

LONG JUMP LEARNING INNOVATION: STANDING BROAD JUMP MODEL BASED ON BOX JUMP GAME

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ABSTRACT

The problem in this study is whether there is a development of long jump learning through standing broad jump with box jump games for class VIII students of SMPN 1 Telaga. This study aims to generate student interest in learning standing broad jump with box jump games in long jump sports using cardboard as a medium for PJOK learning for junior high school students. From the validation filling carried out by learning experts and physical education experts, an average score of more than 80 is obtained, which is included in the category of "relevant/clear/directed", so that it can be used for small-scale and large-scale trials in the field. The results of the study on the small-scale trial of skill scores were 73.33% or 11 students who completed their scores. So it is concluded that revision of the RPP and implementation is still needed. The results of the assessment are processed classically by looking at the scores obtained by each student. The results of the study on the large group trial showed that 83.87% of students completed the practice. A small part was not perfect in doing the jump. This is understandable because the jumping movement requires explosive muscle power and great strength.

Keywords: *Long Jump Learning, Standing Broad Jump, Box Jump Game*

INTRODUCTION

Sports are currently a trend or lifestyle for some people, even to the point of becoming a basic need in life (Mandono and Irianto 2019). Sports are a very important need because they are inseparable from the basic needs in carrying out daily movement activities (Hadjarati and Haryanto 2020). Sports themselves are basically a series of regular and planned physical movements to maintain and improve movement abilities, and aim to maintain and improve a person's quality of life (Duhe and Haryanto 2021). Sports have developed into a trend and basic need for society, playing an important role in supporting daily activities and improving the quality of life. As a series of planned physical activities, sports not only aim to maintain fitness, but also contribute to the overall well-being of individuals.

Sports are a reflection of the life of a nation's society. Sports depict the aspirations and noble values of a society, which are reflected through the desire to realize themselves through sports achievements (Hidayat and Haryanto 2022). We often hear the words that the progress of a nation can be reflected in its sports achievements. The hope is that sports in Indonesia will be used as a tool to drive social movements for the birth of superior human beings, both physically, mentally, intellectually, socially, and able to form whole humans.

In physical education learning in schools, there are various basic competencies, one of which is athletics (Kadir et al. 2021). In athletics learning consisting of walking, running, throwing and jumping, it is said to be the oldest sport and is also called the mother or parent of all sports and is often called the mother of sports (Haryanto and Fataha 2021). Athletics is also a means for physical education in an effort to improve biomotor abilities, such as physical, endurance, speed, agility, flexibility, coordination, and strength.

Athletics plays an important role in the development of physical condition and is often the main basis for the development or improvement of optimal performance for other sports (Haryanto and Fataha 2021). Athletics contains complete and comprehensive physical training and is able to provide satisfaction to humans for fulfilling the instinctive urge to move, considering that athletics is one of the foundations of sports and physical movement development, it is very important that the role of athletic learning in schools is a basic effort in body movement skills in maintaining balance and coordination so that in the learning process it emphasizes the joy factor in children from athletic games and sports activities.

Long jump is a jumping movement lifting the body into the air which is done quickly by pushing off on one leg to reach the greatest possible distance. In long jump, good coordination is needed from all limbs such as legs, hands, body and others (Hasbunallah 2018; Saputra, Sunardi, and Waluyo 2018). Long jump is a jumping movement with a push off on one leg to reach the greatest possible distance. Success in long jump requires good coordination between various parts of the body, such as legs, hands, and body.

In learning long jump in schools is carried out by looking at the existence of facilities and infrastructure of the school concerned, student abilities and the direction of further development. Long jump taught in schools is an exercise for students to do jumping movements and achieve the longest jump distance starting with a running movement as a start in jumping then pushing off the springboard/push then floating in the air and finally landing at the furthest point. Long jump is a subject matter that is generally less popular with students, this is caused by many factors. One of them is the presentation of monotonous and less varied teaching materials so that long jump learning does not run well, as well as students' lack of interest and motivation in physical education lessons. Based on the results of observations that have been carried out at SMP Negeri 1 Telaga concerning the development of long jump learning, the researcher intends to conduct this study to make long jump learning fun and interesting for students and make students more active in moving in various situations and emphasizing aspects of skills, attitudes and knowledge.

METHOD

Initial research is the first step in conducting this research. This step aims to determine whether the long jump learning model through standing broad jump with this box jump game is needed or not. At this stage, the researcher conducted observations at SMPN 1 Telaga, Jl. Musa Kaluku, Bulila, Telaga District, Gorontalo Regency regarding the implementation of long jump sports by conducting field observations of the learning process and student activities. Development of the initial product format or initial product draft which includes the preparation of learning materials where the development used is using a box. Initial trials involving 15 students in grade VIII and data from interviews, observations, and questionnaires were collected and analyzed. After the product trial, the first product revision was carried out as a result of expert evaluation and small group trials as an improvement to the product that had been tested. At this stage, a field trial was carried out on the product that was developed using test subjects of grade VIII students of SMP Negeri 1 Telaga. The revision of the development product that had been field tested on grade VIII students of SMP Negeri 1 Telaga totaling 15 students was in the form of a long jump learning model through standing broad jump with a box jump game. At this stage, a field test was conducted on the developed product using 11 students as test subjects of class VIII of SMP Negeri 2 Telaga. After the field test was conducted, a revision of the final product was conducted that had been tested on 31 students of class VIII of SMP Negeri 1 Telaga. This dissemination and implementation conveyed the results of the development of the field test in the form of a long jump learning model through standing broad jump with a box jump game. The trial of this research product aims to obtain the effectiveness, efficiency, and benefits of the product. The steps taken in implementing the product trial are as follows:

The trial design carried out aims to determine the level of student activity or interest in the physical education and health learning implemented and the utilization aspect of the product developed.

The variables evaluated by experts include the media used, motor skills and student attitudes/behavior in learning. To collect data from experts, this is done by providing an initial model draft accompanied by an evaluation sheet to learning experts and physical education experts. The results of the evaluation from experts in the form of assessments and suggestions for the products that have been made are used as a basic reference for product development.

Small group trials. At this stage, the revised product from the results of the experts was then tested on students of class VIII of SMP Negeri 1 Telaga. In this small group trial, 15 students were used as subjects. Subjects were taken using random sampling.

Large group trial. The results of the analysis of the small group trial and the first product revision, then a field trial or large group trial was carried out. This large group trial was conducted on 31 students of class VIII of SMP Negeri 1 Telaga. Subjects were taken using random sampling.

Long jump through standing broad jump with box jump game is a modification of long jump learning. In this learning, students will do the squat style jumping technique individually or in teams. Implementation, students stand with both feet, both feet are right behind the box. Once ready, do a jump by passing 1 box to the next 2 boxes, the boxes used consist of 3 boxes. After jumping over the third box, students prepare to jump into the jump pit filled with soft and non-slippery material. Once ready, do a push-off movement by jumping with all your strength forward as far as possible. The implementation of the jump is done without a run-up (standing broad jump), the jumping movement simultaneously swings both arms forward with a push of both feet and lands on both feet.

Data collection techniques use observation, interviews, and questionnaires. In this study, the instruments used to collect data are in the form of evaluation sheets and questionnaires. The evaluation sheet is used to collect data from learning experts and physical education experts, while the questionnaire is used to collect data from students and trials.

RESULTS AND DISCUSSION

The research on the development of the long jump learning model held at SMP Negeri 1 Telaga was carried out according to the following stages: Conducting preliminary research: Planning: initial product format development: initial trial: product revision: field trial: product revision: field trial after revision: final product revision: dissemination.

After going through the design and production process, a product of the learning implementation plan design was produced on the long jump learning model through standing broad jump with a box jump game that was appropriate for junior high school students before being validated by experts. The results of the Learning Implementation Plan design are in Appendix 1.

Before the learning model developed is tested in small-scale groups, it is necessary to first validate it by experts who are in accordance with this research field. To validate the learning model produced by the researcher, the Learning experts involved lecturers (Muhammad Faisal Lutfi Amri, M.Pd), and (Junus Adam S.Pd (teacher of SMPN 1 Telaga), Physical Education expert (Hendra Podungge S.Pd (teacher of SMPN 1 Telaga).

The data obtained from filling out the validation sheet by the experts is a guideline to state whether the product of the learning implementation plan for the long jump learning model through standing broad jump with box jump games can be used for small-scale and large-scale trials in the field.

Based on the validation filling carried out by learning experts and physical education experts, it was found that the Learning Implementation Plan (RPP) with the developed model

had an average score of more than 80, falling into the category of "relevant/clear/directed". Therefore, it can be concluded that the RPP for the long jump learning model through standing broad jump with box jump games for junior high school students in grade VIII is stated to be very good and relevant so that it can be used for small-scale and large-scale trials in the field. The validation instruments for learning experts and physical education experts can be seen in Appendix 2.

1. Based on the suggestions of learning experts and physical education experts on the long jump learning model through standing broad jump with box jump games, the RPP revision can be carried out immediately. The RPP revision process based on suggestions from experts is as follows:
2. 1. Revision of the learning implementation plan for the long jump learning model through standing broad jump with box jump games carried out by the researcher is to provide a distance between the starting point and the box, and the boxes used must have different heights consisting of 10 cm, 20 cm and 30 cm.
3. 2. Revision of the learning implementation plan for the long jump learning model through standing broad jump with box jump games carried out by the researcher is to change the implementation of the jump to the jump pit using 1 foot support so as not to eliminate the basic techniques in the long jump itself.
4. 3. After the long jump learning model through standing broad jump with box jump games was validated by learning experts and physical education experts and revised, on September 6, 2022 the learning model product was tested on class VIII 7 students of SMP Negeri 1 Telaga. This trial was conducted on 15 students of class VIII 7 consisting of 9 males and 6 females. 4. This trial aims to find out and identify various problems such as deficiencies, weaknesses, and effectiveness of the learning model product when used by students. The data obtained from this trial is used as a basis for revising the product before being used in the field trial.

From the data above, it can be seen in question No. 1 that there are still 3 people or 20% of students who find it difficult, in question No. 4 there are still 5 people or 33% who stated that they did not succeed properly and in question No. 7 there are 10 people or 66% who made mistakes in implementing standing broad jump with box jump game. Questions No. 3, 5, 6, 11, 14, 20, 22, 26, 28, and 29, which are related to the implementation technique, there are still 1 to 7 students or 0.6% to 0.46. It can be concluded that: There are some students who still have difficulty and are not successful in doing standing broad jump with box jump game. There are still students who are still confused about the mechanism of standing broad jump with box jump game. From several conclusions, further revisions are needed to perfect the implementation of learning with the long jump model through standing broad jump with box jump game. The author discussed with validator experts and teaching teachers about things that need to be considered in learning practices. What needs to be considered is the emphasis on providing motivation and enthusiasm for students to be able to do it, and the distance between the starting point and the box needs to be reduced.

Student learning outcomes for small-scale trials include 2 assessments, namely skills assessment and attitude assessment. For attitude assessment in this learning, it is focused on discipline and cooperation.

From the small-scale trial of 15 students who took part in the learning, there were 3 people who needed attention because they were still lacking in terms of discipline and cooperation. This can be seen from direct observation during learning. The other 12 students have received good grades from their discipline and cooperation attitudes. This is in accordance with the skill value.

From the data above, it can be seen in question No. 1 there are still 3 people or 20% of students who find it difficult, in question No. 4 there are still 5 people or 33% who stated that they did not succeed well and question No. 7 there are 10 people or 66% who made

mistakes in implementing the standing broad jump with the box jump game. Question No. 3, 5, 6, 11, 14, 20, 22, 26, 28, and 29, related to the implementation technique, there are still 1 to 7 students or 0.6% to 0.46. It can be concluded that: There are some students who still have difficulty and are not successful in doing standing broad jump with the box jump game. There are still students who are still confused about the mechanism of standing broad jump with the box jump game.

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Student learning outcomes for small-scale trials include 2 assessments, namely skills assessment and attitude assessment. For attitude assessment in this learning, it is focused on discipline and cooperation. From the small-scale trial of 15 students who participated in the learning, there were 3 people who needed attention because they were still lacking in terms of discipline and cooperation. This can be seen from direct observation during the learning process. The other 12 students have received good marks for their discipline and cooperation. This is in accordance with the skill value.

From the data in table 4.3, it was found that in the small-scale trial, the skill value was 73.33% or 11 students who completed the score. So it was concluded that the revision of the RPP and implementation. The assessment results were processed classically by looking at the scores obtained by each student.

Student learning outcomes for the small-scale trial included 2 assessments, namely skill assessment and attitude assessment. For attitude assessment in this learning, the focus was on discipline and cooperation.

From the results of the large-scale trial of 31 students who participated in the learning, overall they completed the attitude assessment. All students were very disciplined in participating in the learning process.

From the data in table 4.5, it can be seen that in the large group trial, 83.87% of students completed the practice. A small portion was not perfect in doing the jump. This is understandable because jumping movements require explosive muscle power and leg strength.

CONCLUSION

It can be concluded that the long jump learning model through standing broad jump with box jump game based on the established criteria, has met the good criteria so that it can be used for class VIII students of SMP Negeri 1 Telaga.

From a small-scale trial of 15 students who participated in the learning, there were 3 people who needed attention because they were still lacking in terms of discipline and cooperation. This can be seen from direct observation during learning. The other 12 students have received good grades from their discipline and cooperation attitudes. This is in accordance with the skill value. For the skill value, there were 73.33% or 11 students who completed their scores.

From the results of a large-scale trial of 31 students who participated in the learning, overall they completed the attitude assessment. All students are very disciplined in participating in the learning. in the large group trial, 83.87% of students completed the practice. A small part was not perfect in doing the jump. This is understandable because the jumping movement requires great muscle explosive power and strength.

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