



Short Run Capability Improvement Efforts Through Varied Learning Approaches

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Abstract

The purpose of this research was done to upgrade the learning approach through the short run variable on the students grade 3 son SD N Kreet 3 Masaran Sragen 2015/2016 school year. This research is Class action, research was conducted with two-cycle and do the analysis it can be concluded that increased learning outcomes atletik number of short run through the learning variable approach is characterized by an increase in the value of the average student. The average value of the students on the initial conditions of 60.56 with ketuntasan percentage of 6.67%. The condition has increased the value of the average students in cycle I, i.e. of 62.20 and ketuntasan percentage of 10.00%. However, the increase has still not reached the targets set earlier. Then after continuing to cycle II the average value of the short run capability of the students again experienced an increase of ketuntasan percentage of 74.70 with 80.00%. This indicates that the target set previously already accomplished so research stopped in cycle II. The process of learning the number of short run Athletics through learning approach markedly dynamic and fun takes place and the results of observation of the teacher when learning is also increasing in every meeting.

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INTRODUCTION

Athletics for elementary school different from adult athletics, athletics for primary emphasis on aspects of play because playing is part of children's lives. Sujiono (2009) "for a child's play is an activity that they do throughout the day due to the child's play is life, life is a game". While according to Soejadi (1981) "children's games are games that have rules simple is easy to understand, easy to implement, and will affect the child's development and growth of children". In a form of the game should give pleasure, satisfaction, joy and happiness because it is favored by children. Athletics are playing can increase motivation and attention to children and do not let go of the items contained in the Athletics itself as the basic motion run, the way, jump, and throw. Athletic games does not mean eliminating the element of seriousness, ignoring the element of dexterity or eliminate substance through an athletic staple material itself but the athletic game which contains a set of basic motion run, the way, jump, and throwing the game presented in the form of which varies in enriching the Treasury of children's basic motion.

One of the basic motion of Athletics was run. A run is a capability that is marked by the process of with moving the position of the body from one place to another quickly with the movement of the float in the air. According to S (2001), generally running movement characteristics are (a), the attitude of the body leaning slightly forward, the point is to minimize air resistance coming from the direction of the front runner and the benefit to penapakan point weight is more forward, (b) steps must be longer, make this walk along it may be possible at the beginning of the legs off from the start, so that the balance of the body stay awake then step foot should already begin shortened but with the frequency of the motion accelerated, fixed or (c) when the landing legs, landing to the ground while being exposed should always on the tip of the sole of the foot with the knee slightly skewed position so limber at the time would have made the next step, (d) the movement of the arms, fingers or dikepalkan opened the meeting and relax, swing hands must be coordinated with the movement of the legs and at a time when the left foot stepping forward as then the left hand must be behind, and vice versa at a time when the right foot stepping in the future, then the right hand must be behind.

Based on observations conducted researchers against the teachers of physical education and student son SD N Krebet 3 Masaran Sragen

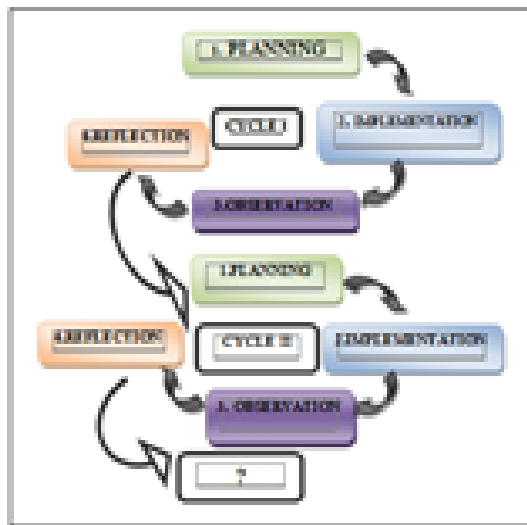
upon learning the basic motion run Athletics retrieved data as follows: (1) students who do not look running movement semangan and doing random, (2) at the time of short-run movements of the students focus in a race with the temennya of the truth movement in flight, (3) lack of infrastructure menjadikan students must undertake activities learning running short on the school, (4) while learning the basic of athletic motion in particular short run many students who are lazy to do.

According to Rusyan (1989) how active student learning is not intended so that the students do a variety of learning activities learning activities by origin but that take precedence are learning activities that involve mental optimally though often requires the involvement of physical activities. In addition to the lack of ability of teachers in a fun learning methods applying to result in students being excited and not lose the liveliness of the students in the process of teaching and learning. Varied learning methods to run short, namely: (1) the game run short, (2) games run across the barrier (3) games run Chase pungung, (4) short-run Game with racing, (5) games running relay pass through obstacles. With the form of the variation of learning used in the short run in the short run capabilities expected of students can be increased and the learning process more fun and children are not easily bored.

Based on the background of the problems that have been presented so researchers took the title "short run capability improvement efforts through varied learning approaches at students grade 3 son SD N Krebet 3 Masaran Sragen 2015/2016 school year". The purpose of this research was done to upgrade the learning approach through the short run variable on the students grade 3 son SD N Krebet 3 Masaran Sragen 2015/2016 school year.

METHODS

Further research done 2 cycles, each of the main activities that exist in each cycle, namely: (a) planning, (b) implementation, (c), (d) the observation of the reflection which is described in **picture 1**. In operating the research steps are as follows



Picture 1. the flow of execution of the Research Action Class. (Source: Suharsimi Arikunto, 2008)

Population and sample in this research is the grade III elementary school ELEMENTARY SCHOOL N 3 Krebet Masaran Sragen which numbered 30 students comprise 17 students are sons and 13 daughters schoolgirl, and the entire population of class III will be in research namely sampel 30 students.

The technique of data collection has a very important role in a studies because the data used to address problems in research. Therefore activities to collect data should be based on your with the right techniques so that the retrieved data is really relevant and useful. According to Winarno (2007), “data collection is the process of identifying and collecting information that researchers do, in accordance with the purpose of research”. Data collection procedure that is done in this research are as follows; observations, interview, documentation, field notes.

RESULTS AND DISCUSSION

Initial conditions

Initial conditions based on basic competency test atletik test on the material the ability run short, it turns out that the result is still less satisfying, even though the teacher had already tried everything possible so that students understand. The results of the cognitive domain of learning results obtained average value of the mean value, 43.34 realm of affective students of 56.78, and average values for the results of a study on the psychomotor domain of 63.56. Short-run assessment of results obtained from the highest grade students is 75 and the lowest value 55. The

average value of the class for a short run of only material 60.56, with the number of students who “finished” just as much as 2 students (6.67%) of the total number of students in whole 30 students. While the students are “not finished” as much as 28 students (92.33%) of the amount entirely 30 students. So it was concluded that the value of the grade 3 students in learning the material in short run Athletics first-year lessons 2015/2016 are still not in accordance with the indicators of the success of student learning. Indicators of the success of the learning of students who applied in SD N Krebet Masaran, Sragen 3 Masaran, Sragen district is a minimum of 70% of the total students in one class have reached the criteria of “mastery”.

Observations of the cycle I

Observations are used to observe learning approach through short run variable is created using the criteria of the assessment so that it is easy to conclude the results of the observations. The results of observations of the collaborators against the teacher in the learning cycle I produce a value of 70 (category enough). Result observation of short-run floor gymnastics learning through game approach markedly on the students grade 3 son SD N Krebet 3 Masaran Sragen school year 2015/2016 on cycle I presented in **table 1-4** as follows:

Table 1. Assessment of the Psychomotor domain

Aspect	Description
Average Value	68,8
The Number Of Learners Has Been Completed	10
The Number Of Participants Who Havent Completed	20
Percentae Of Mastery	33,33%
Unfinished Percentage	66,67%

Table 2. Assessment of the Affective domain

Aspect	Description
Average Value	66,00
The Number Of Learners Has Been Completed	12
The Number Of Participants Who Havent Completed	18
Percentae Of Mastery	40,00%
Unfinished Percentage	60,00%

Table 3. Assessment of the Cognitive domain

Aspect	Description
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Average Value	62,20
The Number Of Learners Has Been Completed	3
The Number Of Participants Who Havent Completed	27
Percentae Of Mastery	10,00%
Unfinished Percentage	90,00%

Table 4. Recapitulating the value cycle I

Aspect	Description
Average Value	52,33
The Number Of Learners Has Been Completed	5
The Number Of Participants Who Havent Completed	25
Percentae Of Mastery	16,67%
Unfinished Percentage	83,33%

Based on the results of the test cycle I obtained results are still less satisfying, even though the teacher had already tried everything possible so that students understand. The results of the cognitive domain of learning results obtained average value of the average values, 52.33 realm of affective students amounted to 66.00, and the mean value of the results of the study on the psychomotor domain of 68.80. Short-run assessment of results obtained from the highest grade students is 82 and the lowest value is 45. The average value of the class for a short run of only material 62.20, with the number of students who "finished" just as much as 3 students (10.00%) of the total number of students in whole 30 students. While the students are "not finished" as much as 27 students (90.00%) of the total number of students, then 30 entirely research resumed in cycle II.

Observations

Observations were used to observe the short run through the learning game approach markedly created using criteria so easily summed up the results of the observations. Observations a. Observations observations used to observe learning game approach markedly pendekmelalui a run was made using criteria so easily summed up the results of the observations. The results of observations of the collaborators against the teacher in the learning cycle I produce a value of 70 (category medium) and increased in cycle II of 90 (both categories). Result observation of short-run learning through learning approach markedly on the students grade 3 son SD N Krebet 3 Masaran

Sragen school year 2015/2016 on cycle II is presented in **table 5-8** as follows:

Table 5. Assessment of the Psychomotor domain

Aspect	Description
Average Value	75,15
The Number Of Learners Has Been Completed	26
The Number Of Participants Who Havent Completed	4
Percentae Of Mastery	86,67%
Unfinished Percentage	13,33%

Table 6. Assessment of the Affective domain

Aspect	Description
Average Value	72,00
The Number Of Learners Has Been Completed	22
The Number Of Participants Who Havent Completed	8
Percentae Of Mastery	73,33%
Unfinished Percentage	26,67%

Table 7. Assessment of the Cognitive domain

Aspect	Description
Average Value	74,73
The Number Of Learners Has Been Completed	24
The Number Of Participants Who Havent Completed	6
Percentae Of Mastery	80,00%
Unfinished Percentage	20,00%

Table 8. Recapitulating the value cycle II

Aspect	Description
Average Value	73,33
The Number Of Learners Has Been Completed	21
The Number Of Participants Who Havent Completed	9
Percentae Of Mastery	70,00%
Unfinished Percentage	30,00%

Based on the results of the test cycle I obtained results still less satisfying, even though the teacher already tried everything possible so that students understand. The results of the cognitive domain of learning results obtained average value of the average values, 72.00 realm of affective students of 77.33, and average values for the re-

sults of a study on the psychomotor domain of 75.15. Short-run assessment of results obtained from the highest grade students is 90 and the lowest value is 58. The average value of the class for a short run of only material 74.70, with the number of students who "finished" as many as 24 students (80.00%) of the total number of students in whole 30 students. While the students are "not finished" as 6 pupils (20.00%) of the total number of 30 entirely students, then the research is considered successful.

CONCLUSION

After a class with two action research cycle and do the analysis it can be concluded that increased learning outcomes atletik number of short run ahead through varied learning approaches are characterized by an increase in the value of the the average students. The average value of the students on the initial conditions of 60.56 with ketuntasan percentage of 6.67%. The condition has increased the value of the average students in cycle I, i.e. of 62.20 and ketuntasan percentage of 10.00%. However, the increase has still not reach-

ed the targets set earlier. Then after continuing to cycle II the average value of the short run capability of the students again experienced an increase of ketuntasan percentage of 74.70 with 80.00%. This indicates that the target set previously already accomplished so research stopped in cycle II. The process of learning atletik number of short run ahead through learning approach markedly dynamic and fun takes place and the results of observation of the teacher when learning is also increasing in every meeting.

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