



# Running 30 meters for boys and girls in first and second grades of elementary school

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## ABSTRACT

The background of this research is the importance of the running ability of elementary school students. This study aims to determine differences in the ability to run 30 meters of elementary school students. The research was conducted by survey with a sample of elementary school students at Public Elementary School 27 Sungai Kakap Pontianak grades 1 and 2. The total sample size was 33 students, 16 boys, and 17 girls, with an age range of 6-8 years. The test is done by running 30 meters measured in seconds—data analysis using descriptive statistics and different tests. The study results showed a difference between the age groups between boys and girls for up to 1 second in covering a distance of 30 meters. It was concluded that running between boys and girls is better for boys. Based on the results of this study, it is hoped that the physical education program will provide more equal opportunities for both students to participate so that there are no gaps. As well as learning programs arranged in a pleasant atmosphere

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## INTRODUCTION

The ability to run is one of the gross motor skills. This skill will eventually influence other movement abilities. In the study of physical education, be it education using motion games or sports, some activities require running skills. This refers to research results, which state that speed, done by running tests, has a positive relationship with throwing skills (Rizyanto et al., 2019). Based on research conducted on motor skills from a series of tests on elementary school students, only 32.5% were good, and the rest were moderate and lacking (Lusianti, 2019)



The fact that it is less striking based on more research is not encouraging. The fitness level of elementary school students was only 17% in the good category, with the rest being moderate and below average (Sani & Hariadi, 2020). The motor skills of elementary school students were only 8.7% very good, 22.86% good, and the rest were moderate, lacking, and some were even in the very poor category (Yulifri et al., 2019). Likewise, Ketol (Ningsih et al., 2020) shows that very few students have high motor skills. Only 35% of basic movement abilities are in the high category; the rest are average and below (Syahrudin, 2021). One of the mean gross motor skills is running in grade IV elementary school students who fall into the medium category (Sjafrina, 2014). This fact is less encouraging.

Furthermore, it was found that there is evidence that the motor skills of students who attend regular schools are higher than the motor skills of students who attend excellent schools (Kasriman, 2018). The results of this study can be suspected that students in superior schools are more concerned with cognitive abilities, so physical activity is less and possibly less attractive. This fact further exacerbates the image of movement activity when it is related to cognition. Featured schools are good schools, and based on this study, it can be concluded that their motor fitness is not good compared to regular schools.

Even this unfavorable condition will eventually continue at the next age and level. This is corroborated by research, stating that based on observations, it turns out that 50% of junior high school students fall into the good category, and 50% are first enough (Laksana et al., 2021). Based on the study above, it is necessary to look at this ability from elementary school. The issue of sons and daughters is often compared. In this study, we tried to see differences in the running ability of elementary school students when viewed from the gender of students in grades 1 and 2.

## MATERIALS AND METHODS

Quantitative research was carried out by extracting data (Wahidmurni, 2017) to obtain information on students' running abilities using numerical data, which was then analyzed statistically (Sari, 2017). The samples were grade 1 and 2 students at SD Negeri 27 Sungai Kakap, Pontianak West Kalimantan, with all students as the research sample. The research instrument used a 30-meter run test. The data was in time and was analyzed using descriptive statistics. To find out the difference between male and female students. Analysis using SPSS series 26.

## RESULTS AND DISCUSSION

The research was conducted at SD Negeri 27 Sungai Kakap Elementary School, Pontianak, West Kalimantan, grades 1 and 2, with a total of 33 students consisting of 16 boys and 17 girls.

**Tabel 1.** Statistic descriptif result

Group Statistics					
	sex	N	Mean	Std. Deviation	Std. Error Mean
Time	Boys	16	8.2800	.23189	.05797
	Girls	17	9.2465	.65319	.15842

**Table 2.** Data Normality test

Kolmogorov-Smirnov <sup>a</sup>			
	Statistic	df	Sig.
Boys	.119	16	.200 <sup>*</sup>
Girls	.209	16	.060

Based on the analysis results in table 2 above, the calculated significance value with Kolmogorov-Smirnov is above 0.05, so the data is normally distributed. Based on table 3, the value of Levene's Test for Equality of Variances data is not homogeneous. So it was continued with a non-parametric statistical test with Richar Wilcoxon.

**Table 3.** Homogenous test

Independent Samples Test			
		prestasilari	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	25.565	
	Sig.	.000	
t-test for Equality of Means	t	-5.592	-5.729
	df	31	20.186
	Sig. (2-tailed)	.000	.000
	Mean Difference	-.96647	-.96647
	Std. Error Difference	.17284	.16870
	95% Confidence Interval of the Difference	Lower	-1.31898
		Upper	-1.31816
		-.61396	-.61478

**Tabel 4.** Non Parametric Statistic test

Test Statistics <sup>a</sup>	
	Time
Mann-Whitney U	14.500
Wilcoxon W	150.500
Z	-4.378
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 <sup>b</sup>

The result of the significant value of the non-parametric statistical test is 0.000, so it can be stated that the running ability of boys and girls students based on the gender of elementary school students in grades 1 and 2 is stated to be different. This difference can be seen from the mean value, which states that boys are faster than girls.

The study results show that sons have better running performance than daughters. During elementary school, students, physical abilities will increase, especially the ability to run, jump and throw (age 7-10 years) (Trianingsih, 2016). This study of running shows that measurement of the tibia bone and its association with running ability has a negative effect (Munawaroh et al., 2022).

It turned out that an experiment proved that providing walking or running activities before school started had a good effect on student behavior and readiness; school

physical activity programs affected the fitness of elementary school students who were obese (Wanless et al., 2014) before studying in class (Stylianou et al., 2016). Activity turns out to be very important for its effect on health and has a fit effect on students and gives a positive value to learning readiness.

Various attempts have been made in previous studies to improve running ability; research was carried out using how to play. Among them, games for learning athletic movements for kids have a better effect on learning outcomes for running (Yahya, 2020), and when compared to conventional learning (Bahri et al., 2016) games can also develop locomotor-based abilities (Webiantoro, E., Wiradihardja, S., & Nuraini, 2020), as well as traditional games which also have a positive effect on the running ability of second-grade elementary school students (Oktaria Kusumawati, 2017), a tool in the form of Running Jet Resistance also has a positive effect on sprint running ability (Badawi et al., 2018).

Research results show that the intensity achieved by students in after-school sports activity programs is higher using games compared to running around the field (Kahan & McKenzie, 2018b). This shows that playing remains more fun and will positively impact the desire for training intensity to achieve skill or fitness. Apart from using playing to get higher abilities, it turns out that this has a greater effect on students' sense of being while participating in training activities (Kahan & McKenzie, 2018a). Playing baseball could positively affect elementary school students' running speed (Pulung Riyanto, 2013).

Learning to run needs to be done by developing attractive models for elementary school students (Kurniawan, 2016), one of which is the playing model (Widiastuti & Pratiwi, 2017), using traditional games (Anwar, 2018), especially for those with special needs (Dimiyati, 2017). Traditional gameplay, which improves running ability, has a positive effect (Elisyah et al., 2021). Learning models to run with shorter distances provide more effective results for improving running abilities for both short and long distances for elementary school students (Hidayat et al., 2019). The results of an analysis of elementary school hurdles show that it is better for student learning to shorten the distance between hurdles with a fixed hurdle height; this will be more efficient for learning (Otsuka et al., 2010). It is proven that running has been reviewed how to improve students' abilities. Research studies either with learning models, traditional games, or other learning that aims to improve running ability, which can be used for playing and physical activity.

## **CONCLUSION**

Motor skills boys and girls from early elementary school turned out to have different abilities, especially the ability to run. Male students tend to be faster or superior to female students. In this regard, it is recommended that physical education be given equal opportunities for both and chooses activities that allow the involvement of boys and girls in active participation.

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## CONFLICT OF INTEREST

No conflict interest related with this article.

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