

## Improving Basic Athletic Movement Learning In Short-Distance Running Through Kids' Athletics Games For Class IV Students At SDN Manangga

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### ABSTRACT

This study aimed to improve basic sprinting motor skills through the application of Kids Athletics games in fourth-grade students at SDN Manangga. The background of the study stems from the low student interest and learning outcomes in short-distance running material, which is often taught using conventional methods. This research uses a Classroom Action Research (CAR) approach conducted in two cycles. The instrument used was a short-distance running skill test, analyzed descriptively and quantitatively. Results showed an increase in the students' average scores from 65.6 in the pre-cycle to 75.2 in cycle I and 82 in cycle II. The percentage of learning mastery also improved from 36.4% (pre-cycle) to 75.8% (cycle I) and 90.9% (cycle II). The application of Kids Athletics successfully created a more active, enjoyable, and developmentally appropriate learning environment for elementary students. Therefore, this approach can serve as an effective alternative in PE learning, particularly for athletic content.

### ARTICLE HISTORY

Received: 2025/07/27

Accepted: 2025/08/02

Published: 2025/10/08

### KEYWORDS

Basic Motor Skill;  
Elementary School;  
Kids Athletic;  
Physical Education;  
Sprint.

### AUTHORS' CONTRIBUTION

- A. Conception and design of the study;
- B. Acquisition of data;
- C. Analysis and interpretation of data;
- D. Manuscript preparation;
- E. Obtaining funding

**Cites this Article** : Samudra, Risalah; Suherman, Ayi; Lengkana, Anggi Setia. (2025). Improving Basic Athletic Movement Learning In Short-Distance Running Through Kids' Athletics Games For Class IV Students At SDN Manangga. **Competitor: Jurnal Pendidikan Kepelatihan Olahraga**. 17 ( 3 ), p.2309-2315

### INTRODUCTION

Physical education in elementary schools plays a role in shaping students' positive character traits, such as honesty, cooperation, and responsibility (Suherman, 2022). Physical Education, Sports, and Health (PJOK) is a subject that must be taught at all levels of education, from elementary school to high school. And we have already engaged in physical activities (Sari et al., 2024). In line with the findings of the research conducted by Pandiangan et al. (2024), which states that while other subjects prioritize intellectual development, physical education simultaneously fosters reasoning, attitudes, and skills. One of those reasoning and skills is the ability of basic movements, including the athletic sports branch.

Athletics is said to be the mother of all sports, or referred to as the mother of sport. The reason it is called the mother of all sports is that it includes physical activities such as running, walking, jumping, and throwing (Iradnus & Nurrochmah, 2021). According to Ballesteros (in Lengkana, 2018), athletics is a form of physical activity that is competitive in nature and includes various types of events organized separately, all of which are rooted in the basic movement abilities of humans. Interestingly, (Muhamad Aris, 2023) states that athletics might be a sport that children should master, but the fact shows that children are less interested and not enthusiastic about athletics, whereas athletics is mandatory for students.

Athletic material in the Physical Education subject studied by elementary school students includes short-distance running. Short-distance running is one of the competition events that has the characteristic of body movements becoming faster as the body's condition improves during running, which tends to cause the body to float (Waleriańczyk & Stolarski, 2021).

(Podungge et al., 2021) identified problems in short-distance running athletic learning that are interesting to research. According to him, short-distance running lessons in elementary school are often found to lack the use of entertaining approaches and the creation of an exciting atmosphere. Sometimes, teachers teach their students based on observation, mostly using standard methods.

With similar issues, (Akhmad Aliffudin Mukhtarom et al., 2024) also conducted research based on what was written, namely the common problem in PE learning for the 60-meter short-distance running material due to students' lack of enjoyment and boredom in participating in the less varied learning. Using a small game-based approach, based on the analysis of the research results, calculations were made for each cycle, showing an increase in the number of students who completed the task from 21.43% in the pre-cycle, 42.86% in cycle I, and 78.57% in cycle II. This proves a significant improvement in each cycle for students after completing the learning.

A literature study conducted by (Wati & Sari, 2024) found that several traditional games, such as Bebentengan, Hitam-Hijau, and Gobak Sodor, have been identified in the literature as potentially improving short-distance running learning outcomes. This further supports the initial interpretation that an approach through activities closer to and preferred by students can help solve the problems often encountered in PE learning about short-distance running.

The development of a person's potential will not happen on its own if it is not actively pursued (Putra & Bafirman, 2020). Therefore, various studies have been conducted to strive for the realization of students' potential development in Physical Education (PE) subjects across various materials and through various methods. The discoveries made by many researchers are expected to continue to create progress in perfecting teaching methods in PE subjects.

From various studies, researchers' interest is focused on the Kids' Athletics game. In this study, the researcher intends to test the improvement of short-distance running basic movement skills through the Kids Athletics game. Several researchers have

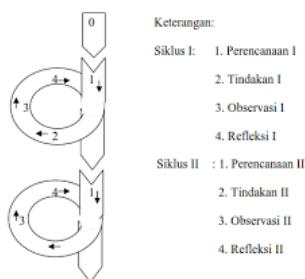
previously conducted studies using similar treatments to test the improvement of students' abilities in the context of physical education learning. This is interesting for the author to test whether there is an improvement in short-distance running basic movement skills through the Kids Athletics game, as proven by the following studies.

Kids' athletics is a form of play derived from the development of the actual athletic sports branch, which was then developed as a game model for children, providing joy, new exercises, and varied movements (Winda Amalia et al., 2024).

The high interest of students can be linked to the characteristics of the Atletik Kids program, which is specifically designed to accommodate children's development, presenting athletics in a more fun, safe, and age-appropriate way (Farhanto et al., 2025).

## METHODS

This research uses the Classroom Action Research (CAR) model developed by Kemmis and McTaggart, which emphasizes the cyclical process of planning, action, observation, and reflection.



This research was conducted in Class IV at SDN Manangga, Sumedang Regency, with the research object being the learning of basic athletic movements in short-distance running through the Kids Athletics game. CAR was chosen because it aims to directly improve and enhance the learning process within the classroom through actions designed and implemented by the teacher as a researcher. This research was conducted in two cycles, each consisting of planning, action implementation, observation, and reflection stages. This approach allows teachers to systematically evaluate and develop more active and enjoyable learning for students. Data was collected through observation of student activities, short-distance running skills tests, and documentation throughout the action process. Data analysis was conducted descriptively, both quantitatively and qualitatively, to observe the improvement in student learning outcomes and engagement from each cycle completed.

## RESULTS AND DISCUSSION

### Result

Based on the results of the observation of the basic motor skills test for short-distance running in fourth-grade students at SDN Manangga using the Kids Athletics game, the following data were obtained:

**Table 1.**  
Student Technical Movement Test Results for Each Cycle

Stages	average score	completion percentage
Pre Cycle	65,6	36,4%
Cycle 1	75,2	75,8%
Cycle 2	82	90,9%

### Data Analysis

The observation results of basic running technique skills show an improvement from the pre-cycle to cycle II. In the pre-cycle stage, the average student score was 7.3, and the completion rate was only 36.4%. In cycle I, there was an increase in the average score to 9.1 with a completion rate of 75.8%. Cycle II showed further improvement, with an average score of 10 and a completion rate of 90.9%, approaching the maximum achievement target.

**Table 2.**  
Results of the Technical Movement Test - Cycle I

Aspect	Score
Average score	75,2
Completion percentage	75,8%

### Data Analysis for Cycle I

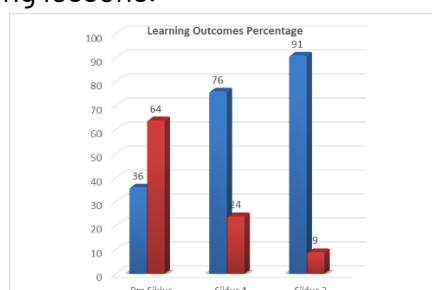
In Cycle I, the average motor skills score of students increased to 9.1 with an average value of 75.2. The percentage of students who achieved mastery reached 75.8%, showing a significant improvement compared to the pre-cycle. This indicates that most students are beginning to understand the basic techniques of short-distance running through the Kids Athletics game-based approach.

**Table 3.**  
Results of the Technical Movement Test - Cycle 2

Aspect	Score
Average score	82
Completion percentage	90,9%

### Data Analysis for Cycle II

In Cycle II, there was a further improvement in mastering basic movements. The average score increased to 10, with an average value of 82 and a completion rate of 90.9%. This achievement indicates that most students have met the success indicators set for short-distance running lessons.



**Figure 1.**  
Learning Outcomes Percentage

## Discussion

The increase in student learning outcomes from the pre-cycle to cycle II indicates that the use of the Kids Athletics game is proven effective in developing basic athletic running skills. In the pre-cycle stage, the average student score was 65.6, with a learning mastery rate of only 36.4%. This indicates that most students had not yet optimally mastered the basic techniques of short-distance running. The causes include a lack of activity variation in physical education lessons and teaching methods that tend to be monotonous.

After implementing the Kids Athletics game in the first cycle, the average score increased to 75.2, and the completion rate rose to 75.8%. This indicates that the game-based approach was able to attract students' interest and encourage them to be more actively involved in learning activities. However, there are still some students who have not met the passing criteria, which is believed to be due to initial adaptation to the game format and techniques that still need improvement.

In the second cycle, student learning outcomes significantly improved with an average score of 82 and a passing rate of 90.9%. This achievement demonstrates that the Kids Athletics game is not only effective in improving learning outcomes but also in instilling motor skills in a fun, structured, and age-appropriate manner. Active and contextual learning makes students more motivated, leading to improved learning outcomes.

This result reinforces previous findings that game-based physical education learning can optimize the development of motor skills in elementary school children, according to (Rumawatine, 2021). The application of a play approach in basic motor movement learning has been proven to improve learning outcomes for elementary school students. The average mastery rate increased from 51.7% (pre-cycle) to 85% (cycle III). Therefore, this approach is worthy of wider implementation in the context of basic movement learning, particularly at the elementary school level.

## CONCLUSION

Based on the research findings, it can be concluded that the implementation of the Kids Athletics game in physical education learning effectively improves the basic running skills of fourth-grade students at SDN Manangga, as evidenced by the increase in scores and completion percentages from the pre-cycle to cycle II. Therefore, it is recommended that physical education teachers consider using a fun, structured, and age-appropriate game-based approach to increase active engagement and learning outcomes in athletic material in elementary school.

## ACKNOWLEDGMENT

The completion of this research would not have been possible without the support and contributions of many individuals and institutions. First and foremost, I would like to

express my sincere gratitude to the students, physical education teachers, and principal of SDN Manangga in Sumedang Regency, who generously shared their time, experiences, and insights during the data collection process. Their cooperation was invaluable to the success of this research.

Special appreciation to my academic advisors and mentors, Dr. Anggi Setia Lengkana, M.Pd., and Prof. Ayi Suherman, M.Pd., who guided me throughout this research, providing constructive feedback and encouragement that greatly enriched the quality of this study.

Finally, I would like to express my gratitude for the support of my family and colleagues, whose understanding and motivation have been a source of strength throughout this journey. This research is dedicated to improving the professional competence of physical education teachers and contributing to the enhancement of education quality in Indonesia.

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