can describe. Procedures need to be explained according to the type of research (Madya, 2011). The type of data, how the data is collected, with which instruments the data is collected, and the technicalities of collecting it, need to be explained clearly in this section. How to interpret the data obtained, its relation to the problem and the purpose of interpreting and explaining a social situation at the same time as making changes or interventions with the aim of improvement or participation (Suganda, 2011). Carrying out research involves colleagues as collaborators and class teachers as implementers of the action (Sudjana, 2017). The final result of the action research activities was to increase relay race learning for fifth grade elementary school students.

RESULTS

Cycle I

Based on the results of the research and evaluation carried out by the researchers, it can be concluded that through the relay running learning model through modified learning media, the starting process, core movements and final attitudes in learning the basic movements of relay running can be improved so that student learning outcomes are better than before. The final process, action and reflection are used to

determine deficiencies in the implementation of the planning program that appear in the analysis of lesson models, provision of materials, application of the relay learning model through modification of learning media.

The evaluation results obtained by students in the initial test are presented in the form of tables and bar charts as follows:

Table 1. Distribution of Relay Running Learning Results

Cycle I

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	1	8%
3	70.0-79.0	9	75%
4	80.0-89.0	2	17%
5	90.0-99.0	0	0%
6	100	0	0%
JUMLAH		12	100%

Information:
S x F = Score x Frequency
The average score of the class = S x F / f
= 911 / 12 = 76
Number of successful students = 2
Completion percentage = 17 %

Based on student learning results in cycle I, the class average score for relay race learning was 76, students who passed in cycle I had a passing percentage of 17% and students who did not pass 83%. For more details, you can see the diagram below

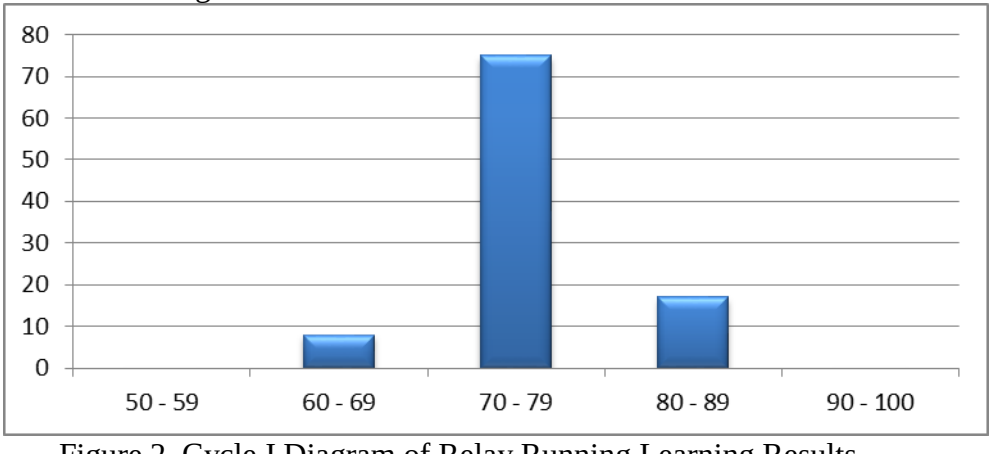

Figure 2. Cycle I Diagram of Relay Running Learning Results

So from the data obtained in cycle I, there were 2 students who completed cycle I with a percentage of 17% of students passing and 10 students who did not pass with a percentage of 83%. Because this first cycle could not be said to be successful because the number of students who had completed had not reached 75% of the total, it was continued to the second cycle where action had been given with the results of around 9 students completing with a percentage of 75%.

Cycle II

Observation results were generated from field notes (CL). Observation results from field notes regarding learning models with modified learning media to improve relay race learning outcomes.

Table 2. Distribution of Learning Results for Relay Running Cycle II

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	1	8%
3	70.0-79.0	2	17%
4	80.0-89.0	8	67%
5	90.0-99.0	1	8%
6	100	0	0%
JUMLAH		12	100%

Information:
S x F = Score x Frequency
The average score of the class = S x F / f
= 983 / 12
= 82
Number of successful students = 9 Percentage of success = 75%

Based on the table above, we can conclude that 9 people completed the test with a presentation of 75%. This can be seen from the histogram graph below:

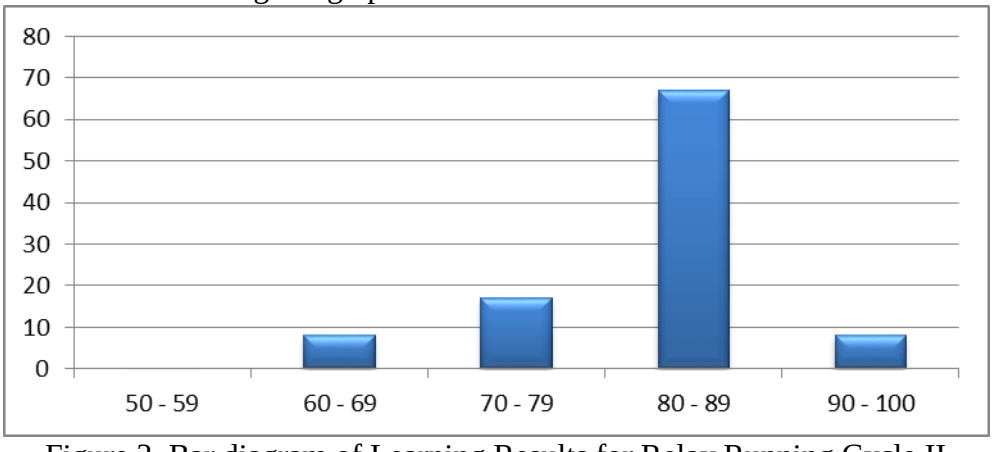

Figure 3. Bar diagram of Learning Results for Relay Running Cycle II

At this last meeting, the students seemed to have made a lot of changes and progress, where the students had applied a learning approach based on modified learning media to the relay race material, where the students were able to do the starting, core movements and final stance correctly. Students have experienced a lot of progress, overall students and teachers carry out learning well and correctly. It was proven that students applied a learning approach based on modified learning media which was practiced on relay race material with satisfactory results where classically 75% had been completed according to the specified target.

An increase of 9 students who passed or 75% of the total number of students shows that students have progressed in taking part in athletic learning with modified learning media. Researchers and collaborators have found answers that have become research material, namely the application of learning with modified learning media in relay race material can improve learning outcomes.

Table 3. Comparison of Relay Running Assessment Results

No	Kategori	Nilai kelulusan	**Siklus 1**		**Siklus 2**	
			F	**%**	**F**	**%**
1.	Lulus	> 75	**2**	**17**	**9**	**75**
2.	Tidak lulus	< 75	**10**	**83**	**3**	**25**
3.	∑		**12**	**100**	**12**	**100**

It can be seen from the table above that in cycle 1 there were 2 students (17%) who passed and 10 students (83%) who did not pass, in cycle 2 there was a significant increase in that there were 9 students who passed. (96%) and 3 people (25%) did not pass, so it can be concluded that there was an increase in learning outcomes for relay running seen from cycle 1 compared to cycle 2. More details can be seen from the histogram diagram below.

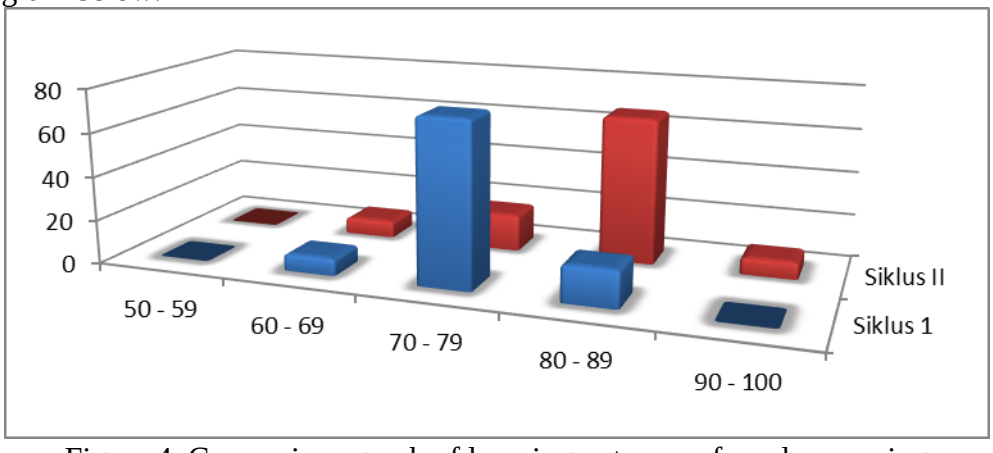

Figure 4. Comparison graph of learning outcomes for relay running

According to researchers and collaborators, the research stops here and is not continued to the next cycle, because the problem has been answered, namely through research on the application of learning media modifications to the relay race material in the teaching and learning process.

CONCLUSION

The researcher's hope is that 80% of students will be active and enthusiastic in participating in learning activities. So that in the second cycle the researchers succeeded in improving the learning approach by providing understanding and direction according to the students' conditions at that time. The result was that 9 students were active in participating in athletic learning, only 3 students were sometimes active and sometimes indifferent. Based on student learning outcomes in the first cycle, the average score for the lower passing learning class was 76 with a completion percentage of 17% of students who passed and student learning outcomes in the second cycle was 82 with a completion percentage of 75% of students who passed.

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