

Enhancement Learning Outcomes of Basic Running Movements through the Method of Playing with Cardboard Tools

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Abstract

Improving Basic Movement Learning Outcomes through Playing with Cardboard Tools (In Class III Students of SDIT Nurul Hikmah, Matraman District, East Jakarta, Academic Year 2022 – 2023). Thesis: Sports Education Study Program, STKIP Kusuma Negara Jakarta, 2023. This research started because of the low interest and learning outcomes of running basic motions in class III students in the even semester of the 2022/2023 academic year at SDIT Nurul Hikmah. This study aims to increase interest and learning outcomes of basic running movements in physical education learning through playing with cardboard tools. The research time was 2 months, which was carried out from January to February and was carried out in 3 cycles. The results showed that learning the basic motions of running with a play approach can increase students' interest and learning outcomes of basic running movements. Based on the observation results, it was obtained that the classical completeness score was 24 children (75%) in Cycle I, 27 children (84.37%) in Cycle II and 32 children (100%) in Cycle III with an average grade of 77 in Cycle I, 79 in Cycle II and increased to 87 in Cycle III.

Keywords: Basic running movement, Learning, Play approach.

1 INTRODUCTION

Based on Constitution System Education National mentioned that basic education aims to develop attitudes and abilities and provide basic knowledge and skills needed for life in public as well as prepare participant educate Which fulfil requirements for secondary education. Basic education is compulsory education that provides students with the knowledge and Skills (Mustafa & Dwiyo, 2020). Wrong One objective education physical for student is develop attitude And Skills base. Business For reach objective the can be done through physical education at school base.

Education physical is part integral from system education in a manner whole (Lengkana & Sofa, 2017; Mustafa, 2021). The implementation of physical education must be directed at achievement educational purposes. The purpose of physical education is not physical activity itself (Sriyatin, Sucipto, & Sulikan, 2018). But, for develop potency student through activity physical. Objective education physical No only develop realm physical, but Also develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity and sports activities (Hanani, Santika, & Hidayat, 2022). Physical education can be a medium or tool For push development motor, ability physics, knowledge and reasoning, appreciation of values mark (attitude, mental, emotional, and social), as well as habituation pattern life Healthy Which boils down For stimulate growth.

Programs and implementation of physical education elementary school has The main characteristic of teaching in an elementary school atmosphere is wrong one of its main features is that teaching practice reflects the principle of conformity with principle Developmentlly Appropriate Practices (DAP) or harmony with student developmental

stage. One of the big obstacles experienced by teachers in process Study teach is remove boredom para student in take lessons, and this is also one of the very homework important for a physical education teacher. The physical education teacher must innovate and be creative to create variations in each learning process to attract and activate student interest in teaching and learning process education physical (Utamayasa, 2021). Because if student No active in process Study teach so, big possibility What Which aspired to right in process education body is not reached. There are probably many ways that teachers do physical education in solving these problems such as, giving motivation or maybe until give a threat to student (Winarno, 2013).

Success in learning activities is the expected goal by all teachers. The teacher must be able to create an effective learning situation. Because an effective and meaningful learning process can take place if it gives success and gives a sense of satisfaction to students and Teacher. A Teacher feel satisfied If his students can follow process learning with Really Really, enthusiastic And full awareness Which tall This show that succeed or the failure achievement objective learning very depend to process Study Which experienced by student, Good when he is at in environment school nor moment he is at in environment House or environment his own family.

The curriculum currently used is the 2013 curriculum revised. Skills motion base run there is on KD 4.3 that is "practice basic movement of walking, running, jumping, and throwing through sports games in modification And or game traditional". Based on observation to learning that has been done at SD IT Nurul Hikmah , researchers found that results Study participant educate class I II on material variation motion base run Still low. Teacher Still Lots use method command so that participant educate still have difficulty, get bored quickly and are less interested in participating in learning. Students tend to like sports that are games or competitions, so that needed method learning or modification in learning. Wrong One approach in learning Which used in material This is play approach. The playing approach is used by researchers as one alternative Which used in learning so that participant educate with hope like And excited inside do activities learning.

By using various types of activities in learning the basic motion of running, it is hoped that the results of learning variations of the basic motion of students' running too will increase, as objective in study This that is p increase results Study motion base run participant educate class I II SD IT Nurul Hikmah . Wrong One indication not enough maximum learning run can seen from achievement the learning outcomes of class I II students are still under the Minimum Completeness Criteria that is 75. If matter This going on Keep going continuously so can confirmed will very impact bad at subsequent learning outcomes. The author's playing strategy takes the reasons for playing can create fun atmosphere as well as a competitive atmosphere for students with rules Which agreed beforehand learning in the classroom.

2 RESEARCH METHODS

The research method used is Classroom Action Research (CAR). Action research is participatory and collaborative activities that are typically carried out because there is a shared concern for conditions that need improvement. This stage is in the form of drafting an action plan explain about What, Why, When, Where, by Who, And How action the will done.

Research Procedures There are four steps or research development procedures for class action on the basic motion of running through the method of playing with cardboard (Arikunto, Suharjono, & Supardi, 2006) there is Planning, Acting, Observing, Reflecting. Research Subjects Field trials (field trials) in this study will be carried out in two cycles. Cycle I, cycle II and cycle III with a total of 32 students in class III SD IT Nurul Hikmah, with the number of students son as much 1 3 child son and student daughter as much as 1 9 child . Data Collection Techniques Data Type The type of data in this study is in the

form of qualitative data and quantitative data. Qualitative data were obtained from responses, suggestions and input from experts while quantitative data were obtained from the results of student questionnaires that had carried out cycle trials. Data Collection Instruments The data collection instrument used in this study was a questionnaire (questionnaire). According to Sugiyono (2015), a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer.

The measurement scale used is the Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are translated into variable indicators. Then these indicators are used as a starting point for compiling instrument items which can be in the form of statements or questions (Sugiyono, 2015). Data analysis technique in the form of individual observation sheets to assess practice student in do motion base run. Analysis Which used is descriptive qualitative And Description Quantitative. Rubric evaluation customized with components technique Which must done student in do motion base run. Data Which collected will compared to from data Which obtained on cycle I and cycle II.

3 RESULT AND DISCUSSION

This Classroom Action Research was carried out in 3 cycles with 3 meetings. Each cycle in the learning process uses the playing method. In the implementation of learning each cycle includes planning, implementation of action, observation, and reflection. The following is the activity exposure during the cycle.

3.1 Cycle I

During the implementation of the action, the observer did observation And recording with use sheet observation. In the observation sheet contains points for recording activities during the learning process of running basic motion material with a play approach which includes learning activities from the teacher and learning activities student. The following is Table 1, the collaborator's data from observations during the learning cycle I.

Table 1. Results of Observations on Psychomotor Aspects in cycle I

No	Interval	Category	Frequency	%
1	86 – 100	Very well	4	12.5
2	75 – 85	Good	20	62.5
3	65 – 74	Currently	7	21.87
4	55 – 64	Not enough	1	3.12
5	>54	Less Once	0	0
Total			32	100

Table 1 show that 4 children (12.5%) are in the Very Good category, 20 children are in the Good category (62.5%), 7 children (21.87%) in the moderate category, 1 child (3.12%) in the less category.

Table 2. Recap of Learning Outcome Values

No	Interval	Frequency	%	Description	Criteria
1	66-74	8	25	Not enough	Not Completed
2	75-83	23	71.85	Enough	complete
3	85-91	1	3.15	Good	complete
Total		32	100		

Table 2 show that of the 32 students, there were 8 students with Unfinished criteria with a percentage of 25%, 24 children with Completed criteria with a classical percentage of 75%.

3.2 Cycle 2

The following is Table 3, the collaborator's data from observations during the learning cycle II.

Table 3. Results of Observations on Psychomotor Aspects Cycle II

No	Interval	Category	Frequency	%
1	86 – 100	Very well	5	15.6
2	75 – 85	Good	22	68.7
3	65 – 74	Currently	5	15.6
4	55 – 64	Not enough	0	0
5	>54	Less Once	0	0
Total			32	100

Table 3 show that children are in the Good category Once there were 5 children (15.6%), in the Good category 22 children (68.7%), in the moderate category there were 5 children (15.6%).

The results of observations on learning by collaborators and student questionnaires. Results observation by collaborators show the percentage of student activity 92%. From results questionnaire student seen that from whole question already over 75%. Psychomotor value is the value of student learning outcomes. The following is a summary of the three aspect values in Cycle II, in Table 4.

Table 4. Recap Value of Cycle II Learning Outcomes

No	Interval	Frequency	%	Description	Criteria
1	66-74	5	12.5	Not enough	Not Completed
2	75-83	22	68.75	Enough	complete
3	85-91	5	12.5	Good	complete
Total		32	100		

Table 4 show that 5 children have not completed (15.63%) and 27 children have completed (84.37%).

3.3 Cycle III

The following is Table 5, the collaborator's data from observations during the learning cycle III.

Table 5. Observation Results of Psychomotor Aspects cycle III

No	Interval	Category	Frequency	%
1	86 – 100	Very well	10	31.2
2	75 – 85	Good	22	68.7
3	65 – 74	Currently	0	0
4	55 – 64	Not enough	0	0
5	>54	Less Once	0	0
Total			32	100

Table 5 show that children are in the Good category Once there were 10 children (31.2%) and in the Good category 22 children (68.7%).

The results of observations on learning by collaborators and student questionnaires. Observation results by collaborators show the percentage of student activity 92%. From results questionnaire student seen that from whole question already over 85%. To find

out the value of learning outcomes, the values of all the above aspects are added up and then divided by 3 and the result is the value of student learning outcomes. The following is a summary of the psychomotor values in Cycle III, in Table 6.

Table 6. Recap Value of Cycle III Learning Outcomes

No	Interval	Frequency	%	Description	Criteria
1	66-74	0	0	Not enough	Not Completed
2	75-83	22	68,7	Enough	complete
3	85-91	10	31,2	Good	complete
Total		32	100		

Table 6 show that 1 child has not completed (3.10%) and 31 children have completed (96.80%).

Based on the recapitulation of student learning outcomes taken by collaborators, the collaborators and researchers concluded that the learning process using the playing method using cardboard tools made the learning atmosphere more enjoyable, students were more serious in carrying out the tasks given by the teacher. The results of evaluating the value of learning the basic movements of running classically have reached more than 100%. Based on these results, there is no need to continue classroom action research

4 CONCLUSION

In the classroom action research that has been carried out in learning the basic motions of running at SD IT Nurul Hikmah through a play approach can improve the development of the basic motions of running and increase student interest in participating in learning. This is indicated from the results of student learning recap of 32 children, there are 32 children Completed with details of 10 children in the very good category and 22 children in the Good category. Classical completeness of 32 children (100%) and grade point average of 87 . Increased interest from cycle I and cycle II which reached 72% increased to 100% in cycle III. Learning the basic motions of running through the playing method can also add new experiences for students, because during This learning Which held Still monotone with depend on technique technique run. So that method play very help students in achieving goals learning. The actions carried out in this class research were in accordance with the design that was made and used an approach that was in accordance with the characteristics of the students. If you pay attention to the observation sheet, it shows that learning the basic running movements through the playing method can improve the development of the basic running movements.

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