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IMPLEMENTATION OF BUYER-ATIVE CITY MODEL TO IMPROVE SPRINT RUNNING LEARNING OUTCOME

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ABSTRACT

This study aims to improve sprint learning outcomes through the application of the cooperative stad model to improve sprint learning outcomes in class X students of MA Darul Ittihad Gerepek. This study uses a classroom action research method (Class Action Research), the actions in this study are divided into two cycles, in each cycle showing the development of the physical learning process in sprint running material. The subjects of this study were 50 class X students of MA Darul Ittihad Gerepek consisting of 22 male students and 28 female students. The instruments used for data collection in this study were observation sheets, and student performance tests. Data analysis used in this study is descriptive analysis. Initial data, the percentage of students whose scores reached the KKM 75 was 40% or 20 children from the total number of students, in the first cycle of action the percentage of students whose scores reached the KKM reached 70% or 35 students then in the second cycle the percentage of learning completeness reached 86% or 43 students. The results of this study can be concluded that through the application of the black and green game, sprint running learning can improve student learning outcomes.

Keywords: Learning outcomes, sprint running, STAD Cooperative Model

INTRODUCTION

Learning is creating learning designs, acting as teachers and educators, evaluating learning outcomes as a determinant of learning outcomes, because the success of the learning process cannot be separated from the teacher's teaching method, so that teaching and learning activities can run well and smoothly if there is interaction between students and teachers. One of the steps taken by effective and efficient learning teachers is to understand and master the learning material and be able to apply various learning models so that student learning outcomes can be achieved optimally. To achieve this,

before carrying out the learning process, a teacher must determine the model and material that will be delivered in learning in order to achieve the desired goals.

In the learning process, two activities interact: the learning activities undertaken by students and the teaching activities undertaken by the teacher (Ginanjar, 2016). The teacher provides stimuli, and the students respond to those stimuli. The interaction between teacher and student activities will occur effectively if both activities have a clear purpose and are understood by both the teacher and students.

Learning *merchantable city* is a learning model that trains students to collaborate in small groups and help each other solve problems, so that they gain a common understanding of the subject matter *merchantable city* is all student learning activities to improve existing abilities or improve new abilities, both abilities in the aspects of knowledge, attitudes, and skills, these learning activities are carried out in group activities, so that participants can learn from each other through exchanging thoughts, experiences, and ideas. Interaction in learning, *merchantable city*, ongoing can increase motivation and provide stimulation for thinking, which is very useful for the long-term educational process (Sanjaya, 2010).

Learning model *merchantable* helps develop students' competencies, critical thinking, and social attitudes, thereby improving student learning outcomes. This learning model has five main components: class presentations, teamwork, quizzes, individual improvement scores, and team awards/rewards (Asma, 2016). A *merchantable city* isn't much different from the learning typically conducted by teachers. Teachers still play a role in the learning process, so they aren't simply dismissed, and it's hoped that students will still find it easy to adapt.

Running is a basic part of athletic activities. Running must be learned at school; moreover, running is part of every warm-up exercise. *Warming up unvaried* running forms should not occur during athletics training. Technically, the basic running movements can be divided into several types of substances, namely easy running (*jogging*), running fast (*sprinting*), middle distance running, and long distance running or marathon. For this substance, it can be taught through physical education and sports learning with the topic of athletics (Mubarok, 2017).

Model *Kooperatif City* to improve sprint running learning for Class X students of MA Darul Ittihad Gerepek in the 2019/2020 academic year experienced many learning problems, with student learning outcomes below the average score of 70, below the KKM score determined by the teacher. Several factors that caused the failure to achieve the Minimum Completion Criteria (KKM) were monotonous learning, lack of learning development, low levels of student understanding, and lack of student interest in running material of *sprint*, many students are reluctant to carry out activities given by the teacher because most students have the view that running is a tiring activity which results in students not being interested in running activities. Based on the results of the initial reflection that the researcher did, the general problems experienced by students in the learning process are because they are caused by students who are less active in carrying out teacher's orders, where communication occurs only in one direction where the teacher

is very dominant in the learning process, students quickly get bored in following the learning and the lack of learning models that involve students in study groups. The problems experienced by students in learning seen from the perspective of student learning outcomes are (1) seen from a visual perspective, students pay less attention to the teacher's explanation, (2) from an oral perspective, students do not dare to express opinions and ask questions in the learning process, (3) from an audio perspective, students cannot listen to others in demonstrating the material.

METHOD

Classroom Action Research (CAR) is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance as teachers, so that student learning outcomes increase (Wardani, 2015). The procedures for this classroom action research are: (1) planning (*Planning*), (2) implementation of class actions (*Action*), (3) Observation (*Observation*), and reflection (*reflection*) in each Hopkins cycle (Arikunto, 2015). The subjects of this study were all grade X students of MA Darul Ittihad Gerepek in the even semester. The data analysis technique used 2 cycles, with student completion reaching 80%. The instrument used an attitude, cognitive, and psychomotor assessment rubric.

RESULTS AND DISCUSSION

The results of classroom action research on class X students of MA Darul Ittihad Gerepek can be presented in the discussion of the research results as follows:

1. Comparison of Improvement in Running Learning Outcome Values of *sprint* from Initial Conditions to Cycle I

Comparison of the increase in the learning completion value of sprint running Class X students of MA Darul Ittihad Gerepek from initial conditions to cycle I is presented in the following table:

Table 1. Comparison of Improvement in the Quality of Sprint Running Learning Class X students of MA Darul Ittihad Gerepek in the 2019/2020 academic year from initial conditions to cycle I.

Lowest Running Value <i>sprint</i> Pre-Cycle Initial Conditions	Lowest Value in Cycle I	Improving the Quality of Learning to Sprint Running Cycle I
68	69	1,00
Highest Running Score <i>sprint</i> Pre-cycle Initial Conditions	Mark Highest cycle I	Quality Improvement Learn to Sprint Running Cycle I

81	82	1,00
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From the diagram above, it is clear that the comparison of the number of students who obtained a passing score above the KKM increased from the pre-cycle of 35 students, thus showing that the learning outcomes of sprint running Class X students at MA Darul Ittihad Gerepek experienced quite good improvement. This shows that the results of the running learning outcomes of the *sprint* from the initial conditions to cycle I, there was an average increase of 3.00.

2. Comparison of Improvement in Running Learning Outcome Values of *sprint* from Cycle I to Cycle II

Comparison of the increase in the value of running learning outcomes of *sprint* Class X students of MA Darul Ittihad Gerepek from cycle I to cycle II is presented in the following table:

Table 2. Comparison of Improvement in the Quality of Running Learning Outcomes of the *sprint* Class X students of MA Darul Ittihad Gerepek from cycle I to cycle II.

Lowest Running Value of <i>Sprint</i> Cycle I	Lowest Value in Cycle II	Quality Improvement Learn to Sprint Running Cycle II Siklus II
69	70	1,00
Highest Running Score <i>sprint</i> cycle I	Highest Value of Cycle II	Quality Improvement Learn to Sprint Running Cycle II
82	85	3,00

The following diagram shows the increase in the value of the completion of the sprint running learning outcomes of the *10th-grade* students of class X MA Darul Ittihad Gerepek from the initial conditions to cycle 2, as follows: The diagram above shows the learning completion value for running the sprint. The 10th-grade students at MA Darul Ittihad Gerepek showed significant improvement. This was evident in the average scores for sprint running experienced an increase from cycle I to cycle II of 2.00.

3. Comparison of Improvement in Running Learning Outcome Values of *sprint* from Initial Conditions to Cycle II

Comparison of the increase in running result value of *sprint* Class X students of MA Darul Ittihad Gerepek from initial conditions to cycle II is presented in the following table:

Table 3. Comparison of Improvement in the Quality of Running Learning of *sprint* students of class X, MA Darul Ittihad Gerepek, from initial conditions to cycle II.

Lowest Running Value <i>sprint</i> Initial Conditions	Lowest Value in Cycle II	Improving the Quality of Learning to Sprint Running Cycle II
68	70	2,00
Highest Running Score <i>sprint</i> Initial Conditions	Highest Value of Cycle II	Quality Improvement Learn to Sprint Running Cycle II
81	85	4,00

From the diagram above, it is very clear to see the comparison between the number of students who obtained a score above the KKM before the action was taken and after the action was taken, so that the learning outcome score of the sprint was Class X students at MA Darul Ittihad Gerepek experienced very good improvement. It was very clear that the results of the running learning outcomes of the *sprint* from the initial conditions to cycle II showed an average increase of 5.00.

Based on the results of the research conducted in cycle I, the number of students who obtained scores above the Minimum Competency (KKM) gradually increased, so that in cycle II, the number had exceeded the target. This progress occurred because students felt happy with the implementation of the green-black game, were more enthusiastic and active in participating in the learning process, and the researcher continued to provide encouragement and motivation to learn. This is in line with changes in student behavior that showed active participation in the learning process (Moh. Surya, 1997).

The implementation of learning through challenging games in the form of competitions will have an impact on fostering interest, increasing students' self-

confidence, and improving children's motor skills (Sugiyanto and Sujarwo, 1992). Therefore, it can be concluded that through the implementation of the black and green game, learning about running material can be achieved, *sprint running* can improve student learning outcomes, improve the quality of learning, improve the completeness of learning outcomes, and create active, innovative, creative, effective, and enjoyable learning (PAIKEM) so that learning objectives can be achieved.

The implementation of actions in cycle I, carried out by the researcher and assisted by collaborators, was to collect research data in the form of learning outcome completion scores. Data on student learning completion results for the running material of *sprint*. Through the application of the green and black game, it is analyzed through the achievement of predetermined indicators. The description of the data on improving running ability is as follows: *Sprint* in cycle I, learning completion reached 70%. This data indicates progress in learning outcomes of the material *sprint* in fifth-grade students of SD Negeri 02 Badak, Belik District. This improvement in learning outcomes was due to the fact that 15 students obtained scores above the Minimum Completion Minimum (KKM) from the initial pre-cycle to cycle I. So that the total number of students who achieved learning completion in cycle I was 35 students. The quality of students' movements and answers was quite adequate because out of 50 students who were able to answer correctly, 35 were able to answer correctly, while the other 15 students still had inadequate answers. The ability to answer questions can be said to be good because the answers were commented on with logical, concise words, good, and correct sentences. Meanwhile, the average value of learning outcomes increased by 76.00.

In the implementation of cycle II, the researcher conducted further research based on the results of cycle I and collected the necessary data for evaluation. Data on the increase in the value of sprint running learning outcomes in fifth-grade students of SD Negeri 02 Badak, from cycle I to cycle II, showed an average increase of 2.00. Meanwhile, the average value of learning outcomes for sprint running was 2.00 experienced an increase of 78.00. This shows that the application of the green-black game to improve the sprint running ability of Students in cycle II has succeeded.

The progress in learning outcomes is marked by an increase in the learning completion of 8 students who obtained scores above the KKM from cycle I to cycle II.

II. Thus, the total number of students who completed learning until the end of cycle II was 43 students (86%). The quality of the students' movements and answers was quite good because out of 50 students who were able to answer correctly, 43 students were able to answer correctly, while the other 7 students had less than perfect answers. The ability

to answer questions can be said to be getting better because the answers were commented on with logical, concise words, good, and correct sentences.

During the implementation of cycle II, some advantages could be used as a benchmark for success, including: 1) most students were able to sprint running starting from the beginning, when starting the run, and body position when crossing the line *finish* 2). Through learning with the application of green and black learning to sprint running material, students are more interested, more enthusiastic, happy, and active in participating in learning. 3) The quality of the answers given is better by using good, concise, and correct grammar.

The results of observations or observations and reflections during the implementation of cycle II can be identified as having been successful or completed in accordance with the percentage of the target achievement, namely 80%, so that the application of the black and green game in the sprint running material has been successful in accordance with the researcher's objectives.

CONCLUSIONS AND SUGGESTIONS

Implementing the black and green game, the results of learning to sprint running can be improved in class X students of MA Darul Ittihad Gerepek is characterized by an increase in the completeness of learning outcomes. This is in line with the results of the findings obtained by researchers in the initial conditions of the pre-cycle to cycle I until the end of cycle II. The percentage of the completeness value of learning outcomes of class X students of MA Darul Ittihad Gerepek in the initial conditions of the pre-cycle was (40%) or several 20 students who achieved learning completeness out of 50 students in total, then in cycle I there was an increase of (70%) or several 35 students and at the end of cycle II increased by (86%) or several 43 students who achieved learning completeness, so that the increase from the initial conditions of the pre-cycle to the end of cycle II was (46%). This is in line with changes in student behavior that show activeness in following the learning process well (Moh. Surya, 1997). The application of learning through challenging games in the form of competitions will have an impact on fostering interest, increasing student self-confidence, and improving children's motor skills (Sugiyanto and Sujarwo, 1992:127-128)

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