



Efforts to Improve Student Learning Outcomes Sprint Running Through Traditional Games (Gobak Sodor)

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Abstrak

This study aims to determine the increase in student learning outcomes Sprint Running through traditional games (Gobak Sodor). This research was carried out in the 2022/2023 school year. The form of this research was classroom action research. The research subjects were 37 students in class VIII F of MTs Al-Muttaqin Pekanbaru. This research technique is total sampling. The data analysis technique uses a performance test, namely doing Sprint Running practice, then the test results are assessed. From the implementation of the first cycle, the results were 26 students who achieved the KKM score (70%) and 11 students who had not reached the KKM score (30%), followed by the implementation of the second cycle, the results increased with a total of 37 students achieving the KKM score (100%). Thus it can be concluded that there is an increase in student learning outcomes in sprinting through traditional games (gobak sodor) at Mts Al-Muttaqin Pekanbaru with an increase of (100%).

Keywords: Learning Outcomes, Sprint Running, and Traditional Games

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Artikel Info:

Submitted: 28/08/2022 Revised: 29/09/2022 Accepted: 30/11/2022 Published: 30/11/2022

How to Cite: Putri, A, M., Apriani, L. (2022). Efforts to Improve Student Learning Outcomes Sprint Running Through Traditional Games (Gobak Sodor). *Journal Coaching Education Sports*, 3(2), 157-164
<https://doi.org/10.31599/jces.v3i2.1511>

Author's Contribution: **Author's Contribution:** a) Research Design; b) Data Collection; c) Statistical Analysis; d) Preparation of Manuscripts; e) Fund Collection



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A. Introduction

Physical education is a process of systematic interaction between students and the environment which is managed through effective and efficient physical development toward the formation of a complete human being (Diana Darmawati et al., 2017). Physical education must meet the different needs of children. Because each child has different physical, mental, and social characteristics (Setiawan et al., 2020).

According to (Gazali et al., 2019) Education basically functions to instill good character values, because good character traits are capital for humans to become a nation capable of realizing a safe and prosperous life. A nation will survive as long as they still have good character, if the good character has disappeared from them then it will also disappear. From there, you can get an idea of how important it is to instill character values in humans.

Learning physical education, of course, has an output in the learning process, namely good learning outcomes. In general, it can be defined that learning outcomes are student self-assessments and changes that can be observed, proven, and measurable in the abilities or achievements experienced by students as a result of learning experiences (Sari, 2019). (Nurhasanah & Sobandi, 2016) revealed that learning outcomes can describe students' abilities

after what they know and learn. Furthermore, student learning outcomes are divided into five categories, namely verbal information, intellectual skills, motor skills, attitudes, and cognitive strategies (Muharto et al., 2017).

(Apriani et al., 2021) explained that traditional sports are sports or games that are inherited and developed in society and serve as a cultural tradition. Traditional sports are a form of physical activity that is easy and inexpensive to do and provides a sense of joy/pleasure (Alaska & Hakim, 2021).

Traditional games are games played by junior high school-level children (Gustin, 2020). The place to play is usually anywhere in the open, using the body as a medium, or surrounding objects such as stones, wood, and so on. Based on the observations made by researchers at MTS Al-Muttaqin Pekanbaru, shows that students' ability to do sprints is still low. This is due to the teaching factor which is monotonous and does not focus on explaining to students how the actual sprint is carried out. So that it affects student learning outcomes, namely the low student scores seen in the minimum completeness criteria (KKM) set by schools for physical education subjects is ≤ 75 .

According to (Henjilito, 2017) The athletics branch consists of several numbers, namely walking, running,

jumping, and throwing. Running consists of short-distance running, middle-distance running, long-distance running, and marathons. Short-distance running has running numbers including running 50 meters, running 100 meters, running 200 meters, and running 400 meters.

On this occasion, there will be a renewal of learning everyone doesn't want boredom in their life. Something boring is something that is not fun. People would prefer it if life was filled with renewal in a positive sense. Just like when teaching and learning activities take place, it is very important to apply teaching media, so that it cannot lead to boredom for both students and teachers, and learning does not turn into watching. Of the many teachers who teach, many do not use media, it will bore students, reduce student attention, become sleepy, and as a result, teaching and learning objectives are not achieved. In this case, the teacher needs media in teaching

students. Because of the many factors that affect the low interest of students in sports.

B. Methods

The form of this research is Classroom Action Research, the research subjects for class VIII F students of Mts Al-Muttaqin Pekanbaru totaling 37 students. The sampling technique is total sampling. The data analysis technique uses a performance test, namely doing Sprint Running practice, then the test results are assessed.

C. Result and Discussion

Result

Based on the first cycle consists of meetings and repeated cycles. In the cycle, repetition was held at the second meeting, at the first meeting the researcher only wanted to see students' absorption of the material being taught and whether students could respond or not to this material by using traditional games (gobak sodor). The results in cycle I am in the table below.

Table 1. Score intervals for class VIII F students at Mts Al-Muttaqin Pekanbaru Cycle I

Assessment	Criteria	Value Frequency	Percentage
91 – 100	Very good	-	-
80 – 90	Well	15	40 %
70 – 79	Enough	11	30 %
60 – 69	Not enough	7	19 %
< 60	Very less	4	11 %
Number of students who completed		26	70 %
Total students		37	100 %

Source: 2022 Research Results

From the table above, it can be explained that students who get grades in the good category are 15 students with a percentage of 40%, students who get sufficient scores are 11 students with a percentage of 30%, students who get fewer scores are 7 students with a percentage of

19%, and students who get grades very less namely 4 students with a percentage of 11%. Based on the results above, 26 students complete with a percentage of 70%, and students do not complete there are 11 students with a percentage of 30%. This can be presented in the graph as follows:

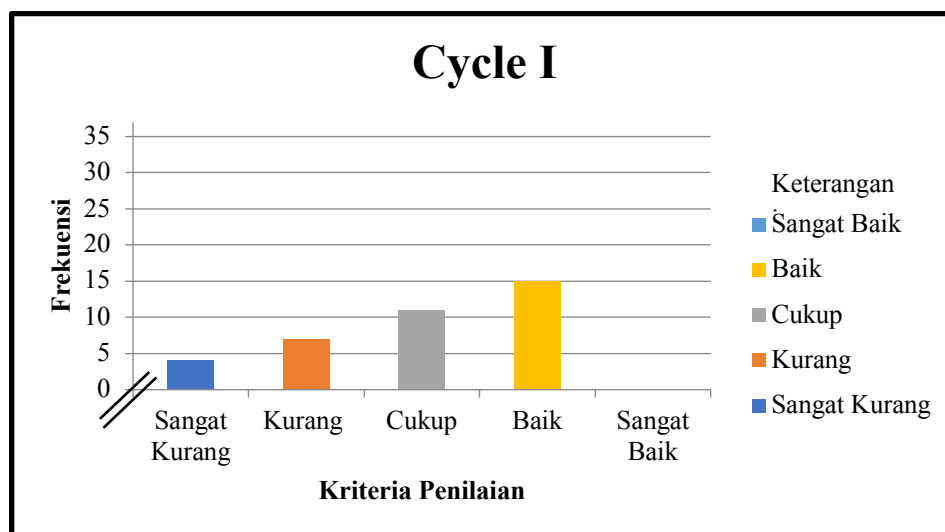


Figure 1 Assessment of Cycle I Sprint Running

Source: 2022 Data Processing Results

Based on the second cycle consists of the third and fourth meetings and one repetition of the cycle. In cycle II repeats were held in the fourth meeting. At the third

meeting the researchers improved the technique of sprinting through fun traditional games (gobak sodor) so that

students could produce maximum scores.

The results in cycle II are in the table below

Table 2. Interval of Sprint Running Values for Class VIII F Mts Al-Muttaqin Pekanbaru Cycle II

Assessment	Criteria	Value Frequency	Percentage
91 – 100	Very good	4	11 %
80 – 90	Well	29	78 %
70 – 79	Enough	4	11 %
60 – 69	Not enough	-	-
< 60	Very less	-	-
Number of students who completed	26	37	
Total students	37	37	

Source: 2022 Research Results

In the table above, it is explained that the completeness of students in cycle II with the very good category is 4 students with a percentage of 11%, the good category is 29 students with a percentage of 78%, and the sufficient category is 4 students with a percentage of 11%. So in

cycle II there was an increase in the results of the basic sprint technique through traditional games (gobak sodor) which was 100%. Based on the results above, there were 22 students who passed and students who did not complete. These results are presented in the graph as follows:

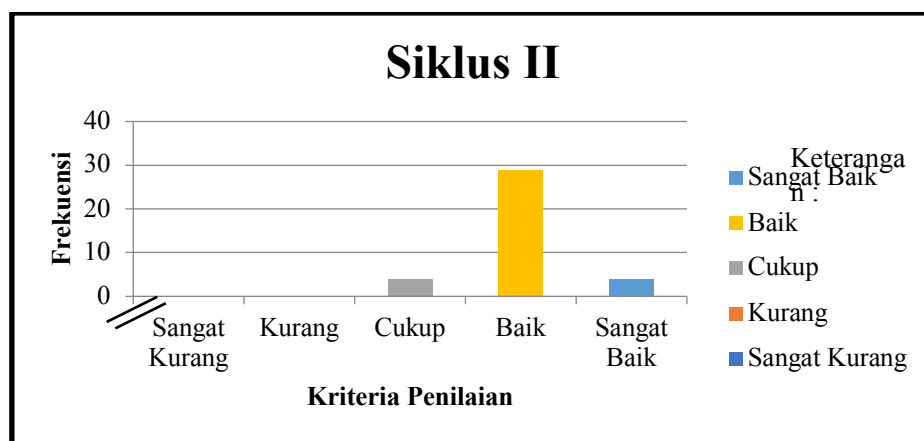


Figure 2 Assessment of Cycle II Sprint Running

Source: 2022 Data Processing Results

The data obtained starting from the initial test, cycle I, and cycle II experienced a significant increase, in cycle I there were

26 students who completed with a percentage of 70% and in cycle II there were 37 students who completed with a

percentage of 100%.

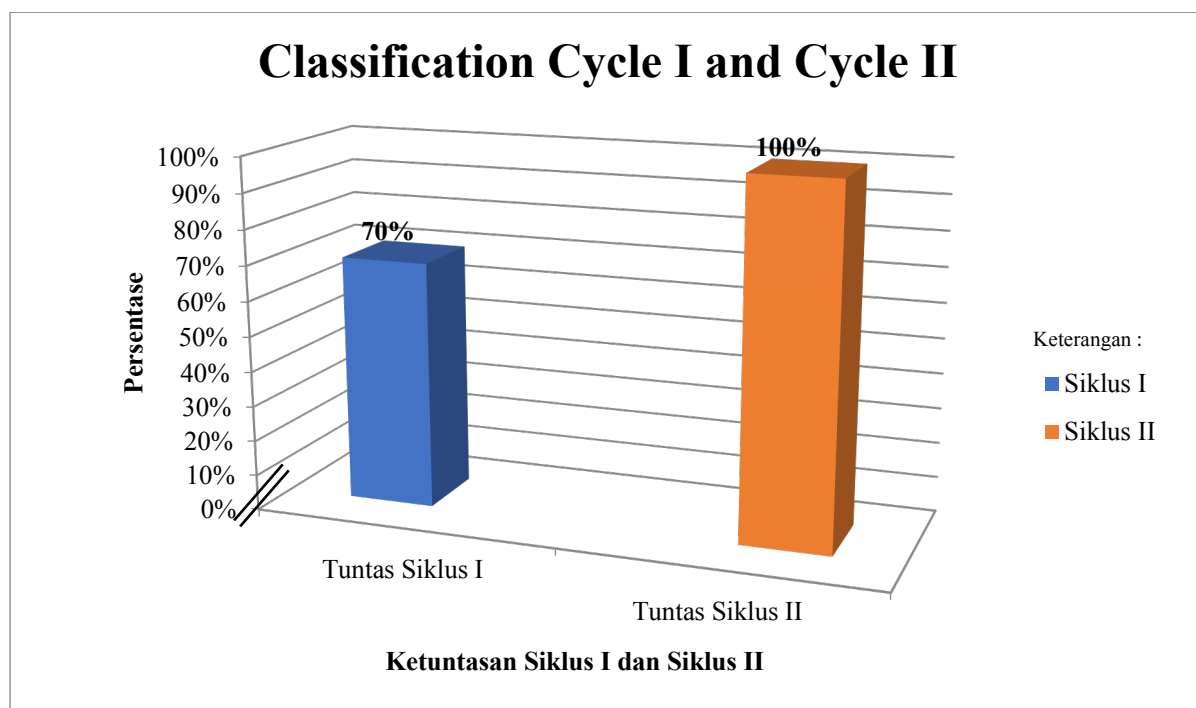


Figure 3 Assessment of Cycle III Sprint Running

Source: 2022 Data Processing Results

Discussion

Efforts to improve the learning outcomes of Sprint Running students through traditional games (gobak sodor) in class VIII F students of Mts Al-Muttaqin Pekanbaru have shown improvement. This increase can be seen from the results of the study which showed that the average cycle I was 70% increased in cycle II 100%. The number of students who completed the first cycle was 26 students with a completeness percentage of 70% and increased in the second cycle to 37 students with a good category of 100% completeness percentage. The results of this study are relevant to research that has been conducted by (Hidayat et al., 2018) Games are one of the

things that can help build relationships with children, which is called the concept of play therapy, which are techniques that contribute positively to mental, emotional, social, and other developmental aspects with the intention of healing which previously could be seen through psychological analysis.

Furthermore (Aryati, 2019) The benefits of traditional games are that they have many good impacts on children's development. Every traditional game has values that can be utilized in developing student motivation in various aspects, especially in physical education which can increase physical endurance. Several aspects that can be developed include physical-motor,

cognitive, language skills, social-emotional, art and creativity, and moral and religious values.

Then research conducted by (Nurohman & Widiyatmoko, 2019) concluded that in large-scale research, an average product analysis score was obtained by experts with a total assessment of 85% in the "Good" category with aspects affective 93%, cognitive aspects 80% and

D. Discussion

Based on the results of research that has been done in cycle I that in the good category there are 15 students with a percentage of 40%. In the sufficient category, there are 11 students with a percentage of 30%. In the lacking category, there are 7 students with a percentage of 19%. And in the very less category, there are 4 students with a percentage of 11%. Then in cycle II in the very good category, there were 4 students with a percentage of 11%. In the good category, there are 29 students with a percentage of 78%. In the student category, there are only 4 students with a percentage of 11%. The number of students who completed the first cycle was 26 students with a percentage of 70% incomplete, which increased in the second cycle to 37 students with a percentage of 100% in the good category.

E. Acknowledgements

The author would like to thank the

psychomotor aspects 83%. Based on the results of the study, it can be concluded that the development of the gobak sodor game model in traditional game learning can be used in physical education subjects and can be used as an alternative physical education model and physical education teachers should be more creative and innovative in accordance with the expected goals.

supervisor who has guided me so that this article can be completed. don't forget to thank the UNIMED altet community who are willing to be samples of this research.

F. Conflict of Interest

No conflict of interest

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