

## Efforts to Improve Learning Outcomes Sprint Running Through Reciprocal Teaching Style In SMP VIII State Grade 36 field in the School Year 2018/2019

Pumareka Tarigan<sup>1</sup> Ahmad Al Munawar<sup>2</sup>

<sup>1,2</sup> Prodi Pendidikan Jasmani Kesehatan Dan Rekreasi, STOK Bina Guna, Jl. Aluminium Raya No.77, Tj. Mulia Hilir, Kec. Medan Deli, Kota Medan, Sumatera Utara 20241

Email: [a.almunawar16@gmail.com](mailto:a.almunawar16@gmail.com)

**Abstrak-** This research is a classroom action research (PTK). This study was conducted in two cycles, with each siklus consists of planning, action, observation and reflection. Sources of data in this research is the students' test results in the form of penelian portfolio. To analyze the data in this study and to know the results of the study visits of students in the classical completeness, while the method used is a method of a class action. Based on preliminary data obtained by 13 students (37.1%) completed the study while 22 students (62.9%) did not complete the study. The next learning outcomes in the first cycle, totaling 24 students (68.6%) completed the study while 11 students (31.4%) did not complete the study. In the second cycle of 31 students (88, 6%) completed the study while 4 students (11.4%) did not complete the study. This study concludes that through reciprocal teaching styles to improve learning outcomes sprint in class VIII SMP Negeri 36 Medan in academic year 2018/2019.

**Keywords :** Running Sprint, Reciprocal

### 1. Introduction

Educational unit or school is a place where learning activities acquired. The interaction of teachers and students should be harmonious, creating a conducive learning atmosphere, safe and comfortable. Efficient learning is learning that serves or indicate the appropriate interactions. Suitability in question is the compatibility between teaching styles presented by teachers with learning styles exhibited by the students. Their relationship is very important because these two aspects is the spirit of the learning process. The learning process will not work if the two aspects are contradictory.

Running is a sport kecabangan subjects taught in school physical education. Running is one of the basic human motion. It said basic human motion for a run is for human nature itself. Nonetheless, the learning run is not easy to be taught to students. This is shown in Junior High School 36 Terrain especially in class VIII-1. In the learning process has been implemented many students are judged not meet graduation standards set by the school (KKM), which is 75. This is reinforced by student learning outcomes that show as many as 13 (37.1%) of students passed the learner run, the rest by 22 (62.9%) students stated they do not meet the minimum ketuntasan criteria.

The students of the problem, researchers try to help the student to give the thoroughness of learning outcomes with teaching style formula. Researchers attempting to provide reciprocal teaching style in teaching sprint in class VIII. Selection of reciprocal teaching style is based on the problems faced by the students. Hence the title of this study is to Increase Learning Outcomes Sprint Running Through Reciprocal Teaching Style In Class VIII student of SMPN 36 field in the academic year 2018/2019.

### 2. Theory

#### 2.1. The Nature of Physical Education

Physical education is a process of education through physical activity whether it be sport or physical activity play a systematic and sustainable and aims at the development and growth of the emotional, social, increase motor skills, and moral. Physical Education is the media to encourage the

development of motor skills, physical abilities, knowledge, reasoning, appreciation of the value of (attitude of mental-emotional-spiritual-social), and habituation to a healthy lifestyle that is geared to stimulate growth and balanced development.

According to Rusli Lutan (2000: 1) Physical Education it is "a vehicle to educate children". In assigning the position of physical education, also believed that the contribution of physical education will only be meaningful when the experiences of motion (physical activity) in physical education related to the process as a whole of one's life in society.

Abdul Kadir Ateng (1992: 4) "Physical education is an education effort using large muscle activity that goes up to the educational process is not hampered by health problems and growth of the body. As an integral part of the overall educational process, physical education is an effort that aims to develop organic region, neuromuscular, intellectual and social. Physical education contains a great potential to contribute to the growth and development of the whole child when that goal is reached "

Quoting from what was said by Samsudin book physical education curriculum sport and health physical education emphasizes the educational aspect that is comprehensive (health, physical fitness, skills of critical thinking, emotional stability, social skills, reasoning and moral action), which is the purpose of education in generally. Or specifically through the study of physical education, learners perform activities such as games (games), and exercise (adapted to the growth and development of children) (Samsudin 2012: 12)

## 2.2. The Nature of Learning Outcomes

Learning is a process that is characterized by a marked change in a person. To get a sense of learning, especially learning in school that objective need clearly defined sense of learning. Daryanto (2010: 2) describes the "learning is a process in doing one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with the environment". Hamalik (2001: 27) study is "or reinforce behavior modification through experience".

Learning is a process, sustu activity and not a result or goal. Learning to not only remember, but broader than that which is experienced. Syah Muhibbin (2009: 68) also gives the opinion that "learning is the stage of the whole behavior changes relatively sedentary individuals as a result of experience and interaction with the involvement of cognitive processes".

Learning is an effort for someone to get a permanent change in behavior as a whole after he suffered a natural process that he himself called the learning process. Nana Sudjana (2009: 22) says that "the abilities of learning outcomes of the students after receiving their learning experience". Learning outcomes can be divided into three types of learning outcomes, namely, 1) the skills and habits,

2) knowledge and understanding, 3) attitudes and ideals. Slameto (2005: 21) says that "the results of learning is an individual process attempts to obtain a change in behavior as a whole, as a result of the experience of the individual in interaction with the environment".

## 2.3. The essence of Athletics

Athletic word comes from the Greek meaning athlon contest (Rosyadi 2010: 1). Furthermore, according to Giri Wiarto, (2013: 1) says "athletics comes from the Greek word Atlon, atlun which means the game or struggle". In Encyclopedia of Indonesia athletics means games and sports in athletics. Athletics is a combination of several kinds of sports are running, throwing, and jumping. This is similar to what is disclosed by Dikdik (2013: 3) which states' athletic abilities consist only of movements of walking, running, jumping and throwing is an activity that majemukan if not proficient in concocting forms of activities that are fun and exciting ". In Indonesia alone athletics has a parent organization called PASI (Athletics Association of Indonesia).

## 2.4. Running essence Sprint

Running is a basic human movement, running is the movement of migrating from one place to another either forward, backward or sideways. According to Lukman (2003: 23) "run and walk are the same, but the movement in the run very highlighted. Two other noticeable difference is: (1) in the run, there was a short period where there is no relationship with the surface. (2) in the run, there is no period where both feet in touch with the surface at the same time ". Later in the same book, Lukman (2003: 121) also said that "the general run has the following characteristics: (1) the attitude of the body leaning forward, to minimize air resistance coming from the front, runners benefit for siting point more weight forward. The point of this weight can help gravity, so the pace will be more

effective. (2) Steps should be longer leg, foot step as long as possible at the start of the feet off from the starting blocks, then for the balance of the body is maintained, then the footsteps must have started somewhat shortened but with a fixed frequency of fast motion. (3) when the landing leg; when the feet hit the ground affected must be always on the tip of your feet with the knees slightly bent a little, so that bending at the time will make the next step. (4) movements deserted; fingers clenched or opened relax, swing the hand should be coordinated with the movement of the foot. At the time of his left foot forward, then the left hand should be behind and vice versa when the right foot steps forward, then the right hand should be behind ". (2) Steps should be longer leg, foot step as long as possible at the start of the feet off from the starting blocks, then for the balance of the body is maintained, then the footsteps must have started somewhat shortened but with a fixed frequency of fast motion. (3) when the landing leg; when the feet hit the ground affected must be always on the tip of your feet with the knees slightly bent a little, so that bending at the time will make the next step. (4) movements deserted; fingers clenched or opened relax, swing the hand should be coordinated with the movement of the foot. At the time of his left foot forward, then the left hand should be behind and vice versa when the right foot steps forward, then the right hand should be behind ". (2) Steps should be longer leg, foot step as long as possible at the start of the feet off from the starting blocks, then for the balance of the body is maintained, then the footsteps must have started somewhat shortened but with a fixed frequency of fast motion. (3) when the landing leg; when the feet hit the ground affected must be always on the tip of your feet with the knees slightly bent a little, so that bending at the time will make the next step. (4) movements deserted; fingers clenched or opened relax, swing the hand should be coordinated with the movement of the foot. At the time of his left foot forward, then the left hand should be behind and vice versa when the right foot steps forward, then the right hand should be behind ". foot step as long as possible at the start of the feet off from the starting blocks, then for the balance of the body is maintained, then the footsteps must have started somewhat shortened but with a fixed frequency of fast motion. (3) when the landing leg; when the feet hit the ground affected must be always on the tip of your feet with the knees slightly bent a little, so that bending at the time will make the next step. (4) movements deserted; fingers clenched or opened relax, swing the hand should be coordinated with the movement of the foot. At the time of his left foot forward, then the left hand should be behind and vice versa when the right foot steps forward, then the right hand should be behind ". then footsteps must have started somewhat shortened but with a fixed frequency of fast motion. (3) when the landing leg; when the feet hit the ground affected must be always on the tip of your feet with the knees slightly bent a little, so that bending at the time will make the next step. (4) movements deserted; fingers clenched or opened relax, swing the hand should be coordinated with the movement of the foot. At the time of his left foot forward, then the left hand should be behind and vice versa when the right foot steps forward, then the right hand should be behind ". then footsteps must have started somewhat shortened but with a fixed frequency of fast motion. (3) when the landing leg; when the feet hit the ground affected must be always on the tip of your feet with the knees slightly bent a little, so that bending at the time will make the next step. (4) movements deserted; fingers clenched or opened relax, swing the hand should be coordinated with the movement of the foot. At the time of his left foot forward, then the left hand should be behind and vice versa when the right foot steps forward, then the right hand should be behind ". so that bending at the time will make the next step. (4) movements deserted; fingers clenched or opened relax, swing the hand should be coordinated with the movement of the foot. At the time of his left foot forward, then the left hand should be behind and vice versa when the right foot steps forward, then the right hand should be behind ". so that bending at the time will make the next step. (4) movements deserted; fingers clenched or opened relax, swing the hand should be coordinated with the movement of the foot. At the time of his left foot forward, then the

left hand should be behind and vice versa when the right foot steps forward, then the right hand should be behind".

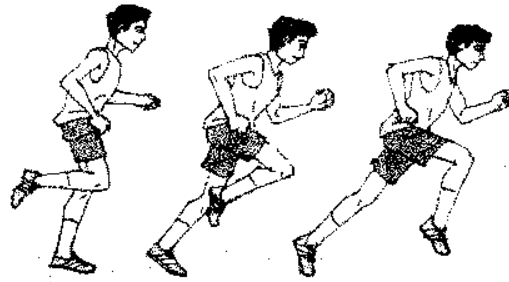


Figure 1. Basic Motion Running Source: Syarifuddin (1992)

Children must be familiarized with the free running smooth and relaxed, it is concerned with providing multilateral motion in children. The experiences of children in the running will itself lead children in a manner consistent with expectations. Syarifuddin, (1992: 17) says "in sprinting, there are three techniques that must be understood and controlled, namely regarding: (a) Mechanical Start, (B) Running Techniques, (c) Mechanical Passing the finish line".

**a) Mechanical start**

Start is an early preparation for someone runners will do a run. To sprint, start used was the start squat (Crouch Start). The main purpose of the start in the sprint is to optimize the running pattern of acceleration. runners must couldovercoming inertia / inertia to apply maximum power to the block start as soon as possible after the shot gun start or cue from the starter and moved into an optimum position to run acceleration phase. By Sidik, (2010: 12) start squatting divided into four phases: (1) The position of "Willing", (2) The position of "Ready", (3) Movement of thrust, and (4) Running Acceleration. In the position of "Willing" sprinter ready at the starting blocks and take a stand early. In position "Ready" sprinter moved to an optimal starting position. In the phase of "push" sprinter leaving the starting blocks and take the first step to run. In phase "acceleration run" sprinter add speed to run and make the transition to a running motion.

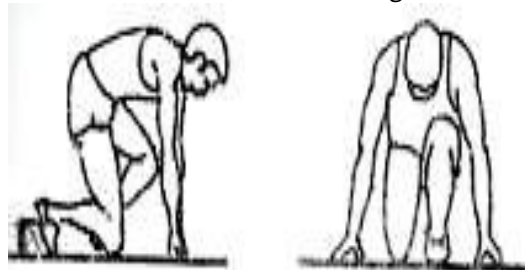


Figure 2. The start squatting Source: Syarifuddin (1992)

**b) Cue "Willing"**

In the implementation of the movement are willing, there is a technique that must be understood as quoted in Brian Mac in a sites <http://www.brianmac.co.uk/sprints/star.ts> that is; (1) The placement of the foot behind the line, (2) the position of the strongest / pedestal in front while the other leg is behind, (3) the knee hind legs parallel to the toe front, (4) hands slightly wider than shoulder width, (5) The arm should be straight / not locked at the elbows, (6) The fingers must be behind the line, (7) the fingers form a V, (8) When viewed from the side of the shoulder should be above the starting line, and (9) the head and neck should be in line with the spine "(accessed on 15.04.2018).



**Figure 3.** The current position cue "Willing" Source: Syarifuddin (1992)

c) Cue "Ready"

In the implementation of the cue is ready, the technique needs to be an understanding of a runner is (1) the hips elevated to a position which is slightly higher than the shoulders, (2) front knee forms an angle of 90°, (3) the knee back into a corner in 120°, (4) when viewed from the side of the shoulder should be above the starting line, (5) The head and neck should be in line with the spine.



**Figure 4.** The current position cue "Ready" Source: Syarifuddin (1992)

d) Cue "Yes" or Explosion Pistol

This phase is a transition phase in which the runners perform static movement toward dynamic movement. The technique must be understood in this phase, among others; (1) movement push forward on the front foot, (2) Put your hands on the ground at the time simultaneously, (3) Pull the hind legs forward quickly, (4) Align the waist and knees fully when the motion thrust ends, (5) Push forward quickly and the full force of the ground, (6) Preserve position body and togok enforce a little weight.



**Figure 5.** The current position cue "Yes" Source: Syarifuddin (1992)

e) Running technique

At movement run, there are some things that concern to teach the technique to run good and true that the swing arm and leg movements. The main purpose of the run is to maximize the horizontal velocity, which results from the body boost the fore. Running speed determined by the length and frequency-step-step, to be able to run fast a runner should improve both. According to Syarifuddin, (1992: 16): there are a few techniques to teach the leg movement in primary school students, among others: (1) Exercise leg movement; stand up straight, feet almost meeting, toes straight ahead, arms limp at his sides, the view ahead. His movement left leg above the heel lift height, up to stand on tip toe, the knee is bent straight ahead, then simultaneously pressing the tip of the left foot to the ground to lower the heel, the heel of the right leg lifted high above the knee is bent straight forward. Likewise, while pressing the tip of the right foot to the ground to lower the heel, the heel of the left foot again raised high above, the knee is bent straight ahead. (2) Exercise appointment knees, his movements; kak simultaneously with lifting the left heel, knee or thigh high left leg is lifted upward so that the thigh and lower leg form an angle of 90°. The tip of the foot to the front down, then down again to the ground. At the time of the tip of the left foot touches the ground, the heel of right foot immediately removed along with the knee or thigh high raised upwards, so that the thigh to the lower leg form an angle of 90°. heel right leg is lifted high above the knee is bent straight forward. Likewise, while pressing the tip of the right foot to the ground to lower the heel, the heel of the left foot again raised high above, the knee is bent straight ahead. (2) Exercise appointment knees, his movements; kak simultaneously with lifting the left heel, knee or thigh high left leg is lifted upward so that the thigh and lower leg form an angle of 90°. The tip of the foot to the front down, then down again to the ground. At the time of the tip of the left foot touches the ground, the heel of right foot immediately removed along with the knee or thigh high raised upwards, so that the thigh to the lower leg form an angle of 90°. heel right leg is lifted high above the knee is bent straight forward. Likewise, while pressing the tip of the right foot to the ground to lower the heel, the heel of the left foot again raised high above, the knee is bent straight ahead. (2) Exercise appointment knees, his movements; kak simultaneously with lifting the left heel, knee or thigh high left leg is lifted upward so that the thigh and lower leg form an angle of 90°. The tip of the foot to the front down, then down again to the ground. At the time of the tip of the left foot touches the ground, the heel of right foot immediately removed along with the knee or thigh high raised upwards, so that the thigh to the lower leg form an angle of 90°. the heel of the left foot again raised high above, the knee is bent straight ahead. (2) Exercise appointment knees, his movements; kak simultaneously with lifting the left heel, knee or thigh high left leg is lifted upward so that the thigh and lower leg form an angle of 90°. The tip of the foot to the front down, then down again to the ground. At the time of the tip of the left foot touches the ground, the heel of right foot immediately removed along with the knee or thigh high raised upwards, so that the thigh to the lower leg form an angle of 90°. the heel of the left foot again raised high above, the knee is bent straight ahead. (2) Exercise appointment knees, his movements; kak simultaneously with lifting the left heel, knee or thigh high left leg is lifted upward so that the thigh and lower leg form an angle of 90°. The tip of the foot to the front down, then down again to the ground. At the time of the tip of the left foot touches the ground, the heel of right foot immediately removed along with the knee or thigh high raised upwards, so that the thigh to the lower leg form an angle of 90°.

f) Mechanical crosses the finish line

The finish line is the final line of a race where the maximum speed is needed when entering the line and not vice versa. There are 3 kinds of techniques in entering the finish line, namely: (1) run continuously without reducing speed, (2) at the time of touching the ribbon, breast skewed to the front and swing arm to the back, (3) at the time of touching the tape, chest slightly rotated swing arms forward. Aip Syarifudin (1992: 13)



Figure 6. Upon entering the finish Source: Syarifuddin (1992)

From exposure to some experts above can be drawn a conclusion that is meant to run spint is an activity or activities move in a short time through the prefix, footsteps are long and Gerkan who konstatan to an end.

g) Reciprocal Teaching Style

A reciprocal style of teaching styles to apply students as actors and observers.

Mosston (in Husdarta and Syahputra, 2000: 29) says: Style reciprocal ie greater attention to changes in decision-making from teachers to students. Students are responsible for observing the appearance of a friend or partner and provide immediate feedback on every time you make movement. Teacher prepare a task sheet that explains the tasks to be carried out the evaluation criteria used to determine that the movements should be done by a partner that is in accordance with the referral. Descriptions of this kind will help the student as an observer in the analysis duties. Every time the teacher will memberikan lesson, the teacher must begin by giving a demonstration and describes how to execute the skill.

Implementation of the reciprocal teaching style that a teacher gives a lesson in advance to demonstrate and describe how its implementation. Then the teacher gives an assignment sheet that describes the evaluation criteria as a determinant of movements to be done. Students are arranged in pairs which one acts as a principal and the other as an observer. After that the actors do what is listed on the assignment sheet and observers to comment on what made the perpetrators. Then mengistruksikan teacher turnover position, the offender being an observer and observers become actors and then do the same thing. This can be repeated if there is a movement that still need to be trained.

In the implementation of the reciprocal force should consider the following steps:

- 1) I. Before meeting the teacher added on the observer sheet design criteria to be used in this style.
- 2) During the meeting the teacher explains the new roles of actors and observers, concern that the perpetrator of communicating with the observer rather than a teacher. Explain that the role of the observer is to mennyapaikan feedback based on the criteria contained in the sheet that is given.
- 3) After meeting the criteria of observing the appearance teachers received offenders, comparing and contrasting appearance with the criteria given, infer things about the appearance of right or wrong, to convey things about his appearance to the perpetrators.
- 4) The teacher's role is to answer questions from the observer, communicating with the observer.
- 5) At the time the task has been accomplished, actors and observers switch roles.
- 6) The process of selecting partners and monitoring the success of the process is important.
- 7) Teachers are free to observe many of the students during the lesson. "

In the anatomy of the reciprocal teaching style seems clear that in the process of learning students are given the freedom and opportunity that is very spacious to make achievement of learning objectives to make independent decisions. In this case the student observers are required to actively communicate with the student actors so that the learning process itself is more focused. Step-by-step reciprocal teaching style (Mosston 2007 in Arie Ardiyan) are as follows:

- 1) Prepare a spreadsheet or a worksheet that contains descriptions of movement or topics that should prepare the students. Prepare a sufficient number. Description will be clearer when accompanied by captions with the pictures.
- 2) Form the class into pairs formation which will serve as actors and observers. Performers perform or execute the movement or the points listed on the work sheet. Students observer observes peruses the implementation of the offender, noting kekurangannya on the work sheet, and convey its observations to the perpetrators after the completion of the movement. Observations were then discussed the couple.

Switch roles, the actors had become the observer and vice versa. Do as porsedur in item 2. Based on the above, it can be concluded that the reciprocal teaching style students are required to communicate actively with freedom and full opportunity to make an independent decision. In this case, the student has a greater role than the teachers themselves. So with this reciprocal application of force expected student learning outcomes, especially in the sprint material increased.

### 3. Research methods

This research method is a class action research (Classroom Action Research). The approach used is a qualitative approach that is useful to reveal the difficulties of students in physical education learning process and how to overcome these difficulties in an effort to improve student learning outcomes in these materials. According Arikunto (2006: 16) states that the outline in each cycle of four stages through which it carries out research class action, namely planning (planning), action (acting), observation (observing) and reflection (reflecting). At each study in science generally aims to discover and develop and test the truth of a science. The research method is the way a researcher to achieve the intent and purpose. The method used in this research is the Classroom Action Research (Classroom Action Research).

#### 4. Measures Results and Discussion

An increase of 31 students who graduated or 88.6% of the total number of students showed a student's progress in learning to follow the sprints through reciprocal teaching style. Researchers and collaborators have found the answers is a matter of research, namely the application of the reciprocal teaching styles to improve learning outcomes sprint at Junior High School eighth grade students Neger 35 Terrain Academic Year 2018/2019. Seen from the table above it can be concluded that the initial data, a total of 13 students (37.1%) students declared complete, while 22 students (62.9%) students declared incomplete. In the first cycle that students who graduated or completed as many as 24 students (68.6%) of students who did not pass as many as 11 students (31.4%), while in the second cycle seen a significant improvement that students who graduate amounting to 31 students (88.6%) and did not pass the amount of 4 students (11.4%), so it can be concluded that there is a learning outcome sprints when seen of the first cycle and compared with the second cycle. More details can be seen from the histogram diagram below:

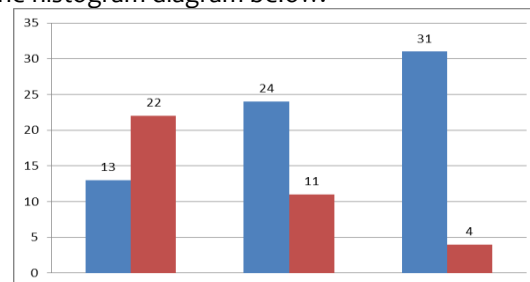


Figure 7. Histogram of learning outcomes sprints

According to researchers and collaborators, the research does not stop here and proceed to the next cycle, because the problem has been answered, namely through reciprocal teaching styles to improve learning outcomes sprint in class VIII SMP Negeri 36 Medan in academic year 2018/2019. This study considered successful if there is an increase in student learning outcomes. This is an indicator of the success of the research undertaken. The results showed that the learning outcomes have increased than before.

Before conducting the study, researchers have conducted preliminary observations on the ability of learning outcomes sprint. Preliminary observations made as a reference in designing and designing treatment, which is expected to be one of the solutions in the learning process to improve learning outcomes sprint.

#### 5. Conclusion

Based on the results of students in the first cycle after learning the results of the first tests can be seen that the students' ability to perform the basic techniques of sprinting is still low. Of the 35 students, there were 24 students (68.6%) who have achieved mastery learning, while 11 students (31.4%) have not yet reached complete learn. While on the second cycle can be seen that the students' ability to perform classical achievement test has increased. Of the 35 students there are 31 students (88.6%) who have achieved mastery learning, whereas 4 (11.4%) have not yet reached

complete learn. Based on this it can be concluded that learning through reciprocal teaching styles to improve learning outcomes sprint in class VIII SMP Negeri 36 Medan in academic year 2018/2019.

## 6. Reference

- [1] Didik Zafar Sidik. (2010) "*Mengajar dan Melatih Atletik*". Bandung
- [2] Hamalik, Oemar (2010). *Proses Belajar Mengajar*. Jakarta: PT. Bumi Aksara
- [3] Husdarta dan Yudha M. Saputra (2000). *Belajar dan Pembelajaran*. Jakarta: Erlangga.
- [4] Lukman O.T, (2003). *Biomekanika; Penerapan Hukum dan Prinsip Mekanika* Surabaya: UNESA
- [5] Muhibbin Syah. *Psikologi Belajar*. Jakarta, PT. Raja Grafindo Persada. 2003
- [6] Rosyadi, Ulin Nuha. *Olahraga Lempar Lembing*. Yogyakarta: Adhi Aksara Abadi Indonesia
- [7] Rusli Lutan (2000). *Pengukuran dan Evaluasi Penjaskes*. Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar dan Menengah Bagian Proyek Penataran Penataran Guru SLTP Setara D-III.
- [8] Samsudin, (2012). *Kurikulum Pendidikan Jasmani Olahraga dan Kesehatan*. Jakarta: PPS UNJ.
- [9] Slameto. (2003). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- [10] Sudjana, (2010). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remadja Fosdakarya.
- [11] Suharsimi Arikunto (2006). *Penelitian Tindakan Kelas*. Bandung Yrama Widia.
- [12] Supandi. (1992). *Strategi Belajar Mengajar Pendidikan Jasmani dan Kesehatan* Jakarta: DEPDIKBUD.