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IMPROVING PHYSICAL FITNESS LEARNING OUTCOMES FOR COORDINATION THROUGH TRADITIONAL BLOCK RUNNING GAMES FOR STUDENTS

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Abstract

The purpose of this study was to determine whether there was an increase in learning outcomes of Physical Fitness for Coordination in Class VIII students of SMP Negeri 3 Palembang after the implementation of the traditional game of running beams. Therefore, this study is expected to help solve the problems experienced and describe how much the learning outcomes of coordination and balance of movement increase through the traditional game of running beams. The method used in this study is action research. The population used was class VIII.3 students of SMP Negeri 3 Palembang. The sample used was 31 students using the population sampling technique or the entire population used as a sample. The instruments used in this study were observation sheets and data on the results of Learning Coordination and Balance of Movement in Physical Fitness which were carried out through learning outcome tests. The results of data processing and data analysis showed an increase in learning outcomes of Coordination and Balance of Movement in Physical Fitness for the first cycle increased by 58% and the second cycle increased by 90% from the data of 31 students. So the increase in data from the first and second cycles increased by 32%.

Keywords: Action Research; Traditional Game Of Running Block; Learning Outcomes; Physical Fitness Movement Coordination.

INTRODUCTION

Innovation and development in the world of education greatly help in improving the quality and competitiveness of a country. Education is the spearhead in the formation of quality human resources, who can later become managers, controllers and implementers of government policies in order to improve national competitiveness. The process of learning Physical Education, Sports and Health at the Junior High School (SMP) level is necessary to improve physical fitness in schools. Learning physical education, sports and health is

Expected to encourage, guide, develop and foster physical and spiritual abilities harmoniously and optimally so that they are able to carry out tasks for themselves and national development. Physical Education, Sports and Health Learning is a reflection and a forum for developing social values and fostering and building the character of students. Physical education is one of the subjects taught in schools as a medium for encouraging the development of motor skills, physical

abilities, knowledge, sportsmanship, healthy lifestyle habits and character formation (mental, emotional, spiritual and social) in order to achieve the goals of the National education system. Endang P (2020). ¹⁰ The importance of physical fitness for school-age children can improve the ability of body organs, social emotional, sportsmanship, and competitive spirit. Physical fitness is one aspect of total fitness. By doing physical activities, a person can gain physical fitness so that it provides space and ² ability to do daily work productively without excessive fatigue so that the body still has energy reserves to enjoy its free time well or do sudden work. Roji & Eva (2017).

There are various types of sports taught in ⁹ physical education, sports and health in schools, especially at the Junior High School (SMP) level. One of the branches taught in SMP education is Physical Fitness Activities. Physical fitness activities are a series of movements that are carried out in a coordinated manner and require body balance and every body movement produced by skeletal muscles and requires energy expenditure. This activity can be in the form of daily activities such as walking, running, or exercising at a fitness center. Adang, et al. (2019). Physical Fitness Activities are one of the important components that must be taught in PJOK learning because in learning this physical activity includes several health components that must be met by students in order to obtain maximum health and learning readiness. The components in this phase that must be applied in learning Physical Fitness activities are: Speed, Agility, balance and coordination. Of the 31 students in class VII.3, only 12 people got a Complete score and were active in doing physical activities, while 19 other students got an Incomplete score.

The problem found is that students are lacking in doing movements that involve coordination components in carrying out a series of activities, students have difficulty doing body movements simultaneously so that they often make mistakes with the movements they do. Therefore, in the Physical Fitness Material there is coordination material so that it has an impact on the low learning outcomes of Students' Physical Education and Health and does not achieve the completion value. Therefore, in writing this scientific paper, the author wants to

improve student learning outcomes through the Traditional Beam Running Game. From the background described above, the author wants to conduct a study “Improving Learning Outcomes for Physical Fitness Coordination Through the Traditional Beam Running Game for Class VIII.3 Students of SMP Negeri 3 Palembang”.

METHOD

This study aims to determine the improvement of learning outcomes of coordination in physical fitness of students through the Traditional Beam Running Game in the 2024/2025 academic year of SMP Negeri 3 Palembang. This research was conducted in the field of SMP Negeri 3 Palembang, Research Time The research was conducted for 7 weeks, starting from February 3, 2025 to May 10, 2025. The research method used in this research is action research (Action Research Classroom). Kemmis & Mc Taggart’s Action Research includes four stages, namely (1) Planning (2) Implementation of Action (3) Observation (Obsevation) (4) Reflection (reflection). This spiral model aims to improve learning practices and increase the quality of the teaching and learning process.

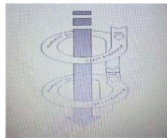


Figure 1. Kemmis model classroom action research protocol

First Cycle

Planning

Planning is the earliest step to plan an action consisting of the following activities:

- a) learning scenarios, b) designing learning in the first cycle, c) preparing media that are appropriate for learning, d) preparing tools using observation sheets and field notes, e) making learning plans for cycle I.

Implementation of Action

The implementation of the action is carried out by observing or directly observing the Physical Fitness learning process. The implementation of the first cycle is carried out in three meetings. The follow-up to the first cycle learning is to identify the components of students’ physical fitness, the learning process and

outcomes. The results are analyzed as a benchmark for planning learning in the 2nd cycle. Improving learning outcomes Coordination and balance of movement are designed to be applied to students who are adjusted to the achievement targets to improve learning outcomes Coordination and balance in physical fitness using the Traditional Balok Running game. The desired process achievement is how students can perform coordination and balance movements correctly. The success of students is seen from the beginning to completing the tasks of each cycle. In this cycle, the target to be achieved is adjusted to the minimum criteria for students that have been set. Students show improvement in each cycle.

Observation

Observation of the results of the action is carried out during the implementation of the action with the note that the teacher follows the teaching techniques designed by the researcher. The observation instrument uses observation guidelines containing indicators that pass through the data. The purpose of the guidelines is to describe things that happen in the action research process. In addition, the researcher also uses a documentation tool in the form of a camera to increase data validity. During the observation, the researcher will record what will be seen, heard and observed during the learning process in the form of field notes.

Reflection

Reflection is done by analyzing the results of the action to what extent the level of change in student behavior is before and after the action is taken. As well as reviewing success and failure as preparation for further action. If 80% of students have not met the minimum completion criteria, the next cycle is carried out.

Second Cycle

Planning

Planning is an initial step to plan actions consisting of activities, namely: a) learning scenarios, b) designing learning in the first cycle, c) preparing media that are appropriate for learning, d) preparing tools using observation sheets and field notes, e) making a cycle II learning plan.

Implementation of Action

The implementation of the action is carried out by observing or directly

observing the learning process of Coordination and balance of movement in the traditional game of physical fitness beam running. ⁸ The implementation of the second cycle is carried out in two meetings. ² The material in this second cycle aims to improve the learning outcomes of Coordination and balance of physical fitness movement to have improvements in various obstacles or difficulties found in the first cycle, one of which is by identifying problems with determining alternative solutions to problems. The material for improving learning outcomes of coordination and balance of physical fitness movement with the Traditional Beam Running game is designed according to the initial abilities of students, in order to improve weaknesses and deficiencies in carrying out coordination and balance of physical fitness movements.

At the action stage of this second cycle, a test is carried out to measure the results of coordination and balance of physical fitness movement after students have learned. The results of the test are the determinant of whether the next cycle will be carried out or the cycle ends in cycle two. In this second cycle, it is targeted that students can meet the assessment criteria of 80%, so the cycle ends in cycle two.

Observation

Observation of the results of the action was carried out ⁸ during the implementation of the second action with the note that the teacher followed the teaching techniques designed by the researcher. The observation instrument uses observation guidelines containing indicators that pass through the data. The purpose of the guidelines is to describe things that happen in the action research process. In addition, the researcher also uses a documentation tool in the form of a camera to increase data validity. During the observation, the researcher will record what will be seen, heard and observed ¹ during the learning process in the form of field notes.

³ Reflection

Reflection is done by analyzing the results of the action to what extent the level of change in student behavior is before and after the action is taken. Also reviewing success and failure as preparation for further action. If 80% of students have not met the minimum completion criteria, the next cycle is carried out.

Action Success Criteria

The research is said to be successful if:

1) Students show an increase in the learning process of coordination and balance in physical fitness according to the minimum graduation. 2) Increased enthusiasm for learning of students during learning. 3) Increased attention in the learning process with physical fitness beam running games. 4) Students are able to repeat according to the steps of learning coordination and balance movements explained through the traditional beam running game. 5) The learning and teaching atmosphere is fun for students. The subjects of this study were students of SMP Negeri 3 Palembang who studied coordination and balance material in Physical Fitness in class VIII.3 of the 2024/2025 academic year, totaling 31 students. The data collection instrument used in this study was by using observation sheets and student learning outcome data conducted through learning outcome tests which are comparative data for teacher success in implementing learning.

The observation sheet was conducted to determine the success of the learning activities conducted by the teacher, and to determine the things done by students during the learning process until the end of the action cycle. The initial observation sheet was conducted at the beginning of the action process to determine the extent to which the initial results of students in understanding the joint decision material. The observation sheet at the end of the action cycle results as a result of the actions required for students during the research process.

Action monitoring is obtained from teacher activities in the learning process carried out, direct observation or observation of implementation when implementing learning is carried out, and conducting documentation by taking photos of students when carrying out the learning process, including things that need to be added and maintained when the action implementation process occurs. Meanwhile, at the end of the cycle, the researcher collected data using a physical fitness movement coordination learning outcome test instrument compiled by the researcher himself with the intention of determining the students' knowledge ability in understanding the material that has been given during the Implementation of the action cycle. In this study, data was obtained through

increasing learning outcomes of physical fitness activity movement coordination by testing initial (Pretest) and final abilities in learning (Posttest).

Data analysis in this study is descriptive qualitative and quantitative, quantitative data compares initial test data and tests after the cycle. While qualitative is a reflection in each cycle based on the results of observations recorded in field notes, documentation and observations. Data analysis is carried out descriptively by comparing the results of achievement with success indicators. The focus of observation on student activities during practical learning is both in the teaching and learning process and changes in students in the form of stages of learning movement. In this activity, data obtained from student learning outcomes are presented in table form using a predetermined formula.

RESULT AND DISCUSSION

The results of initial observations and interviews with PJOK teachers at SMP Negeri 3 Palembang obtained information that the implementation of Fitness learning, especially regarding coordination and balance through previous learning activities, had been carried out by teachers, but had not been fully effective. The learning methods applied were still one-way. The learning methods applied by teachers at each meeting were material, and doing physical activities monotonously and warming up rarely using game methods that supported the subject matter, then providing examples of movements that lead to physical exercise that can help students understand the benefits of movement are often ignored, and sometimes do not provide sufficient control and evaluation on the grounds that the time allocation is insufficient, not enough time to change sports clothes. Based on the description that has been explained above, there are several weaknesses, namely learning that is dominated by teachers, because they are not given games that support the subject matter, so that there is a lack of communication between students and teachers or students with students, so that this can cause boredom in students, as a result most students are passive in participating in learning, resulting in low student learning outcomes. Thus, the learning that is carried out can be said to be ineffective.

Description of Cycle I

Table 1. Distribution of Physical Fitness Movement Coordination Test Results
Cycle 1

Table Distribution			
No	Scor	F	%
1	59-65	2	6
2	66-71	3	10
3	72-78	8	26
4	79-85	11	36
5	86-92	5	16
6	93-98	2	6
sum		31	100

Table 1 can be concluded that as many as 18 students completed or around 58% with a minimum score of 80 out of 31 students. While students who did not complete were around 13 students or around 42%.

Description of Cycle II

Data on the Results of the Coordination and Balance of Physical Fitness Movement Beam Running Game in Cycle II The application of the traditional beam running game method using wooden blocks in the material of coordination and balance of physical fitness movement turned out to be effective in improving the learning outcomes of Coordination and balance of physical fitness movement of class VIII.3 SMP Negeri 3 Palembang.

Table 2. Distribution of Results of Coordination and Balance of Physical Fitness
Movement Cycle 2

Distribution Siklus 2			
No	Skor	F	Fr (%)
1	72-76	3	10
2	77-81	0	0
3	82-86	11	35
4	87-91	14	45
5	92-96	3	10
6	97-101	0	0
sum		31	100

Based on the table above, we can conclude that as many as 28 students or 90% with a minimum score of 80 and students who did not complete were around 3 people or around 10%.

Qualitative Data from Observation Results of Field Notes Cycle II

In this final meeting, students seem to have made many changes and progress where students have been able to concentrate and coordinate in moving

blocks while stepping and students are no longer hesitant in making movements. Overall, students and teachers carry out learning well and correctly, as evidenced by students being able to play the block running game correctly in practice with satisfactory learning outcomes where classically 90% have been completed exceeding the target achieved.

Data Analysis

Increase from initial data or pre-cycle where students before being given action, who completed as many as 12 students or 39% and who did not complete as many as 19 students or 61%. Continued with the first cycle action by using the introduction of games without tools, there was an increase in who completed as many as 18 students or 58% and who did not complete as many as 13 students or 42%. Then followed up in the second cycle by using the game of running beams with tools and in relay there was a significant increase in students who completed as many as 28 people or 90% and students who had not completed as many as 3 people or 10%.

Table 4.3 Results of Beam Running Assessment.

Physical Fitness Movement Coordination Assessment Results								
No	Category	Value	Initial Data		Siklus 1		Siklus 2	
			F	%	F	%	F	%
1	Lulus	> 80	12	39	18	58	28	90
2	Not Passing	< 80	19	61	13	42	3	10
3	Sum			100	31	100	31	100

Judging from table 3, it can be concluded that in the initial data, 12 students or around 39% completed the course and 19 students or around 61% did not complete it. In cycle I, 18 students or around 58% completed the course and 13 students or around 42% of students were declared incomplete. In cycle 2, there was a significant increase in the number of students who completed the course, 28

students or around 90% of students and 3 students or around 10% of students did not complete it. So, it can be concluded that there was an increase in the learning outcomes of physical fitness movement coordination and balance as seen from the initial data of cycle 1 compared to cycle 2. According to the researcher, this research stops here and is ¹ not continued to the next cycle, because the problem has been answered, namely through research on the traditional game approach to the teaching and learning process.

After teaching ³ during cycle I and cycle II, the researcher expressed the results of his observations during the learning process, in the form of quantitative figures that may be compared between initial data, cycle 1 and cycle 2. In the observation during the lesson, initial data, ³ cycle I and cycle II. The results of observations during the learning process are in the form of qualitative data that compares between cycle I and cycle II.

Discussion

¹ The results of the analysis in cycle 1 and cycle 2 ⁵ need to be studied further by providing an interpretation of the relationship between the results of the analysis achieved with the theories underlying this research. This explanation is needed so that the suitability of the theories put forward with the research results obtained can be known. The explanation to provide clarity on the relationship between cycle 1 and cycle 2 is as follows:

Initial Data

Initial test of coordination of ⁴ physical fitness movement of students in class VIII. 3 of SMP Negeri 3 Palembang. The results of the initial test obtained from previous data were that the category of less with a score of 60-71 was around 61%, totaling 19 students who did not complete. While the score of 81-88 was around 39% of students who completed it, totaling 12. Thus, according to the data above, it can be said that the learning outcomes of coordination and balance of physical fitness movement are still very low, this is because the learning method applied is still one-way, Lack of approach between teachers and students and the learning method applied by teachers at each meeting is explaining the material, warming up, stretching and rarely providing games that support the subject matter then providing

grounds that the time allocation is insufficient, has not been cut to change sports clothes.

Cycle I

Based on the results of monitoring actions in cycle I obtained from:

Data cycle I coordination of physical fitness movement of class VIII.3 students of SMP Negeri 3 Palembang Whether or not there is an increase in learning outcomes Coordination and balance of physical fitness movement through the Game approach in cycle one is interpreted from the results of the initial test obtained a score of 60 – 70 around 42% of students who did not complete as many as 13 students and those who obtained a score of 80 – 90 around 58% and as many as 18 students who completed. Thus, according to the data, it can be said that the learning outcomes of Coordination and balance of physical fitness movement have not experienced a significant increase because of the total students only 58% completed, while what students must achieve is 80% of the total students. This is because the games played do not use tools so they are less varied, students are less active, teachers do not give enough appreciation to groups of students who succeed in the Games given.

Cycle II

Based on the results of monitoring the actions of cycle II obtained from:

Data cycle II coordination of physical fitness movement class VIII.3 SMP Negeri 3 Palembang. The results of the cycle II data can be seen that, students who have a score of 60-70 there are around 10% as many as 3 students who did not complete. While students who get a score of 80-90 around 90% as many as 28 students. Thus from the data obtained above that in cycle II students have achieved the target achieved, namely overall 80% completion and in this cycle II students have received 90% exceeding the target that has been set. This second cycle uses the kemmis and taggart action model in accordance with the stages of planning, action, observation and reflection, a block running game where students play the game in a relay and the block is moved forward with instructions from the teacher through the sound of a whistle indicating that students must start walking while

moving the block forward.

This research is considered successful because there is an increase in student learning outcomes. This is what makes the indicator of the success of the research conducted. The results of the study indicate that through the traditional game of running blocks, student learning outcomes have increased from before. Before conducting the study, researchers have conducted initial observations of learning outcomes. Initial observations are carried out as a reference in designing learning in the form of traditional games which are expected to be one of the solutions in the learning process to improve learning outcomes for physical fitness movement coordination.

CONCLUSION

The results of the research that have been presented, in general it can be concluded that: There is an increase in student learning outcomes through the media of the traditional beam running game in physical fitness learning PJOK for enthusiastic in participating in fitness movement coordination learning. According to reflection, the average value of the fitness movement coordination learning class was 80 with a percentage of completion of 58% of students completed and the learning outcomes of students in the second cycle were 82 with a percentage of completion of 90% it can be concluded that there was a significant increase in learning outcomes in cycle II. With the application of traditional game media that researchers have designed, namely game methods 1 without tools to 2 using wooden block aids in the form of relay games according to student needs to improve learning outcomes for fitness movement coordination, students are more active in participating in the PJOK learning process, so that optimal results can be obtained in mastering the material, especially fitness movement coordination.

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