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# THE BASIC MOVEMENTS OF RUNNING 60-METRES IN ELEMENTARY SCHOOL STUDENTS: ACHIEVEMENT OF PLAY APPROACHES

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**ABSTRACT**

This study aims to determine whether a play approach improves learning outcomes for basic 60-meter running movements in class V Elementary School Lariang Bangi 1 Makassar. This study employed a classroom action research (PTK) approach, utilizing two cycles. In this research, the independent variable is the playing approach, while the dependent variable is the result of learning the basic movements of the 60-meter run. The population of this research was all 30 students of class V of Lariang Bangi 1 Makassar Elementary School; the sample was drawn using a total sampling technique. We collected the research data by implementing a play-based approach and monitoring the student's progress in mastering the fundamental movements of running 60 meters. We used descriptive statistics, along with percentages, as the data analysis technique. The study findings revealed that using the play method in the basic movement test of running 60 meters could improve the learning outcomes of class V students at Lariang Bangi 1 Makassar State Elementary School. Cycle I to cycle II scores demonstrate the improvement in learning outcomes for the basic movements of running 60 meters. In cycle I the completion value was 67%, and in cycle II it was 87%. The average value of learning outcomes for the basic movements of running 60 meters also increased, reaching 74 in cycle I and 82 in cycle II. Based on these findings, we can deduce that class V students Elementary School experienced a rise in learning outcomes for the fundamental movements of running 60 meters using a play-based approach.

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## 1. INTRODUCTION

The main characteristic of elementary school-based physical education programs and implementation is that the teaching practices adhere to the principle of Developmentally Appropriate Practices (DAP), which aligns with the student's developmental stage (Demircan & Erden, 2015). Teachers face a major obstacle in the teaching and learning process, and a crucial task for a physical education teacher is to eliminate students' boredom in following lessons (Abdulla et al., 2022). To attract and

activate students' interest, physical education teachers must innovate and be creative in creating variations in every learning process. The physical education process is unlikely to achieve the desired outcomes if students are not actively involved in the teaching and learning process (Fletcher et al., 2020). Physical education teachers have likely employed a variety of strategies to address this issue, including motivating students or even threatening them. All teachers expect students to succeed in their learning activities. Teachers must be able to create an effective learning situation. When a learning process yields success and satisfaction for both students and teachers, it can be effective and meaningful (Bjørke & Mordal Moen, 2020; Bessa et al., 2021). When students follow the learning process with seriousness, enthusiasm, and high awareness, a teacher feels satisfied. This demonstrates that the success or failure of achieving learning objectives heavily depends on the learning process they experience, both in the school environment and in their own home or family environment.

Running involves taking frequent, accelerated steps that create a tendency for the body to float, allowing both feet to alternately touch the ground. All participants in the race run at full speed during short-distance running, covering a distance up to 400 meters. The continuity of movement in short-distance running, whether 60 meters, 100 meters, 200 meters, or 400 meters, is technically the same; only the savings in energy use are different, because the differences that must be taken increasingly require great endurance (Adi, 2022).

Learning refers to a temporary shift in disposition or ability that is not solely due to the growth process. Learning can enhance various aspects such as intellectual ability, verbal information expression, thinking strategy, motor skills, emotions, and feelings. Learning is a complex process that involves not only thinking activities to seek knowledge but also body movements, emotions, and feelings (Jonassen & Carr, 2020; Ramírez-Montoya et al., 2022).

A test instrument or other relevant instrument measures the students' cognitive, affective, and psychomotor components after the learning process is complete, resulting in learning outcomes (Owan et al., 2022; Efendi et al., 2023; Abbasi et al., 2023). The curriculum currently used is the revised 2013 Curriculum. KD 4.3, which focuses on "practicing basic walking, running, jumping, and throwing movements through modified sports games and/or traditional games," provides the fundamental movement skills for running 60 meters.

Researchers observed learning at Lariang Bangi 1 Elementary School in Makassar and found that grade V students' learning outcomes on variations of basic 60-meter running movements remained low. Teachers continue to employ a variety of command methods, resulting in students experiencing difficulty, quickly becoming bored, and showing less interest in participating in the learning process. When the school assessed 29 fifth-grade students' basic 60-meter running movement skills, the data revealed that only 12 students met the minimum completion criteria of 75, resulting in a mere 41% of students achieving success. Children often find the learning process to be extremely boring, possibly due to the lack of interest in the applied learning approach. Students

typically prefer competitive or game-based sports, necessitating the use of innovative learning methods or adjustments to the learning process.

Basic movements are the foundation of a variety of skills that require guidance, training, and development so that children can carry them out agilely and smoothly (Preedy et al., 2022). Basic movements are the foundation for most of the skills and maturity of normal children. Playing is an activity that is very close to the world of children and individuals or groups can engage in this activity (Pangrazi & Beighle,, 2019; Aartun et al., 2022). The type of game, number of participants, and length of time allocated for playing depend on the participants' wishes and agreements (Adi, 2022). Playing activities are very popular with students. Well-executed play greatly contributes to children's development. Playing can provide children with very valuable experiences, such as building relationships with fellow friends by channeling feelings. Given the advantages of playing, we anticipate that educators will come up with innovative approaches to enhance learning through diverse facets of student growth. Teachers can develop aspects such as physical, motoric, social, emotional, personality, cognitive, skill, and so on (Vazou & Mavilidi, 2021).

Play activities can develop basic motor skills such as walking, running, and jumping (Raudsepp & Päll, 2006; Sutapa et al., 2021). For example, when a child jumps, they may not be able to execute the jump at first, but over time, they become accustomed to and proficient in performing the jump. Therefore, regular participation in children's activities contributes to the development of their motor skills. Learning experiences will foster the development of motor skills, leading to numerous joyful opportunities. Playing enhances the development of sports skills. If students are skilled at running, throwing, and jumping, they will be more ready to pursue sports; they will feel able to do difficult movements (Sutapa et al., 2021). Athletics is a type of sports activity that aligns well with children's developmental stages. Athletics has typical movement activities, namely running, throwing, and jumping. This activity serves as the basis for students' selection of other sports. Therefore, we must approach physical education activities with a gaming element, particularly those related to athletic learning, with utmost care. Playing is an activity that involves no coercion, serious effort, and a sense of pleasure to achieve specific objectives (Li & Li, 2020). Elementary school children often combine play activities with physical activities. Physical activity plays a crucial role in a child's development. For students, movement involves practice, which they may not be aware of. Students' basic movements will improve due to an increase in muscle strength, flexibility, local muscle endurance, and cardiovascular endurance. Furthermore, the muscles will increase in length and size, and the body organs will function more effectively, indicating improved growth and development.

In the physical education and health curriculum at Lariang Bangi 1 Elementary School in Makassar, there is a need to enhance the learning process for athletics, particularly the fundamental movements of the 60-meter run, to boost student engagement. We should adapt this approach to the unique developmental and age characteristics of the students. The play approach is one of the learning strategies used in this material.

The basic movements in the play stage include (Siedentop & Van der Mars, 2022): (1) running to the front line; (2) running to the front line in pairs; (3) running while inserting the body into the hoop; (4) running in teams while passing through the hoop; and (5) running using tools and hoops. In athletic learning, there is a sub-material of basic 60-meter running movements. The speed factor is the most important requirement for basic 60-meter running movements. Strong and rapid muscle contractions in basic 60-meter running movements result in smooth, fluid, and efficient movements, which are crucial for runners to achieve high-speed.

Researchers employ the play approach as a learning alternative to encourage students' happiness and enthusiasm during learning activities. Researchers hope to enhance the learning outcomes of students' basic 60-meter running movements by incorporating a variety of activities. This study aims to improve the learning outcomes of basic running movements for grade V students at Lariang Bangi 1 Makassar Elementary School. The achievement of grade V students' learning outcomes, which still significantly fall below the Minimum Completion Criteria of 75, is one indication of their less-than-optimal running learning. If this situation persists, it will undoubtedly negatively affect future learning outcomes. According to this description, the author will conduct research under the sub-theme "Learning Basic 60-meter Running Movements Through a Play Approach in Elementary School Students."

## 2. METHOD

This study employs classroom action research as its research method. Teachers or lecturers can conduct Classroom Action Research (CAR) to enhance their professional skills as educators (Loeneto et al., 2022; Mertler, 2024). There are four common action research models, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. This stage involves creating an action plan that outlines what, why, when, where, by whom, and how of the action.

This classroom action research was conducted in class V at Lariang Bangi 1 Makassar Elementary School. The research sample was all 30 class V students, consisting of 20 male students and 10 female students. The physical education and sports teacher chose Class V because the students were struggling to learn basic 60-meter running movements. This study employed descriptive and percentage data analysis. We conducted classroom action research using a two-cycle assessment process. Each cycle consists of 2 meetings and 4 activities, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. Each cycle involves a single reflection, which serves as the foundation for enhancing the subsequent learning.

a. Planning

The initial planning stage involves identifying the study setting. The next step involves identifying the issues that arise when learning the basic movements of the 60-meter run, with a specific focus on class V at Lariang Bangi 1 Elementary School in Makassar.

b. Implementation

The execution of activities refers to the application of the prearranged learning plan. Through a play-learning approach, the designed learning plan strives to enhance the process of learning the fundamental movements of the 60-meter run.

c. Observation

Researchers will observe the execution of actions using teacher observation sheets. Researchers will conduct comprehensive observations using recording devices, observation guidelines, and field notes.

d. Reflection

Researchers critically practice reflection as an effort at self-evaluation. Researchers engage in reflection to determine whether the previous process aligned with their expectations or did not meet them. The results of reflection serve as a basis for action to improve subsequent learning if the actions taken have not succeeded in solving the problem.

## 3. RESULTS AND DISCUSSION

### Results

***Pre-cycle***

Figure 1 presents the learning outcomes of the basic 60-meter running movements for class V students at UPT SPF Elementary School Lariang Bangi 1 Makassar.

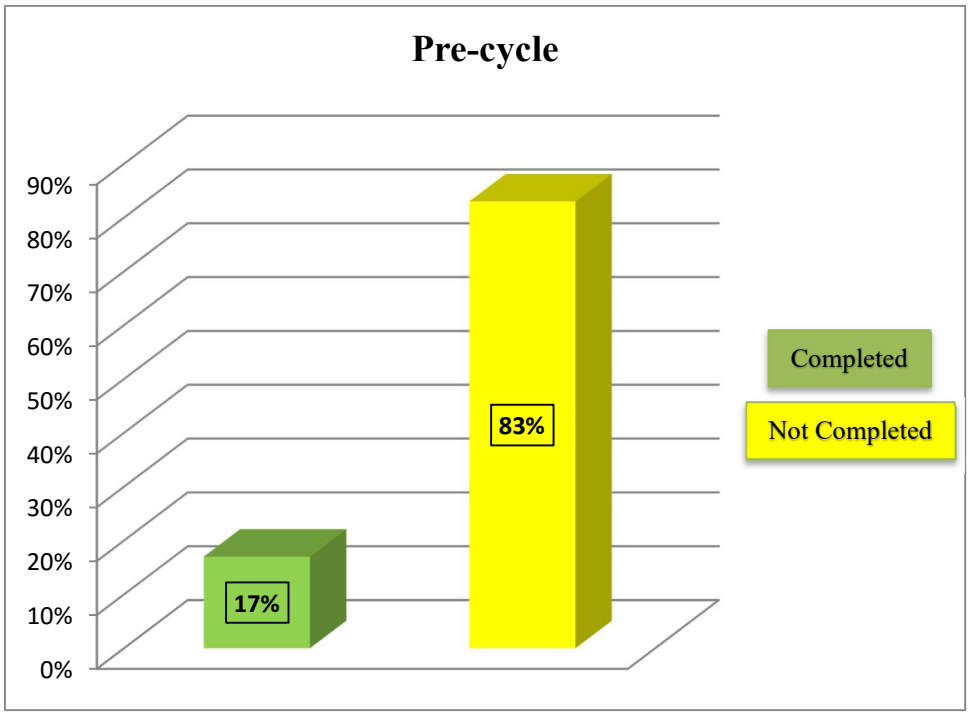


**Figure 1**. Learning Outcomes Pre-Cycle

Figure 1 illustrates that the pre-cycle action of learning completion for grade V students at Lariang Bangi 1 Elementary School Makassar stands at 17%. These results

show that the average value of students' basic 60-meter running movements has not yet reached both the success indicator value and the specified standard, which is 75%. These results also suggest that the standard of basic 60-meter running movements remains low. We need to apply a new teaching strategy or technique to enhance the learning process and elevate the quality of basic 60-meter running movements. Therefore, we anticipate that implementing the play method will enhance students' basic 60-meter running movements.

***Cycle - I***

The learning results for cycle I, as depicted in Figure 2, indicate that 20 students, or 67%, have completed the basic 60-meter running movements in athletic learning using the play method, while 10 students, or 33%, have not completed it. I am a student who has not completed the learning cycle because each aspect is still low. In Figure 2, the following is a presentation of cycle I's learning results.

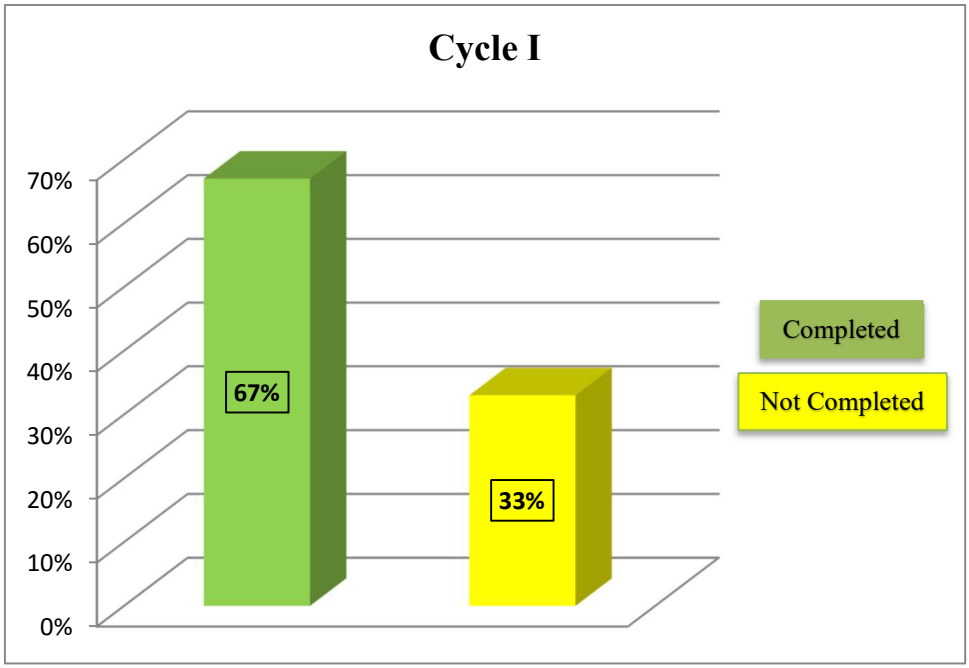


**Figure 2**. Learning Outcomes Cycle – I

During cycle I, we conducted one meeting. This learning session's activities aimed to provide basic training for 60-meter running movements in athletics. At the end of the training, we will conduct a play-based test to gauge the level of improvement students have made with the training approach. Students were enthusiastic about the training method, which required them to listen carefully to feedback on their mistakes. However, some students still struggled with the basic 60-meter running movements.

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***Cycle – 2***

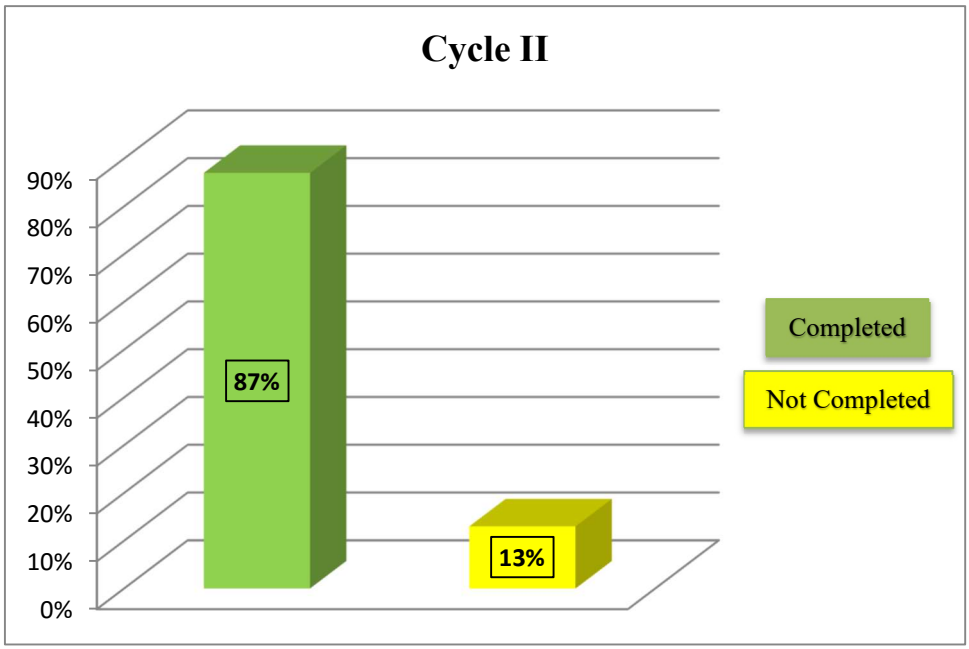


**Figure 3**. Learning Outcomes Cycle – II

Based on the learning results in cycle II shown in Figure 3, show the level of success of students in performing basic 60-meter running movements in athletic learning through the playing method, the level of completion is 26 students, or 87%, while students who have not completed are 4 students or 13%. Students who have not completed the learning cycle II because each aspect is still low. This indicates that learning has been successful in this cycle, and therefore, it will not be continued in the next one.

**Discussion**

According to the previous analysis, there has been an increase in physical education learning outcomes in athletics from cycle I to cycle II for grade V students at Lariang Bangi 1 Elementary School, Makassar. Researchers and teachers, particularly through the use of the play method, have attributed this increase to their efforts in fostering innovative learning. These results indicate that the learning outcomes in cycle I were 20 students who had achieved completeness, or a percentage level of 67%. In cycle II, there was an 87% increase in student learning outcomes.

The school's sprint learning process continues to employ the demonstration method. Most teachers only emphasize achieving results without trying to improve the learning methods used. This is exemplified by the short-distance running learning process at Lariang Bangi 1 Elementary School, Makassar. Teachers merely provide the material, instruct students to repeat it, and then evaluate the results.

Learning methods that prioritize results are less interesting and boring for students because running is an activity that students often do during recess, so during learning pupils are too lazy to do running movements, which ultimately results in less than

optimal learning outcomes. Boring sprint learning can lead to a decrease in student enthusiasm for learning; this, in turn, can diminish the possibility of enhancing basic short-distance running movements, as repetition can theoretically enhance movement ability. In addition, inappropriate learning methods have an impact on decreasing student activity and attitudes toward following the short-distance running learning process, so sprint learning is also less than optimal.

The game method is one of the active and effective learning methods (Barba-Martín et al., 2020; Cocca et al., 2020; Hartt et al., 2020). This effective play approach enhances cognitive abilities, satisfies curiosity, fosters innovative, critical, and creative abilities, and aids in overcoming doubt and stress (Haverkamp et al., 2020; Rudd et al., 2020). Children learn according to their developmental level by designing specific lessons to perform while playing. To enhance this movement, play forms should align with the child's characteristics, preventing negative effects such as fear of play. The applied play approach's results can improve the learning outcomes of 60-meter sprint running for grade V students at Lariang Bangi 1 Elementary School, Makassar.

As a result, the applied play approach has a positive physical and psychological impact on children; through play, they become happy and enthusiastic. The students' enthusiasm motivates them to perform the movements and exercises, resulting in physical training. This in turn leads to multiple sessions of running training, thereby enhancing their running skills.

## 4. CONCLUSION

The research and discussion results indicate that the play method enhances the learning outcomes of basic 60-meter running movements in PJOK for grade V students at Lariang Bangi 1 Makassar Elementary School. We can observe an increase in the learning outcomes of basic 60-meter running movements from cycle I to cycle II. In cycle I, the completion value was 67%, and in cycle II it became 87%. The average value of learning outcomes for basic 60-meter running movements also increased, rising from 74 in cycle I to 82 in cycle II. We recommend using the study's results as a further reference in large-scale research. Furthermore, the results of this study can serve as a reference for implementing learning using a play approach, particularly for physical education and sports teachers.

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