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Analysis of 60-Meter Sprint Running Skills among Fifth Grade Students at SD Negeri 14 Talang Kelapa

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Abstrak

Penelitian ini bertujuan untuk menganalisis kemampuan lari 60 meter siswa kelas lima di SD Negeri 14 Talang Kelapa. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan sampel 31 siswa dari kelas VA yang dipilih secara purposif. Data dikumpulkan melalui tes keterampilan lari 60 meter, yang menilai aspek posisi awal, gerakan lari, kecepatan dan efisiensi langkah, serta teknik penyelesaian. Hasil pengamatan dan penilaian dianalisis menggunakan statistik deskriptif untuk menentukan distribusi frekuensi dan persentase keterampilan motorik siswa. Hasil menunjukkan bahwa mayoritas siswa berada dalam kategori cukup dan kurang memadai, masing-masing 35%, sementara 20% siswa berada dalam kategori baik, dan 10% dalam kategori sangat buruk. Temuan ini menunjukkan bahwa penguasaan siswa terhadap teknik dasar lari 60 meter masih perlu ditingkatkan, terutama dalam koordinasi gerakan, posisi tubuh, dan efisiensi langkah saat berlari. Berdasarkan hasil ini, pembelajaran Pendidikan Jasmani (PJOK) perlu diarahkan secara lebih terstruktur dan difokuskan pada pengembangan keterampilan dasar berlari melalui latihan yang bervariasi dan menyenangkan. Studi ini memberikan informasi penting bagi guru PJOK dalam merancang strategi pembelajaran yang adaptif dan efektif untuk meningkatkan keterampilan motorik siswa secara keseluruhan.

Kata kunci: *Keterampilan Gerak, Lari 60 Meter, Teknik Dasar, Pendidikan Jasmani.*

Abstract

This study aims to analyze the 60-meter running ability of fifth-grade students at SD Negeri 14 Talang Kelapa. This study used a quantitative descriptive approach with a sample of 31 students from class VA who were selected purposively. Data were collected through a 60-meter running skills test, which assessed aspects of starting position, running movement, speed and stride efficiency, and finishing technique. The results of observations and assessments were analyzed using descriptive statistics to determine the frequency distribution and percentage of students' motor skills. The results showed that the majority of students were in the sufficient and less than adequate categories, 35% each, while 20% of students were in the good category, and 10% were in the very poor category. These findings indicate that students' mastery of basic 60-meter running techniques still needs to be improved, especially in movement coordination, body position, and stride efficiency when running. Based on these results, Physical Education (PJOK) learning needs to be directed in a more structured manner and focused on developing basic running skills through varied and enjoyable exercises. This study provides important information for PJOK teachers in designing adaptive, effective learning strategies that can improve students' overall motor skills.

Keywords: Movement Skills, 60 Meter Run, Basic Techniques, Physical Education.

1. INTRODUCTION

Physical Education, Sports, and Health (PJOK) plays a crucial role in developing the physical potential, motor skills, and social values of elementary school students. Through PJOK learning activities, students are not only taught to move but also learn how to master movement effectively, efficiently, and in a sporting manner. One form of basic movement skill that is the focus of learning in elementary school is running, particularly short-distance running such as the 60-meter dash. According to Suryobroto (2020), learning basic skills such as running must be directed so that students are able to develop correct movement abilities from an early age, because at this time children are in a phase of very rapid motor development. In this phase, appropriate movement stimulation will help children develop

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good body coordination, balance, and reaction speed. Sari et al. (2020) further emphasize that locomotor basic movement levels play a significant role in improving the overall health and physical fitness of elementary school students. Supporting this view, Setiyono and Sugihartono (2020) highlight that a comprehensive analysis of locomotor movement skills in elementary students can reveal important developmental patterns that require targeted instructional responses. As affirmed by Polevoy (2024), mastery of fundamental motions not only enhances students' motor abilities but also cultivates healthy lifestyle habits from an early age. Conversely, if basic skills are not taught correctly, children are at risk of experiencing movement pattern errors that can be carried over into adolescence and adulthood.

The 60-meter run is a form of physical activity aimed at developing speed, strength, and overall body coordination. As emphasized by Hilmy (2023), short-distance running learning is specifically structured to train students' speed, strength, and body coordination in an integrated manner. This activity is often used in physical fitness assessments and the development of basic athletic skills in elementary schools. According to Nurhayati and Suryadi (2022), the use of the 60-meter run test has proven effective as a standardized instrument for assessing the basic athletic skills of elementary school students. According to Widiastuti and Prasetyo (2021), short-distance running training and learning helps children improve their leg muscle explosiveness, balance, and coordination between the upper and lower limbs. This activity also trains the nervous and muscular systems to work in sync, resulting in faster and more efficient movements. Furthermore, acceleration training has been consistently shown to be an effective strategy for improving running speed among elementary school students (Giyatno, 2017). Short-distance running skills can be an important foundation for mastering various other sports that require speed and precision. However, in practice, many students still struggle to execute the 60-meter run with correct technique, such as using an incorrect starting position, unbalanced arm swing, and inefficient footwork (Rahman & Nur, 2023).

Basic movement skills, such as the 60-meter sprint, require in-depth analysis to determine the extent to which students' motor skills have developed according to their respective stages. This analysis is crucial so that physical education (PJOK) teachers can provide interventions or exercises tailored to students' needs. According to Rahmawati, Sari, and Putra (2022), analyzing movement skills allows educators to understand students' technical errors and correct them through more effective and enjoyable learning approaches. Complementing this, Rahmawati, Utami, and Nugraha (2022) elaborate that the analysis of basic running movement skills is essential for designing corrective instructional measures within PJOK learning contexts. Prakoso and Lestari (2021) suggest that direct observation is one of the most effective methods for assessing motor skills in physical education learning, as it enables teachers to identify specific weaknesses in students' movement techniques with precision. Fitriani and Hendra (2023) also confirm through their evaluation of short-distance running techniques in elementary school students that systematic motor skill observation provides a reliable basis for understanding students' level of technical mastery. Through this analysis, teachers can design learning strategies tailored to students' individual needs, thereby making the learning process more meaningful and improving learning outcomes. Therefore, PJOK learning activities emphasize not only the final result but also the process of mastering correct movement skills (Putra & Hadi, 2021).

One approach that has received considerable scholarly attention in the development of short-distance running skills is the ABC Running method. Agari, Simanjuntak, and Haetami (2019) demonstrated that the ABC running method has a significant positive effect on students'

learning outcomes in the basic technique of 60-meter short-distance running. Aristiyanto et al. (2021) further showed that athletic basic coordination (ABC) running training significantly influenced students' running skills, while also confirming that ABC running drills produce measurable improvements in gross motor development. This is reinforced by Setyantoko et al. (2019), who found that ABC exercises effectively improve coordination in elementary school students through structured and progressive movement training. Emami Kashfi et al. (2019) provide additional support, highlighting that attention-based, balance, and coordination approaches such as ABC can significantly improve children's gross motor skills when applied systematically. The integration of the ABC running method into PJOK learning therefore offers promising potential for improving the overall quality of students' basic running technique and athleticism.

In addition to structured drills, game-based and innovative learning approaches have also demonstrated effectiveness in developing fundamental running skills among elementary students. Angrinnitami et al. (2021) proposed a basic running movement learning model grounded in motor games, demonstrating that play-oriented approaches can substantially enhance students' movement quality and engagement. Mustara et al. (2025) developed a traditional games-based instructional model specifically for fundamental running skills in elementary students, showing that culturally relevant game formats can increase both motivation and motor skill acquisition. Prasetya, Suryanti, and Febrian (2022) showed that the creative Ninja TicTacToe approach successfully improved short-distance running learning outcomes in elementary students by making practice more enjoyable and contextually engaging. Risal Octa et al. (2025) further demonstrated that the application of Kids Athletics games is highly effective in improving basic sprinting motor skills, with student learning mastery increasing from 36.4% to 90.9% across intervention cycles. Supporting the importance of instructional tools, Febrian et al. (2025) noted that modified learning media make the learning experience more meaningful for students and help bridge the gap between abstract instructions and physical execution.

The development of running skills in elementary school is also closely linked to the broader curricular and pedagogical framework within which PJOK operates. Darmawan et al. (2022) note that Phase A of the Merdeka Curriculum is primarily intended to enhance foundational basic movement skills, affirming the strategic importance of integrating sprint-based activities early in the school curriculum. Wang et al. (2023) further emphasize that Phase A demands a comprehensive and learner-centric methodology that holistically supports students' physical development across movement domains. Suryanti (2020) confirmed a significant influence of Kids Athletics programs on running technique skills in fifth-grade students, demonstrating that structured athletic programs aligned with the curriculum yield measurable and meaningful improvements. To sustain and scale these improvements, Makaruk et al. (2024) argue that enhanced and continuous training for physical education teachers is essential to improving the overall quality of PJOK delivery, ensuring that curricular intentions are effectively and consistently realized in learning practice.

Field observations indicate that some students at Talang Kelapa 14 Public Elementary School still experience difficulty in performing the 60-meter run with proper technique. Pratama (2023) documented similar challenges in a study analyzing the basic 60-meter running movements of fifth-grade students, revealing widespread technical deficiencies particularly in starting position mechanics and stride efficiency. This is evident in a lack of understanding of the crouching start position, a weak initial push, and an imbalance between speed and body coordination. According to Hidayat and Kusuma (2023), errors in basic running technique can be caused by several factors, such as a lack of targeted coaching, minimal training facilities,

and teachers' lack of attention to the details of students' movement techniques. Rizal et al. (2023) further found that targeted SAQ (Speed, Agility, and Quickness) training can effectively address deficiencies in 60-meter running speed, indicating that more structured and systematic training interventions are needed. Furthermore, a lack of variety in learning methods can also make students quickly bored and unmotivated to improve their movement techniques. If left unchecked, this condition will result in low mastery of basic skills that should be the foundation for other physical activities (Fauzan, 2020). Therefore, a systematic analysis is needed to identify the level of 60-meter running movement skills in fifth-grade students to provide a basis for improvement in learning.

Based on the description above, this study aims to analyze the 60-meter running skills of fifth-grade students at SD Negeri 14 Talang Kelapa. This research adopts an observational and evaluative approach, consistent with the quantitative and qualitative research methodology framework outlined by Sugiyono (2021), which provides a rigorous and replicable basis for analyzing motor skill phenomena within educational settings. Through this analysis, it is hoped that the results of this analysis will reveal the extent of students' mastery of basic running techniques, aspects that need to be improved, and appropriate learning strategies to optimize students' motor skills. As stated by Utami and Nugraha (2024), an approach based on motor skills analysis is an important step in creating an adaptive, meaningful, and development-oriented physical education (PJOK) learning process.

Furthermore, the results of this study are expected to provide a tangible contribution to physical education teachers in designing more effective learning that aligns with the developmental characteristics of elementary school-aged children. With a deeper understanding of students' motor skills, teachers can implement varied and enjoyable training methods, thereby increasing student participation and motivation. This aligns with Lestari and Wijaya's (2023) findings, which state that learning designed based on motor skill analysis can create a more optimal learning experience and support the development of comprehensive physical skills.

2. METHOD

This study uses a quantitative descriptive approach because it aims to provide an objective description of the 60-meter running skills of fifth-grade students at SD Negeri 14 Talang Kelapa. The descriptive approach is used to describe the actual situation based on data obtained in the field without providing any treatment or manipulation of variables. According to Sugiyono (2021), quantitative descriptive research is used to analyze data by describing or depicting the collected data as it is. Therefore, this study focuses on analyzing students' abilities in performing 60-meter running techniques based on the results of systematic observations and assessments.

The population in this study was all fifth-grade students of SD Negeri 14 Talang Kelapa, consisting of three classes with a total of 95 students. Of these, the researcher selected class VA as the research sample, totaling 31 students. Sampling was carried out using a purposive sampling technique, namely selecting samples based on certain considerations that are considered to be able to represent the population proportionally. Therefore, class VA was chosen because it has appropriate characteristics and active involvement in PJOK activities.

The research instrument used was a 60-meter running skills test, which aims to assess students' basic technical abilities in performing short-distance running movements. This test

was conducted with an assessment format that observed aspects of correct movement techniques, including: Starting position (body posture, readiness, and balance when the command "ready"), Movement while running (coordination of arms and legs, body position, and rhythm of steps), Speed and efficiency of steps (leg propulsion and rhythm of steps) and Position at the finish (technique of touching the finish line and body control).

Table 1. *60 Meter Running Skill Assessment Format*

No	Rated aspect	Assessment criteria	Score (1–5)	Information
1	Starting Position	The starting position of the squat is in accordance with the rules, body balance, readiness, and response to the command.		
2	Movement While Running	The body position is leaning forward, the arm swing is balanced, the steps are rhythmic and coordinated.		
3	Speed and Efficiency of Steps	Strong leg thrust, fast steps, efficient movement without losing balance.		
4	Position at Finish	The technique for crossing the finish line is correct (pushing out your chest or leaning over), stable body control.		
Total	Score	Total score		
Flat-	average score	Total score ÷ 4 aspects		

Table 2. *Assessment Categories*

Score Range	Category	Information
4.21 – 5.00	Very good	Very efficient movement technique, optimal coordination
3.41 – 4.20	Good	The movement is quite correct and efficient
2.61 – 3.40	Enough	There are still small errors in the movement technique
1.81 – 2.60	Not enough	Movement is less efficient, coordination is not good
1.00 – 1.80	Very less	Incorrect and uncoordinated movement techniques

Each aspect is scored based on the accuracy and efficiency of the student's movements. According to Nurhayati and Suryadi (2022), the 60-meter sprint skills test instrument can be used to assess students' basic technical abilities by considering posture, movement coordination, and time. Furthermore, observation-based assessment of technique is considered more accurate in identifying movement errors than simply measuring speed and time (Fitriani & Hendra, 2023). Therefore, this test instrument provides a comprehensive overview of students' running skills, both in terms of technique and movement effectiveness.

Data for this study were collected through a 60-meter sprint skills test conducted directly on the school field. Students were asked to run 60 meters using the technique previously taught. During the test, the researcher and two observers assessed the students based on a prepared technique observation sheet. According to Prakoso and Lestari (2021), direct observation is an effective method for assessing students' motor skills because it allows researchers to observe performance in real-time and assess every aspect of technique with high objectivity.

The assessment data was analyzed using descriptive statistics to determine the students' motor

skill levels. This analysis was conducted by calculating average scores, percentages, and ability categories based on predetermined assessment criteria. According to Sugiyono (2021), descriptive analysis is used to describe phenomena or data characteristics without generalizing to a broader population. The analysis results are then presented in tables and diagrams to facilitate data interpretation and conclusion drawing.

3. RESULT AND DISCUSSION

This study aims to determine the level of 60-meter running skills of fifth-grade students at SD Negeri 14 Talang Kelapa. Data collection was conducted through a 60-meter running skills test using a technical assessment format that covers four main aspects: starting position, running movement, speed and efficiency of steps, and finishing technique. The assessment was carried out by the researcher and two observers to maintain the objectivity of the observation results. Each student received a score based on correct technical criteria, then the results were categorized according to the predetermined value range and assessment classification.

Based on the results of observations and assessments of 31 class VA students, variations in ability were obtained in the 60-meter running movement skill. Some students were able to perform basic running techniques quite well, but others still showed weaknesses in the aspects of movement coordination and body position while running. In general, the results of the study indicate that students' abilities in 60-meter running skills are still in the moderate to low category. To provide a clearer picture of the level of student movement skills, the following is a frequency distribution table of the results of the 60-meter running skills test. This table contains data on student ability categories, the range of scores obtained, the number of students in each category, and their percentage of the total research sample.

Furthermore, field observations indicate that several factors influence differences in ability among students, such as exercise habits outside of class hours, physical fitness levels, and understanding of basic running techniques. Students who engage in regular physical activity tend to demonstrate better motor coordination than those who rarely practice. This indicates that structured physical education (PJOK) instruction accompanied by consistent basic skills training can significantly contribute to improving basic motor skills, particularly in the 60-meter sprint.

Table 3. *Frequency Distribution of 60 Meter Running Skills of Fifth Grade Students of SD Negeri 14 Talang Kelapa*

No	Category	Score Range	Frequency (f)	Percentage (%)
1	Very good	4.21 – 5.00	0	0
2	Good	3.41 – 4.20	6	20
3	Enough	2.61 – 3.40	11	35
4	Not enough	1.81 – 2.60	11	35
5	Very less	1.00 – 1.80	3	10
	Amount		31	100

Based on the table above, it can be seen that of the 31 students who were the research sample, there were 6 students (20%) who were in the good category, 11 students (35%) in the sufficient category, 11 students (35%) in the less category, and 3 students (10%) in the very less category. No students reached the very good category. These results indicate that most students still have running motor skills that are classified as sufficient to less, which means

that their mastery of the 60-meter running technique is not optimal overall. To clarify these results, the following diagram is presented that illustrates the percentage of students' 60-meter running motor skills based on the assessment category.

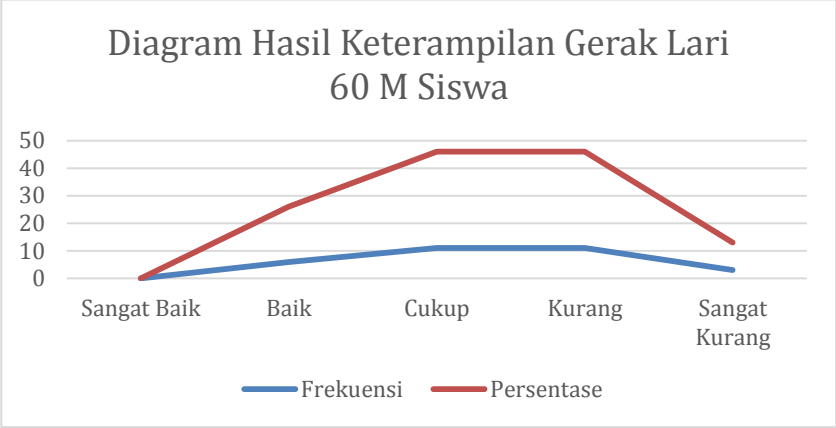

Figure 1. *Line diagram of the results of the 60 meter running skill*

The results of the study showed that the 60-meter running skills of fifth-grade students at SD Negeri 14 Talang Kelapa still need improvement. The highest percentages were in the sufficient and insufficient categories, at 35% each. This indicates that most students are unable to correctly perform basic running techniques, particularly in the crouching start, arm and leg coordination, and body control when crossing the finish line.

According to Rahmawati et al. (2022), errors in basic running skills often occur due to students' lack of understanding of correct technique and a lack of directed training in Physical Education (PJOK) learning. Furthermore, according to Hidayat and Kusuma (2023), limited facilities, such as training tracks and equipment, are also contributing factors to students' poor running technique. Therefore, the results of this study indicate the need to improve the quality of learning through more structured and engaging approaches, such as the use of demonstration media or game-based learning models.

Furthermore, the 20% of students in the good category indicate that some students have been able to apply movement techniques fairly correctly, although not consistently in every aspect. According to Widiastuti and Prasetyo (2021), repeated and programmed short-distance running training can help improve movement coordination, speed, and leg muscle strength. Therefore, physical education teachers are expected to provide routine and varied training that stimulates students' speed and movement techniques.
Meanwhile, students in the very poor category (10%) are likely to experience difficulties with basic motor coordination or lack motivation to participate in physical activities. Utami and Nugraha (2024) emphasize that adaptive and enjoyable physical education (PJOK) learning can increase student engagement and significantly improve motor skills. Therefore, 60-meter sprint learning should be presented in the form of a simple competitive game to further motivate students to actively participate.

Overall, the results of this study reinforce previous findings that the fundamental motor skills of elementary school-aged children need to be developed through exercises oriented toward establishing correct technique and movement consistency (Suryobroto, 2020). Therefore, it is hoped that physical education (PJOK) learning at SD Negeri 14 Talang Kelapa can continue to be improved by considering technical aspects, motivation, and learning approaches appropriate to the child's motor development stage

4. CONCLUSION

Based on the results of research conducted on 31 students of class VA of SD Negeri 14 Talang Kelapa, it can be concluded that the students' 60-meter running motor skills are generally still classified as sufficient to poor. Based on the analysis results, as many as 20% of students are in the good category, 35% in the sufficient category, 35% in the poor category, and 10% in the very poor category. These results indicate that most students have not mastered the basic techniques of the 60-meter run optimally, especially in the aspects of motor coordination, body position, and pace when running.

These findings indicate that physical education (PJOK) instruction needs to be more intensively directed at mastering basic running techniques, through varied training and a fun approach to increase student motivation. Furthermore, teacher involvement in providing ongoing technical guidance and feedback also plays a crucial role in improving students' motor skills. Therefore, it is hoped that the results of this study can serve as a basis for improving PJOK instructional strategies in elementary schools, particularly in improving basic 60-meter running movement skills effectively and sustainably.

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