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FUN ATHLETICS: OPTIMIZING THE SPRINT RUNNING POTENTIAL OF ELEMENTARY SCHOOL STUDENTS THROUGH A GAME APPROACH

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Abstract

This study was carried out to analyze the impact of the use of play methods in improving sprint running ability in students of SDN 2 Do¹ Arum, Central Lampung. The research uses a quasi experiment approach with a one-group pretest-posttest design. The subject of the study was a male student in grade IV of SD Negeri 2 Dono Arum, Central Lampung. Sample selection was carried out through a purposive sampling technique by taking 10 male students as participants. In data collection, the researcher used a sprint r¹unning test instrument with a distance of 60 meters. Data analysis was carried out using the paired t-test to compare the average value of pretest and posttest results before and after the treatment. Before co⁶ducting the paired t-test, the researcher first carried out a data normality test. Based on the results of the study, it was found that after applying the play me⁵od in practice, the average ability of students increased by 1.000 seconds. Thus, it can be concluded that the play method has an influence on the improvement of sprint running ability in grade IV male students of SD Negeri 2 Dono Arum, Central Lampung.

Keywords: sprint, games, fun athletics, elementary school, athletics

INTRODUCTION

Athletics is the parent of all sports (Purnomo, 2017) so that it is one of the physical education subjects that must be ta²ught at all levels of education, starting from elementary school (SD), junior high school (SMP), to high school (SMA). This was strengthened by the issuance of the Decree of the Minister of Education and Culture Number 0413/U/87, even at the university level, athletics became part of the General Basic Course (MKDU). In its implementation, athletic sports include complex elements of movement and continue to develop along with the progress of science. Movement in ath³letics is the basic movement used in all sports, including walking, running, jumping, and throwing.

Short distance running or sprint is one of the running numbers that looks simple but requires special attention because it has complex movement techniques. The implementation includes several main stages, namely the starting

position, running movement, and finish. To achieve good running quality, an athlete must master the right technique. Therefore, the role of teachers or coaches is very important in the learning and training process of sprint running.

In the context of physical education at the elementary school level, sprint running learning uses a distance of 60 meters. Although the distance is different from the 100-meter, 200-meter, or 400-meter sprint, the basic principles of the technique remain the same. The difference lies in the use of energy that is adjusted to the distance traveled and in the aspect of the child's growth and development level. Short distance running requires good coordination between body position, arm swing, leg movement, and technique to enter the finish line.

In developed countries, athletic learning, especially for short-distance running, is always packed with fun learning so that the enthusiasm of students to participate in learning is very happy and encouraging, but unlike in Indonesia, especially at SDN 2 Dono Arum when the athletic material takes place, students are not too excited compared to other learning. It can be seen that the teacher only teaches about techniques directly, monotonous and learning looks rigid. Teachers have not modified athletic materials, especially sprint runs in a more exciting way, it can be seen that students get bored easily when carrying out learning activities, which results in athletic learning being less in demand so that it is less meaningful for students. Especially for elementary school students, students are still at the stage of growth and development which requires a lot of movement experience, so learning should be packaged by playing while learning. In fact, for elementary school students, athletic learning, especially in sprint running material, needs to be conveyed because it is the basis for students to understand the correct concept of run.

Of course, this is a challenge for teachers in solving problems to develop athletic teaching methods to be more in demand by their students who prioritize a sense of fun, motivate students, are easy to do, add motor movement experience, and can improve physical fitness in each learning process. Therefore, as a form of problem solving by creating a play approach. Playing alone is the soul of every child. So that games can be involved in any learning process, especially for

children. Games are also a vehicle for learning activities (Dini, J. P. A. U. (2022). Play activities carried out individually and in groups can help students develop various important aspects, such as a sense of togetherness, creativity, discipline, and the ability to collaborate. The learning approach through games is not only beneficial for honing children's basic motor skills, but also creates an encouraging learning environment. This can ultimately encourage the achievement of optimal learning outcomes in accordance with the learning objectives that have been set. Therefore, the researcher is interested in using a game approach to improve the sprint running ability of students of SDN 2 Dono Arum, Central Lampung

METHOD

The method used in this study is a pseudo-experiment with a one-group design without a comparison group, known as One Group Pretest and Posttest Design. The research was carried out at SDN 2 Dono Arum, Central Lampung with a population of 23 grade IV students. The research sample was determined using a purposive sampling technique based on certain criteria, so 10 male students were selected as research subjects. Data collection was carried out through a 60-meter running test which was carried out in two stages, namely before the treatment (pretest) and after the treatment (posttest). The treatment was given 12 times which was carried out 3 times in 1 week. In analyzing the data, the researcher used a paired t-test to compare the results of the pretest and posttest, preceded by a normality test and a homogeneity test.

RESULT AND DISCUSSION

The findings of this study present empirical data that illustrate how the playing method has an impact on the mastery of basic techniques of sprinting. The research was conducted by involving 10 fourth grade students of SDN 2 Dono Arum, Lamteng as research subjects.

Table 1. Pretest and posttest results for grade IV students of SDN 2 Dono Arum

No	Nama Siswa	Pretest	Postest	Peningkatan
1	Budi	11.25	10.45	0.8
2	Deni	11.87	10.92	0.95
3	Fajar	12.35	11.15	1.2
4	Hadi	10.95	9.85	1.1
5	Irfan	11.65	10.57	1.08
6	Kevin	11.92	10.82	1.1
7	Mario	11.45	10.55	0.9
8	Nanda	12.15	11.05	1.1
9	Rafi	11.78	10.88	0.9
10	Yusuf	11.85	10.95	0.9

As seen in the table, the maximum pretest results were obtained at 12.35 seconds and the minimum value was 10.95 seconds, the mean obtained in the pretest was 11.72 seconds and the standard deviation from the pretest data was obtained at 0.39 seconds. Meanwhile, in the posttest table, the maximum score was obtained at 11.15 seconds and the minimum value was 9.85 seconds. The mean result on the posttest was 10.72 seconds and the standard deviasai was 0.37 seconds. Meanwhile, when tested for normality, the pretest data showed a normal distribution, where the test used Shapiro-wilk with pretest numbers $W=0.975$, $p=0.933$, and the post test showed $W=0.978$, $p=0.954$. With the meaning of normally distributed data, where the data interpretation shows that students show an increase in sprint running speed

Then it can be seen in tables 2 and 3, there is a distribution of pretest and posttest data, which is divided into 4 intervals.

Tabel 2. List of Pretest Data Distribution for Grade IV Students of SDN 2 Dono Arum

Interval Kelas	Frekuensi	Persentase
10.95 - 11.30	2	20%
11.31 - 11.66	2	20%
11.67 - 12.02	4	40%
12.03 - 12.38	2	20%
Total	10	100%

Tabel 3. List of Posttest Data Distribution for Grade IV Students of SDN 2 Dono Arum

Interval Kelas	Frekuensi	Persentase
9.85 - 10.18	1	10%
10.19 - 10.52	0	0%
10.53 - 10.86	4	40%
10.87 - 11.20	5	50%
Total	10	100%

Then it can be seen that the list of pretest and posttest distribution, showing that the highest frequency in the pretest is in the interval of 11.67-12.02 with the number of students as many as 4 people (40%). And in the post test, the highest frequency is in the interval of 10.87-11.20 with the number of students as many as 5 people (50%). The distribution was relatively evenly distributed at other intervals where there were 2 students each (20%), the majority of students had a travel time above 11.67 in the pretest. Meanwhile, in the posttest, there was an increase in travel time consistency with 90% of students recording a time above 10.53 seconds and only 1 was below 10.18 seconds. Therefore, from the above data, it can be concluded that the shift in travel time in a faster direction from pretest to posttest and it can be seen from the distribution of post tests that focus more on certain intervals by showing consistency of ability, and the increase in speed is seen in all students with different speed variations.

Discussion

Research with a games approach on SDN 2 Dono Arum students showed a significant increase in the results obtained. This can be seen from the shift in more efficient time distribution in posttests. This phenomenon is supported by research by Saracho (2017) which reveals that the game-based learning process causes intrinsic motivation, active movement involvement, and better knowledge and processing speed. With post-test data that showed that 10% of students reached the fastest interval (9.85-10.18), it indicated that the playing method succeeded in

creating a *flow state* as stated by Csikszentmihalyi. In these conditions, students achieve an optimal balance between challenges and abilities, resulting in better performance. In the post-test frequency distribution data that looks more focused, showing the success of the play method in reducing anxiety in learning, increasing student confidence and creating a fun learning environment, ⁸ this is in line with the research of Whitebread et al. (2019) which identified that play-based learning improves *self-regulated learning* and *metacognitive skills* student. This is reflected in the increase in the efficiency of task work time in post-test.

Although short-distance running consists of several stages, if packaged with games, it will give good results to improve students' abilities. It is proven in research conducted by Karyatna (2020) that traditional games such as forts and modified gobak sodor can significantly increase the sprint speed of 11-12-year-old children. This emphasizes that local games and wisdom can be integrated into the development of running speed skills in students. On the other hand, domestic research by Hafiz R. et. Al (2024) revealed that the play approach in sprint training provides dual benefits, namely increased speed and social skill development. Children who participated in the program showed an average improvement of 0.14 seconds in the 40-meter sprint while also showing progress in teamwork and communication. Saputra, D. I. M., & Gusniar, G. (2019) students feel happy in participating in learning, the same result was also obtained by Titi Suwarti (2019) who stated that there was an increase in ¹⁰ motivation and learning achievement of grade V students of SD Egeri 2 Mlese after being given with the play method. In addition, Winata et al (2020) explained that learning using games makes students more active in participating in physical education learning so that the results obtained are more optimal.

These studies collectively confirm that the play approach in sprint speed development is not only effective in terms of improving physical performance, but also provides holistic benefits that include cognitive, social, and psychological aspects. These findings are very relevant for the development of more effective and fun physical education programs for student.

CONCLUSION

Research using the games method has a positive impact with evidence of being effective in reducing anxiety and increasing student confidence, and providing a conducive learning environment so as to increase intrinsic motivation and involvement of students in the learning process. Thus, it is recommended for further research, namely to be able to develop guidelines in the implementation of more structured learning methods, as well as design a more comprehensive assessment system to measure the impact of games methods.

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