

TRADITIONAL GAMES IN IMPROVING LEARNING OUTCOMES OF SQUAT STYLE LONG JUMP IN ELEMENTARY SCHOOL STUDENTS

¹ Alwi Fahruzy Nasution ^{2*} Fatin Nadifa Tarigan ³ Yulia Tiara Tanjung

Correspondence: ² Faculty of Teacher Training and Education, Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia

Email: nadifafatin11@gmail.com

ABSTRACT

This study aims to improve the learning outcomes of the squat-style long jump through traditional games in grade VI A SD Agung Persada Bandar Khalipah. The problem in this study is how to improve the squat style long jump through traditional games for elementary school students. The research method used in this research was classroom action research. The population in this study were all students Class VI SD Agung Persada Bandar Khalipah, Deli Serdang Regency with 37 students. From the data analysis that has been done, it can be concluded that using traditional games can have an influence and improve learning outcomes in the squat style long jump. Where in the first learning outcomes test, the research results obtained that the percentage of the average value after conversion was 66.18 and the student's classical learning completeness level was 56.76%. Therefore, traditional games can be used as materials for ways to convey learning to students.

Keywords: long jump, squat style, traditional game

Introduction

Humans need education in their lives, where education is an effort so that humans can develop their potential through the educational process. Education is said to be good if it can provide opportunities for the development of all aspects of the human person or in other words is able to formulate educational goals that contain the development of aspects of the human person. The learning process occurs in everyone throughout his life. The learning process occurs because of the interaction between a person and his environment, therefore learning can occur anytime and anywhere. One sign that someone has learned is a change in behavior in that person which may be caused by a change in the level of knowledge, skills, or attitudes.

In the teaching and learning process, the teacher must have a teaching style or strategy, so that students can learn effectively and efficiently. In physical education, educators must be able to work on students various basic movement skills, techniques, game strategies, the values contained in physical education of sportsmanship, honesty, mutual cooperation, discipline and healthy living habits (Suherman, 2000). One of the steps to having that strategy is regarding the techniques of presenting lesson materials. Lesson presentation technique is a knowledge of ways to do PBM well by the teacher. Another understanding is as a presentation technique that is mastered by the teacher to teach or present learning materials to students outside the classroom, such as playing games, and others.

From generation to generation it has been realized that playing is a fun activity. The limitations of knowing play are important to understand because it functions as a parameter, among others, in determining the extent to which activities carried out by children can be categorized as playing or not playing. But now, many generations have contaminated their personality through the development of modern times. Folk games or traditional games as cultural assets of the nation need to be preserved, explored and developed, because apart from being a sport or game to fill spare time, they also have the potential to be further developed as a game that can help improve the physical quality of the perpetrators.

Traditional games seek to form a part of the life lived by our ancestors. The main thing that ensures the continuity of traditional games in the past is the uniformity of the way of life of our ancestors. Traditional games are also known as folk games. Some of these games are not played anymore but are only known by our mothers and fathers, and our grandparents. But some are still being played by children to this day. We have many types of traditional games which are the cultural diversity of the nation, this requires serious and continuous management and guidance so that in addition to being a sport, it can also become a tourism object that will increase the country's foreign exchange and concern the name of the nation in the world. Traditional games are games that children like, they play with pleasure and do it seriously. Sukintaka (1992) defines traditional games as those that have been played by children in an area traditionally. The tradition here is that the game is inherited from generation to generation. If the game has been played by children from age to age.

It's been a long time since people played. And playing has become a reality and is a widespread phenomenon in various circles of society, be it children, adolescents, adults, the elderly, men and women. In connection with the development and development of human resources, physical education in schools has a very basic role. The role is important because it is a direct effort that is in contact with the physical and psychological growth and development of students. Motion and games are vehicles to stimulate motivation and encouragement in stimulating the learning process at school.

In physical education, game applications are usually able to improve student learning outcomes. Where students feel more happy and interested in carrying out the teaching and learning process. Especially in physical education learning on the subject of long jump athletics which requires techniques in performing movements, such as long jump style hanging (hang), squat style (tuck) and walking in the air (walking on the air). Each subject matter certainly has a varying level of difficulty. And many kinds of traditional games that will be able to improve the long jump learning outcomes. And this should be known by the teacher. So that learning is always interesting, not boring and students stay enthusiastic.

Andriani's research (2012) explains that traditional games can train children's concentration, knowledge, attitudes, skills and dexterity which are naturally carried out by the human brain and body. In addition, traditional games can also develop aspects of moral development, religious values, social, language, and motor function. Reinforced by research by Anggraeni, et al (2018), that there is a significant effect of traditional jumping rope games

on gross motor development (jumping) in children aged 5-6 years at Pembinaa State Kindergarten Surabaya. Some traditional games need to be introduced to early childhood in order to preserve the richness of local culture and to stimulate early childhood social skills. The results of this identification will then be useful in preserving traditional games and practically in developing early childhood learning in various educational traditional games (Nyoman, 2010). The results of Hardovi's research (2019) stated that split squat jump training and depth jump training after being given 3 times a week for 2 months had a significant effect on increasing leg muscle explosive power in volleyball players at SMPN 5 Jember.

From the results of observations on physical education learning at SD Agung Persada Bandar Khalipah that there were several problems, namely students were not able to perform the basic long jump technique with squat style properly and precisely, so that the results of learning the basic long jump technique were not satisfactory, then concentrate students in following the teaching and learning process (PBM) they are currently following. It can be seen from the way of doing repulsion, pedestal, and landing attitude. The physical education teacher also provides several repetition opportunities to perform the long jump to these students. However, the results were still unsatisfactory, it can be seen from the process of doing it from the start, pedestal and landing attitude. Another problem such as students' long jump learning outcomes that were less than satisfactory. Where in class VI A there are 37 students, and those who complete learning are still far below the average. This problem makes researchers interested in conducting research on traditional games to improve learning outcomes in the squat style long jump in elementary school students.

Method

The research method used in this research was classroom action research. According to Kristiyanto (2010) CAR in physical education and sports coaching is a form of reflective study and is carried out to improve the rational ability of the teacher/coach's actions in carrying out tasks, deepen understanding of the actions they take, and improve conditions in which practice - the practice of learning physical education/sports coaching is carried out, starting with planning, implementing, observing, and for each cycle. According to Arikunto (2010), in general, in each cycle, there are four stages that are passed in carrying out classroom action research, namely planning (planning), action (acting), The research location is at SD Agung Persada Bandar Khalipah, Deli Serdang Regency. And the population in this classroom action research is class VI A SD Agung Persada Bandar Khalipah, totaling 37 students.

Discussion

Based on the description of the research data, this study obtained the following results:
After giving the action in cycle I for one meeting, students were given a test of learning outcomes I which was then obtained. Of the 37 students who were the subjects in this study, it turned out that only 21 students (57.76%) already had learning mastery, while the

rest, namely 16 students (43.24%) did not yet have learning mastery. The average value obtained only reached 66.18. However, it has not met the expected classical completeness criteria, which is 85%. Because there are several factors that these students have not been able to reach the level of mastery learning, namely the lack of understanding of students with the process of doing the technique of doing the squatting style long jump well and students' lack of understanding in independent practice.

Then after being given action in cycle II for one meeting, students were again given a test of learning outcomes II which was then obtained. It turns out that 32 students (86.49%) already have learning mastery, while the rest, namely 5 students (13.51%) do not yet have learning mastery. The average value obtained only reached 75.65. Some people have not finished learning because the unfinished students are sick and are menstruating so that they are less than optimal in doing the squat long jump.

Table 1. Comparison of Learning Outcomes Cycle I and Cycle II

Cycle	Not Pass Minimum Criteria Score	Percentage	Pass Minimum Criteria Score	Percentage	Score average
Pre-Test	28	75.68%	9	24.32%	50.42
Cycle I	16	43.24%	21	56.76%	66.18
Cycle II	5	13.51%	32	86.49%	75.65

From the data analysis that has been done, it can be concluded that using traditional games can have an influence and improve learning outcomes in the squat style long jump. Because there are several factors that these students have not been able to achieve the mastery level of learning, namely the lack of understanding of students with the process of doing the squat-style long jump technique well and students' lack of understanding in doing the squat-style long jump technique and the lack of activeness of students in independent practice activities. Henceforth, it is necessary to carry out corrective actions in cycle II.

In the first cycle the researchers found many difficulties experienced by students in learning including:

1. There are still many mistakes that occur when doing the squat style long jump technique.
2. How to resist the feet while on the pedestal becomes a very big obstacle.
3. Students are less active in independent practice. To overcome this, researchers motivate students so that they want to do independent exercises.

Then in the second cycle of learning, it can be seen that there has been an increase in student activity from the previous cycle. From the test results of the analysis carried out, it was concluded that there had been an increase in students' abilities. This increase occurred after learning using traditional games was better designed in cycle II which was based on reflection and experience in cycle I. In the learning outcomes test II, the research results

obtained that the percentage of the average score after conversion was 75.65 and the students' mastery level of classical learning is 86.49%. This means that there is an improvement from cycle to cycle. The percentage increase in the average value of student learning outcomes from the previous test is 9.47 and the increase in classical completeness is 29,

However, there are still some students who have not obtained complete learning per individual even though the value obtained has increased compared to cycle I. And to fix the problem these students are returned to physical education teachers to improve student learning outcomes. Mastery of technique in every sport is the main key in achieving success, as is the case in the squat long jump. Traditional games can be used as materials for ways to convey learning to students. Traditional games usually attract students' interest because students in Grade VI SD still tend to have a childlike nature who like to play, so that when doing traditional games as a delivery of long jump learning the squat style will work as expected.

Conclusion

Based on student learning outcomes, there is an increase in the process of learning outcomes in the squat style long jump through traditional games in the first cycle, after the first learning outcome test, it can be seen that the initial ability of students in performing the squat style long jump technique is still low. Of the 37 students who were the subjects in this study, it turned out that only 21 students (57.76%) already had learning mastery, while the rest, namely 16 students (43.24%) did not yet have learning mastery. The average value obtained only reached 66.18.

Meanwhile, in the second cycle, it can be seen that the students' ability to perform classical learning outcomes tests has increased. It turns out that 32 students (86.49%) already have learning mastery, while the rest, namely 5 students (13.51%) do not yet have learning mastery. The average value obtained only reached 75.65.

Based on this, it can be concluded that learning using traditional games can improve the learning outcomes of the squat style long jump in class VI A SD Agung Persada Bandar Khalipah, Deli Serdang Regency.

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