

The Use of Band Rubber Ruler to Improve the Mastery of High Jump with Straddle Style Technique for Eight Grade Students in SMP N 1 Matesih Karanganyar

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Abstract: This study intends to improve basic technique ability high jump with straddle style through band rubber ruler for eight grade students in SMP N 1 Matesih. The research method was Classroom Action Research consisting of planning, action, observation, and analysis/reflection. The data collection technique was observation using student observation sheets, student test result, and documentation. The data analysis technique was conducted using interactive analysis by selecting the data that had been obtained, then the selected data were analysed and the conclusions were drawn. The research result shows that rubber band ruler can improve the mastery of high straddle style jump technique among eight grade students in SMP N 1 Matesih. It was proven by the results obtained from the first cycle that 18 of 36 students (50%) have achieved the Minimum Completion Criteria score. Meanwhile, the results from the second cycle demonstrated that 31 of 36 students (86%) have achieved, or even achieved higher than the Minimum Completion Criteria scores.

1 INTRODUCTION

The demands of the education world are getting bigger because education is the initial capital of nation building, in intensifying the implementation of learning as a process of human development that lasts a lifetime. According to the Law, SISDIKNAS No.20/2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students could actively develop religious spiritual potential, self-control, personality, intelligence, noble character, and skills needed by themselves and society.

Physical Education (PE) is one of the subjects listed in the curriculum, so skills, abilities, knowledge, and positive attitudes within PE are determined in a good curriculum. PE is basically an integral part of the education system as a whole, which aims to develop aspects of health, physical fitness, critical thinking skills, emotional stability, moral reasoning and actions, through physical activity and sports (Rahayu, 2013).

Athletics is a physical activity to improve the biomotor ability, such as strength, endurance, speed,

flexibility, coordination, which consists of basic movements (Purnomo & Dapan, 2011). They are dynamic and harmonious, namely walking, running, jumping, and throwing. High jump is one of the athletic sports.

Learning physical education, sports and health in SMP N 1 Matesih Karanganyar runs well, but the expected results are not optimal, especially in athletic learning. High jump technique are rarely taught by teachers. Although high jump material is included in the learning syllabus, the physical education teacher at SMP N 1 Matesih stated that the last high jump learning was given in the past few years. The problems faced by the teacher when it comes to teaching high jump minimum understanding of the high jump techniques, facilities and infrastructure, and also student motivation. Students feel afraid so that the need for teacher creativity in modifying infrastructure could attract students' interest. In addition, learning is also influenced by several things including teacher factors, facility factors, material factors, learning

Table 2: Data collection techniques

No	Data Sources	Data Types	Collection Technique	Instrument
1	Students	the results of the basic straddle style high jump capability	Practice test / test results during teaching	Mastery test for basic straddle style high jump techniques
2	Researcher and Collaborator	Student activities during learning	Observation and Documentation	Guidelines for observation and camera

Table 3: Average results of the students' first high jump technique ability

No	Observed Aspects	Average	
		Researcher	Collaborator
1	Prefix technique	2.94	3.33
2	Repulsion technique	3.58	3.19
3	Floating technique	2.75	2.88
4	Landing technique	2.33	2.80
Total		11.6	12.2
Maximum Score		16	16
Percentage (%)		72%	76%

2.6 Data Analysis Techniques

The data were analysed using interactive analysis. Interactive analysis consists of three components of activities that are interrelated with each other: data reduction, data display and drawing conclusions (Kunandar, 2011).

2.7 Indicators of Successful Action

Research is said to be successful or can be stopped if the indicators of successful action can be fulfilled. Indicators of achievement includes students' improved mastery of basic techniques of high jump straddle style by using rubber band ruler, with a percentage of success determined 80%.

3 RESEARCH RESULTS AND DISCUSSION

3.1 Results

The first cycle of the first meeting evaluates students' basic mobility in the straddle style high jump learning in Class VIII G SMP N 1 Matesih, Karanganyar. Data are presented in the following table and graph.

The completion results in the first meeting shows that 50% of the students (18 students) could not complete the rest could complete, as shown in the following graph.

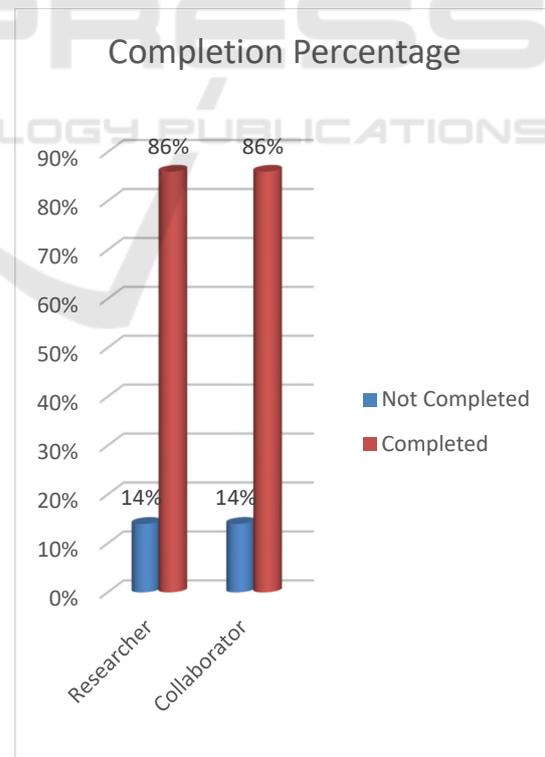


Figure 2: Students' high jump straddle style in the first meeting

The first cycle of the second meeting evaluates the basic mobility of students in the high jump of straddle style learning Class VIII G SMP N 1 Matesih, Karanganyar. The data are presented in the following table and graph.

Table 4: The average results of the students' ability of the second high jump technique

No	Observed Aspects	Average	
		Researcher	Collaborator
1	Prefix technique	3.72	3.83
2	Repulsion technique	3.61	3.75
3	Floating technique	3	3
4	Landing technique	3.08	3.13
Total		13.41	13.71
Maximum Score		16	16
Percentage (%)		83.81%	85.68%

The completion results from the second meeting show that 14% of the students (5 students) did not complete and 86% of the students (31 students) completed, as shown in the following graph.

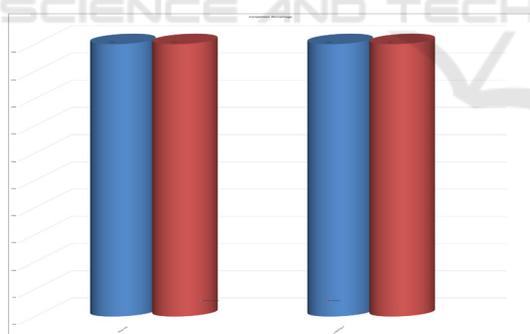


Figure 3: Students' high jump straddle style in the second meeting.

3.2 Discussion

There was an improved result of the students' mastery of straddle style high jump technique in Class VIII G SMP N 1 Matesih by using a rubber band crossbar in the second cycle of the second meeting. This result was derived from comparing the initial data and learning outcomes in the first cycle and the second cycle. The significant increase was in

accordance with the successful indicators of the determined actions. The students' completion in the first cycle was 50%, which implies that 18 of 36 completed high jump in the first meeting, and the completion rate improved into 86% in the second meeting, which implies that 31 of 36 students completed it.

4 CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

The results showed that within both meetings in cycle 1, students' mastery of the straddle style high jump technique has improved. There was a significant increase compared to the initial data and the first meeting data. The increase in students' mastery in the second meeting was in accordance with the indicators of success of the action, with the percentage of completeness in students as much as 86%. 31 of 36 students achieved the same or higher score than the Minimum Completion Criteria score, which was 76.

4.2 Suggestions

(1) The students should understand better about the high jump technique properly and correctly so they can correct the mistakes. (2) The teachers should be able to find new ideas as much as possible to achieve maximum abilities. Many surrounding environments can be used to support a balanced learning process. In addition, the teacher's task includes understanding the students' condition in addition to being an educator, teacher, and also counselor. They should be aware of the students' interest in learning as well as their physical and psychological conditions for implementing effective and efficient learning.

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