

Student's Perception of the Development of Short Distance Running Learning through Traditional Games

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Abstract: This study aims to determine students' perceptions of short-distance running learning models through traditional games based on (1) Perceptions of knowledge of learning short-distance running, (2) Perceptions of teachers' teaching styles, (3) Perceptions of the media used, (4) Perceptions of interest in learning short-distance running, (5) Perceptions of the need to develop short-distance running learning models through traditional games. This research is descriptive quantitative research. The results of this study showed that (1) Perception of knowledge of learning to run short distances obtained a score of 93.50% in the very good category, (2) Perception of teacher teaching style obtained a score of 78.50% in the good category, (3) Perception of the media used was easy to use obtained a score of 88% in the very good category, (4) Perception of interest in learning physical education obtained a value of 96.30% in the very good category, (5) The perception of the need to develop a learning model of basic volleyball techniques through a playing approach obtained a score of 100% in the very good category, which means that students agree if the development of a learning model of short-distance running through traditional games is developed. The results of this study show that students' perceptions of the development of short-distance running learning models through traditional games in elementary schools in North Musi Rawas Regency are positive, for that it is necessary to develop short-distance running learning models through traditional games.

Keywords: Short Distance Running, Student's Perception, Traditional Games

A. Introduction

Athletics is "one element of physical education and health, also a component of overall education that prioritizes physical activity and the existence of healthy life coaching and physical, mental, social and emotional development that is harmonious, harmonious and also balanced (Widya & Djumidar, 2004). Athletics comes from the Greek word Atlon, Atlun which means match or struggle. So, athletics according to the Indonesian Encyclopedia in (Megayana, 2018) athletics is "a sport that competes in running, jumping, walking and throwing". Athletics was first popularized by the Greeks around the 6th century BC. The people credited with popularizing it is Iccus

and Herodicus. The famous athletics are now different from those practiced by the Greeks of old. But even so the basics remain the same: walking, running, jumping and throwing. Because it has various elements, athletics is said to be the mother of all sports. Contains various elements of everyday movement. In Primitive times it was very important to earn a living and sustain life.

This can be seen in Physical Education subjects, be it elementary, middle (SMP), and upper (SMA) levels there is athletic material that must be learned by students. It's the same in athletics championships in general. The most popular sport of several athletic sports is running. According to (Wiranto, 2013) Running is the most popular athletic sport. This sport awaits many people in all corners of the world, because of the initial capital of all sports. Running numbers in athletics there are various numbers, namely short, medium, and long-distance running. According to (Mardiana et al., 2011) short distance running or sprint is the running numbers from 20 m to 400 meters.

Short distance running athletics can be one of the most popular activities in physical education subjects at school. Short distance running athletics can improve the physical quality of students so that they are fitter, in addition, short distance meter running athletics can enrich the mastery of motion in students. Mastery of motion in running is a movement that can be done in everyday life, especially for students. Running is one of the basic skills in athletics that has started to require special skills. One of the problems faced in schools is how to make the delivery of basic running motion material can be maximally absorbed by students (Simamora, 2020).

Students can understand short-distance running learning with an interactive and fun learning process. This is reinforced by (Corbett & Spinello, 2020) that learning is everything that can bring information and knowledge in the interaction that takes place between educators and learners. The process of learning provided by teachers so that there can be a process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students. According to (Wells, 2002) learning is a process rather than one's learning activities with the aim of increasing knowledge.

Short distance running learning belongs to physical education subjects at the elementary school level. Physical education can stimulate students through physical activities through growth and development, and can develop physical abilities and skills (Aryati, 2019). Physical education learning at the elementary school level on short-distance running material must be adjusted to the characteristics of learners. According to (Danim, 2010) explained that, "the age of 7 to 12 years is the age of early adolescence, these people are generally undergoing education at the elementary school level". Which means that physical education can be a good educational

alternative to form health aspects, physical fitness aspects, movement skills, emotional stability and sportsmanship attitudes (Musiandi & Taroreh, 2020).

In physical education learning, the development of elementary school students is the foundation to be able to master motion at the stage of learning basic movements, especially running. Motion learning is a series of processes to perfect movement skills related to training and experience that develop into motor development (Dewi et. al., 2020). For humans, learning becomes more and more important. According to (Decaprio, 2013), in simple terms, motor learning can be interpreted as the process of learning movement skills and smoothing motor skills, as well as variables that support or inhibit students' motor skills and skills.

Athletic learning, especially on short-distance running material, is not the same as athletic competitions that are popular and watched by many people that can be seen in general. It is not uncommon for athletic short-distance running to become a boring learning activity. This can be seen when the author made observations and interviews at SD Musi Rawas Utara District, South Sumatra Province, found several problems including that there are still many students who are less motivated in participating in short distance running athletic learning due to 1) lack of learning variety, 2) limited learning time, 3) lack of mastery of running movements in students and 4) low learning outcomes in short distance running athletic material.

Based on these problems, it can be understood that these problems must certainly be found solutions so that these problems can be resolved and athletic learning outcomes, especially in running material, can be improved. It should be realized that elementary school students are different from junior high school and high school. The difference is seen in the characteristics of growth and development both physical, psychic, social and emotional. This reason causes the teaching of running athletics in elementary school students to be different from junior high and high school students.

In the implementation of athletic learning, we can utilize simple tools. With simple equipment that can be provided in a school environment and teachers can teach athletics short distance running in a more interesting atmosphere for learners. Teacher creativity is needed to give birth to movement ideas that are easy to implement by students, which is very important of all is the excitement factor in students arising from athletic activities, so that students will remain interested and begin to like short-distance running athletics, this can be done through traditional game approaches. Games have been recognized as a good tool to promote learners to actively participate in learning activities. Like utilizing existing traditional games. Considering this game is a legacy from the ancestors of students in the area. Like the game of adang-adangan which contains elements of speed, the game of fortifications contains elements of training stimulus and response, which is related to running.

Thus, learning through traditional games can be used in order to foster students' interest in learning basic athletic movements, especially in short-distance running material or can take advantage of traditional games that are native to their respective regions. Therefore, researchers are interested in conducting preliminary studies to determine the perception of developing a learning model of basic athletic motion of short-distance running through traditional games at the elementary school level to improve the basic running skills of elementary school students.

B. Methods

This research is descriptive quantitative research. This research was conducted at SDN 2 Batu Gajah and SDN 1 Noman, Musi Rawas Utara Regency. The subjects of the study were 60 students. The research used in the form of questionnaires contains a number of questions that must be answered by respondents (Fife-Schaw, 1995). The results of the research data are (1) Perception of knowledge of learning to run short distances, (2) Perception of teacher teaching style, (3) Perception of user-friendly media, (4) Perception of interest in learning to run short distances, (5) Perception of the need to develop a short-distance running learning model through acquired traditional games.

The data from the completed questionnaire is then presented with (Sugiyono, 2008) the formula used to process the data as follows:

$$P = \frac{X}{X_i} \times 100\%$$

Information:

P : Percentage of evaluation results on the subject experiment.

X : Number of answers scored by the test subject.

X_i : The maximum number of answers in the assessment by the test subject.

100% : Constant

Table 1. Evaluation Category

Percentage Category	Explanation	Percentage Category
80-100%	Very Good	Can be used without revision
61-80%	Good	Can be used with minor revisions
41-60%	Middle	Not suitable for use it is recommended not
21-40%	Weak	Cannot be used
0-20%	Very Weak	Cannot be used

C. Results And Discussion

Based on the results of data analysis, the results of the study were obtained by questionnaires distributed to students with four indicators using the Guttman scale with the results of calculating the frequency of answers, the average value was (1) The

perception of knowledge of learning to run short distances obtained a score of 93.50% in the very good category, (2) The perception of the teacher's teaching style obtained a value of 78.50% in the good category, (3) The perception of the media used was easy to use obtained a value of 88% with very good category, (4) Perception of interest in learning physical education obtained a score of 96.30% with a very good category, (5) Perception of the need to develop a learning model of basic volleyball techniques through a playing approach obtained a score of 100% in the very good category, meaning that students agree if the development of a short-distance running learning model through traditional games is developed, meaning that students agree if the development of a short-distance running learning model through traditional games developed.

Fun athletic learning for children, then children will feel that the game played will not feel boring and tiring, what is felt is a sense of wanting to play longer and greater curiosity (Rumini, 2014). Thus short-distance running learning can be developed through traditional games with more innovation, innovative, and exciting.

Based on the above, it can be concluded that students' perceptions of the development of short-distance running learning models through traditional games in Musi Rawas Regency are positive. The learning approach through traditional games will help students in the learning process to understand running well. The approach to the learning process of short-distance running must be able to make learning more enjoyable. This can increase the motivation and enthusiasm for learning students can do short distance running learning well.

D. Conclusion

Students' perceptions of the short-distance running learning model through traditional games have a positive and more meaningful impact. This shows that students are very enthusiastic and motivated to accept learning that is different from before with the development of learning models that will be researched by researchers. Learn through a traditional play approach that engages students in active and fun learning. Based on this, the short-distance running learning model through a traditional game approach can answer obstacles about students' difficulties in learning basic movements in short-distance running learning in the learning process.

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