

## EFFORTS TO INCREASE LEARNING OUTCOMES THROUGH THE KANGURU JUMP PLAYING APPROACH IN CLASS V STUDENTS

**Eko Putut Dumiyanto<sup>1\*</sup>**

<sup>1\*</sup>Department of education and culture, Jombang, East Java, Indonesia

<sup>1\*</sup> [ekodumiyanto@gmail.com](mailto:ekodumiyanto@gmail.com)

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### **Abstract**

*The purpose of this research is to increase the effectiveness of student learning and optimize the use of teaching aids as facilities and infrastructure in the subjects of Physical Education, Sports and Health. The research subjects were 21 students consisting of 13 male students and 8 female students in fifth grade at SD Negeri Karangwinongan, Mojoagung District, Jombang Regency for the 2019/2020 school year. This research will be carried out using two cycles and 4 meetings. The data collection technique that the author uses is in the form of tests and non-tests. The implementation of improving student learning activities went quite well. The results of the first cycle at the first meeting the average value was 1.90 and at the second meeting the average value was 2.71. While the results of the second cycle at the first meeting the average value was 3.38 and at the second meeting the average value was 3.66, each meeting experienced a fairly good increase. The results of the learning test the average value obtained in the evaluation of student learning improvements in the first cycle was 72 with 5 students who had not completed while those who completed were 16 students out of 21 students. While the average value obtained in the implementation of the improvement of learning cycle II is 75 and 20 students have achieved completeness and 1 student is not complete.*

**Keywords**– Learning outcomes; Student; Physical Education, Sports and Health

## 1. Introduction

The school as one of the formal educational institutions is directly responsible for the performance of quality education and is able to contribute from all aspects that are the authority in the implementation of learning in schools. One of them is through improving the learning process so that it becomes more qualified in accordance with the competencies to be achieved. The learning process that is applied must pay attention to the specifications of the characteristics of the subjects and the development of students so as to create an atmosphere in the field that is conducive, fun, effective and looks enthusiastic in following the lesson. The learning process is expected to contain three domains or aspects, namely: cognitive, affective, and psychomotor.

Along with advances in the world of education, there are many learning methods that can be an alternative solution to the current learning problems, as well as can be used to create successful learning objectives. Even so, learning methods have not been widely applied in schools because many teachers have not studied learning methods. Providing athletic learning that is interesting, practical and attractive to students is the task of a teacher, especially PJOK teachers. Therefore, the teacher must be able to adjust the needs related to the students and the learning materials. Teachers must also be able to apply various approaches, models, methods and strategies in accordance with the learning material to be delivered.

The results of observations of PJOK learning at SD Negeri Karangwinongan, Mojoagung District, Jombang Regency, for the 2019/2020 academic year, show a decrease in effectiveness in the PJOK learning process. . In a class observation, it can be seen that the fifth grade students have less interest and motivation towards physical education lessons, this is because online learning or learning from home is not considered interesting. This is because PJOK subjects tend towards face-to-face or direct learning. This is shown that there are some students who are less enthusiastic in receiving online learning (in the network). Most of the students complained and felt unable to do the given

task, because the teacher in giving the material was less varied which made the children feel bored and bored.

In fact, students' abilities are not the same in doing motion learning, especially the long jump athletic branch, as the author observed when teaching the long jump in class V SD Negeri Karangwinongan, Mojoagung District, Jombang Regency in the presentation of student learning outcomes showing that 85% of students have not reached the Minimum Completeness Criteria (KKM), namely 7.2. This shows that in the long jump learning there are problems that must be found to solve the problem.

The lack of development of the PJOK teaching and learning process in elementary schools is due to the absence of learning facilities and infrastructure available at the school. So that PJOK teachers in carrying out the learning process are monotonous, unattractive and boring, so students do not have the enthusiasm and motivation to take PJOK lessons.

From the problems faced by physical education teachers in delivering material, especially the long jump, the researchers were interested in conducting classroom action research (CAR) on fifth grade students at SD Negeri Karangwinongan, Mojoagung District, Jombang Regency with the title "Efforts to Improve Long Jump Learning Outcomes through kangaroo jumping in Class Students. V at SD Negeri Karangwinongan, Mojoagung District, Jombang Regency". With the number of students 21 consisting of 13 male students and 8 female students. This problem arises from the results of observations at SD Negeri Karangwinongan, Mojoagung District, Jombang Regency, namely in long jump learning.

The purpose of the long jump learning class action research is to create enthusiasm and motivation of students so that students can be interested and enjoy learning PJOK.

Students have the opportunity to explore movement widely and freely according to the level of ability possessed by students and is beneficial for the growth and development of students.

## **2. Method**

The subject of classroom action research will be followed by fifth grade students of SD Negeri Karangwinongan, Mojoagung District, Jombang Regency for the 2019/2020 school year, with a total of 21 students consisting of 13 male students and 8 female students. This research will be carried out using two cycles and 4 meetings. The implementation of cycle I and cycle II will be held from January to February, from 07.15–09.00 WIB. This Classroom Action Research (CAR) was conducted at SD Negeri Karangwinongan, Mojoagung District, Jombang Regency, which is located at Jalan Balai Desa Karangwinongan, Mojoagung District, Jombang Regency. For Class V Students in Semester II for the 2019/2020 academic year. The data collection techniques of this research include practice tests, field observations. Research data were collected and compiled through data collection techniques including: data sources, types of data, data collection techniques and instruments used.

Before the implementation began, the author had a list of grades, or a collection of student learning outcomes that were produced before the first cycle and second cycle were carried out. After we know the learning outcomes from the pre-cycle, then before carrying out the first cycle and second cycle, the author prepares a list of values actions and observation sheets to be given to colleagues, to be filled out when colleagues carry out learning observations.

The tools used as data collection are observation sheets as process scores and tests as final results, as well as questionnaire questionnaire sheets as completeness data from students. The data taken with this observation activity is the implementation of actions during learning. How is the implementation of long jump learning whether it is in accordance with what was planned or not. The data collected in each observation activity from the implementation of the classroom action research cycle (CAR) were analyzed descriptively. The analysis technique was carried out because most of the data collected were in the form of descriptive descriptions of the learning process in the long jump sub-subject.

After we carry out the actions of cycle I and cycle II, the test results are checked. The results of this examination are then presented in the form of a score

tabulation and an assessment is carried out. Qualitatively, the data obtained from learning outcomes is calculated on average, seen the completeness of learning, then also calculates the percentage of completeness.

### **3. Result and Discussion**

#### **Initial Conditions**

Based on the basic athletic competency test test on the long jump learning material, it turns out that the results are still unsatisfactory, in that the teacher has tried as much as possible so that students understand by being given examples repeatedly. In the initial conditions after the test, there are still scores below the KKM. Therefore, the researcher asked for the help of colleagues to jointly identify learning deficiencies in the PJOK subjects that had been implemented.

Basic competence in the long jump athletic material, especially grade V Elementary School, the reality in the PJOK learning process, teachers are less creative in teaching and tend to be monotonous in physical education activities and do not take advantage of the surrounding environment.

#### **Implementation of Cycle I and Cycle II Cycle I**

##### **1. Planning**

At this stage the researcher conducts research preparation, namely by preparing:

- a. The lesson plan is in accordance with the research schedule.
- b. Learning media used as teaching aids in the form of games that will be carried out.
- c. Facilities and infrastructure that will be needed in the classroom action research process.
- d. Prepare observation sheets used by colleagues to observe student and teacher activities.
- e. Prepare a questionnaire to be filled out by students.
- f. Coordination with observers, namely colleagues, about the content and how to use the instrument.

## 2. Action

At this stage of action the authors carry out the following activities:

- a. The teacher says hello.
- b. The teacher expresses appreciation.
- c. The teacher conveys the learning objectives.
- d. Students listen to the teacher's explanation of the correct long jump.
- e. Individually students were asked to jump up and down before using the aqua bottle and pralon (boqualon) in playing.
- f. The teacher prepares aqua and pralon (boqualon) bottles and pillars as learning media
- g. Students are asked to do long jumps over boqualon obstacles (aqua and pralon bottles) in turns and compete by throwing and catching the ball.
- h. The teacher records student learning outcomes.
- i. The teacher performs data analysis.
- j. The teacher invites the students to give comments about playing the kangaroo.

## 3. Observation/Observation

Observations were carried out by colleagues. In addition to students, teachers are also observed with an assessment format that has been held jointly between colleagues and the author. Colleagues observe students while doing activities given by the teacher. What was noted by colleagues was student enthusiasm, student courage, and also the effectiveness of using aqua and pralon (boqualon) and pillar learning media as long jump media.

## 4. Reflection

From the results of observations of actions taken by colleagues, the following activities are produced:

Performance of activities that have been good:

- a. Student conditioning in learning, grades 5.
- b. Student motivation, value 5.
- c. Mastery of the field, value 5.

While the activities that still need action:

- a. Method use, value4.
- b. Use of props, value4.
- c. Give assignment, value4.

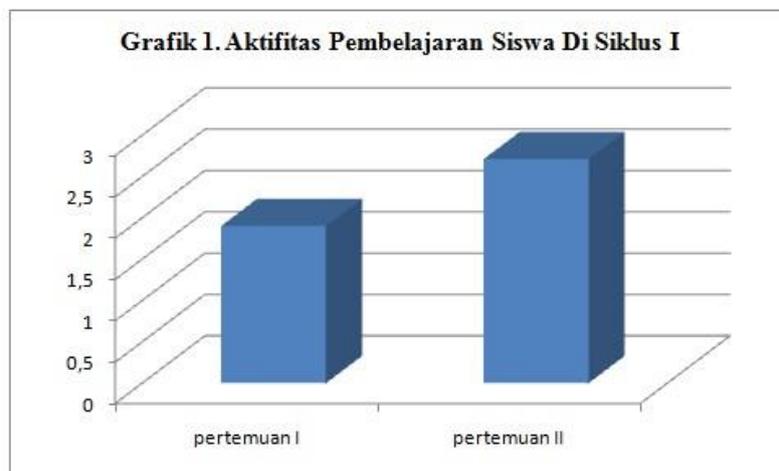
**Table 1.** Student learning activities in cycle I

No	Student's name	1 <sup>st</sup> Meeting					Ket	2 <sup>st</sup> Meeting					Ket
		1	2	3	4	5		1	2	3	4	5	
1	ABDILLAH CANDRA PUTRA ANDIKA		v				K			v			C
2	AKHMAD JALALUDIN ALBUKHORI		v				K			v			C
3	ALFIONA AZZARA PUTRI			v			C				v		B
4	ALVINO EMERALDI PRATAMA		v				K			v			C
5	ANATASYA DWI KARTIKASARI	v					SK	v					SK
6	ANATASYA ECHA AFANDI / ECHA		v				K			v			C
7	APRILIA ZEFA NUR AFIFAH	v					SK		v				K
8	AZIZAH NUR RIZKY BUDIARTI		v				K		v				K
9	DEVANO ADINATA ALFIKRI		v				K		v				K
10	DIYAS PUTRI KURNIA ASIH			v			C				v		B
11	DWI AINUR ROFIQ			v			C				v		B
12	DWI YUNITA LESTARI			v			C				v		B
13	ELVIRA AFIFATUS SHOLICHAH/ IKA	v					SK		v				K
14	EVELLYN SEVILLA PUTRI	v					SK		v				K
15	GILANG ARMADA YUSUP		v				K			v			C
16	INDIRA DWI VATARANI	v					SK		v				K
17	LAILY RAHMA DONA			v			K			v			C
18	MOCHAMMAD AINUL YAQIN		v				K			v			C
19	MOH. DUHA INDRA SURYA		v				K			v			C
20	MOHAMMAD GALIH PERMANA	v					SK		v				K
21	ZUAN FAREZA ACHMAD	v					SK		v				K
Total		7	9	5				1	8	8	4		
Average		1,90					2,71						

Information:

1. Very Poor
2. Less
3. Fair
4. Good
5. Very Good

Based on the table of student learning activities above, it is included in the graph as follows:



Based on the data above, it can be concluded that the repair activities the learning carried out in cycle I was not very satisfactory. This happens because the learning process through the kangaroo jump play approach in the long jump is not sufficient, it can be proven by the average value of the first meeting is 1.90 and the second meeting is 2.71.

**Table 2.** Learning Activities by Teachers Cycle I

No	Aspek yang diamati	1 <sup>st</sup> Meeting					descri ptio	2 <sup>st</sup> Meeting					descri ption	
		1	2	3	4	5		1	2	3	4	5		
1	Kegiatan awal/apersepsi		V				K					V		B
2	Melakukan Pemanasan			v			C						v	SB
3	Menjelaskan Materi		V				K						v	SB
4	Penggunaan media			v			C						v	SB
5	Mengkondisikan siswa		V				K							C
6	Penugasan /bimbingan		V				K					V		B
7	Menutup pelajaran			v			C					V		B
Total		17						30						
Average		2,42						4,28						

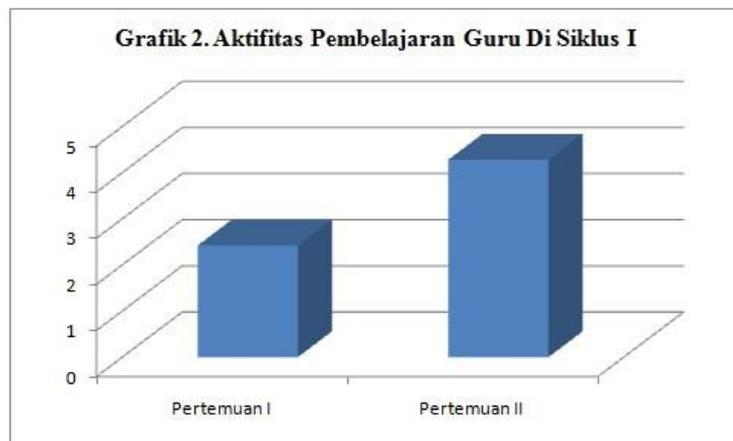
Rating Scale Description:

1. SK: Very Less
2. K: Less

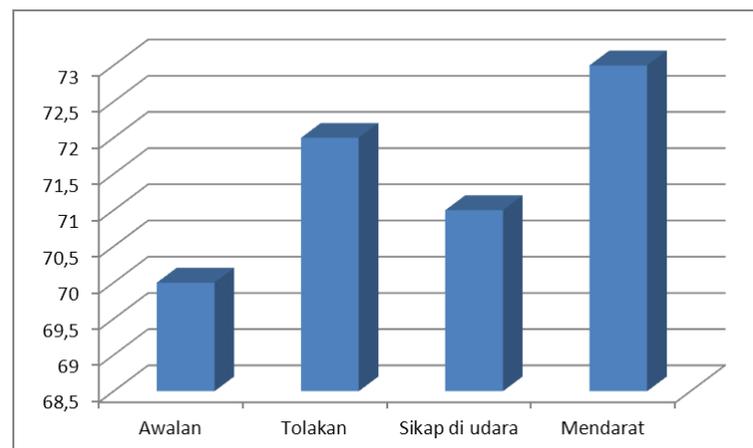
3. C: Enough
4. B: Good
5. SB: Very Good

The learning activities carried out by the teacher at the first meeting were not very satisfactory, this was seen by the acquisition of scores from the assessment aspect which only reached 2.42 on a score scale of 1-5.

After carrying out reflections with colleagues and discussing deficiencies in learning, the second round where the average value increased, namely 4.28 on a scale of values 1-5.



**Graph 3. Average Value of Learning Test Results Cycle I**



**Table 4.** Results of Cycle I Formative Values at SD Negeri Karangwinongan, Mojoagung District, Jombang Regency

Value	1 cycle	
	total students	total
76	-	-
75	1	75
74	1	74
73	6	438
72	8	576
71	1	71
70	3	210
69	1	69
68	1	69
67	-	-
total	21	1510
Average		72

In the implementation of the improvement of learning cycle I, it can be concluded that the average score obtained is 72. Of the total 21 students, there are 5 students who have not experienced mastery learning and 16 students have achieved mastery.

Based on the data above, it can be concluded that student activities in improving learning carried out in cycle I have not been very satisfying. This is because the learning process through the kangaroo jump play approach in the long jump is not sufficient, which results in students still playing alone. So the researchers decided to continue the research in the second cycle.

### *Cycle II*

#### 1. Planning

At this planning stage the teacher or researcher must also prepare everything as in cycle I. For example, make a lesson plan (RPP) as in cycle I. The results from cycle I are discussed in analysis and reflection, so the

planning in cycle II is basically the same, only perfecting cycle I. The difference is that in cycle II, observations can obtain a complete report on the observations.

## 2. Action

The actions in the second cycle were carried out according to the learning design, namely the daily teaching plan as was done in the first cycle also using aqua bottles and pralon (boqualon) media and pillars as media for playing. However, in the second cycle, the use of aqua and pralon bottles (boqualon) media will be carried out efficiently, so that later it will be able to improve student learning outcomes.

## 3. Observation/observation.

Observations were made on every change in behavior experienced by students during the learning process by making important notes that could be used as assessment data. As in the first cycle, observations were also made on the teaching process using observation guidelines, namely observation sheets/observation sheets.

## 4. Reflection

From the results of observations of actions taken by colleagues, the following activities are produced:

Better activity performance:

- a. Student activity, grade 5.
- b. Giving assignment opportunities for students, value 5.
- c. Utilization of media, value5.
- d. Method use, value5.
- e. Guiding students, grades4.

**Table 5.** Results of Cycle II Formative Values at SD Negeri Karangwinongan, Mojoagung District, Jombang Regency

value	1 cycle	
	total students	
80	1	80
79	1	79
78	1	78
77	1	77
76	3	228
75	4	300
74	6	444
73	4	292
72	-	-
71	-	-
Jumlah	21	1576
Rata-Rata		75,04

In the implementation of learning improvement in cycle II, it can be concluded that the average value obtained is 75.04. From the total of 21 students, there is 1 student who has not experienced mastery learning and 20 students have achieved mastery.

Based on the data above, it can be concluded that student activities in improving learning carried out in class II have increased and the value is as desired.

**Table 6.** Recapitulation of Student Learning Activities.

cycle	1 <sup>st</sup> Meeting	2 <sup>st</sup> Meeting
1 cycle	1, 90	2,71
2 cycle	3,38	3,66

Based on the data and diagrams above, it can be concluded that every meeting of student learning activities, both meeting I and meeting II and cycle I and cycle one I have increased quite well.

**Table 7.** Recapitulation of Teacher Learning Activities.

cycle	1 <sup>st</sup> Meeting	2 <sup>st</sup> Meeting
1 cycle	1, 90	2,71
2 cycle	3,38	3,66

From the data or diagram above, it can be seen that teacher learning activities always increase in the learning process with the play approach method. The kangaroo jump in the long jump material for fifth grade students at SD Negeri Karangwinongan, Mojoagung District, Jombang Regency.

**Table 8.** Recapitulation of Student Learning Completeness

cycle	Complete	Not Complete
1 cycle	16	5
2 cycle	20	1

Based on the data and diagrams above, it can be seen that the results of student learning tests in the learning process have increased as evidenced that in the first cycle, 5 students who did not complete and 16 students who did not complete increased only 1 student and those who completed 20 students. In this discussion, it will be presented according to the results of the long jump research through the teacher's jump play approach to fifth grade students at State Elementary Schools Karangwinongan, Mojoagung District, Jombang Regency, experienced an increase in long jump learning.

The implementation of improving student learning activities went quite well. The results of the first cycle at the first meeting the average value was 1.90 and at the second meeting the average value was 2.71. While the results of the second cycle at the first meeting the average value was 3.38 and at the second meeting the average value was 3.66, each meeting experienced a fairly good increase.

The implementation of improvement in teacher learning activities went quite well with the value of teacher activity 2.42 (on a scale of 1-5) in the first cycle of the first meeting and the second meeting being 4.28. While in the second cycle the value of the teacher's activity increased his learning achievement from the first round was 3.57 and the second round was 4.71.

The results of the learning test the average value obtained in the evaluation of student learning improvements in the first cycle was 72 with 5 students who had not completed while those who completed were 16 students out of 21 students. While the average value obtained in the implementation of the improvement of learning cycle II is 75 and 20 students have achieved completeness and 1 student is not complete.

The increase in the effectiveness of long jump learning in fifth grade students of SD Negeri Karangwinongan, Mojoagung District, Jombang Regency occurs because in improving learning, the authors carry out learning improvement activities in the teaching and learning process, including the following:

1. Explaining learning materials slowly and using language that is easily understood by students.
2. Using the game method because elementary school-aged children are happy with playing, namely the kangaroo jump play approach.
3. Use of appropriate and interesting media
4. Implementation of appropriate guidance.
5. Giving assignments and exercises.

#### **4. Conclusion**

Based on the results of the study, it can be concluded that through the kangaroo playing approach by using modified media in the form of Botolaqua and Pralon (boqualon) it can increase the effectiveness of student learning and optimize the use of teaching aids as facilities and infrastructure in the subjects of Physical Education, Sports and Health, especially the long jump material

for students. Class V Semester II SD Negeri Karangwinongan, Mojoagung District, Jombang Regency, 2019/2020 Academic Year.

The kangaroo jump game is a learning material from the long jump that has been produced from research, which can be used as an alternative delivery of PJOK learning for fifth grade elementary school students. It is recommended that the use of this learning model be carried out as planned according to the advantages and disadvantages of the game, so that it can achieve the objectives of learning Physical Education, Sports and Health.

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