

Efforts to Improve The Results Of 40-Meter Short-Distance Running Through Fortification Games In Students of SDN 2 Kota Agung Lahat Regency

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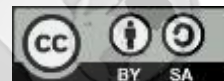
Running Ability

Basic Running Motion

ABSTRACT

The purpose of this study was to determine efforts to improve the results of 40-meter short-distance running through fortification games in students of SDN 2 Kota Agung Lahat Regency. The method used is the Classroom Action Research (PTK) method. The sample of this study was 32 students of Sekolah Dasar Negeri 2 Kota Agung. The research instrument used a 40-meter running test and basic stages of running techniques. Based on data processing and data analysis in the previous section, it can be concluded in general that the fort game has succeeded in improving running skills in grade IV students of SDN 2 Kota Agung Lahat Regency. Increased running ability using fortification games in cycle I, and cycle II experienced a significant increase. This is evidenced by the results of the student ability test in the first cycle the completeness of student learning is 78% and in the second cycle there is a significant increase to 93% so that there is an increase of 16.13%. In the ability to run using fortification games based on the completeness of student learning in running from cycle I to cycle II has increased. In the results of cycle I student learning completeness was 78% and in cycle II experienced a significant increase to 93% so that there was an increase of 16.13%. That is, the action research carried out on improving the ability to run using the fort game was successful and went well.

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1. INTRODUCTION

Education can be one way in an effort to shape individual character. In line with Ki Hajar Dewantara, education that balances creation, taste and charsa is able to shape individual character [1]. School as a formal institution which is a means in order to achieve these educational goals. Through school, students learn a wide variety of things. In formal education, learning shows positive changes so that in the final stage skills and abilities will be obtained [2].

Physical education, sports, and health become an activity or physical activity that is arranged and designed systematically to stimulate growth and improve physical abilities and skills, character intelligence, and positive values for all citizens in achieving educational goals [3]. The purpose of Penjasorkes is to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, develop sportsmanship, honesty, discipline, responsibility, cooperation, confidence, and democracy. Understand the concept of physical activity and exercise in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness, skillful, and have a positive attitude [4].

Traditional sports are cultural sports that must be developed and preserved. Traditional sports are sports in the form of games so it is very good to be used in improving children's motor skills [5]. In addition to fostering children's physical motor development, traditional games can also improve social development in children. Traditional games children will be able to do gross muscle coordination, various ways and

techniques can be used in this activity such as crawling, crawling, walking, running, jumping, jumping, kicking, throwing, and so on [6].

Fortress is a game without equipment played by 2 groups of 4-8 people each. The main objective of the game is to attack as well as take over your opponent's fortress by touching it [7]. Learning using the traditional game of fortifications has a significant influence on students' sprint speed [3]. In the fort game, there are elements of physical education that are in accordance with the characteristics of elementary school students, namely: 1) Running motion, 2) Games that are easy to play, 3) Agility, 4) Fun, and 5) Socialization for children so that they can adjust to the environment [8].

Running is a forward movement to move the body as quickly as possible, both feet are there when floating and not attached to the ground or floor. In international athletics, short-distance running is often referred to as a sprint or dash. Short distance running numbers that are contested in international events, if held in open fields (outdoor) include 100 meters, 200 meters, and 400 meters. The short distance running held in a closed field (indoor) is a 40-meter, 60-meter, 200-meter, 400-meter run [9].

The process of physical education in elementary school learning to run, especially sprinting, is an activity that is very unpopular with children, as evidenced by the implementation of sports activities they do it less energetically even not really, because for them sprinting is a boring and less fun sport [10].

The results of observations at SDN 2 Kota Agung Lahat Regency have been implemented at the elementary school level, but several obstacles were found, among others. The lack of interest of students during the learning process of short-distance running material is because the methods used in delivering the material do not vary, so students feel bored when participating in short-distance running learning. In addition, students' learning outcomes about running are relatively low so that the scores obtained are below the school's KKM (75).

Based on this problem, researchers identified problems in running learning, researchers discussed efforts to improve the results of 40-meter short-distance running through fortification games in students of SDN 2 Kota Agung Lahat Regency. Through this method, it is hoped that children will be more enthusiastic in participating in short-distance running learning and students will not feel bored in following the learning. Because this traditional game in addition to children can learn to run short distances with a playing approach, they can also preserve traditional games that are now starting to be forgotten by children. Based on the background of the problems taken, researchers are interested in improving the basic motion of 40-meter short-distance running with fort games, so the formulation of the problem in this study is how to increase the results of 40-meter short-distance running through fort games in students of SDN 2 Kota Agung Lahat Regency.

2. METHOD

This research method uses classroom action research. This class action research procedure consists of four main components of class research, namely planning, acting, observing, and reflecting [11]. In this study, the study population was grade IV students of State Elementary School 2 Kota Agung which amounted to 32 students. The sampling method uses the total sampling technique. The sample of this study was 32 students of Sekolah Dasar Negeri 2 Kota Agung.

Table 1. Research Subjects

Class	Man	Woman	Number of students
IV	18	14	32
Sum	18	14	32

The data collection technique in the Class Tiandakan Research (PTK) is carried out by observation (observation) of performance used to obtain student data about short-distance running movements. This research instrument used a 40-meter running test with the aim of measuring speed[12]. For basic ger tests using assessment criteria:

1. Correct hand swing
 - a. The arms are swung forward up to the nose.
 - b. The elbow is bent more or less at an angle of 90 degrees.
 - c. The arms are swung alternately consistently.
 - d. Arms swung back and forth.
2. Correct body position
 - a. When running, the body relaxes.
 - b. Foresight.
 - c. The body leans forward slightly.

- d. Head in line with the back.
3. Correct footwork
 - a. The feet go as long and fast as possible.
 - b. The hind legs when resisting from the ground should be kicked straight quickly.
 - c. Knees are bent naturally so that the thighs are easily swung forward.
 - d. Thighs in the average height of the water.

3. RESULTS AND DISCUSSION

3.1 Action Planning

Before this research was carried out, researchers had carried out planning related to the implementation of research in learning. The activities carried out at this planning stage are as follows:

1. Make a Learning Implementation Plusing a problem-solving approach method that will be presented in face-to-face form.
2. Make observation sheets both for educators and for students to see how the conditions and learning process in the classroom when the Fortress Game method is applied in learning activities. Preparing learning materials in cycle I on PJOK material, namely writing basic running movements.
3. Design an evaluation tool to see whether the material has been mastered by students after participating in learning activities using a Problem Based Learning and Game Learning approach model.

3.2 Cycle I

Table 2 Data on Men's Running Ability After Cycle I

No	Name	Result
1	Achmad Agustian	8
2	Ahmad Rendra Putra	8,1
3	Alif Tammam Naufal	7,3
4	Arpin Yuris	7,2
5	Daffa Abi Sarwan	8,3
6	Faiq Fadhul Aziz	7,9
7	Frana Wijaya	8,1
8	Iqbal Pranata	8,4
9	M Syaikhah Al Fathan	8,1
10	M. Haydhan Tiazar	7,3
11	M. Zidan Alrizqi	7,4
12	M. Qaidusshidqi	7,9
13	Muhammad Rifqi Atthallah	7,5
14	Muhammad Wahyu Brilian	8,1
15	Qanoky Atha Agripina	7,3
16	Rafa Raziqi Assandi	7,8
17	Rey Pebriyan	8
18	Thoriq An Fasyah	8,4
Average		7,84
Category		Kurang

Table 3 Data on Women's Running Ability After Cycle I

No	Name	Result
1	Azzakia Zendra Chaniago	8,2
2	Dita Pransiska	8,3
3	Fathiya Hafiza	9
4	Febrina Saputri	9,2
5	Meiliana Diva Salsabilah	7,1
6	Mutiara Putri Juwita	8,9
7	Nabila Rahmani	8,3
8	Nadia Fadila Fatehah	8,7
9	Naila Wahidah Hatimah	9,6
10	Nyimas Amelia Putri	8,6
11	Rifa Tri Desrisa	9,1
12	Sadrina Zakiah Putri	8,4
13	Tari Rizkianda	8,2
14	Tiara Regita	9,8
Average		8,67
Category		Kurang

In the data on the ability to run after cycle I, men got an average running time of 7.84 seconds and fell into the less category, and in the ability to run after cycle I, women got an average running time of 8.67 seconds and fell into the less category.

Table 4 Basic Running Motion Data After Cycle II

Value	Frequency	Presentase	Description
67	7	21,875%	Tidak Complete
75	2	6,25%	Complete
83	17	53,125%	Complete
92	6	18,75%	Complete

From table 4 of students' basic running technique skills with a total of 32 students, 25 students completed (78%) and 7 students (22%) incomplete with an average score of 81 so it is said that their abilities have not reached the minimum target stated in the curriculum.

3.3 Cycle II

Table 5 Data on Men's Running Ability After Cycle II

No	Name	Result
1	Achmad Agustian	7,5
2	Ahmad Rendra Putra	7,3
3	Alif Tammam Naufal	6,6
4	Arpin Yuris	6,4
5	Daffa Abi Sarwan	7,7
6	Faiq Fadhlul Aziz	7,7
7	Frana Wijaya	7,9
8	Iqbal Pranata	7,3
9	M Syaikhah Al Fathan	8,1
10	M. Haydhan Tiazar	6,5
11	M. Zidan Alrizqi	7,3
12	M. Qaidusshidqi	7,8
13	Muhammad Rifqi Atthallah	7,5
14	Muhammad Wahyu Brilian	7,6
15	Qanoky Atha Agripina	6,8
16	Rafa Raziqi Assandi	7,7
17	Rey Pebriyan	7,4
18	Thoriq An Fasyah	7,4
Average		7,36
Category		Sedang

Table 6 Data on Women's Running Ability After Cycle II

No	Name	Result
1	Azzakia Zendra Chaniago	7,7
2	Dita Pransiska	7,7
3	Fathiya Hafiza	8,2
4	Febrina Saputri	9,1
5	Meiliana Diva Salsabilah	7
6	Mutiara Putri Juwita	8,6
7	Nabila Rahmani	7,5
8	Nadia Fadila Fatehah	8,6
9	Naila Wahidah Hatimah	9,3
10	Nyimas Amelia Putri	8,3
11	Rifa Tri Desrisa	9
12	Sadrina Zakiah Putri	8
13	Tari Rizkianda	7,7
14	Tiara Regita	9,6
Average		8,31
Category		Sedang

In the data on running ability after cycle I, men get an average running time of 7.36 seconds and fall into the medium category and in the ability to run after cycle I, women get an average running time of 8.31 seconds and fall into the medium category.

Table 7 Basic Running Motion Data After Cycle II

Value	Frequency	Presentase	Description
67	1	3,125%	Incomplete
83	6	18,75%	Complete
92	23	71,875%	Complete
100	2	6,25%	Complete

From table 7 writing skills Indonesian students with a total of 32 students, 31 students completed (93%) and incomplete as many as 1 student (7%) with an average score of 90 so it is said that their abilities have reached the minimum targets listed in the curriculum.

3.4 Discussion

Based on the data obtained and the observations of researchers in the first cycle, at the beginning of the first meeting activity, many students felt curious and interested in the fortification game used by the teacher. In addition, there are still many students who have not dared to express their opinions because they feel ashamed and afraid of being wrong. Then at the second meeting, many students still asked researchers about steps that were not understood to carry out these activities, students were invited by researchers to express opinions from the results that had been done and many students were eager to present the results. Thus it can be concluded that with the application of fortification games students are more interested in learning so that they are active and productive in the learning process so as to foster a sense of pleasure in group learning activities. Therefore, learning is successfully applied and can improve students' writing skills, it can be concluded that there is an increase in students' writing skills both individually and classically in cycle II after a fortification game is carried out on learning.

In the data on running ability after cycle I, men got an average running time of 7.84 seconds and fell into the less category, and in the ability to run after cycle I, women got an average running time of 8.67 seconds and fell into the less category. Meanwhile, in the data on the ability to run after cycle I, men got an average running time of 7.36 seconds and were included in the medium category and in the ability to run after cycle I, women got an average running time of 8.31 seconds and entered the medium category. The results of increasing learning using the first cycle fortification game were 25 students completed (78%) and 7 students (22%) incomplete with an average score of 81. Furthermore, there was an increase after the second cycle, namely 31 students completed (93%) and incomplete as many as 1 student (7%) with an average score of 90. Comparison of writing ability in cycle I and cycle II in figure 1:

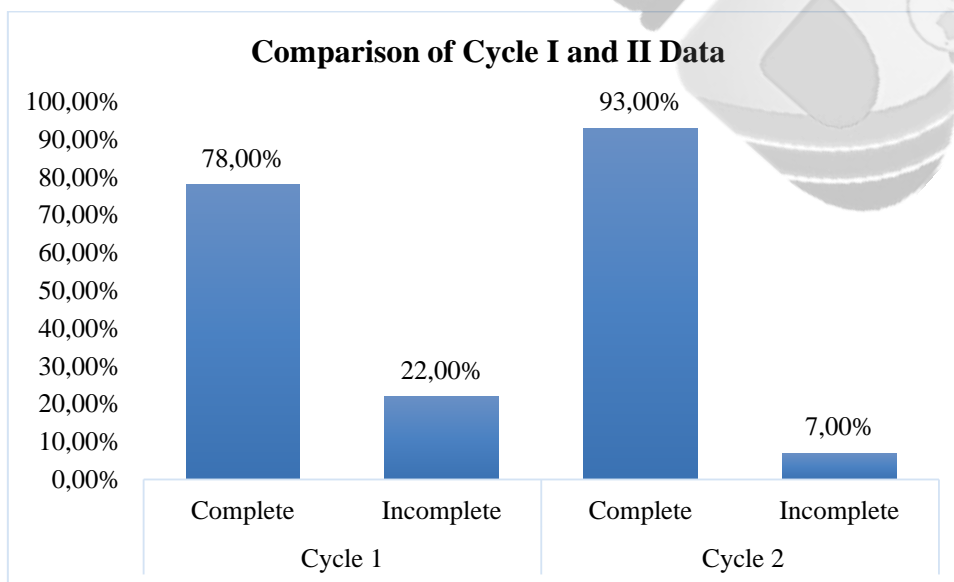


Figure 1 Comparison Data of Cycle I and Cycle II Results

The results of research conducted by Karyatna with the research title "Improving Learning Outcomes of 60 Meter Running through Traditional Games in Class V Students of SDN 6 Rancah"[13]. The result of this study is that the learning results have increased from cycle I to cycle II. The percentage of completion of cycle I was 82.14%, cycle II increased to 89.29%. From the results of the analysis, it can be said that the learning outcomes of running 60 m grade V students of SDN 6 Rancah increased in the good category.

4. CONCLUSION

Based on data processing and data analysis in the previous section, it can be concluded in general that the fort game has succeeded in improving running skills in grade IV students of SDN 2 Kota Agung Lahat Regency. Increased running ability using fort games based on the completeness of student learning in running from cycle I to cycle II has increased. In the results of cycle I student learning completeness was 78% and in cycle II experienced a significant increase to 93% so that there was an increase of 16.13%. That is, the action research carried out on improving the ability to run using the fort game was successful and went well.

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