



Effectiveness of The Use of Basic Athletic Motion Learning Model Based on Traditional Games to Improve Skills at Run 40 Meters

Veni Elisyah^{1✉}, James Tangkudung², Wahyuningtyas Puspitorini³,
Putri Cicilia Kristina⁴

Graduate Program, Universitas Negeri Jakarta, Indonesia¹²³
PGRI University of Palembang, Indonesia⁴

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Abstract

Athletics is a competitive physical activity that is like walking, running, throwing, and jumping, so it is not uncommon for this sport to be said to be the parent of another sport because it has a variety of movements in it. This type of research is quasi-experimental research with a quantitative descriptive approach using the one group control pretest-posttest design research design. The results showed that the basic motion learning model of the 40-meter athletic run based on traditional games was effective to be applied to elementary school students as evidenced by the results of the N-gain score showed that the average N-gain score for the experimental class was 79, 21% included in the "effective" category. It is suggested that teachers and students should be able to use the basic 40-meter athletic basic motion learning model based on traditional games as alternative learning for students and as a reference for physical education teachers in elementary schools.

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✉ Correspondence address :

E-mail: venielisya_por16s3@mahasiswa.unj.ac.id
james24061952@gmail.com
tyashs22@yahoo.co.id
putrick@univpgri-palembang.ac.id

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INTRODUCTION

40-meter running athletics can be one of the activities favored in physical education subjects at school. In research from (Muharram, 2015) explains, "athletics itself is a sport that has an important role to support the development of children's movements towards athletic movements". While (Bahagia, 2010) explains "athletics is a combination of several types of sports that can be broadly grouped into running, throwing, jumping, and walking". The definition is similar to (Bustami, 2011) which explains that "athletics are physical activities / physical exercises which contain natural movements such as walking, running, jumping and throwing". Running according to (Widya & Djumidar, 2004) is "the frequency of steps that are accelerated so that when running the tendency of the body to float". This means that when running both feet do not touch the ground, at least one foot stays touching the ground. (Purnomo, 2007) states "based on the distance the running number is divided up; 1) Running a short distance or sprint, 2) Running a middle distance or middle distance, 3) Running a long-distance or long distance.

Running 40 meters can improve the physical quality of students so that they are fitter, running 40 meters can also enrich the experience of movement in students, given the movements carried out are basic human movements. This means that sports movements, in general, are derived from athletic sports movements. Running 40 meters can also channel elements of excitement and certain traits, such as persistence, the spirit of competition and others. Running also can certainly maintain physical fitness and healthy while strengthening bones and joints. However, athletic learning, especially in 40-meter running material, is not the same as an athletic match that is loved and watched by many people who can be seen in general. Not infrequently athletics running 40 meters into boring learning activities. This is based on observations at SD Lahat, South Sumatra Province, it appears that students are less motivated in athletic learning, especially in 40-meter running material. There are still many students who are confused when practicing the basic 40-meter running motion.

Based on this information, it can be understood that this solution must certainly be sought so that this problem can be overcome and athletic learning outcomes, especially in running material can be improved. It is important to realize that elementary school students are different from junior and senior high schools. The difference is seen in the characteristics of growth and deve-

lopment both physical, psychological, social and emotional. This is the reason why the 40-meter running athletic teaching for elementary school students must be different from junior high and high school students. Teachers need to understand the characteristics of elementary school students who have characteristics in the attitude that they express through play. These characteristics must be raised to bridge the desires of teachers and students. In research from (Aypay, 2016) explains that "Play can provide a context where children achieve deep learning through the integration of intellectual, physical, moral, and spiritual values and can allow them to commit themselves to learn, development, and growth". To get the message delivered, the teacher can use a learning model that is suitable for the development of elementary school-age students. According to (Surnantri & Syodih, 2009) "the characteristics of elementary school-age children are happy playing, happy moving, happy working in groups, and happy to feel or do something directly".

In the implementation of athletic learning, can utilize simple tools. With simple equipment that can be provided in the school environment and the teacher can teach athletics to run 40 meters in an atmosphere that is more attractive to students. The teacher's creativity is very necessary to give birth to ideas that are easily implemented by students, the most important of all is the factor of excitement in students arising from athletic activities so that students will remain interested and start to like athletics running 40 meters. To create an exciting atmosphere, it is necessary to develop a 40-meter athletic learning model with game nuances. According to (Rumini, 2014) "games are activities carried out by everyone including children". Meanwhile according to (Yien, Hung, Hwang, & Lin, 2011), "Games have been recognized as being a good tool to promote learners to actively participate in learning activities". Also, research from (Sugito, 2015) explained that "in traditional games, there are basic elements of motion both locomotor, non-locomotor and manipulation. Many forms of traditional games that can form the basic motion of running, walking, jumping and so on ". It can be understood that the game has been recognized as a good tool to promote students to actively participate in learning activities. Like using traditional games in Lahat Regency, South Sumatra Province. Given this game is a legacy from the ancestors of students in the area. Like the Adang-Adangan game which contains elements of speed, Benteng-Bentengan which contains elements of training stimulus and response, and other types of games. This can be

used to foster students' interest in learning basic athletic movements, especially in 40-meter running material and utilizing traditional games that are native to their region. (Ameliyaff, 2019) explained that, "traditional games are one part of Indonesian Culture".

METHODS

The method used in this research is the quantitative approach used to find the effectiveness of the use of learning models with pre-experimental research designs in the form of the one group control pretest-posttest design (Maksum, 2012). The steps undertaken in this effectiveness test are as follows: (1) Establish a group of research subjects; (2) Carry out a pre-test (Q1); (3) Try a model that has been developed; (4) Carry out post-test (Q2); (5) Look for pre-test and post-test average scores and compare the two; (6) Establish a research subject control group; (7) Carry out pre-tests; (8) No treatment is given; (9) Carry out post-test; (10) Look for pre-test and post-test average scores and compare the two; (11) Finding the difference between the two averages through the statistical method (t-test) to determine whether there is a significant influence of the use of the model.

Table 1. Research Design in Model Effectiveness Test

| Subjek | Pre-Test | Treatment | Post-Test |
|--------|----------|-----------|-----------|
| R | Q1 | P | Q2 |
| R | Q2 | - | Q4 |

The study was conducted at SD Negeri 5 Kikim Timur, South Sumatra with a population of 75 fifth grade elementary school students. Sampling is done by purposive sampling. Purposive sampling is a sample taken based on research needs, meaning that each individual drawn from the population is deliberately chosen based on certain considerations (Notoatmodjo, 2003). With a total sample of 60 students selected (30 students for the experimental class and 30 students for the control class). The measuring instrument used in this study was to use a basic running motion skills test, Assessment of basic running motion skills using a Likert scale with Criteria: score 5 if the movement is very appropriate (SS) with indicators and description of motion, score 4 If the movement is in line (S) with indicators and description of motion, score 3 if the movement is quite appropriate (CS) with the indicator and description of the motion, Score 2 if the

movement is not appropriate (KS) with indicators and description of motion and Score 1 if the movement does not match (TS) with indicators and description of motion.

RESULTS AND DISCUSSION

The following are the results of the psychomotor test results of basic motion learning for running to the effectiveness of the basic athletic learning model for running 40 meters based on traditional Game to the elementary school level:

Table 2. Basic Motion Psychomotor Test Results for Elementary School Students

| Eksperimen Class | | Kontrol Class | |
|------------------|-----------|---------------|-----------|
| Pre-test | Post-test | Pre-test | Post-test |
| 65 | 77 | 56 | 61 |
| 62 | 81 | 55 | 62 |
| 68 | 76 | 59 | 60 |
| 63 | 79 | 59 | 61 |
| 65 | 75 | 58 | 64 |
| 70 | 81 | 65 | 64 |
| 63 | 74 | 62 | 63 |
| 63 | 78 | 58 | 62 |
| 66 | 80 | 63 | 65 |
| 66 | 74 | 58 | 67 |
| 63 | 78 | 56 | 64 |
| 67 | 75 | 63 | 67 |
| 63 | 77 | 54 | 61 |
| 59 | 74 | 56 | 57 |
| 66 | 75 | 61 | 66 |
| 65 | 80 | 57 | 65 |
| 63 | 75 | 59 | 59 |
| 62 | 80 | 54 | 58 |
| 65 | 79 | 53 | 63 |
| 60 | 80 | 53 | 58 |
| 65 | 78 | 58 | 63 |
| 62 | 80 | 62 | 61 |
| 66 | 78 | 59 | 63 |
| 67 | 77 | 53 | 68 |
| 64 | 77 | 59 | 62 |
| 64 | 77 | 57 | 66 |
| 61 | 76 | 57 | 62 |
| 62 | 81 | 56 | 61 |
| 58 | 77 | 58 | 58 |
| 65 | 77 | 55 | 65 |

From the data on the **Table 2**, results of elementary school students' basic motion tests, the data normality test was conducted using the Kolmogorov-Sminarnov test and the Shapiro-Wilk test using SPSS, before the t-test was conducted.

Based on the outputs above, it is known that the significance value (Sig) for all data both in the Kolmogorov-Sminarnov test and the Shapiro-Wilk test > 0.05 , it can be concluded that the research data is normally distributed. Because the research data is normally distributed, it can use parametric statistics (paired sample test and independent-sample t-test) to analyze research data.

Based on the results of the above output obtained mean difference = 4,667 which means the difference in the score of the psychomotor results of basic motion to run the pre-test and post-test control classes. Furthermore, the significance value (sig.) = 0.000 < 0.005 is obtained, then H_0 is rejected. so it can be concluded that there are differences in the basic motion psychomotor results of elementary students running in the control class from pre-test and post-test.

Based on the results of the above output obtained a mean difference of 12,033 which means the difference in score of psychomotor results of basic motion running between after and before being given a basic game of basic motion learning based on traditional games. Furthermore, the significance value (sig.) = 0.000 < 0.005 is obtained, then H_0 is rejected. So it can be concluded that there are significant differences in the psychomotor results of elementary students' running motion between before and after being given a traditional game-based learning model of running motion.

Based on the results of the Independent Samples Test results obtained prices $t = 21.512$ and sig. (2 tailed) or p-value = 0.00 > 0.005 , then H_0 is rejected. Thus, the hypotheses proposed were tested by the data, so that the psychomotor basic motion of running students who were given the basic learning model of athletics running 40 meters based on traditional games was higher than students who were given conventional learning models.

Based on the results of the N-gain score, it shows that the average value of the N-gain score for the experimental class (the basic learning model of athletic running for 40 meters based on traditional games) is 79.21% included in the "effective" category. With a minimum N-gain score of 53.50% and a maximum N-gain score of 100%. While for the average N-gain score for the control class (conventional learning) is 42.56% included in the category of "less effective". With

a minimum N-gain score of -33.30% and a maximum N-gain score of 100%. So thus the basic motion learning model of athletic running based on traditional games has been proven effective and can improve the basic running skills of 40-meter elementary school students. The results of this study are in line with the results of research from (Anisah & Dinata, 2015) and (Suhaedi, 2016).

CONCLUSION

Based on the results of the effectiveness test of the basic motion learning model of running based on traditional games, it has been proven effective and can improve the basic movement skills of running 40 meters elementary school students. In accordance with the results of the study, it is recommended that teachers and students be able to use the traditional 40-meter basic motion learning model based on traditional games as alternative learning for students and as a reference for physical education teachers in elementary schools.

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