



Improving Learning Outcomes Of Front Roll On Floor Gymnastics Through A Game Model In Class IV Students Of Primary School Negeri 70 Lubuklinggau

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Abstract:

This study aims to determine the role of the game model in improving the learning outcomes of fourth grade students of SD Negeri 70 Lubuklinggau by analyzing data on learning outcomes obtained from learning in cycle I and cycle II. This research is a classroom action research conducted collaboratively and participatively with peers. The research subjects were fourth grade students of SD Negeri 70 Lubuklinggau in the odd semester of the 2023/2024 academic year, totaling 27 students. The results showed that the teaching and learning process of forward rolling improved from cycle I and cycle II, as evidenced from cycle I the average student activity reached 48.75% with sufficient criteria, cycle II reached 72.5% with good criteria. Cycle I teacher skills reached 57.5% with sufficient criteria, cycle II 73.75% with good criteria. Based on data analysis, it can be concluded that learning front roll floor exercises through a game model can improve student learning outcomes. Initial data obtained from cycle I class average of 66.66% or a total of 18 students who meet the KKM standard of 70, while 9 students or 33.33% have not met the KKM. The average score at the end of cycle II increased to 24 or 88.88% who met the KKM and 3 students or 11.11% below the KKM.

Keywords: Floor Gymnastics, Front Roll, Game Model

1. INTRODUCTION

Education as an activity cannot be separated from its function and purpose (Uerz et al., 2018). Education's primary purpose is to help people acquire the skills necessary to build a dignified character, personality, and civilization—in other words, to help people become authentic human beings who adhere to the standards that constitute the basis of society (Darling-Hammond & Hyler, 2020).

Learning Activities Teaching students about Physical Education, Sports and Health (PJOK) is a process sustainable learning where an effort is needed in learning that is continuously increased to achieve success in m educational program aims to improve the quality of Indonesia's human resources (Samadovich, 2020). The success of education must be supported by many factors such as educational personnel, facilities and infrastructure, curriculum, students and a conducive learning environment (Mukhalalati & Taylor, 2019). Regarding the process

of instruction and learning in all schools, of course teachers are the teaching staff who carry out the learning program (Munna & Kalam, 2021) There are those that have been successful and there are those that have not been successful in achieving the planned learning objectives, the intended success. where the teacher in the implementation of learning in providing lesson materials to walking students effective and efficient, and what has not been successful means that the implementation of the learning process is not running effectively and efficiently (Ghory & Ghafory, 2021).

So studies are needed to explore information on the causes of less success in the teaching and learning process, this is something that is new (Sumardi et al., 2020). It is a concern for every teacher to understand as a teaching staff, as an implementer of the learning process. One issue that typically comes up throughout the learning process is with non-primary learning resources. The exercise is like a front roll gymnastics lesson where the player only does a front roll. So, as a teaching staff, we are expected to be able to overcome the problems found by taking resolving actions through the study and analysis of the data that can be obtained. take responsibility (Abdulrahman et al., 2020). In the learning process it is often also found that students are not enthusiastic, there is little active participation, so a learning strategy is needed appropriate advice, where the learning strategy chosen by the teacher needs to be based on various considerations according to the situation, conditions and environment that will be provided face it.

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To address this, Videla et al. (2022) states that, the term strategy, like many other terms, is used in many contexts with different meanings and not always the same. In the context of teaching and learning, strategy means the general pattern of actions of teachers and educators in the implementation of teaching and learning activities. The general nature of this pattern means that the intended purpose and sequence of actions appear to be used and/or entrusted by teacher-students in various learning events. Thus, the concept of strategy in this case refers to the abstract characteristics of a series of actions of teachers and students in teaching and learning events. The implication behind these abstract characteristics is the rationale that fundamentally differentiates one strategy from another. Another term that is also used for this purpose is teaching models. Meanwhile, a series of teacher-educated actions in a particular actual teaching and learning event, called an instructional procedure structural.

Class IV students at SD Negeri 70 Lubuklinggau still do not have high motivation to study gymnastics on the floor. at the heart of the front roll discussion. This can be seen from the students' enthusiasm for participating in learning which is still low. Where there are still students who think that following PJOK learning floor exercise material is not that important, so their posture is adjusted accordingly. The responsibility is not yet fully resolved. For this reason, students need to be encouraged to practice and learn floor gymnastics with a full sense of responsibility and care. and floor exercise materials, especially the subject of front rolls.

In connection with the teaching and learning process at SD Negeri 70 Lubuklinggau for grade IV students, in its implementation it has not been effective, because in using learning strategies it only follows existing material without any additions in the teaching process so that the expected learning has not been achieved, one of which is student learning outcomes in learning forward rolling gymnastics, because of limited facilities and infrastructure that affect student activeness in learning, there has been no addition and in the use of learning strategies in presenting existing material as part of the forward rolling gymnastics learning process. Some of the problems encountered when studying the front roll on floor exercise at SD Negeri 70 Lubuklinggau are as follows: 1) The student's physical abilities are still inadequate so they experience difficulty in carrying out forward rolling movements; 2) Students who feel afraid, nervous, or lack self-confidence to carry out the forward roll movement, where the student himself feels tense and unfocused, so the movement what is done is not appropriate; 3) Students do not yet understand the material or basic skills required and

will experience difficulty in carrying out forward rolling movements, so they need to provide sufficient explanations and make appropriate innovations with playing methods or strategies to understand the material of front rolling floor gymnastics.

From the problems found during the teaching and learning process, a solution is needed by taking into account the needs of the situation and conditions of the learning material, as ana mentioned by Mohamed Hashim et al. (2022) explained that the general understanding of strategy (the strategy of every business) includes four issues, namely: 1) Identification specification and determination of the results that must be achieved and become the target of the effort, with careful consideration raise the needs of the community; 2). Consideration and selection of main approaches that are effective for achieving targets. 3) Consideration and determination of the steps to be taken from start to finish; 4) Consideration and determination of benchmarks and standard measures that will be used to assess the success of the business being undertaken. The solutions and alternatives that can be used to study this material are as follows : (1) Providing motivation and support to students by giving praise, reinforcement, and encouragement to students, as well as encouragement provide a pleasant and not tense learning atmosphere; 2) Learning is carried out in groups where students can help each other and learn from each other; 3) Learning by using media and technology by using learning media, such as videos, pictures or animations. Where the material is presented using technology, such as a computer or projector, to make learning easier .

Giese et al. (2021) states that physical education should basically treat students as social beings and a whole entity, not considering them as separate individuals with physical and mental qualities. As an educator/teacher we must look at the understanding of physical education broadly, namely physical education is not just not only forming the student's body or physique but also forming the student's mind, morals and healthy lifestyle. To achieve this goal, it can be done by learning while playing, where Mihaela & Gheorghe (2022) states that playing is one way to shape a child's personality, so the right way to educate children is to play while learning. Children do not realize that by playing they also learn. The child knows that he is playing in a pleasant atmosphere, happy, cheerful, spontaneous, honest and there is no element of coercion. Next, states that a learning method is a method or set of methods, paths and techniques used by teachers to implement plans in concrete or concrete form. a learning process that is arranged systematically and practically to achieve learning objectives.

Learning Activities Teaching floor tumbling gymnastics at SD Negeri 70 Lubuklinggau to class IV students has been carried out collaboratively rative and maximum effort, so that students can understand every teaching material that is in the eyes of the PJOK lesson, but please the learning has not been effective, because in using learning strategies just following the existing material without any additions in the teaching process so that the expected learning has not been achieved, the only result is student learning outcomes and Learning activities for forward tumbling gymnastics have not yet been achieved, because the facilities and infrastructure are limited, thus affecting student activity in the learning process. teach, there have been no additions in the use of strategies Learning on the presentation of existing material is a problem in the learning process of front roll gymnastics.

Description of activity material: Variations and Combinations of Basic Locomotor Movement Patterns for class IV elementary school. The basic locomotor movement pattern is defined as a movement or skill that causes the body to move from place to place, so it is proven by the existence a body movement (traveling) from one point to another. These movements range from very basic natural movements such as crawling, walking, running and jumping, down to movements that are already special skills such as cartwheels, front rolls, up to handsprings and backhandprings.

Some of the obstacles that teachers must really pay attention to are the ability to accommodate the needs of 1) the student's physical condition is still inadequate so experiencing difficulty in carrying out forward rolling movements; 2) The need for students who feel afraid, nervous, or lack self-confidence to carry out a forward roll movement, where the vehicle itself is moving. feeling tense and unfocused, so that the movements made are inappropriate; and 3) Accommodating students who do not yet understand the material or basic skills required will experience difficulty in carrying out forward rolling movements to the left. Overall, it is necessary to provide adequate explanations and make appropriate innovations with playing methods or strategies to understand the front floor roll gymnastics material.

Astuti et al. (2020) reveals that the game method (game), popularly known as heating (breaker). The literal meaning of ice breaker is "ice breaker". So, the meaning of warm-up in the learning process is to break up situations of mental or physical stiffness in students. Games are also intended to build a dynamic, energetic and enthusiastic learning atmosphere. The characteristic of games is to create a fun and serious but relaxed learning atmosphere. Games are also used to create a learning atmosphere from passive to

active, from rigid to moving, and from boredom to enthusiasm.

The tactical approach model is a learning model that emphasizes more on students to be more active and involved in the learning process (providing do physical health sports). As expressed by Budi et al. (2019) states that, the tactical approach is an approach that connects tactics and skill in the context of sports games. It will be tactical learning in the same time as a lot of game structures to be used as a game This is and the time of the same time for the appearance of the appearance. Tactical game approaches (tactical games approaches). The approach developed by Loughbrough University assumes that sport and games will be fun, educational and challenging activities, and can be improve health and self-satisfaction. To teach the game, teachers need to connect tactics and techniques to game skills that emphasize precise timing and practice. a technique with a tactical game context. The game material is divided into tactical issues, techniques with the ball, and movements without the ball. To change the behavior of students states that learning is a conscious effort by the teacher to make students learn, namely changes in behavior in students who learn. , where the change occurs with the acquisition of new abilities that take effect over a relatively long time and because of effort. So, PJOK learning activities are expected to develop patterns of student movement development from time to time, as well as the atmosphere happy, so that you can explore and discover something indirectly, as mentioned that physical activities and sports carried out at school do not mean that students are required to master sports and certain games, but prioritizes the process of developing students' movements over time. In their activities, students are brought into a happy mood, so they can experiment and discover something unexpectedly. straight away. To actualize this kind of physical education, sports and health, students must be educated as i the subject of education.

In learning theory, Thomdik's learning theory is referred to as abrasion "connections". According to Thomdik in Surur (2021), learning can be done by trial and error. Trying is done when someone doesn't know how to give a response to something, chances are it will come up The right response is related to the problem he is facing.

Based on the explanation above, it is necessary to conduct research regarding the development of How to accommodate the learning outcomes of floor gymnastics front roll learning through game models in class IV students at SD Negeri 70 Lubuklinggau and t increases. So it is considered important and necessary to take action to find out the effectiveness of playing methods to improve student learning

outcomes and am mastering the front roll movement on floor gymnastics. So the title of this research is h : Improving the Results of Learning to Roll Forward on Floor Gymnastics Through Game Models in Class IV Students of SD Negeri 70 Lubuklinggau.

2. MATERIAL AND METHOD

The research to be conducted uses Class Action Research, which is research conducted by teachers in their own classrooms, with the aim of improving their performance as teachers so that student learning outcomes increase.

The steps in conducting research are recommended to be able to take action to formulate problems, propose hypotheses, verify data and draw conclusions, the

3. RESULT AND DISCUSSION

This research aims to determine the effectiveness of learning front roll gymnastics through a game model in class IV students at SD Negeri 70 Lubuklinggau, Lubukli City. nope. This research was carried out at SD Negeri 70 Lubuklinggau, Lubuklinggau City in 2023. The research data obtained was learning outcomes data. wa, data from student observations or observation results. The student learning outcome data is presented in two cycles as follows:

1. Cyle I

Table 1. Results Of Cycle I Student Learning Tests

Amount	1830
Average Value	67
The highest score	80
Lowest value	60
Minimum Completeness Criteria	70

Observations of the teacher's activities during the learning process take place in the field based on the results of the observations made by the observer and the scores obtained by the observer. h of the number of aspects assessed on the observation sheet is 24 and 22 points. This means that the learning process is going quite well. Based on the results data, observations were carried out to see directly how the teacher's activities during the implementation of the rolling gymnastics learning process and There are still shortcomings in the board game, the teacher is still lacking in providing motivation, the teacher is still lacking in dividing groups, the teacher is still lacking in learning organize the formation of the game venue, from The total score obtained by the teacher during the ongoing learning process is 23 points, this means

purpose of the activity is to ascertain the impact of activities taken on a study subject inside the class. The steps in research include formulating problems, proposing hypotheses, verifying data and drawing conclusions. The word "classroom action research" (from the English "classroom action research") refers to research that is done in a classroom. The purpose is to determine how the activity done to a class study topic affects the subject.

PTK employs an evaluative and reflective approach to comprehend issue comprehension and the effects of learning activities. It is crucial and vital to evaluate and reflect on the process of teaching and learning that takes place throughout the execution of an action.

At the end of the first meeting the researcher carried out the first cycle of evaluation A.D. The results of the evaluation were generally good enough for the students in the learning process. This can be seen from the analysis of test results that was carried out after the end of the first cycle of implementation. The student's ability to carry out the test individually received an average score of 70 (above which the success criteria refer to the Minimum Completion Criteria (KKM).) in classroom action research. The results of tests carried out after the end of cycle I can be seen in the table below.

the teacher's ability to carry out the learning process teaching activities are quite good.

2. Cyle II

Observations of teacher activities during the learning process take place in the field based on the results of observations made by score observers. obtained from the number of aspects assessed in cycle II was 29.5 points. This means that the learning process is going well. Based on data from the results of observations carried out to see directly how the teacher's activities are during the training session the learning process of front tumbling gymnastics through games is already running more actively, the teacher provides more motivation, the teacher adds more the number of groups, the teacher arranges the formation of the game place much better, than the number of scores

that the teacher obtains during the learning process is 29 and 30 points, this means that the teacher's ability

to carry out the process of teaching activities is increased and more detailed better.

Table 2. Results Of Cycle II Student Learning Tests

Amount	2050
Average Value	67
The highest score	90
Lowest value	60
Minimum Completeness Criteria	70

At the end of the second meeting, the researchers carried out evaluation cycle II. From the evaluation results obtained by In general, students experience increased learning outcomes. This can be seen from the analysis of the test results that were carried out after the end of the implementation of cycle II. The student's ability to carry out the test individually gets an average score of 80 (above 70 which is the criteria for the school results that meet the Minimum Completion Criteria (KKM) in class action research.

Based on data analysis, it was found that the teacher's activity during the learning process had carried out the learning well. This can be seen from students' activeness in participating in learning, so that students' learning outcomes experience improvement. The increase in learning outcomes shows how big the role of teachers is in managing learning. In this way,

the teacher can be said to be successful in improving the learning outcomes of forward rolling through the game model. This improvement can be seen in the assessments given by observers at each cycle through ob pay attention to the ongoing learning process.

In cycle I, the average score obtained from the two observers was 23 or 57.5% with progressive learning criteria. ung pretty good. In cycle II, the average score obtained from the two observers was 29.5 or 73.75% with the criteria that learning was going well. These data show that in the second cycle there was an increase so that it could reach the minimum classic standard the mall has been determined. Based on the results of observations carried out by the two observers, the increase in teacher success in teaching can be seen in Figure 1.

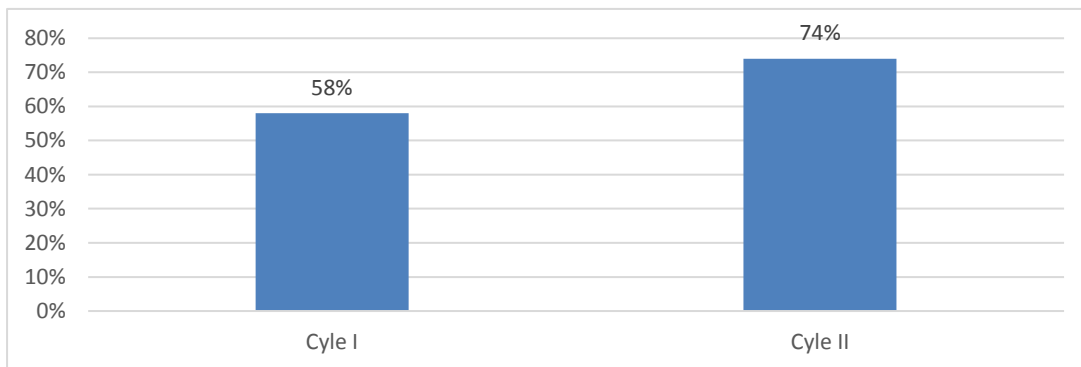


Figure 1. Data from Teacher Observations in Learning

Based on data analysis of students' abilities in learning front roll gymnastics through the front roll gymnastics game which was obtained based on the results of observations from both cycles experienced an increase. This has a positive impact on students, namely increasing cognitive, affective and motor skills. the whole thing.

This improvement can be seen in the assessments given by observers at each cycle through observation of the learning that takes place. In cycle I, the average score obtained from the two observers was 19.5% or 48.75% with gradual learning criteria. ung pretty

good. In cycle II, the average score obtained from the two observers was 29 or 72.5% with the criteria for learning going well. These data show that in the second cycle there was an increase so that it could reach the classic standard the minimum that has been determined. The results of observing the students' activity in the front roll gymnastics game as a whole is that the cycle the second shows a good increase, with this increase so that in the second cycle it has reached the mini limit mall based on predetermined classical standards. Based on the results of observations made on students can be seen in Figure 2.

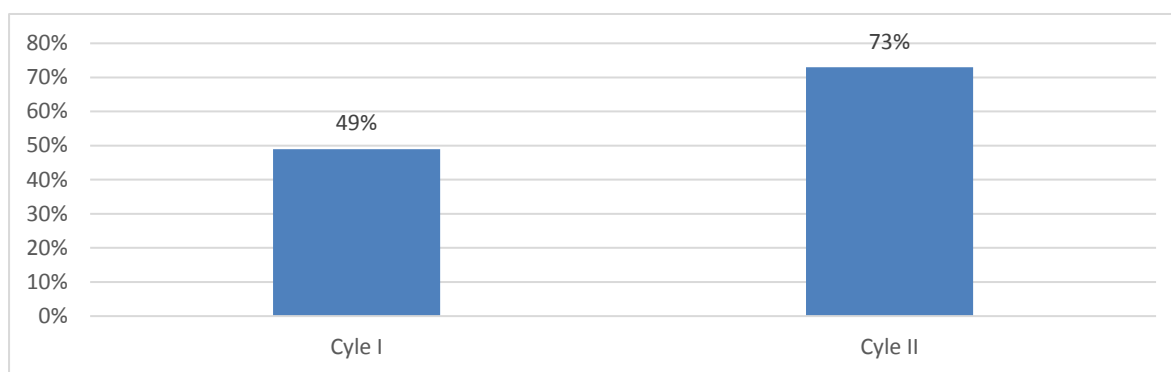


Figure 2. Data from Student Observations in Learning

Based on the results of research during the teaching and learning process, it shows that there is an increase in students' abilities in learning front roll gymnastics with games. This is proven by the increase in student learning completion from the first cycle to the second cycle. In cycle I, students' learning completion reached 66.66% or 18 students and those still under the KKM were 9 students. or as much as 33.33% is still not enough of the desired learning completion

percentage. In cycle II the students' complete learning completion was 88.88% or a total of 24 students who had succeeded in achieving a score above the KKM and which is still under KKM is 3 students or 11.11%. In this way, students' complete learning has succeeded in achieving the expected learning outcomes so that there is no need for remediation at stage 1 the next thing. The following is a graph of the comparison results between the first cycle and the second cycle:

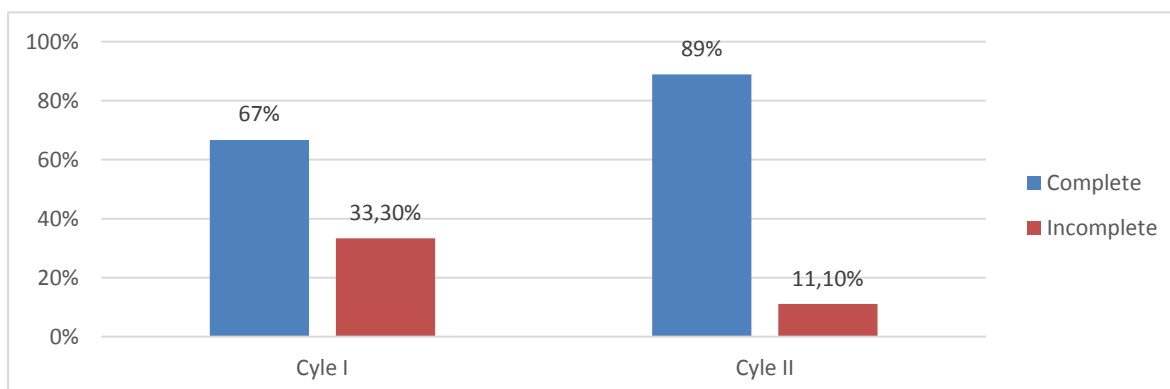


Figure 3. Completeness of Learning Outcomes.

4. CONCLUSION

Based on the results of research and discussion, the following conclusions can be drawn:

1. The application of the game model to the front roll floor gymnastics material can improve the results of learning to front roll in class. s IV SD Negeri 70 Lubuklinggau.
2. With increasing student learning outcomes, it can be seen from the class average results from the evaluation results of each cycle. Cycle I was quite good with an average class score of 67. In cycle II the average class score was 76 and 27 students had not succeeded. 1 achieved the KKM of 3 while 24 students have succeeded in reaching the KKM of 70.

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