

Efforts To Improve Learning Outcomes Of Squat Style Long Jump Through Play Approach Using Teaching Aids At Elementary School In Indonesia

by Sudirman Burhanuddin

Submission date: 20-Sep-2022 10:19AM (UTC+0700)

Submission ID: 1904201135

File name: Efforts_To_Improve_Learning_Outcomes_Of_Squat_Style_Long.pdf (282.7K)

Word count: 6807

Character count: 36441

Efforts To Improve Learning Outcomes Of Squat Style Long Jump Through Play Approach Using Teaching Aids At Elementary School In Indonesia

Sudirman Burhanuddin^{1*}, Andi Risal², Hasanuddin Jumareng³

¹Senior Lecturer at the Faculty of Sport Sciences, Universitas Negeri Makassar Indonesia.

²Lecturer at the Faculty of Sport Sciences, Universitas Negeri Makassar Indonesia.

³Lecturer at FKIP Universitas Haluoleo Kendari.

Abstract

This study aims to determine the learning outcome of long jump squat style through play approach using teaching aids at Elementary School fifth grade students Mariorawa, Soppeng sub-district in the academic year 2015/2016. This study uses a Classroom Action Research. There were 42 subjects of this study (26 females and 16 males). The technique of collecting data through observation and learning outcomes assessment test long jump squat style. The data analysis technique used in this research is descriptive quantitative analysis. From the data analysis, there was a significant increase from the first cycle and the second cycle. Learning outcomes long jump squat force on the first cycle in a complete category is 76,19% of students who completed is 32 students. In the second cycle an increase in the percentage of student learning outcomes in a complete category of 100%, or students who completed is 42 students. The present research concludes that learning through play approach using the tools of learning improves learning outcomes in the long jump squat style at elementary school fifth grade students in Mariorawa sub-district, Soppeng regency, South Sulawesi Indonesia.

Keywords: long jump squat style, teaching aids and learning models play.

Introduction

Physical education is a learning process through physical activities that is designed and structured systematically to improve physical fitness, develop motor skills, knowledge, healthy and active living behavior, sportsmanship and emotional intelligence. The goals to be achieved through physical education include the overall development of the individual. That is, the coverage of physical education is not only in the physical aspects but also in the cognitive, affective, and psychomotor aspects. Besides that, physical education also includes mental, emotional, social, and spiritual aspects. Physical education is taught from the level of elementary school, junior high school, senior high school, vocational high school, and even in higher education. Physical education in sports and

health is one of the subjects taught to students at each level (Sumarsono et al. in Defliyanto, et al., 2020). The scope of physical education includes aspects of games and sports, athletics, development activities, self-test/gymnastics, rhythmic activities, rhythmic activities, aquatic activities (water activities) and outdoor education.

In the implementation of physical education learning, several kinds of sports are taught which are summarized in the physical education curriculum. One of the curricula taught in physical education is athletics. The idea of effort is the very essence of athletics as the Greeks understood the term and as we understand it; it is indeed inherent in the word itself. For the Greek word from which athlete is derived has two forms, a masculine form usually meaning a contest, and a neuter form,

usually denoting the prize of the contest (Gardiner, 2002: 1). Gardiner therefore argues that athlete is one who completes for something, but it is certainly not the material value of the prize that attracts him (Gardiner, 2002: 2). Athletics is one of the main subjects that must be taught in physical education at schools. The students' involvement in athletic learning program is hoped could help to optimize the students' development and growth, increasing the students' body vitality component, such as durability, power, flexibility, agility, balance and motion coordination (Defliyanto, et al., 2020: 31).

The athletic branches taught include walking, running, jumping and throwing. From each of these branches, there are several branches that are taught in school. Running branches consist of: short distance running, medium distance, long distance or marathon, hurdling, continuous running and cross country running. Jump branches include long jump, high jump, multiple jump, pole high jump. Throw numbers include discus throwing, javelin throw, shot put and hammer throw.

Jumping is a fundamental human movement that requires complex motor coordination of both upper and lower body segments (Ashby & Heegaard: 1587). Long jump is one of the jump numbers in athletic sports which has an important role in supporting children's development and growth. Long jump is a form of jumping movement that begins with horizontal movement and is transformed into vertical movement by doing repulsion on one of the strongest legs to get the distance as far as possible (Wianto in Abdurrachman, et al.: 2018). The definition of long jump is to make a form of jumping motion with the aim of obtaining the result of the long jump. Continuity of motion in a long jump is the start, support, position when hovering in the air and position when landing. In the long jump there are 3 types of styles, namely: squat style long jump, air gait long jump and air dependent long jump. In this case, long jump squatting is a priority in this study.

In the process of teaching and learning activities in physical education subjects, the long jump squat style in grade V state elementary school, Marioriawa Sub sub-district, Soppeng Regency has not received optimal learning outcomes, if observed so far the teaching and learning process has run quite well and implemented by using approaches and strategies learning is quite good, however, student learning outcomes in long jump are still not optimal according to the predetermined minimum completeness criteria (KKM) score achievement standard, namely 70. Of 30 students, only 7 have met the standard grade, and only 8 people who almost meet the standard value, and the rest are still far from the predetermined value.

From this fact, it can be identified the factors causing the lack of improvement in student learning outcomes in squatting long jump as follows: (1) there are still many students who have not mastered the basic techniques of long jump squatting properly and correctly, (2) there are still many students who lack confidence in doing the squat-style long jump.

There have been many research reports conducted in Indonesia in a wide variety of purposes of squat-style long jump (Abdurrachman, et al., 2018; Makadada & Lolowang, 2020; Defliyanto, et al., 2020). Abdurrachman, et al (2018) in their study reveal that there is a significant relationship and can be predicted between limb length, body mass index, body flexibility and running speed against long jump squat style achievement. Pliometric exercises given for eight weeks with a frequency of three times a week can improve the squat-style long jump ability in male students of 2th grade SMP Negeri 2 Manganitu (Makadada & Lolowang, 2020).

The formulation of research problems that can be raised is as follows: Can the play approach using learning aids increase students' courage in learning the squat style long jump in grade V state elementary school Marioriawa sub-sub-district, Soppeng Regency in the 2015/2016 academic year?

1. The game approach learning model

The play approach learning model is a way of learning which is implemented in the form of a game. Zuhrotulanwar, et. al (2017) state that learning by applying the game more effectively to improve motor skills and student learning motivation in learning Physical Sport and Health Education (PSHE) but still need further development in subsequent research. The combination of game theory with the use of friendly competitions provides a strong motivation for students; helping to increase their performance (Burguillo, 2010). Quinn in Ciampa (2014) argues that for games to benefit educational practice and learning, they need to combine fun elements with aspects of instructional design that include motivational, learning and interactive components.

According to Wahjoedi (1999: 121), the model/approach to play is an exercise given in the form of a game situation. Teaching through the play approach is to increase students' awareness of the concept of play through the application of appropriate techniques according to the real problem or situation in the game. The play approach learning model is a form of learning that applies the technique to a game. It does not rule out the possibility of poor or low technique resulting in less interesting play. For that a teacher must be able to handle it. Play based-learning model has been long implemented in the classroom setting. Arrow (2019) argues that play is a primary and integral mode through which children make sense of the world, and that it is essential to their development and well-being. Arrow therefore adds that play based-learning model supports skills like collaboration, communication, and creativity. Offering play can feel challenging when mandated programs and standardized tests are requirements of many school sub-districts, but play-based learning is an effective practice for deepening understanding and engaging children (Arrow, 2019).

2. Learning aid tools

According to Nana Sudjana (2000: 99) in using learning aid tools, teachers pay attention to a number of certain principles so that the use of these tools can achieve good results. Those principles are: 1) Determining the type of assistive tools appropriately, meaning that the teacher should first choose which aids are in accordance with the objectives and subject matter to be taught, 2) Determine or take into account the subject appropriately, meaning that it is necessary to take into account whether the use of tools is in accordance with the maturity level / ability of the students, 3) Presenting tools appropriately, meaning that the techniques and methods of using learning aids must be adjusted to the objectives, materials, methods, time, and existing facilities, and 4) Placing or showing tools at the right time, place and situation. That is, when and in which situations when teaching aids are used. Of course, not every time or during the teaching process constantly showing or explaining something with aids.

3. Long jump

Long jump is one of the jump numbers in athletics. Long jump is a form of jumping, hovering and landing as far as possible. The movements in the long jump must be carried out in a good and harmonious manner, in order to obtain the longest jump. As stated by Aip Syarifuddin (1992: 90) states that long jump is a form of jumping movement lifting the leg up and forward in an effort to carry the weight point as long as possible in the air (hovering in the air) which is carried out quickly and by way of repulsion on one foot to reach the greatest distance.

The branches of athletic sports, especially squat-style long jump, physical ability and mastery of the basic long-jump squat style greatly affect the ability of an athlete to do a long jump squat style. Most athletes and coaches only pay attention to and develop basic technical skills in squat-style long jump without paying attention to their physical abilities so they fail to achieve maximum performance (Makadada & Lolowang, 2020). Squat style long jump is also known as sit down in the air.

It is said to be the squat style because the movements that are carried out when floating in the air form movements such as squatting or sitting. This squatting or sitting movement is seen when bending the body and bending the knees, hands forward. On landing both feet are extended forward, landing with heels first and hands forward. To avoid mistakes when

landing, then follow by dropping your body forward.¹¹

During the landing, the athlete is aiming to get the heels as far away from the take-off board as is possible. The ideal landing position is shown in the diagram opposite where the dotted line represents the projected flight path of the body's center of gravity (BrianMac Sports Coach, 2020).

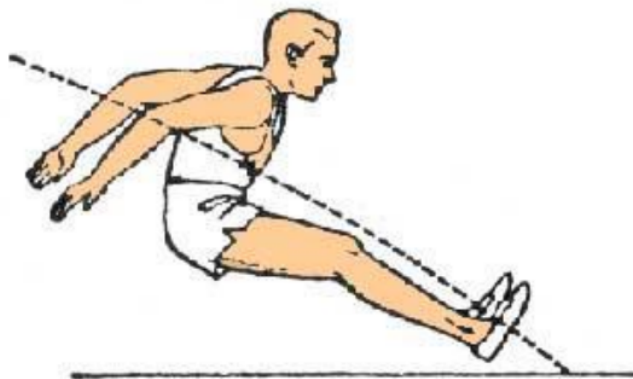


Figure 1. The athlete position in landing (BrianMac Sports Coach, 2020)

4. Squat style long jump technique

Technique is a summary of the methods used in movement in a sport. Technique is also a process of movement and proof in a sport, or in other words, technique is the implementation of an activity effectively and rationally which allows an optimal result in training or competition.

Long jump technique is a very important factor and must be mastered by a jumper. The long jump technique consists of several parts which must be properly and harmoniously executed. According to Mark Guthrie (2008: 150) that the long jump stage is to perfect an effective starting run, proper body position during departure, hover and landing. Makadada & Lolowang (2020: 1251 – 1525) argue that doing the long jump squat style requires leg muscle explosive power. Explosive power is a very important component of motion in supporting explosive physical activity. Leg muscle explosive power plays an important role when jumping on the long jump squat force,

1252 because when the repulsion jumps to reach a height, the more dominant role is explosive movements, i.e., movements that require leg muscle explosive power.

Meanwhile, Soegito, Bambang Wijanarko, and Ismaryati (1994: 149) state that factors that determine the long jump number are the start, support, leap, hover and landing.

Research Method

This research is an action research because the research was conducted to solve learning problems in the class. This research also includes descriptive research, because it describes how a learning technique is applied in the classroom setting and how the desired results can be achieved.

There are four types of action research, namely (1) teacher action research as a researcher, (2) collaborative action research, (3) interactive simulative action research, and (4) experimental social action research. This research employed collaborative research with

teachers of Physical, Sport, and Health Education. His presence in the middle of the teaching and learning process as an observer was notified to the students. In this way it is hoped that all students will cooperate and be

able to get data that is as objective as possible for the validity of the required data. The research constellation can be seen in the following figure.

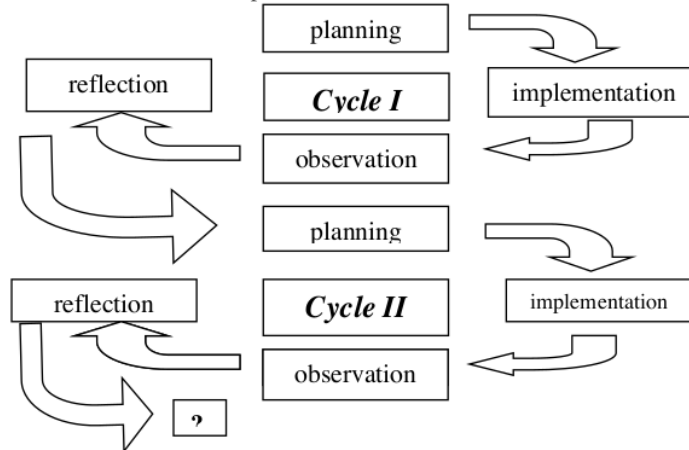


Figure 2. Cycle of Action

The analysis technique is data from the results of student observations about the courage of students in athletic activities with the squat style long jump number analyzed and discussed. At the end of the cycle an overview of the results of students' courage after applying the playing method in water will be obtained. The results of the discussion are a reflection of what has happened during the implementation of the action.

From the reflection results of each cycle, if the minimum learning completeness has not been achieved, the researcher must continue to the next cycle until the minimum learning completeness occurs. So that the completeness of learning with the material of students' courage in carrying out motion activities in water is achieved both individually and classically.

In this study, the analysis was carried out by grouping the data obtained through the

observation method and tabulated and then presenting it for study completeness calculated using simple statistics.

In this study, to determine whether a student experienced completeness or not was based on observations in his psychomotor domain. If the student's observation is able to do 6 - 9 psychomotor items that are observed, it is considered that the student has experienced completeness.

Research Results

Based on the classroom action research activity carried out by the researcher with the title "Efforts to increase students' courage in learning the squat style long jump through a play approach using learning aids for fifth grade students of state elementary school Marioriawa sub-sub-district, Soppeng Regency.

Table 1. The description of preliminary data on the results of learning long jump squatting for fifth grade students of state elementary school Marioriawa Sub-district, Soppeng Regency in the 2015/2016 academic year.

Value Range	Information	Criteria	Number of Children	Percentage
86 – 100	Very Well	Complete	-	0,00%
71 – 85	Good	Complete	2	4,76%
56 – 70	Enough	Complete	13	35,71%
41 – 55	Less	Not Complete	19	45,24%
0 – 40	Very Less	Not Complete	6	14,29%
Total			42	100%

Based on the results of the description of the initial data recapitulation before being given the action, it can be explained that the majority of students have not shown the results of learning long jump squatting styles that are less with the percentage of students who have completed 40.48% and students who have not completed 59.52%. This is evidenced by the descriptive summary of the data in table 4.1 above, the learning outcomes of the squat style long jump in grade V state elementary school Marioriawa Sub-district, Soppeng Regency in the academic year 2015/2016 before being given action, it can be explained that the majority of students or with 42 students have not shown good learning outcomes with a percentage (%) of learning completeness of 40.48% with a total of 17 students, or students who obtained grades in good categories in the range of values 71 - 85 with completeness criteria as many as 2 students (4.76%), students who obtained The value in the sufficient category is in the range of values 56 - 70 with

completeness criteria as many as 15 students (35.71%), while students who do not complete are 25 people with a percentage value of 59.52% or each in the range of values 41 - 55 in the category less as many as 19 students (45.24%) and students in the value range 0 - 42 in the very poor category were 6 students (14.29%) and there were no students in the new category. ik once with a value range of 86 - 100.

Through the description of the initial data that has been obtained, each aspect shows the lack of success criteria for learning. Then an action was drawn up to improve the quality of learning material in the long jump squat style for students of grade V of state elementary school Marioriawa Sub-district, Soppeng Regency in the academic year 2015/2016, through a play approach using learning aids. The implementation of the action will be carried out in 2 cycles, each of which consists of 4 stages, namely: (1) Planning, (2) Execution of Action, (3) Observation and interpretation, (4) Analysis and Reflection.

Table 2. Description of data at the end of cycle I learning outcomes squat-style long jump in grade V state elementary school Marioriawa Sub-district, Soppeng Regency, 2015/2016 academic year.

Value Range	Information	Criteria	Number of Children	Percentage
86 – 100	Very Well	Complete	3	7,14%
71 – 85	Good	Complete	17	40,48%
56 – 70	Enough	Complete	12	28,57%
41 – 55	Less	Not Complete	7	16,67%
0 – 40	Very Less	Not Complete	3	7,14%
Total			42	100%

From table 2 of the achievement of the results above, it shows that the learning outcomes of the long jump squat style students increased according to the target achievement listed in the proposal. However, the method applied still needs to be improved. The successes and failures that occurred at this meeting were as follows:

1) The success of teachers / students:

Based on the first cycle, students showed sufficient learning outcomes squat style long jump with the percentage of students completing 76.19% and students who had not completed 23.81%. Or based on table 4.3 above, the descriptive summary of the learning data learning outcomes of the squat-style long jump in grade V state elementary school Marioriawa sub-district, Soppeng regency in the academic year 2015/2016 before being given action, it can be explained that the majority of students have not shown good learning outcomes percentage (%) of learning completeness 76.19% with a total of 32 students, or students who obtained a score in the very good category in the range of 86-100 with completeness criteria as many as 3 students (7.14%), students obtained in good categories in the range grades 71 - 85 with completeness criteria as many as 17 students (49.48%), students who obtained scores in the sufficient category in the value range 56 - 70 with completeness criteria were 12 students (28.57%), while students who did not complete were 10 people with a percentage value of 23.81% or each in the value range 41 - 55 in the less category were 7 students (16.67%) and

students in the value range 0 - 42 in the very poor category as many as 3 students (7.14%). Or in other words there were 32 students who completed with a completeness score of 76.19% while 11 students who did not complete had an incomplete score of 23.81% of the 42 total students.

Through the descriptive summary of cycle I data that has been obtained, each aspect shows sufficient learning success criteria. Then a second cycle of action was arranged to improve the quality of learning material in the long jump squatting style for the grade V students of state elementary school Marioriawa sub-district, Soppeng regency in the academic year 2015/2016, through a play approach using learning aids.

2) Constraints faced by teachers / students:

a) Constraint after obstacle can be overcome little by little although it still needs improvement and development.

b) In order to achieve maximum results, the internal approach to each individual student still plays a major role in student enthusiasm.

3) Improvement Plan

Based on the results of the analysis in learning cycle one, there need to be improvements in the next cycle, including:

a) Prepare students physically by urging students not to do draining movements before training, for example playing romp with friends and joking on their own.

b) Taking a more intensive internal approach to students who are still not successful.

Table 3. The description of data at the end of cycle II learning outcomes squat style long jump in grade V state elementary school Marioriawa sub-district, Soppeng regency, 2015/2016 academic year.

Value Range	Information	Criteria	Number of Children	Percentage
86 – 100	Very Well	Complete	7	16,67%
71 – 85	Good	Complete	23	54,76%
56 – 70	Enough	Complete	12	28,57%
41 – 55	Less	Not Complete	0	0,00%
0 – 40	Very Less	Not Complete	0	0,00%

Total	40	100%
-------	----	------

From the table of achievement of the results above, it shows that the learning outcomes of students' long jump squatting style increase according to the target achievement stated in the proposal. However, the method applied still needs to be improved. The successes and failures that occurred at this meeting were as follows:

1) The success of teachers / students:

Based on the second cycle, students showed good learning outcomes in the long jump squatting style with the percentage in cycle I students who completed 72.5% and in cycle II students who completed 100%. This is evidenced by the results based on table 4.4 above, the descriptive summary of the learning data on learning outcomes squat style long jump in grade V state elementary school Marioriawa Sub-district, Soppeng Regency in the 2015/2016 academic year, it can be explained that the majority of students have shown learning outcomes with a good percentage (%) of learning completeness of 100% with a total of 40 students, or students who scored in the very good category in the range of 86-100 with completeness criteria as many as 7 students (17.5%), students who obtained scores in the category both in the range of values 71 - 85 with completeness criteria as many as 23 students (57.5%), students who obtained scores in the sufficient category in the range of values 56 - 70 with completeness criteria were 10 students (25%), while students had no students in incomplete categories or each in the range of values 41 - 55 in the poor category as many as 0 students (0%) and students in the value range 0 - 40 in the very poor category as many as 0 students (0%).

Through the descriptive summary of cycle II data that has been obtained, each aspect shows the criteria for good learning success.

2) Constraints faced by teachers/students:

- a. Constraints can be overcome little by little, although it still needs improvement and development.
- b. In order to achieve maximum results, the internal approach to each individual student still plays a major role in student enthusiasm.

3) Improvement Plan

Based on the results of the analysis in learning cycle one, there need to be improvements in the next cycle, including:

- a) Prepare students physically by urging students not to perform strenuous movements before training, such as playing romp with friends and joking alone.
- b) Taking a more intensive internal approach to students who are still not successful.

The successes obtained in cycle II are as follows:

1) Student success:

From the test results in the second cycle showed that the learning outcomes of the students' squat style long jump increased from 37.5% in the initial conditions to 72.5% at the end of cycle I and increased to 100% at the end of cycle II. The comparison of learning outcomes at the end of cycle I and the end of cycle II is presented in table form as follows:

Table 4. Comparison of Final Data Cycle I and End of Cycle II learning outcomes squat style long jump in fifth grade students of state elementary school Marioriawa Sub-district, Soppeng Regency in the 2015/2016 academic year.

Value Range	Information	Percentage
-------------	-------------	------------

		Preliminary Data	Cycle I	Cycle II
86 – 100	Very Well	0,0%	87,5	17,5%
71 – 85	Good	5,0%	40,0%	57,5%
56 – 70	Enough	32,5%	25,0%	25,0%
41 – 55	Less	47,5%	17,5%	0,0%
0 – 40	Very Less	15,0%	10,0%	0,0%

2) The play approach using learning aids provides a lot of enlightenment in the learning method and is more challenging for students to do long jump exercises.

3) Based on observations from researchers who collaborate with peers, it can be concluded that the learning outcomes stage of the squat style long jump in grade V state elementary school Marioriawa Sub-district, Soppeng Regency in the 2015/2016 academic year is going well. Thus, there is no need to make improvements and redesign in the next cycle because it has been classically complete.

Discussion

Based on the data that have been obtained in the classroom action research with the application of water games as a learning strategy in the introductory stage of swimming in the Physical Education, Health, and Sport subject which is carried out in one cycle, it turns out that the students' courage has increased significantly. As described at the pre-cycle stage, the percentage of completeness of learning outcomes long jump squatting style in fifth grade students of state elementary school Marioriawa sub-district, Soppeng Regency in the academic year 2015/2016, increased from 37.5% in the initial conditions to 72.5% at the end of the first cycle and increased to 100 % at the end of cycle II. Thus, this proves that the game using learning aids has a positive effect on increasing students' courage. Usnita (2018) reveals that the ability of game methods in increasing courage in expressing opinion very well, because it can be seen actively in teaching and learning process so that learning many with smooth and live.

Based on the above discussion, it can be said that the application of the game using learning aids in the introduction stage of the squat style long jump aims to develop and foster general and dominant basic motion patterns as well as foster courage and pleasure in athletic learning.

In state elementary school Marioriawa sub-district, Soppeng regency, there are many students who are potential, but they cannot be excellent. One reason is that they feel insecure about their own abilities. This means that many students fail in the teaching and learning process not because they do not have the ability, but because they do not have confidence in their ability. Confident individuals tend to be more skilled and effective in using cognitive resources necessary for sporting success (Hays, 2009: 1185). It needs to be emphasized again that positive thoughts will be able to shape and strengthen the personality character of students. Hence, students who always think positively will be more mature. And there is no need to worry and doubt about the abilities students currently have. The important thing is that students must build a habit to always think positively by seeing the abilities and potential that exist in students, and believe that students will be able to do great things. Among students who have achieved their big goal of becoming famous until now, do not think that these students have no weaknesses. Students are people who take advantage of their weaknesses, and their weaknesses become strengths.

Based on the results of this study, it can be argued that the use of learning aids provides a very large role and motivation for learning outcomes in Physical Education, Health, and sports, especially in learning the squat style long jump. This in keeping with the theory put

forward by Oemar Hamalik (2002: 12). The learning motivation of students functions as a means of encouraging students' learning behavior, a tool to influence student learning achievement, a tool to provide directors with the achievement of learning objectives, and tools for building meaningful learning systems. In general, there are three functions of motivation, namely: 1) Encouraging humans to act (as a driving force) which is the driving step of every activity, 2) Determining the direction of the action, namely towards the goal to be achieved so that it can provide direction and activities that must be carried out in accordance with the formulated goals, and 3) Selecting actions, namely determining the actions that must be carried out in harmony in order to achieve the goal, and putting aside all insignificant actions for that goal.

These results are in line with other related findings (Gopalan, et al. 2017) who argue that motivation is the core for human being's aspirations and achievements. Thus, motivation is crucial to succeed in educational matters and without the fighting spirit nothing is possible not only in education but also in real life. The findings are also consistent with Ciampa (2014) who states that motivation can be enhanced through challenge, curiosity, control, recognition, competition and cooperation. Motivation has effect or influence on student learning achievement. There is a tendency that the better the student's motivation, it can be estimated that he/she will have a good learning achievement (Sulisworo & Suryani, 2014).

Conclusion and Educational Implication

Classroom action research in grade V state elementary school Marioriawa sub-district, Soppeng regency was carried out in two cycles. Each cycle consists of four stages, namely: (1) planning, (2) implementing actions, (3) observation and interpretation, and (4) analysis and reflection. Based on the data analysis that has been carried out and the discussion that has been revealed previously, it can be concluded that:

Learning through the game approach using learning aids can improve learning outcomes squat style long jump in grade V students of state elementary school Marioriawa sub-district, Soppeng regency. The results show that there was a significant increase from cycle I and cycle II. The learning outcomes of the long jump squatting style in the first cycle in the complete category were 72.5% of the total students who completed were 29 students. In the second cycle there was an increase in the percentage of student learning outcomes in the complete category by 100%, while the students who completed were 40 students.

This study provides a clear picture that the success of the learning process depends on several factors. These factors come from the teachers and students as well as the learning tools media used. The teacher's factor is the teacher's ability to develop the material, the teacher's ability to deliver the material, the teacher's ability to manage the class, the methods the teacher uses in the learning process, and the techniques the teacher uses as a means of delivering material. Meanwhile, the students' factors were students' interest and motivation in following the learning process. The availability of attractive learning tools/media can also help student motivation so that optimal learning outcomes will be obtained.

These factors support one another, so that it must be done maximally so that all of these factors can be owned by teachers and students in the learning process that takes place in the classroom and in the field. If the teacher has good abilities in delivering material and in managing the class and is supported by appropriate techniques and facilities and infrastructure, then the teacher will be able to deliver the material well. This material will be accepted by students if students also have high interest and motivation to be active in the learning process. Thus, teaching and learning activities can run smoothly, conducive, effectively, and efficiently.

This study provides a clear description that through the play approach using teaching

aids in learning the squat style long jump can improve student learning outcomes (both process and outcome), so this research can be used as a consideration for teachers who want to use teaching media with a play approach using learning aids. For teachers in the field of physical education and Sports, the results of this study can be used as an alternative in carrying out the physical education learning process, especially those related to improving learning outcomes of the squat style long jump that is effective and attractive which makes students more active and erases students' perceptions of learning physical education at first boring becomes a fun learning. Especially for teachers who have more creative abilities in making more learning models. He can channel his skills and take advantage of the facilities available in the school in an effort to improve his performance as a professional and innovative educator.

By applying the learning model through the play approach using learning aids to improve student learning outcomes of squat style long jump learning, students gain new and different experiences in the physical education learning process. Learning physical education which was initially boring for students, became fun learning for students.

Giving actions from cycles I and II provides a description that there are deficiencies or weaknesses that occur during the learning process. However, these deficiencies can be overcome in the implementation of actions in subsequent cycles. From the implementation of the action which is then carried out reflection on the learning process, it can be described that there is an increase in the quality of physical education learning (both process and outcome) and an increase in student learning outcomes. In terms of the physical education learning process, the application of the learning model through the game approach using this learning aid can stimulate the motoric aspects of students. In this case students are required to be active in physical education learning which can later be useful for developing physical fitness,

developing cooperation, developing skills and developing a competitive attitude, all of which are very important in physical education.

Suggestion

Based on the results of the research, several things can be suggested, especially for teachers of state elementary school, Marioriawa sub-district, Soppeng regency, as follows: Firstly, teachers should be more innovative in applying methods to convey learning material. Secondly, teachers should provide learning to students with games that are simple but still contain elements of the material provided, so that students are not too bored and interested in participating in learning well. Lastly, teachers should provide learning aids that are simple, efficient, effective, and do not require expensive costs to make them visible or held directly by students, because they can motivate students to always try and repeat continuously.

References

1. Abdurrachman; Sugiyanto; & Doewes, Mucshin. (2018). Long Limb Prediction, Body Mass Index, Flexibility and Speed to Long Jump Style Squatting. *Journal of Physical Education, Sport, Health and Recreations*, 7 (1) (2018) 5 – 10.
2. Arrow, Jessica. 2019. How to use play for learning. <https://www.edutopia.org/article/how-use-play-learning>, accessed on January 28, 2021.
3. Ashby, Blake M. Heegaard, & Jean H. 2002. Role of arm motion in the standing long jump. *Journal of Biomechanics*, 35 (2002), 1631–1637.
4. Ateng, Abdulkadir. 1989. *Pengantar Asas-Asas dan Landasan Pendidikan Jasmani, Olahraga dan Rekreasi*, Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi Proyek Pembinaan Tenaga Pendidikan
5. -----, 1982. *Asas dan Landasan Pendidikan Jasmani*, Jakarta:

- Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi Proyek Pembinaan Tenaga Pendidikan.
6. Arikunto, Suharsimi, dkk. 2006. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
 7. -----, 2004. *Prosedur Penelitian, Sebuah Pendekwan Praktik. Revisi V*. Jakarta: Penerbit Rineka Cipta.
 8. Bahagia, Yoyo. 2005. *Pembelajaran Atletik*. Jakarta: DEPDIKNAS, Dirjen Dikmen, Direktorat Pendidikan Luar Biasa.
 9. BrianMac Sports Coach. 2020. Long Jump. <https://www.brianmac.co.uk/longjump/index.htm>, accessed on January 28, 2021.
 10. Burguillo, J.C. 2010. Using Game-Theory and Competition-based Learning to Stimulate Student Motivation and Performance. *Computers & Education*, doi: 10.1016/j.compedu.2010.02.018.
 11. Ciampa, K. 2014. Learning in a mobile age: an investigation of student motivation. *Journal of Computer Assisted Learning* (2014), 30, 82–96.
 12. Defliyanto; Asmawi, Moch; Pelana, Ramdan, Yarmani. 2020. Development of Learning Model for Squat-style Long-jump Basic Technique Based on Biomechanics with a Game. *PENDIPA Journal of Science Education*, 2020: 4(1), 31-39.
 13. Djumidar, 2007. *Belajar Berlatih Gerak Gerak Dasar Atletik Dalam Bermain*. Jakarta: PT. Raja Grafindo Persada.
 14. FX Sudarsono, 1999. *Prinsip-Prinsip Penelitian Tindakan*. Makalah untuk Penataran Dosen, Lembaga Penelitian IKIP Yogyakarta.
 15. Gardiner, E Norman. 2002. *Athletics in the Ancient World*. Dover Publications. New York.
 16. Gopalan, Valarmathie; Bakar, Juliana Aida Abu; Zulkifli, Abdul Nasir; Alwi, Asmidah; & Che Mat, Ruzinoor. 2017. *AIP Conference Proceedings 1891*, 020043 (2017); <https://doi.org/10.1063/1.5005376>
Published Online: 03 October 2017
 17. Guthrie, Mark. 2008. *Sukses Melatih Atletik*. Yogyakarta: PT Pustaka Insan Madani.
 18. Hays, Kate; Thomas, Owen; Maynard, Ian; & Bawden, Mark. (2009). The role of confidence in world-class sport performance, *Journal of Sports Sciences*, 27:11, 1185-1199, DOI: 10.1080/02640410903089798
 19. Ihsan, Andi dan Hasmiyati. 2011. *Manajemen Pendidikan Jasmani, Olahraga dan Kesehatan*, Makassar: Badan Penerbit UNM.
 20. Jess Jarver. 2005. *Belajar dan Berlatih Atletik*. Bandung: Pioner Jaya.
 21. Lutan, Rusli Dan Suherman, Adang, 2000. *Perencanaan Pembelajaran Penjaskes*. Depdinas. Direktorat Jenderal Pendidikan Dasar dan Menengah Bagian Proyek Penataran Guru SLTA Setara D-III.
 22. Makadada, Fredrik Alfrets & Lolowang, Djajaty Mariana. 2020. The Effect of Plyometric Training towards Long Jump of Squat Style Ability on Second Grade Male Students in SMP Negeri 2 Manganitu. *BirLE Journal: Budapest International Research and Critics in Linguistics and Education*, Volume 3, no. 2, 1250 – 1258.
 23. Rusman, 2013. *Model-Model Pembelajaran, Mengembangkan Profesionalisme Guru*, Seri Manajemen Sekolah Bermutu. Edisi Kedua Jakarta: RajaGrafindo Persada.
 24. Sagala, Syaiful, 2010. *Konsep dan Makna Pembelajaran*. Bandung: CV Alfabeta.
 25. Sidik, Zafar, 2010. *Dikdik. Mengajar dan Melatih Atletik*, Bandung: Rosdakarya.
 26. Sudjana, Nana 2000. *Dasar-dasar Proses Belajar Mengajar*. Bandung: PT Sinar
 27. Suherman, Adang, 2004. *Asesmen Belajar dan pendidikan Jasmani, Evaluasi Alternatif untuk Sekolah lanjutan Tingkat pertama*, Jakarta: Direktorat Jenderal Olahraga.

28. Suharjana, Fredericus, 2011. Jurnal Pendidikan Jasmani Indonesia (Yogyakarta: Jurusan Pendidikan Olahraga Fakultas Ilmu Keolahragaan, Universitas Negeri Yogyakarta.
29. Sukintaka, 1992. Teori Bermain untuk D2 PGSD Penjaskes, Jakarta: Depdikbud.
30. Sulisworo, Dwi & Suryani, Fadiyah. 2014. The Effect of Cooperative Learning, Motivation and Information Technology Literacy to Achievement. *International Journal of Learning & Development*, Vol. 4, No. 2, 58 – 64.
31. Suryosubroto. B. 2009. Proses Belajar Mengajar di Sekolah. Jakarta. PT Rineka Cipta.
32. Syarifuddin, Aip. 1992. Atletik. Jakarta: Depdikbud. Dirjendikti. Proyek Penilaian Tenaga Kerja.
33. Undang- Undang Nasional Republik Indonesia tahun 2005, tentang sistem Pendidikan Nasional.
34. Uno. B. Hamzah, 2007. Teori Motivasi dan Pengukurannya. Jakarta: PT Bumi Aksara.
35. Usnita, U. 2018. Test of courage skills class IV students; in raising opinions through language game to improve learning achievement results. *Jurnal Ilmiah Pendidikan Scholastic*, 2(2), 149 – 157.
36. Wahjoedi. 1999. Jurnal IPTEK Olahraga. Jakarta: Pusat Pengkajian dan Pengembangan IPTEK Olahraga (PPPITOR). Kantor Menteri Negara dan Olahraga.
37. Wijanarko, Bambang, Soegito, dan Ismaryati, 1994. Materi Pokok Pendidikan Atletik. Jakarta: Depdikbud Direktorat Jenderal Pendidikan Dasar dan Menengah Direktorat Pendidikan Guru dan Tenaga Teknis Bagian Proyek Penataran Guru Pendidikan Jasmani dan Kesehatan SD Setara DII.
38. Wina Sanjaya. 2006. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana
39. Wiriaatmadja, Rohwati, 2009. Metode penelitian Tindakan Kelas, Untuk Meningkatkan Kinerja Guru dan Dosen. Bandung: Program Pascasarjana Universitas Pendidikan Indonesia kerjasama dengan Rodiakarya Remaja.
40. Yudha M. Saputra. 2001. Dasar-Dasar Keterampilan Atletik Pendekatan Bermain untuk Sekolah Lanjutan Tingkat Pertama (SLTP). Jakarta: Depdiknas. Direktorat Jenderal Pendidikan Dasar & Menengah. Bekerjasama dengan Direktorat Jenderal Olahraga.
41. Zuhrotlanwar, A., & Hartoto, S. (2017). The Influence of the Application of the Game on Improving Motor Skills and Student Learning Motivation in Learning Physical Sport and Health Education (PSHE). *Journal of Physical Education, Health and Sport*, 4(2), 59-62.

Efforts To Improve Learning Outcomes Of Squat Style Long Jump Through Play Approach Using Teaching Aids At Elementary School In Indonesia

ORIGINALITY REPORT

17%

SIMILARITY INDEX

17%

INTERNET SOURCES

9%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1 media.neliti.com Internet Source 2%

2 erenow.com Internet Source 1%

3 academic-accelerator.com Internet Source 1%

4 ejournal.unib.ac.id Internet Source 1%

5 www.edutopia.org Internet Source 1%

6 pendor.unublitar.ac.id Internet Source 1%

7 eprints.uns.ac.id Internet Source 1%

8 www.sciencegate.app Internet Source 1%

jurnal.univpgri-palembang.ac.id

9	Internet Source	1 %
10	smartlib.umri.ac.id Internet Source	1 %
11	mentornest.wordpress.com Internet Source	1 %
12	ejournal.iainmadura.ac.id Internet Source	1 %
13	Adnan Riyanto, Widiyanto Widiyanto. "Development of korfbal games based on teaching games for understanding for elementary school", Journal of Education, Health and Sport, 2021 Publication	1 %
14	www.scribd.com Internet Source	1 %
15	Suwarto Suwarto. "Improving Civic Education Learning Achievement Using Cooperative Learning Method with STAD Model in Elementary School", JP2D (Jurnal Penelitian Pendidikan Dasar) UNTAN, 2020 Publication	1 %
16	core.ac.uk Internet Source	1 %
17	moraref.kemenag.go.id Internet Source	1 %

18 bircu-journal.com 1 %
Internet Source

19 www.neliti.com 1 %
Internet Source

20 Alan Amory, Kevin Naicker, Jacky Vincent,
Claudia Adams. "The use of computer games
as an educational tool: identification of
appropriate game types and game elements",
British Journal of Educational Technology,
2002 1 %
Publication

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On

Efforts To Improve Learning Outcomes Of Squat Style Long Jump Through Play Approach Using Teaching Aids At Elementary School In Indonesia

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13
