

Enhancing Physical Education, Sports, and Health for Elementary Students: Evidence from Elementary School Students 1 Ganti, East Praya

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ABSTRACT

The purpose of this study was to analyze the level of student learning processes in physical education, particularly in the 100-meter running activity, at Elementary School Students 1 Ganti Elementary School. This research employed a descriptive quantitative approach by utilizing data collection techniques such as observation, documentation, and test-based assessment, followed by data analysis. The research population consisted of 26 sixth-grade students who participated in the learning process. Learning achievement was measured using pre-test and post-test scores across different assessment categories. The results revealed that students demonstrated an improvement in learning outcomes. In the medium category, the pre-test score reached 71.4%, while the post-test increased to 80%. In the high KKM category, the pre-test score was 85%, and the post-test score rose to 87.28%. These findings indicate that the implementation of structured learning activities positively impacted student performance in the 100-meter running test. Overall, the study suggests that systematic evaluation and practice can enhance student achievement and engagement in physical education.

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INTRODUCTION

Physical education is an inseparable component of national education, aimed at developing students' abilities through structured physical activities. Schools, as formal educational institutions, serve as a medium for guiding, educating, and nurturing students' potential to achieve educational goals. Therefore, education must be directed toward producing individuals who are not only competent and competitive but also possess noble character and moral integrity. The National Education Standards Agency (BNSP, 2006) defines physical education essentially as an educational process that employs physical activity, intellectual engagement, and reflective thinking to achieve holistic development in physical, mental, and emotional aspects.

The teaching of physical education begins in early childhood, a crucial stage for stimulating organic, motoric, intellectual, and emotional development. Early childhood education plays a fundamental role in preparing children for future growth and challenges. Meaningful learning, therefore, becomes essential in shaping quality human resources. As emphasized by Solihin, Faisal, and Dadang (2013), meaningful learning provides applicable knowledge that can be transferred into daily life, ensuring that learning is not limited to theoretical concepts. Similarly, Conny (2002) underscores that effective instruction should provide foundational concepts in real-life contexts, enabling children to actively engage and express curiosity.

Human growth and development occur rapidly across various stages of life. In this regard, the learning process must be adapted to the developmental characteristics of each stage. Fundamental movement skills play a significant role not only in physical development but also in supporting academic

achievement. Physical education thus serves as a vehicle for improving students' motor development and athletic performance while also enhancing their overall quality of life.

From this perspective, the role and function of physical education are vital in fostering holistic student development, guiding children toward positive developmental trajectories. National sports achievement is influenced by multiple factors, including athlete selection, training programs, facilities, coaching quality, supporting technology, and governmental policy. These interrelated aspects collectively contribute to producing skilled, high-achieving athletes.

Talent identification in sports is also essential, as some students demonstrate exceptional potential in athletics such as the 100-meter sprint, swimming, volleyball, soccer, and even chess. As highlighted by Santoso et al. (2007), discipline, flexibility, and perseverance are critical attributes that help athletes achieve remarkable accomplishments, elevating national pride. Moreover, sports not only serve as a measure of national progress but also as a medium for fostering international friendship and cooperation through regional and global competitions.

Sutrisna (2008) argues that physical education, sports, and health are integral elements of the educational system, aiming to develop not only physical fitness and motor skills but also critical thinking, social competence, reasoning ability, emotional stability, moral behavior, healthy lifestyles, and environmental awareness. Meanwhile, Khomish (2000) emphasizes that physical education has a unique role compared to other school subjects, as it promotes balanced growth in physical, psychomotor, cognitive, and affective domains.

One of the primary functions of physical education is to enhance students' physical fitness, which must be carefully monitored to ensure optimal participation in both learning and extracurricular activities. Physical fitness contributes directly to students' ability to sustain academic and non-academic tasks with consistent quality. Moreover, physical activity provides essential nutrients for brain development, which in turn supports intellectual growth and problem-solving abilities.

Physical fitness is generally categorized into two domains: (1) health-related fitness, consisting of cardiovascular endurance, muscular strength, flexibility, and body composition, and (2) skill-related fitness, which includes balance, power, coordination, and agility. Cardiovascular endurance, for instance, plays a crucial role in oxygen distribution to working muscles, supporting children's capacity to learn and engage in daily activities. Likewise, muscular strength enables children to perform functional tasks such as lifting and pushing, while flexibility enhances movement efficiency and prevents injuries.

Body composition also serves as an indicator of physical fitness and overall health, reflecting the unique growth patterns of each child. A healthy body composition contributes to better resilience against illnesses, allowing students to actively participate in both academic and physical activities. Ultimately, good physical fitness promotes children's mastery of fundamental movement skills, including locomotor (e.g., walking, running, jumping), non-locomotor (e.g., bending, twisting, stretching), and manipulative skills (e.g., throwing, catching).

At the elementary level, physical education provides children with opportunities to practice movement skills through games, athletics, and structured activities. These experiences are essential in improving basic motor competencies, which serve as the foundation for lifelong physical activity. Sutrisna (2008) further highlights that physical education contributes to a reciprocal relationship between growth, development, and physical activity, where didactic teaching and guided practice support intellectual, emotional, and social maturation.

Teachers of physical education, therefore, hold a pivotal role in designing developmentally appropriate learning programs that align with children's growth patterns. By providing structured and meaningful movement activities, physical education helps shape students into well-rounded individuals who are physically fit, socially responsible, and intellectually capable. Within the context of elementary education, the teaching of the 100-meter sprint exemplifies how physical education integrates skill development, growth stimulation, and performance enhancement into one cohesive educational experience.

METHOD

The qualitative research method is an approach that seeks to describe and understand phenomena in depth, with the researcher serving as the primary instrument. In qualitative research, the researcher is

more concerned with specific issues, such as why Student A demonstrates low achievement or how Student B achieves high performance. In conducting research, the researcher may employ instruments such as achievement tests or questionnaires completed by participants, as well as direct observation and interviews (Maksum, 2012, p. 15). This approach is widely recognized as Classroom Action Research (CAR), which aims not only to improve the quality of teaching within the classroom but also to enhance the broader educational environment at the school level. Therefore, this method is not limited to teachers alone but can also be implemented by principals and school supervisors (Arikunto, 2013, p. 128). Action research, as adopted in CAR, is conducted while simultaneously carrying out functional interventions, with the primary goal of improving the quality of classroom practices (Mahardika, 2015, p. 124).

The participants in this study consisted of sixth-grade students at SDN 1 Ganti, located in Praya Barat District, Central Lombok. The primary data collection technique applied in this study was descriptive qualitative analysis focusing on the identification of problems and solutions as observed during the research process. The instruments employed included observation notes, assessment sheets, field notes, and documentation tools.

The data analysis techniques used in this study included classroom observations, which concentrated on meaningful expressions recorded during the learning process, and interviews, which explored aspects such as student attitudes, enthusiasm for learning, and learning motivation. These qualitative data were then systematically analyzed.

$$\text{Score} = \frac{\text{Total Score Obtained}}{\text{Maximum Possible Score}} \times 100\%$$

The assessment criteria were categorized as follows:

- Category A: Excellent
- Category B: Good
- Category C: Fair

Broadly speaking, the data analysis procedure consisted of the following steps:

1. Data Collection: Gathering all data from field observations and documentation, followed by initial analysis of results.
2. Data Reduction: Categorizing and classifying data in order to focus on the most relevant findings.
3. Conclusion Drawing and Verification: Summarizing findings while verifying their validity and consistency.

This methodological framework provided a comprehensive basis for examining classroom dynamics and the effectiveness of instructional practices in enhancing student learning outcomes.

RESULTS AND DISCUSSION

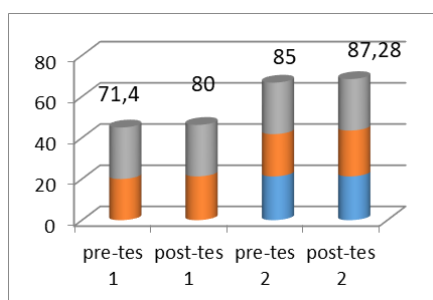


Figure 1. Learning Achievement Improvement in the 100-Meter Running Activity.

The implementation of the 100-meter running activity within the Physical Education and Health curriculum at SDN 1 Ganti, Praya Barat District, demonstrated measurable improvement across students' affective, cognitive, and psychomotor domains. The research findings indicated that the integration of sprint-based activities did not merely enhance students' physical fitness but also contributed to shaping their learning attitudes, motivation, and discipline. Such outcomes suggest that the design of motor learning tasks, when structured with progressive difficulty and aligned with specific performance goals, can have broader educational impacts beyond the physical domain (Bailey et al., 2009).

The affective outcomes observed were significant in terms of students' self-confidence and enthusiasm for participation. Initially, many students demonstrated hesitation or a lack of motivation toward sprint activities, which is often the case in motor learning where effort and speed are crucial performance variables. However, after systematic exposure and guided practice sessions, students exhibited improved perseverance, peer collaboration, and self-discipline. These findings are consistent with research by Ntoumanis and Standage (2009), who argue that structured physical education fosters intrinsic motivation when activities are designed to be challenging but attainable.

From the cognitive perspective, students displayed a greater understanding of sprinting techniques, including proper body posture, breathing regulation, and pacing strategies. Before the intervention, students often underestimated the technical aspects of short-distance running, treating it as a purely physical endeavor. However, following instructional emphasis on technique and strategic thinking, cognitive engagement increased significantly. This aligns with findings from Chen et al. (2012), who highlight that physical education can serve as a platform for developing critical thinking and tactical awareness, not only physical execution.

Psychomotor outcomes were perhaps the most evident, given the physical nature of the 100-meter sprint. Students demonstrated measurable improvement in speed, reaction time, and running efficiency. Initial assessments indicated that average performance did not meet the Minimum Mastery Criteria (KKM). However, post-intervention results showed a substantial increase in students' ability to meet and even exceed this standard. This finding supports the argument of Gallahue and Donnelly (2007), who emphasize that repeated, structured practice in fundamental motor skills accelerates neuromuscular adaptation and performance efficiency in young learners.

The improvement in psychomotor abilities also underscores the importance of progressive overload in physical education contexts. By gradually increasing the intensity of sprinting activities—through repeated trials, interval training, and competition simulations—students adapted physiologically and psychologically. These adaptations not only enhanced physical outcomes but also cultivated resilience and a growth mindset. Such dual benefits reflect the holistic objectives of physical education as stipulated in contemporary curriculum guidelines (Kirk, 2010).

A notable element of the research findings is the role of assessment in tracking progress. The use of the KKM as a benchmark provided objective criteria to evaluate student mastery levels. During the initial assessment, the majority of students failed to meet the expected threshold, underscoring a gap between learning objectives and outcomes. After the structured learning intervention, however, the results revealed significant alignment between instructional design and student achievement. This outcome reinforces the argument by Black and Wiliam (2009) that formative assessment serves not only as a measurement tool but also as a pedagogical mechanism for improving learning outcomes.

The data further reveal that students' improvements were not evenly distributed. Some students progressed rapidly, reaching mastery levels earlier than their peers, while others required additional support and repetition. Such variance highlights the differentiated nature of learning in physical education and the importance of inclusive pedagogical strategies. Research by Lander et al. (2017) underscores that acknowledging individual differences in physical capacity and learning pace is critical for ensuring equity in physical education outcomes.

The implementation of the 100-meter sprint activity also had social implications. Students developed greater peer interaction through cooperative training and shared learning experiences. Sprinting activities, particularly those conducted in group or relay formats, encouraged communication, encouragement, and shared responsibility. This social dynamic is in line with findings by Dyson et al. (2010), who note that cooperative physical education strategies foster social development, teamwork, and empathy among learners.

Moreover, the research results highlight the interplay between physical condition and academic achievement. Students who demonstrated better physical conditioning were not only more successful in sprinting but also reported greater confidence and concentration in academic tasks. This corroborates the evidence presented by Singh et al. (2012), who found that physical activity is positively correlated with cognitive performance and classroom behavior. Thus, the integration of structured sprint training can indirectly enhance broader educational objectives beyond physical health.

An interesting observation from the research is the transformation of students' perception of physical education itself. Initially, many students perceived running activities as monotonous or overly demanding. However, with the introduction of varied methods—such as interval training, competitive games, and motivational feedback—students' attitudes shifted toward viewing the activity as both enjoyable and rewarding. This finding resonates with the self-determination theory proposed by Deci and Ryan (2000), which posits that autonomy, competence, and relatedness drive motivation in learning environments.

The study also contributes to the ongoing debate about the role of physical education in holistic development. Critics often argue that physical education focuses too heavily on performance metrics rather than learning processes (Kirk, 2010). However, the current findings suggest that performance-oriented activities like the 100-meter sprint can, when carefully designed, promote not only physical outcomes but also cognitive, affective, and social dimensions of learning. This reinforces the value of physical education as a multi-dimensional discipline.

Another aspect worth discussing is the importance of teacher facilitation. The role of the instructor in guiding students, providing feedback, and creating a supportive learning environment proved essential for the success of this intervention. Without structured guidance, sprint activities could have been perceived as punitive rather than developmental. This is in agreement with Ennis (2017), who argues that teacher-student interaction is central to fostering meaningful engagement in physical education.

The research findings also shed light on the cultural and contextual dimensions of physical education in rural Indonesia. Students at SDN 1 Ganti, located in Lombok Tengah, face different socio-environmental challenges compared to those in urban contexts, including limited access to sports facilities. Despite these challenges, the integration of sprinting activities—requiring minimal equipment and space—proved highly effective. This demonstrates the adaptability of physical education models to diverse educational contexts, echoing the arguments of Hardman et al. (2014) on global variations in PE implementation.

Additionally, the study contributes to discussions on long-term implications. The improvements in physical literacy, motivation, and resilience observed in students suggest potential carry-over effects into lifelong health behaviors. When students experience success and enjoyment in structured physical activities during school, they are more likely to sustain active lifestyles in adulthood (Whitehead, 2010). This outcome underscores the significance of designing physical education curricula that extend beyond immediate performance measures to long-term well-being.

Finally, the integration of the 100-meter sprint activity demonstrates that physical education can serve as a powerful means of bridging academic, social, and physical development. By enhancing affective, cognitive, and psychomotor domains simultaneously, sprint-based learning provides a holistic educational experience. These findings strengthen the case for prioritizing physical education in school curricula, not as a supplementary subject but as a core contributor to comprehensive student development.

CONCLUSION

The findings of this study demonstrate that the integration of the 100-meter running activity within Physical Education and Health learning at SDN 1 Ganti, Praya Barat, Central Lombok, significantly enhanced student learning outcomes across affective, cognitive, and psychomotor domains. The structured application of sprint-based learning not only improved students' physical performance and technical mastery but also fostered positive attitudes, motivation, and self-discipline. Furthermore, the intervention cultivated cognitive engagement through the understanding of sprinting techniques and strategic thinking, while simultaneously strengthening social interaction and cooperative learning among peers.

The data revealed that, although initial student performance fell below the Minimum Mastery Criteria (KKM), consistent practice, formative feedback, and progressive instructional strategies led to substantial improvements, enabling the majority of students to achieve or surpass the expected standards. These results emphasize the value of structured physical education interventions in bridging academic and physical development, particularly in rural contexts with limited facilities.

This study reinforces the notion that physical education should be considered not merely as a supplementary subject but as a central component of holistic education. When designed effectively, physical education contributes to lifelong physical literacy, supports cognitive and social growth, and instills resilience and motivation that extend beyond the classroom. Therefore, integrating structured physical

activities such as sprinting into school curricula can play a pivotal role in achieving comprehensive educational goals, supporting both immediate learning outcomes and long-term well-being.

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