

Efforts to Improve Learning Outcomes of Short Distance Running Through the Play Method Using Bamboo Blade Tools

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Abstract

The development of the bamboo blade play method in physical education learning is based on the need to find innovative and interesting alternatives to increase the effectiveness of learning short distance running skills. This study aims to improve the learning outcomes of short distance running through the playing method using bamboo slats as a tool for fourth grade students of SDN Satriajaya 01. The form of this research is Classroom Action Research (PTK). This research was conducted at SDN Satria Jaya 01, North Tambun District, Bekasi Regency. The subjects in this study were fourth grade students of SDN Satriajaya 01 with a total of 32 students. The data obtained is descriptive quantitative data. For data collection using observation, test and documentation techniques. The data that has been collected is then analyzed by descriptive statistical analysis. Based on the results of the study that the application of the playing method using bamboo slats as a tool to improve the learning outcomes of short distance running in fourth grade students of SDN Satriajaya 01, learning completeness in cycle I and cycle II has not been able to meet overall learning completeness, and can be achieved in cycle III. So this shows an increase in the learning outcomes of fourth grade students of SDN Satriajaya 01 which occurs in each cycle and in cycle III student learning outcomes have reached the success indicator.

Keywords: Learning Methods, Classroom Action Research, Bamboo Slats, Learning Outcomes.

1 INTRODUCTION

The success of the learning process actually depends on several factors, including the ability of the students themselves, educators, and the environment. Before, during and after the learning process takes place, teachers are always faced with various things that require decisions related to their responsibilities. Teachers must decide what, how, when, for what and what learning situations and conditions need to be created. This includes making decisions on the implementation of the plans that have been made, and whether to implement the plans that have been made. The success or failure of the implementation of learning can be known after carrying out the evaluation process. The results of the assessment process can be used as input for the preparation and implementation of the next study program. Success in learning activities is the goal desired by all teachers. Teachers must be able to create effective learning situations. Because if it is successful and brings satisfaction to students and teachers, then an effective and meaningful learning process can take place. A teacher is satisfied if his students engage in the learning process with seriousness, enthusiasm and high self-awareness. This shows that the success or failure of learning objectives is highly dependent on the learning process experienced by students, both in the school environment, in the home environment and in their own home environment. The planning and implementation of physical education must meet the abilities of students. According to the principle of Developmentally Appropriate Practices (DAP) quoted by Yoyo Happy "means teaching tasks that focus on changes in children's abilities and teaching tasks that can encourage these changes." Depending on the level of

learning and development, teaching work must also be able to adapt to changes and differences in the characteristics of each student. individuals, so as to encourage them to develop in a better direction. Direct teaching in physical education argues that the teacher has full control over what students learn and how the process occurs. Primary school students generally enjoy physical education, but most students' thoughts on physical education are on play and refreshment opportunities. Students lack attention and enthusiasm during activities, there are still many students who have limited mobility, are lazy, and joke with their friends. These problems can hinder mastery of learning materials, especially short distance running learning.

Barriers in learning short distance running can help convey information from interactions that occur between teachers and students by using learning media as a medium in an effort to increase the effectiveness and efficiency of learning objectives. The problems faced by physical education teachers are those related to physical education facilities and infrastructure as learning media. The lack of sports facilities and infrastructure owned by schools requires PE teachers to be more creative in empowering and optimizing the use of existing facilities and infrastructure. Creative PE teachers will be able to create something new, or modify existing ones, but present it in an interesting way, thus making students more interested in participating in PE learning. The low motivation of students to do movement activities and the basic ability of short distance running is inseparable from other supporting factors, including limited facilities, schools that have narrow courtyards.

The learning process of short distance running, the teacher utilizes the yard, facilities and the absence of games that emphasize footsteps and speed so that the learning process of short distance running is less than optimal. This is indicated by the large number of student learning outcomes in the previous year that were below the Minimum Completion Criteria (KKM) of 75. 11 students scored above 75 or were categorized as complete and 21 students were not complete. If this condition is left unchecked, it will clearly have a negative impact on students in the process and subsequent learning outcomes. Realizing this situation, the researcher intends to improve the learning of basic short distance running through playing using bamboo slats. The bamboo slats equipment was used during the introduction, core and conclusion of the lesson. These bamboo slats were chosen as learning media for the reason that, 1) Bamboo slats are easy to obtain, 2) Bamboo slats are safe to use, 3) Cheap, 4) Bamboo slats are painted so that they are more attractive.

Bamboo slats are arranged from a short distance then gradually the distance is widened. Students play pace and speed following the bamboo slats that have been arranged. The wider the distance of the bamboo slats will certainly widen the step distance and increase the speed. The use of this bamboo blade tool is expected to increase activeness, seriousness, cooperation, and confidence as well as increase learning of short distance running basic movements in class IV SDN Satriajaya 01.

Based on the above problems, researchers try to conduct classroom action research using bamboo slats as a tool to improve the basic movement skills of short distance running for grade IV students. This study aims to improve the learning outcomes of short distance running through the play method using bamboo slats tools for fourth grade students of SDN Satriajaya 01. Improving learning is focused on the development of basic short distance running movements and student learning outcomes.

2 RESEARCH METHODS

The form of this research is Classroom Action Research (PTK). Classroom Action Research can be interpreted as an effort aimed at improving the learning process or solving problems faced in learning (Ni'mah, 2017). The form of classroom action research consists of four components, namely planning, action, observation and reflection. The relationship between the four components shows a cycle / repetitive activity (Arikunto, 2008).

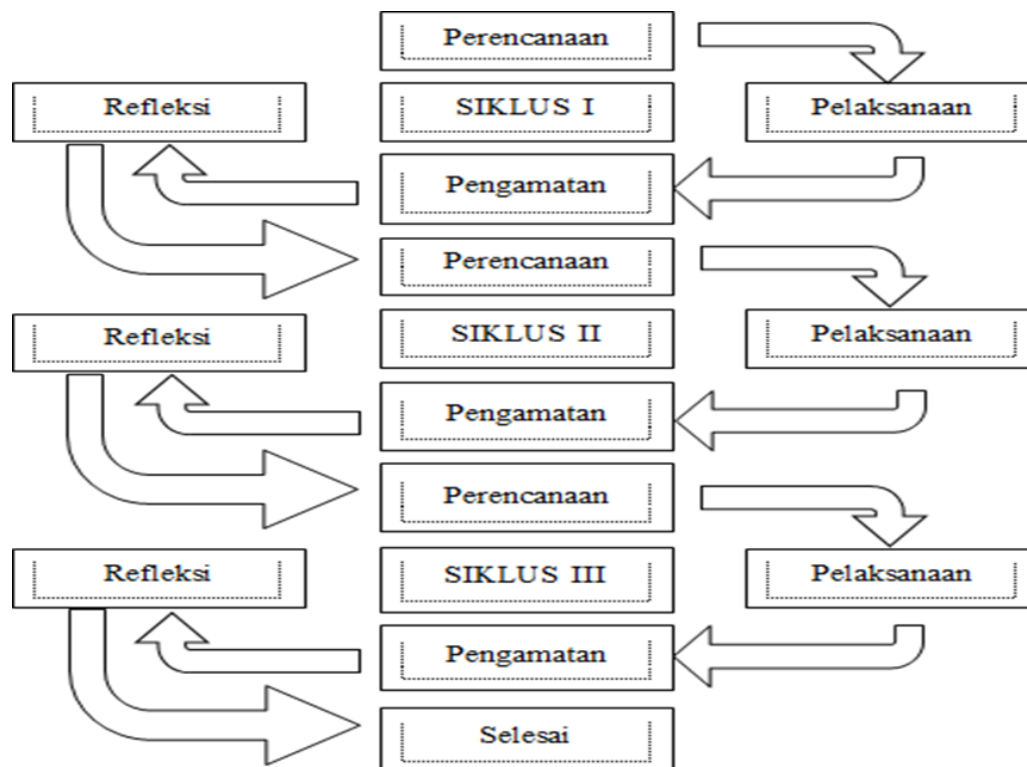


Figure 1: Classroom Action Research Model

This research was conducted at SDN Satria Jaya 01, North Tambun District, Bekasi Regency. The subjects in this study were fourth grade students of SDN Satriajaya 01 with a total of 32 students, consisting of 17 boys and 15 girls.

The data obtained is descriptive quantitative data. For data collection, researchers used 3 techniques, namely observation techniques, test techniques and documentation. The data that has been collected is then analyzed by descriptive statistical analysis. Descriptive analysis aims to describe data about student learning outcomes during the learning process as well as data about the completeness of student learning outcomes. The Minimum Completeness Criteria (KKM) set by SDN Satriajaya 01 for Physical Education subjects for grade IV students is 75, and students are said to be complete if they have reached the KKM value. To determine student learning completeness (individual) can be calculated using a formula based on the 2013 curriculum reference with the formula:

$$\text{Score} = \frac{\text{Total score obtained}}{\text{Total score}} \times 100$$

Source: Kusmawati

Table 1. Conversion for Performance and Student Behavior Assessment

Interval Nilai	Criteria
86 – 100	Excellent
75 – 85	Good*
65 – 74	Medium
55- 64	Less
< 55	Very Poor

According to Maijum (2017), a learning completeness is said to be complete if in that class 80% of the students are said to have completed learning.

3 RESULTS AND DISCUSSION

Before starting the research, the researcher made observations of the school that would become the object of research. The purpose of this observation was to gain an understanding of the conditions and problems that arise in physical education learning. Furthermore, researchers collected preliminary data on student learning outcomes in physical education subjects. After knowing the problems that exist in the subject, researchers are looking for solutions to improve student learning outcomes by applying modifications to the lesson equipment, namely bamboo slats.

3.1 Description of pre-action

Student learning outcomes in pre-cycle learning are strongly influenced by teacher skills and student activities during the short distance running learning process. The learning outcomes of short distance running in this pre-cycle learning are still low with the KKM requirement of 75. A total of 11 students scored above 75 or were categorized as complete and as many as 21 students were categorized as unfinished or below 75. And the percentage value of students who are complete is 34.38% while students who are not complete with a percentage value of 65.62%. The following in table 2 is the result of the pre-cycle assessment.

Table 2: Pre-cycle learning outcomes

Value Range	Qualification	Frequency
75-79	Completed	11
Less than 75	Not Completed	21
Total		32
Percentage of Completion		34.375%

3.2 Description of action

This research was conducted in the form of Classroom Action Research (PTK) using the bamboo slats method consisting of 3 cycles. Each cycle consists of 1 meeting and 1 test.

Data on student learning outcomes in cycle I, cycle II, and cycle III. Measured using tests carried out at the end of the cycle. The following is a description of the data on student learning outcomes of fourth grade students of SDN Satria Jaya 01, North Tambun Subdistrict, Bekasi Regency reviewed in each cycle can be seen in the table below.

Table 3. Recapitulation of Student Learning Outcomes for Each Cycle

Cycles	Student Completion	Students Not Completed	Total number of students	Average Grade	Student Completion Percentage	Class Completion Category
Cycles I	15 (46.87%)	17 (53.13%)	32 (100%)	69.53	46.87%	Not completed
Cycles II	23 (71.88%)	9 (28.12%)	32 (100%)	74.80	71.88%	Not completed
Cycles III	28 (87.50%)	4 (12.50%)	32 (100%)	81.64	87.50%	Completed

3.2.1 Cycles I

Based on table 3, the learning outcomes test in cycle I that has been given shows that of the 32 students who took the learning outcomes test only 15 students were complete and 17 students were not complete. To find out the indicators of the success of student learning outcomes, we can see through the percentage of student completeness. The data shows that the percentage of student completeness is only 46.87%, in accordance with Maijum's

(2017) statement that it is included in the category of class completeness if it obtains an average score of 80%. Based on this explanation, it can be concluded that student learning outcomes in cycle I have not yet reached the success indicator. So that researchers carry out the next cycle of learning activities.

3.2.2 Cycles II

Based on table 3, the learning outcomes test in cycle II that has been given shows that of the 32 students who took the learning outcomes test, 23 students were complete and 9 students were not complete. And these results indicate that in cycle II student learning completeness has increased slightly better than cycle I. The increase in student learning outcomes is because after the teacher fixes the shortcomings in cycle I to be improved in cycle II. So that in the next cycle students are more motivated to learn. In addition, students have also begun to understand what the teacher means and wants by applying modifications with bamboo slats in short distance running learning. As for the aspect of indicators of the success of student learning outcomes as a whole, we can see through the percentage of student completeness. The data shows that the percentage of student completeness is 71.88%, in accordance with Majum's (2017) statement that it is included in the category of class completeness if it obtains an average score of 80%. Based on this explanation, it can be concluded that student learning outcomes in cycle II have not yet reached the success indicator. So that researchers carry out the next cycle of learning activities.

3.2.3 Cycles III

Based on table 3, the learning outcomes test in cycle III that has been given shows that of the 32 students who took the learning outcomes test, 28 students were complete and 4 students were not complete. And these results show that in cycle III student learning completeness has improved better than cycle II. The increase in student learning outcomes is because after the teacher fixes the shortcomings in cycle II to be improved in cycle III. As for the aspect of the success indicator of overall student learning outcomes, we can see through the percentage of student completeness. The data shows that the percentage of student completeness is 87.50%, in accordance with Majum's statement (2017) that it is included in the category of class completeness if it obtains an average score of 80%. Based on this explanation, it can be concluded that student learning outcomes in cycle III have reached the success indicator.

3.3 Discussion

Based on table 3, it can be seen that the number of students who successfully completed the learning increased from cycle to cycle: 15 students (46.87%) in cycle I, 23 students (71.88%) in cycle II, and 28 students (87.50%) in cycle III. This consistent increase reflected progress in student learning outcomes, and by cycle III, the success indicator had been achieved. Short-distance running assessment is carried out by utilizing bamboo slats as a tool. This assessment involves four indicators, namely the initial attitude, running attitude, final attitude, and series of movements. Psychomotor improvement through the use of bamboo slats in learning short distance running has shown improvement. This can be seen from the results of observations made during the learning process and the end-of-cycle test. By practicing using bamboo slats, students can develop fine motor skills, coordination, balance, and reaction speed. This shows that this tool is effective in improving students' basic movement skills as a support for short distance training.

Cooperation between researchers and classroom teachers by collaborating with each other and exchanging information can identify shortcomings that exist during the class action process. Through joint reflection, it can identify solutions and make improvements to achieve the objectives of this study, namely improving student learning outcomes.

This research was conducted in three different cycles. Each cycle involved implementation and evaluation of the modified bamboo slats as well as observation of student improvement. Through these cycles, the researcher was able to see student progress over time and measure the impact of using bamboo slats on improving student learning outcomes. During the implementation of the research, some cycle processes did

not reach the maximum level due to certain shortcomings. However, this was immediately corrected through reflection conducted by the researcher and the class teacher. This modification aims to increase the effectiveness and suitability of the tool to the needs of students. By modifying the utilization of bamboo slats in terms of design, size, or features, a tool that is more efficient and in accordance with learning objectives can be produced. The application of modified bamboo slats in short distance running provides tangible benefits for fourth grade students of SDN Satria Jaya 01, North Tambun District, Bekasi Regency. The use of bamboo slats helps increase student motivation and interest in Physical Education learning. The modifications made to the bamboo slats prove their effectiveness in improving short-distance running learning.

4 CONCLUSION

Based on the results of the study, it can be concluded that the application of the playing method using bamboo slats as a tool to improve the learning outcomes of short distance running in class IV students of SDN Satria Jaya 01, it can be seen that the number of students who completed learning in cycle I was 15 students (46.87%), in cycle II as many as 23 students (71.88%), and in cycle III as many as 28 students (87.50%). Learning completeness in cycle I and cycle II has not been able to meet overall learning completeness, and can be achieved in cycle III. So this shows that there is an increase in the learning outcomes of fourth grade students of SDN Satria Jaya 01, North Tambun District, Bekasi Regency which occurs in each cycle and in cycle III student learning outcomes have reached the success indicator.

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