

The Effort to Improve Learning Outcomes of Squat Style Long Jump with Modification of Learning Media

DOI: <https://doi.org/10.47175/rissj.v3i4.561>

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ABSTRACT

This study aims to determine the increase in learning outcomes of the squat style long jump with modification of learning media in fifth grade students of SD Negeri 064975 for the 2016/2017 academic year. This research method is Classroom Action Research (CAR). The research subjects were 41 people consisting of 20 sons and 21 women. The research was carried out at SD Negeri 064975 on November 23 to November 30, 2016. The data collection technique used an observation sheet and a portfolio assessment sheet. The results of the first cycle of research, from 41 students there were 22 students (54%) completed and 19 (46%) did not complete with an average score of 72.25 (incomplete). The results of the second cycle of 41 students were 36 students (88%) completed and 5 students (12%) did not complete with an average score of 80.94 (completed). The increase in the average value between cycle I and cycle II was 8.69. Based on the results of the data analysis, it can be concluded that using modified learning media can improve the learning outcomes of the squat style long jump in fifth grade students of SD Negeri 064975, Medan Denai District, Medan City, 2016/2017 Academic Year.

KEYWORDS

Long jump squat style; modification of learning media

INTRODUCTION

The process of teaching and learning activities is an activity that aims to direct students to the desired behavior change. A simple example is when in the physical education learning process students are able to interact and help each other. The success of physical education teaching and learning activities can be measured from the level of understanding, mastery of the material and student learning outcomes. The higher the understanding, mastery of the material, and learning outcomes, the higher the level of learning success.

Physical education, sports and health as a component of education that combines aspects of knowledge, attitudes and skills as a whole. However, in practice the teaching of physical education in sports and health has not been as effective as expected. Learning physical education, sports and health tends to still be centered on the teacher. Students do not have the opportunity to develop their potential.

The Long Jump is one of the materials taught in elementary school. Based on observations or observations made at SD Negeri 064975 in Tuba Streer No. 41 District of Medan Denai, Medan City, in the implementation of the teaching and learning process of the long jump squat style for fifth grade students, it turns out that there are still many obstacles experienced. The information obtained shows that student learning outcomes are still in the Minimum Completeness Criteria (KKM).

Things that result in student learning outcomes are not complete because when determining the distance of the prefix that is not regulated, students tend to set on one leg

which is considered strong as the pedestal, the high-speed running movement at the beginning tends to decrease before the pedestal beam, students look burdened before stepping on the pedestal, when resting the body leans slightly backwards, both arms forward and up, the upper limbs are not swung and are not lifted high forward. This condition is a problem that must be solved. Optimization of learning must be done to stimulate student activity.

To overcome the existing problems, an appropriate learning process is needed to improve the ability of students' basic movement patterns in doing the squat long jump. One way to overcome this problem is to modify the learning media. Considering that physical education learning requires a form of activity that can direct a concept through the practice of mastering the movement being studied or direct discovery

LITERATURE REVIEW

Physical Education

Giri Wiarto (2015:1) argues that "Physical education is basically an integral part of the overall education system, aiming to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical and mental activities. sport".

With the issuance of Law Number 20 of 2013 concerning National Education Standards, it will provide opportunities to improve a comprehensive curriculum in order to achieve national education goals. The purpose of national education is to make Indonesian people completely (Dini Rosdiani, 2013:167). With the definition above, it is clear that physical education is an inseparable part of the whole human development effort.

Mukhlis (2007:12) suggests that, "The objectives of implementing physical education are: 1) Physical education will stimulate the psychological development of the child's psyche, the child will grow up to be intelligent along with the development of his character; 2) Implementation of physical education as a means of developing children's skills; 3) The application of an attitude of responsibility and sportsmanship in daily life; 4) Development and maintenance of physical fitness and healthy living behavior through various forms of physical activity in it. From the above definition, it can be concluded that physical education has enormous benefits, namely meeting the needs of children's movement, introducing children to potential, developing basic movements, and physical education is an educational process that has a relationship between physical, mental and emotional.

Learning Outcomes

Nana Sudjana (2009:2) suggests that "Learning and teaching as a process contains three distinguishable elements, namely the objectives of teaching (instructional), teaching-learning experience (process), and learning outcomes". On the other hand, Rahyubi (2012:5) argues that "learning is a change in behavior that is relatively permanent and occurs as a result of training or experience". Meanwhile Cronbach in Sardiman A.M, (2005:20) provides a definition, "Learning is shown by a change in behavior as a result of experience." (learning is showing a change in behavior as a result of experience), Harold Spears defines, "Learning is to observe, to read, to initiate, to try something themselves, to listen, to follow direction." (Learning is observing, reading, initiating, trying something yourself, listening, following directions), and Geoch said, "Learning is a change in performance as a result of practice." (learning is a change in appearance as a result of practice).

To achieve a good learning process, it is very necessary to straighten the learning objectives of the material to be taught. Nana Sudjana (2009:2) suggests that "Teaching goals (instructional) have a relationship with learning experiences, learning experiences have a relationship with learning outcomes, so it can be concluded that the assessment activity is an action or activity to see the extent to which instructional objectives have been achieved. achieved or mastered by students in the form of learning outcomes that they show after they take their learning experiences (teaching-learning process)".

Long Jump

As one of the oldest sports, athletics is called the mother of the sport. Sumardi, et al in Edi Warsidi, (2009:7) that "athletics is a physical activity consisting of various dynamic and harmonious movements, such as running, walking, jumping, and throwing". One of the long jump numbers is the long jump. Giri Wiarto (2013:32) argues, the purpose of the long jump is to jump as far as possible by moving the whole body from one point to another. The goal in jumping numbers is to maximize the size of the distance reached or jump height (Dikdik, 2010:56).

To achieve good jump results, the long jump can be done in several styles. Irwansyah (2006: 42) suggests that the styles that are often used when doing the long jump are walking/running in the air, hanging style (schnepper/hang style), and squatting style (kauer).

In practice, the long jump can be done by performing a series of movements starting with the prefix, namely the movement to get the highest speed so that the mass push forward is greater. Edi Warsidi (2009:59)". Meanwhile, the characteristics of a good prefix in the jump number are fast, precise and consistent, as well as preparing athletes to do a strong pedestal (Dikdik, 2010:58). The next series of motion is repulsion, which is a change or displacement of running motion from a horizontal movement to a vertical movement that is carried out quickly. More specifically, repulsion is a change or movement of movement from a horizontal movement to a vertical movement that is carried out quickly (Giri Wiarto, 2009:34). The next series of motion is the movement of floating in the air. i.e. the attitude after the rejecting foot rejects the foot on the pedestal, the body can be lifted up in the air simultaneously with the swing of the two arms forward upwards, the height and fall of the result of the jump is very dependent on the magnitude of the strength of the starting leg and the jumper must straighten the pedestal as straight as possible, Dede Koswara (2000:28). The long jump movement is closed with a landing in the sandbox, which is a movement that minimizes the loss of distance that occurs after the start of the foot touching the ground and minimizes the loss of jump distance. After knowing the purpose of the landing phase, it is necessary to know the correct landing technique.

Learning Media

One of the factors to achieve the success of the learning process is the use of learning media. Learning media are all forms of stimulants and tools provided by the teacher to encourage students to learn quickly, precisely, easily, correctly and without verbalism, Dini Rosdiani (2013:75). In relation to learning media, Hamdani in Giri Wiarto, (2015:122) argues that "there are three characteristics that are instructions for using media, namely a) this fixitive property describes the ability of the media to record, store, preserve and reconstruct an event or object. b) manipulative property), namely the media must be able to manipulate or change an object. The transformation of an event or events is possible because the media has manipulative characteristics. c) distributive property,

namely objects or events are transformed through space and simultaneously, the event is presented to a large number of students, the stimulus experience is relatively the same regarding the event.

Daryanto (2011:8) argues that "the media has a function as a carrier of information from the source (teacher) to the recipient (student). The method is a procedure to assist students in receiving and processing information in order to achieve learning objectives.

Modification of Learning Media

Modification of learning in physical education is very effective in providing solutions to problems in the teaching and learning process in physical education. Lutan in Giri Wiarto, (2015:158) suggests that the purpose of modifying physical education learning is so that students gain satisfaction in following the learning process, increase the likelihood of success in participation and students can perform movement patterns correctly. Modification of learning in physical education is carried out, among others, to minimize the difficulty factors that exist in a series of movements being studied. With the modification, students can learn a movement with a simple initial motion to the actual movement.

RESEARCH METHODS

The research method used is a classroom research method, through 4 stages, namely planning, action, observation, and reflection. In full, the research method in question can be seen in the following figure:

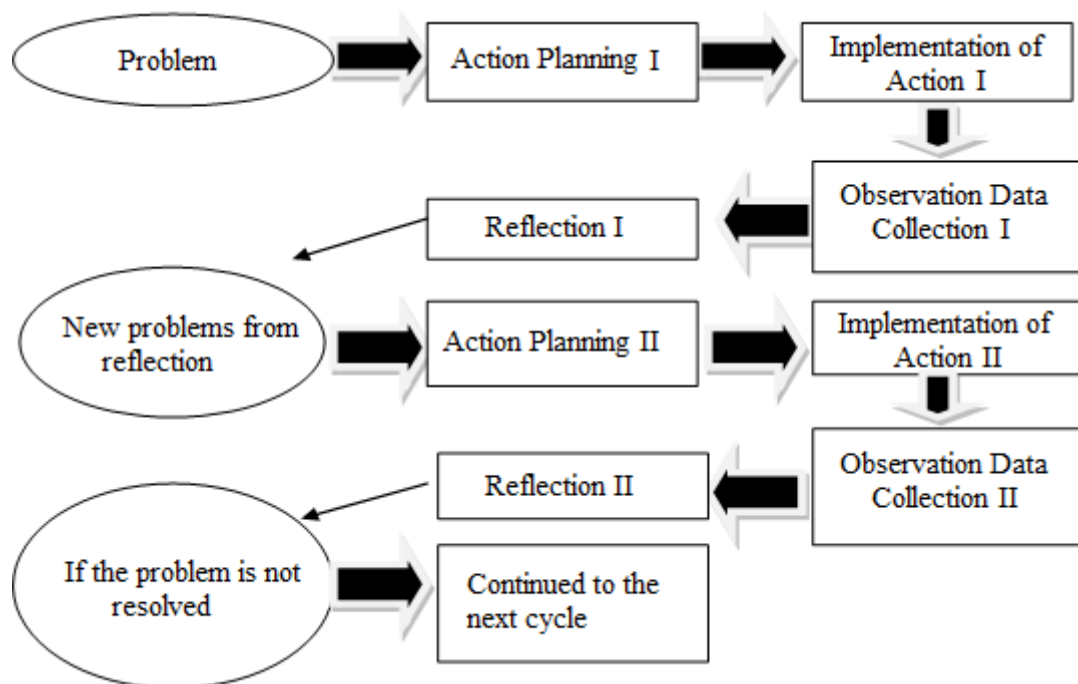


Figure 1. Cycle scheme in classroom action research (Arikunto, 2008:74)

This research design can be described as a classroom action research design which consists of several stages as shown in the picture above. This research was originally planned for one cycle, but because in the first cycle the expected goals had not been obtained, this research was finally carried out in two cycles.

RESULTS AND DISCUSSION

Description of Research Data

The following is a description of the research data in class V SD Negeri 064975 Medan in the 2016/2017 academic year, starting from the first cycle test and the second cycle test.

Table 1. Description of the Squat Style Long Jump Learning Result Data

No	Hasil Penelitian		Indikator			Jumlah	Konversi Nilai Rata-rata
			Sikap Awal	Sikap Pelaksanaan	Sikap Akhir		
1.	Siklus I	\sum	122	231	121	474	72,25
		\bar{X}	2,97	5,63	2,95	11,55	
2.	Siklus II	\sum	140	264	127	531	80,94
		\bar{X}	3,41	6,43	3,09	12,93	

From table 1 above, it can be seen that in the first cycle test, the overall initial attitude indicator scores were (122) with an average (2.97), implementation attitude (231) with an average (5.63) and final attitude (121) with an average (2.95). The overall score of the indicators is (474) and the overall average is (11.6) with an average value conversion of 72.25.

Meanwhile, in the second cycle test, the overall initial attitude indicator score was (140) with an average of (3.41), implementation attitude (264) with an average (6.43) and final attitude (127) with an average of (3.09). The overall score of the indicators is (531) and the overall average is (13) with an average value conversion of 80.94.

Results

Cycle I

From the results of data analysis in the first cycle, it can be concluded that the modification of learning media has weaknesses: many students make the wrong movements during learning, modification of learning media is a new learning process for students so that it is still not understood, the teacher does not provide sufficient motivation. more to students so that students are less orderly and less serious when learning takes place, less learning time so students do less exercise and lack of reciprocal interaction between teachers and students.

Table 2. Completeness Data Learning Outcomes (Cycle I)

No	Test Results	Information	Number of Students	Percentage
1.	Score \geq 75	Complete	22	54%
2.	Score $<$ 75	Incomplete	19	46%
Total			41	100%

Cycle 2

Based on the results of the second cycle test in Table 4.3, it can be seen that the student learning outcomes in the squat style long jump learning were very good. Of the 41 students, 36 students (88%) have mastered learning. Only 5 students (12%) did not have complete learning. The average grade obtained has reached 80.94 (Completed).

From the results of the second cycle test, it can be seen that there is an increase in the squat style long jump learning achievement when compared to the results of the first cycle test. The following can be seen the average value of student learning outcomes from the start of the first cycle of action, obtaining 72.25 increased in the second cycle to 80.94.

Table 3. Data of Learning Outcomes Completeness (Cycle II)

No	Test Results	Information	Number of Students	Percentage
1.	Score \geq 75	Complete	36	88%
2.	Score $<$ 75	Incomplete	5	12%
Total			41	100%

From the results of the second cycle test, it can be seen that there is an increase in the squat style long jump learning achievement when compared to the results of the first cycle test. The following can be seen the average value of student learning outcomes from the start of the first cycle of action, obtaining 72.25 increased in the second cycle to 80.94.

Table 4. Average Value of Cycle I and Cycle II

No	Test Results	Average value	Information
1.	Pos-Test I	72,25	Complete
2.	Pos-Tes II	80,94	Incomplete

In the second cycle, the teaching and learning process runs better when compared to the first cycle. If in the first cycle the average score is 72.25 then it increases in the second cycle to 80.94.

Based on Table 4.4, it can be seen that in the first cycle, the learning outcomes of the squatting style long jump learning process in overall students still reached 22 students (54%). Then in the second cycle based on reflection, there was an increase to 36 students (88%).

Discussion

Student learning outcomes as indicated by the scores they get have increased significantly. In the first cycle, classical student completeness only reached 54% and increased to 88% in the second cycle. If the PKK value is greater than 85%, classical learning completeness has been achieved.

The successes that occurred in the implementation of the actions in the first cycle were: Students felt excited about new things in the teaching and learning process, students did not get bored quickly because students were happy in following the learning process, and some students were able to make long jump movements. squat style.

While the successes that occurred in the implementation of the actions in cycle II were: The presentation of the material was good, many students understood and applied the stages of motion in the squat style long jump, students gained satisfaction in following the learning process, adding time to core activities made students more doing exercises and mastering basic movement patterns in the long jump squat style, students are able to do the long jump squat style with the correct movements such as prefix, pedestal or repulsion, hovering in the air, and landing, the result is that many students are more active and enthusiastic in participating in lessons at because the teacher provides strong motivation so that all students are active in the learning process and students do a lot of questions to the teacher, about the difficulties they are experiencing.

Thus, it can be said that through the modification of the learning media applied by the teacher, it ended in cycle II with the results of learning the squat style long jump which was initially low to increase. If the PKK value is greater than 85%, then Classical Learning Completeness has been achieved.

CONCLUSION

Based on the description of the discussion above, it can be concluded that using modified learning media can improve the long jump learning outcomes of the squat style in class V SD Negeri 064975 Jalan Tuba No.41 Medan Denai District, Medan City, 2016/2017 Academic Year.

It is recommended for physical education teachers to be able to use modified learning media in various materials that will be delivered during the teaching and learning process if they experience problems with facilities and infrastructure, especially in the squat style long jump learning, to support the learning process with materials that are adapted because of this. This can raise the spirit of student learning and student learning outcomes.

So that physical education teachers pay more attention to and develop creativity in learning so that students learn with enthusiasm, joy, joy, independence, honesty and can develop students' self-confidence.

As a reference material for other researchers who want to continue this research more broadly.

Hopefully this thesis can be used as a reference for physical education teachers in schools to develop physical education learning without making limitations in terms of facilities and infrastructure an obstacle.

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