



Inclusive Teaching for Better Sprint Skills among Fifth-Graders at SD Negeri 311 Sampuran

Kaya Alin¹, Devi Catur Winata², Muhammad Syaleh³

^{1,2,3} Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Indonesia

Corresponding Author: devicaturwinatastokbinaguna@gmail.com

Abstract

This study aims to determine the improvement in sprint running learning outcomes using an inclusive teaching style for fifth-grade students at SD Negeri 311 Sampuran, Ranto Baek District, Mandailing Natal. Based on student learning outcomes in Cycle I after the first learning outcome test, it can be seen that students' initial ability in sprint running techniques is still low. Of the 25 students, 10 (40%) did not achieve learning mastery, while 15 (60%) achieved learning mastery. With an average value of student learning outcomes is 60.97. Meanwhile, in cycle II, it can be seen that students' abilities in conducting classical learning outcome tests have increased. Of the 25 students, 22 (88%) have achieved learning mastery, while 3 (12%) have not achieved learning mastery. With an average value of student learning outcomes is 80.16. Based on this, it can be concluded that learning through an Inclusive Teaching style in Sprint Running learning for fifth grade students of SD Negeri 311 Sampuran, Ranto Baek District, Mandailing Natal, Academic Year 2025/2026.

Keywords: *Sprint Running Learning Outcomes, Inclusive Teaching Style, Elementary School Students*



Introduction

Education plays a significant role in shaping social life and paving the way for a better future. This is because education serves as an effort to enhance the quality of each individual, preparing them—directly or indirectly—to support and keep pace with the rapid advancements in science and technology, thereby ensuring development aligns with human needs. In this context, careful attention must be paid to teaching methods, particularly regarding the delivery of exercises and the overall instructional process. Failure to achieve desired objectives can occur if the teaching style or method employed does not allow students the freedom to move naturally.

Historically, the implementation of physical education in schools has been teacher-centered. Field observations reveal that teachers often exercise total control over the instructional process without adequately considering students' motor development, resulting in ineffective teaching methods. To achieve learning objectives, teachers must master appropriate instructional methods; delivering subjects effectively—especially physical education—requires strong academic competence. Consequently, the use of specific teaching methods serves as a valuable tool for enhancing learning outcomes.

Physical education can be viewed as an integral component of holistic education, contributing to individual development through the medium of human movement. However, the movement utilized in physical education is not arbitrary; it is structured into specific formats, such as various sports disciplines and games. Through physical education, students gain experiences linked to enjoyable personal impressions, creative and innovative expression, motor skills, physical fitness, healthy lifestyles, and an understanding of human movement, all of which help shape a positive personality.

Physical education is a crucial part of the educational process. Through well-guided physical education, children develop skills useful for leisure activities, engage in habits that foster a healthy lifestyle, grow socially, and enhance their physical and mental well-being. In the implementation of physical education (PJOK) in elementary schools, students are expected to master various fundamental movement skills, one of which is sprinting. Sprinting is an athletic event performed at maximum speed over a specific distance in the shortest possible time. Sprinting ability is crucial for elementary students as it supports motor development, muscle strength, agility, movement coordination, and physical endurance. Furthermore, sprinting skills are a required component of the physical education curriculum that students must master.

Regarding teaching methods, physical education teachers generally tend to employ the "command style" during instruction. The command style is a teacher-centered approach in which the teacher assumes full control over the learning activities. While numerous teaching methods and styles are available for physical education, the chosen method should align with the specific lesson content. Various methods may be applied depending on the classroom environment or the students' needs.

Athletics is a foundational sports discipline comprising walking, running, jumping, and throwing events. This study focuses on a specific running event—the 50-meter sprint—involving fifth-grade students at State Elementary School (SD Negeri) 311 Mandailing Natal. The research examines the mechanics and assessment of the sprint, covering the start, the running phase, and the finish.

However, in practice, the teaching of sprinting in elementary schools often faces various challenges. In reality, however, sprint instruction in elementary schools often faces various challenges. Many students are unable to execute basic sprinting techniques correctly—such as the starting technique, body posture during the run, arm action, and the finish-line technique. These errors result in poor student learning outcomes regarding the sprint material. Such low performance can be attributed to various factors, both internal and external. Internal factors include students' interests, motivation, and physical



abilities, while external factors include the teacher's instructional methods, the available facilities and infrastructure, and an unengaging learning atmosphere.

Preliminary observations conducted by the researcher at SD Negeri 311 Sampuran (Ranto Baek District, Mandailing Natal Regency) revealed that sprint learning outcomes for fifth-grade students have not yet reached optimal levels. This is evident from the fact that many students are unable to perform sprinting movements with the correct technique. During lessons, some students appear unenthusiastic about participating in the activities; they tend to become bored quickly and lack confidence when practicing sprints. Furthermore, instruction remains teacher-centered, limiting opportunities for students to learn at their own individual pace and ability levels.

Teachers typically employ the same instructional method for all students, disregarding differences in individual ability—even though each student possesses unique capabilities, learning speeds, and skill levels. Consequently, students with lower abilities fall behind, while those with higher abilities feel insufficiently challenged. This situation contributes to the students' poor learning outcomes in the sprint unit. To address this issue, a teaching style capable of actively engaging all students according to their respective ability levels is required. One such approach is the inclusion teaching style. This style, used in physical education, allows students to select the task difficulty level that matches their capabilities. In this method, the teacher provides various task options or difficulty levels, and students choose the level they are capable of performing. Implementing the inclusion teaching style in sprint training is expected to boost active student participation in the learning process. Students do not feel pressured, as they can learn at their own pace and ability level. Furthermore, this style can enhance students' self-confidence, learning motivation, and courage when performing sprinting movements. By having the freedom to choose the difficulty level of the exercises, students become more motivated to achieve better learning outcomes.

The inclusion teaching style also enables teachers to create a learning environment that is more enjoyable, active, and effective. The teacher acts not merely as an instructor but also as a facilitator who guides students throughout the learning process. Consequently, the instruction becomes more student-centered, allowing learning objectives to be achieved optimally.

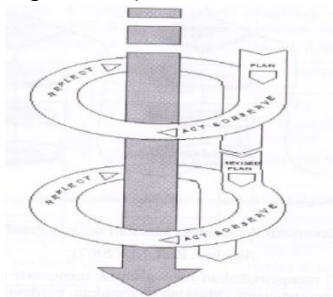
The Minimum Mastery Criterion (KKM) score is 75; out of 25 students in the Grade V class, only 15 have grasped the sprinting technique. Based on the data, only about 60% of the students successfully mastered the sprint techniques, while 10 students (approximately 40%) did not meet the requirements. However, this figure falls short of the school's established minimum mastery criterion for the class as a whole, which is set at 85% of all students. Through the application of the inclusive teaching style, students are expected to improve their basic sprint techniques—such as the crouch start, body positioning during the run, arm and leg swing coordination, and the finish technique. Improvements in these technical skills will naturally lead to an overall enhancement of student learning outcomes. Furthermore, varied instruction tailored to students' abilities can create a more meaningful and enjoyable learning experience.

Based on the background of the problem outlined above, the author wishes to scientifically investigate the relationship between teaching styles and student performance. Consequently, the author is interested in conducting a study titled: "Improving Sprint Learning Outcomes Through the Inclusive Teaching Style for Fifth-Grade Students at SD Negeri 311 Sampura."

Materials and Methods

Study Design

The research design employed is the spiral Classroom Action Research (CAR) model proposed by Hopkins (cited in Aqib, 2006), which is illustrated schematically as follows.



Picture 1. Model Kemmis dan Taggart

Study Participants

The study on improving sprint running learning outcomes through the use of the inclusion teaching style involved 25 fifth-grade students from SD Negeri 311 Sampuran, comprising 10 female students and 15 male students.

Statistical Analysis

The data analysis employed consists of several stages, including:

1. Data Reduction

The data reduction process involves selecting, simplifying, and transforming the data presented in field note transcripts. This activity aims to identify students' errors or shortcomings during the test and determine the actions needed to rectify those errors.

2. Data Presentation

In this stage, data obtained from student learning outcomes are presented in tabular form using established formulas. To determine the percentage of student proficiency, the following formula is used:

$$PPH = \frac{B}{N} \times 100\% \quad (\text{suryosubroto, 2000:129})$$

Keterangan :

PPH : Persentase Penilaian Hasil

B : Skor yang diperoleh

N : Skor total maksimal (16)

Based on the following criteria:

0 – 74 = student has not achieved learning mastery

75 – 100 = student has achieved learning mastery

From the description above, it is possible to identify the mastery status of individual students. Furthermore, one can determine whether class-wide (classical) learning mastery has been achieved by calculating the percentage of students who have attained mastery, using the following formula:

$$PKK = \frac{\text{banyak siswa yang } PPH \geq 75\%}{\text{banyak siswa keseluruhan}}$$

Legend:

PKK = Percentage of Classical Mastery

At the group (classical) level, learning mastery is considered achieved if at least 85% of the students in the group have met the individual Minimum Mastery Criterion (KKM) of 75.

Results

This study was conducted at the grounds of SD Negeri 311 Sampuran in Ranto Baek District, Mandailing Natal. Prior to the study, the researcher carried out observations and gathered preliminary data to identify and formulate the problem based on the findings.

Table Example

Table 1. Title of the Table

No	Kategori	Nilai Kelulusan	Siklus 1	Siklus 2
1	Lulus	>75	60%	88%
2	Tidak Lulus	<75	40%	12%
	Total		100%	100%

Based on the table above, it can be concluded that in Cycle 1, 15 students (60%) passed while 10 (40%) did not; in Cycle 2, a significant improvement was observed, with 20 students (80%) passing and 5 (20%) not passing. Thus, it can be concluded that there was an improvement in sprint running learning outcomes when comparing Cycle 1 to Cycle 2. This is illustrated more clearly in the following histogram:

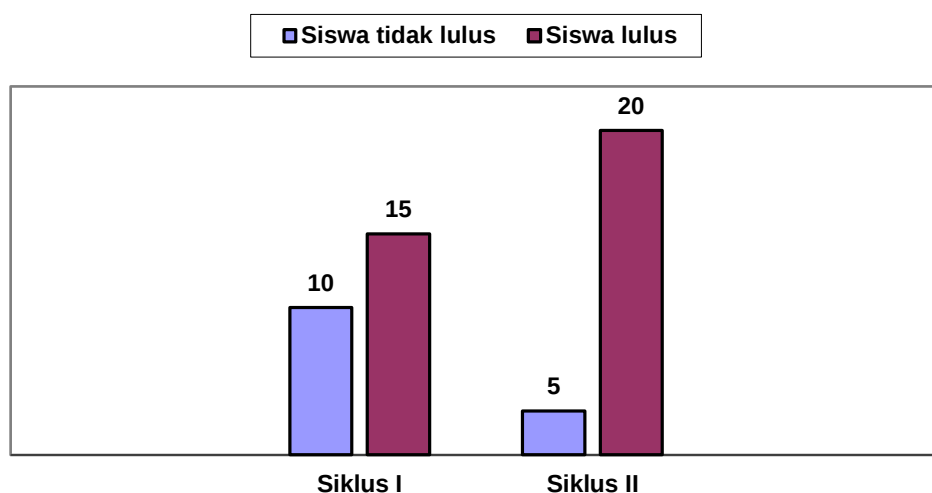


Figure 1. Histogram of sprint running learning outcomes

Discussion

An analysis of preliminary data reveals that students falling into the "very poor" category—scoring between 60.3 and 65.7—accounted for 12% of the group (15 students) and failed to meet the passing standard. Meanwhile, 40% of the students (10 individuals) achieved passing scores in the 70–80 range.

Based on these data, it is evident that learning outcomes for the sprint running unit have not yet met the expected Minimum Mastery Criteria (KKM). This is attributed to a one-way teaching style and a lack of rapport between teacher and students. Furthermore, the instructional method relied heavily on explaining the material, warm-ups, and stretching—with few games incorporated to reinforce the lesson—followed by demonstrations; there was also insufficient monitoring and evaluation, often due to limited time (exacerbated by the time required for students to change into sports attire).



Consequently, the lessons became monotonous, resulting in poor student engagement and responsiveness, particularly regarding the sprint running material. **Conclusions**

The conclusion should directly answer the research objectives and summarize the main findings of the study. Practical implications and recommendations may also be included briefly.

Initial test results showed that 40% of students (10 individuals) scored between 60 and 66.7 (failing to meet the standard), while 60% (15 individuals) scored between 70 and 80 (meeting the standard). Based on this data, it is evident that sprint running learning outcomes have not yet shown significant improvement relative to the established Minimum Mastery Criteria (KKM); only 60% of students achieved mastery, whereas the target was 80%. This outcome is attributed to a lack of variety in instruction and insufficient student engagement during the sprint lessons. Furthermore, the teacher provided inadequate verbal cues during the activity, resulting in many students failing to execute proper running mechanics; notably, upon reaching the finish line, most students would jump rather than thrust their chests forward. Field notes from Cycle I revealed a lack of enthusiasm among students regarding movement and the learning process itself. Errors persisted—such as a lack of control when approaching the finish line—leading many students to jump instead of thrusting their chests forward. Additionally, the teacher failed to provide sufficient motivation during Cycle I, leaving students lacking the confidence needed to execute sprint techniques. Consequently, learning outcomes in Cycle I did not improve significantly enough to meet the desired targets.

Data from Cycle II reveals that five students (20% of the class) scored between 60 and 66.7, failing to meet the mastery standard. Meanwhile, twenty students (80% of the class) achieved scores ranging from 70 to 86.7.

Thus, the data indicates that in Cycle II, the students met the established Minimum Mastery Criteria (KKM) target of 80% overall mastery.

Field notes from Cycle II show that during the learning process, students approached the games seriously and successfully applied the skills learned to the sprint test; they engaged in the lessons and executed assigned tasks actively and creatively. Overall, the students, teacher, and researcher conducted the lesson effectively; students enjoyed the games and applied them to sprint practice with satisfying results, with 80% of the class successfully meeting the target.

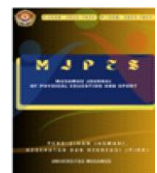
The fact that twenty students (80% of the total) passed demonstrates student progress in the sprint lessons using the "Command" teaching style. The researcher and collaborator thus found the answer to the research question: the Command teaching style can improve sprint learning outcomes.

According to the researchers and collaborators, the study concluded at this stage and did not proceed to a subsequent cycle, as the research question—regarding the application of the Inclusion teaching style to the teaching-learning process—had already been answered.

The study was deemed successful if there was an improvement in student learning outcomes; this served as the indicator of success for the research conducted. The results demonstrated an improvement compared to the baseline following the implementation of the Inclusion teaching style.

Acknowledgments

Based on the research findings presented, it can generally be concluded that there was an improvement in sprint running learning outcomes—achieved through the Inclusion Teaching Style—among fifth-grade students at SD Negeri 311 Sampuran, Ranto Baek District, Mandailing Natal, during the 2025/2026 academic year. The study comprised



two cycles; class-wide learning outcomes reached 60% in the first cycle and 80% in the second cycle. Consequently, the research concluded at the second cycle, demonstrating a significant improvement across the initial data, the first cycle, and the second cycle.

Conflict of Interest

Thank you to the teachers, students, and principal of SD Negeri 311 Sampuran, Ranto Baek District, Mandailing Natal, for the 2025/2026 academic year.

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