



The Role of Play Methods in Increasing Students' Courage in Doing Backward Rolls at SD Inpres Sambung Jawa I

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Abstract: This study aims to explore the role of play methods in increasing the courage of fifth-grade students in performing backward rolls in floor gymnastics at SD Inpres Sambung Jawa I. The research utilizes a Classroom Action Research (CAR) design, consisting of two cycles, to evaluate the effectiveness of the play method in enhancing students' confidence and involvement in gymnastics activities. Initial data revealed that only 24.2% of students achieved a score above 75, indicating a need for improvement. Following the implementation of corrective actions in Cycle II, the percentage of students meeting the completion criteria increased to 32.3%. These findings suggest that the play method is an effective approach in improving students' courage and motivation in performing challenging movements such as the backward roll. The study recommends integrating creative and interactive teaching methods in gymnastics to better engage students and optimize their learning outcomes.

Keywords: backward rolls, creative play methods, self-confidence.

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INTRODUCTION

Physical education (PE) in elementary schools plays a critical role in fostering not only physical skills but also character development among young students. In particular, activities such as floor gymnastics offer opportunities for students to improve both their physical abilities and emotional resilience. The backward roll, a common floor gymnastics movement, is an example of a skill that requires not only physical coordination but also mental fortitude. Performing this move for the first time can be intimidating for many students, which makes it an ideal context for studying the role of psychological factors in physical education. According to Dewi and Taufik (2017), engaging in challenging physical tasks during PE classes can contribute to building students' confidence and self-efficacy, while also enhancing their ability to take on new challenges. Similarly, research by Martono (2019) emphasizes the significance of courage in physical education, stating that overcoming initial fears in performing physical movements can build long-term self-esteem and courage.

The play method, a pedagogical approach that incorporates playful elements into learning, has gained recognition for its ability to enhance student engagement and participation. According to Wibowo (2020), the play method facilitates learning by integrating fun and motivation into the educational process, encouraging students to actively engage in activities without the pressure of formal instruction. This method is particularly beneficial in the context of physical education, where the goal is not only to teach physical skills but also to nurture students' emotional and psychological development. By reducing the anxiety often associated with performance-based tasks such as the backward roll, the play method creates a more relaxed and enjoyable learning environment. Furthermore, it allows students to approach challenges in a way that feels less intimidating, leading to better engagement and ultimately improved learning outcomes (Rohmawati & Kurniadi, 2021).



Several studies have demonstrated the effectiveness of the play method in promoting social skills and courage among students. According to Fatmawati (2019), integrating play into learning encourages students to interact with one another, which helps them develop better interpersonal communication and teamwork skills. In a physical education setting, this can translate into students being more willing to support each other as they attempt challenging movements, such as the backward roll. Moreover, the play method has been shown to increase intrinsic motivation, as students enjoy the process of learning through play and are more likely to participate willingly in activities that may initially seem daunting (Rahayu & Sari, 2018). In this way, the play method not only fosters skill acquisition but also helps students build the courage needed to perform physical tasks confidently.

In the case of SD Inpres Sambung Jawa I, applying the play method to floor gymnastics could have significant benefits in terms of increasing students' courage to attempt the backward roll. By structuring PE lessons around playful activities, teachers can create a low-stress environment where students feel encouraged to take risks. According to the findings of Abdurrahman and Wibowo (2020), when students are allowed to learn through play, they are less likely to experience fear or hesitation when trying out difficult movements. This, in turn, can lead to greater success in mastering skills that require a combination of physical and psychological effort. Moreover, as students gain more confidence through playful practice, their overall academic and social performance may also improve, as the courage to attempt new tasks extends beyond physical education to other aspects of their school lives (Mulyana & Pratama, 2017). The play method, thus, offers a valuable approach to developing both the physical and emotional competencies of students, particularly in the context of floor gymnastics.

Students' courage in doing backward rolls is often hampered by fear or lack of self-confidence. Research by (Yunitaningrum, 2016) shows that the application of gradual learning with a play approach can help students overcome this fear. In this study, students were given the opportunity to practice in a fun and non-pressuring atmosphere, so that they were more courageous in trying the movement. The importance of courage in sports not only affects physical abilities but also the development of students' character. The courage to try new things is an important aspect of character education. By using the play method, it is hoped that students can learn better and feel more confident when doing backward rolls (Safandi, 2024). Backward rolls are one of the gymnastics materials that require mastery of sequential movement skills. This skill begins with a balanced squatting position, with the body position facing the back of the movement, and both palms next to the ears facing down. The key to the forward roll movement lies in the push of the feet and the position of the body leaning forward. However, students who lack the courage and strength in the push of the hands and foot support will have difficulty doing this movement. This is due to a lack of hand strength and inadequate foot push, which can result in inappropriate movements. In addition, the teaching time is too short and the lack of an appropriate approach to students also causes them to have difficulty in performing forward rolls properly and correctly. As a result, learning objectives cannot be achieved, and students are unable to master the expected skills in the forward roll movement. Thus, a more effective teaching method and greater attention to the needs of students are needed to improve their abilities (Ruslan & Huda, 2019).

In addition, observations of the implementation of floor gymnastics at SD Inpres Sambung Jawa I showed that many students felt anxious when asked to do back rolls. By implementing the play method, it is hoped that students can feel a positive experience that can reduce anxiety and increase their courage. Fun learning will encourage students to participate more actively and dare to try.

Seeing the importance of courage in sports and the positive impact of the play method, this study aims to explore the effectiveness of this method in the context of learning back rolls at SD Inpres Sambung Jawa I. It is hoped that the results of this study can contribute to the development of teaching methods in the field of physical education, especially in increasing the courage of students. Thus, this study is not only relevant for physical education teachers but also for the development of a more innovative and interesting curriculum for students. Through the

application of the play method, it is expected that the teaching and learning process will be more effective and enjoyable, so that students' courage in exercising can increase significantly.

METHODS

The type of research used is Classroom Action Research (CAR). According to (Arikunto, 2021), CAR is an action that is deliberately carried out in the classroom to solve problems that arise during the learning process. The focus of this research is on problems that occur between students and teachers in the context of learning. Syaifudin (2021) emphasized that CAR is oriented towards improving the quality of learning. This study consists of three stages: pre-cycle, Cycle I, and Cycle II, as well as the preparation of the final report, all of which involved 32 students. The researcher chose this class because significant weaknesses were identified in the learning process carried out by Physical Education, Sports and Health (PJOK) teachers and grade V students. To evaluate learning outcomes, the assessment instrument includes three important aspects: the cognitive aspect, which measures students' knowledge and understanding; the affective aspect, which assesses students' attitudes and behavior during the learning process; and the psychomotor aspect, which focuses on the practical skills acquired by students. Through this approach, researchers hope to identify existing problems, implement corrective actions, and assess the impact of these actions on students' learning outcomes. Thus, PTK not only functions as a tool to improve the quality of teaching, but also as a means of reflection for teachers to improve their teaching methods.

RESULT AND DISCUSSION

Table 1. Initial Data Description

| No | Completion | Frequency | Percentage (%) |
|----|---------------|-----------|----------------|
| 1 | >75 | 8 | 24.2 |
| 2 | <75 | 24 | 75.8 |
| | Amount | 32 | 100 |

Table 1 provides an overview of the description of the initial data on the courage of fifth grade students in performing backward rolls in floor gymnastics at SD Inpres Sambung Jawa I. Of the total 32 students, only 8 students or 24.2% managed to achieve learning completion with a score above 75. On the other hand, the majority of students, namely 24 people (75.8%), have not achieved completion with a score below 75. These data indicate that most students have difficulty in performing backward rolls, which may be caused by a lack of self-confidence or experience in performing this physical activity. This condition reflects the need for appropriate interventions, such as the application of play methods, to improve students' courage and skills in floor gymnastics. Thus, these initial results are the basis for planning more effective corrective actions in the learning process, in order to achieve the expected goals in developing students' motor skills. After the implementation of the pre-cycle, the results are listed in Table 1. This study adopted a design consisting of two cycles, namely Cycle I and Cycle II. Each cycle involves certain actions that aim to improve the learning process and outcomes of students. From the learning activities carried out, the percentage of increasing courage of students in doing backward rolls in floor gymnastics can be analyzed. The results of these two cycles show significant developments in student skills, reflecting the effectiveness of the methods applied. The presentation of these results will provide a clear picture of the progress achieved and be the basis for further evaluation, in order to determine the next steps in the learning process. Thus, this study focuses on continuous improvement in improving student abilities.

Table 2. Results Based on Cycles I and II

| No | Completion | Cycle I | Percentage (%) | Cycle II | Percentage (%) |
|----|------------|---------|----------------|----------|----------------|
| 1 | >75 | 8 | 24.2 | 27 | 86.4 |

| | | | | | |
|---|---------------|-----------|------------|-----------|------------|
| 2 | <75 | 24 | 75.8 | 5 | 13.6 |
| | Amount | 32 | 100 | 32 | 100 |

Table 2 shows the learning outcomes of students in backward rolls in floor gymnastics based on a comparison between Cycle I and Cycle II. In Cycle I, only 8 students (24.2%) achieved completion with a score above 75, while 24 students (75.8%) were still below completion. However, after the application of the improved method in Cycle II, there was a significant increase: 27 students (86.4%) managed to achieve completion, while only 5 students (13.6%) had not completed it. The increase in the percentage of completion from Cycle I to Cycle II shows the effectiveness of the method applied in increasing students' courage and ability in doing backward rolls. These results reflect real progress in the learning process, indicating that the interventions carried out succeeded in improving the quality of teaching and supporting students to achieve the expected goals. After the evaluation and implementation of improvements in Cycle II, the results showed significant changes. The percentage of students who achieved completion increased to 86.4%, with only 13.6% of students still below completion. This increase indicates that the method applied succeeded in increasing student motivation and engagement. With a more interactive and fun approach, students became more confident and more ready to try movements that were previously considered difficult.

The importance of reflection on the results of Cycle I was also a key factor in the success of Cycle II. By identifying weaknesses and challenges faced by students, teachers can adjust teaching methods to better meet students' needs. This shows that classroom action research is not only about implementation, but also about continuous monitoring and adjustment to achieve optimal results.

Overall, the results obtained from Table 2 confirm the effectiveness of the method used in improving students' courage and skills in doing backward rolls. With significant improvements, this study shows that a more creative and responsive approach can bring positive changes in the learning process, so that educational goals can be better achieved. It is hoped that these findings can be used as a basis for other teachers and educators to develop innovative learning methods in different contexts.

CONCLUSION

The conclusion of this study shows that the application of interactive and fun learning methods significantly increases the courage and skills of fifth grade students in doing backward rolls in floor gymnastics. From Cycle I, only 24.2% of students achieved completion, while after improvements in Cycle II, the percentage jumped to 86.4%. This reflects the effectiveness of the methods used in improving learning outcomes. These findings emphasize the importance of innovation in teaching to achieve the expected educational goals.

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