

OPTIMIZING LEARNING ACHIEVEMENT IN FLOOR EXERCISES: A CASE OF ELEMENTARY SCHOOL IMPLEMENTATION WITH INCLINED PLANE MAT MEDIA

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Abstract

The purpose of this study was to improve the learning outcomes of front roll in class IV students of SDN 002 Karimun based on the results of observations that illustrate the low value of student completeness in learning floor gymnastics (front roll). This research is a Classroom Action Research (PTK) consisting of two cycles, with each cycle consisting of planning, action implementation, observation, and reflection. Data sources include student activity during learning, student knowledge tests regarding learning implementation, and floor gymnastics practice tests (front rollers). The data analysis technique uses descriptive percentages to reveal the results of classical learning completeness of class IV students of SD Negeri 002 Karimun in the 2020/2021 academic year. The results of this study indicate that the use of inclined plane mat media can improve the learning outcomes of floor gymnastics (front rollers) in class IV students of SD Negeri 002 Karimun. The learning results of floor gymnastics (front rollers) in Cycle I obtained a result of 60%. In cycle II there was an increase in student learning outcomes of floor gymnastics (front rollers) by 100%. The results of the study can conclude that the inclined plane tool can improve the learning outcomes of floor gymnastics (front rollers) in class IV students of 002 Karimun State Elementary School.

Keywords: front roll, gymnastics, student activity, reflection

Abstrak

Tujuan penelitian ini adalah untuk meningkatkan hasil belajar guling depan siswa kelas IV SDN 002 Karimun berdasarkan hasil observasi yang menggambarkan rendahnya nilai ketuntasan siswa dalam pembelajaran senam lantai (guling depan). Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus, dengan setiap siklus terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Sumber datanya meliputi aktivitas siswa selama pembelajaran, tes pengetahuan siswa mengenai pelaksanaan pembelajaran, dan tes latihan senam lantai (rol depan). Teknik analisis data menggunakan deskriptif persentase untuk mengungkap hasil ketuntasan belajar klasikal siswa kelas IV SD Negeri 002 Karimun tahun ajaran 2020/2021. Hasil penelitian ini menunjukkan bahwa penggunaan media matras bidang miring dapat meningkatkan hasil belajar senam lantai (guling depan) pada siswa kelas IV SD Negeri 002 Karimun. Hasil belajar senam lantai (penggulung depan) pada Siklus I memperoleh hasil sebesar 60%. Pada siklus II terjadi peningkatan hasil belajar siswa senam lantai (rol depan) sebesar 100%. Hasil penelitian dapat disimpulkan bahwa alat bidang miring dapat meningkatkan hasil belajar senam lantai (guling depan) pada siswa kelas IV SDN 002 Karimun.

Kata Kunci: guling depan, senam, aktivitas siswa, refleksi

INTRODUCTION

Physical education is a body movement effort that involves all body systems and mechanisms as a response and adaptation process to improve physical and psychological skills that are structured and sustainable. The quality development of Physical Education is specifically related to the ability to process the body starting from the basic education level with an integrated, systematic, gradual, and sustainable concept. (Rambe et al., 2023). For this reason, the professional ability of an educator is needed when trying to improve learning outcomes in students.

Physical Education at the primary school level emphasizes psychomotor abilities with the aim that in the future students have practical independence including posture, healthy physique, and achievement. (Rahmad et al., 2023). This is reinforced by the scope of Penjaskesrek subjects where the essence of physical education in elementary schools is a form of game and sports activities, development activities, gymnastic activities, rhythmic activities, water activities, out-of-school education, and health. One of the important lessons in elementary school education is gymnastics or floor gymnastics (Rahmat et al., 2023).

Floor gymnastics or gymnastics is one of the main lessons derived from gymnastic activities in PE learning which is taught at all levels of education from elementary to high school. Starzak et al., (2022) explain that learning floor gymnastics requires a different class setting from teaching other tools. Floor gymnastics is a movement and model learning activity whose education is held on a mattress-covered floor. Floor gymnastics is essential considering its history as the mother of all sports so every sport involves movement activities which are the basic movements of gymnastics. Wahyudin et al., (2022) explained that gymnastics is one of the sports that describes physical

performance by involving two important aspects, namely physical and psychological. The physical emphasizes body control, coordination, strength, explosive power, flexibility, and so on while the psychological involves courage and decision-making.

The existence of floor gymnastics is considered important as one of the mandatory subject matter that must achieve its goals. In terms of the characteristics of the movement, floor exercises make a very large contribution to students regarding the development of motor qualities which include locomotor movements, such as jumping and moving places, and manipulative movements such as moving places, bending, static and dynamic movements which actively involve the limbs. (Pitnawati et al., 2022). Being an essential part of learning, the floor exercise learning process must have a real impact on students, in this case, the achievement of learning objectives in all students through minimum completeness (KKM) which is an indicator that the learning process has been understood by students.

In the process of implementation, floor exercise learning in elementary schools consists of many of the most basic materials that must be learned, one of which is the front roll and back roll. Muhajir (2016) describes various forms of floor exercise consisting of front roll, back roll, kayang, candle stance, and meroda. One of the materials that must be taught is the front roll and back roll. Front and back roll describes one of the branches of physical exercise taught to students in elementary schools, especially in grade IV students. Kharisma & Arvianto (2019) added that in-front roll learning is listed in the learning competency standards, namely practicing variations and combinations of various forms of dominant unit actions, namely resting, hanging, balance, moving/blocking, repulsion, rotation, swing, hovering, and landing in the implementation process. Within the scope of the basic

competencies of PE Learning in Schools, it is expected to run actively and involve all scopes of education both affective (attitudes), psychomotor (skills), and cognitive (concepts).

In simple terms, the front roll is a smooth rolling motion forward resembling a wheel shape using the limbs to contact the floor, starting with two feet, both hands to the nape of the neck, then to the shoulders, to the back, waist, and buttocks, before finally, the body returns to the perfect attitude (Fajar, 2017). In simple terms, the front roll movement is likened to rolling the body which is carried forward with a series consisting of bending/neck, back, waist, and back pelvis. The initial position of the front roll starts with an upright body position, both feet are shoulder-width apart, and the upper body position bends followed by both feet lifting the heels and kpada bent until the chin sticks to the chest. Meanwhile the position of both hands in front with open palms. After the position is ready lean forward and combine from the push of both feet then lift the body forward and then drop the body as if rolling.

Based on observations made, it was found that the learning outcomes of floor gymnastics roll front and roll back were still very low. Of the 26 students who were the subject of the study, only 6 students were able to obtain the criteria for completion with a percentage of completion of 23.08%. The low percentage of minimum completeness is related to students' abilities and skills in performing roles which are influenced by feelings of fear (not bravery) and nervousness. Students are considered to have excessive feelings of worry if they do not land properly on the mat when doing a roll will result in injury. This condition is in line with the assessment of the front and back roll series of movements where students cannot make a perfect landing, namely straight ahead, but to the left, right, and even off the mat. Besides student courage, the teacher's

teaching ability factor is an important highlight. The identification results show that the teacher's ability to present good, interesting, creative, and independent learning has not been maximized. The teacher's teaching style tends to be monotone and minimal modification of learning media.

The above presentation encourages the author to be interested in using new methods to improve the learning outcomes of the front roll floor exercise through the inclined plane mat media. Learning floor gymnastics front roll and back roll with inclined mat tools is an alternative solution to reduce students' fears and worries when starting. According to Zainuri (2011: 3) an inclined plane is a flat surface that has an angle, which is not perpendicular to the horizontal surface. The more sloping or smaller the angle of inclination of an inclined plane, the smaller the force required and vice versa.

The selection of inclined plane mat media as a solution is useful for holding the student's body when rolling and landing on the mat. The inclined plane is designed to resemble a slide. The assumption is that the inclined plane will help the student's rolling process to be faster because the body mass will provide a greater impetus than the flat plane where the level of inertia is higher and does not provide thrust. After all, it is influenced by the gravitational force on the body mass itself. Through the modification of this tool, it is hoped that students can perform front and back rollers optimally and achieve maximum completion.

Definition of Floor Gymnastics

Gymnastics in English is known as 'Gymnastics', which comes from the word 'gyms' in Greek, which means 'naked' or 'dressed sexy'. In ancient Greece, gymnastics was usually performed in a specific area called a gymnasium or gymnasia. Gymnastics were selected and designed in a structured manner with various forms and

movements that suited the desires or goals of the person who created them. The aim was to attain adequate strength and aesthetics of the body.

Chrisnanda (2018) defines gymnastics as an exercise program or process that is carried out to improve physical development through physical exercise. Gymnastics is a physical exercise activity that is selected, planned, and arranged systematically to train and develop humans harmoniously. (Irsanto, 2015). Strengthened by Kurniawan & Tangkudung (2020) who define gymnastics as a well-thought-out and selective body exercise activity, carried out deliberately and with a mature plan to strengthen physical strength, develop skills, and instill spiritual values.

Floor exercises are an important part of a set of gymnastic movements that are generally performed on a soft floor, such as using mattresses, mats, or rugs. Free exercise is another name for floor exercise. The reason is that when a person moves or performs gymnastic exercises, the gymnast cannot use tools or other technological devices. Floor gymnastics has become a well-known term because, in the organization of gymnastic competitions, movements are performed on a flat surface as an area for gymnastics. In the competition, if the participants go out of the designated zone, they are considered unsuccessful. This area has the name as the floor. In principle, it is not mandatory to perform floor exercises on the floor. This term refers to the combination of places used, which is an area that has a certain flat dimension. (Hakim and colleagues, 2022).

Floor gymnastics taught at school consists of several variations, one of which is the Front Roller. Front roll is a movement where the body is rounded like a wheel and moves forward. (b) A back roll is a movement performed by forming a round body like a wheel and moving backward. Hands Stand is a floor exercise movement in which the body is upheld with the hands, the position of the

hands is straightened vertically, and the head is under the body. Floor gymnastics performed by standing using the head and hands as a counterweight is called a headstand. Kayang is a floor exercise movement performed by lying on your back and then forming an arch like an arrow bow by resting on your feet and hands. Tiger Jump (Tiger Sprong) is a movement that combines front rollers with curved jumps, where both hands are straight forward while in the air, followed by rolling forward and finally ending in a squatting position. Merida (Ratslag) is a movement that requires the body to be in a position facing sideways. This movement is done with a support on both hands and both feet that form the letter X, while when rotating, the movement resembles a propeller. (h) The movement of jumping by making then bending the pelvis and making a jump with a kangkang position without aligning the body first is what is called the Kangkang Jump on a jumping crate. (i) Squat Jump (Squat Vault) The basic principle is almost identical to the shell jump, except that in the squat jump, both feet are placed tightly. Generally, if someone is proficient in doing a kangkang jump, it will be easier to perform a squat jump. Rotating hand changes are continuous actions that involve several movements, including doing handstands and rotating on the axis of movement, then pushing off with both feet to land with both feet on the floor. (Wahyudin et al., 2022).

Definition of Front Roll and Back Roll

The movement called a forward roll involves bending the body forward in a sequence of the upper limbs, starting from the nape of the neck, back, waist, and back pelvis. The movement also known as forward roll is often referred to as rolling forward. In this context, roll refers to the movement of an object similar to a round or half-round shape. Mahendra (2022) explains that floor

gymnastics involves several abilities such as head spring and head spring. The forward rolling movement is followed by the bouncing of the nape or head. The main role also requires the involvement of all limbs, both in individual sports and in team sports. Primary position refers to movements

performed by combining all parts of the body through motor elements such as strength, speed, balance, flexibility, agility, and accuracy. The most obvious characteristic of the front roll is the final posture after rolling, which is the squatting posture.

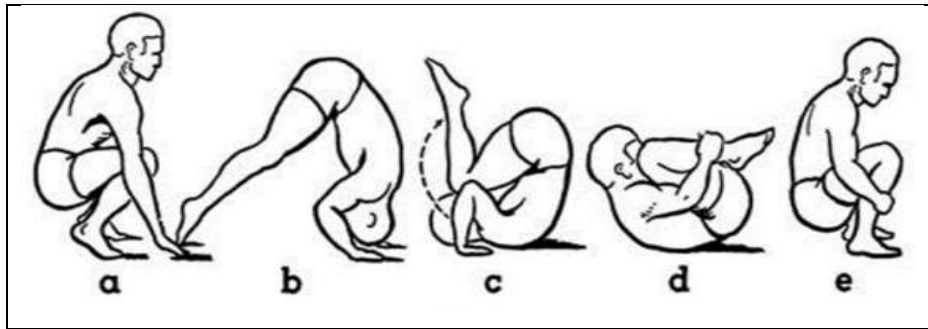


Figure 1. How to do a front roll

It is known that carrying out floor gymnastics exercises is considered complicated, especially for new athletes such as elementary school students. Several mistakes often occur when doing a front roll. One of them is the position of the two hands that rest too wide or too narrow, too far or too close to the tip of the foot. In addition to the lack of strength in one or both hands, this also results in body imbalance that is not optimal and has an impact on the position of the body leaning to the side. Third, when the hands are bent, the shoulders should be placed under the mat. During the front rolling movement, both hands do not participate in resisting. (Jemni et al., 2013).

In practice, there are several steps in carrying out the front roll so that it can be done perfectly. The stages that must be performed are as follows: Initially, stand with both hands straight up, eyes facing forward, and feet shoulder-width apart. Next, the hands are placed on the mat while the knees are slightly bent. The third thing to note is to look towards the mat. Next, is the core step which consists of: first, place the palms on

the mat in front of the body. Next, the next step is to place the nape of the neck (the area under the neck). The third characteristic is to have a round-shaped body and the position of the chin touching the chest. Next, push the front of the hips and then roll over by keeping the body position circular (knees close to the chest). While pushing, make sure that the palms keep the weight of the body and even give an additional push. When rolling over, pile the body on the lower back. Finally, there is the final stance. Initially, the second leg is half-straight when landing. Next, stand upright with the body like the starting position, and place the hands at the sides of the body (Maleki et al., 2010).

Definition of Inclined Plane

An inclined plane is a term given in the Big Indonesian Dictionary to describe a plane that has a difference in height between one part and another. This field tends to be non-flat and inclined. The use of an inclined mat can be used to facilitate learning floor exercise movements such as front rolls or back rolls. It can be concluded that an inclined plane mat is a mat designed with

special conditions between an angle of 15 - 30°. The purpose of this text is to make the floor exercise activities of front roll and back

roll easier for students to perform. This will be achieved by reducing the focus and pressure when performing the movements.



Figure 2. Inclined Plane Mat

One way to help students perform floor exercises (front rollers) is to use inclined plane support media as a learning method. Most students face difficulties in performing floor exercises (front rollers) using a flat mat. In addition, there are other options for carrying out floor exercises (front rollers) using the help of additional tools or properties.

This supporting media has benefits that are useful to facilitate the implementation of floor exercises (front rollers). The tools used can also be objects or individuals. Utilizing assistive devices in floor exercises (front rollers), is hoped that it can make it easier to do these activities. According to Irsanto (2015), an inclined plane is a flat surface that forms an angle with a horizontal surface that is not perpendicular. If the slope of an inclined plane is lower or steeper, the force required will also decrease; and vice versa.

By using an inclined mat surface, floor exercises (front rollers) become easier to perform, and rolling to a lower place happens faster because it is affected by the force of the earth's gravity. How to carry out this activity is by doing the following steps: First, start by sitting in a crouch position. Then, place your hands in front of your body and spread your feet shoulder-width apart. Next, lift the front of the body and move the weight of the body towards the front. As for the third step, try so that what sticks to the back of the pillow is the head mattress. Then, stick the chin tightly to the chest. The fifth step, place the shoulders or nape on the mat and do rolling or rotating movements. Finally, keep the posture round with both knees bent to the chest. To conclude, the final position of the body is in a sitting position.

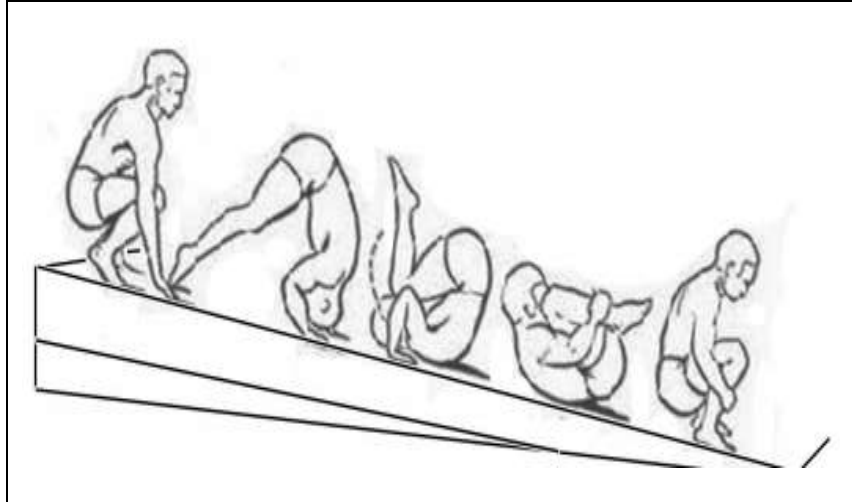


Figure 3. Illustration of Roll with Inclined Plane

Definition of Learning Outcomes

Learning outcomes are the results obtained after undergoing the learning process. In general, learning outcomes are interpreted as achievements obtained after following a learning process that is assessed through an assessment process, such as an oral or written exam, as well as a comprehensive evaluation. Slameto (2010) divides learning achievement into three areas, namely cognitive, affective, and psychomotor. Cognitive relates to understanding and knowledge, academic competence, and mastery in the academic field obtained by students. 2) Behavioral aspects include affective abilities. 3) Psychomotor is the ability to apply theory in real action.

Sugiyono (2012) revealed that learning improvement involves an improvement process. This is carried out to identify student shortcomings so that through these shortcomings, students can evaluate and improve. This condition is adjusted to the

level of education and individual growth of each child. Despite differences in character and ability, sometimes students' learning abilities do not cover all three components (cognitive, affective, and vasomotor). In general, in the evaluation of learning outcomes, the affective aspect is considered the most important thing in seeing student progress. However, ideally, all three components should be well met.

RESEARCH METHODS

Type of Research

This research is a Classroom Action Research (PTK) which is a research method intended to see the inquiry and pedagogic process in the learning and learning process. referring to Sugiyono (2012) this research consists of two cycles which include planning, implementation, observation, reflection, and reflection. The following is a picture of the flow of PTK research:

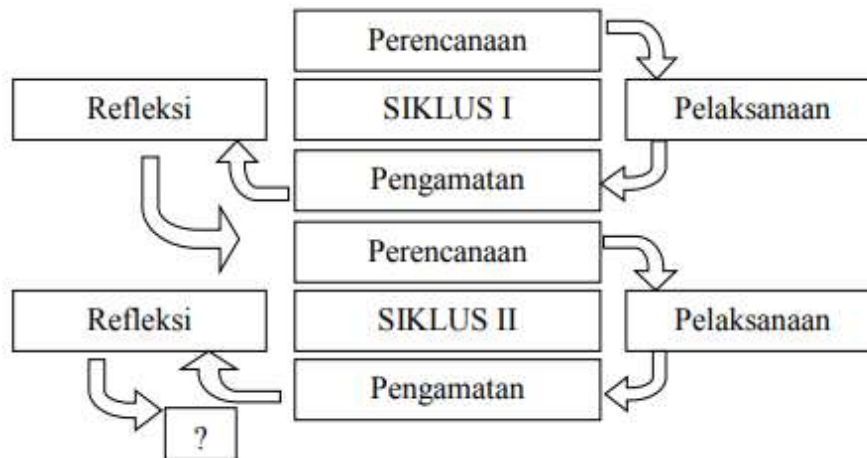


Figure 4. Flow of PTK Research

Research Subjects

This study took subjects from fourth-grade students of State Elementary School 002 Karimun, Karimun District, Karimun Regency in the 2022-2023 academic year with a total of 26 students in one rombel, consisting of 16 male students and 10 female students.

Data Collection Technique

The method of collecting information in this study consists of several stages. The first stage was to conduct observations using student-focused observation sheets, as well as systematic and thorough methods to see the facilities and media used in the learning process. By using observation, the aim was to gain an understanding of the activities undertaken by students as they participated in the learning process. On the other hand, the assessment of students' knowledge of floor exercise (front rollers) uses a written test, while students' ability to perform floor

exercise movements (front rollers) is tested through performance tests. In addition, the observation also prioritized students' obedience to the rules and instructions of the researcher as an essential affective aspect. Third, documentation aims to provide accurate evidence such as problems that are not recorded in the observation sheet. These findings can be in the form of student activities and problems found during the teaching and learning process. Documentation can be in the form of instrument sheets and photographs.

RESEARCH INSTRUMENT

Assessment Aspects

To measure the level of student learning completeness related to the front roll, a skill test is carried out referring to the front roll skill instrument listed in the teacher's handbook physical education as follows:

Table 1. Roll Skill Assessment Instrument

Assessment aspect	Predikat			
	Very Good Point 4 (86-100)	Good Point 3 (71-85)	Enough Point 2 (61-70)	Needs guidance Point 1 (<60)
Start	Meet 3 criteria (squatting position both hands rest on the mat, chin against the chest, lift the hips above until the legs are straight and the heels are lifted)	Only meets 2 criteria	Only meets 1 criteria	Still need teacher guidance
Gerakan Mengguling	Meet 3 criteria (straight rolling, when rolling hands hug the knees, then the shoulders first hit the mat, the body must be as round as possible)	Only meets 2 criteria	Only meets 1 criteria	Still need teacher guidance
Final Stance	Meet 3 criteria (return to squatting position, look back straight ahead and hands straightened forward, not in a hurry to get out of the mat). mat)	Only meets 2 criteria	Only meets 1 criteria	Still need teacher guidance

Source: PE Textbook for Primary School Students, 2022

Data Analysis Technique

This research uses a qualitative description explanation technique, which is a research approach that describes evidence or facts based on information obtained through the comparison of results between cycles. The aim is to investigate the study results achieved by students and to obtain students' responses about the acceptance of their activities and activeness in educational

methods. According to the Permendikbud regulation (No. 53 of 2015), the learning process is considered successful if students have achieved a score of ≥ 75 percent of the total learners in the class. In this study, data analysis was carried out by utilizing the information contained in the observation sheet, questionnaire, and front and back roll floor exercise skill tests. Data analysis, observation sheets, and questionnaires:

Formula

$$\frac{\text{number of scores obtained}}{\text{total score}} \times 100$$

$$P = \frac{F}{N} \times 100$$

Description:

P = Average score

F = Total of all scores

N = 3 aspects of assessment

$$\text{values} = \frac{\text{Total of all values}}{\text{three assessment aspect}} \times 100$$

Then to find out what percentage of the number of students who are complete during the learning process, it will be estimated the share of the normal number of students

through efforts to separate the amount of value with the highest value multiplied by 100% using a summary:

$$\text{Percentage of Average Value} = \frac{\text{Score}}{\text{Maximal Score}} \times 100\%$$

The criteria for the completeness of the effect of learning actions are as follows:

Table 2. Learning Outcome Appropriateness Score

Score	Information
80% < NR ≤ 100%	Very Good
60% < NR ≤ 80%	Good
40% < NR ≤ 60%	Enough
20% < NR ≤ 40%	Less
0% < NR ≤ 20%	Very Less

The indicator of the effectiveness of this class action research is if the acquisition of student learning during the learning mechanism of each cycle has increased. This factor is seen through a maximum personal ability of 65% and completeness together in a class of 65%.

RESEARCH RESULTS

A study was conducted by a team of researchers and an observer to improve student learning outcomes in performing floor gymnastics movements (front rollers) in sports lessons. Observations were made of the learning process using the inclined plane mat. In this study, the results can be divided

into three parts, namely pre-cycle, cycle I, and cycle II. In learning floor gymnastics (front rollers), the learning process is carried out in two meetings in each learning cycle. By gradually increasing the height of the mat, students managed to improve the learning outcomes of floor gymnastics (front rollers) using a tilted mat as a tool.

Pre Cycle

The pre-cycle is the initial action or step taken by the researcher to find out the initial state of students in learning floor gymnastics (front rollers) whose purpose is to evaluate and sample values at the initial stage which will be used as a benchmark value for the next cycle stage.

Table 3. Outcome Pre Cycle

Percentage of Completion	Description	Information
20%	69	Not Completed

Based on the Pre-cycle test results above, the number of students who achieved classical completeness was only 20, while 80% of students were categorized as incomplete. Learning outcomes from the affective domain obtained an average score of 69, from the cognitive domain obtained an average score of 71, and the average score of learning outcomes in the psychomotor domain of 68.2. The average class score for floor exercise material (front roll and back roll) is only 69 with only 2 students (20%) who are "complete" while 8 students (80%) out of a total of 10 students are "incomplete".

Implementation of Cycle I

In the first learning stage of cycle I, the core activities will be divided into 3 activities, namely exploration, elaboration, and confirmation. The implementation of cycle one involved all 26 students. In the exploration stage, the researcher explains the rules and stages of floor gymnastics

movements (front rollers) through the use of an inclined plane mat with a height of 20 cm which will be carried out by researchers and students starting from the initial attitude, rolling attitude and final attitude. Then the researchers and students conduct question-and-answer activities regarding the material presented. In elaboration activities, researchers provide opportunities for students to demonstrate floor gymnastics movements (front rollers) In this first meeting of the cycle I experiment, researchers only provide explanations of floor gymnastics (front rollers) and provide examples and guidance to students about the implementation and rules in floor gymnastics (front rollers) with a height of 20 cm. The results of the implementation of cycle one found 16 (60%) people were declared complete and 11 (40%) people were declared incomplete with the highest score of 78 and the lowest score of 65.



Figure 5: Preparation of the Inclined Plane Mat
Source: Personal Document

The results of observations of learning floor gymnastics (front rollers) through the

use of an inclined plane mat with a height of 20 cm on students are as follows:

Table 4. Floor Gymnastics Assessment (Front Roll) Cycle I

Category	Percentage of Completion	Average Score	Description
Cycle I	60%	75,8	Need to continue

Based on Table 4, the learning results of floor gymnastics (front rollers) in cycle I am also presented in the form of a graph, more details can be seen in the following figure:

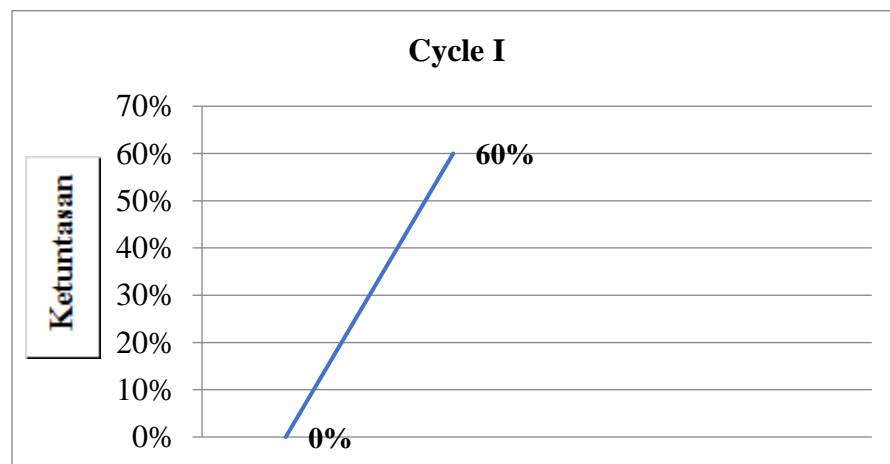


Figure 6. Graph of learning outcomes of Floor Gymnastics (Front Roll) Students in Cycle I

Comparative information on student learning outcomes in the pre-cycle, the number of students who achieved classical completeness was only 20%, while the remaining 80% of students were categorized as incomplete, obtained an average student score of 69. In cycle I, an increase in the average score of 75.8 was obtained. The

number of students who reached completeness was 15 students (60%) and students who had not reached completeness were 11 students (40%). This can be said to be an increase after cycle I. A comparison of the increase in pre-cycle and cycle I learning outcomes is presented in Table 4 and the graph in Figure below.

Table 5. Comparison of the improvement of pre-cycle and cycle I learning outcomes

Category	Percentage of Completion	Average Score	Description
Pre-cycle	20%	69	Not Completed
Cycle I	60%	75,8	Completed

For more details, please refer to the following graph:

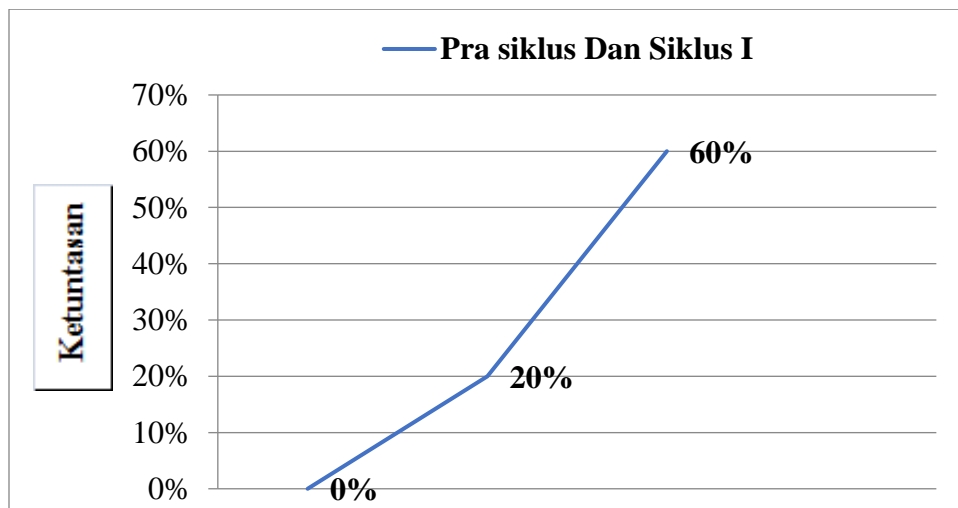


Figure 7. Comparison Chart of Results of Improvement in Floor Gymnastics Learning (Front rollers) Students in Pre-Cycle and Cycle

Implementation of Cycle II

In the first learning stage of cycle II, the core activities will be divided into 3 activities, namely exploration, elaboration, and confirmation. At the exploration stage, the researcher explains the rules and stages of

floor gymnastics movements (front rollers) with the use of an inclined plane mat with a height of 30 cm which will be carried out by researchers and students starting from the initial position, rolling attitude and final attitude.



Figure 6. Inclined Plane Mat
Source: Personal Document

The results of observations of learning floor gymnastics (front rollers) through the inclined plane mat media in both cycle I and cycle II show that students have been brave and have confidence when carrying out learning with inclined plane media. Students are very enthusiastic and active in trying to do floor exercises (front rollers) with a height

of 30 cm until they can. This can be seen from the students' affective, cognitive, and psychomotor assessments averaging 85.6. This can also be seen in the student completeness questionnaire of 100%. The following results of the improvement of cycle II learning are presented in Table below:

Table 6. Floor exercise assessment (front roll) Cycle II

Category	Percentage of Completion	Average Score	Description
Siklus II	100%	85,6	Tuntas

The learning results of floor gymnastics (front rollers) are also presented in the form

of a graph, for more details can be seen as follows:

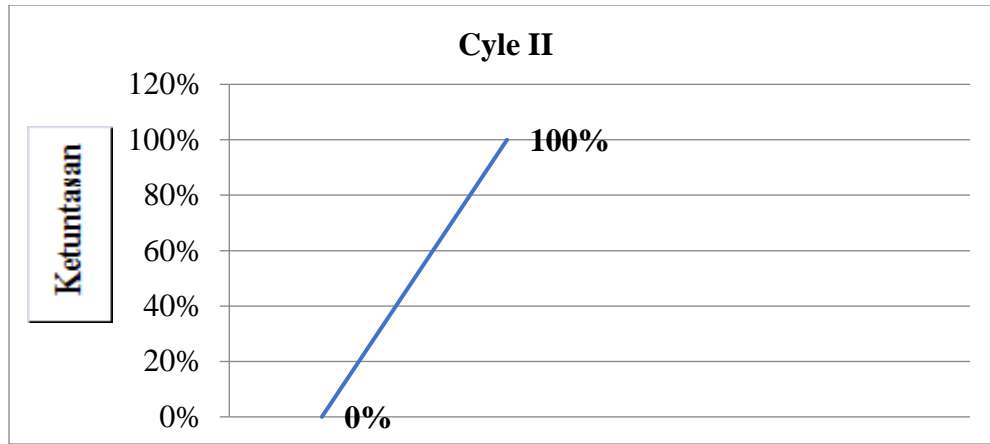


Figure 8. Cycle II graph of increased learning outcomes of Floor Gymnastics (Front Roll) in Cycle II.

From the results of the cycle II test, the average score was 85.6. The number of students who reached completeness was 26 students (100%) and students who had not reached completeness were no longer there

(0%). The following is a comparison of the increase in overall student learning outcomes starting from (pre-cycle, Cycle I, and Cycle II)

Table 7. Comparison of improvement in pre-cycle, Cycle I, and Cycle II results

Category	Percentage of Completion	Average	Description
Pre-cycle	20%	69	Not Completed
Cycle I	60%	75,8	Completed
Cycle II	100%	85,6	Completed

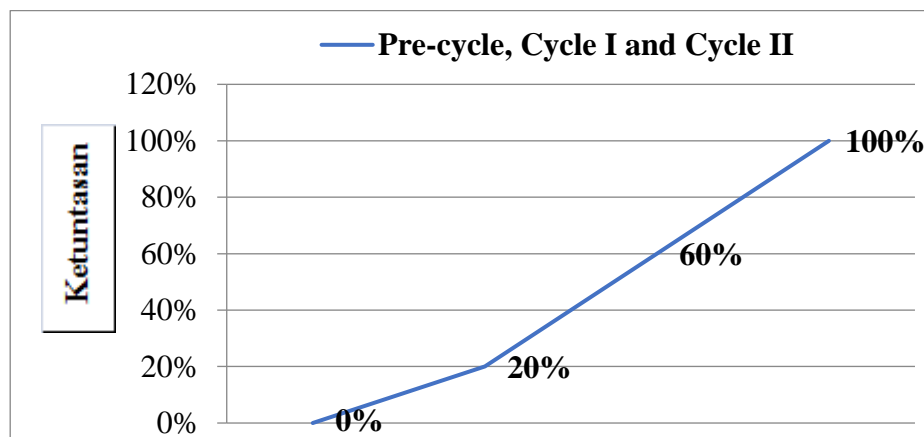


Figure 9. Comparison chart of the improvement of learning outcomes of Floor Gymnastics (Front Roll) Pre-Cycle, Cycle I, and Cycle II.

Description of the comparative results of floor gymnastics learning (front rollers) in the pre-cycle with a completeness value of 20% (4 students) after cycle I the completeness results increased to 60% (14 students) then after the researcher took further action in cycle II the student completeness results increased to 100% (26 students). With an initial average score at Pre-cycle 69, in Cycle I, it increased to 75.8 but after improvements were made in Cycle II the average student score increased to 85.6. Based on these results, students have met the achievement of KKM, which is 100% (26 students) of students who are complete, so the research was stopped in Cycle II because it was considered successful.

As already known, this study aims to improve the learning outcomes of floor gymnastics (front rollers) in class IV students of SD Negeri 002 Karimun by using the inclined plane mat media. Based on student learning outcomes obtained in cycle II, the value of student learning outcomes increased from the previous value. This shows that the use of inclined plane mat media in the learning process of floor gymnastics (front rollers) can improve student learning outcomes. Based on this explanation, this research is said to be successful with the acquisition of student scores that reach the Minimum Completion Criteria (KKM) set by the school, namely 75. Likewise, the classical completeness category set by the researcher of 85% was also achieved and even exceeded with the acquisition of 100%.

This success is certainly inseparable from the improvements made in the learning process. Where the deficiencies contained during the implementation of the pre-cycle were improved in cycle I, then the deficiencies contained in cycle I were corrected in the implementation of cycle II, the aim of which was to get better and improved learning outcomes.

Discussion

Based on the results of the research described above, it can be concluded that a significant increase in learning outcomes through the inclined plane mat media contributes, to the weaknesses of students that can be covered by the use of inclined plane mat media. These weaknesses at the time of landing with an inclined plane mat can protect the nape of the neck to minimize fear, minimize the potential for injury. and make it easier for students when performing rolling movements in floor gymnastics learning (front rollers). So it can be concluded that with the use of inclined plane mat media, student learning outcomes are more improved compared to the use of flat mat media.

Front roll floor exercise learning is one of the essential materials in physical education learning practices that aim to improve body exercise skills. Through this learning, students are expected to have physical quality, specifically including physical fitness and motor skills. The existence of front-roll gymnastics is expected to provide understanding to students to be able to maximize learning outcomes that are implemented in everyday life. The results of observations before the intervention was carried out showed student weaknesses in the implementation of front-roll floor gymnastics learning, which specifically decreased psychomotor quality. This condition impacts the achievement of learning outcomes that are not maximized homogeneously.

The weaknesses experienced by students are believed to be influenced by many factors, both from the learners to the educators themselves. The reason for the low learning outcomes before the intervention was driven by the traditional way of teaching which is considered not creative to be able to answer problem solving. The teacher's teaching style tends to be monotonous and traditional where the teacher explains each

step in the implementation of the front roll using the demonstration method. This weakness in the implementation of learning results in not maximizing the concept of learning through experience and observation which emphasizes the concept of central study learning where the teacher plays a commanding and accompanying role. The existence of teachers is considered uncritical in solving the problem of decreasing learning outcomes of front roll floor exercises, which means that the learning system carried out before the intervention is not solutive.

In addition to the learning model that is not a solution, the learning process in this conventional way has a negative impact from the psychological aspect, namely the fear and anxiety of students when rolling (meroda) towards the front. This condition has substantially provided a protest that has not maximized the assessment rubric on the affective (attitude), cognitive (knowledge), and psychomotor aspects. Understanding the conditions and problems that occur, ideas and ideas were born to develop interventions that are considered to provide significant improvements in learning front-roll floor gymnastics. This intervention is considered a booster in the learning process to improve learning outcomes which are divided into two cycles.

In the implementation of each cycle, the observation of improvement focused on several indicators related to the assessment instrument. First, in terms of the affective domain, it is characterized by the courage of students to want to try to do the front roll. Students' courage in doing a role can be seen through enthusiasm for learning, activeness, and participation it can reduce anxiety and worry during practice. Second, in terms of the psychomotor domain, the assessment of students is aimed at the ability of students to do the front roll properly and correctly using an inclined plane mat. Third, there is an increase in students' ability to perform front

rolls on a normal mat independently without being assisted by the teacher. if the third point can be done by students, it can be concluded that the intervention provided is successful.

Citing the theoretical study of previous research results that have similarities (Sarifuudin, 2015), the facts obtained in the pretest show that only 31.58% of students can do the back roll correctly, by using the learning model gradually the results of the cycle I increased 68.42% of students reached learning completeness, with a percentage of activeness of 83% and responded positively to learning through a questionnaire of 78%. then the results of cycle II show that 89.47% of students reached learning completeness, with a percentage of activeness of 89%, and responded positively to learning through a questionnaire of 88%. Because the percentage of classical completeness of student learning outcomes exceeded 80%. The increase in learning outcomes also occurred in research conducted by Irsanto (2015) in the initial condition before the PTK was carried out, only 1 student who completed the roll front learning outcomes increased to 88.00% in cycle I. Then the research conducted by Thoif (2015) showed that the students who completed the roll front learning outcomes increased to 88.00% in cycle II. Then the research conducted by Thoif (2017: 5) states that there is an increase in student learning outcomes from pre-cycle, cycle I to cycle II, the learning outcomes of the pre-cycle back roll are known that there are only 25.71% of students who reach KKM (75), in cycle I there is an increase to 60% and in cycle II it reaches 89% who get sufficient scores reaching 35%, the average value of students from pre-cycle cycle I and cycle II also increased, namely in the pre-cycle the average value of students only reached 52%, cycle I increased to 76% and in cycle II reached 82%.

The improvement in learning outcomes of floor gymnastics (front rollers) through the

inclined plane mat media in class IV students of State Elementary School 002 Karimun, Karimun District is characterized by an increase in the average score of students. The average value of students in the pre-cycle was 70.6 with a percentage of completeness of 20%. This condition has increased the average value of students in cycle I, which is 75.8 and the percentage of completeness is 60%. However, this increase still did not reach the previously set target. Then after continuing to cycle II, the average value in learning floor gymnastics (front rollers) students again increased by 85.6 with a percentage of completeness of 100%. This shows that the previously set target has been achieved so that the research on floor gymnastics (front rollers) through the inclined plane mat media for class IV students of 002 Karimun State Elementary School, Karimun District was stopped in cycle II.

CONCLUSION

The use of an inclined plane mat to improve the learning outcomes of the front roll floor exercise is one form of intervention used to provide solutions to the unachievement of learning outcomes in research subjects. Specific forms of intervention can be carried out in front roll and back roll floor exercises. Given the limitations of researchers, the intervention is only limited to the front roll. From the concept of intervention, an illustration can be drawn that teachers must be fast, creative, and innovative to overcome student learning weaknesses related to learning methods, facilities, and strategies to create a learning process that provides positive results.

Based on the results of the discussion, the use of inclined plane mat media can improve the learning outcomes of floor gymnastics (front rollers) of class IV students of SD Negeri 002 Karimun, Karimun District, Karimun Regency with a total

percentage of completeness of 100% and an average score of 85.6. It can be concluded that the use of inclined plane mat media is effective for improving student learning outcomes in floor gymnastics (front rollers).

Understanding what has been presented, the author believes that in the process of this research, there are admitted weaknesses in its implementation. The limited number of research subjects that have the potential to strengthen the research results and the benefits of the intervention are quite relevant reasons. In addition, the small number of cycles in the intervention will be noted to be improved in future research. The last part is related to references and variables, especially related to the intervention, which are recognized to be still few to strengthen theoretical assumptions in concluding.

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