



# Improving Achievement in the Short Run through a Game Approach for Fifth Grade Students of Al Hikmah Sumberagung Jombang in Academic Year 2022/2023

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## ABSTRACT

Education is the indicator for adults to develop children with the aim of reaching life without other people's help. The learning model for physical education is one of the efforts to help solve the problem of a lack of learning infrastructure at school. As a teacher, especially for elementary school teachers, they must be good at choosing the kinds and types of games to use in the learning process. With the learning method, it uses the playing approach. Indirectly, the teachers can give the main materials, so at the end of learning, the students can master the material taught by the teachers. From the characteristics, the researcher tries to apply the learning model. In this research, the researcher wants to try to apply the learning model through play modification in learning short distance run. By modifying it with black and green game, sack race, and shooting star, they can improve the students' results in the teaching material of short distance run, improve learning quality, improve the learning outcome, and create an active, innovative, creative, effective, and pleasant learning environment so that the learning purpose can be reached.

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## INTRODUCTION

Education is an indicator for adults to develop children with the aim of being enough to achieve life without the help of others. The learning process itself also varies in ways of implementation depending on its effectiveness under learning conditions to achieve the objectives of the learning. Material from educators who then continue to affect their interest in learning becomes less good, especially in physical education, where learning often has to be done by understanding the material first and then acting in the field directly. Physical



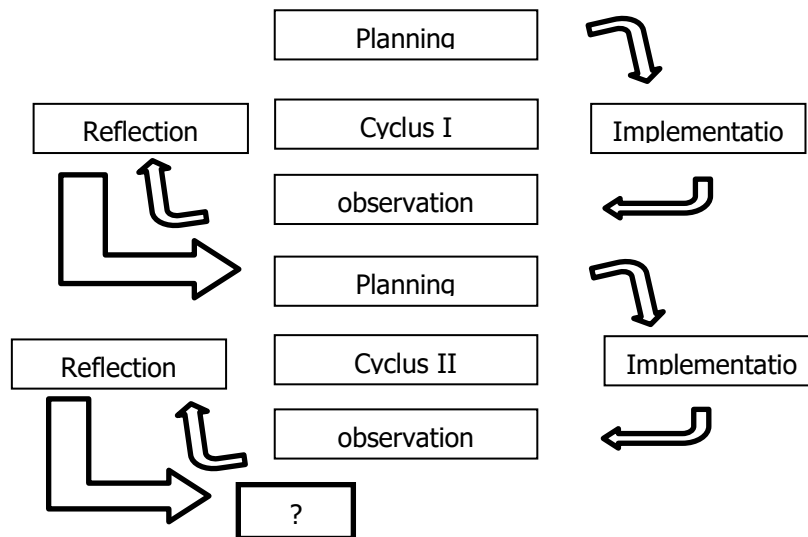
education is one of the school subjects used as a medium to encourage the development of motor skills that are the main focus for students at the PAUD, SD/MI, SMP/MTS, SMA/MA, and tertiary levels. As for the opinion about the definition of physical education from one of the education experts, according to Rosdiani (2015), "Physical education is an educational process through the provision of learning experiences to students in the form of physical activities, play, and exercise that are planned systematically to stimulate physical growth and development, motor and thinking skills, emotional, social, and moral skills, and the provision of learning experiences is directed to foster as well as form a healthy and active lifestyle throughout life".

Physical education should be taught to every learner at all levels of education. Physical education planning is done carefully to meet the development, growth, and behavioural needs of each child. One of the educations in schools is physical education, which has a meaning: the learning process through physical activities designed to improve physical fitness, develop motor skills, provide knowledge in healthy and active living behaviours, promote sportsmanship, and develop emotional intelligence. The teaching-learning model is one of the efforts to help solve the problem of limited learning facilities and infrastructure in schools. Therefore, it is the obligation of teachers to learn various learning models in order to teach effectively, efficiently, and with quality (Asmani, 2010). As an educator, you must be good at choosing the types and forms of games in the learning process. This is adjusted to the characteristics of students who like to play. According to Sudono (2000), play is an activity carried out with or without using tools that produce understanding, provide information, give pleasure, or develop imagination in children. With the learning method using a play approach, the teacher can indirectly introduce the core material so that at the end of learning, students are able to master the material taught by the teacher.

Based on the results of observations in the field, not all students of class V MI AL-Hikmah Sumberagung Perak Jombang are able to do short-distance running techniques correctly, and many students feel afraid and wrong when going to do so. From the results of the data showing that the learning process of short-distance running becomes less effective, it is proven that many students short-distance running movements are not in accordance with the truth. Many students, at the time of doing their movements, are still wrong when learning short distances. From these characteristics, in this study, researchers tried to apply learning through play modifications to short-distance running learning, entitled Improving Short Running Learning Outcomes through a Play Approach in Class V Students of MI Al-Hikmah Sumberagung Jombang for the 2022–2023 Academic Year.

## **MATERIALS AND METHODS**

In classroom action research, there are four important components: planning, implementation, observation, and reflection. The four interrelated steps in the conduct of classroom action research are often referred to as one cycle. Based on the description above, it can be concluded that what is meant by PTK is research that is carried out systematically, reflecting on various actions carried out by teachers who are also researchers, from the preparation of a plan to the assessment of their actions earlier in the classroom in the form of teaching and learning activities, to improve the learning conditions carried out. According to Arikunto (2010), classroom action research (PTK) is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class simultaneously. The following is an explanation of each step of the cycle. The details of the explanation are as follows:



**Figure 1.** Classroom Action Research Cycle Model (PTK) (Arikunto, 2010)

This study used research instruments in the form of observation sheets (observations) and learning outcome tests. Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that they are more careful, complete, and systematic so that they are easier to process. (Arikunto, 2010:203). After the research data is obtained, the data from the research results that have been collected is processed to obtain conclusions. In this study, researchers used quantitative data analysis techniques that were analysed descriptively. Once the data is collected, researchers analyse and conclude each cycle of classroom action research.

Each student is said to have completed his learning (Individual Completeness) if the proportion of students' correct answers is 65%, and a class is said to have completed his learning (Classical Completeness) if in that class there are  $\geq 85\%$  of students who have completed their learning. However, based on the provisions for determining the completeness of learning determined by each school, known as the Minimum Completeness Criteria, guided by three considerations, namely: the ability of each student is different, the facilities of each school are different, and the carrying capacity of each school is different.

## RESULTS AND DISCUSSION

This study discusses the improvement of learning outcomes in short-distance running with play modifications. This research was conducted at MI AL-HIKMAH Sumberagung Perak Jombang for the 2022-2023 academic year, and the subject of the research was class V, which amounted to 32 students, all of whom were male and female students. In this study, there are two variables: a dependent variable is an increase in the learning outcomes of short-distance running, and an independent variable is a modification of play. From the pre-cycle scores, it turned out that of the 32 students, it turned out that those who mastered short-distance running techniques in the very good category did not exist; there were 2 (6%) good categories, 8 students (25%) and less than 13 students (41%) and 9 students (28%) less categories. From the first cycle value above, it shows that of the 32 students, it turns out that those who master short-distance running techniques in the very good category do not exist; the good category has as many as 3 students (9%), the sufficient category has as many as 13 students (41%) and the less category has as many as 8 students (25%) and the category less once has as many as 8 students (25%). From the value of the second cycle above, it shows that of the 32 students who mastered the short-distance

running technique in the very good category, there were 2 (6%), the good category had as many as 12 students (37%), the sufficient category had as many as 13 students (41%), the less category had as many as 5 students (16%), and in the category less than once, there were none. From the actions that have been carried out after that, a test is carried out to run short distances. The test results showed an increase in the number of students who had achieved KKM scores. In cycle II, which is an improvement from the first cycle, there is a slight change in the action of the three post-games, including interesting and fun games. Evidently, students perform with passion. The second cycle was very satisfying, as evidenced by 27 completed students and 5 incomplete students. With satisfactory results obtained, the research ends in the second cycle. This is in line with changes in student behaviour that show activeness in following the learning process well. In accordance with expert opinion, the application of learning through challenging games in the form of competitions will have an impact on fostering interest, increasing student confidence, and improving children's motor skills.

From the description above, it can be concluded that from cycle I and cycle II above, it shows that from 32 students, there was an increase in learning outcomes from pre-cycle to cycle I in the good category from 2 (6%) to 3 (9%) and in the enough category from 8 (25%) to 13 (41%); the category of less than 13 students (41%) dropped to 8 (25%) while the category of less than once from 9 (28%) dropped to 8 (25%). While from cycle 1 to cycle II, the very good category went from 0 (0%) to 2 (6%) and the good category went from 3 (9%) to 12 (37%), the sufficient category of 13 students (41%) remained at 13 (41%), the less than 8 (25%) category dropped to 5 (16%), and the less than once category from 9 (28%) dropped to 0 (0%). From the diagram above, of the 32 students who completed the course, there was an increase from pre-cycle to cycle I of 19% and from cycle I to cycle II of 34%. Meanwhile, of the 32 students who did not complete from pre-cycle to cycle I, there was a decrease of 19%, while from cycle I to cycle II, there was a decrease of 31%. In the learning process, actions were carried out in the form of black and green games, switching stars, and sack racing for class V students of MI Al-Hikmah Sumberagung Perak Jombang. This game serves to train basic running movements and agility to gain or improve the ability to run short distances. This is in line with changes in student behaviour that show improvement in following the learning process. This is also in accordance with the opinion of experts that one of the best tools to educate children is through play; they feel themselves more ready to play than in other ways (Soegijanto and Soedjarwo, 1992).

## **CONCLUSION**

After conducting research, data description, data analysis, and discussion of the test results obtained, the final step of a study is to provide conclusions, and what researchers can conclude is that this Classroom Action Research is based on learning play modifications proven to improve the learning outcomes of short-distance running in class V students of MI AL-HIKMAH, Sumberagung Perak Jombang school year 20 22/20 23. Dick and Reiser (In Ekawarna, 2011: 40) suggest that learning outcomes are the abilities that students have as a result of learning activities, which consist of four types: knowledge, intellectual skills, motor skills, and attitudes. So it can be concluded that through the application of modifications to play with black and green games, sack racing, and star switching, they can improve student learning outcomes on short-distance running material, improve the quality of learning, improve the completeness of learning outcomes, and create active, innovative, creative, effective, and fun learning so that learning objectives can be achieved.

## **CONFLICT OF INTEREST**

There is no conflict interest in the article.

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