



## Optimization Of Long Jump Learning Using Obstacle Media For Grade Iv Students Of State Elementary School 025992 South Binjai In The Academic Year Of 2024/2025

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### Abstract.

#### Background

SD Negeri 025992 Binjai Selatan is the school where the analysis originated and is likely a school whose physical education quality is still very lacking, especially in the athletics material for the squat style long jump. This was obtained by the researcher from the perception, the normal value of the results of the athletics material learning process for the squat style long jump is 73 with a KKM (minimum completion criteria) of 75.

#### Objectives

This study aims to improve long jump learning outcomes using obstacle courses for fourth-grade students at SD Negeri 025992 South Binjai in the 2024/2025 academic year.

#### Methods

The subjects of this study were 32 fourth-grade students at State Elementary School 025992 in South Binjai, in the 2024/2025 academic year. The total number of students, 11 male and 21 female, was determined to utilize obstacle courses to improve learning outcomes in the squat long jump. This study employed a quantitative method and was categorized as classroom action research.

#### Results

The research results concluded that using the obstacle course media resulted in 15 students (46.88%) achieving a learning completion level (pre-test), while 17 students (53.12%) had not achieved a learning completion level, with an average score of 73.43. The post-learning outcome test using the obstacle course media in Cycle I showed that 31 students (96.88%) had achieved a learning completion level, while 1 student (3.12%) had not achieved a learning completion level, with an average score of 85.9. Therefore, it will take a long time to improve learning in the squat long jump.

#### Conclusion

Based on the data analysis, it was concluded that efforts to improve learning outcomes in the squat long jump by using obstacle teaching media for fourth-grade students in State University 025992 South Binjai in the 2024/2025 academic year could be improved.

**Keywords:** Learning Optimization Obstacle Course, Long Jump

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## INTRODUCTION

Education plays a significant role in determining a nation's success and the prosperity of social welfare. No country suffers from poor teaching quality. Educational advancement in Indonesia is aimed at enhancing the skills of teachers, who are considered the most accomplished practitioners in teaching and learning. Therefore, instructors are proven to possess sufficient competency to effectively coordinate their work.

Improvements in teaching quality in Indonesia can be implemented through the advancement of the learning framework. This educational psychology research book explains that the center of instructional practice is the teaching and learning process. Learning can be integrated into all learning sessions and can be captured through sessions outlined by the teacher.

Athletics is a sport in which every movement reflects normal movements, such as running, throwing, pushing, and jumping. From walking, running, and throwing, everything is perfectly aligned with what is practiced in everyday life. SD Negeri 025992 South Binjai is the school where the analysis originates and is likely one with a very poor quality of physical education, particularly in the squat style of athletics, the long jump. This was obtained by researchers from the perception, the normal value of the results of the learning process of athletics material in the squat style long jump number is 73 with a KKM (minimum completion criteria) of 75. The quality of physical education, especially in athletics material for the squat long jump number, is still relatively poor, usually caused by various components such as less strategic school fields,

lack of student interest in the learning process, student boredom, minimal teacher knowledge in educating, the need for teacher information in implementing suitable model applications in learning, teacher information regarding the use of media (aids) in the learning process, and the need for teacher information in varying games with existing school conditions.

The lack of student interest in learning, particularly in the squat long jump athletics class, is due to the teacher's monotonous teaching process and the lack of media (aids) in the learning process. This leads to students feeling bored during the squat long jump athletics class, significantly impacting their learning outcomes.

Therefore, it is crucial to improve the school's perspective on the education system. Of all the drivers within the teaching division, teachers are the greatest obstacle to actualization. Teachers are the most crucial element in teaching. They hold the key to determining whether a preparation process is effective or not. Therefore, as teachers, they must be able to apply varied learning patterns, models, and strategies tailored to the needs of their students.

Based on the perceptions obtained in the athletics material in the squat style long jump event, some students still have difficulty mastering the squat style long jump technique, so additional education is needed for students in the school environment. Although the technique is not difficult, the squat style long jump material is still not well understood. A common mistake is the failure to master the squat style long jump technique correctly. To master this technique, students need the right learning strategy. Effective learning strategies are very important to improve the ability to jump long with a good and appropriate squat style. To address the above problems, a learning model is designed that is expected to improve learning outcomes in the squat style long jump, especially by utilizing aids (media) in the learning process which is highly expected to achieve good learning outcomes. Therefore, researchers want to continue various forms of the learning process by implementing obstacle aids (media). The obstacle aids (media) used by researchers are:

- 1) The small ball is placed in a cardboard box 30 meters away. After that, students move the ball into the designated cardboard box. Students can run as fast as possible to prepare their running speed. If they have set the ball at that time, the substitute player continues to the next obstacle.
- 2) Using a rope that is arranged/stretched and held at knee height, the rope is placed in front and the tire as a landing target and balanced with the student's capacity. Where students can jump over the rope with one foot pushed back, with the aim of guiding how to place the foot on the support block. After students have completed the second obstacle, they continue to the next obstacle.
- 3) The ball is hung as evenly as possible. Afterward, the students proceed to run quickly, jumping to catch the ball with one foot and then landing with both feet. The goal of this is to teach students the movement patterns they experience while floating. This can be done sequentially. Students who have completed the third obstacle then move on to the next obstacle.
- 4) Cardboard is arranged approximately half a meter apart. Students pass the cardboard using a two-footed, two-footed, two-footed, feet bent while jumping, and both arms extended forward. After students complete the fourth obstacle, they return to their starting position.

In this discussion, efforts to control the student environment are aimed at fostering student interest in learning, with the goal of demonstrating students' fundamental developmental patterns. This joyful learning process also fosters empathy and self-confidence and encourages student participation.

## METHOD

### Research Design

This research was conducted in one cycle, namely cycle I. If cycle one is unsuccessful, cycle two will be continued. Each cycle consists of planning, implementation, observation, and reflection.

### Participant

The subjects in this study were 32 fourth-grade students of SD Negeri 025992 South Binjai, consisting of 11 male students and 21 female students.

### Data Analysis

The data analysis consisted of several stages, including:

- 1) Data Reduction, The data reduction process involved selecting, simplifying, and transforming the data presented in the field notes transcripts. This data reduction activity aimed to identify student errors or deficiencies in the test and identify actions to be taken to correct these errors.

- 2) Data Presentation, In this activity, data obtained from student learning outcomes was presented in tabular form using a predetermined formula, in accordance with the Minimum Completion Criteria for Physical Education (KPJS) in the KTSP (School of Education and Sports).

## RESULTS AND DISCUSSION

### Results

This research was conducted at SD Negeri 025992 South Binjai during the 2024/2025 academic year. The study was conducted according to the physical education lesson schedule for the fourth grade students who were the subjects of the study. The following is a description of the research data, starting with the initial test and the cycle I test.

The description of the research data obtained can be seen in the table below.

Table 1. Research Data Description

| Test Implementation | Values Obtained |        |         |
|---------------------|-----------------|--------|---------|
|                     | Values Obtained | Lowest | Average |
| Pre Test            | 87,5            | 31,5   | 73,43   |
| Post Test Siklus I  | 93,25           | 68,75  | 85,9    |

From the table above, it can be seen that in the pre-test, the highest value for the squat style long jump was 87.5 and the lowest was 31.5. Each average value obtained was 73.43. Meanwhile, in the post-test cycle I, the total value of the long jump indicator for all students was 438, for the highest value it was 93.25, the lowest was 68.75, each average value obtained was 85.9.

### Discussion

The results of the initial test conducted showed that the learning outcomes of the squat style long jump were still low. This happened because the learning process carried out by the physical education teacher had been centered on the teacher and students often studied indoors and during practice in the field, student supervision was still lacking, thus affecting student learning outcomes. This is what teachers/researchers must pay attention to, where teachers/researchers must understand each student's differences. Analysis of students' squat style long jump learning outcomes turned out to be better than the initial test, although the results were not optimal enough, so it was necessary to continue to the implementation of cycle I, this can be seen from the difficulties students had in implementing the squat style long jump technique during the learning process in cycle I.

The initial test given to students was a squat style long jump performance test, which was carried out before determining the planning, which was useful for knowing the development of learning outcomes before the learning using obstacle media was carried out, in its implementation students were given the opportunity to do two long jumps. The implementation of the action in the form of cycle I was carried out for several reasons, namely the researcher still needed to manage and implement learning activities for squat style long jump techniques optimally. Most students were not able to master the long jump techniques / stages well, and the students' learning outcomes were still low in each squat style long jump indicator.

The results of the squat long jump learning in Cycle I were satisfactory, as evidenced by the percentage of classical mastery of students' learning in performing the squat long jump sequence. The results of the Cycle I test showed that not all students had achieved learning mastery; three students were unsuccessful. According to the researcher's analysis, this was because these students still needed more time to master the movement. With additional time and a willingness to participate in extracurricular activities at school, the researcher believes some of these students will achieve better results.

Based on the results of the initial test, the Cycle I activities resulted in significant improvements in student learning outcomes. The results of the Cycle I test showed that the PKK score obtained by students reached 96.88%. Therefore, it can be concluded that using obstacles can improve learning outcomes in the squat long jump style for fourth-grade students at SD Negeri 025992 South Binjai in the 2024/2025 academic year.

## CONCLUSION

So it can be concluded that using obstacle media can improve the learning outcomes of the squat style long jump for grade I V students of SD Negeri 025992 Binjai Selatan in the 2024/2025 Academic Year.

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### AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Inne Tamara Br Ginting, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Andi Nur Abady analyzed the data, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in the revision of the manuscript, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work.

### CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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