



Enhancing Long Jump Learning Outcomes Through Play Variations Among Grade VIII Students at Bina Satria Mulia Private Junior High School

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Abstract.

Background	Eighth-grade students at Bina Satria Mulia Private Junior High School (SMP) have low performance in the squat long jump. The need for diversity in learning significantly impacts the squat jump.
Objectives	This study aims to determine the improvement of long jump learning outcomes through play variations among eighth-grade students at Bina Satria Mulia Private Junior High School in the 2024/2025 academic year.
Methods	This research method uses Classroom Action Research (CAR). A qualitative approach is used to identify students' learning difficulties in physical education and how to overcome these difficulties to improve their learning outcomes.
Results	Based on the results of the second cycle test, 20 of 23 students (87%) achieved complete learning outcomes, while only 3 students (13%) did not. This second cycle indicates that the students have achieved complete learning outcomes. The average class score achieved was 80.08.
Conclusion	Based on the data analysis, it can be concluded that using play variations can improve long jump learning outcomes for eighth-grade students at Bina Satria Mulia Private Middle School in the 2024/2025 academic year.

Keywords: Long Jump; Play Variations; Learning Outcomes; Physical Education; Junior High School Students

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INTRODUCTION

In the preparation of teaching and learning, the instructor plays a central role, and considerations cannot be separated from the implementation of lesson planning. This includes proper teaching management, the knowledge and competence of the educator, the availability of facilities and systems, educational module variables, and environmental factors in education.

Physical Education (PE) is a complex form of education that should contribute to development from cognitive, emotional, psychomotor, and social perspectives. However, this often contrasts with the expectations of parents, who want their children to become more creative and capable of applying the knowledge they acquire effectively in solving real-life problems. In general, physical education learning involves physical movement, such as in long jump instruction.

One of the factors determining a teacher's success in delivering material is the teaching strategy or instructional style used. A teaching strategy can be defined as the method chosen by the instructor to interact effectively with students. The appropriate use of teaching strategies in the learning process helps students master the structure of instruction so that learning objectives can be achieved.

Furthermore, teaching strategies have a significant impact on learning outcomes. They play a crucial role in the teaching and learning process, as they serve as a bridge connecting teachers and students. The use of appropriate strategies not only makes lesson preparation more effective but also deepens the learning process. Students who may initially struggle to understand the teacher's explanation can achieve better comprehension when learning is supported by activities involving seeing, touching, feeling, or directly experiencing through the applied strategy. In addition, such strategies can strengthen students' ability to internalize and appreciate knowledge, as well as develop their skills in seeking information.

In teaching long jump material, teachers need appropriate strategies to make it easier and more engaging for students to learn. If physical education teachers apply effective strategies, they can attract

students' interest and focus during the learning process. When students become interested, they are better able to understand the learning material. Therefore, a play variation approach can effectively engage students in physical education learning.

So far, the strategies used by instructors have not been optimal. This is evident from the students' average scores in performing the long jump. According to the researcher, there is a need for changes in teaching strategies. Initial observations showed that only 6 students achieved mastery, while 17 students did not. Therefore, the researcher applied play variations to improve long-term learning outcomes.

It can be concluded that students' difficulties in performing the squat-style long jump are caused by incorrect body positioning during the execution of the movement. Errors occur in body posture during the approach, take-off, flight, and landing phases, as well as in the coordination of arm and leg movements. These mistakes make students feel uncomfortable, bored, and anxious during learning, highlighting the need for varied instructional approaches, especially for the squat-style long jump.

Based on the identified problems, it can be concluded that there is a need for approaches that can improve long jump learning outcomes. One such approach is the use of play-based variations in physical education, particularly in teaching the squat-style long jump. This method creates an enjoyable and engaging learning atmosphere, allowing students to participate effectively in the learning process.

Through the use of various play-based activities—such as running, jumping over cardboard, skipping rope, and frog jumps—students can improve their long jump performance, as these activities resemble the fundamental movements of the long jump. In learning through these activities, students are not merely passive listeners but are actively involved in structured exercises that encourage movement. All available potential, including the surrounding environment, is optimized to create a fun and engaging learning atmosphere. As a result, the learning of the squat-style long jump can be enhanced.

By applying these play variations repeatedly, it is expected that students' skills and learning outcomes in the squat-style long jump will improve.

METHOD

Research Design

This research method is Classroom Action Research. The approach used is a qualitative approach that is useful for revealing students' learning difficulties in the physical education learning process and how to overcome these difficulties in an effort to improve student learning outcomes in the material.

Participant

In this study, the subjects were class VIII-1, consisting of 23 students, 10 male and 13 female. This study was conducted at Bina Satria Mulia Private Junior High School, Jalan Alumunium I No. 10, Tanjung Mulia Village, Medan Deli District, Medan City.

Data Analysis

Analisis data yang dilakukan terdiri dari beberapa tahap diantaranya :

1. Data Reduction

The data reduction process is carried out by selecting, simplifying, and informing the data presented in the field note transcripts. This data reduction activity aims to identify student errors or deficiencies in the test and what actions can be taken to correct these errors.

2. Data Presentation

In this activity, student learning outcomes are presented in tabular form using a predetermined formula. This is in accordance with the Minimum Completion Criteria (KKM) for the subject of Physical Education, Sports, and Health for Elementary Schools.

RESULTS AND DISCUSSION

Results

The discussion of the research data analysis results is intended to make it easier for the researcher to draw conclusions from the study. From the development of learning outcomes in Cycle I and Cycle II, it can

be seen that there was an improvement in classical learning outcomes, and individual learning mastery was achieved.

In the first learning outcomes test, the results of Cycle I show that the learning activities had not been implemented optimally. The students, as the main participants, were still slow in understanding the material delivered by the teacher and were unable to follow the learning activities using play variations properly. Students did not study and collaborate effectively within their groups, did not engage in serious discussions during the teaching and learning process, and showed a lack of enthusiasm in participating in the lessons. They were not confident enough to ask questions about things they did not understand, tended to feel satisfied with incomplete understanding, and were not focused during the learning process.

From the teacher's side, the actions taken were already quite good: the teacher appeared neat, clean, and charismatic; conducted orientation and apperception before starting the lesson; provided learning objectives and guidance; maintained classroom discipline; mastered the subject matter; delivered clear explanations; showed openness and firmness; explained the learning model; divided students into groups; demonstrated skills in applying the play variation model; conducted evaluations; and informed students about the next lesson.

In Cycle II, it can be seen that the learning activities were carried out optimally. The students were quicker in understanding the material presented by the teacher and were able to follow the play variation learning activities effectively. They studied and collaborated well within their groups, engaged in serious discussions during the teaching and learning process, and showed enthusiasm in participating in the lessons. Students were more confident in asking questions about things they did not understand, were not easily satisfied with incomplete understanding, and were more focused during the learning process.

From the teacher's perspective, the actions remained consistently good: the teacher appeared neat, clean, and charismatic; demonstrated openness and firmness; clearly explained the learning model; divided students into groups; skillfully applied the play variation model; conducted evaluations; and informed students about the subsequent learning activities.

Table 1. Description of Student Learning Outcomes Classically (Pre-Test, Cycle I, and Cycle 2) Long Jump Squat Style.

No	Test Implementation	Learning Outcomes (Completed)	Learning Outcomes (Incomplete)
1	Preliminary Data	26%	74 %
2	Siklus I	61 %	39 %
3	Siklus II	87 %	13 %

In cycle 1, 9 (61%) students achieved learning completion. In the second learning outcome test, 20 (87%) students achieved learning completion, a 26% increase, and an increase in learning outcomes can be seen.

From the table data above, it can be concluded that learning the Squat Style Long Jump using Play Variations, namely running through cardboard, jumping rope/rubber, and frog jumping, as stated in learning outcomes I and II, experienced an increase in learning outcomes and an increase in learning completion both individually and as a class. More details can be seen in the diagram below.

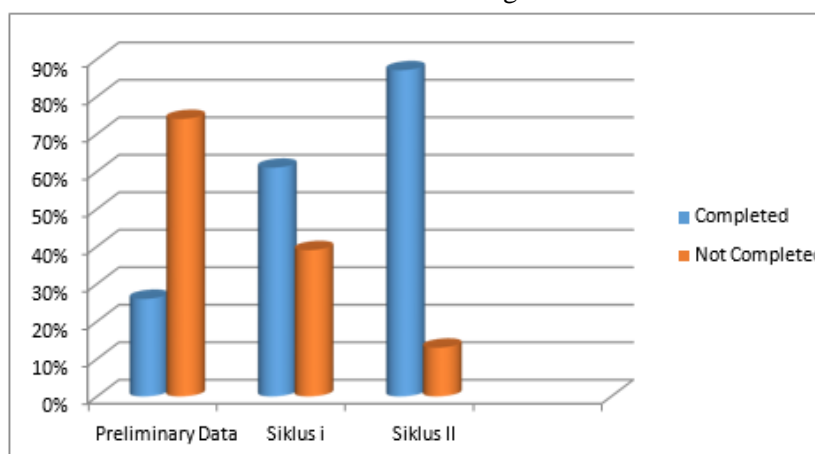


Figure 1. Graph of Comparison of Pre-Test, Cycle I, and Cycle II Results in the Squat-Style Long Jump

Out of 23 students, 20 students (87%) achieved the level of learning mastery with an average score of 80.08. When compared with the learning outcomes in Cycle I and the initial data, it shows that there has been an improvement in students' abilities. This improvement occurred after the implementation of learning using play variations designed in Cycle II, which were based on the experiences from Cycle I. The increase in the average learning outcomes from the pre-test, Cycle I, to Cycle II was 19.13, and the increase in classical mastery was 61%. Based on these results, it can be concluded that the use of play variations can improve students' learning outcomes and influence their learning activities during the teaching and learning process.

The use of play variations provides students with opportunities to become more interested in learning the squat-style long jump, as the teacher acts as an engaging instructor and introduces movements through a play-based concept. This approach makes it easier for students to understand the material. Students become more active in learning, and play variations can stimulate enthusiasm, motivation, interest, participation, and conceptual understanding, which ultimately improve learning outcomes in the squat-style long jump.

By using play variations, students' activeness in the physical education learning process—both in asking questions and performing movements—becomes more visible during the lesson. Play variations are designed to enhance students' skills in the learning process. Therefore, this method serves as an instructional approach that promotes active learning by giving students opportunities to be independent, responsible, respectful toward peers, and trusting of one another during the learning process. It also encourages students to engage physically, mentally, emotionally, and critically in solving learning problems. These activities ultimately contribute to improving students' learning outcomes in squat-style long jump skills.

Discussion

Based on the description of the research data, the results obtained in this study are as follows: After the implementation of the action in Cycle I, which consisted of one meeting, students were given the first learning outcomes test. The results showed that 14 students (61%) had achieved the level of learning mastery, while 9 students (39%) had not yet reached the expected level of mastery. In Cycle I, the data showed an average score of 73.17 after conversion. However, the level of classical mastery had not yet met the expected criterion, which is >85%.

This was due to several students still being unable to achieve learning mastery, as they did not fully understand the process of performing the basic technique of the squat-style long jump properly and had insufficient understanding of the material explained by the teacher during the teaching and learning process. In Cycle I, the teacher and the researcher found many difficulties experienced by students in their learning. To overcome these difficulties, the researcher and the teacher designed activities for Cycle II.

In Cycle II, students were expected to be able to perform the correct basic technique of the squat-style long jump, and it was also expected that students would achieve mastery both individually and classically.

Based on the results of the study after the implementation of teaching actions using play variations in Cycle I and continued in Cycle II, it can be seen that there was an increase in student learning activities compared to the previous cycle. This improvement occurred after the implementation of teaching through play variations designed in Cycle II, which were based on the reflection from Cycle I and previous experiences.

In the second learning outcomes test, the average student score increased to 80.08. The level of classical mastery reached 87%, with an increase in the average learning outcomes score from Cycle I to Cycle II of 6.91, and an increase in classical mastery of 26%.

From these results, it can be concluded that the application of play variations can improve students' learning outcomes in the basic technique of the squat-style long jump among seventh-grade junior high school students.

CONCLUSION

Based on the research results and discussion of the results, it can be concluded that using variations in playing can improve the learning outcomes of the squat style long jump in class VIII students of Bina Satria Mulia Private Middle School in the 2024/2025 Academic Year.

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AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Andi Patriaman Mendrofa, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Andi Nur Abady performed data analysis, interpreted the findings, and contributed significantly to the drafting 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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