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Improving Achievement Through Long Jump Courses With The Tgt Method For STOK Bina Guna Students

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Abstract. This study aims to improve the achievement of long jump lectures in first semester STOK Bina Guna students through the TGT method. This study uses classroom action research, where the study uses a triangulation assessment system. The study was conducted in two cycles, consisting of planning, implementation, observation and reflection of actions for each cycle. The subjects of the study were 30 first semester STOK Bina Guna students. The data source for this study came from attendance data obtained from the Head of the STOK Bina Guna PJKR Study Program. Data collection techniques used tests and measurements of long jump abilities and observations from the training process. descriptive analysis techniques based on qualitative and quantitative analysis in accurate data processing. The results of the study indicate that the method of improving achievement through TGT can improve students' long jump achievements from the pre-cycle to cycle I and from cycle I to cycle II. From the data analysis, the results obtained in cycle I showed an increase in long jump learning outcomes in students who completed as many as 22 students. While in cycle II, the increase in long jump achievement was 27 students who completed. The conclusion of this classroom action research is that through

the application of the TGT method, long jump learning outcomes can be improved for STOK Bina Guna students.

Keywords: long jump, TGT method, learning innovation

1 Introduction

Athletics is a course that is highly considered in compulsory lectures at the STOK Bina Guna PJKR Study Program. The purpose and objective of teaching this athletics course is to help students improve their achievements and introduce various athletic numbers that will later be taught to subsequent students. Athletics is a measurable sports number including running, jumping and throwing, all of which are taught at the STOK Bina Guna PJKR Study Program.

Universities are now continuing to develop, even each teacher has various models of training and learning to improve student achievement which can be an alternative to student problems at this time. Even so, the model has not been widely applied by lecturers specifically. This is because the process of developing teaching techniques with new models requires various existing preparations, even equipment, assessments, and time as support in learning are very lacking. This learning process is very complex because it directly involves educators and students. Because the purpose of education is so complex, this athletic education is directed at three domains, namely cognitive, affective and psychomotor. The learning process can be known through the various potentials and talents of the students that are included in the individual student. This learning behavior is the student's response to the learning actions of the lecturer.

The results of observations at PJKR STOK Bina Guna found a very monotonous learning process so that students are less creative and tend to be bored, learning about jumping so that learning is less than optimal for the results obtained. Even students themselves tend to be quiet or less active in learning, especially athletics. Some students understand how to do a long jump position, but they find it difficult to do it. And some do not understand how to support themselves on the support block properly. They only stick their feet in the support block so they don't really support themselves and most of them ignore the support block and they don't support themselves on the support block. In achieving the results of the lectures, only about 8 students from the total number of students (30 students) were able to do the long jump well with a passing score limit of 75. The enthusiasm of students in learning the long jump began to decrease when it was approaching noon because of the heat on the field so that they felt bored, passive and not optimal in practicing.

Long jump is a movement that starts from running, then supports the support block to change the movement from horizontal to vertical movement, floating in the air and landing in the sandpit to get the farthest distance from the support block. The goal of the jump number is to maximize the size of the distance achieved or the height of the jump. Muhajir (2007) said "the goal in long jump is to jump as far as possible by moving the whole body from certain points to other points, by running as fast as possible then pushing off, floating in the air and landing" (p. 40).

2 Method

The type of research used is classroom action research (CAR). This research was conducted in the PJKR STOK Bina Guna study program for the 2024/2025 Academic Year in October-November 2024. It was carried out in 2 cycles consisting of action planning, action implementation, action observation and action reflection. The data collection techniques used consisted of student activities and student learning outcomes. While for data analysis using descriptive analysis. Where in the assessment it was taken from the initial test which was previously observed until the final assessment, and this assessment was not limited to researchers alone in taking values but also involved research triangulation.

3 Result

In the initial observation, it was found that there were 30 students in the STOK Bina Guna PJKR study program in the 2024/2025 academic year. In the learning of athletics courses and daily assessments carried out by the lecturer, there were 8 students out of 29 students who had good grades (more than the KKM, which is 75). Students in carrying out lectures are less than optimal in the results of the long jump implementation so that many do not complete. Many of the students' shortcomings lie in the start, the technique of pushing off from the support block, the technique when flying and even landing in its implementation. Some students understand how the correct technique and the right strategy in the series of implementing the long jump series are but they find it difficult to do it.

When viewed from the existing problems when students take a run-up that is too short and then carry it out by running at full speed, some even turn around so that the movement in taking this run-up is less effective and efficient because the right run-up is to use acceleration starting from slow movements to maximum speed, then when supporting they only stick their feet so that there is no support, the result is that when floating it cannot be high so that the body falls faster and cannot be far forward. Among the students in the implementation, there are even those who carry out the run-up until landing without looking forward but looking down. In cycle 1, meeting 1 when the assessment was held, it showed quite good results, namely 16 students who completed it. Likewise, the second meeting also showed an increase. The number of students who completed it increased by 6 to 22 students who completed it. The results of the recapitulation of psychomotor, affective and cognitive values showed a good increase from the first meeting in cycle 1 which was very good. However, students if supported by existing talents and potential are easier to apply.

Table 1. Description of the results of actions in cycle 1, meetings 1 and 2

Aspects measured		Cycle I			
		Meeting 1		Meeting 2	
Student achievement	finished	16 student	improvement	23 student	fulfil
	not finished yet	14 student	reduce	7 student	Not good yet

In the first cycle 2 meetings, the TGT method applied by the researcher who is also a lecturer in athletics was able to provide maximum achievement results for PJKR STOK Bina

Guna students. The material on basic long jump techniques has been able to be absorbed by students, but there are some students who are still lacking in absorption when they are expected to advance far, but students do it by just advancing. This is evidenced by many students who have started asking questions from cycle 1 meeting 2 to cycle 2 first meeting. In addition, there are 17 students who are able to explain basic techniques well through questions asked by the teacher who is also a researcher correctly.

Student achievement shows in cycle 2 of the first meeting is very goo The increase has reached the expected target, namely that many have completed it from the total of 30 students in one class, 27 students were declared to have completed it to the maximum while 3 students each repeated it for improvement, so a remedial of two hours of research was held. This target is the maximum result of learning during classroom action research and if there are any that are not completed, it is because the potential of the students in themselves, especially their physical condition, is still very lacking. In reality, students feel very happy if not only the technical approach but also combined with other learning models.

Table 2. Description of the results of the actions in cycle 2 meeting 1

Aspects measured		Cycle II	
		Meeting 1	
Student achievement	finished	27 student	89,65%
	not finished yet	3 student	10,35%

4 Discussion

In the implementation of research in cycle 1, the first meeting was a follow-up to the existing problems faced by PJKR STOK Bina Guna students, especially when carrying out long jump in athletics courses. Through these problems, teachers and researchers carried out strategies to change the learning system effectively and efficiently starting from teachers, methods, models and infrastructure that we change to maximize the results of long jump achievements. In cycle 1, the first meeting, students were introduced to basic techniques in long jump, basic techniques for starting, pushing / supporting, attitudes in the air / floating and landing through games. In addition, students were also introduced to how much they knew about the starting line and the size of the long jump pit to the precise measurement techniques.

From the observation results, it is known that the learning process in cycle 1 of the first meeting still has shortcomings and weaknesses. These shortcomings actually come from the way of implementing learning, especially the strategies given to students. The students at this meeting did not really understand which basic techniques they were actually doing. So at this meeting we added the use of visualization assistance in the form of examples through learning videos and the right techniques. This video is a video designed to help students in emphasizing the conclusions of the right techniques so that errors in each long jump technique can be minimized properly. Even from students who feel very helped by the existence of videos that were originally explained in practice that were taught less understood so that after using the help

of the video they became more aware of the practice that would be carried out. The students used as research samples felt very helped as evidenced by the students beginning to understand how the technique and evidenced by the students beginning to understand how the technique and directly affect the start, when supporting, floating until the right landing. In addition, the weakness that comes from the students is that they are too happy with the TGT game but they are less able to draw conclusions about the correct concept that is reviewed in the correct implementation of the long jump. They only want to win the competition rather than understand how to do the basic techniques properly.

In order to improve the weaknesses and deficiencies in the first meeting of cycle 1, the teacher provided a solution that the game used was sufficient to combine the basic long jump techniques. Providing this motivation and enthusiasm is very much needed when students already understand the correct technique so that it increases students' self-confidence to be able to do the basic long jump techniques correctly. However, at the first meeting of cycle 1, the final assessment had shown a fairly good improvement, 16 students completed.

In cycle 1 meeting 2 the form of the game was changed into a game that combines basic techniques in long jump. Where in its implementation it leads to the right long jump technique. This long jump has a key technique in leading to the start, when supporting, floating and even landing properly and correctly. This game consists of games that combine various games and techniques through learning modifications that lead to PAIKEM, which combines various basic long jump techniques including strategies and facilities and infrastructure available to optimize the long jump process.

In the learning process in cycle 1, the second meeting went well compared to the previous meeting. Students have understood the basic long jump techniques correctly only in physical conditions that are not yet optimal. This is evidenced by several teacher questions that can be answered at the end of the learning, precisely when the teacher held a learning evaluation. Observations on the basic techniques carried out by students through games have also increased. In participating in the competition in the TGT model, only a few students only car2about the match rather than understanding the basic techniques of the long jump. In cycle 1, the second meeting, there was an increase in the number of students. Student completion experienced a fairly sharp increase. This proves that the learning process is going well and indicates that the increase in cycle 1 is very significant when viewed from the existing learning model. Because in the planning for each cycle, only 2 meetings are held, then for the next, especially to achieve the planned target, we must move on to the next cycle, namely the second cycle.

In the first meeting of cycle 2, the learning process is based on the second meeting in cycle 1. It's just that the form of the game is different, but still applies the TGT model. In this cycle 2 meeting, there was a fairly sharp increase in long jump learning outcomes. So that the maximum learning results by applying this TGT learning model were 27 students who had scores above KKM (75) and only 3 students whose scores were below KKM (75) and were declared to have failed the athletics course so that these three students needed to be6given additional coaching and appropriate remedial. The success of the first meeting of cycle 2 cannot be separated from the role of the teacher who provided good motivation and provided the right and effective form of game in learning long jump.

5 Conclusion

In the research applied through increasing long jump achievement through the application of the TGT model can improve long jump learning outcomes in students from pre-cycle to cycle one and from cycle one to cycle two. From the data analysis, the results obtained in cycle one showed an increase in long jump learning outcomes for students who completed, namely 22 students who completed from the initial condition or in this case it can be drawn more widely from the initial condition which was originally only 8 students who completed. While in cycle two, the increase in long jump learning outcomes was 27 students who completed. Based on the data analysis that has been carried out, it was concluded that the long jump achievement improvement model through the TGT model can improve optimal learning outcomes so that students are satisfied with the achievements of the lectures carried out, especially those used as research targets, namely PJKR STOK Bina Guna students for the 2024/2025 academic year.

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