

Improving Learning Outcomes in Sprint Running Using Conventional Acceleration Exercises for Grade 3 Students at State Elementary Schools 007 Kepenuhan Hulu Kecamatan Kepenuhan Hulu, Kabupaten Rokan Hulu

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Abstract, Improving learning outcomes in sprint running by using conventional accelerated training for grade 3 students at State Elementary School 007 Kepuas Hulu, Kecepatan Hulu District, Rokan Hulu Regency. By using conventional accelerated training for sprint running, the author has formulated so that the implementation can run smoothly and prioritize success. in this research because with the implementation of this Classroom Action Research it is hoped that there will be an improvement in the learning process, especially Physical Education lessons in class 3 of SD Negeri 007 Kepuas Hulu, Kecepatan Hulu District, Rokan Hulu Regency. Using this method, the author really took into consideration the time, condition of the child, and the problems identified before carrying out classroom action research, so that it was appropriate to take action and it was proven that there was a continuous increase from cycle I, meeting I to cycle II, meeting II, then it was proven in that cycle. This method can be implemented by identifying problems, formulating problems, planning and carrying out actions, as well as evaluating so that the results achieved can improve student achievement.

Keywords : Improving Learning, Conventional Acceleration.

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I. INTRODUCTION

Physical education is basically an integral part of the overall education system. Therefore, action research in elementary school physical education classes regarding athletics and physical education implementation must be directed at achieving these goals. The aim of the 3rd grade elementary school physical education class action research is not only to develop the physical domain, but also to develop

health aspects, critical thinking skills, emotional stability, social skills and moral actions through physical activities and sports. In the physical education learning process, teachers must be able to teach various basic movement skills, game/sport techniques and strategies, internalize values (sportsmanship, honest cooperation, etc.). The activities provided in teaching must have a didactic-methodical touch, so that

the activities carried out can achieve the teaching objectives.

Through physical education, it is hoped that students can gain a variety of complete elementary school physical education class action research experiences to express personal impressions that are fun, creative, innovative, skilled, improve and understand human movement. In accordance with the characteristics of elementary school students, aged 6 -13 years, most of them tend to still like to play. For this reason, action research in elementary school physical education classes 1 - 6 must be able to develop effective learning, in addition to understanding and paying attention to students' characteristics and needs. At this age, all aspects of human development, both cognitive, psychomotor and affective, experience changes

Education is a process of human development that lasts a lifetime. Physical education, sports and health taught in schools have a very important role, namely providing opportunities for students to be directly involved in elementary school physical education class action research on athletics, various learning experiences through selected physical, sports and health activities carried out systematically. Providing learning experiences is directed at fostering better physical growth and

psychological development while establishing a lifelong healthy lifestyle.

So far, there has been a tendency to give meaning to the quality of education which is only associated with aspects of cognitive ability. This view has resulted in neglecting aspects of morals, morals, character, art, psychomotor and life skills. With the issuance of law number 20 of 2003 concerning the national education system and Government Regulation number 19 of 2005 concerning national education standards, this will provide an opportunity to perfect the comprehensive physical education and athletics curriculum in order to achieve national education goals.

Physical education, sports and health is a medium for encouraging physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (attitude, mental, emotional, sportsmanship, spiritual, social) as well as the habit of healthy lifestyles which lead to stimulating growth and balanced development of physical and psychological qualities.

In the physical education learning process, teachers must be able to teach various basic movement skills, techniques and strategies for assistive media/sport, internalize values (sportsmanship, honest cooperation, etc.). The activities provided in action research in elementary school

physical education and soccer teaching classes must have a didactic-methodical touch, so that the activities carried out can achieve the teaching objectives. Through physical education, it is hoped that students can gain various experiences to express personal impressions that are fun, creative, innovative, skilled, improve and understand human movement.

Learning at State Elementary School 007 Kecepatan Hulu, the 3rd grade students experienced difficulties in carrying out the initial techniques for learning to run. Most students have just mastered the initial steps in running a race. They have not been able to carry out the movement as a whole, as evidenced by the evaluation results, of the 26 class 3 students consisting of 13 boys and 13 girls, only 9 students (34%) were able to carry out the initial technique in the running competition in the good category. and the remaining 17 students (66%) are in the medium category who still have not mastered the initial techniques in the Sprinter race and even others are included in the poor category.

In circumstances like this, appropriate learning techniques are certainly needed as an alternative approach in teaching physical education. Teachers must have the ability to modify the skills they want to teach in accordance with the student's level of ability and development. In this case

teachers must be creative, innovative in creating a learning process for students. This will create active and enjoyable learning for students without losing sight of the learning objectives themselves.

Learning to sprint for class 3 students at State Elementary School 007 Kepuasan Hulu, Rokan Hulu Regency, experienced many problems that arose in learning with student learning outcomes that were less than the average score below the KKM score of 70 which had been determined by the teacher. Several action research factors in elementary school physical education classes that cause the minimum completeness criteria (KKM) to not be achieved are monotonous learning, lack of learning development, low level of student understanding, lack of student interest in sprint running material, many elementary school physical education class action research students Grades 1-6 are reluctant to carry out activities given by the teacher because most students have the view that running is a tiring activity, which results in students not being interested in running activities.

II. RESEARCH METHODS

This classroom action research was carried out at State Elementary School 007 Kepuas Hulu, Kepuas Hulu District, Rokan Hulu Regency, with the reason that the

author teaches at the school and aims to make the research more optimal so as to achieve optimal results.

The research subjects were 26 3rd grade students, boys = 13 students and girls = 13 students, 007 Kepuas Hulu State Elementary School, Kepuas Hulu District, Rokan Hulu Regency

This classroom action research was carried out in 2 cycles, namely Cycle I, Meeting I, to Cycle II, Meeting II, each cycle taking 2 meetings for 35 minutes, consisting of 5 stages, namely: Planning Stage, Implementation Stage, Observation Stage, Assessment and Reflection Stage.

III. RESEARCH RESULTS AND DISCUSSION

This classroom action research was carried out in two cycles, namely the first cycle and the second cycle, each cycle consisting of two meetings. In cycle one, meeting one to cycle two, meeting two was to improve the learning process by practicing how to run a sprinter using an approach using accelerated conventional training for grade 3 students at SD Negeri 007 Kecepatan Hulu, Rokan Hulu Regency.

Table 1. Practicing the Early Start Method for Sprint Running for Class 3 Students of State Elementary School 007 Kepuasan Hulu, Kecepatan Hulu District

NO	STUDENT CODE	FINAL VALUE	CATEGORY
1.	01/007/KH	70	Currently
2.	02/007/KH	60	Not enough
3.	03/007/KH	55	Not enough
4.	04/007/KH	75	Good
5.	05/007/KH	60	Not enough
6.	06/007/KH	60	Not enough
7.	07/007/KH	75	Good
8.	08/007/KH	70	Currently
9.	09/007/KH	75	Good
10.	10/007/KH	75	Good
11.	11/007/KH	70	Currently
12.	12/007/KH	60	Not enough
13.	13/007/KH	55	Not enough
14.	14/007/KH	70	Currently
15.	15/007/KH	70	Currently
16.	16/007/KH	75	Good
17.	17/007/KH	65	Currently
18.	18/007/KH	65	Currently
19.	19/007/KH	75	Good
20.	20/007/KH	80	Good
21.	21/007/KH	70	Currently
22.	22/007/KH	80	Good
23.	23/007/KH	65	Currently
24.	24/007/KH	70	Currently
25.	25/007/KH	75	Good
26.	26/007/KH	60	Not enough
AMOUNT		1780	
PERCENTAGE			68

The initial test data above shows that the practice of sprinting for grade 3 students at SD Negeri 007 Kefullan Hulu is still low, this is reflected in the 26 students, namely 9 people got a score in the good category, 10 people got a score in the medium category, while 7 people scored in the poor category In the first cycle of action, the first meeting will present the results of planning, implementation, observation and evaluation

to see how learning activities in the class are taking place.

Planning

The activities that the author carried out in this planning were:

1. Make a learning implementation plan (RPP) for the first semester of starting aspects of sprinting, competency standards, basic competencies with the main material of practicing how to run a sprinter with an approach through the use of conventional accelerated training.
2. Prepare facilities and infrastructure that support the implementation of actions in cycle I, meeting I.

Implementation of Actions.

The action was carried out on Saturday 9 September 2022 at 07.30 – 08.40 WIT, the author then carried out practical learning on how to run a sprinter with an approach through the use of conventional acceleration training.

Observation and Evaluation.

a. Observation.

In this activity, through observation sheets, the author is assisted by colleagues to make observations during the lesson. The aspects assessed are the teacher's activities in delivering lessons, such as: accuracy of methods, interaction between teacher and

students, student interest, and the results achieved.

In the implementation of learning cycle I, meeting I, the author was accompanied by colleagues to carry out learning improvements in class 3, colleagues immediately took their place and then observed the author in carrying out the activity, as for the results of the observations made by the observer

From the results of learning to practice how to run a sprinter with an approach through the use of conventional acceleration training. Next, the author carried out an analysis of the results of learning activities. The results of the learning analysis in Cycle I, Meeting I, are shown in the table below:

Table 2. Percentage Analysis of Learning Outcomes Cycle I Meeting I Class 3 students of SD Negeri 007 Kepulauan Hulu, Kecepatan Hulu District

STUDENT	CATEGORY	PERCENTAGE	COMPLETION
4 People	Very Good	15 %	Complete
4 People	Good	15 %	Complete
13 People	Currently	50 %	Complete
5 People	Less	20 %	Not enough
Amount		100 %	

After planning, implementing, observing and evaluating, as well as analyzing learning outcomes, the author consulted with colleagues and obtained the results that

teacher activities had increased, as well as student activities had also increased. This can be seen from the analysis, namely: there are still students who have not completed 5 people, while there are 13 people in the moderate category, and 4 people in the good category and 4 people in the very good category, so this learning needs to be improved further. From these results, the author explains that it is necessary to carry out the next cycle or cycle I, meeting II in order to improve the practice of sprinting using an approach through the use of conventional accelerated training for grade 3 students at SD Negeri 007 Kepuasan Hulu.

From the results of learning to practice how to run a sprinter with an approach through the use of conventional accelerated training. Next, the author analyzes the results of learning activities. As for the results of the learning analysis in Cycle I, Meeting II

Actions in cycle II, meeting I, will present the results of planning, implementation, observation and evaluation to see how learning activities in the class are progressing.

Evaluation activities are carried out after the teaching and learning process is completed which aims to see the level of students' abilities in how to run a sprinter using an accelerated approach. The score in

this assessment is that if they are unable to carry out the activity, they are given a score of 0, if they are not perfect, they are given a score of 1, and if they carry out the activity in a row. perfect is given a value of 2

that the average ability of students in practicing how to run a sprinter using an approach through the use of conventional acceleration training is 80, so the classification can include 2 people who got a score of 100 in the very good category, 4 students who got a score of 90 in the Very Good category. good, while 8 students got a score of 80 in the good category, while 11 students got a score of 70 in the medium category, while there were no more who got a poor category.

Actions in cycle II, meeting II, will present the results of planning, implementation, observation and evaluation to see how learning activities in the classroom are progressing.

that the average ability of students in practicing how to run a sprinter using an approach through the use of conventional acceleration training is 83, so the classification includes 4 people who got a score of 100 in the very good category, 5 students who got a score of 90 in the Very Good category. good, while 10 students got a score of 80 in the good category, while 7 students got a score of 70 in the medium

category, while there were no more who got a poor category.

IV. CONCLUSION

After the author carried out learning from cycle I, meeting I to cycle II, meeting II, the author drew the following conclusions:

1. The low level of sprinter learning is due to the learning model using methods that do not vary.
2. Learning that is not interesting results in students not being creative in doing something that can improve the lesson.
3. This spinter running lesson can be enhanced with an accelerated learning model which is the author's creativity in this Classroom Action Research activity.
4. The achievements of this research occurred in each cycle, as can be seen from Cycle I, meeting I to Cycle II, meeting II, which successively increased, namely cycle I, meeting I was 72, 76, 80, and cycle II, meeting II was 83..

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