

**EFFORTS TO IMPROVE LEARNING ON LONG JUMP THROUGH
MODIFICATION OF THE GAME IN CLASS V STUDENTS OF
MI AL-AKBAR SAWAHAN NGEMPLAK BOYOLALI**

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Abstract

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This research aims to determine the increase in squatting long jump ability in class V students at MI Al-Akbar Sawahan Boyolali. This research uses the Classroom Action Research (PTK) method which consists of four stages, namely planning, implementation, observation and reflection in each cycle. This research was completed in two cycles. The research subjects were 21 class V MI Al-Akbar Sawahan Boyolali students. The students consisted of 14 male students and 7 female students. This research data was obtained through a squat long jump skill test through observation. The overall value of the squat long jump material, both practical and theoretical tests, namely cognitive, affective and psychomotor, increased. From the cognitive score, the average pre-cycle class score was 59.52 to 69.94 in cycle I and increased to 80.35 in cycle II. The psychomotor score from the average pre-cycle class score was 64.58 to 71.72 in cycle I and increased to 80.05 in cycle II. The affective value of the average pre-cycle class value was 57.6 to 74.28 in cycle I and increased to 84.28 in cycle II. Student learning outcomes in psychomotor in the complete category were 100% or 21 students, and affective scores in the complete category were 95% or 20 students, and for cognitive scores in the complete category they were 100% or 21 students.

Keywords: Learning, Long Jump, Game Modification

INTRODUCTION

In carrying out daily activities and activities, people need exercise to maintain their body's health and survive. The physical aspect of sport can always attract people to carry out sporting activities, however the spiritual aspect will also be involved in a movement because these two aspects cannot be eliminated from each other (Bangun, 2016). The existence of sport in society can also provide meaning to human life and can be used as a medium for education. Sports activities themselves cannot be separated from the organization of movements carried out so that the sport can run in harmony and achieve the desired goals. The movement organization can be in the form of rules or movement techniques. The sports organization itself does not stop there, an association of the same sports activities will produce a sports organization that can organize, organize or develop a sports activity so that it can be more useful for people's lives (Suherman & Sulistyono, 2002). Sports activities develop in various forms in the way they are implemented, organized and have different goals. In this regard, there are several sports areas, namely, professional sports, recreational sports, health sports, educational sports and competitive sports.

Physical education is a learning process through physical activity designed to improve physical fitness, develop motor skills, knowledge, healthy living and sportsmanship and emotional intelligence (Suherman, 2007). Physical education taught in schools has a very important role, namely: providing opportunities for students to be directly involved in various learning experiences through physical activities carried out systematically (Lengkana & Sofa, 2017). It can be concluded that physical education is physical activity carried out deliberately to support students' physical fitness so that they can carry out other activities without experiencing significant fatigue. Physical education in schools aims to ensure that students have goals, namely developing self-management skills, increasing physical growth and better psychological development, improving basic movement abilities and skills, laying the foundation for strong moral characteristics, developing sportsmanship, honesty, discipline, responsibility, cooperation, self-confidence and democracy, developing skills to maintain the safety of oneself, others and the environment and understanding the concept of physical activity and sports in a clean environment.

However, conditions in the physical education learning process can be said to be experiencing a few obstacles. These obstacles include the lack of supporting media as a method for implementing the learning process, causing the learning process to be less than optimal. Students feel less interested in participating in learning so that student learning activities and also students' feelings of enjoyment are low. Apart from that, because of the nature of students who like to play, they prefer sports that are games in nature such as football, volleyball and basketball. This of course causes physical education learning results to be less than optimal.

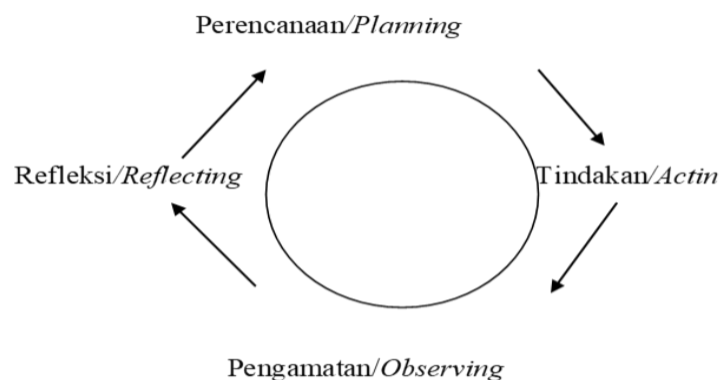
One of the physical education materials in schools that is experiencing obstacles is athletic material. Athletic numbers consist of: walking, running, jumping and throwing. From the results of observing the learning of class V MI Al-Akbar Sawahan Ngemplak Boyolali students, they found it difficult to learn long jump, these obstacles included low levels of enjoyment and also lack of student activity, teachers had not implemented play methods in the learning process so that students were less interested in participating. learning, lack of mastering the correct basic movements, especially in long jump athletics, considering that students who like to play prefer sports that are game in nature. In terms of physical education learning facilities or equipment, it is still lacking. So for the reasons above, researchers used used rubber tires, cardboard and hanging balls as playing method aids that can be utilized in the physical education learning process, especially long jump. These tools are tools that are easy to obtain and cheap. According to (Pramono, 2012) states that the objectives of physical education facilities are: 1) to facilitate learning, 2) to make movement easier, 3) to make movement difficult, 4) to encourage students to move, 5) to continue activities, 6) to make students not afraid of doing activities.

Learning strategies that are designed in such a way by teachers so that learning athletics, especially long jump, will be difficult to achieve the desired goals. It is a demand as well as a challenge for physical education teachers to continually improve their professionalism, especially in organizing the learning process. Physical education teachers who have high innovative power in learning will be skilled at using assistive tools whose function is to ensure that learning objectives are easily achieved. With assistive tools in the long jump learning process, students are expected to be able to overcome the above problems, be able to improve physical fitness and master basic jumping movements according to with set goals. In order to achieve this goal, certain tools are needed to support the long jump learning process.

METHODS

The research method used by researchers is to use classroom action research (PTK), namely by carrying out pre-cycle, cycle 1 and cycle 2 actions. The steps for implementing PTK are carried out through 4 stages, namely planning, action (acting), observing, and reflecting (Arikunto, 2021).

These steps can be clearly depicted in the image below:



The location of this classroom action research was carried out at MIN Al-Akbar Sawahan Ngemplak Boyolali. The object of this research was the fifth grade students of MIN Al-akbar Sawahan Ngemplak Boyolali. The research time refers to the school educational calendar, because PTK aims to improve the quality of the learning process in the classroom, its implementation does not require special time but is in accordance with the learning schedule that has been determined in the research cycle school educational calendar. The indicator of success is that the student's long jump activity is grouped into several categories. The indicator of success for the movement activity is if it has shown a minimum percentage of 75%, namely active. Then, for grouping the observation sheets, students' movement activities were categorized into very active, active, quite active, less active and passive. The following are the categories in the percentage classification of student sports activities.

FINDINGS AND DISCUSSION

Based on the results of the analysis of pre-cycle actions, cycle I & cycle II, it states that:

Table 1. Average Final Class Grades In Pre-Cycle

	Psikomotor	Afektif	Kognitif
Nilai	59,53	64,58	57,61

Table 2. Description of Initial Data on Learning Results for Squatting Long Jump Ability

Range of Values	Description	Psychomotor	Affective	Cognitive
≥ 85	Sangat Baik	-	-	2
80 – 84	Baik	-	4	1
75 – 79	Cukup	1	5	-
70 – 74	Kurang	-	-	3
≤ 69	Sangat Kurang	20	12	15
Jumlah		21	21	21

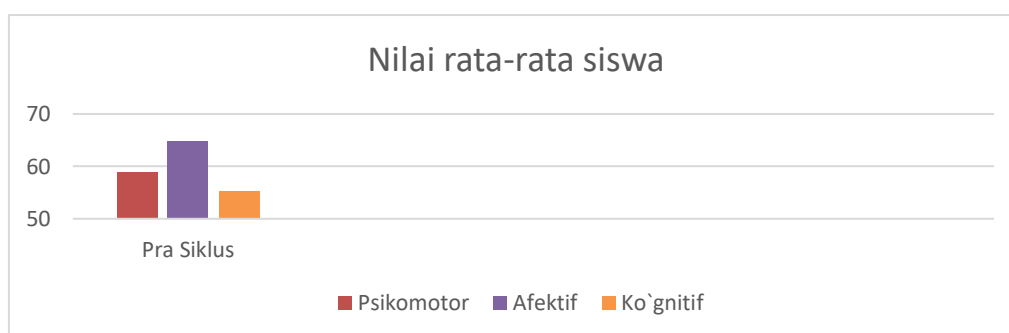


Figure 2. Diagram of The Average Final Class Grades In The Pre-Cycle
Table 3. Average Final Class Grades In Cycle II

	Psychomotor	Affective	Cognitive
Nilai	80.35	80.05	84.28

Table 4. Description of Initial Data Results of Learning The Ability to Squat Long Jump

Range of Values	Description	Psychomotor	Affective	Cognitive
≥ 85	Sangat Baik	2	3	7
80 – 84	Baik	14	12	14
75 – 79	Cukup	5	5	-
70 – 74	Kurang	-	-	-
≤ 69	Sangat Kurang	-	1	-

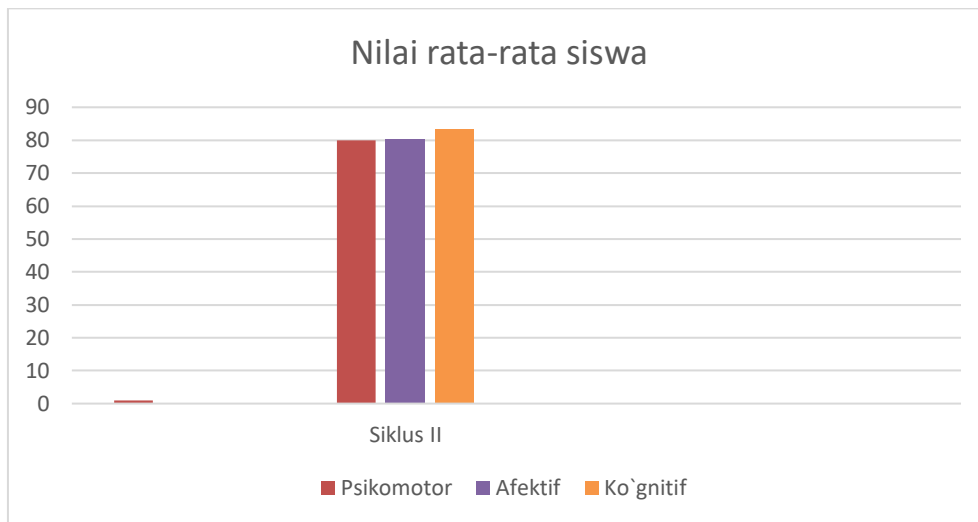


Figure 3. Average Value of Learning Outcomes In Cycle II

Comparison of the Results of Each Cycle

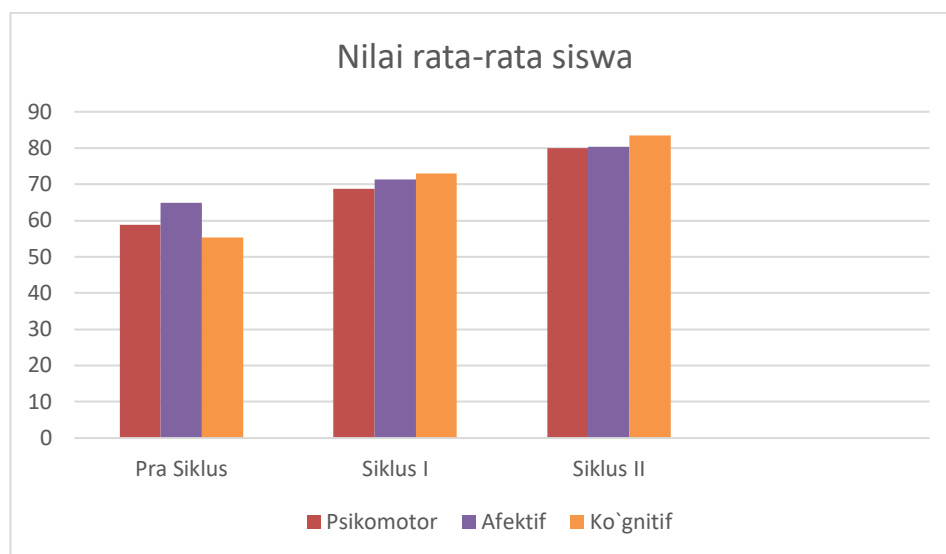


Figure 4. Comparison of The Average Final Scores for Long Jump Ability Classes In Squatting Style for Each Cycle

Based on the results of the classroom action research (PTK) above, for class V MI Al-Akbar students, the overall value of the long jump squat style material, both practical and theoretical tests, namely cognitive, affective and psychomotor, increased. From the cognitive score, the average pre-cycle class score was 59.52 to 69.94 in cycle I and increased to 80.35 in cycle II. The psychomotor score from the average pre-cycle class score was 64.58 to 71.72 in cycle I and increased to 80.05 in cycle II. The affective value of the average pre-cycle class value was 57.6 to 74.28 in cycle I and increased to 84.28 in cycle II. Student learning outcomes in psychomotor in the complete category were 100% or 21 students, and affective scores in the complete category were 95% or 20 students, and for cognitive scores in the complete category they were 100% or 21 students.

DISCUSSION

The research results stated that there was an increase in long jump learning outcomes from cognitive, affective and psychomotor aspects through game modification. From the cognitive score, the average pre-cycle class score was 59.52 to 69.94 in cycle I and increased to 80.35 in cycle II. The psychomotor score from the average pre-cycle class score was 64.58 to 71.72 in cycle I and increased to 80.05 in cycle II. The affective value of the average pre-cycle class value was 57.6 to 74.28 in cycle I and increased to 84.28 in cycle II. Student learning outcomes in psychomotor in the complete category were 100% or 21 students, and affective scores in the complete category were 95% or 20 students, and for cognitive scores in the complete category they were 100% or 21 students. This is relevant to the research results (Hartono, 2019), (Warsiyanti, 2019) (Sunarsi, 2018) which stated that

there was an increase in long jump results through the game model. The success of the learning process depends on several factors, these factors include the teacher, students and the learning media tools used. Factors on the part of the teacher include the teacher's ability to develop and deliver material, manage the class, and use appropriate methods in the learning process. Meanwhile, the student factor is the student's interest and motivation in participating in the learning process. The availability of interesting learning tools/media can also help students' learning motivation so that optimal abilities will be obtained. These factors support each other, so maximum efforts must be made so that all these factors can be owned by teachers and students in the ongoing learning process. If the teacher has good skills in delivering material and managing the class and is supported by appropriate methods and facilities and infrastructure, then the teacher can easily deliver the material well. This material can be easily accepted by students, if students also have high interest and motivation to be active in the learning process. In this way, teaching and learning activities can run smoothly, conductively and efficiently.

This research also provides a clear description that with an approach using a circuit activity model through game modification learning (both process and results), so that this research can be used as a consideration for Physical Education teachers, the results of this research can be used as an alternative in implementing the Physical Education learning process. especially those related to increasing squatting long jump ability, as well as a reference in carrying out interesting learning that makes students more active and erases students' perceptions about physical education learning which was initially boring into fun learning.

This form of modification involves reducing the actual structure of the game so that learning the philosophy (basic strategy) of playing can be accepted relatively easily by pupils or students. (Basuki, 2017). By implementing a learning model with an approach through game modification in learning long jump squat style, students gain new and different experiences in the physical education learning process, physical education learning which was initially considered boring for students, becomes interesting and fun learning for students. Providing actions from cycles I and II provides a description of the deficiencies or weaknesses that occurred during the learning process. However, these deficiencies can be overcome in the implementation of subsequent actions. From implementing the action, reflection is then carried out on the learning process. From the results of the reflection it can be described that there has been an increase in the quality and abilities of students (both results and process). In terms of the physical education learning process, the application of this learning model through game modification can stimulate students' motoric aspects. In this case, students are required to be active in physical education learning which will later be useful for developing physical fitness, developing cooperation, developing skills, and developing competitive attitudes, all of which are very important in physical education.

CONCLUSION

From the results of learning the squat style long jump which have been stated above, it can be concluded that the rope jumping model can improve the results of learning the squat style long jump in class V MI Al-Akbar students. Teachers can develop various innovative and creative learning models so that learning becomes fun and student learning outcomes can improve.

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