

**Improve Squatting Style Long Jump Ability Through Application Audio Visual Learning****Muhammad Kauzar Hamid<sup>1✉</sup>, Suaib Nur<sup>2</sup>, Nurdin Salama<sup>3</sup>**Pendidikan Jasmani, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Palopo, Kota Palopo, Indonesia<sup>12</sup>Pendidikan Guru Paud, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Palopo, Kota Palopo, Indonesia<sup>3</sup>**Article History**

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**Abstract**

This study aims to improve the ability of squatting style long jump through the application of audio-visual learning. This research includes classroom action research. The meeting in this study was designed two cycles, namely cycle I and cycle II. The subjects of the study were 30 students of grade VIII A junior high school 2 Palopo. The research method includes classroom action research on grade VIII A students of junior high school 2 Palopo, carried out in two cycles. Each cycle consists of four stages, namely planning, execution, observation and reflection. The processing of students' long jump ability scores in this study was measured in psychomotor, cognitive and affective domains. Based on the research that has been done, it can be concluded that the application of audio-visual learning can improve the ability to jump squat style of grade VIII A students of junior high school 2 Palopo. The results of the data analysis showed that there was a significant increase in squatting style long jump ability through the application of audio-visual learning for grade VIII A students of junior high school 2 Palopo, where in cycle I the graduation percentage of grade VIII A students of junior high school 2 Palopo was 63% and increased in cycle II with a passing percentage of 93%. In conclusion, the application of audio-visual learning can improve the squatting style long jump ability of grade VIII A students of junior high school 2 Palopo.

**How to Cite**

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## INTRODUCTION

Education is an effort to foster a person's personality in its development (Josphia, 2017). Education is an investment in human resource development that is indispensable in the social and economic development of a society and a nation (Ramdhani et al., 2014). Education is an effort carried out structurally and logically aimed at fostering and building a person into a more mature person in order to make wise decisions and affect the need for education in life in society (Mudzakir, 2020). Education is a responsible, conscious and also purposeful activity that allows adults to interact with the child to achieve the desired growth and continuous development of personality (El-Fadillah et al., 2021). By implementing a quality education system and supported by professional and competent teachers in the world of education (Saputro, 2018).

Physical Education is an educational process that uses physical and systematic activity aimed at improving individuals well, neuromuscularly, perceptively, cognitively, socially and emotionally (Susanto, 2016). Physical education is the process of education through physical activities, games or sports that are selected to achieve educational goals. The purpose of physical education learning is very broad, covering several aspects. Among them include physical, psychomotor, affective and cognitive aspects (Nur & Agustiyanto, 2017). Physical education taught in schools has a very important role, which is to provide opportunities for students to be directly involved in various learning experiences through selected physical activities, sports and health carried out systematically (Pratama & Viko, 2021). Physical Education is also basically an educational process that utilizes physical activity in an effort to achieve the educational goals set and to make humans healthy as a whole because it involves the muscles (Mulyani, 2017).

Since 2013/2014, Indonesia began implementing the 2013 curriculum in schools. The 2013 curriculum is a development of the 2006 curriculum which is prepared referring to the objectives of national education and based on the evaluation of the previous curriculum in responding to the challenges faced by the nation in the future. The implementation of the 2013 curriculum will be carried out gradually until it is implemented in all classes in Indonesia in 2020. The implementation of the 2013 curriculum is the actualization of the curriculum in learning and the formation of competencies and character of students. The 2013 curriculum is one of the subjects that must be taught to students in Junior high school is athletics which is part of the subjects of Physical Education, Sports, and Health (Kahar,

2022). The curriculum applied at junior high school 2 Palopo is the 2013 curriculum which contains material related to athletics, especially for long jump numbers.

Athletics is a sport that has been included in the national education curriculum as a compulsory subject matter for students, from grade IV elementary school to high school level (Sartono, 2017). Athletics is a group of sports that include running, walking, throwing, and jumping, which have become the oldest sports activities in human civilization (Arianto et al., 2019). Athletics is one of the sports taught and has several numbers that are contested such as running, jumping and throwing (Ramdhani et al., 2014). Athletics is an everyday human activity that can be developed into sports activities that are contested in the form of walking, running, jumping, and throwing as the basis of the movement of all sports (Siswoyo, 2021).

Athletics is one of the foundations of sports and physical movement coaching, so it is very important that the role of athletic learning in schools is a basic effort for the body's ability to maintain balance and coordination so that in the learning process emphasizes the excitement factor in children from motion games and athletic sports activities (Podungge et al., 2022). Athletics plays an important role in the development of physical condition and is often the main basis for optimal development and improvement of performance for other sports (Haryanto et al., 2022). Athletics is the oldest sport in the world compared to other sports. Judging from the aspect of motion, the movements contained in athletics are basic movements carried out by humans such as walking, running, jumping and throwing (Wibisono, 2021).

Long jump is a jumping athletic sport that demands the skill of jumping forward as far as possible with one repulsion (Arianto et al., 2019). Long jump is a form of jumping movement that begins with a horizontal movement and is changed to a vertical movement by repulsion on one leg that is strongest to obtain the greatest distance (Wiaro, 2013). Long jump is one of the development activities of the ability to move carried out, from one place to another. Long jump is a form of jumping movement lifting the legs up and forward in an effort to carry the point of weight as long as possible in the air (floating in the air) which is done quickly and by doing repulsion of one leg to reach the greatest distance (Amahoru et al., 2020). Long jump is a type of skill that aims to achieve the greatest jump possible (Yanuar, 2020). Long jump is a jumping movement to lift the body soaring into the air which is done quickly by repulsion on one leg to reach the greatest distance (Podungge et al., 2022).

In long jump there are three kinds of styles, namely: Long jump squat style (tuck), hanging style (hang style), and walking in the air style (walking in the air) (Mardianto, 2013).

Squatting style long jump is a form of plyometrics exercise using two legs simultaneously. Squatting style long jump is a series of movements that begin with bending the knees by swinging the arms, resisting, hovering and landing. The movements in the long jump must be done properly and harmoniously not broken in their implementation in order to obtain the greatest jump (Wibisono, 2021). Squatting style is the oldest style in long jump, squatting style is very easy to try because jumpers only perform the motion of bending both legs when floating in the air (a kind of squatting movement) so long jump squatting style (Suharto, 2021). Squatting style is one of the styles in long jump. It is called squatting style because the position of the athlete's body while in the air resembles a person who is squatting (Maijum, 2017).

Audio-visual learning is an effective method in conveying information that includes elements of motion because it can show an event continuously and the model in delivering the information is a person who has skills in accordance with the movement informed (Ainun & Wijanarko, 2018). Audio visual media is media used to help learning by using tools that can be seen and heard by students (Gunawan & Irawadi, 2020). The application of audio-visual media in learning is one effective teaching method, because audio-visual media can combine several components ranging from images, video and sound into one unit (Sofyan, 2018).

Audio media are various ways to record and convey sound for learning purposes (listening media), while visual is a medium that can be seen in aiding learning (Rusiah, 2012). Audio visual media are media that have elements of sound and elements of images. This type of media has better capabilities, because it includes both types of media, namely audio media and visual media (Agusni, 2018). Audio visual media are media that have elements of sound and elements of images. This media has better capabilities, because it includes both types of auditive or auditory media and visual or viewing (Hidayatullah et al., 2023). Audio visual media is one of the alternative suggestions in optimizing the learning process, because several aspects include being easily packaged in the learning process, more interesting for learning, and can be edited at any time (Rinaldi, 2017).

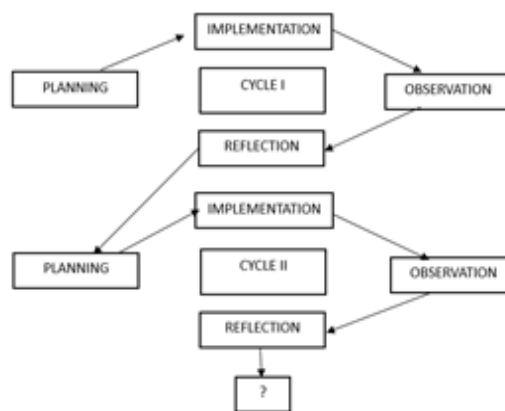
The results of initial observations of junior high school 2 Palopo students, especially for classes, showed that in long jump learning students were only given the opportunity by the teacher to do the long jump squatting style alternately, without

any variations and innovations in new learning models. This condition certainly makes students less able to develop their ability to perform long jump squatting style optimally. Students also lack confidence and lack courage in doing squat-style long jumps. Although the teacher has tried to activate students during the learning process, without motivation students are still lacking to do long jump squatting style. This has an impact on the ability to jump far, namely there are still many students who do not reach  $KKM \geq 75$ . Of the 30 students, only 27% (8 students) had an average score reaching KKM. While those who were incomplete as many as 73% (22 students).

This study aims to determine the increase in squatting style long jump ability using audio visual. Results of previous research (Syarif, 2017) said that the ability to long jump needs to be improved by introducing the long jump style with methods that are considered appropriate. Improvement of long jump ability can be attempted using visual recording methods. Improvements in this research are pursued with classroom action research.

## METHODS

The research method used is the Classroom Action Research method with qualitative and quantitative data collection (Kahar, 2022). This research is a descriptive classroom-based action research (Classroom Action Research) with the aim of improving the ability to squat style long jump through the application of audio-visual learning to grade VIII A students of junior high school 2 Palopo. Learning implementation plan, so that learning takes place as expected. Researchers conducted observations and observations in January 2023, then the study will take place in May-June 2023. (Arikunto, 2015) Classroom action research design.



**Figure 1.** PTK Implementation Cycle

The subjects of this study were grade VIII A students of junior high school 2 Palopo totaling 30 students, consisting of 12 female students and 18

male students. Data collection techniques are carried out by observation and documentation, observation records the results of observations starting during learning, after learning and checking on the observation sheet about the criteria observed including classroom atmosphere, long jump and coordination based on rubrics that have been made by researchers and collaborators. The data analysis used in this study is quantitative descriptive analysis and quantitative analysis using simple statistical calculations. The processing of students' long jump ability scores in this study was measured in the psychomotor, cognitive and affective domains.

**RESULTS AND DISCUSSION**

Before carrying out the implementation of the action, the researcher took the initial data of the study. To determine the initial condition of the class state on the ability to long jump, squatting style, long jump ability, squatting style through the application of audio-visual learning to grade VIII A students of junior high school 2 Palopo. The description of the data taken is the ability to squat style long jump in grade VIII A students of junior high school 2 Palopo. The initial condition of squatting style long jump ability in grade VIII A students of junior high school 2 Palopo before being given action with the application of audio-visual learning is presented in table form as follows **Table 1.**

**Table 1.** Results of preliminary data observations

Range of values	Category	Frequency	Percentage
93 -100	Very Good	0	0%
84 – 92	Good	0	0%
75 – 83	Enough	8	27%
<75	Low	22	73%
	Sum	30	100%

Based on **Table 1.** of the initial observations above before the action was given, it can be explained that there are 0 students in the very good category, 0 students who are included in the good category, 8 students in the sufficient category, and 22 students in the less category, and based on the minimum completeness criteria set at junior high school 2 Palopo, namely (75%).

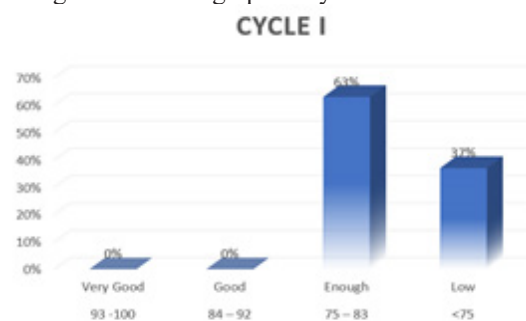
Activities that have been carried out in cycle I are the presentation of material on long jump skills, squatting style, the application of audio-visual learning for 2 meetings, and for test activities carried out at the end of the meeting or taking values of psychomotor, affective, and cognitive aspects. Based on the results of the ability to squat style long

jump through the application of audio-visual learning in grade VIII A students of junior high school 2 Palopo, students can be classified as very good, good, enough, less. Further can be seen in **Table 2.**

**Table 2.** Results of Long Jump Ability Squatting Style Cycle I

Range of values	Category	Frequency	Percentage
93 -100	Very Good	0	0%
84 – 92	Good	0	0%
75 – 83	Enough	19	63%
<75	Low	11	37%
	Sum	30	100%

Based on **Table 2.** it appears that from 30 research subjects, there were 0 students in the very good category, 0 students in the good category, 19 students in the sufficient category and 11 students in the less category. The ability to squat style long jump through the application of audio-visual learning to grade VIII A students of junior high school 2 Palopo in cycle I can be seen in the following percentage value score graph in cycle I:



**Figure 1.** Cycle I Bar Graph

Based on the bar graph **Figure 1.** of the percentage value score in the first cycle above, it appears that of the 30 research subjects, there are 0% of students in the very good category, followed by the good category as many as 0% students, the sufficient category as many as 63% students, the less category as many as 37% students. Based on the learning outcomes in the first cycle, the percentage of student learning completeness can be seen in the **Table 3.** below:

**Table 3.** Description of the completeness of learning cycle I

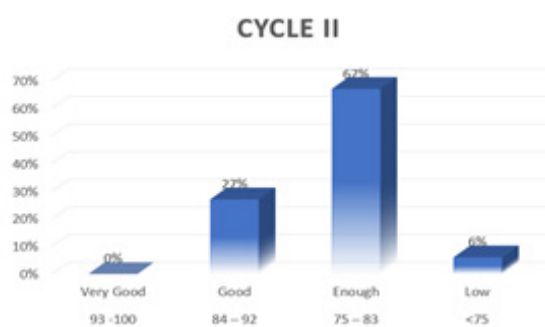
Completeness Criteria	Category	Frequency	Percentage (%)
0 – 74	Incomplete	11	37%
75 – 100	Complete	19	63%
	Sum	30	100%

Activities that have been carried out in cycle II are the presentation of material on the ability to jump long squatting style through the application of audio-visual learning to grade VIII A students of junior high school 2 Palopo as many as 2 meetings and at the end of the second meeting or taking values of psychomotor, affective, and cognitive aspects. Based on the results of the ability to long jump squatting style through the application of audio-visual learning can be classified as very good, good, enough, less. Further can be seen in **Table 4**.

**Table 4.** Results of Long Jump Ability Squatting Style Cycle II

Range of values	Category	Frequency	Percentage
93 -100	Very Good	0	0%
84 – 92	Good	8	27%
75 – 83	Enough	20	67%
<75	Low	2	6%
	Sum	30	100%

Based on **Table 4**, it appears that from 30 research subjects, there were 0 students in the very good category, 8 students in the good category, 20 students in the sufficient category and 2 students in the less category. The ability to squat style long jump through the application of audio-visual learning to grade VIII A students of junior high school 2 Palopo in cycle II can be seen in the percentage value score graph in cycle II below **Figure 2**.



**Figure 2.** Cycle I Bar Graph

Based on the bar graph of the percentage value score in the second cycle above, it appears that of the 30 research subjects, there are 0% students in the very good category, followed by the good category as many as 27% students, the sufficient category as many as 67% students, the less category as many as 6% students. Based on the learning outcomes in the second cycle, the percentage of student learning completeness can be seen in the **Table 5**. below:

**Table 5.** Description of the completeness of learning cycle II

Completeness Criteria	Category	Frequency	Percentage (%)
0 – 74	Incomplete	2	7%
75 – 100	Complete	28	93%
Sum		30	100%

The increase in cycle I reached an average value of 73% while in cycle II it increased to 81%. For more details about the results of squatting style long jump ability through the application of audio-visual learning to grade VIII A students of junior high school 2 Palopo in cycle I and cycle II can be seen in the **Table 6**. below.

**Table 6.** Comparison of the completeness of learning cycle I and cycle II

Information	Cycle I	Cycle II	Percentage
Complete	19	28	0%
Incomplete	11	2	27%
Classical Completeness (%)	73%	81%	67%
Success Indicators	80	80	6%

Based on **Table 6**, the comparison of the completeness of learning cycle I is 73% and cycle II is 81%. Then this research is considered complete because it has reached the established success indicators.



**Figure 3.** Cycle I & II Bar Graph

Based on the bar graph **Figure 3**, it shows that the first cycle of students completed 19 students and incomplete 11 students. While the second cycle of students completed 28 students and incomplete 2 students.

Based on the results of quantitative analysis, it can be seen basically that the implementation of learning with the application of audio-visual learning provides changes in the ability to jump long jump squatting style of grade VIII A students of

junior high school 2 Palopo which is balanced and even, namely there is an increase in cycle I to cycle II. In table 1 which contains preliminary data on grade VIII A students of junior high school 2 Palopo, all 8 students were included in the complete category with a percentage of 27% and 22 students with a percentage of 73% were included in the incomplete category before the study. In the first cycle, the number of students included in the complete category was 19 students with a percentage of 63% and 11 students in the incomplete category with a percentage of 37%. In cycle II, 28 students were included in the complete category with a percentage of 93% and 2 students who were included in the incomplete category with a percentage of 7%. The results of the ability to squat style long jump in cycle I, increased results of squatting style long jump ability through the application of audio-visual learning to grade VIII A students of junior high school 2 Palopo. When viewed from the percentage of student learning completeness in the first cycle, it reached 63% of the total frequency of 19 students. However, there are still students who score below the KKM standard set by the school, which is 37% (incomplete) of the total frequency of 11 students.

The results of the ability to jump long squatting style of grade VIII A students of junior high school 2 Palopo and student learning activities in the application of audio-visual learning in cycle I, then as a form of reflection that becomes a consideration in revising actions in cycle II, namely:

- a. There are still students who play games and even tell stories with their friends.
- b. In the learning process, students are still not serious and do not pay attention to the teacher's explanation
- c. Students are still hesitant in making movements in the learning process resulting in movements that are carried out less optimally. Therefore, it is expected to be an improvement material in cycle II.

The results of the ability to squat style long jump in cycle II, increased results of squatting style long jump ability through the application of audio-visual learning to grade VIII A students of junior high school 2 Palopo. When viewed from the percentage of student learning completeness in cycle II, reaching 93% of the total frequency of 28 students have reached learning completeness and do not need to continue to the next stage, while 2 students who are incomplete in cycle II will be given directions, motivation and provide additional material in the form of cardboard jumping learning media so that the ability to jump long squatting style can be done

properly so that learning completeness can be fulfilled. During the implementation of activities in cycle II, researchers have tried to make changes in order to improve the results of squatting style long jump ability through the application of audio-visual learning in grade VIII A students of junior high school 2 Palopo, the results of research in cycle II have shown improvement from the previous cycle with the results obtained have reached the success indicators targeted by researchers. Therefore, the study was stopped and not continued to the next cycle. In addition, the research time is limited by the school administration and also the research has reached the saturation point. The findings obtained in cycle II are as follows:

- a. All students have been enthusiastic and work together in group.
- b. In the implementation of learning, students have been seen to be active in the application of audio-visual media.
- c. Students seem happy and enthusiastic in the learning process
- d. Students have begun to dare to make movements without any hesitation.
- e. All the students have been paying attention to the teacher at the time of explaining.

Improving the learning outcomes of squatting style long jump using visual recordings in grade IX students of junior high school Satap Manuru can be concluded that visual recordings can improve student learning outcomes. This improvement is evidenced by students' knowledge, mastery of techniques, and leapfrogging results (Syarif, 2017). There was a significant increase in the ability of long jump squatting style by using tires/rubber media long jump squatting style for grade IV students of Public Elementary School 10 Murante, Luwu Regency (Kahar, 2022). The use of a play approach can improve the learning outcomes of basic jumping movements in grade II students of Public Elementary School Karangjati Kalijambe Sragen in the 2015/2016 academic year (Nur & Agustiyanto, 2017). Students can understand and easily perform squatting style long jump movements through an approach with obstacles such as ropes, cardboard and old tires can increase enthusiasm for learning, involve students actively and improve the ability of students, especially in long jump learning in students (Wibisono, 2021). The use of assistive devices can also be used in physical education learning materials and other health sports, especially in athletics, so that students feel interested in fun learning so that the ultimate goal is to improve student learning outcomes (Magdalena, 2020).

## CONCLUSION

Classroom action research on grade VIII A students of junior high school 2 Palopo, was carried out in two cycles. Each cycle consists of four stages, namely planning, execution, observation and reflection. Based on the research that has been done, it can be concluded that the application of audio-visual learning can improve the ability to jump long squatting style of grade VIII A students of junior high school 2 Palopo. The results of data analysis showed that there was a significant increase in the ability to long jump squatting style audio-visual learning in grade VIII A students of junior high school 2 Palopo, where in cycle I the graduation percentage of grade VIII A students of junior high school 2 Palopo was 63% and increased in cycle II with a passing percentage of 93%.

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