

The Effect of Learning Approach Skipping Stick on Improving Study Results of the Long Jump

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Abstract: *This study aims to know the effect of learning approach skipping stick on improving study results of the long jump. Based on the result of the data analysis, it was concluded that using playing Skipping stick significantly affect on students' ability to improving study result of the long jump.*

Keywords: played learning approach, skipping stick, long jump

1. Introduction

Elementary School Education has a strategic function to develop human resources and increase the potential that exists on students. In learning process, the student is the main target of teacher concern where the students are expected to receive and inherit knowledge taught by their teacher. Teacher who teach or pass on knowledge to the students be able to develop the potential of the students. Particularly for the physical education teachers, sport and health in primary school has a strategic function, there is expected to choose an interesting learning approaches and in accordance with the characteristics of the students so that the students can develop their potential. Related to the selecting learning approaches and developing students' potential, the writer conducted a preliminary research through observation of the conditions of teaching and learning in primary schools. In fact the teacher of physical education, sport and health are in the State Primary school 060947 Tanjung Mulia unable to develop, to increase students' potential, selecting learning approach, especially for the subject long jump squat style. The teacher of Physical Education, Sport and Health who emphasis "Teacher Center" students aren't given the freedom to be creative and developing students' potential. Teacher of Physical Education, Sport and Health more emphasis on mastery of technique and the result of orientation or students' achievement. In the teaching learning process teacher do not give learning approaches in order to make interesting and develop children potential. The teacher of Physical Education, Sport and Health give warming up and directly give the example to the students how to do long jump. After the teacher has finished giving the example, teacher ask students to try it, after student finished trying all of the instruction (2 trials) teacher directly make a mark on sandbox to see how far a leap of his/her students. Teachers are not to notice how to the students start, the foot refused of the pedestal board, when suspended on the air and landing. Teacher only assesses how far students landed in the sandbox. This finding is the basic foundation for influence researching of learning approaches skipping sticks are package interesting and presents the material in the game and competition to improve learning result in particular long jumps quat style at grade VI state elementary school 060947 Tanjung Mulia district of Medan Deli. Based on the situation above, the problem is formulated as follows: is there any significant effect on students of learning approach skipping stick on improving study result of the

long jump on students at grade VI State Elementary School 060947 Tanjung Mulia district of Medan deli?

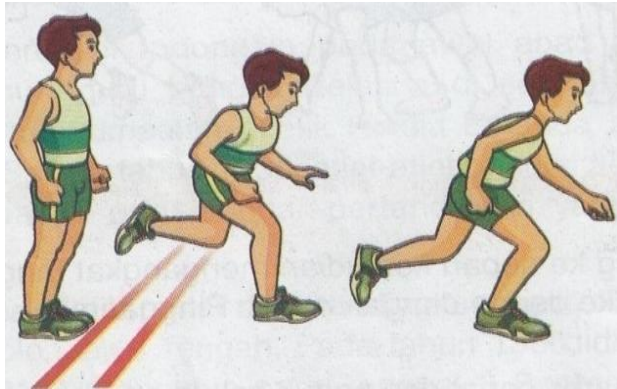
2. The Essence of Learning Result in Long Jump

Learning result is an ability of the students obtained after through the learning activity. Dimyanti dan Mujiono (2006) said "learning outcome is determinant of the value of student learning through assessment activities and measurement of the learning process". From learning outcomes, teacher can see and know the level of progress achieved by students after learning activities. Dimyanti and Mujiono (2006) "The main purpose of learning out comes is to determine the level of success achieved by students after attending a learning activity". Learning result can motivate students to more study hard, because the function of learning result, not only to determine the extent of the progress of students after completing an activity, but it is important as a tool to motivate students to be more active each study individually or in groups. Students who know the result of their study are low, they will be encouraged to more study hard. While students who know the result of their study is making progress, they will try to defend the result of their study or even increasing the intensity of the learning in order to get a good achievement for the next time. To get good learning result it's necessary physical component that support the implementation of the long jump, it's expected to produce maximum range of the jumps. Besides a good physical component, elements techniques also play an important role. Syarifuddin (2001) said " in doing long jump correctly its needed to consider some technique as follow, starting or square off approach-run, take off, in the air, landing".

Approach-run

Approach run is the beginning of the movement in run form to get the speed when do the leap, the speed obtained from the result it's called by horizontal speed, which is useful to help the power when repulsion up ahead on long jump. Mark Guthrie (2008) said " aim of approach-run in long jump to get speed as high as before arrive on beam of refusal". Mark Guthrie explained, " long jump of approach-run should run smoothly and high speed without any interference by changing step reduced or enlarged to get accuracy rest on the beam. The steps changes can caused of the speed reduced and disruption of the formation of momentum to jump. A

change of move the highest achievement impossible to happen with such approach-run.



Take-off

Take-off is the movement on foot board with the strongest take-off that is forward to the horizontal speed into vertical forced quickly, as syarifuddin said "take-off is a change or displacement movement of horizontal to vertical is done quickly". When doing part of take-off we should pay attention to the : simultaneously to refuse of take-of the foot, hind legs is swayed as hard as straight for ward up ward aided by swinging both hands from back to front up. This movement can enhance the considerable leap without sacrificing speed, the angle of the body at the time rested not to forward as in the high jump leap because it blocks away. Weights lightly forward with the movement without increase the level and long-term out look.

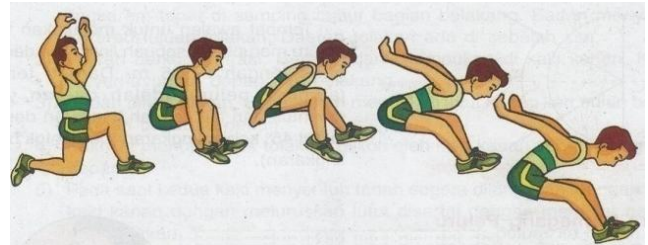


Action in the Air

The attitude of the movement in the air is closely related to the speed of approach run and the power when they take-off. More quickly in approach-run and more strong the take-off doing by the jumper so the longer it will carry weight point of hovering in the air, while in the air body had to be held in a state of posture to maintain balance and to allow for a more perfect landing.

Long jump during the movement of floating in the air principle don't three things: 1) moving forward the sooner the better; 2) refuse appropriately and strong; 3) As for the movements performed during the float will not increase the speed of movement during hovering and only serves to

maintain the balance only. Long jump style, there are several kinds of styles commonly used by the jumper. The difference between style jump with each other by posture marked time in the air. Movement in the air posture is commonly called style leap. Style or posture in the air used in this study is the squat style. Long jump style squat posture when bodies were floating in the air both feet lightly over his chest and when he landed both feet lightly straightened out to get the maximum distance of the jump and landed with her legs swinging as a reference.



Landing

Landing is a continuation of a series of movements that are important to get the momentum gained from the prefix and repulsion. Further more, the movement can still be done by a jumper is stuck leg forward as far as possible and bowed his head, point to aid weight loss point forward. At the time of going to land both feet brought forward straight to the thigh lift to the top, body bent forward, arms forward, then landed on the heel first with both knees bent(flexed), weight loss brought forward so as not fall backwards to the disadvantage of the jumper.

3. Learning Approach

The learning approach of physical education, sports and health in primary schools should consider that the maturity level of physical, psychological and social. As suggested by Singer that there isn't a learning approach that is appropriate for all situations. The complexity of the situation is one of the main factors for consideration by the selection of which approach is most effective(Singer, 1982). Situation complexity is one of the main factor as for consideration by the selection of which approach is most affective (Singer, 1982). Many of learning approach of physical education, sports and health in primary school, learning approach that will be the focus of study in this research is playing learning approach.

4. Playing Approach

Child's world is a world, in the daily life of children, most of them spent their time to play. Play can be use as a media to increase their skill and ability in children. The term of play that is carried out by using a device that produces understanding, informing, giving pleasure, and can develop a child's imagination. Supendi (2007) explains that: "The play is an activity where there is area limitation of nature into something more modest, but quite similar". When they are playing, there is an element of imagination to whose role create conditions that actually added to the situation created. In this activity, the person will be fun and entertained because of this. Play can be also to explore children's world, to develop competence in coping with the child's world and

develop children's creativity. Unwittingly playing can make the children have the ability to understand the concept of scientifically, and without coercion. Playing approach is one of the form of learning physical education, sports and health that can give to the students. But portions and shape of playing approach that will be given should be adapted with aspect of curriculum. In addition it also should be considered to the factor of age, physical development, and education being undertaken by them. Playing approach is related close to the development of behavioral imagination of play, because through the power of imagination, then the game will more fun and rousing. Before doing these activity, it's better to us as a teacher of physical education to give the explanation and imagination about how to play and the function of the game. From all of the game, the game that will be as a research of the played learning approach is the game of jumping rope.

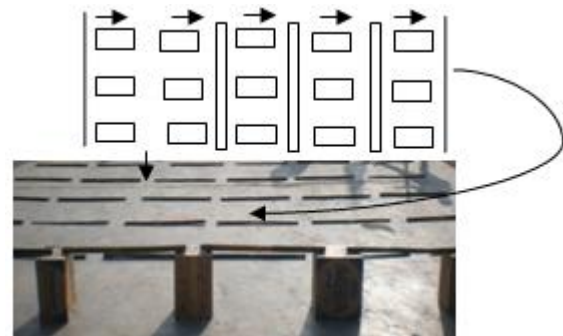


Skipping Stick

Skipping stick is one of the low organization game which means the game have the rule but the game not binding. This game need the cooperation and the activity of each other, because this game need more speed in running and jumping. Djumidar (2004) said that playing jump can increase the basic skill of the jump. Sukintaka (1992) said "playing jump can increase in jumping". Hardinoto (2006) also said "playing Skipping stick can increase the skill of jump". Playing Skipping stick at the game can increase the skill of the jump. But game that will be given is to increase long jumping. This game will actualize the potential of children in the form of motion, treatment and attitude, so can be developed in the direction of physical ability, psychomotor, affective, and cognitive. In this research playing Skipping stick made in interesting and as simple as form, so the children feel challenged to perform in earnest, and get the best result. Here is an explanation of the game:

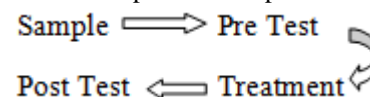
The size of the field used in this game of jump stick is as follows : 1) size of the field : length of 15 meters, width of meters, 2) 40 numbers of stick, stick length 60 cm, 50 cm distance between the sticks, the distance between the sticks were placed on the ground with a stick that is above 50 cm box, the distance between the sticks were placed on the ground with a stick that is above a box of 50 cm, each row of sticks that are placed just above the box on the finish line, 3) total box 7 pieces (packaging mineral water), high 50 cm box, 4) numbers of players 5 people in one team. The shape, size of the field, size of stick and a box isn't relevant, can be changed as needed. The distance between the sticks can be push on and pushed back as needed. How play the game as follows: from the start line, first child is running and jumping each stick to the finish line by following the signs between the sticks. Signs of the stick in the form of letters KA and Ki. It means that when there is a sign of KA means

the right foot should tread, and if there are signs of KI means the left foot should tread. In the end of the line the stick will be raised at the top of the box, the students have to jump over the stick by using a squat style and landing. After arriving at the finish line, the child was returned to the usual run to the starting line with a pat hand next friend (friends who is at the front of each team) and take her place. Children who have been doing leading his team to the last row. The winner is the team that most quickly complete the task.



5. Method

This research was conducted in experimental design which consists of pre-test and post-test as shown in figure.



The series of collecting the data of the research was sample that given pre test of long jump squat style, giving treatment(jump games stick), and the final test. The population of this research is all of the students at grade VI elementary school 060947 Tanjung Mulia District of Medan Deli 2010/2011. Sample of the research is the total sampling that is all of the student at grade VI 30 students. Instruments used in this research is to test long jump basic movement skills assessed under the rubric of the assessment carried out by observing the motion. Table 1.table of rubric assessment on the result of long jump squat style.

No Indicators Assessment of Learning Outcomes Long Jump	Skor
	123
1.Action Approach-run a) point b) angle c) Speed-up the pace of approach-run	
2.Action of take-off a) The position of the body at the time will take. b) How to set foot upon the pedestal c) The position of the swinging leg while doing pedestal	
3.Action in the Air a) Position pedestal foot and leg swing when hovering. b) The position of the body while hovering c) The position of the swinging leg and foot pedestal before the landing.	
4.Landing a) The position of the feet when landing b) Body position on landing c) Directions body during land	

Technique analysis data include:(1) finding the average – average (Sudjana, 2002), (2) data normality test, performed using Liliefors test with significance level of 0.05, (3)

calculate the standard deviation of the data pre-test and post-test, (4) search for the t-test between pre-test and post-test

6. Result

Based on calculations performed, the obtained hypothesis testing count 15.44, then the price compared to the price table with $-1(30-1=29)$ at the significant level $= 0:05$ is $1.70 > t_t$. ($15,44 > 1,70$), it means that H_0 refused and H_a accepted. It can be concluded that there is significant effect from playing skipping stick on improving the result of the study of long jump at grade VI students of Elementary school 060947 Tanjung Mulia district Of Medan Deli Academic year 2010/2011.

7. Discussion

From the hypothesis testing shows playing leap frog stick approach to learning can improve learning result of long jump at grade VI 060947 Tanjung Mulia district of Medan Deli Academic Year 2010/2011. When learning process playing skipping stick that will be fun and more interest and be waited by the students. Learning process game of skipping jump the students will get the high speed that is the students run to race with their friends in order to first jump over a stick which is located on the ground or through markings made between the stick to set the rhythm run and steps. So students get the speed as high as before the last line without any interference by changing the step reduce or enlarged to obtain the accuracy of foot to rest on when jumping over a stick on the box that was underlined in late and by the time hovering in the air using a style squat and landed with both feet.

Djumidar (2004) said that "played skipping stick can improve the basic skill of jump". Sukintaka (1992) also said: "played skipping stick can improve skill of jump". Further Hardinoto (2006) argues that: "playing leapfrog stick can improve jumping skills". Through the movement of the stick jump occurs a lifting motion of the body from one point to another more distant with rivet or reject one foot and landing on two feet and maintain a good balance and strong leg muscles. Syarifuddin (1992) argues, "repulsion movement should be done with the legs are strong enough to speed ahead".

It's clear that playing jump stick is a game that can improve jumping skills, increase leg muscle strength, maintain balance, affecting the way took a prefix, repulsion, hovering in the air and landing to do the long jump. Stick jumping game, children can actualize the potential in the form of motion, attitude and treatment, so that it can be developed towards physical ability, psychomotor, for example: improve the strength, improve speed, improve agility. Affective, for example having sense of confidence, have sense of bravery, discipline, and have sense of togetherness. Cognitive for example: improve the ability of understand the steps in doing long jump, improve the skill in apply in how to take a good start and the right, reject right on board repulsion, hovering in the air with style squat properly, landing with both of feet when doing long jump squat style.

8. Conclusion

Based on the result of the data analysis, it was concluded that using the effect of learning approach skipping stick significant effect to improve the result study of long jump at grade VI students of elementary school of 060947 Tanjung Mulia district of Medan Deli academic year 2010/2011.

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