



A Play Sports Learning Approach can Improve Students' front Rolling Skills

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Abstract

The aim of this research is to find out how the process and results of implementing playing sports learning affect students' forward rolling skills. The type of research used is classroom action research (Action Research Classroom). The classroom action research model used in this research is the Kemmis-Mc spiral model. This model divides one cycle of classroom action research procedures into four stages, namely planning, acting, observing and reflection. The research subjects were 26 students in class VI B at SDN Cicalengka 07 for the 2023/2024 academic year, consisting of 12 male students and 14 female students. The findings that can be shown in cycle I resulted in the complete achievement of the front roll skill results using playing sports learning at 70% with student activity at 74%. In cycle II, quite significant results were obtained in terms of completeness achievement of 85% with student activity of 88%. In cycle III, significant results were obtained in achieving completeness of 93% with student activity of 96%. It can be concluded from the research that through a playing sports learning approach it can improve students' forward rolling skills and activity.

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INTRODUCTION

Learning is the process by which a person acquires new knowledge, skills, or understanding through experience, study, or instruction (Lestari et al., 2023). In good learning, good learning methods are also needed, related to learning methods (Metzler, 2017) says that to achieve learning results and to address various student abilities, physical education teachers need to know and use learning models. In reality, what happens when learning physical education, especially front roll material, is that there are limitations in the delivery of material by the teacher so that learning does not achieve maximum results and does not achieve learning objectives (Zulbahri, Astuti, et al., 2022). The internal factor that causes this is the teacher's limitations in using conventional methods, such as demonstrations and lectures which cause student boredom (Lamusu, 2023). Apart from that, the teacher's physical condition also influences his ability to provide examples of forward roll movements. Despite these problems, learning gymnastics is still a mandatory subject in the elementary school curriculum (Damanik et al., 2023). Scheduling physical education lessons at school is only done once a week (Grao-Cruces et al., 2020). Time limitations require that learning design be able to achieve learning objectives (Handayani et al., 2023). Therefore teachers need to create learning communication. Learning communication leads to a form of two-way involvement between teachers and students that occurs in connection with educational goals. Learning communication becomes effective when the parties involved consciously have the intention to educate, guide and direct students towards maturity. In this process, the role of teachers and communication in learning is very

important because they both consciously try to change students' behavior, attitudes and actions so that they become better, more mature and have good morals. Active involvement in learning communication does not only involve teachers, but students, who need to be active in all aspects, including attitude, mentality and actions.

There are problems that occur in elementary school students in implementing forward roll learning. Front roll is a movement in gymnastics that involves a series of skills carried out in a structured manner (Zulbahri, Sepriadi, et al., 2022). Gymnastics, termed floor, is a movement or form of exercise carried out on the floor with a mat as the tool used. One example of floor exercise is a movement using a front roll. The front roll floor exercise stance begins by squatting with both legs slightly apart and both heels raised, then both palms placed on the mat and both arms straight and parallel to the shoulders. Then the movement begins by lifting your hips up so that your knees are straight and your body weight is on your hands, while bending your elbows to the side, put your head between your hands until your shoulders touch the mat and your hips are pushed forward slowly. Then the final stance begins with a squat and both heels raised and both arms straight forward and slanted upwards then standing straight (Subair, 2023). One of them is that many students show inactivity and lack of enthusiasm and willingness to take part in learning to roll forward. This can be seen from the activities of students who sit a lot, and their lack of interest in carrying out forward roll learning. The cause is a lack of interest caused by the focus of learning which places greater emphasis on mastering movements and skills in accordance with applicable guidelines for performing forward rolls (Sugarwanto, n.d.). From there it can be seen that

students' interest in front roll material tends to be low (Milianus, 2023). Apart from that, some students face difficulties in carrying out the forward roll movement due to embarrassment, fear, the perception that the movement is too difficult and difficulty in maintaining body balance (Nugroho et al., 2021).

The front roll floor exercise does not place the game as the main priority, so it looks less attractive, especially for students who have difficulty doing it (Yulianta, 2020). Because the learning implemented by physical education teachers is still student-centered, many students do not carry out movement activities (Pill et al., 2017). In addition, students are less motivated to carry out forward roll movements. In essence, the roles involved in the learning process, student motivation tend to have a higher level (Nur et al., 2021). In fact, there are many benefits that students get from doing front rolls, such as increasing physical fitness, maintaining body health, forming a strong spirit and increasing students' courage and motivation to continue learning (Atiq et al., 2015). Therefore, learning by providing challenges by giving movement skills tests can refer to students' motivation to perform well on the tests given (Liu & Hau, 2020).

A solution is needed to overcome this problem, that as a physical education teacher we need to overcome deficiencies in teaching. By implementing a play learning model which tends to be more interesting and makes students enthusiastic, creative and fun according to the students' characteristics (Victor G Simanjuntak, 2019). Apart from that, implementing play learning can trigger students' desire to carry out physical activities in a structured and meaningful manner, while providing a fun experience for students (Letourneau Susan M. AND Sobel, 2020). The play learning approach

is expected to help students improve their learning skills and achieve learning goals (Ruslan & Huda, 2019). By implementing play learning, it will make students move happily and motivate students to continue learning (Jones et al., 2014). So that when the learning process takes place, students will be seen as capable and will feel like doing front roll movements (Melianty et al., 2022). Therefore, this research encourages the emergence of new strategies in learning through a play approach so that learning outcomes can be optimal in the hope of improving the quality of learning and developing teachers' knowledge and skills in learning.

METHODS

The type of research used is classroom action research (Action Research Classroom). The action research model used is the Kemmis-Mc spiral model. Taggart (1988). (Kemmis, 2014) This model divides one cycle of classroom action research procedures into four stages, namely the planning, acting, observing and reflection stages. Trianto, 2011 in the journal (Maliasih, 2017b). This classroom action research was carried out on class VI students at SDN Cicalengka 07 Bandung Regency, Semester II of the 2023/2024 academic year, for 2 months from January to February. Class VI was chosen because the researcher teaches Physical Education and Sports in this class so that it makes technical data collection easier and the researcher is directly involved in the learning process in class, especially in looking at various problems that arise in learning.

Participants

The research subjects in this classroom action research were all class IV students at SDN Cicalengka 07,

Cicalengka District, Bandung Regency for the 2023/2024 academic year, totaling 26 people, consisting of 12 boys and 14 girls.

Sampling Procedures

Data sources for this research: 1) students, 2) class IV teachers. Presenting data. Appearance in the form of stillness and movement. Silent data sources such as fields, equipment, and the like. Meanwhile, moving data sources, namely teacher and student activities in the learning process through an approach learning sports play.

This Classroom Action Research uses qualitative data analysis techniques with percentage techniques to see trends that occur in learning activities. The percentage of target indicators for achieving research success is 90% of students who have achieved learning mastery. The classroom action research instrument in this research uses assessment indicators for each movement skill with a score of 1-4. If students get scores of 1 and 2 then it will be a priority for further learning and students are said to be complete if they achieve scores of 3 and 4 in each indicator (Mahmudah, 2020 in the journal (Pambudi et al., 2023).

Materials and Apparatus

The data needed in this classroom action research is in the form of notes about the results of observations (Yunitaningrum, 2016). The results of these observations were collected through observations (observation sheet data) used to assess the learning process carried out by the teacher, the results of student skills tests were used to assess student learning outcomes in doing forward rolls, and student activities were used to assess student learning processes. Observations were also carried out on teachers who were teaching front roll floor exercises using standardized observation sheets, namely the Teacher Ability Assessment

Instrument (IPKG) I which assessed the Teacher's Learning Plan and the Teacher Ability Assessment Instrument (IPKG) II which assessed the implementation of the teacher's learning. Documentation to support as an attachment to learning outcomes (Fobia et al., 2016). These instruments are in the form of: RPP, Teacher Performance Assessment Instrument, Front Roll Skill Test Instrument, Student Activity Instrument regarding learning front roll through a playing sports learning approach.

Procedures

1. Planning Stage (Planning) : the very first step, namely the step to plan the actions that have been chosen to improve the situation, includes several things related to: (1) creating learning scenarios; (2) preparation of learning facilities; (3) preparation of research instruments for learning; (4) simulation of action implementation.
2. Level of implementation (Action) : to carry out things that have been planned in the planning stage. The principal researcher and collaborators must convince each other that what has been agreed upon in the planning can actually be implemented.
3. Observation stage (Observation): the observation stage is the stage of observing events that occur during the implementation of the action.
4. Reflection stage (Reflecting) : is a very in-depth reflection to make a joint conclusion. If the indicator is achieved then it can continue to the next cycle and if not achieved it must return to carry out revisions.

Design or Data Analysis

This research uses a series of learning cycles by applying classroom action research with a method that is useful when implementing change through a spiral cycle (Bell & Aldridge,

2014). The stages of classroom action research using the Kemmis-Mc model. Taggart clearly is 1) problem diagnosis; 2) action planning; 3) implementation of actions and observation of events; 4) evaluation; and 5) reflection (Jalil, 2014: in the journal (Maliasih, 2017b). The stages described are stages in one cycle. The next cycle, the planning stage is revised by reducing the teacher's statements that are controlling students. The cycles are In classroom action research, it is a continuous activity, and if it is deemed sufficient, the research can be stopped. The data collected comes from activities that occur during the learning process.

RESULT

Cycle I

Action Planning

Action planning in cycle I on February 1 2024, as follows: 1) Researchers carry out curriculum analysis to determine the basic competencies that will be conveyed to students in learning PJOK. 2) Make a learning plan referring to the actions implemented in PTK, namely the application of variations in the front roll game movement. 3) Prepare the necessary media to assist the teaching process. 4) Prepare a learning observation sheet.

Implementation Level

The implementation stage is carried out by implementing the planned learning scenario, as follows: a. Pray. b. Presence. c. Explain teaching and learning activities in general. d. Warm up. The warm-up is implemented in the form of a game, namely playing fishing. The method is to choose two students who will play as the net so that the other students are the fish. The fish will run as far as a predetermined limit so that the net/fisherman can catch the fish until they

run out. e. Provide an explanation of the material that will be provided. f. Students make movements stretching in the front roll game. g. Students pair up. Students sit and play the game of kissing their knees forward, to the left and to the right while singing "ride the carriage". h. Students stand in pairs, bodies bent, both hands holding each other's shoulders. i. Students pull their bodies to the left and right alternately. j. Students practice playing front rolls before the test by applying variations of movements stretching. k. Students perform a whole series of movements on a real field. Students take the test in the order of attendance. l. Closing, march to cool down the head shoulders knees. m. Praying then dismissed.

Observation

The approach, learning to play, is enough to provide motivation and new enthusiasm for learning to roll forward. This can be observed from the activities of students who never give up when taking tests and always want to repeat the game when the results do not meet the expected targets. There is still an opportunity in cycle II with the hope that the results will be better.

Reflection

From the achievement results diagram above, it shows that the results of learning the front roll skill have not yet reached the KKM. However, there is still a need to improve the methods applied. The achievements and obstacles that occurred in this first round were: 1) Teacher/student achievements: based on field facts, students showed quite good results in learning the front roll skill with a percentage of students who completed 42% and students who did not complete 58%. With 74% student activity achievements, students are more active and can increase motivation and good

cooperation. 2) Obstacles faced by teachers/students: obstacle after obstacle can be overcome little by little even though there is still a need for improvement and development. This obstacle is that there are still many students who do not have the courage to try, so there are still some who just sit there. In order to achieve maximum results, an internal approach for each student still plays a very important role in student motivation. Observations of teacher activities in the first cycle research process are: in the learning process it can provide clear understanding to students. Students easily understand learning with a play approach and involve students actively, the learning process is also very enjoyable for students so that the learning process can run well. The teaching materials applied are in accordance with the delivery of learning objectives. Then all components in the IPKG run optimally. However, what must be improved is student conditioning.

Maintenance plan

Based on the results of the analysis in the first cycle of learning, improvements need to be made in the next cycle, namely: 1) Conditioning students by encouraging students to remain active and have the courage to try and learn new things. 2) Taking an internal approach to students who are felt to be less successful. 3) Providing more motivation to students with the aim of creating enthusiasm and actively working together in participating in the learning carried out in order to achieve common goals. 4) Add variations to game movements individually and in groups so that students are braver and more motivated to learn.

Cycle II

Action Planning

Based on the results of analysis and reflection in the first cycle, the action planning for cycle II on February 15 2024 is as follows: 1) Create a lesson plan with reference to the previous meeting. The play learning approach which was less successful at the previous meeting will be made more interesting. 2) Prepare the necessary media to assist teaching. 3) Prepare a learning observation sheet.

Implementation Level

The implementation stage is carried out by implementing the planned learning scenario, as follows: a. Pray. b. Presence. c. Explain teaching and learning activities in general. d. Warm up. The warm-up is implemented in the form of a game, namely playing touch and run. The method is to choose two students who will play as cats so that the other students are the mice. The mouse will run as far as a predetermined limit so that the cat can catch the mouse until the whistle sounds. e. Provide an explanation of the material that will be provided. f. Students make movements calisthenics in the front roll game to train balance and be able to support one's own body weight. g. Students imitate the movement of an elephant walking forward with the legs and arms from the same side moving together. h. Students play fetching rabbits in groups in a squatting position, resting on both hands first, followed by both feet. i. Students play jumping over stones in groups by lining up backwards. The first row starts with a knee position and hands on the ground with a movement like prostration, then the next student continues but must jump over the previous student and imitate a rock. j. Students imitate birds perched on branches by sitting in pairs. The position of the feet and hands is combined with a friend, so students practice strength to maintain their body. k. Students carry out elaboration movements imitating a

spinning ball. Roll over to the left and right side with your legs and arms straight on your back, then roll to your side. l. Students carry out a series of overall movement tests starting from the first absence sequence and the results of learning to roll forward are taken. m. Finally, line up with your legs extended in a sitting position to do a relaxing monkey massage by massaging each other. n. Evaluation is carried out by giving students time to ask which movements they feel are quite difficult and the researcher provides responses by explaining the movements that should be done correctly. o. Praying then dismissed.

Observation

Basically, learning through a play approach provides a lot of new enthusiasm and positive impacts in learning to roll forward, this can be observed from the students' skills and activities which have increased from the previous cycle. There were 22 students who had completed and succeeded in reaching the KKM with a percentage of 85%, while there were 4 students who had not completed it with a percentage of 15%, out of the total consisting of 26 students. However, researchers are still not satisfied because they have not met the expected targets, so there is still an opportunity in cycle III with the hope that all students can achieve the KKM and the results will be better.

Reflection

Based on the information obtained from the second round, it shows that the results of learning dominant front roll skills reached KKM. However, there is still a need for improvement for students who have not yet completed. The achievements and obstacles that occurred in this second round were: 1) Teacher/student achievements: based on field facts, students showed improved

results in learning the front roll skill with a percentage of students who completed 85% and students who did not complete 15%. With 88% achievement, student activities were more active and brave as well as cooperation carried out by students to achieve learning goals together. 2) Obstacles faced by teachers/students: namely in rolling exercises and movements when rolling forward, especially for students who have difficulty doing it. In order to achieve maximum results, an internal approach for each student still plays a very important role in student motivation.

Observations of teacher activities in the second cycle research process are: in the learning process, the teacher has increased students' interest in learning in terms of motivation, courage and being able to carry out movements in a structured manner according to the students' learning plan. Teachers can carry out learning activities in an active, happy and enjoyable manner, students enthusiastically participate in activities optimally. However, what must be improved is supervision of students.

Maintenance plan

Based on cycle I analysis, cycle II planning, and making lesson plans will solve problems for students as follows: 1) strengthen supervision of student activities. 2) pay more attention to roll and movement exercises. In planning the cycle, the teacher places greater emphasis on students paying attention to what the teacher has explained and providing an explanation of how to roll forward correctly. As seen in the results of cycle II, there was a significant increase in the percentage of students, namely 85% of students who were able to roll forward or 22 students completed it, and four students or 15% of students who did not roll their whole body. From this information, the data for the second cycle

is not yet complete, meaning that there are still students who have not yet completed the KKM and have not reached the target of 90%, so the researchers have not yet moved on to the third round.

Cycle III

Action Planning

Based on the results of analysis and reflection in the first and second rounds, the action planning for cycle III on 29 February 2024 is as follows: 1) Create a lesson plan with reference to the previous meeting. The learning to play approach that was successful at the previous meeting means that a variety of movements will be combined stretching and calisthenics with games that lead to flexibility and strength with different games and will use assistive devices. 2) Prepare the necessary media to assist teaching. 3) Prepare a learning observation sheet.

Implementation Level

The implementation stage is carried out by implementing the planned learning scenario, as follows: a. Pray. b. Presence. c. Explain teaching and learning activities in general. d. Warm up. The warm-up is implemented in the form of a game, namely playing shooting bombs. The method is to form a circle of students squatting and one student will play while singing shooting bombs, the one who gets hit will run to catch up. e. Provide an explanation of the material that will be provided. f. Students make movements stretching and calisthenics in the front roll game to train flexibility and strength when rolling. g. Students play a ball relay with a back row formation and will compete to pass the ball. h. Students play by putting the ball into the basket with their feet in a supine position i. Students play wheelbarrows in pairs. j. Students make elaborate movements

imitating a rocking ship. Students sit on the mat with their legs hugged together and their chins pressed to their chests. After the whistle signal the students will roll their backs backwards and forwards. k. Students carry out a series of front roll movement tests starting from the first absence sequence and the results of learning the front roll are taken. l. Finally, line up with your legs extended in a sitting position to do a relaxing monkey massage by massaging each other. m. Evaluation is carried out by giving students time to ask which movements they feel are quite difficult and the researcher provides responses by explaining the movements that should be done correctly. n. Praying then dismissed.

Observation

This observation step is carried out by researchers and teachers in collaboration during the learning process. The observation results concluded that: increased to 93% in cycle III. So the application of play learning provides many benefits and enlightenment in the front roll floor exercise learning method for students at SDN Cicalengka 7 and challenges students to do front roll exercises in the teaching and learning activities carried out. If there is an increase in student learning outcomes and teacher learning activities that meet the success indicators set by researchers, there is no need for the next round. Thus, the action hypothesis of this research, which states that using a play learning approach that is very appropriate and efficient, can improve the learning outcomes and activities of front roll floor exercise students in class IV B students at SDN Cicalengka 7, Bandung Regency, in the 2023/2024 academic year, has been achieved. Thus it can be concluded that the research ended in cycle III.

DISCUSSION

Based on the research results, it is known that there is an increase in learning outcomes for front roll floor exercise through a play learning approach. This is shown by the increase in learning outcomes in cycle I of 70% with individual learning completion of 42% and student activity of 74% increasing to 85% in cycle II with student activity of 88%, and continued in cycle III obtaining learning outcomes of 93% with learning completion reached 92% and student

activity reached 96%. Meanwhile, teachers' skills in the learning process of front roll floor exercise have increased, in cycle I IPKG I 72% and IPKG II 75% (Good) increasing to 95% IPKG I and 90% IPKG II (Very Good), while in cycle III it was 99 % IPKG I and 98% (Very Good) obtained from the IPKG II score.

A complete comparison of learning outcomes, student activities and teacher skills in the learning process of front roll floor exercise can be seen in the following table:

Table 1. Differences Between Cycles

Action	IPKG I	IPKG II	Learning Outcomes	Student Activities	Complete	Not Completed
Cycle I	72%	75%	70%	74%	42%	58%
Cycle II	95%	90%	85%	88%	85%	15%
Cycle III	99%	98%	93%	96%	92%	8%

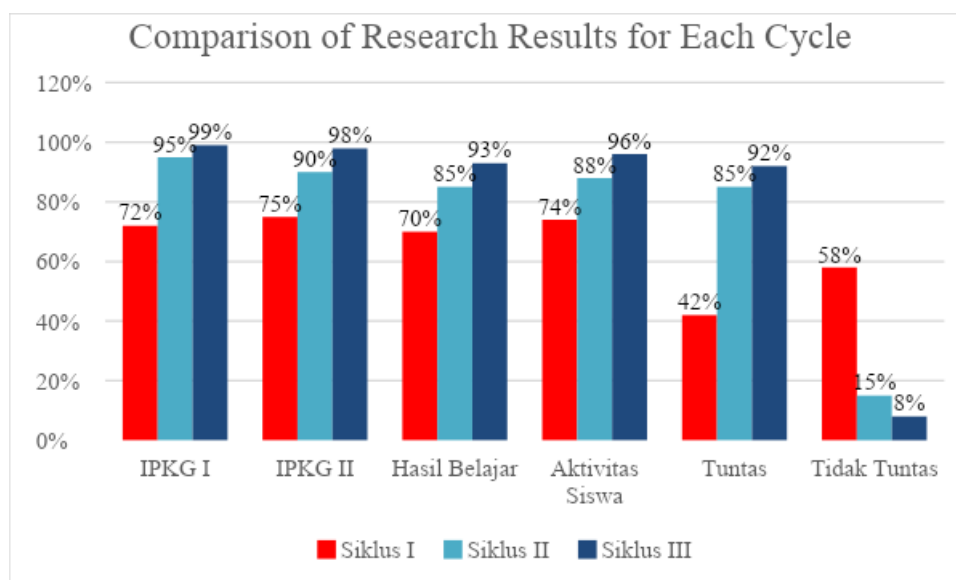


Chart 1. Comparison of Research Results for Each Cycle

The occurrence of the action hypothesis in this research proves that a play learning approach can improve student learning outcomes. Apart from the psychomotor aspects of students, through a play learning approach it is able to improve cognitive and affective aspects. The cognitive aspect can be seen when students know the sequence of good forward roll movements. Meanwhile, the affective aspect is seen from courage and motivation as well as cooperation in participating in learning. This is in accordance with the opinion (Mabrur et al., 2021) that in learning there are three domains that are the focus of improving the quality of learning, namely the cognitive domain, affective domain and psychomotor domain. In this way, the results of this classroom action research can be used as a reference by other researchers who wish to analyze and dissect actual phenomena in the field of education, especially in terms of learning innovation.

From the research results, the play learning approach turns out to be able to build learning communication. This is proven by the teacher's success in helping students in a particular development by placing students as the center of attention, while other elements as introduction and support. Thus it is clear that through a play learning approach it can improve student learning outcomes and activities in a better direction.

CONCLUSION

The learning process using a play learning approach can increase students' average scores. The average student score in cycle I was 70% with a completion percentage of 42%. This condition saw an increase in the average student score in cycle II, namely 85% and the percentage of completion was 85%. Then, after continuing to cycle III, the average value

of the students' front roll floor exercise skills increased by 93% with a completion percentage of 92%. The process of learning front roll floor exercise through a play learning approach is effective and fun and the results of the teacher's observations during learning also improve with each round.

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