

## **Analysis of Improving the Results of the Hang Style Long Jump with the Play Method of Class X Students**

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**Abstract:** This research was conducted with the aim of knowing the increase in the results of the long jump hanging style (Hang Style) with the playing method of class X SMA Semendawai Barat, OKU Timur. This research uses classroom action research. The sample in this study were 30 students of class X IPA at SMA Negeri Semendawai Barat, OKU Timur. The data analysis technique used in this study was descriptive qualitative and qualitative. For data collection, syllabus, lesson plans and assessment rubrics were used. Based on the results of the study, it can be concluded that the increase in long jump results through playing in class X IPA students at SMA Semendawai Barat, OKU Timur was marked by an increase in the average value of students. The average score of students in pre-action activities was 68.89 with a complete percentage of 33.54%. This condition experienced an increase in the average score of students in cycle I, which was 78.33 and the percentage of completeness was 70.12%. However, this increase still has not reached the target previously set. Then after continuing to cycle II the average value of the long jump of students again increased by 83.45 with a completeness percentage of 90.35%. This shows that the targets previously set have been achieved so that the research was stopped in cycle II. The long jump learning process uses a playing approach to jump over used motorcycle tires and used cardboard which is dynamic and fun. Students actively carry out the task and observe the movement of the long jump technique and discuss with friends. All aspects of the assessment are controlled by students.

**Keywords:** Dynamic and Fun, Hanging Style Long Jump Results, Playing Method

### **A. Introduction**

Education is one way to prepare students to face increasingly complex problems. 21st-century education emphasizes the following abilities: critical thinking and making judgments; solving complex, multidisciplinary, open-ended problems; creativity and entrepreneurial thinking; communication and collaboration; making innovative use of knowledge, information, and opportunities; and taking charge of financial, health, and civic responsibilities (Winataputra, 2013). These abilities imply that education, including Physical Education, not only plays a role as a source of knowledge but also shapes the mindset and attitudes of students. Physical education is a learning process

through physical activities designed to improve physical fitness, develop motor skills, knowledge, and healthy and active behaviors, promote sportsmanship, and enhance emotional intelligence, as stated by Samsudin (2008). According to Pramono & Cholikh, (2021) physical education and sports play an important role in building the life of the nation, where learning physical education and sports forms a completely healthy human being. Physical education and sports are studied from the philosophy of several sciences, these sciences synergize, which are created in an educational environment through physical activity where there are rules of motion used in teaching physical education and sports. Support from some of these sciences will form a movement rule that is used in conducting physical education and sports learning as an educational tool that is safe, does not make students injured and has high benefits for physical, spiritual and social development so that they become fully healthy human beings.

According to Afrizal (2009) there are several sports that can make this nation proud, one of which is athletics. According to Khomsin (2011) athletics is a physical activity or physical exercise, containing natural or normal movements such as walking, running, jumping and throwing. Athletics is carried out throughout the country because the learning values contained therein hold a very significant position in the development of physical conditions, often being the main basis for the development or improvement of a maximum achievement for other sports and can be counted as a measure of progress some countries. According to Khomsin (2011) the term "athletics" comes from the word (atletiek- Dutch; leich-athletic-Germany; track and field-English and American), is one of the sports branches consisting of street numbers, running, throwing, jump. The number jump consists of the long jump, triple jump, high jump and pole vault. Throw events consist of javelin throwing, discus throwing, shot put, and hammer throw, while the sprint events consist of women's 10 km brisk walking, men's and women's 20 km and 50 km specifically for men.

The long jump is a movement where the athlete leaps to the peak with speed and precision, using one leg to achieve maximum distance in the jump (Muslimin & Ramadhan, 2017). The fundamental principle of the long jump is to attain high initial speed while maintaining the ability to generate strong upward propulsion from one foot, allowing for sufficient airtime to achieve the best possible jump distance. The long jump consists of four stages: the approach, repulsion (takeoff), flight, and landing (Kamnardsiri et al., 2015). For events like the long jump, particularly in the hanging style, achieving success requires a solid foundation of physical abilities. According to Furqon (2002), The components of physical fitness crucial for motion-based activities include speed, strength, endurance, agility, flexibility, reaction time, power, coordination, and other related factors. According to Meriyanto et al. (2016), the main purpose of the long jump is to cover the longest distance possible from the takeoff point to the landing area. The long jump involves a jumping movement where the legs

are lifted up and extended forward, aiming to keep the center of gravity airborne for as long as possible (floating in the air). This movement is executed swiftly and involves a forceful repulsion from one leg to achieve the greatest distance (Prasetyo, 2016). As a result, a proficient long jumper needs to possess both exceptional physical and technical capabilities. According to Setya (2022) the long jump is an athletic branch as a variation of sprint running. A person's ability to run sprint quickly has a significant relationship with his ability to produce long jumps. Various techniques in jumping are carried out by athletes so that the jump is maximized and does not cause any injury to the body. In addition to jumping techniques, what is no less important is safety preparation before jumping. The long jump activity consists of a run up (running sprint as a jumpstart), take off (start of jumping), jump (floating in the air) and landing (in a sandbox). According to Syarifudin (1992), the basic technique in long jump consists of the following steps:

1. The approach or run-up is the initial movement to build speed before executing the jump. The speed gained during the run-up is referred to as horizontal velocity, which plays a crucial role in assisting the upward and forward force during the long jump;
2. The takeoff is the swift transition from horizontal to vertical movement. It can be executed effectively using either the left or right foot, depending on the individual's dominant leg;
3. The flight phase is when the body is airborne. It is essential to maintain a balanced and stable body position for as long as possible during this phase to counteract any rotational motion resulting from the repulsion. Proper positioning in the air also ensures an economical and efficient landing; and
4. The landing attitude marks the conclusion of the long jump. The success of the jump largely depends on the landing. A smooth and well-executed landing significantly influences the distance achieved, the safety of the jump, and its overall aesthetics.

Based on the observations that the researchers made regarding the cause of the low long jump learning outcomes of students, it was the inappropriate use of the learning methods conveyed by the teacher in teaching long jump. The facts that occur in the field when the long jump learning process takes place are: 1) the method used by the teacher only relies on the lecture method, 2) there is no interaction between the teacher and students because the interaction only occurs in one direction and is not student-centered, 3) learning takes place monotonously and 4) lack of examples such as media in the form of images makes students confused about practicing good technical skills. Hermansyah et al., (2022), states that learning activities as an integral part of the educational activity system, are phenomena that must be corrected and developed by related and interested parties. This concerns curriculum, methods, teaching media, teaching materials, teaching quality, learning evaluation, and so on so as to create a good and future-oriented teaching system.

One of the interesting issues in upgrading. The learning method used is very influential on the results achieved. In the practice of long jump learning at schools, teachers generally only emphasize achieving results, without trying to improve their learning methods and processes (Munasifah, 2008). In learning the long jump technique carried out by physical education teachers at school, the implementation is only in the field, then students are given material for long jump techniques, then students are told to practice long jumps, which involves the learning method repeatedly and the results are measured (Aminuddin, 2010). However, such learning models are often uninteresting and boring, so students are lazy to learn the movements so that the results are less than optimal. Teachers need to try to make reforms in learning, by adjusting the characteristics of students so that students are more interested in actively participating in the learning process (Sidik, 2010). Children will feel happy if they carry out activities that are fun. Engineering learning long jump can be done with other forms that resemble and lead to the formation of long jump skills. This form of learning can be called learning with indirect methods. One form of indirect learning is the playing method. Based on the description above, the researcher wishes to examine the improvement of long jump basic movement learning using the playing method in class X IPA students of SMA Semendawai Barat, OKU Timur.

## **B. Methods**

The research was conducted at SMA Semendawai Barat, OKU Timur, South Sumatra Province. This research was conducted in stages. This research is classroom action research, namely research conducted in class with the aim of improving long jump skills using the playing method. Arikunto (2011) states that classroom action research (CAR) is research conducted by teachers, in collaboration with researchers (or carried out by the teacher himself who also acts as a researcher) in the classroom or at the school where he teaches with an emphasis on improving or process improvement and practical learning.

To obtain data and information in this study using:

1. Observation, the researcher directly observed the object under study, either by observing or noting it.
2. Library, the author takes data sourced from books related to the problem under study.
3. Measurement, to collect research data, researchers used two tools, namely in the form of tests and non-test (Sugiyono, (2017). Test techniques are used to capture data related to students' abilities in making jumps. While the non-test technique is a technique used by researchers in order to assess the success and lack of success of the learning process carried out, in this case using observation techniques.

Collect data with test techniques by asking students to do the assignments that have been prepared. The assignment is always related to the subject matter. The application

of non-test techniques in order to capture research data, namely, researchers make observations and record things that are done by researchers.

The research instruments used in this study are as follows:

#### 1. Learning Devices

The learning devices used in this study are as follows:

##### a. Syllabus

The syllabus is structured based on principles that are oriented towards competency achievement. Based on these principles, the syllabus for Physical Education subjects used includes competency standards, basic competencies, subject matter, indicators, assessments, time allocation and sources of materials/tools.

##### b. Learning Implementation Plan

Learning Implementation Plans (RPP) are prepared for 4 meetings. Each lesson plan used contains competency standards, basic competencies, indicators, learning objectives, teaching materials, learning methods, learning steps.

#### 2. List of values and assessment rubric

The list of scores was obtained from the written test scores and practice of the long jump style (hang style) class X IPA students at SMA Negeri 1 Semendawai Barat OKU Timur

This research was conducted in two cycles, the cycle of class action research (PTK) according to Arikunto (2011) is as follows:

### **Research steps**

#### Cycle 1

##### a. Planning

- 2) Prepare facilities and supporting facilities needed during the implementation of teaching
- 3) Prepare examples of commands or orders to carry out actions clearly
- 4) Prepare observation materials and prepare all the necessary tools
- 5) Develop scenarios for implementing actions
- 6) Make syllabus, lesson plans and observation sheets

##### b. Action

- 1) Give instructions/explanations and give students the opportunity to pay attention and make movements
- 2) Divide students according to the field provided
- 3) Develop and organize exercises
- 4) Supervise the implementation of students.

##### c. Observation

- 1) Observing the implementation of the preparation of physical education teaching plans

- 2) Documenting the preparation of physical education teaching plans
- d. Reflection
  - 1) Improve plans to develop teaching plans.
  - 2) Make changes in organizing the method of play

#### Cycle II

- a. Planning
  - 1) Improved playing method
  - 2) The teacher prepares material for the implementation of the material to be taught
  - 3) The teacher prepares an observation sheet observing the implementation of the learning process
  - 4) The teacher makes practical instructions effective
- b. Action
  - 1) The teacher prepares the presentation of the material effectively
  - 2) The teacher explains the subject matter to students effectively
  - 3) The teacher observes and provides guidance in learning
- c. Observation
  - 1) Make observations on the implementation of group work and individual assignments
  - 2) Recording the results of group work and individual assignments
  - 3) Clarifying the results of group work and individual assignments as material for consideration of the next follow-up
- d. Reflection
  - 1) Preparation of research report materials
  - 2) Basic preparation of writing

The population in this study were students of class X IPA SMA Negeri Semendawai Barat OKU Timur, totaling 30 male students and female students. In this study the technique used, namely the sampling used is purposive sampling, namely sampling because of certain considerations. Related to this research is Classroom Action Research (CAR). Then all the samples used were students of class X.IPA. Thus, the sample of this study amounted to 30 people.

### **C. Results and Discussion**

At the beginning of the first cycle of learning using the play method on long jump material, the ability of students in the very competent category obtained 5 students with a percentage of 17%, in the competent category obtained 16 students with a percentage of 53%, in the quite competent category obtained 8 students with a percentage 28%, in the less competent category, 1 student was obtained with a percentage of 3%, and the average grade X class SMA Semendawai Barat OKU Timur

was 78.33 or in the “competent” category. But the indicator of classical success or completeness that was achieved in cycle I was 70%. This means that the KKM score of 75 has been achieved by 22 students. Thus, this research must be continued to the second cycle.

### **Cycle I Reflection**

The final stage of implementing Classroom Action Research (CAR) is a reflection activity, the goal is to find out the strengths and weaknesses during learning through the long jump playing method. The things that are reflected in cycle I based on the learning that has been done are as follows:

1. That the teacher is still not maximally applying the playing method considering the many learning steps.
2. Student activity during the learning process is said to be still not optimal because students do not fully understand the correct technique in long jump. This can be seen when students are studying and some students still tend to be shy among their friends so that good long jump results have not been realized.
3. If seen from the results of the long jump ability, it still has not reached the specified performance indicators, so further action is still needed.

Weaknesses in cycle I learning after being corrected in cycle II, and putting more emphasis on remedial students. it turned out to have a positive impact on the long jump ability with the playing method in class X SMA Semendawai Barat OKU Timur experienced an increase in long jump where students’ abilities were in the very category competent obtained 5 students with a percentage of 17%, in the competent category obtained 22 students with a percentage of 73%, in the moderately competent category obtained 3 students with a percentage of 10%, in the less competent category obtained 0 students with a percentage of 0%, and the average -the average score of class X SMA Semendawai Barat OKU Timur was 83.45 or in the “competent” category. So that classical completeness reaches 90% and has achieved more than 80% grades above KKM 75.

### **Reflection on Cycle II**

As explained above, this research can be said to be successful. Thus, the second cycle of reflection is focused on improving learning outcomes which are clearly visible in the long jump ability with the playing method in class X SMA Semendawai Barat OKU Timur. The reflection results for cycle II show that the average long jump ability using the playing method in class X SMA Negeri Semendawai Barat OKU Timur in cycle II was 90.35% or included in the “competent” category with 27 “competent” people or 27 students who completed (obtained a minimum score of 75). These results prove

that the learning provided can improve learning weaknesses that have occurred so far, where in the cycle I only achieved an average score of 78.33 and with indicators of success not being achieved only 22 students completed.

The implementation of the actions in cycle I was carried out by referring to the lesson plans that had been prepared beforehand. The stages of this action are the preliminary stage, core activities and closing. The actions of cycle II are not so different from the implementation of cycle I. It's just that there are still some things that are still considered lacking in cycle I which will be corrected in cycle II and adjusted to the changes to be achieved. In cycle II it is carried out in accordance with the steps as in cycle I, namely planning, implementing, observing and reflecting. As with cycle I, cycle II is also given individual assessments at the end of learning activities. The assessment given is in the form of a technical assessment of long jump. Students' long jump skills during the action test cycle I obtained a classical completeness percentage score of 22 students completing or 70%. In cycle II there was an increase by obtaining a classical completeness score of 27 students completing or 90%. Because the indicators set have been reached, the researcher decided not to continue the next cycle of research.

#### **D. Conclusion**

Based on the results of the analysis and discussion in the previous chapter, it is concluded as follows.

1. Before carrying out cycle actions in research the average value of students in pre-action activities was 68.89 with a complete percentage of 33.54%, an appropriate method was needed to improve the long jump performance in the hang style at class X IPA SMA Negeri Semendawai Barat OKU Timur.
2. At the beginning of the first cycle of learning using the playing method on the long jump style material (hang style) it was obtained that the student's ability had increased by 78.33 and the percentage of completeness was 70.12%. However, this increase still has not reached the previously set target of above 80%.
3. Weaknesses in cycle I learning after being corrected in cycle II, and putting more emphasis on remedial students. it turned out that it had a positive impact on the ability to hang stay long jump with the playing method in class X SMA Semendawai Barat OKU Timur experienced an increase in the long jump where obtained the ability of students in the very competent category obtained 5 students with a percentage of 17%, in the competent category obtained 22 students with a percentage of 73%, in the moderately competent category obtained 3 students with a percentage of 10%, in the less competent category obtained 0 students with percentage of 0%, and the average score of class X students of SMA Semendawai Barat OKU Timur was 83.45 or in the

“competent” category. So that classical completeness reaches 90% and has achieved more than 80% grades above KKM 75.

4. From the analysis that occurred from the pre-cycle, then cycle 1 followed by cycle II, there was an increase in the results of the hang style long jump with the playing method of class X SMA Semendawai Barat OKU Timur

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