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Forewords

Praise and gratitude to Allah SWT, because of Allah's love for us so that we are still given a long life and can carry out our various daily activities. May all our activities become our acts of worship, Aamiinnn

in accordance with the commitment of the Jurnal Serambi Ilmu Journal to continue to improve the quality of its manuscripts since the volume 23 number 2 has been published full in English.

We are also be proud that the number of submitted manuscripts is quite large, but only a few are acceptable and worthy of publication. This means that Jurnal Serambi Ilmu has become one of the scientific publications that are considered by experts and education enthusiasts.

For this reason, Jurnal Serambi Ilmu is committed to continuing to maintain the quality, service and discipline that applies in scientific publications.

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Editor in chief,

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GARUDA
GARBA RUJUKAN DIGITAL



Learning Analysis of the Long Jump Material Using the Playing Method for Junior High School Students

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Abstract

This study aims to determine how the learning outcomes of the squat style long jump using the play method in class VIII students of State Junior High School 1 Kuburaya. The form of research used in this research is experimental research with two stages consisting of planning, implementation, observation, reflection, and conclusion. The subjects in this study were Class VIII students, totaling 35 students. The results of improving soccer passing learning using the inside of the foot are obtained by comparing the observation value with the initial test before the action known as "pre-stage" and the score at stage 1 then stage 2. Based on the results of observations that have been carried out, there is an increase in student scores, namely in the pre-stage completeness of students only reached 28% then at stage 1 the completeness increased to 50% and at stage 2 there was an increase in completeness to 84% it can be concluded that the playing method applied was successful in improving students' long jump learning outcomes. Playing has been proven to improve learning the squat style long jump. This is evidenced by the increase in the squatting style long jump learning which is quite good, which is an increase in student scores at each stage.

Keywords: *long jump, play method*

INTRODUCTION

Physical education treats children as a unified whole, a total being, rather than only considering them as someone who is separated from their physical and mental qualities (Akbar, A., et al, (2021). In fact, physical education is a very broad field of study. (Didik Rilastiyo Budi & Listiandi, 2021) The point of concern is the improvement of human movement. More specifically, physical education is related to the relationship

between human movement and other areas of education: (Iyakrus, 2019) the relationship of the development of the physical body with the mind and soul. The focus is on It is the influence of physical development on the area of growth and development of other aspects of human being that makes it unique (Penjaskesrek, n.d.) There is no other single field such as physical education that has an interest in total human development (Hendra & Putra, 2019).

The role of the teacher is the key to success in the mission of developing education and learning in schools, besides being responsible for organizing, directing and creating a conducive atmosphere that encourages students to carry out classroom activities. (Hendra & Putra, 2019) Through the learning process at the school, education basically seeks to educate the nation's children. And one of those educations is physical education learning (Mustafa, 2017).

According to Utama (2011) states that "Quality learning, at least has several indicators, namely: Challenging, fun, encouraging exploration, providing successful experiences, and must develop thinking skills". (Rubiyatno, 2021) Teachers' efforts to improve the physical education learning process as a means to be achieved in the development and development of sports in Indonesia will require time and a long coaching process. (Nainggolan & Manalu, 2020) Efforts to achieve the desired abilities require careful calculations with an effort of early coaching and breeding as well as through education with related science and technology. (Tarju & Wahidi, 2017).

Athletics is one of the subjects taught to students in elementary schools (SD, SMP, SMA) in accordance with the KTSP curriculum material for high school competency standards. (Munajat, 2019) The long jump is one of the numbers in athletics that needs to be taught from an early age so that later athletes can achieve maximum achievements. In the long jump race, a jumper will lean on the pedestal as hard as possible to land in the jump tub as far as possible. According to (Mubaligin et al., 2018) the long jump is a form of jumping movement to lift the legs up, forward in an effort to bring the point of weight for as long as possible (possibly in the air) which is done quickly and by repulsing one leg to reach a distance. as far as possible.(Supriatna & Perdana, 2022)

The long jump is one of the numbers that are contested in athletics, whose activities begin with prefix running, refusal, hovering and landing. (Meriyanto et al., 2016) The purpose of the long jump is to reach the distance of the jump as far as possible towards the landing. Long jump is a form of jumping movement to lift the legs up forward in an effort to bring the center of gravity as long as possible in the air (floating in the air) which is carried out quickly and by repelling one leg to reach the greatest distance (Prasetyo, 2010). 2016).

The correct long jump needs to pay attention to the elements of the prefix, repulsion, posture in the air (floating) and landing. (Susanto, 2020) These four elements are a unity, namely a sequence of jump movements that do not discontinue. Thus, it can be understood that the result of the jump is influenced by the initial running speed, the strength of the pedestal and the coordination of the time of floating in the air and landing in the jump tub. (Amirudin, 2019) added that to get a good jump, a jumper (athlete) must have strength, explosive power, speed, accuracy, flexibility, and movement coordination, must also master the technique to perform the long jump

movement and be able to perform it quickly. , precise, flexible, and agile (Shandi, 2019).

Based on the observations made by the researchers at the State Junior High School 1 Kuburaya, it shows that the mastery of the technique that seems to be still lacking in mastery by the students of the State Junior High School 1 Kuburaya is the basic long jump. This can be seen where the Kuburaya 1 Junior High School students in making jumps still do not use jumps with good and correct techniques and there are still frequent mistakes that are less profitable for themselves, so the results of the jumps achieved are less than optimal. To improve the achievement of the squat style long jump, the mastery of the basic long jump technique of the Kuburaya 1 State Junior High School students must be improved. Basic long jump techniques that need to be taught at the start, take off, hover and landing stages.

The playing approach with game development techniques or playing is expected to be used to improve the basic long jump technique skills. (Munajat, 2019) There are several playing approaches that have often been used to improve the basic long jump technique but it is not yet known which one is better between the playing approaches. (Yudanto & Nurcahyo, 2020) The teacher's teaching style in long jump learning also greatly determines the success of the teaching and learning process in schools. (Paramitha & Anggara, 2018) Herein lies the role of a teacher in creating an atmosphere of learning that is not boring for students. (Samsudin & Rahman, 2016) It has been found that there are indeed less impressive experiences for a sports teacher when facing a situation where students are less interested in the long jump sport. Fear, or reluctance to do long jump exercise underlies the students' reasons. It's not too much when students think so. This can all happen because the learning process built by the teacher does not place the formula on students' interest in the long jump sport itself. For this reason, teachers as learning agents need to innovate in learning both teaching styles, modifying learning tools so that students can feel and enjoy what is given by the teacher.

Based on several studies, it shows that there is a change in the pre-action, namely 36%, stage I increased to 61% completeness learning outcomes of squatting style long jump using a jump rope game. Meanwhile, in stage II learning completeness increased to 100%. This shows that learning methods and innovations are very important in the learning process in schools to improve student learning outcomes. (Mubaligin et al., 2018), further research stated that the results of the squat style long jump skill increased from 36% in the initial conditions to 60% at the end of stage I and increased to 84% at the end of stage II.

While the ability of students to perform a series of squat-style long jump movements increased from 28% in the initial conditions to 64% at the end of stage I and increased to 100% at the end of stage II. the squatting style of 5th graders at the Sonorejo State Elementary School (Prasetyo, 2016). (Amirudin, 2019) also stated that the play approach had a positive effect on improving student learning outcomes, which was marked by an increase in mastery. Based on the opinion above, it can be concluded

that the use of the play method is quite effective in improving long jump learning outcomes for students at all levels of education.

RESEARCH METHOD

In accordance with the research objectives, this research uses qualitative research. The data collection tools used in this study were observation sheets, and motion measurement instruments. Learning is carried out using a play learning model carried out in several stages. starting from the initial stage, continued with the implementation, at the end and has been validated by experts as for the data sources in this study, namely the students of SMP Negeri 1 Kuburaya class VIII, totaling 35 students.

The processing tool in this research is to use a simple statistical approach with the percentage formula. The results obtained at each stage are processed with an approach to find the average through tests. The results will be described to describe the ability of each student in the given subject matter.

RESULTS AND DISCUSSION

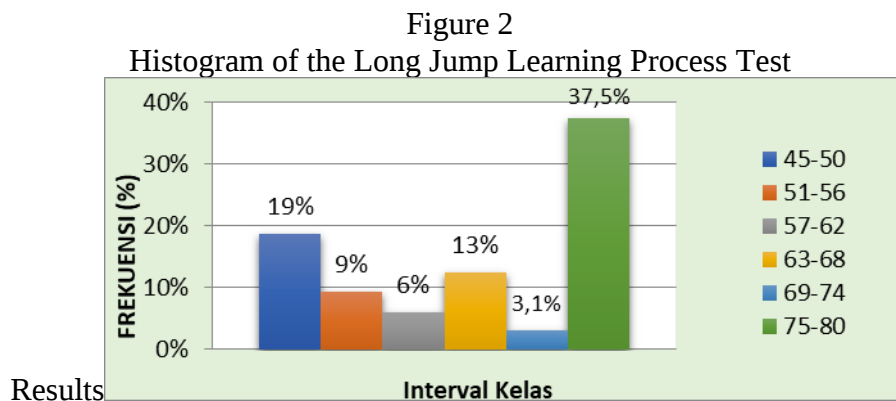
Research objectives can be achieved through data collection on a predetermined sample. The data were collected from the squatting style Long Jump pre test before being given the application of the playing method. In the following, the conditions of learning outcomes and initial grades of Class VIII B State Junior High School 1 Kuburaya are presented before being given an approach to the application of the playing method as follows.

Table 2
Frequency Distribution of Initial Data Long Jump Results

Class Interval	Absolute Frequency	Relative Frequency	Cumulative Frequency
45 – 50	6	18.75	18.75
51 – 56	3	9.375	28.125
57 – 62	6	18.75	46.875
63 – 68	4	12.5	59.375
69 – 74	1	3.125	62.5
75 – 80	12	37.5	100
	32	100	

Source: Research Results in 2021

Based on the results of the description of the initial data recapitulation before being given action, it can be explained that students with an interval value of 45-50 have 6 students, 51-56 are 10 students, 57-62 are 6 students and the score interval is 63-68 as many as 4 students. 69-74 as many as 1 student and 75-80 as many as 12 students.



Source: Research Results in 2021

Through the description of the initial data that has been obtained, each aspect shows the criteria for learning success are lacking. Then an action was arranged to improve the quality of the squat-style long jump learning, by applying the play method. Implementation of the Action will be carried out in 2 stages, each stage consisting of 4 stages, namely: (1) Planning, (2) Action Implementation, (3) Observation and interpretation, (4) Analysis and Reflection (Ikhwan, Y. et al. all, 2021).

Based on the data on the condition of the initial value of the squatting style Long Jump Class VIII B State Junior High School 1 Kuburaya, then the percentage value needs to be increased with proper learning by making students interested and easy to do, namely the application of the play method. The application of the play method is a form of learning that can bring interest, convenience so that a sense of pleasure arises in students.

Observation and interpretation of action I was carried out during action I.

In observing and interpreting action I, the researcher collaborates with the teacher concerned as the class manager, while the implementation of action I, namely: (1) The researcher observes the learning process of the squat-style long jump in Class VIII B State Junior High School 1 Kuburaya, the researcher teaches technical material the basic long jump squat style with learning the application of the play method, (2) at the next meeting the researcher conducted a final test of stage I, to find out the results of the development of the learning process during stage I, (3) before the learning was carried out the researcher and the teacher concerned drew up a Learning Implementation Plan (RPP).), as a guide or reference in the process of implementing learning, (4) researchers carry out the learning process of the squat style long jump, in this case the researcher refers to the syntax (learning flow) in the learning model by using the application of the play method, namely the explanation of the material, demonstration / co performance For example, as well as the implementation of direct instruction by students, (5) the researcher and the teacher conducted an assessment through student observation sheets, with the aim of knowing the level of students' ability to receive the squatting style Long Jump learning material using the application of the play method.

During the implementation of action I, the researchers and teachers took research data. The description of the data on learning outcomes and the value of the long jump learning outcomes in the squat style Class VIII B State Junior High School 1 Kuburaya is presented in the form of a table as follows:

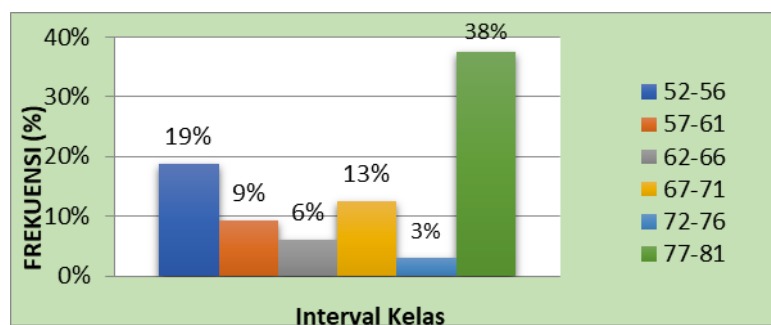
Table 3
Frequency Distribution of Stage 1 Result Test Process Long Jump

Class Interval	Absolute Frequency	Frekuensi Relative	Frekuensi Komulative
52 – 56	6	18.75	18.75
57 – 61	3	9.375	28.125
62 – 66	6	18.75	46.875
67 – 71	4	12.5	59.375
72 – 76	1	3.125	62.5
77 – 81	12	37.5	100
	32	100	

Source: Research Results in 2021

Based on the results of the description of the frequency distribution of students' scores in stage 1, it can be seen that the distribution of student scores, among others, is with an interval of 52-56 as many as 6 students, 57-61 as many as 3 students, 62-66 as many as 6 students, 67-71 as many as 4 students, 72-76 as many as 1 student. , 77-81 as many as 12 students.

Gambar 3
Histogram tahap 1 Hasil Tes Proses Pembelajaran Lompat Jauh



Sumber : Hasil Penelitian tahun 2021

In the implementation of Action I there are advantages that can be used as a benchmark for the success of the implementation of Action I, while the advantages of implementing Action I include: (1) students feel interested in the new method presented by the researcher, namely through teacher and researcher explanations, delivery of application model material. the playing method, (2) students are easy to absorb the implementation of activities using the application of the play method, so that the implementation of KBM is carried out well.

However, in the implementation of Action I there are still weaknesses that create deficiencies in the implementation of Action I, while the shortcomings in the implementation of Action I are: (1) the majority of students have not been able to practice some basic squatting style long jump technique movements which were

demonstrated by the researcher correctly, (2) there are still students who do not understand the form of explanations by researchers and teachers because some students lack concentration in receiving the material provided by researchers and teachers, (3) students often forget the movement techniques that have been taught at previous meetings, so researchers and teachers often repeat the implementation of the material last week.

Phase II is a follow-up to the results of the analysis and reflection carried out in Phase I, where in the implementation of the actions in Phase I, the average student shows results that are less than optimal and in accordance with predetermined criteria.

After the implementation of Action II, researchers and teachers took research data. The description of the learning outcomes data and the value of the squat style long jump learning outcomes are presented in the form of a table as follows.

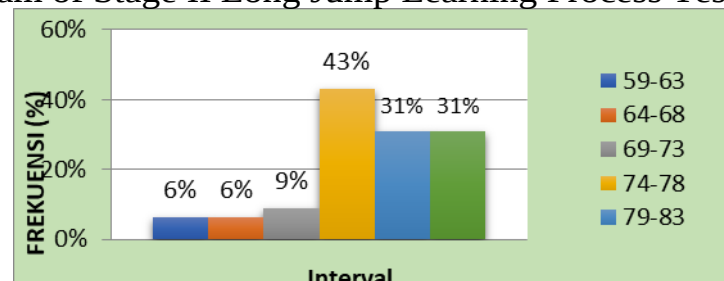
Table 3
Stage II Long Jump Learning Process Test

Class Interval	Frekuensi Absolute	Frekuensi Relative	Frekuensi Komulative
59-63	2	6.25	6.25
64-68	2	6.25	12.5
69-73	3	9.375	21.875
74-78	14	43.75	65.625
79 - 83	10	31.25	96.875
84- 89	1	3.125	100
	32	100	

Source: Research Results in 2021

Based on the results of the description of the value of the squat style long jump after being given Action II, it is as follows with a score interval of 59-63 as many as 2 students, 64-68 as many as 2 students, 69-73 as many as 3 students and 74-78 as many as 14 students, 79-83 as many as 10 students and 84-89 as many as 1 student.

Figure 3
Histogram of Stage II Long Jump Learning Process Test Result



Source: Research Results in 2021

Based on the results of observations / observations during the implementation of Action II, the results of student work can be identified. Has met the target with successful achievements more than the expected achievement targets. In the

implementation of Action II there are advantages that can be used as a benchmark for the success of the implementation of Action II, as for the advantages of implementing Action II including: (1) some students have been able to show the long jump style squats well, (2) with the help of several research friends and teachers, there is no hassle in the process of transferring material to students.

Through strengthening the application of the playing method, students are more daring and adapt to the squat-style long jump activity. The application of the playing method applied by researchers and teachers is able to regulate class conditions, so that the teaching and learning process and material transfer can take place more optimally, as well as strengthening the material carried out in stage II can be done well. Looking at the results obtained in Action II, the class action research has met the target of the expected target plan.

DISCUSSION

From the table above, it can be seen that there was an increase in the number of students who experienced an increase in ability on the criteria both before and after being given treatment. Looking at the data, there is an increase in each stage at the pre-stage of student mastery only reaching 28% then at stage 1 completeness increased to 50% and at stage 2 there was an increase in completeness to 84% it can be concluded that the playing method applied succeeded in improving learning outcomes. long jump students.

The playing method has advantages in motivating students so that learning is packaged to be not boring. This is very effective in motivating students to carry out activities, especially long jumps. aqua and pralon as learning facilities and infrastructure can improve the learning outcomes of fourth grade students at SD Negeri 37 Ampenan. (Zainuri, 2020), further research stated that the results showed that there was a change in pre-action, namely 36%, stage I increased to 61% completeness of learning outcomes long jump squat style. Meanwhile, in stage II, learning completeness increased to 100%. This shows that learning methods and innovations are very important in the learning process in schools to improve student learning outcomes. (Mubaligin et al., 2018) based on the results of this study it can be concluded that the use of variations in learning models and innovations made by teachers in the learning process learning can increase effectiveness in learning outcomes.

The learning models and innovations used have an effect on the ongoing learning process. In this study, groups of students who were given treatment with the application of the play method got long jump learning with a different model. The different models given during learning affect the spirit, motivation, creativity of the different actors, so that they can have different effects or influences. Different models applied to learning also affect differences in the formation of movement skills patterns.

Mastery of the long jump movement skills of the group of students who were given treatment. The application of the playing method was different. Therefore, the group that was given the application of the playing method had a different effect on improving the learning outcomes of the squat style long jump. Thus, the hypothesis which states that the application of the playing method can have an effect on increasing the squat

style Long Jump in Class VIII B State Junior High School 1 Kuburaya, can be accepted as true.

CONCLUSION

There was an increase at each stage so that student learning in Physical Education subjects also increased. There was a significant increase in the long jump ability of Class VIII B students of State Junior High School 1 Kuburaya after the implementation of the play method by the teacher. from these data there is an increase in each stage at the pre-stage of student mastery only reaching 28% then at stage 1 completeness increased to 50% and at stage 2 there was an increase in completeness to 84% it can be concluded that the playing method applied was successful in improving learning outcomes long jump student.

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