



Improving PJOK Learning Outcomes in Backward Roll Floor Gymnastics Through a Combination of Games Among Fourth-Grade Students at SDN 34 Ampenan in 2023

¹M. Rizki Insani, ¹Isyani*, ¹Adi Suriatno

*Corresponding Author: Isyani, Email: isyani@undikma.ac.id

¹Physical Education and Health Study Program, Faculty of Sport, Health, and Community Sciences, Universitas Pendidikan Mandalika, Mataram, Indonesia

Abstract

Objectives: Backward roll is one of the fundamental skills in floor gymnastics that should be mastered by elementary school students in physical education learning. However, the learning outcomes of fourth-grade students at SDN 34 Ampenan on backward roll material were still low and had not reached satisfactory results. This study aimed to improve students' learning outcomes in backward roll floor gymnastics through a combination of games.

Materials and Methods: This study employed Classroom Action Research conducted in two cycles, with each cycle consisting of two meetings. The research was carried out at SDN 34 Ampenan and involved 37 fourth-grade students, consisting of 17 boys and 20 girls. Data were analyzed using descriptive comparative analysis to compare students' learning outcomes across cycles.

Results: The findings showed that the combination of games improved students' backward roll learning outcomes. The average test score in Cycle I was 59.45%, which increased to 78.37% in Cycle II. In terms of learning completeness, 22 students achieved the completion criteria in Cycle I, representing 59.54%, while in Cycle II the number increased to 29 students, representing 78.37%. These results indicate a significant improvement in student learning outcomes from Cycle I to Cycle II.

Conclusions: The implementation of a combination of games was effective in improving backward roll learning outcomes among fourth-grade students at SDN 34 Ampenan. This approach also helped teachers conduct the learning process more effectively in PJOK classes.

Kalau mau

Keywords: PJOK learning outcomes; backward roll; floor gymnastics; game-based learning; elementary school students.

INTRODUCTION

Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious and cultural values. Indonesian national and responsive to demands changing times. For realize ideals this, is required struggle society, government, and implementers education (Teachers). This in



line with Law 20/2003 concerning the National Education System, Article 3, it states " National education functioning develop ability and form character as well as civilization a dignified nation in frame enlightening life nation , aims For development potential participant educate to become a man of faith and piety to God Almighty , have morals noble , healthy , knowledgeable , capable , creative , independent , and become democratic citizens as well as responsible answer . As a developing country , education in Indonesia continues to improve . tidy up For create system more education Good .

Physical education is education through and about activity physique or in general is *physical education is education of and through movement* (Suherman, 2009). There is three keywords in definition the that is education (*education*), through and about (*through and of*) and motion (*movement*). In the educational process physical Already Of course have 23u12 goals that you want to achieve achieved . That is competencies in students is desired goals achieve . In education physical there is a number of aspects that can achieved by students like aspect development physical related with do activities use body students , aspects development movement This will relate with skills movement students , aspects related mental development with ability think .

Educational goals physical the can come true If learning at school implemented with good and optimal. So that the learning process is optimal , need support involvement between subject teachers lesson education physical , head schools , and teachers at schools , participants education , curriculum , tools and facilities sports at school , material learning and learning strategies . Factors the is something interconnected systems related No can separated between One with others .

Physical education in schools base is one of the eye lesson mandatory at school , because education physical enter in curriculum education . Physical education is an educational process through provider experience Study to student in the form of activity physical , play and planned activities in a way systematic use stimulate growth and development physical , skills motor skills think emotional , social and moral. In Physical Education learning , what must be taught covering games and sports , 3 activities and development , gymnastics self -test , activities rhythm , education outside class , and health . The scope of the gymnastics self -test contained in the Physical Education material in the Education Unit Level Curriculum includes dexterity simple , dexterity without tools , dexterity with equipment and floor gymnastics , as well as activity others .

Gymnastics Alone is one of the part from artistic gymnastics . Called floor gymnastics Because all skills movements performed on a flat floor mattress without involving tool others . Floor gymnastics is One branch sport Alone and For other people's sports , that's it why gymnastics is also called as sport basic . (Muhajir, 2004). Floor gymnastics refers to the movement being performed with



combination integrated from every part member body and abilities component motor / movement like strength , speed , balance , flexibility , agility and accuracy

Gymnastics roll behind for students of age school base Still experience difficulty For do it , then student invited For doing floor exercises roll behind in form play . Because with play will makes you feel happy and interesting attention , so that student do it with seriously , students No felt tired and not feel forced, but on base awareness Alone For do it and the results expected in accordance with desired goals achieved . The goal is from floor gymnastics learning roll behind with full atmosphere play is effort development fulfil prerequisite with give experience interesting and fun , variety exercises and challenges that must be still displayed in learning for guide students on improvement Power stand muscles , strength , flexibility , coordination agility and balance which are prerequisite in teach floor gymnastics roll back , floor gymnastics roll behind own level high risk , therefore That in implementation learning and for minimize risk injury need directed at use approach play For practice flexibility and balance .

The fundamental problem in floor gymnastics learning For student Class IV of SDN 34 Ampenan is student difficulty in do roll behind Because have fear . Apart from p the characteristics student play , then in floor gymnastics learning roll behind must customized with age and level development students , then packed in form game simple , easy implemented and most importantly factor his joy . With thus For interested and started love gymnastics , especially floor gymnastics roll behind. The emphasis is on the aspect play , because play is part from life children . Especially for underprivileged children talented , with approach play will make activity become interesting and exciting .

Fact in the field in the process of learning floor gymnastics student Class IV of SDN 34 Ampenan done use simple tools , when This Still There are teachers who use an approach model that emphasizes achievement , after that student given warm-up and explanation as well as example movement regarding floor gymnastics . students sometimes bored with floor gymnastics learning model decrease .

Teacher education skills physical school very limited basis also becomes constraint main road developing learning models , so in the learning process education physical especially floor gymnastics not enough can interesting interest students . Impact from monotonous learning models , students feel bored , less enthusiastic in follow floor gymnastics learning roll back. Seen from development muscles , only muscle certain only about target .

Efforts to overcome all the problems that exist in floor gymnastics material are also for repair movement students , teachers can choose creative methods educational and fun namely with through combination packaged games Study while play in learning For do movements that are carried out in form play



that leads to practice strength flexibility and dexterity . Because the key floor gymnastics movements among them strength , flexibility (*flexibility*) , power explosive (*power*) and various games play a big role to development function muscles , nerves , 5 body organs , psyche and personality students , things This as effort finish problem .

According to Suharsimi Arikunto (2010) Research action aim For finish a problem that has been experienced for a long time researchers , with hope as effort take method new and different from the old, with hope If the way he did it good , the result will good too. In terms of This through implementation combination games , which consist of from four combination game namely 1) Jumping and rotating 90 degrees , 2) Jumping and rotating 180 degrees , 3) Rolling movement both legs folded , 4) Rolling movement both legs straight , with combination games this is so that students can Study with atmosphere fun in learning roll behind with The game is very helpful for teachers implement and enter technique repetitive , pleasurable movements without feel burdened scary movement .

RESEARCH METHODS

Types of research This is Classroom Action Research *Classroom Action Research* . One research conducted by teachers or collaborating researchers with teachers, to increase quality classroom learning , missions action This is teacher empowerment and at the same time student .

The research design used in study This is study action class that has four stages important , four stages important in study action , namely planning , implementation , observation and reflection . Fourth stages in study action the is form A cycle . And the number of cycle depending on the problem required learning .

Population is the entirety of the individuals who are the subjects of the research that will be generalized. In this case, the population in question is all students in the class. The sample in this study is all over grade 1 V students SDN 3 4 Ampenan . The instruments used in this study are as follows:

a. Test Show Work Student

Instrument in study This is instrument test show Work roll behind .

Criteria Evaluation

1) Initial Attitude

a. Position attitude squat , second heel lifted turn your back mattress

b. Buckling both elbows facing to above beside ear

c. Thigh stuck in the stomach , view to navel chin and knees near the chest

- Score 3 if 3 criteria fulfilled

- Score 2 If 2 criteria fulfilled

- Score 1 if 1 criteria fulfilled or No The same very

1) Position When Rolling

a) Body rolls to behind straight, in a way sequentially from butt back lower waist



above shoulders

b) Second hand beside ear rely on strong on the mat, lift your legs up drop behind head

c) Touch feet on the mat

d) Hands reject to on head and body lifted and pushed strong

- Score If 4 criteria fulfilled

- Score If 3 criteria fulfilled

- Score If 2 criteria fulfilled

- Score If 1 criteria fulfilled or No The same very

2) Final Attitude

a) Position squat meeting attitude second arm straight to front

b) Views to lower to be continued stand upright straight

- Score 2 If 2 criteria fulfilled

- Score 1 if 1 criteria fulfilled or No The same very

Data Analysis used in study This is with method tests and non- tests , namely :

a. Technique test

The test given in the form of test show Work movement roll back which includes : stage preparation , stage movement , and stages end movement in form sheet observation (*score skill test*).

b. Non- test techniques

The test that was conducted in the form of observation teacher learning during the learning process .

RESULTS AND DISCUSSION

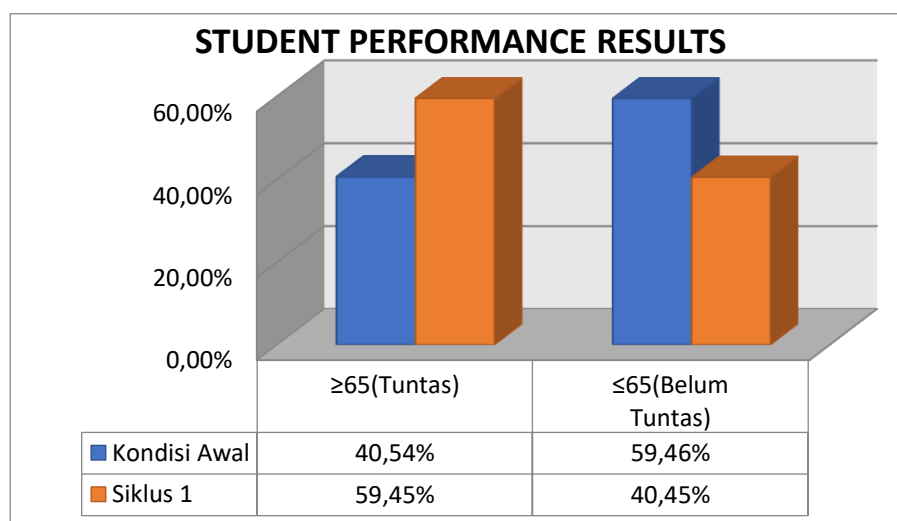
1) Description of Student Score Results in Cycle I

Following This is comparison results from learning in cycle I floor gymnastics material roll behind with combination games for students Class IV of SDN 34 Ampenan .

Evaluation Psychomotor Back Roll Cycle I

Aspect	Information
Average value	72.97
Amount participant educate complete	22
Amount participant educate Not yet complete	15
Percentage completeness	59.45%
Percentage Not yet complete	40.45%

Performance Result Diagram Work Student



Based on results test cycle I obtained average value of 72.97. The number students who achieve KKM only as many as 22 students (59.46%) and students who have not 15 students (40.54%) achieved the KKM . Learning outcomes roll behind show Still There is a number of students who are still experience difficulty especially in do movement rolling and movement continued . Because in cycle I students Not yet fulfil achievement of KKM, namely 75 % (28 students) of students completed , then study continued in cycle II.

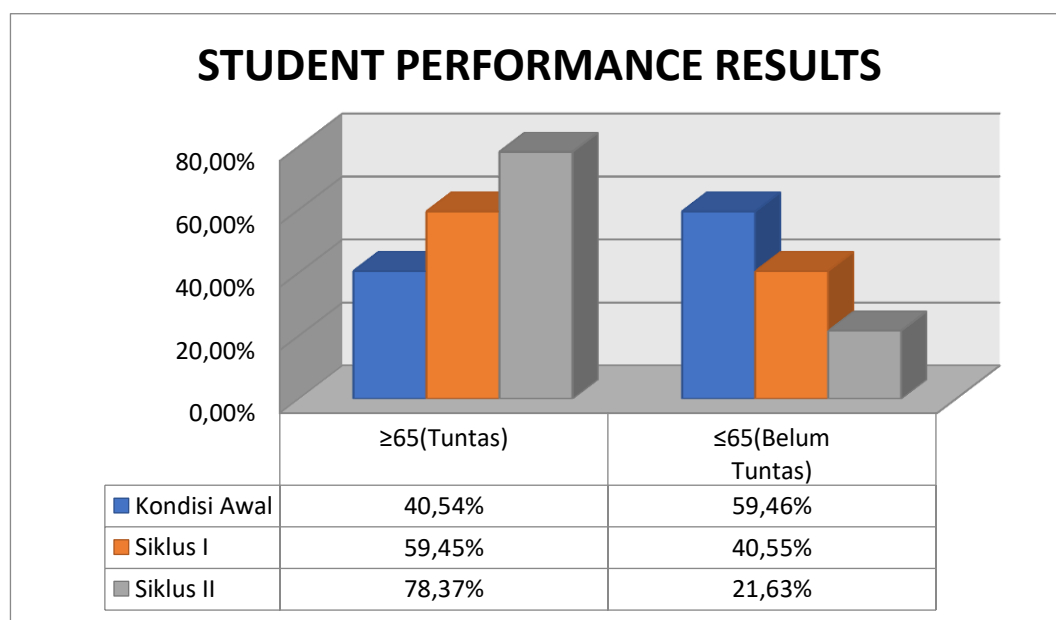
2) Description of Student Score Results in Cycle II

Following This is comparison results from learning in cycles II floor gymnastics material roll behind with combination games for students Class IV of SDN 34 Ampenan .

Evaluation Psychomotor Back Roll Cycle II

Aspect	Information
Average value	83.48
Amount participant educate complete	29
Amount participant educate Not yet complete	8
Percentage completeness	45.94%
Percentage Not yet complete	54.06%

Performance Result Diagram Work Student



Based on results test cycle II obtained average value of 83.48. The number students who achieve KKM only as many as 29 students (78.37%) and students who have not achieved KKM as many as 8 students (21.63%). Based on results said , students Already fulfil achievement of KKM, namely 75 % (28 students) of students completed , then study considered succeed .

DISCUSSION

Based on description from analysis of collected data so results action class show that at the end cycle experience improvement quality in learning . This can seen in the results data observation teacher learning and outcome data show ability roll behind student following This :

Improvement of Results in Cycle I and Cycle II

No.	Aspect	Cycle I	Cycle II
1	Amount mark	243	278
2	Average value	72.97	83.48
3	Percentage completeness	59.45%	78.37%

Improvement results floor gymnastics learning roll behind through approach games for students Class IV of SDN 34 Ampenan marked with improvement average student score . Average student score in condition beginning of 63.06 with percentage completeness by 40.54%. Condition the experience improvement the average value of students in cycle I was of 72.97 and the percentage completeness by 59.45%. However , the increase the Still Not yet achieve the set targets previously . Then after continue to cycle II average value of ability roll



behind student return experience improvement of 83.48 with percentage completeness by 78.37%. This show that the target has been set previously Already achieved so that study stopped in cycle II. Floor gymnastics learning process roll behind through combination games for students Class IV of SDN 34 Ampenan ongoing dynamic and fun , as well as character student from not quite enough answer , believe Self-confidence , competitiveness , and enthusiasm also increase in each meeting . Participants educate active carry out tasks and observing movement roll behind and towards each other discussion with friends . With thus can concluded that study ended in cycle II. From the results study There are 8 students (21.63%) who have not fulfil KKM limit or Not yet complete . This is because at the time implementation study student the seen not enough maximum in follow learning roll behind . Students there is something going on sick at the time follow learning , but student the still want to follow learning like Friend other even though the teacher has remind For may No follow learning .

CONCLUSION AND SUGGESTIONS

Based on results research and discussion above , research This can concluded that existence improvement results learning floor gymnastics material roll behind with combination games for students class IV SDN 34 Ampenan , declared accepted .

Based on discussion and conclusions above , the following suggestions are presented : following :

1. SDN 34 Ampenan should need provide complete facilities and infrastructure especially learning media For support implementation activity Study fun teaching for students . So that student motivated For always learn and develop his abilities .
2. Teachers must more develop his knowledge about activity activity learning in improvement ability roll front , so that can give more learning varies for children and not make child bored .
3. Teachers must determine steps learning that will be done in order to be able to convey information to child with smooth and correct . Independence , courage , and accuracy student in finish problem is one of the things to do noticed in improvement ability roll behind student .
4. Teachers must always give chance to student For creating new ideas and fostering trust self child so that child No only capable imitate , but also able to develop even create ideas.

BIBLIOGRAPHY

Agus Mahendra, (2000). *Gymnastics Theory and Practice* . Jakarta: Department



- of National Education.
- Agus Mahendra, (2001). *Gymnastics Learning Using a Dominant Movement Pattern Approach For Junior High School Students* . ISBN 979-3048-16-6.
- Agus Mahendra, (2004). *Movement Education Model*. Bandung: FPOK UPI
- Andun Sudijandoko , (2010). *Learning education Effective and Quality Physical Education* . Journal education physical Indonesia Vol. 7 No. 1. Department of Sports Education FIK- UNY, jl . Colombo 1 Yogyakarta.
- Atik Sugiyanto (2009), *Thesis* . *Improvement Back Roll Learning Through Approach Playing on Students Class V of State Elementary School I Wonogoro Kulon District Rembang Regency Purbalingga Yogyakarta*: UNY.
- Anas Sudijono , (2006). *Introduction Education Statistics* . Jakarta: PT. Raja Grafindo .
- BNSP, (2007). *Standards Competencies and Basic Competencies for Elementary Schools/Islamic Elementary Schools*. Jakarta: BNSP.
- Daryanto (2011), *Learning Media* , Bandung: Nurani Sejahtera tutorial facility
- Ministry of National Education , (2006). *Minister of National Education Decree No. 22 of 2006 concerning Content standards* . Jakarta: Ministry of National Education .
- Darmodjo , (1992). *Science Education II*. Jakarta: Ministry of Education and Culture .
- Farida Mulyaningsih , (2010). *Physical Education Sports and Health for Elementary Schools/Islamic Elementary Schools*, Jakarta: Jepe Press Media Utama
- Helmy Firmansyah, (2009). *Relationship Motivation Achievement Student with Physical Education Learning Outcomes* . Indonesian Journal of Physical Education Vol. 6 No. 1. Department of Sports Education Faculty Knowledge Sports Department of Yogyakarta State University.
- Hartati, (2005). *Development learning in children age early* . Jakarta: Department education national .
- Hamzah B. Uno, (2013). *Motivation Theory and Its Measurement* . Jakarta: Bumi Aksara .
- <https://www.kompas.com/sports/read/2021/07/21/22400068/gerakan-roll-belakang--pengertianlangkah-langkah-dan-manfaatnya>.
- <https://www.inews.id/news/nasional/jelaskan-yang-dimaksud-dengan-guling-belakang-inijawabannya-lengkap> .
- Imam Hidayat, (1981). *Gymnastics and Methodology* . Jakarta: Department of Education and Culture .
- Imam Soejoedi , (1978). *Form floor gymnastics exercises* . Jakarta: Department education and culture .
- Muhajir, Zelda Raushhanfikri , (2022). *Physical Education Teacher's Guidebook , sports and health* , Jakarta: Book Center .
- Muhajir, (2006). *Physical Education Theorist Practice 1*. Jakarta.
- Muhajir, (2004). *Physical education Sports and Health* . Volume 1. Jakarta: Erlangga .
- Mahmudi Sholeh, (1992). *Basics of floor gymnastics* , Jakarta.



- Pardjono, et al. (2007). Classroom Action Research Guide , Yogyakarta: UNY
- Parsiyem , (2014). *Thesis* . Improving Backward Roll Skills in Gymnastics Through the Modified STAD Model Students Playing Ball Class V of Glagahan Pandak Elementary School, Bantul, Academic Year 2013/2014. Yogyakarta: UNY
- Sukintaka , (1992). Play Theory for D2 PGSD Physical Education . Project Development and Improvement of the Quality of Educational Personnel Directorate General Directorate of Higher Education, Jakarta. Department of Education and Culture .
- Suharsimi Arikunto , et al . (2006.) Procedure Study A Approach Practice . Jakarta: Rineka Cipta.
- Suharsimi Arikunto , (2010). Procedure study something approach practice . Jakarta: Rineka creation .
- Sudjono , (2009). Introduction Education Statistics , Jakarta: Raja Grafindo .
- Suherman, (2009). Revitalization teaching in education physical . Bandung: FPOK UPI.
- Tadkirotun , (2008). Smart through play . Jakarta: Grasindo .
- Trianto , (2009). Designing Model Learning Innovative Progressive . Jakarta Kencana Prenada Media Group
- Tri Hananto , (2007). Physical Education Sports and Health. Jakarta: Yudhistira .
- Takdkiroatun Musfiroh , (2008). Smart through Play . Jakarta: PT. Grasindo .
- Udin S. Winaatapura (2008). Learning and Teaching Theory . Jakarta: Open University
- Wuryanti Soekarno, (1986). Theory and Practice of Basic Gymnastics. Klaten : PT Intan Pariwara .
- Zainul and Nasution, (2001). Assessment of Learning Outcomes . Jakarta: PAU-PPAI-UT.