TEGAR 8 (2) (2025) 111-116
Journal of Teaching Physical Education in Elementary School
Available online at :
https://ejournal.upi.edu/index.php/tegar/article/view/99395
DOI: https://doi.org/10.17509/tegar.v8i2.99395

Improving Target Throwing Skills in Rounders through Archery Target Board Media: A Classroom Action Research in Grade IV Students

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Article Info

Article History:
Received April 2025
Revised May 2025
Accepted May 2025
Available Online May 2025

Keywords:
learning media; rounders; throwing skills

Abstract

Physical education plays an essential role in developing students' motor skills, physical fitness, and overall character through structured learning activities. However, in practice, many elementary school students still demonstrate low proficiency in fundamental movement skills, particularly in throwing accuracy during small-ball games such as rounders. This condition was observed in Grade IV students of MIN 1 Lombok Tengah, where students showed low enthusiasm and limited ability to throw accurately at designated targets.

This study aims to improve students' target-throwing skills in rounders through the use of an archery target board as a modified learning medium. The study employed a Classroom Action Research (CAR) design conducted in two cycles, involving 40 students. Each cycle consisted of four stages: planning, action, observation, and reflection. Data were collected using performance tests, observation sheets, and documentation, and were analyzed using descriptive statistics in the form of mean scores and percentages of learning mastery.

The results showed a significant improvement in students' throwing skills across the research cycles. The percentage of students achieving mastery learning increased from 32.5% in the pre-cycle to 50% in Cycle I, and further improved to 90% in Cycle II. This indicates that the implementation of archery target board media effectively enhanced students' accuracy, engagement, and participation in learning activities.

In conclusion, the use of modified and game-based learning media, such as archery target boards, can effectively improve students' throwing skills in rounders. Therefore, physical education teachers are encouraged to apply innovative and engaging instructional strategies to enhance students' motor skill development and learning outcomes.

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INTRODUCTION

Physical education is an integral part of the educational process that aims to develop students' physical fitness, motor skills, cognitive abilities, and social-emotional aspects through structured physical activities (Bangun, 2012; Rosmi, 2016). In elementary education, physical education plays a crucial role in supporting children's overall growth and development, particularly in enhancing fundamental movement skills that form the basis for more complex motor abilities (Pandiangan et al., 2024; Sjafrina, 2014). At this stage, students are in a critical period of motor development, where consistent practice and appropriate learning strategies are essential to improve their physical competencies (Yudanto, 2001).

Motor skill development is a key objective of physical education, as it directly influences students' ability to perform various sports activities effectively. Basic motor skills, such as throwing, catching, and striking, are essential components in small-ball games like rounders (kasti). However, mastering these skills requires proper coordination, repeated practice, and appropriate instructional methods (Iyakrus, 2019). Without adequate learning support, students may experience difficulties in performing these movements accurately.

In practice, many students still demonstrate low proficiency in throwing skills, particularly in achieving accuracy toward a specific target. Based on preliminary observations conducted at MIN 1 Lombok Tengah, it was found that students' throwing ability in rounders was relatively low. Many students were unable to direct the ball accurately toward the intended target, and their participation in learning activities was less enthusiastic. Previous findings also indicate that only a small proportion of students achieved the expected level of mastery in throwing skills, while the majority remained below the minimum competency standard (Riyanto, 2017; Tamba, 2023).

Several studies have attempted to improve students' motor skills through various instructional approaches. For instance, modified learning strategies and the use of game-based methods have been shown to enhance students' engagement and skill development in physical education (Pulungan et al., 2025; Santoso et al., 2020). In addition, the use of modified equipment and learning media can provide more meaningful and enjoyable learning experiences, which may positively influence students' participation and performance (Habibi, 2019; Sumarta, 2019).

However, previous studies have generally focused on improving general motor skills or using conventional game-based approaches, with limited attention given to the use of specific target-based media to improve throwing accuracy in rounders. Furthermore, there is still a lack of research that applies innovative and structured modifications, such as archery-style target boards, within a Classroom Action Research framework to address practical learning problems in elementary schools.

Based on these considerations, this study aims to improve students' target-throwing skills in rounders through the use of an archery target board as a learning medium. This research is expected to provide practical contributions for physical education teachers in designing more effective, engaging, and student-centered learning strategies to enhance motor skill development.

METHOD

Research Design

This study employed a Classroom Action Research (CAR) design to improve students' target-throwing skills in rounders through the use of an archery target board as a learning medium. Classroom Action Research was selected as it allows teachers to address instructional problems directly through iterative cycles of improvement (Utomo et al., 2024; Siregar et al., 2024). The study was conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection.

Participants

The participants of this study were 40

fourth-grade students of MIN 1 Lombok Tengah, aged between 9 and 12 years. The sampling technique used was total sampling, where all students in the class were involved as research subjects, as the focus of Classroom Action Research is to improve learning outcomes within a specific classroom setting.

Instruments and Materials

The instruments used in this study included:

- A target-throwing performance test
- Observation sheets for teacher and student activities
- Scoring rubrics for assessing throwing accuracy
- Lesson plans for each cycle
- Field notes and documentation

The learning media used in this study consisted of archery-style target boards, balls for rounders practice, and distance markers set at 7 meters.

Scoring Rubric for Throwing Skills

To Students' throwing performance was assessed using a four-point scoring rubric based on accuracy:

Score	Criteria
4	Throw hits the center target accurately
3	Throw hits the target area
2	Throw is close to the target but misses
1	Throw is far from the target

Each student performed six throwing attempts, and the total score was calculated to determine individual performance.

Procedures

The study began with a pre-cycle to assess students' initial throwing ability. In this stage, students performed six throws toward the target from a distance of 7 meters, and their scores were recorded.

In Cycle I, the teacher implemented learning activities using the archery target board as a modified practice medium. Observations were conducted to evaluate student participation and teacher performance. Reflection was carried out to identify weaknesses in the instructional process.

In Cycle II, improvements were made based on the reflection results from Cycle I, including clearer instructions, increased student motivation, and more structured practice activities. The revised learning strategy was then implemented and evaluated.

Data Analysis

Data were analyzed using descriptive statistical techniques, including mean scores and percentages. The mean score of students' throwing performance was calculated using the following formula:

$$\mathbf{X = \frac{\sum X}{N}}$$

where X is the mean score, $\sum X$ is the total score, and N is the number of students.

The percentage of learning mastery was calculated as follows:

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

where P is the percentage of mastery, F is the number of students achieving mastery, and N is the total number of students.

Mastery Criteria

The minimum mastery criterion (MMC) was set at a score of 65. Students who achieved a score equal to or higher than 65 were categorized as "complete," while those below 65 were categorized as "not yet complete." The success of the intervention was determined by the increase in the percentage of students achieving mastery from the pre-cycle to Cycle II.

RESULTS

The results of this study present the improvement of students' target-throwing skills in rounders through the implementation of ar-

chery target board media across two cycles of Classroom Action Research.

Overall Improvement of Learning Outcomes

The improvement in students' throwing performance was analyzed based on the mean scores and the percentage of students achieving mastery learning at each stage, including the pre-cycle, Cycle I, and Cycle II.

Table 1. Improvement of Students' Throwing Skills

Stage	Mean Score	Mastery (%)
Pre-cycle	58.5	32.5%
Cycle I	62.08	50%
Cycle II	69.75	90%

As shown in Table 1, there was a consistent improvement in students' throwing performance across each stage. In the pre-cycle, the mean score was 58.5, with only 32.5% of students achieving the minimum mastery criterion. After the implementation of the intervention in Cycle I, the mean score increased to 62.08, and the mastery percentage improved to 50%. Furthermore, in Cycle II, the mean score reached 69.75, with 90% of students achieving mastery learning.

Improvement Across Research Cycles

The results indicate that the use of archery target board media had a positive impact on students' learning outcomes. The increase in mean scores reflects improvements in students' throwing accuracy, while the significant rise in mastery percentage demonstrates that most students were able to meet the expected competency standards by the end of Cycle II.

The largest improvement occurred between Cycle I and Cycle II, suggesting that the refinements made during the reflection phase such as clearer instructions, increased practice opportunities, and enhanced student engagement contributed significantly to better learning outcomes.

Summary of Findings

Overall, the findings demonstrate that the implementation of modified learning media in the form of archery target boards effectively improved students' target-throwing skills in rounders. The gradual increase in both mean scores and mastery percentages confirms the effectiveness of the Classroom Action Research approach in addressing learning problems and enhancing students' motor skill performance.

DISCUSSION

The findings of this study demonstrate a significant improvement in students' target-throwing skills in rounders following the implementation of archery target board media through two cycles of Classroom Action Research. The increase in mean scores from 58.5 in the pre-cycle to 69.75 in Cycle II, along with the rise in mastery learning from 32.5% to 90%, indicates that the intervention was effective in enhancing students' performance. This improvement suggests that structured practice combined with appropriate learning media can positively influence students' motor skill development.

From a theoretical perspective, these findings can be explained through the principles of motor learning, which emphasize the importance of repeated practice, feedback, and task-specific training in improving movement accuracy and coordination. The use of archery target boards provided a clear and specific goal for students, allowing them to focus on accuracy and consistency in their throwing movements. This aligns with the concept of practice repetition, where continuous and guided practice leads to the refinement of motor skills and improved performance over time.

The results of this study are consistent with previous research. Pulungan et al. (2025) found that modified learning approaches in physical education can significantly improve students' motor skills by increasing engagement and providing meaningful practice experiences. Similarly, Santoso et al. (2020) reported that game-based learning strategies enhance students' participation and skill acquisition, partic-

ularly when activities are designed to be interactive and enjoyable. In addition, Habibi (2019) highlighted that the use of modified equipment and instructional media can facilitate better understanding and execution of motor tasks, especially among elementary school students.

Compared to these studies, the present research provides additional evidence by specifically focusing on target-based media to improve throwing accuracy in rounders. The significant increase in students' mastery level to 90% in Cycle II indicates that the combination of repetitive practice and the use of visually engaging targets can effectively support motor learning processes. Moreover, the improvement observed between Cycle I and Cycle II suggests that reflection and refinement of teaching strategies play a crucial role in optimizing learning outcomes.

Several factors contributed to the success of the intervention. First, the use of archery target boards created a more engaging and enjoyable learning environment, which increased students' motivation and participation. Second, the structured practice sessions allowed students to develop better control and coordination in their throwing movements. Third, continuous feedback provided by the teacher helped students correct their mistakes and improve their performance progressively.

However, it is important to note that the improvement in students' performance was not only influenced by the learning media but also by the overall instructional design, including teacher guidance, practice intensity, and student involvement. Therefore, effective motor skill development requires a combination of appropriate media, structured practice, and supportive learning environments.

Overall, the findings of this study confirm that integrating modified learning media with principles of motor learning and practice repetition can significantly enhance students' throwing skills in physical education. This approach can serve as an effective strategy for teachers to improve learning outcomes, particularly in developing fundamental motor skills among elementary school students.

CONCLUSION

This study concludes that the implementation of archery target board media in a Classroom Action Research design effectively improves students' target-throwing skills in rounders. The findings show a substantial increase in both mean scores and mastery learning, rising from 32.5% in the pre-cycle to 90% in Cycle II. This indicates that the integration of structured practice and target-based learning media can significantly enhance students' motor skill performance.

The study contributes to the field of physical education by providing empirical evidence that modified and game-based instructional media can support motor learning processes, particularly in improving accuracy and coordination in throwing skills. The use of archery target boards offers a practical and engaging alternative for teachers to facilitate skill development in small-ball games.

From a practical perspective, the results suggest that physical education teachers should adopt innovative, student-centered, and media-supported instructional strategies to improve learning outcomes. The incorporation of repetitive practice, clear performance targets, and continuous feedback is essential in optimizing students' motor skill acquisition.

However, this study is limited to a single class and a relatively small sample size. Therefore, future research is recommended to involve a larger population, apply different learning media, and explore additional variables that may influence students' motor skill development in physical education contexts.

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