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EFFORTS TO IMPROVE THE PHYSICAL FITNESS OF MI STUDENTS THROUGH TRADITIONAL GAMES FORT

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ABSTRACT

This research aims to: (1) describe the application of the traditional game of Bentengan in physical education learning for class V students of MI Ngingas Salamrejo, Trenggalek Regency; and (2) describe the application of the traditional game of Bentengan to improve the fitness of class V students of MI Ngingas Salamrejo, Trenggalek Regency. This type of research uses a Classroom Action Research design. This research was conducted in two cycles, with each cycle consisting of one meeting. Meanwhile, data collection techniques use observation, field notes, documentation, and tests. The results of the research show that the application of the traditional game Bentengan in physical education class V learning at MI Ngingas Salamrejo, Trenggalek Regency, can be well implemented. This proves that in each cycle, the indicators can be achieved well according to the RPP created, namely the average score obtained at 79% in cycle I and increasing to 83% in cycle II. When applying the traditional game of fortification, the average score obtained in cycle I was 98% and increased to 100% in cycle II. Implementing the traditional game of fortification can improve students' fitness. This is also evident from the average student fitness of 86% in cycle I and increasing to 90% in cycle II.

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1. INTRODUCTION

In the modern era, many people are busy with their work and spend more time than their physical abilities allow. However, they certainly have an awareness of the importance of maintaining their physical condition by carrying out an activity called maintaining physical health, exercise, and health. This is evident from the large number of community members who do sports on the field and in certain places where this is possible, such as sports centers. Maintaining physical health and sports have become part of human life indefinitely (Stults-Kolehmainen & Sinha, 2014; Malm et al., 2019; Siedentop et al., 2019; Marquez et al., 2020), which means that every level of society must carry out sports activities.

According to Minister of National Education Regulation No. 22 of 2006, physical education, sports, and health are media to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (attitude,

mental, emotional, sportsmanship, spiritual, and social), as well as habituation to a healthy lifestyle to stimulate the growth and development of balanced physical and psychological qualities (Zakiah, 2019; Hidayat & Sujarwo, 2022). Physical Education, Sports, and Health is an integral part of education as a whole and aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of healthy lifestyles, and introduction to a clean environment through physical activity, selected sports, and health that are planned systematically in order to achieve national education goals (Pangrazi & Beighle, 2019; Horvat et al., 2019; Kholmirzaevich, 2022).

Education is a process of human development that lasts a lifetime (Blossfeld & Von Maurice, 2019). Physical education, sports, and health taught in schools have a very important role, namely providing opportunities for students to be directly involved in various learning experiences through selected physical, sports, and health activities carried out systematically. Providing learning experiences is directed at fostering better physical growth and psychological development, as well as establishing a healthy and fit lifestyle throughout life. From this, physical activities are carried out to obtain physical growth, abilities and skills, intelligence, and personality, as well as harmonious physical health and fitness (Mannino et al., 2019). In general, what is often associated with physical education, sports, and health is physical fitness.

In relation to learning physical education, sports, and health in elementary schools, physical fitness achievements are often given less attention (Norris et al., 2020). The assessment that is often carried out is about the motor movements of students in terms of performing techniques and playing certain sports. Of course, gaining physical fitness cannot be done without certain ongoing exercises. Physical fitness is, of course, the starting point where a person can carry out various physical activities so that they can be carried out optimally.

Physical fitness only shows the relative relationship between the degree of dynamic health (physical ability) that a person has at that time and the physical tasks that must be carried out. In this sense, physical fitness is not graded, but what is graded is the physical ability and the severity of the tasks that must be carried out. However, in its development in society, physical fitness is defined as a dynamic degree of health (Carriedo, 2020). The degree of physical fitness is essentially the degree of dynamic health required, which corresponds to the need to carry out a physical task. So physical fitness is more focused on physiological fitness.

Based on observations through direct observation in the field, researchers found that in physical education learning activities in class V of MI Ngingas Salamrejo, Trenggalek Regency, many students took breaks while learning activities were taking place. From this observation activity, it was revealed that during learning activities, many students felt unenthusiastic, less agile, and tired while learning was in progress, especially female students who repeatedly complained about resting when other friends were doing activities ordered by the teacher. Students are less able to make good and correct movements when performing the skills given, such as when performing fast running skills over obstacles. This is evidence that students' physical fitness levels are low

because children are used to doing activities that can improve physical fitness, especially in the aspect of agility. This problem is also possible because teachers are less able to use various creative learning strategies.

Based on the problems faced in physical education learning in class V MI Ngingas Salamrejo, Trenggalek Regency, it is necessary to use learning strategies that are appropriate to the needs of the problem, learning objectives, student characteristics, student learning situation and environment, level of development, and student learning abilities. In this case, the researcher offers an alternative learning strategy that is suitable for training physical education agility, namely by using the traditional game of fortification.

The game of fortification is a traditional game that requires agility, running speed, and reliable strategy (Hidayati et al., 2021). This is a traditional game that is very good for exercising. This is because each player has to run to guard the fort and catch the opponent. This game can also be developed to train agility because, in fortification, there is an aspect to the student's agility test, namely trying to avoid being chased by an opponent so as not to become a prisoner. Likewise, for those who are chasing them, students must chase opposing players who are following them so that the players can indirectly move quickly without losing their body balance. Playing this game requires the stamina and physical fitness needed to run to attack and take over the opponent's area. The way to play this game is: (1) the game starts with two groups, each consisting of 4 to 8 people; (2) each group chooses a pole or pillar as a 'fort'. Around the fort, there is a safe area for groups that have poles or pillars. If they are in a safe area, they don't need to be afraid of being hit by an opponent; (3) group members will try to touch the opponent and make him 'captive'; (4) players must often come back and touch their fortress because the 'captor' and the 'captive' are determined by time to touch the 'fort'; (5) the person who is closest in time to touching the fort has the right to become the 'captor'. They can chase and touch the opponent's members to make them prisoners, and (6) the winner is the group that can touch the opponent's pole or pillar and shout the word 'fort'. This fortification game provides extraordinary benefits for children's development. Such as being able to train children's motor skills, honesty, cooperation, cohesiveness, skills, dexterity, balance, and attitude, as well as being able to train children's social spirit in facing social life.

Based on the problems that occurred, the researcher tried to provide a solution by implementing a learning strategy for the traditional game of fortification in physical education learning activities. By implementing this traditional game, it is hoped that there will be an increase in students' fitness. The proposed solution is to conduct classroom action research with the title "Efforts to Improve Physical Fitness Through the Traditional Game of Bentengan".

2. METHOD

This research is used to describe events in the field, so this qualitative research is descriptive in nature. This type of research uses a classroom action research design

(Macintyre, 2012; Mertler, 2019). PTK is a controlled investigation process to discover and solve learning in the classroom; this solving process is carried out in cycles (Efron & Ravid, 2019; Meesuk et al., 2020).

This research aims to improve the quality of learning, which ultimately has an impact on improving student learning outcomes. Classroom action research aims to improve the quality of learning and learning outcomes in the classroom." This classroom action research uses a collaborative model, namely prioritizing collaboration between researchers as teachers and class teachers as observers to assist in the research activities to be carried out. The research subjects in this study were class V students at MI Ngingas Salamrejo, Trenggalek Regency, with a total of 13 students, consisting of 7 male students and 6 female students.

1. Data regarding the implementation of the learning process, namely the application of fortification games in physical education learning. The data sources are class V students and physical education teachers at MI Ngingas Salamrejo, Trenggalek Regency.
2. Data regarding the fitness aspect of students' agility during learning using fortification games, obtained from the results of fitness tests during the learning process, starting from the initial activity to the final activity of learning. The data source is class V students at MI Ngingas Salamrejo, Trenggalek Regency.
3. Data on student responses to the fortification game were obtained from analysis during learning and student response questionnaires. The data source is class V students at MI Ngingas Salamrejo, Trenggalek Regency.

The data collection technique in this research was carried out using four methods, namely, as described below:

1. Observation

Observations are carried out during the learning process using an instrument in the form of an observation sheet. The aim of the observation is to determine the implementation of learning activities at the pre-action stage and at the action stage during the fortification game. Apart from that, observation is also used to determine students' responses to the fortification game and problems that arise during the learning process.

2. Test

Tests are one way to determine the level of student mastery (individually) of the activities that have been carried out. The instrument used is a fitness test rubric. The test was carried out to obtain data about students' abilities at the pre-action stage and at the action stage during the fortification game.

3. Documentation

In this research, documentation takes the form of photographs regarding the implementation of learning activities at the pre-action and action stages. Photos are used to support the data obtained, namely data about the implementation of learning and data about student activities when carrying out the fortification game.

4. Interview

Interviews are a way of collecting data by means of one-sided questions and answers, which are done systematically and based on the research objectives. Interviews are conducted to explore students' existing concepts regarding the material provided, which are difficult to obtain from students' work or through observation.

5. Field Notes

Field notes are notes made by researchers when making observations or seeing certain events. Field notes are used as supporting data to complete the results of observations during learning activities using the fortification game. Field notes contain important things, shortcomings, and deviations that may occur unexpectedly during the learning process.

The analysis technique used in this research is a descriptive data analysis technique using quantitative and qualitative data. Quantitative data was obtained from the results of formative tests and student observations using overall student observation guidelines starting from the pre-action stage, cycle I, and cycle II. The aim is to determine students' abilities in terms of improving the activities and learning outcomes that have been carried out.

Qualitative data was obtained from observation and interview data regarding the implementation of learning. These data will be analyzed using descriptive techniques (the data will be described clearly). The results of the data analysis will be used as a basis for determining the success of implementing actions. In addition, the results of this data analysis will be used as a basis for implementing subsequent actions if the implementation of previous actions has not been successful. From the data analysis, it will be determined which improvements need to be made for the implementation of further actions.

3. RESULTS AND DISCUSSION

3.1 Application of the Traditional Game Bentengan in Physical Education Learning

This research uses observation guidelines for the implementation of the traditional game of Bentengan to measure its success. In preparing the RPP, the implementation of learning in applying the traditional game of fortification and the assessment of agility aspects in cycles I and II also increased. In cycle I, by applying learning to the traditional game of fortification, the success score was 86%, and in cycle II, it increased to 90%. Because the score obtained in cycle II was greater than the score obtained in cycle I, the hypothesis "if the traditional game of Bentengan is applied in physical education learning, it is hoped that the physical education learning of class V students in MI Ngingas Salamrejo Trenggalek Regency will experience an increase "is accepted, so it can be concluded that the physical education learning of class V students in MI Ngingas Salamrejo Trenggalek District will experience an increase after the implementation of the traditional game of Bentengan. A comparison of learning implementation in cycles I and II can be seen in table 1.

Table 1. Data from comparison results of the application of learning with the traditional game Bentengan, Cycle I and Cycle II

No	Instrument	Success (%)		Information
		Cycle I	Cycle II	
1	Preparation of RPP	79	83	
2	Implementation of learning in implementing fortification	98	100	Increases from cycle I to cycle II
3	Agility Aspect	80	87	
	Total	**86**	**90**	

3.2 Aspects of Student Agility During the Implementation of the Traditional Game Bentengan

The average aspect of student agility from cycle I to cycle II has increased. On average, the students' agility aspect obtained a score of 71.5% in cycle I and a score of 100% in cycle II. Because the students' agility aspect scores obtained in cycle II were greater than the first cycle scores, the hypothesis "if the traditional game of fortification is applied in physical education learning, it is hoped that the fitness of class V students at MI Ngingas Salamrejo, Trenggalek Regency will experience an increase" is accepted, so it can be concluded that the fitness of class V students at MI Ngingas Salamrejo, Trenggalek Regency will experience improvement after the implementation of the traditional game of fortification.

The researcher has presented the data from his research, and from the evaluation results, data was obtained regarding the completeness of students' learning in physical education as expected by the researcher. Based on the results of observations of physical education learning for class V students at MI Ngingas Salamrejo, Trenggalek Regency, after playing the traditional game of Bentengan, data on fitness test results shows that students have met the specified KKM. The following data on learning completeness for cycles I and II can be seen in Table 2.

Table 2. Comparative Data on the Percentage of Student Learning Completeness in Cycle I and Cycle II

Learning	Mastery learning	Σ Students	Σ All student	Percentage (%)
Cycle I	Complete Study	10	14	71,5
	Not Finished Studying	4		28,5
Cycle II	Complete Study	14	14	100
	Not Finished Studying	14		-

3.3 Reflection

In carrying out learning, a teacher should create active, interactive, creative, effective, and fun learning. One of them is applying fortification games to learning agility skills. Teachers as facilitators must also be willing and able to make changes to

the way of teaching, which previously was more centered on the teacher, but now must begin to change it into learning that focuses more on the activity and creativity of students so that learning will be more interesting. To support the implementation of physical education learning, the school is expected to strive to provide the maximum contribution so that this learning takes place in accordance with curriculum demands. This can also be done with facilities and infrastructure that support learning for both students and teachers. Intensive coaching and training for teachers also needs to be carried out by the school; this is intended to improve their teaching abilities in the context of innovation in physical education learning. The results of this research are concrete actions to improve learning, so it is hoped that it will be useful in improving learning, especially for the physical education study program, so that it can produce more creative teachers.

4. CONCLUSION

Based on the results and discussion, it can be concluded that in learning planning in the form of preparing action lesson plans for cycle I, the results obtained were 79%. Meanwhile, the results of the successful cycle reached 83%. With the learning planning obtained percentage, the target has been achieved. After the action was carried out, the results obtained for cycle I were 98%, increasing again to 100% in cycle II. With the results in cycle III reaching 100%, the specified target has been achieved. For the results of the agility test with shuttle run and zigzag run, students in cycle I achieved 80% success, but there were four students who had not completed the aspect of the agility test activity. Then it increased in cycle II, which reached 87%, with learning completeness reaching 100%.

It is hoped that the results of this research can become comparison material and a useful reference source for other researchers in order to improve learning, especially for students in the next physical education study program who take agility skills.

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