



## RESEARCH ARTICLE

# Improving Long Jump Learning Outcomes Through the Discovery Learning Approach in Class XI Students of SMA Negeri 1 Rantau Selamat

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## Abstract

The general objective of this research is to improve student outcomes through the application of Volleyball Learning using Problem-Based Learning (PBL). Additionally, this research is conducted to gain in-depth information about the implementation of the Underhand Passing Learning using PBL. The research design is Action Research. The subjects in this study are 22 students from the Eighth grade at SMPN 4 Birem Bayeun. This research was conducted over two meetings consisting of two cycles. Each cycle consists of three sessions. The first cycle shows that through actions, students can self-motivate. From this first cycle, the result is 43%, indicating it is not yet complete. In the second cycle, as a reflection of the first cycle, it also shows that actions improve student learning outcomes. The result of the second cycle is 87%, indicating completion. Based on the results of this research, it can be concluded that: (1) Volleyball Learning using PBL enhances student learning outcomes, (2) Underhand Passing Learning using PBL motivates students and makes them active participants in the learning process.

## Keywords

Improving Learning Outcomes, Volleyball, Problem Based Learning

## INTRODUCTION

School is a formal institution that is systemized as an effort to improve student achievement. The success or failure of educational activities at school is shown by changes in students' behavior, knowledge, attitudes and skills as students (UNJ, 2012). In carrying out learning, educators besides having to master the teaching material, of course also need to know how the material will be delivered and what the characteristics of the students who receive the learning material are (Arikunto, 2010). A teacher's failure in delivering teaching material is not because the teacher does not master the material to be taught but rather the teacher does not master how to convey the material to be taught (Meire, 2011). Physical education, sports and health are an integral part of overall education, where the aim of physical education itself is to develop aspects of physical fitness, movement, thinking, social and even emotional skills of a child in accordance with the objectives of national education article 3. (Ministry of Education and Culture, 2013)

The implementation of physical education, sports and health is considered to still require improvements to support the achievement of learning objectives (Suherman, 2000). There are several reasons why it is considered necessary to modify this subject, including: (1) the teacher's teaching style is still monotonous and teacher centered, (2) the teacher's lack of approach to students in the teaching and learning process, (3) the lack of learning evaluations for students at the end of the activity, (4) the lack of understanding of students and even teachers in terms of achieving learning targets, (5) limited teacher creativity in learning activities. Deficiencies in the learning process will have a negative effect on achieving the desired results (Sidik, 2010). These negative impacts can be in the form of: (1) students do not have the opportunity to develop basic skills (locomotor, non-locomotor and manipulative), (2) students do not

understand the movements and goals of learning, (3) students are not active and do not enjoy the learning process, (4) failure to achieve learning targets. (Aip Syarifuddin, 1992)

In long jump material, most physical education teachers have not been able to assess what is actually the goal of achieving the learning itself. Most physical education teachers only look at the child's results without paying attention to the stages of the long jump movement. Physical education teachers often teach volleyball using conventional methods, namely by lining up children and asking them to make movements with full force (Sukintaka., 2014). In fact, this method is not completely wrong, but it would be good if a physical education teacher saw the child's basic movement process through its stages, so that later it would help the child to find the correct technique.

Based on the description above, it is deemed necessary to improve, creativity and innovation in teaching physical education, sports and health, especially in long jump material. Basically, teaching must refer to activities that are safe, comfortable and enjoyable (Mulyasa., 2003). For this reason, in this research the researcher tries to apply long jump learning to class.

## METHODS

This research was carried out at SDN Paya Demam 2, the research was carried out in odd 2022 with a sample size of 22 class V students taken using total sampling techniques. This research uses a Classroom Action Research (PTK) approach, with a kemmis and taggart design. (Endang Mulyatiningsih., 2011)

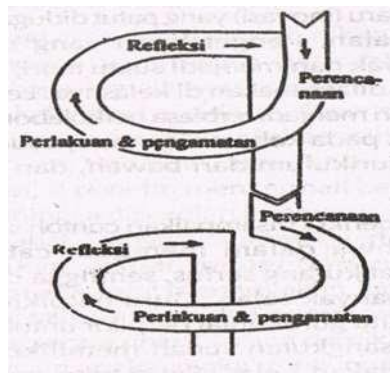


Figure 1: Kemmis and Taggart model.

Action research is a form of research design, where in the action research design the researcher can describe. Procedures need to be explained according to the type of research (Madya, 2011). The type of data, how the data is collected, with which instruments the data is collected, and the technicalities of collecting it, need to be explained clearly in this section. How to interpret the data obtained, its relation to the problem and the purpose of interpreting and explaining a social situation at the same time as making changes or interventions with the aim of improvement or participation (Suganda, 2011). Carrying out research involves colleagues as collaborators and class teachers as implementers of the action (Sudjana, 2017). Carrying out research involves colleagues as collaborators and class teachers as implementers of the action (Sudjana, 2017). The final result of the action research activities was to increase learning of passing down in class XI high school students.

## RESULTS

### Cycle I

Based on the results of the research and evaluation carried out by researchers, it can be concluded that the long jump learning model through discovery learning can improve the starting process, core movements and final stance in learning the basic long jump movements so that student learning outcomes are better than before. The final process, action and reflection are used to determine deficiencies in the

implementation of the planning program that appear in the analysis regarding lesson models, provision of material, application of the lower passing learning model through discovery learning.

The evaluation results obtained by students in the initial test are presented in the form of tables and bar charts as follows:

Table 1. Distribution of Long Jump Learning Results

Cycle I

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	6	24%
3	70.0-79.0	10	38%
4	80.0-89.0	10	38%
5	90.0-99.0	0	0%
6	100	0	0%
JUMLAH		26	100%

Information:

$S \times F = \text{Score} \times \text{Frequency}$

The average score of the class =  $S \times F / f$   
 $= 1964 / 26 = 75$

Number of successful students = 10

Completion percentage = 38%

Based on student learning results in cycle I, the class average score for long jump learning was lower than the average score obtained, namely 75, students who passed in cycle I had a passing percentage of 38% and students who did not pass 62%. For more details, you can see the diagram below

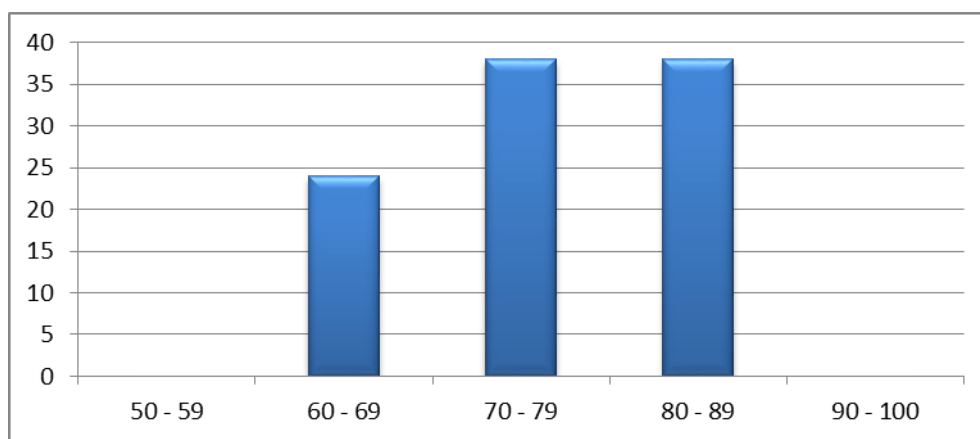


Figure 2. Graphic diagram of Cycle I Long Jump Learning Results

So from the data obtained in cycle I, there were around 10 students who completed cycle I with a pass percentage of 38% and 13 students who did not pass with a pass percentage of 62%. Because this first cycle could not be said to be successful because the number of students who had completed had not reached 80% of the total, it was continued to the second cycle where action had been given with the results of around 26 students completing with a percentage of 100%.

Cycle II

Observation results were generated from field notes (CL). Observation results from field notes regarding learning models using discovery learning to improve long jump learning outcomes.

Table 2. Distribution of Learning Results for Long Jump Cycle II

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	0	0%
3	70.0-79.0	0	0%
4	80.0-89.0	26	100%
5	90.0-99.0	0	0%
6	100	0	0%
JUMLAH		26	100%

Information:

$S \times F = \text{Score} \times \text{Frequency}$

The average score of the class =  $S \times F / f$

=  $2221 / 26$

= 85

Number of successful students = 26 Percentage of success = 100%

Based on the table above, we can conclude that 26 people completed the test with a 100% presentation. This can be seen from the histogram graph below:

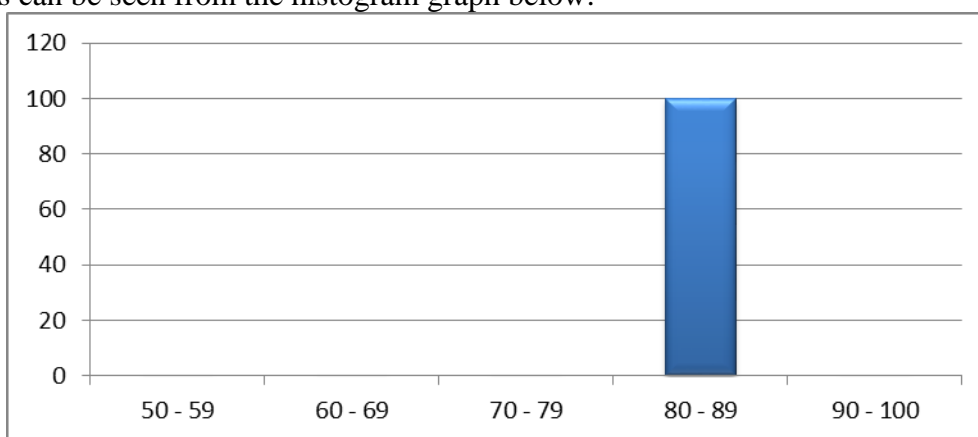


Figure 3. Bar diagram of learning results for long jump cycle II

At this last meeting, students seemed to have made a lot of changes and progress, where students had applied a discovery learning-based learning approach to the long jump material, where students were able to do the starting, core movements and final stance correctly. Students have experienced a lot of progress, overall students and teachers carry out learning well and correctly. It has been proven that students apply the discovery learning-based learning approach in long jump material with satisfactory results, where classically more than 80% have completed exceeding the specified target.

An increase of 26 students who passed or 100% of the total number of students shows that students have progressed in taking part in athletic learning using a discovery learning approach. Researchers and collaborators have found answers that have become research material, namely the application of the discovery learning approach to long jump material can improve results. Study.

Table 3. Comparison of Long Jump Assessment Results

No	Kategori	Nilai kelulusan	Siklus 1		Siklus 2	
			F	%	F	%
1.	Lulus	> 75	10	38	26	100
2.	Tidak lulus	< 75	16	62	0	0
3.	Σ		16	100	13	100

It can be seen from the table above that in cycle 1 there were 10 students (38%) who passed and 16 students (62%) did not pass. In cycle 2 there was a significant increase in the number of students who passed. (100%) and 0 people did not pass (0%), so it can be concluded that there was an increase in long jump learning outcomes seen from cycle 1 compared to cycle 2. More details can be seen from the histogram diagram below.

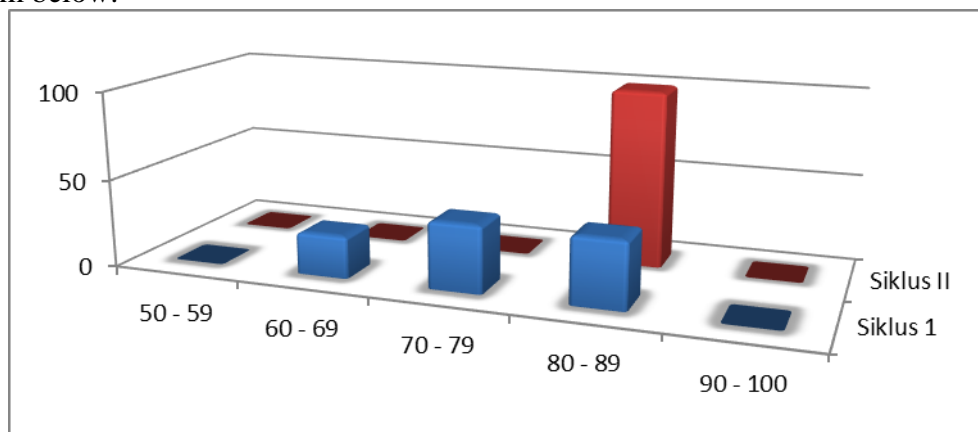


Figure 4. Comparison graph of badminton learning outcomes

According to researchers and collaborators, the research stops here and is not continued to the next cycle, because the problem has been answered, namely through research on the application of the discovery learning approach to long jump material in the teaching and learning process.

## CONCLUSION

The researcher's hope is that 90% of students will be active and enthusiastic in participating in learning activities. So in the second cycle the researchers succeeded in improving the learning approach by providing understanding and direction according to the students' conditions at that time. The result was that 26 students were active in participating in volleyball lessons, there were no students who were sometimes active and sometimes indifferent. Based on student learning outcomes in the first cycle, the average score for the lower passing learning class was 75 with a completion percentage of 38% of students who passed and student learning outcomes in the second cycle was 85 with a completion percentage of 100% of students who passed.

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