



## A Game-Based Learning of Long Jump Basic Skills

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### Abstract

This study aims to develop and implement a process of learning the basic movement in long jump through a small game approach for primary education second grade students. The ultimate goal of this research is the development of a learning model produces basic movement in long jump through a small game approach, which is expected to help the process of learning that there are at the practice be more effective, efficient and increase the attractiveness for students in the learning process of physical activity following the basic movement, especially the long jump. This research practically assists as an input for the relevant institutions in developing and teaching physical education in elementary schools so that the quality of teaching physical education to be more optimal. The study methodology is designed to research and development approach (Research and Development) with Borg and Gall models and data analysis techniques used are the percentage of quantitative descriptive analysis. This technique is used to analyze the quantitative data obtained from the questionnaire evaluation of teaching physical education experts regarding the results of the products developed. Subject retrieval techniques applied in this study is purposive sampling, which is also known as sampling considerations or based on certain considerations. The results of this study concluded that: 1) The basic learning model movement in long jump through a small game, students can learn effectively and efficiently, 2) Through the learning approaches developed showed that the second grade students are more motivated and increase a number of time students participate in the learning process follows the basic movement in long jump physical education subjects. The findings of this study have provided the experience of elementary school students in physical activity motor foster interest, enthusiasm pleasant atmosphere of the physical education lessons.

### How to cite

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## INTRODUCTION

As one of its responsibilities, teachers is able to view the potential of children; guiding and directing through an effective learning method that can optimize what is already exists within the child. Movement **activity is one of the educational tools** that can optimize and develop the existing talent children because of the element of learning motor skills, cognitive and affective.

In physical education, children have developed basic motor skills locomotor, non-locomotor, and manipulative. This types of basic motor skills will be developed children' **talents**. A teacher should be able to develop a range of child, that they can move and basically practicing motor skills. It because, during the early age, the child should be given multilateral activities to develop all the physical elements.

A teacher should be able to develop a range of activities that can encourage children to practice moving and motion capabilities. **Basically, because** it is in a class period that early age should be given multilateral activities to develop all the physical elements. Santrock (2004) mentions that children need to practice the basic motion walk, run and jump in the game. These simple activities also include the value of sportsmanship, honesty, cooperation, tolerance, and self-confidence.

According to Rahantoknam (1997), teachers generally only assess student learning outcomes based on the results of the final course or after the student perform a movement, not a movement made judging process. In addition, a teacher has to be able to modify activities and tools as well as places that exist in the school and allows the learning process to be optimal, because in general, the equipment and space provided by the school for learning the sport are still limited.

By modifying the motion of learning, both from the aspect of the activities, equipment or premises, are expected to form a healthy child. It is **physically and mentally aware of the importance** of physical activity that will have a positive impact on the environment. Based on initial research, through questionnaires in Tangerang city elementary school with a number of 50 students. From the analysis of these needs can be seen that: (a) 60.47% of the students did not know about the long jump, (b) more than 60% of students admitted sufficient difficulty in studying the long jump, (c) 100% of the students who fill questionnaire consider that boring long jump, (d) More than 80% of students expressed the need for models of learning with games, especially the subject of the long jump.

With the problems in the above background, it can be concluded that there required physical education learning development that can provide motivation to learn, exciting, and enthusiastic, helpful and effective in learning locomotor skills, non-locomotor, manipulative, and provide convenience to teachers in teaching physical education Elementary School. To overcome the need to develop a model of learning basic motor skills through an approach long jump game in the early grades of elementary school students.

Based on the above research issues focus on developing basic learning model of motion-based game long jump in 2<sup>nd</sup>-grade elementary school students, and assess the effectiveness of the learning model approach long jump through the game.

## RESEARCH METHOD

This research method by using the Research and Development. **Research and development** using descriptive quantitative and qualitative methods, the model used is the model of development Research & Development (R&D) of Borgand Gall.

### Draft Model Development

Design the learning model of product development of basic motion long jump approach through a small game for fifth grade elementary school students cited Puslitjakvov Team (2004) is as The Figure 1.

The first SASE of ideas that will be developed, to collect in formation as the rationale for making the concept, 2) Making learning model (product design), the shape of the design is the basic motion models the long jump with a small game approach, 3) Product Revision I, revisions were made by the experts in question, 4) Production of the prototype, the model is done by practicing small game on the field, 5) the test prototypes, testing of subjects in both the field trial phase I and phase II trials, 6) revision of the second product, revisions made by experts, in order to obtain perfect results, 7) Reproduction, improvements to the product for the final product is expected in development.

The data used is descriptive quantitative data and qualitative data. Instruments used a form of questionnaires and unstructured interviews (open) for requirements analysis, and expert evaluation questionnaire for the assessment of students (in phase I trials and a phase II trial). Instrument identification requirements are intended to obtain data about the opinions of teachers

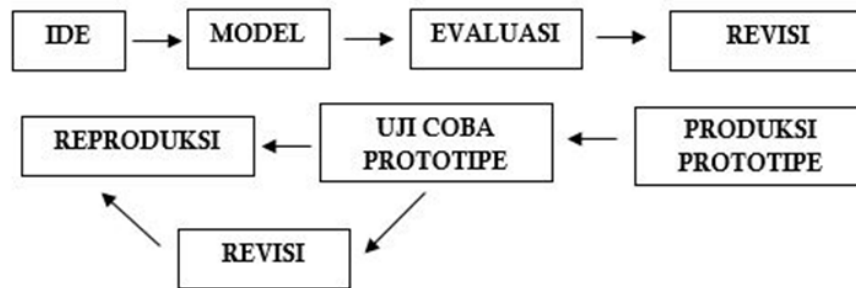


Figure 1. Model Development with Flow Chart

Table 1. Subject and subject selection criteria

No	of Research Phase	Subject	Description/Criteria	Instrument
1	Early research	1	• 1 Physical education teacher	- Observation - interview
2	Research Introduction	30	• Grade 2 school Primary school Buaran Tangerang	- questionnaire
3	Evaluation of Experts	4	• 3 faculty/expert physical education	- questionnaire
4	Evaluation Instrument	2	• 1 expert Instructional Technology • expert physical education • 1 Master of Physical Education	- questionnaire
5	The test instrument	20	• Fifth Grade SDN Tanjung Sari Lebak	- The Instruments of psychomotor long jump
6	a. <i>Small group try-out</i>	10	10 students of SDN 01 and SDN 03 Peninggilan Cileduk Tangerang City	10 small game development
	b. <i>Field try group</i>	30	30 students of SDN 15 pagi Kramat Pela Kebayoran Baru, South Jakarta.	10 small game development that has been revised

towards teaching materials that have or are they using, and teaching materials as what they want. This instrument is also based on the concept of evaluation of instructional materials. Initial field test instrument and the main prepared on the basis of evaluation of the students.

The data analysis technique used is quantitative descriptive analysis with percentages. This technique is used to analyze the quantitative data obtained from the questionnaire evaluation of teaching physical education experts regarding the results of the products developed. And qualitative data in the form of description of the word/phrase is analyzed in a way to reduce, classify further research in an effort to give the meaning of each statement respondents concluded.

Development of basic learning model motion long jump with a small game approach is written in the form of learning programs that serve the basic learning models motion modified long jump with a leap basic motion approach,

which is applied in small game.

This research was conducted at SDN 15 Kramat Pela Pagi Kebayoran Baru, South of Jakarta, during the three-week study period, on 14 October 2013 to 9 November 2013, users who were targeted the research development of basic learning model motion long jump with game approach in second grade elementary school students

Subject retrieval techniques applied in this study is purposive sampling, the number of subjects and subject selection criteria are described in Table 1.

### Needs Analysis

Common purpose to be revealed in a preliminary study, namely: (1) learning how to jump right away in line with the characteristics of the implementation of the curriculum as it has been formulated; (2) how important the development of learning long jump through a small game can

encourage more effective and attractive. The basic objective conduct a preliminary study by interviewing the teachers and students did a survey of a number of technical preparation is the first to explore the characteristics of subjects and places that will be the subject of research and development. This is done in order to determine how important learning model that will be developed researchers.

Needs analysis on July 15, 2013, by conducting a survey in one elementary school in the city of Tangerang on interviews with 50 students and 1 teacher of physical education. From the analysis of these needs can be seen that : (a) 60,47% of the students did not know about the long jump, (b) more than 60% of students admitted sufficient difficulty in studying the long jump, (c) 100% of the students who fill questionnaire assume that learning boring long jump, (d) More than 80% of students expressed the need for learning activities using the game approach in the learning process of physical education, in particular the long jump .

Based on the results of the initial research or analysis needs can be concluded that the need to develop a learning model that is the development of basic learning model motion long jump with a small game approach.

### **Final Model**

Having declared invalid and revised, then gained 11 basic learning model motion long jump at the beginning of class -based primary small game is final as follows:

### **Effectiveness Model**

First Test Results / Test a small group (small try-out)

Learning model based on the basic motion long jump this little game after expert evaluation, then revised phase I data were used as the basis for improvement in the next stage of phase II trials.

- MODEL 1 (Permainan bola berpindah)
- MODEL 2 (Permainan Zig-zag)
- MODEL 3 (Lari Hilir mudik)
- MODEL 4 (Lompat Engklek)
- MODEL 5 (Lompat kardus)
- MODEL 6 (Lompat burung bangau)
- MODEL 7 (Lompat bawa bola)
- MODEL 8 (Lompat area)
- MODEL 9 (Permainan bulan berpindah)
- MODEL 10 (Permainan penumpang terbatas)
- MODEL 11 (Permainan hitam hijau)

Based on the evaluation of a small group

trial conducted by some experts can be summarized as follows:

1. Use of simple tools and a replacement bulb that is easily obtainable materials expressed by experts are already good, but could be adapted and made more attractive again made from colored media.
2. Models used largely suitable for fifth-grade elementary school students, but there are no effective models for use in teaching basic motion long jump. Based on a small test group, the experts gave the evaluation that the model to 12, otherwise it will be less effective when used in learning the basic motion long jump, due to less than optimal physical activity that needs to be evaluated by the investigator or replaced with other models having similar characteristics models.
3. Levels of security in the use of learning basic motion long jump for the second-grade students of elementary school, experts say it is safe and feasible for use.
4. Use of systematic development of preliminary models, the core, and the cover, the experts considered that the systematic development of the model used in the basic motion long jump for the second grade students of elementary school is good enough , but the need for learning implementation plan ( RPP ) making it easier for teachers to implement the model developed by the researchers .
5. Preparation of models of easy to more difficult levels, experts say is in good order.
6. Experts assert the effectiveness of modeling learning basic motion long jump with a game for second-grade elementary school teacher has been effective in helping to achieve the goal of learning, especially learning the long jump.
7. The enthusiasm of the students is greatly improved if learning the basic motion long jump is given by the models did not reduce the game to the core of learning.

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Comparison of the old learning model (conventional) with a model -based learning long jump small game are shown in the Table 2.

**Improvement Products**

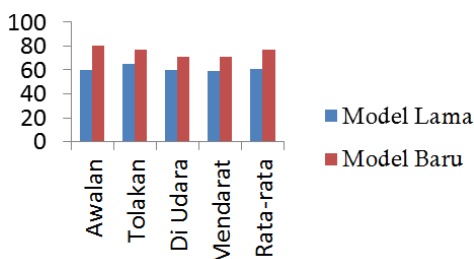
The result of the calculation is concluded that the model of development of basic motion long jump, is a very effective based game with the score obtained is 83 %. This means that there are some weaknesses that must be corrected in future research that 13% of the target has not been achieved.

This is due to there are some things that need to be improved, such as:

1. The model is a new model in its implementation on the ground so that students have difficulties and require detailed explanations and rules that are not standard, in addition to the task of giving the correct motion long jump is needed in the implementation of this model.
2. Facilities and infrastructure owned by the school are very limited, such as the pitch is too narrow, resulting in the implementation of this model should be adjusted back to the field, as well as other infrastructure.
3. Rainy season is often down to the time of the study sufficiently influence the research process and influence the students' enthusiasm.

**Table 2. Comparison with the conventional models cores new model**

Conventional model	Aspects of Psychomotor Assessment Long Jump	New Model
60.00	Awalan	80.00
65.33	Tolakan	76.67
60.00	Sikap di Udara	70.67
58.67	Mendarat	71.33
61.00	Rata-rata	76.67



**Figure 2. Comparison of Score Learning Model conventional and the new model**

## RESULTS AND DISCUSSION

Products developed aims to help improve the achievement of learning objectives competence long jump for second-grade elementary school. This model was made based on the needs of students in the activity levels of motion, psychologically these second graders tend to be more pleased with the play activity, in this model the application is done with the game by the rules of implementation of the principle of non-binding.

Playing is something that is very valuable for children elementary school age. The benefits of play are as follows:

1. Playing to train the child's physical functioning, because children need to learn to drive and learn to co-ordinate the functions of his body or limbs.
2. Playing potentially foster competitiveness and ability to compete fairly, in other words through play children are trained to think win but he did it in a healthy manner. So not only did he want to win but he must learn to win in a healthy way.
3. Playing is important for the development of children's creativity.
4. During play, children learn to develop interpersonal skills or social skills. Time to play the kids can not help but he has to learn to put himself on his self. He can not own way. Kids can hang out less egocentric child grow into, the thought of his own eyes and less able to empathize or put yourself in someone else. Through small game kids actually learn to understand the wishes of others and also learn to obey rules.
5. Playing creating state children learn to accept defeat without feeling lost or without feeling guilty. The game allows children to accept defeat in a pleasant atmosphere because he loved to play. So losing here does not threaten self-esteem (Gallahue, 2006 and Katz, 2008).
6. Playing is very important to relieve the stress of children, with play means exhausted, relaxes tensions in the nerve endings, so the kids are playing with enough to release tension and sound.
7. Playing is very important for the intellectual growth of children.
8. On the playing children also learn to solve the problem efficiently. The challenge in the game stimulates the child to think properly and carefully.
9. Playing children also practice concentration.

The second phase of the test results turned out to generate 83% of the expected target, mea-

ning that this model has been effective or meet the learning needs of competence long jump for second-grade elementary school. The subjects were taken in the study is that the school does not yet have adequate sports infrastructure. This gives a view that when this model is applied in schools with sports facilities and infrastructure are complete, then the implementation will be better.

This product after thorough study of some weaknesses that need to be revised, it can be delivered several advantages of this product include:

1. Generate sufficient latitude for students.
2. Equipment should not be raw and standard field wear, but can also use the field of land made into a long jump field with chalk drawn.
3. Though requiring more facilities than on conventional learning but the concept of "belajar sambil bermain" and "bermain seraya belajar" is able to be applied. This is certainly in keeping with the characteristics of the development of the Grade II
4. Students were active, happy and enthusiastic.
5. The game made from easy to difficult.
6. A Higher level of cooperation so as to make the students more excited.

Physical education is an education that uses physical activity as a means to an end. To achieve these objectives, it is necessary that systematic planning, in order to improve the individual organically, neuromuscular, perceptual, cognitive, social and emotional.

Physical education in the development of elementary school students fundamental movement has a purpose : (a) to lay the foundation of moral character, (b) build a foundation strong personality, peace-loving attitudes, social attitudes and tolerance, (c) foster critical thinking ability, (d) develop sportsmanship, honest, disciplined, responsible, cooperative, confident, and democratic, developing motor skills and skills of various games and sports, (e) develop the skills to manage themselves in the maintenance of fitness ( Pangrazi, 2001, Graham, 2007). Physical education in schools has served the function of the developing aspects: (a) organic, (b) neuro-muscular, (c) perceptual, (d) social, and (e) emotional (MONE; 2003b). This is in line with the opinion Adang (2007) who states that a good physical education should be able to develop four aspects: (a) the physical, (b) psychomotor, (c) cognitive, and (d) affective. These four aspects can be achieved if the survey considers the four aspects: (a) principle, (b) content, (c) learning strategies, and (d) the accuracy of the assessment tools used.

### Limitations Of Research

In this research has been pursued to the fullest according to the ability of researchers, however, in this study, there are some limitations that must be recognized and presented for consideration in generalizing the results of the study are achieved. The limitations are as follows:

Tests of this research field are only done in one area, which is one of the elementary schools in South Jakarta, Elementary School Kramat Pela 15 Kebayoran Jakarta.

The presence of psychological factors thought to influence the research results that can not be controlled, among other things: the ability of motion, non-standard instrument, student self-esteem, and other psychological factors.

The existence of other factors that are believed to influence the research results that cannot be controlled such as the physical condition of factors, including height, gender, strength, flexibility and coordination of motion, and physical condition.

### CONCLUSION

Based on the data obtained, a small group of test results and field trials and discussion of results, it can be concluded that the basic learning model long jump motion -based, students can learn effectively and efficiently. Through learning model that has been developed has shown Elementary School second grade students are more motivated and increase a number of time students participate in the learning process of basic motion following the long jump. All these values are instilled through obedience or adherence someone in to compete in accordance with the applicable rules of the game on the implementation of activities that they do play. In the game rules,

inherent spirit of fairness and honesty demands the students run while playing in physical education activities.

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