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IMPLEMENTATION OF THE PARALON OBSTACLES TO INCREASE LEARNING OUTCOMES OF THE SQUAT STYLE LONG JUMP IN CLASS VII STUDENTS OF SMP N 16 SURAKARTA

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Abstract

The aim of this research is to determine the improvement in learning outcomes for squatting long jump using paralon obstacle aids in class VII students at SMP N 16 Surakarta. The method used in this research is classroom action research. The subjects of this research were class VII students at SMP N 16 Surakarta with a total of 34 students. Data was collected using long jump practice tests and questionnaires. Data were analyzed using paired t-test.

The results of the research showed that there was a significant increase in learning achievement after the application of paralon obstacle aids to students at SMP N 16 Surakarta in learning the squat style long jump. This is proven by the t test value of 11.958 for paralon with a height of 40 cm. and the t test value is 12.238 for paralon with a height of 50 cm. The jump results without paralon aids had an average of 1.88 m, with 40 cm paralon aids the results were an average of 2.08 m, and with 50 cm paralon aids the results averaged 2.29 m.

Keywords: *Class Action Research, Long Jump Squat Style, Paralon Aids*

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INTRODUCTION

The long jump is one of the jumping events in athletics. The long jump is a type of jump where achieving the furthest distance is the main goal of the jump. The influence of physical condition will be seen in the jumper's ability when starting and pushing off. A fast start and a strong push are influenced by the speed and power of the jumper's legs, while the harmony of the start and a good push really depends on mastery of technique. The speed and power of the push is done with the correct start and push technique resulting in a long jump. The elements that influence the results of the jump are horizontal speed and vertical repulsion. Horizontal speed is needed when starting off, while vertical push is needed when the starting foot touches the starting board to take off.

Teachers have carried out many empirical experiences to improve students' jumping results, such as elevating the starting point with assistive devices, using hurdles and ropes that the jumper must pass through when floating in the air, and hanging an object that the jumper must touch. It is hoped that all efforts made can improve jumping results. Like at SMP N 16 Surakarta which has to use a block board in the long jump learning process. The block board tool is used because the edge of the landing area is higher than the starting area. Some students are afraid to jump during the learning process, because the landing edge is higher than the initial trajectory. The block board tool is made of angle iron formed into a block measuring 40 cm long, 25 cm wide, 15 cm high. It is hoped that the use of block board tools can make students active in carrying out jumping experiments in the learning process.

According to Skinner (in Mudjiono, 2015: 9) learning is a behavior. The learning process will provide an opportunity for events to occur that give rise to responses from the learner and the learner, and there will be consequences that act as reinforcements for the response. Learning is a process of effort carried out by a person to obtain new changes in behavior as a whole, as a result of his own experience in interaction with his environment (Slameto in Hamdani, 2011: 20). Learning is not only studying subjects, but also organization, habits, perceptions, pleasures or interests, social adjustments, various skills, and ideals (Hamalik in Hamdani, 2011: 20). A person is said to learn if changes occur in him as a result of training and experience through interaction with the environment. According to Hamdani (2011: 22) the principles of learning in learning are readiness to learn, attention, motivation, student activity, self-experiencing, repetition, challenging subject matter, feedback and reinforcement, and individual differences.

According to Marsudi (2016: 18), the learning model is used as a guide for teachers in planning and implementing learning and teaching activities containing elements including: objectives and assumptions, activity stages, learning settings, teacher and student activities, learning tools and the impact of results. Study. Suroto (2015) stated that the right learning model

has a great influence on the results or output of students. Raehang (2014) states that active learning is learning that provides opportunities for students to actively build their own concepts and meanings through various activities. According to Rochman, et al (2005: 31) long jump is a movement to reach a certain distance with one jump. According to Rochman, et al (2005: 31) there are three styles in the long jump, namely the squatting style (tuck), walking in the air and hanging style.

The basic long jump technique consists of starting, focusing and flying. Paralon here functions as a regulator for students' jump height. The height of the paralon is made in 3 variations, namely 30 cm, 40 cm and 50 cm. This paralon is used to determine the correlation between jump height and jump distance. The choice of paralon material is considered that paralon is the safest material used to regulate students' jump height. Motion mechanics is actually a study of the effects exerted by forces (such as earth's attraction, friction, wind resistance, etc.) on moving and immovable objects (Carr, 1997; Bartlett, 1997). The long jump is a subject in athletics. According to Rochman, et al (2005:31) the long jump is part of the athletics branch. The long jump number consists of jumping on a push board to produce a long jump.

METHODS

The research location was at SMP N 16 Surakarta. Research time is the time during which the research takes place, which is carried out for approximately three months. This place was chosen because it is close to the UTP campus. The research subjects were class VII students at SMP N 16 Surakarta with a total of 34 students. Classroom action research design is used to get a clear picture of the research to be conducted. This research uses the method described by Riel, M (2007) in Endang Mulyatiningsih. This action research research model was chosen because it is the most systematic research model and is considered the most ideal compared to the others.

The data source in this research was obtained from informants in the form of subject teachers. The data obtained from this research is quantitative data. Quantitative data is data in the form of numbers. This data was obtained from the results of measuring student abilities. Data will be calculated using descriptive statistics. Ghozali (2016) stated that this test is used to determine whether or not there is a difference in the average between two sample groups. If there is a difference, which average is higher. The data used is usually on an interval or ratio scale.

Descriptive statistics are used to analyze and present quantitative data with the aim of knowing the description of the companies used as research samples. The next description is to categorize the scores obtained from each variable. The trend test is used to find out the general description of each independent and dependent variable in the research.

FINDINGS AND DISCUSSION

Findings

Table 1. Pre-Cycle Data

Intervals			Frequency	Percentage
1.1000	-	1.4000	16	5.8824
1.4001	-	1.7001	3	2.9412
1.7002	-	2.0002	1	17.6471
2.0003	-	2.3003	3	44.1176
2.3004	-	2.6004	4	11.7647
2.6005	-	2.9005	2	5.8824
2.9006	-	3.2006	5	11.7647
Amount			34	100

It is known that the number of students who did not pass the KKM was 19 out of a total of 34 students. So the number of students who did not pass the KKM was 44.11%. At the action taking stage, action is taken on the research subject. The action was taken 3 times due to the large number of students who had to take the long jump action. Observations were made on research subjects. Observations are made during the learning process. Observations aim to determine the activities carried out by students during the learning process.

Table 2. Validity Test Results

No	Question	r count	r table	Description	Conclusion
1	1	0.462	0.2826	r count > r table	Valid
2	2	0.429	0.2826	r count > r table	Valid
3	3	0.602	0.2826	r count > r table	Valid
4	4	0.426	0.2826	r count > r table	Valid
5	5	0.478	0.2826	r count > r table	Valid
6	6	0.323	0.2826	r count > r table	Valid
7	7	0.489	0.2826	r count > r table	Valid
8	8	0.669	0.2826	r count > r table	Valid

Discussion

1. Data on Respondents' Perceptions of Paralon Media

As much of 4 respondents strongly agreed that paralon media made their leap further. As much total of 24 respondents strongly agreed that paralon media made their leap further.

2. Perception of The Influence of Paralon Media on Self-Confidence

As much 5 respondents strongly agreed that paralon media made them more confident when jumping. As much of 19 respondents agreed that paralon media made them more confident when jumping.

Table 3. Description of Student Jump Data with a 40 cm Paralon

Minimum value	1.25
Maximum value	3.60
Amount of data	34
Average	2,08

Table 4. Description of The Student's Jump with a 50 cm Paralon

Minimum value	1.35
Maximum value	3.80
Amount of data	34
Average	2,29

From the table above it is known that the t value for X2 and X1 is 11.958 > 1.684. So there is a significant difference between X1 and X2. The t value for X3 and X1 is 12.238 > 1.684. So there are significant differences between the X3 and X1. The t value for X3 and X2 is 9.808 > 1.684. So there are significant differences between the X3 and X2. Reflection is based on a comparison of the number of students who completed each action in the classroom action research cycle.

Table 5. Jump Completeness

	Complete (>1,5 m)	Percentage Complete	Information	Conclusion
Pre Cycle	15	44.12	Less than 80%	Fail
Action I With Paralon 40 cm	19	55.88	Less than 80%	Fail
Action II With Paralon 50 cm	28	82.35	More than than 80%	Succeed

From these data it is known that the classroom action research cycle was successful for the action with the addition of a 50 cm high paralon barrier. After the plans at the planning stage have been successfully completed, the next stage is the activity of implementing the plans that have

been prepared in a stage called action implementation. with action implementation activities. From the results of the paired t-test, it is known that paralon media is able to increase the length of students' jumps significantly. This Paralon functions as a learning medium.

CONCLUSION

There was a significant increase in learning achievement after applying the block board aids to students at SMP N 16 Surakarta in learning the long jump squat style. This is proven by the t test value of 11.958 for paralon with a height of 40 cm. and the t test value is 12.238 for paralon with a height of 50 cm. The jump results without paralon aids had an average of 1.88 m, with 40 cm paralon aids the results were an average of 2.08 m, and with 50 cm paralon aids the results averaged 2.29 m.

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