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Enhancement of Sprinting Proficiency Among Fifth Grade Students at SD Negeri 17 Kelapa

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Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan lari sprint siswa kelas V SD Negeri 17 Kelapa melalui pendekatan pelatihan teknik dasar menggunakan metode Penelitian Tindakan Kelas (PTK). Subjek penelitian berjumlah 32 siswa yang dipilih menggunakan teknik sampling total. Alat utama penelitian meliputi tes keterampilan lari sprint 50 meter dan pengamatan aktivitas siswa selama proses pembelajaran. Pelaksanaan penelitian dilakukan melalui dua siklus tindakan, masing-masing meliputi tahap perencanaan, pelaksanaan, pengamatan, dan refleksi. Hasil pra-siklus menunjukkan bahwa sebagian besar siswa masih berada dalam kategori cukup dan kurang, dengan hanya sedikit siswa yang diklasifikasikan sebagai baik. Setelah penerapan latihan teknik dasar pada siklus I dan II, terjadi peningkatan signifikan dalam keterampilan, ditunjukkan oleh persentase siswa dalam kategori baik dan sangat baik yang meningkat dari 18,8% menjadi 56,3%, sementara kategori kurang dan sangat kurang berkurang menjadi nol. Pengamatan juga menunjukkan peningkatan motivasi, partisipasi, dan keaktifan siswa selama proses belajar. Berdasarkan hasil ini, dapat disimpulkan bahwa penerapan sistematis dan bertahap latihan teknik dasar efektif dalam meningkatkan keterampilan lari sprint siswa kelas V SD Negeri 17 Kelapa. Strategi ini tidak hanya meningkatkan keterampilan motorik dan teknik lari sprint, tetapi juga memiliki dampak positif pada motivasi dan antusiasme siswa dalam belajar.

***Kata kunci*:** *Pendidikan jasmani, lari sprint, keterampilan motorik, latihan teknik dasar, penelitian tindakan di kelas.*

Abstract

This study aims to improve the sprint running skills of grade V students of SD Negeri 17 Kelapa through a basic technique training approach using the Classroom Action Research (PTK) method. The research subjects amounted to 32 students who were selected using the total sampling technique. The main instruments of the research were a 50-meter sprint running skill test and observation of student activities during learning. The implementation of research is carried out through two cycles of action, each of which includes the stages of planning, implementation, observation, and reflection. Pre-cycle results show that most students are still in the category of sufficient and deficient, with only a few students classified as good. After the application of basic engineering exercises in cycles I and II, there was a significant increase in skills, shown by the percentage of students in the good and excellent categories which increased from 18.8% to 56.3%, while the less and less categories decreased to zero. Observations also showed an increase in student motivation, participation, and activeness during learning. Based on these results, it can be concluded that the systematic and gradual application of basic technique training is effective in improving the sprint running skills of grade V students of SD Negeri 17 Kelapa. This strategy not only improves motor skills and sprint techniques, but also has a positive impact on students' motivation and enthusiasm for learning.

Keywords: physical education, sprint running, motor skills, basic technique exercises, classroom action research.

1. INTRODUCTION

Physical education is an integral component of the primary school curriculum because it simultaneously nurtures children's physical, cognitive, affective, and social development (Gallahue et al., 2020; Hardman et al., 2021; Hollis et al., 2020). Through well- designed movement experiences, pupils learn to cooperate, engage in fair competition, and internalize

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disciplined behavior that supports lifelong participation in physical activity (Bailey et al., 2022; Martins et al., 2021). Recent studies also show that high- quality primary physical education is positively associated with children's physical literacy, enjoyment of movement, and long- term health- related fitness (Corbin & Le Masurier, 2024; Edwards et al., 2021; Mertens et al., 2022). In line with this view, Rahman et al. (2021) emphasize that elementary physical education plays a central role in shaping an active and healthy lifestyle from an early age, which contributes to better fitness in later childhood. Ardiansyah et al. (2024) reported that using a play-based learning model in elementary physical education significantly increased the percentage of students achieving mastery in sprinting, indicating that game-oriented approaches can make sprint instruction more engaging and effective.

In primary school physical education, athletics are particularly sprint running that is regarded as a fundamental content area that must be mastered because it underpins a broad spectrum of basic movement skills (Bompa & Buzzichelli, 2022; Seefeldt et al., 2020). Sprinting develops essential components such as speed, strength, coordination, and balance that transfer to many other sports and physical activities (Brini et al., 2023; Contreras- Jordan et al., 2021). Empirical evidence indicates that structured athletic instruction in the elementary years contributes to significant gains in children's fundamental motor skills, including agility, reaction time, and running technique (Gabbard, 2021; Logan et al., 2021). Consistent with these findings, Sari & Wibowo (2022) reported that systematic athletics teaching in the primary curriculum can improve basic motor abilities, such as agility and reaction speed, which are pivotal for sprint performance.

Sprint running, or short- distance running, requires learners to move as rapidly as possible over a fixed distance while maintaining correct technique throughout all phases of the movement (Ross et al., 2020; Haugen et al., 2021). Suryadi et al. (2022) found that proper sprinting technique that such as forward body lean, coordinated arm–leg movement, and appropriate foot strike, it has a significant positive correlation with sprint performance in fifth-grade students, underlining the importance of technical instruction in elementary physical education. Key determinants of sprint performance in school- aged children include starting technique, acceleration mechanics, optimal body position, and rhythmically coordinated steps (Morin & Samozino, 2021; Martinez & Klepadlo, 2025). However, many primary students still struggle to apply correct sprint mechanics, particularly during the start and early acceleration phases, which leads to suboptimal performance despite regular participation in physical education lessons (Bogdan et al., 2020; Brini et al., 2023; Pathare et al., 2021).

Similar problems were observed at SD Negeri 17 Kelapa, the setting of the present study. Initial observations and sprint skill tests conducted with 32 fifth- grade students showed that most learners performed only at sufficient or poor levels, with relatively few achieving good sprinting scores (Analisis Kemampuan Sprint Kids Athletics, 2025; Logan et al., 2021). These findings mirror broader reports that many elementary students demonstrate low mastery of fundamental motor skills and insufficient proficiency in basic athletic movements (Ghazali, 2020; Hollis et al., 2020). The situation at SD Negeri 17 Kelapa therefore points to an urgent need for more effective and engaging instructional interventions to strengthen students' sprinting skills and to raise their achievement to an acceptable standard (Mertens et al., 2022).

Several factors may contribute to low sprint performance among elementary students, including limited variation in teaching strategies, a lack of systematically planned practice,

and insufficient attention to technical aspects of movement execution (Ghazali, 2020; Adams et al., 2023). Prasetyo (2021) found that many teachers tend to focus primarily on speed outcomes such as time or finish position without explicitly teaching the underlying movement techniques, so students fail to develop a comprehensive understanding of correct sprinting form. Comparable conclusions were drawn in a recent systematic review, which reported that conventional, teacher- centered instruction often neglects detailed technique work and individual feedback, thereby limiting improvements in sprint ability (Prawira et al., 2024; Pendas SLR Study, 2024). Inadequate use of developmentally appropriate teaching media and limited opportunities for repeated, guided practice further exacerbate these challenges in many primary school settings (Ghazali, 2020; Jannah et al., 2022).

A basic technique training approach represents one promising instructional strategy to enhance students' competence in sprint running. This approach focuses on systematically teaching fundamental technical elements such as starting posture, acceleration mechanics, and finishing techniques using progressive and developmentally appropriate drills (Bompa & Buzzichelli, 2022; Brini et al., 2023). Saputra & Anggraeni (2023) argue that when basic sprint techniques are introduced gradually, beginning with simple movement patterns and progressing to more complex sequences, students can internalize efficient mechanics and improve their speed performance more effectively. Similarly, Martinez & Klepadlo (2025) highlight that explicit instruction on arm action, body alignment, and leg cycles in elementary physical education leads to more economical movement patterns and better sprinting outcomes. In addition, targeted technique training contributes to improved coordination, proprioception, and body awareness, which are critical foundations for more advanced athletic skills (Gallahue et al., 2020; Gabbard, 2021; Contreras- Jordan et al., 2021).

Beyond developing physical competence, a basic technique training approach has also been shown to enhance students' motivation and engagement in learning. Hidayat et al. (2022) reported that practical lessons incorporating varied drills and direct activity increased learners' enthusiasm and self- confidence when participating in sports activities. Game- based and student- centered technique practice can transform sprint instruction into an active, enjoyable experience that aligns with the characteristics of elementary- age children, who learn best through play and hands- on exploration (Ghazali, 2020). Recent work on physical literacy similarly indicates that when children perceive lessons as fun, supportive, and success- oriented, their intrinsic motivation, persistence, and learning outcomes in physical education are significantly enhanced (Edwards et al., 2021; Corbin & Le Masurier, 2024; Motivation in PE Study, 2024).

Classroom action research (Penelitian Tindakan Kelas, PTK) was selected as the research method because it enables teachers to systematically improve their everyday instructional practice. PTK provides a structured framework for teachers to reflect on real classroom problems, design and implement interventions, and evaluate their impact on student learning through cyclical inquiry (Kemmis et al., 2014; Adams et al., 2023). Nurhadi et al. (2022) demonstrated that the implementation of Problem-Based Learning in a classroom action research design effectively improved sprint learning outcomes in fifth-grade students, as evidenced by increased mastery percentages and mean scores across two cycles. In the context of physical education, action research has been recommended as an effective strategy for aligning teaching methods with curriculum goals while simultaneously addressing students' diverse learning needs (Mong & Standal, 2022; Ghazali, 2020). Arikunto (2020) explains that PTK not only aims to refine the learning process but also to improve learning

outcomes in a concrete and measurable way, making it particularly suitable for interventions focused on specific skill development such as sprint running.

Within this study, PTK is applied to enhance the sprint learning process by implementing basic technique training progressively across two instructional cycles. Each cycle follows the core stages of planning, action, observation, and reflection as recommended in contemporary models of educational action research (Kemmis et al., 2014; Adams et al., 2023). In each cycle, the teacher designs technique- focused activities, observes student performance using structured assessment tools, and then revises the instructional plan based on reflective analysis of the results (Mong & Standal, 2022; Jannah et al., 2022). The overarching goal is to improve the mastery of sprint techniques and overall sprint performance among fifth- grade students at SD Negeri 17 Kelapa through a systematic, evidence- based teaching process (Upaya Meningkatkan Hasil Belajar Lari Sprint, 2022; Prawira et al., 2024).

Improved sprint skills are expected to influence not only students' physical capabilities but also their psychological and social development. Research indicates that success in physical tasks such as sprinting can enhance self-confidence, foster sportsmanship, and strengthen cooperation among students during group activities (Oktaviani & Firmansyah, 2021; Moving Minds Study, 2025; Hollis et al., 2020). Positive experiences in physical education have been linked with more favorable physical self-concepts and greater willingness to participate in physical activity both inside and outside school (Pathare et al., 2016; Mertens et al., 2022). Thus, the improvement of sprint skills contributes not only to physical performance but also to the cultivation of positive character traits and social behaviors, which are central aims of holistic primary education (Bailey et al., 2022; Martins et al., 2021).

Consequently, the application of a basic technique training approach in sprint learning is expected to exert a significant positive impact. Quantitatively, this strategy should raise students' sprint performance indicators, such as time, technique scores, and mastery levels across instructional cycles. Qualitatively, the approach is anticipated to foster enjoyment of movement, increase confidence, and optimize students' physical potential in accordance with their developmental stages (Edwards et al., 2021; Corbin & Le Masurier, 2024). Based on the foregoing rationale, this study is entitled "Efforts to Improve Sprint Running Skills of Grade V Students at SD Negeri 17 Kelapa through the Basic Technique Training Approach" and aims to describe both the process and the outcomes of enhancing sprint ability using a classroom action research design (PTK) (Kemmis et al., 2014; Adams et al., 2023; Mong & Standal, 2022). The findings are expected to provide a practical reference for physical education teachers in developing effective, engaging, and contextually relevant learning models for elementary school students (Hardman et al., 2021; Prawira et al., 2024).

2. METHOD

This research uses the Classroom Action Research (PTK) approach because it aims to improve the learning process and improve students' skills through actions carried out systematically in the classroom. According to Arikunto (2020), PTK is a form of reflective study by action actors (teachers) to improve the quality of learning practices carried out in their own environment. Thus, this method is very relevant to be used by physical education teachers in overcoming the problem of low sprint running skills in elementary school students. The implementation of PTK in this study is carried out through several action cycles, where each cycle consists of four main stages:

1.) planning
2.) implementation of actions,
3.) observation, and
4.) reflection.

This model refers to the PTK design of Kemmis and McTaggart (2019), which emphasizes the importance of teachers' active involvement in the process of continuous reflection to improve learning effectiveness. Each cycle is designed based on the results of reflection from the previous cycle so that learning can continue to be perfected according to the needs of students.
The subjects in this study are 32 students in grade V of SD Negeri 17 Kelapa, consisting of 17 male students and 15 female students. The determination of the sample was carried out by the total sampling technique, because the entire population in the class was involved as research participants. The selection of this class was based on the results of initial observations that showed that students' sprint skills were still relatively low, with most of them in the category of sufficient and deficient. The main instrument used in this study was the 50-meter sprint running skill test which was compiled based on the guidelines for the evaluation of physical education learning in elementary schools. This test is used to measure a student's ability in running speed with correct technique. The test results are then analyzed in the form of frequency and percentage distributions, so that they can describe the development of student learning outcomes in each action cycle. In addition, field observations were carried out to record student activities during the learning process.

Thus, the application of this classroom action research method is expected to provide a comprehensive picture of the effectiveness of the basic technique training approach in improving the sprint running skills of elementary school students. Through the application of planned, measurable, and reflective actions, this research not only results in the improvement of students' physical abilities, but also makes a practical contribution for teachers in designing a more innovative, active, and mastery-oriented physical education learning model of basic sports techniques

3. RESULT AND DISCUSSION

This research was carried out in two cycles of action to improve the sprint running skills of grade V students of SD Negeri 17 Kelapa. Before the action is given, a pre-cycle test is carried out to determine the initial ability of the student. Pre-cycle results show that most students are still in the category of sufficient and deficient.

Based on these conditions, the teacher then applies a basic sprint running technique training approach that emphasizes mastery of starting, acceleration, and step rhythm through fun and gradual activities. After the implementation of actions in cycle I and cycle II, there was an increase in student learning outcomes. These changes can be observed through the results of the sprint running skills test carried out in each cycle. The following data presents the frequency distribution of sprint running skill test results.

Table 1. *Frequency Distribution of Srint Running Skills Test Results*

Category	Pra- Cycle	Cycle I	Cycle II
Excellent	0 (0%)	4 (12.5%)	9 (28.1%)
Goog	6 (18.8%)	14 (43.8%)	18 (56.3%)
Fair	16 (50.0%)	10 (31.3%)	5 (15.6%)
Poor	8 (25.0%)	4 (12.5%)	0 (0%)
Very Poor	2 (6.3%)	0 (0%)	0 (0%)
Amount	32	32	32

Based on the data in Table 1, there was a significant improvement in students' sprint running skills after the application of basic technique exercises. Before the action, most students (50%) were in the sufficient category and only 18.8% were classified as good. After the implementation of cycle I, the proportion of students with good categories increased to 43.8%, and in cycle II it increased again to 56.3%. This shows that basic technique exercise-based learning is able to improve students' abilities gradually. This data can also be seen in the diagram below:

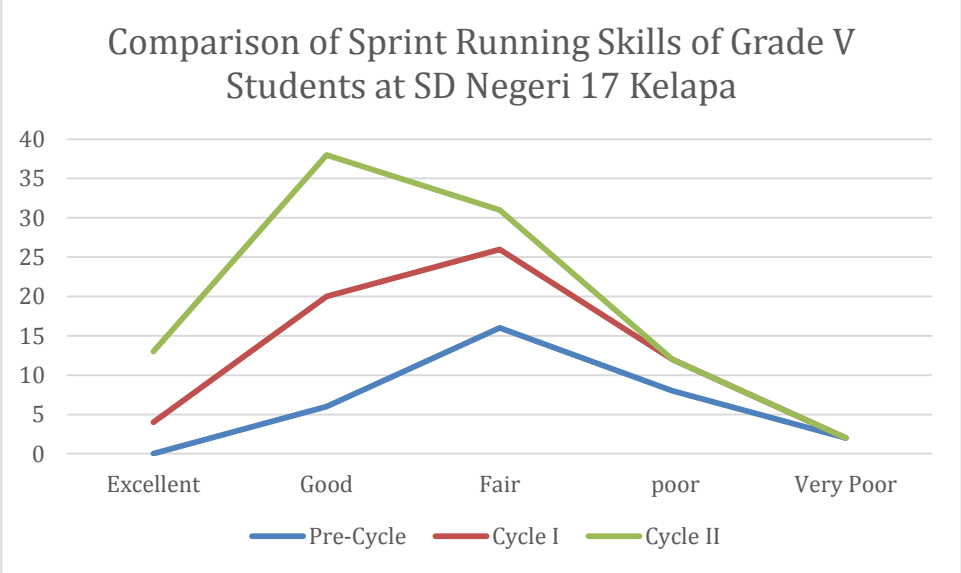

Figure 1. *Sprint running skills comparison chart*

These results show that the basic technique training approach is effective in improving the quality of movement and performance of students. Exercises that emphasize starting techniques, body position, and step rhythm help students understand the concept of correct movements. According to Saputra and Anggraeni (2023), systematic technique training can improve basic movement patterns so that efficiency and running speed increase. In addition to improving physical ability, observations during the learning process showed an increase in motivation and active participation of students. Students are more enthusiastic about participating in activities because the practice method is packaged in the form of simple games and small group competitions. These findings are in line with the research of Hidayat et al. (2022) which states that physical learning based on direct activities can significantly increase student enthusiasm and involvement.

From the pedagogical side, this study proves that teachers have an important role in creating a reflective learning atmosphere and oriented towards continuous improvement. Through the reflection mechanism in each PTK cycle, teachers are able to adjust learning strategies to better suit students' abilities and needs. This is in line with the view of Arikunto (2020) that PTK allows teachers to be agents of change in improving the quality of learning in their own classrooms.

Therefore, the results of the study show that the application of basic technique training in sprint learning has a positive impact on improving students' skills. The percentage of students who reach the good and excellent categories increases consistently in each cycle, while the less and less categories decrease to zero. Thus, it can be concluded that the basic technique training approach is effectively used in improving the sprint running skills of grade V students of SD Negeri 17 Kelapa.

4. CONCLUSION

Based on the results of the class action research carried out through three stages (pre-cycle, cycle I, and cycle II), it can be concluded that the systematic and gradual application of basic sprint running techniques has been proven to improve the sprint running skills of grade V students at SD Negeri 17 Kelapa. In the pre-cycle stage, most students are still in the category of sufficient to poor, with a relatively low average ability. After actions were taken in the first cycle with the application of basic technique exercises such as squat starts, initial pushes, and coordination of hand and foot swings, there was an increase in students' abilities. Despite this, some students still have difficulty maintaining their speed and body position while running. Improvements were made in cycle II through increasing the intensity of training, providing direct feedback from teachers, and variations of training forms that were more interesting and competitive. The results showed a significant increase, where most students were already in the good to very good category. Overall, this study proves that the active learning model through planned basic technique training is able to improve students' motor skills, reaction speed, and body coordination in sprint running activities. In addition, this approach also has a positive impact on students' motivation, participation, and enthusiasm for learning in participating in physical education learning.

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