

Improving Long Jump Squat Style Using Used Tyres

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A. Conception and design of the study; **B.** Acquisition of data;
C. Analysis and interpretation of data; **D.** Manuscript preparation; **E.** Obtaining funding

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ABSTRACT

This research is a classroom action research that aims to determine whether the use of used tyres can improve results and improve the push-off aspect in the long jump. The population is all fifth-grade students at SD Negeri ½ Pangkajene, Pangkep Regency, totalling 25 students. The determination of the sampling technique is by simple random sampling. The data analysis technique used is descriptive analysis. The results of the study showed that there was a significant increase in the results of the squat style long jump ability of fifth-grade students of SD Negeri ½ Pangkajene, where in cycle I the percentage of student graduation was 47.39% and increased in cycle II with a percentage of graduation of 84.21%.

Keywords : Long Jump; Squat Style; Media; Used Tyres.

INTRODUCTION

Physical activity plays an important role in schools, through physical activity, students can be formed who are physically and mentally healthy and have a high personality, discipline, and sportsmanship, which will ultimately form quality humans. The existence of physical education, sports and health subjects at all levels of education from elementary school, junior high school, to high school (Bismar & Sahabuddin, 2019). Physical education, sports and health are an integral part of the overall education system, so the goal of physical education is not only to develop the physical realm (Sahabuddin et al., 2020) but also to develop aspects of health, fitness, critical thinking skills, emotional stability, social skills and moral actions through physical activity and sports (Utami et al., 2022).

Physical education, sports and health are some of the elements that encourage the development of motor skills, physical abilities, knowledge and reasoning and appreciation of values that include attitudes, mental, emotional, spiritual and social (Sahabuddin et al., 2022). Physical education, sports and health have a very important role in organizing education as a lifelong human development process, in physical education, sports and health (Ilmiah & Maslito, 2016) students get learning experience activities through physical activities through playing, systematic, directed, and planned sports (Prasetyo, 2016). In physical education, sports and health, learning experiences aim to foster and shape a healthy and active lifestyle throughout life (Wardani & Mahendra, 2017).

The process of learning physical education and health implemented in schools tends to be monotonous, this is due to the lack of creativity of physical education and health teachers in learning innovation (Puspitasari, 2016). Teachers only use existing facilities, in the learning process and have not utilized the use of aids that can support the achievement of the learning process (Ali & Lumintuarso, 2017). And in general, the delivery of material given to elementary school children is the same as the material given to adults. So when each teacher gives an unpopular lesson, students seem to avoid it. Therefore, it is necessary to approach to improve long jump learning, especially in the push aspect for grade V students of SD Negeri 1/2 Pangkajene, Pangkep Regency. SD Negeri 1/2 Pangkajene, Pangkep Regency is a school with minimal facilities and infrastructure, especially for physical education and health subjects. The school only has a mini volleyball court and a long jump pit that is one, which has a very important role in physical education and health learning activities. Athletics, especially long jump numbers. Teachers only use a very non-standard jump pit for teaching and learning activities. The success of learning can be seen from the student's mastery of the material. This can be seen by conducting a formative performance test to grade V students of SD Negeri 1/2 Pangkajene, Pangkep Regency, there is a gap between expectations and reality. Of the 25 new students, only about 10 students have mastered the material. This proves the low level of absorption of the material presented. Conditions like this should not be allowed because they can hurt subsequent teaching and learning activities. Knowing this situation, researchers tried to make efforts to improve long jump learning that emphasizes the push aspect.

In general, elementary school students are still lacking in the long jump in the starting position, push, hover and landing (Suharto, 2021). So the results achieved are less than optimal, in general, it can be seen that the main element causing the lack of long jump achievement in elementary school students is during the start and push (Pardianto & Saputra, 2020). The main factors are the lack of leg muscle strength and mastery of long jump techniques, especially when pushing (Barutu, 2021). Push is one of the factors that often becomes an obstacle for students in doing the long jump athletics branch (Zainuri, 2020). The series of starting movements with the push that is so fast causes the results of the student's push to be less than optimal. In general, push is one of the main elements that causes less than optimal achievement (Basri et al., 2020). The jumping technique greatly affects the results of the jump, therefore steps need to be taken to find a solution to this problem. One of them is by providing learning that aims to improve long jump techniques, in this case emphasizing the push aspect (Rinaldi Sinulingga & Nova, 2018). The method used will affect the quality of the jump results that will be achieved. So far, teachers have only focused on the results of the jump, not on the process (Kurniawan et al., 2021). Moreover, in implementing learning, teachers tend to provide material on how to do the long jump without providing good and correct methods (Widyanto et al., 2020). Then students are asked to practice, and the jump results are measured and finished (Rawe & See, 2022). In long-jump learning, teachers should use media that can help students overcome the problem of flat jump results (Riyanto et al., 2018). The media used should be safe, not cause injury, easy to obtain, and can attract students' attention and encourage students to move (M. Taufik SY, 2017). In this case, the researcher chose to use tyres as a medium in long jump teaching and learning activities. Used tyres are a medium that can be utilized or used to improve the push. This classroom action research will be focused on the use of used tyres as a push media with various forms of arrangement. The shape of the used tyre arrangement is expected to be able to encourage high jumps and long jump distances. Used tyres are a medium that can be utilized or used. This tool is a simple visual

tool, which is very important and cheap, easy to get or even make yourself. By utilizing the used tyre media, it is hoped that it can attract students so that indirectly it also improves students' skills in the long jump, especially in the push aspect. Classroom Action Research on improving long jump learning outcomes using used tyre media was conducted on grade IV students of SD Negeri 1/2 Pangkajene, Pangkep Regency.

METHODS

This research is classified into classroom action research (CAR). Classroom action research (CAR) means research used in a class to determine the effects of actions applied to a research object in the class. The approach used in this study is a qualitative research approach where data collection is carried out naturally and the data obtained is in the form of words and images following the definition of qualitative research, namely research intended to understand the phenomenon of what is experienced by the research subject, for example, behaviour, perception, motivation, action, etc. Thus, the purpose of this study is to improve the ability of the squat-style long jump through the application of used tyre aids in long jump learning for grade V students of SD Negeri 1/2 Pangkajene, Pangkep Regency. The type of research used is Classroom Action Research.

The implementation stage of classroom action research on physical education and sports learning with long jump learning material is carried out for 2X35 minutes of Physical Education, Sports and Health learning. Data collection on long jump ability using the squat style used in this study refers to the assessment test of spiritual, affective, cognitive and psychomotor aspects in performing the long jump using the squat style. Therefore, the subjects in this study were elementary school students aged 9-12 years with physical abilities that were still developing and learning the long jump using the squat style, so the researcher modified the instrument to suit the characteristics of the research object. The form of the instrument that will be tested on students in this study includes several aspects, namely: (1) Spiritual Aspect (KI-1), (2) Affective Aspect (KI-2), (3) Cognitive Aspect (KI-3), (4) Psychomotor Aspect (KI-4).

Data collected in each observation activity from the implementation of the PTK cycle were analyzed descriptively using percentage techniques to see the tendencies that occurred in learning activities. In this study, what was done was to group the data obtained through observations and then presented after that for learning completeness calculated using simple statistics. To calculate the percentage of learning completeness, the following formula is used:

$$P = \frac{\Sigma \text{Students who have completed their studies}}{\Sigma \text{Student}} \times 100$$

The success indicators in this assessment are presented in the form of conversions in the table below:

Table 1
 Learning outcome assessment (KKM)

No	Value Range	Information	Criteria
1	85-100	Very good	Completed
2	75-84	Good	Completed
3	65-74	Enough	Not Completed
4	55-64	Poor	Not Completed
5	0-54	Very poor	Not Completed

RESULTS AND DISCUSSION

Results

Initial data

Long Jump Ability Squat Style Using Used tyres Media. Initial conditions of Long Jump Ability Squat Style Using Used tyre media before being given action through the media tool are presented in the following table:

Table 2

Results of initial data observations on the ability to do long jumps in the squat style using used tyres

No	Value Range	Category	Frequency	Percentage
1	85-100	Very good	0	0,0%
2	75-84	Good	0	0,0%
3	65-74	Enough	6	31,58%
4	55-64	Poor	9	47,37%
5	0-54	Very poor	4	21,05%

Based on Table 2, the percentage of initial observations of the results of learning the squat style long jump above, the category of squat style long jump ability was obtained with details, namely from 19 students (100%). Those who have a very good category are 0 students (0.0%), good category 0 (0.0%), sufficient category 6 (31.58%), less category 9 students (47.37%), and very less category 4 students (21.05%). It can be seen that the average student achievement in the initial assessment results was 31.58%. However, this value classification has not met the performance indicator, namely 75%. For this reason, further action is needed to further improve the ability of the squat-style long jump. Based on the table above, the following diagram can be seen:

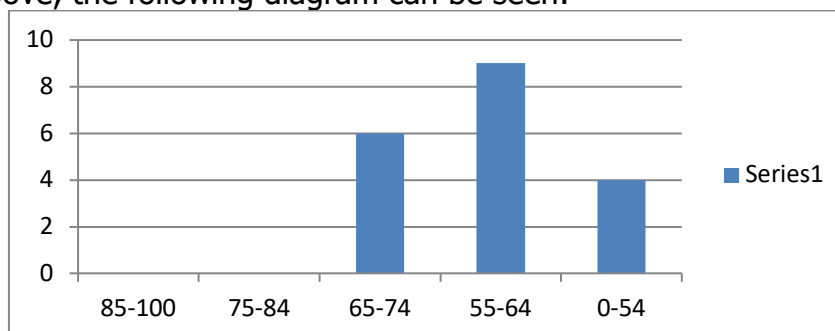


Figure 1.

Bar chart of percentage value scores on initial data

Furthermore, based on the initial data on the results of learning long jump ability, the percentage of student learning completion can be seen in the table below:

Table 3.

Description of Initial Data Completeness of Long Jump Ability using the squat style

Completion Criteria	Category	Frequency	Percentage
0 – 74	Not Completed	12	63,16%
75 – 100	Completed	7	36,84%
Total		19	100%

Based on the table above, it appears that out of 19 research subjects, there were 7 students with a percentage of 36.84% in the completed category and 12 students with a percentage of 63.16% in the incomplete category. Therefore, the action was prepared to improve the ability of the squat style long jump using used tyres, through 2 cycles of learning cycle stages, each cycle consisting of 4 stages, namely (1) Planning, (2) Implementation, (3) Observation, (4) Reflection.

Description of learning outcomes of the cycle I

The classroom action research stage in cycle I of the ability to jump long squat style by using Used Tyres Media in improving the ability to jump long squat style, consists of four stages, namely, a) planning, b) implementation, c) observation, and d) reflection. The four stages can be described as follows:

a. Planning

Planning in the first cycle as the initial step in this classroom action research, namely preparing everything for the implementation of the action includes:

1. Preparation of learning implementation plan.
2. Preparing learning media and learning resources.
3. Making a squat style long jump ability assessment test based on the material taught through used tyre media.

b. Implementation

The implementation of the classroom action research (CAR) stage in cycle I took place in two meetings, with details of one meeting for the learning process and one meeting for the squat style long jump ability test using used tyres. Each meeting lasted 3 teaching hours (3x40 minutes). Activities carried out in the action implementation stage include initial activities, core activities, and final activities.

Initial activity

The initial activity was carried out for 15 minutes and carried out in the learning process of used tyre media through the used tyre media model in cycle I, namely: 1) Lining up on the field, 2) Praying before starting the lesson, 3) Checking student attendance, nail health, and hair. 4) Reprimanding students who are not fully dressed (sports), 5) Informing the games used in learning, 6) Carrying out warm-up activities oriented towards core activities, 7) The teacher conducts perception as an initial assessment, 8) The teacher divides students into heterogeneous groups according to the type of method used in physical education learning.

Core activities

This activity is carried out for 85 minutes, at the first meeting the teacher explains the activities that will be carried out to students about the material on the squat-style long jump. The teacher explains the learning objectives to be achieved and motivates his students. Next, the teacher demonstrates or gives an example of the squat-style long jump movement, using used tyres. Then informs the rules and how to implement the squat style long jump learning using used tyres. For the first meeting, students are provided with squat-style long jump material, so that in the implementation at the next meeting students can practice the squat-style long jump movement using used tyres.

In the second meeting, the teacher explained the activities that would be carried out to the students about the material on the squat-style long jump. The teacher motivated his students. Furthermore, the teacher demonstrated or gave an example of the squat-style long jump movement, using used tyres as the media.

Final Activities

In the final activity carried out for 20 minutes, the activities carried out were students were gathered to conduct a comprehensive evaluation/correction of how to do the long jump movement in the squat style in the long jump squat style correctly. Then allowing students to ask questions, the teacher concluded the material with the students and presented the material that would be taught in the next meeting. In addition, the teacher conducted a reflection on movement errors in the learning process.

c. Observation

Based on the results of observations in cycle I, in the teacher's activities it was shown that in the initial activities, the teacher provided perceptions as the basis for the initial assessment, and continued with a general warm-up adjusted to the tyre media that would be used.

The results of observations during the learning process in following the Physical Education and Health subject with the material of the squat style long jump using the used tyre media model, namely that in the initial activities there were still students who were not serious about warming up, then when entering the core learning there was still a lack of student participation and attention in learning where students still had difficulty playing the game, in addition, students were also hesitant and did not understand the squat style long jump movement using used tyres, namely. In addition, there were still students who did not pay attention to learning and there were some materials that had not been mastered by some students. This can be seen because there are still students who tend to ask for re-explanation of the learning material that has been explained by the teacher and there are still those who are confused in carrying out learning activities.

In the final activity, where students are still lacking in listening to the teacher's explanation of the material, this can be seen because students are still lacking in raising their hands when the teacher asks students who can briefly demonstrate the material that has been done in the learning process. After all, is finished, students are seen enthusiastic in listening to messages and motivation from the teacher.

d. Learning outcomes in cycle I

The activities that have been carried out in cycle I are the presentation of the squat style long jump through the used tyre media model for 2 meetings and the test activity was carried out at the second meeting. Based on the ability of the squat-style long jump through the used tyre media, students can be classified as very good, good, sufficient, lacking, and very lacking. Furthermore, it can be seen in table 4.

Table 4.

Long jump ability of squat style cycle I using used tyres

No	Value Range	Category	Frequency	Percentage
1	85-100	Very good	0	0,0%
2	75-84	Good	9	47,39%
3	65-74	Enough	3	15,78%
4	55-64	Poor	6	31,57%
5	0-54	Very poor	1	5,26%
Total			19	100%

The table above shows the learning completion of the squat style long jump ability in volleyball with details, namely from 19 students (100%). Those who have a very good category are 0 students (0.0%), good category 9 (47.39%), sufficient category 3 (15.78%), less category 6 students (31.57%), and very less category 1 students (5.26%). Based on the table above, it can be seen in the bar diagram of the percentage score in cycle I below:

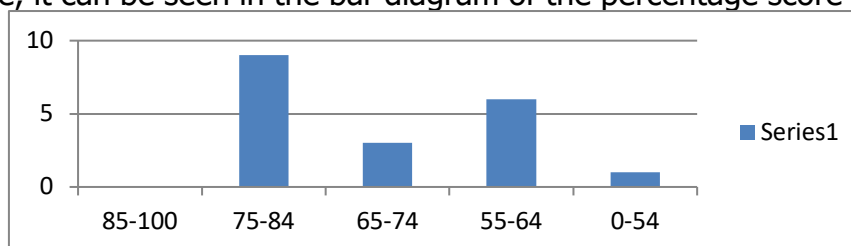


Figure 2.

Bar chart of percentage score values in cycle I

Based on the bar chart of the percentage score in cycle I above, it appears that out of 19 research subjects, there is a very good category with a value of (85-100) of 0 students (0.0%), a good category with a value of (75-84) of 9 students (47.39%), a sufficient category with a value of (65-74) of 3 students (15.78%), a less than adequate category with a value of (55-64) of 6 students (31.57%), and a very poor category with a value of (0-54) of 1 student (5.26%). Based on the learning outcomes in the first cycle, the percentage of student learning completion can be seen in the table below:

Table 5.

Description of the completeness of the squat style long jump ability using used tyres as media

Completion Criteria	Category	Frequency	Percentage
0 – 74	Not Completed	10	52,61%
75 – 100	Completed	9	47,39%
Total		19	100%

Based on the table above, it appears that of the 19 research subjects, 9 students with a percentage of 47.39% were in the completed category and 10 students with a percentage of 52.61% were in the incomplete category in cycle I.

e. Reflection

Based on the results of observations and evaluations during the implementation of the cycle I, students have not achieved the classical success indicators that have been formulated previously. As a form of reflection that is considered in revising actions in cycle II, namely:

- Students do not yet understand the squat-style long jump movement using used tyres.
 - Students are not yet able to perform the squat-style long jump movement well.
 - Students are still stiff in performing the squat-style long jump movement.
- Therefore, it is expected to be a material for improvement in cycle II.

Description of learning outcomes of cycle II

a. Planning

Planning in the second cycle as the initial step in this classroom action research, namely preparing everything for the implementation of the action includes:

- Preparation of learning implementation plan (RPP)
- Preparing learning media and learning resources.
- Creating a squat style long jump ability assessment test based on the material taught through used tyre media.

b. Implementation

Initial activity

The initial activity was carried out for 15 minutes and carried out in the learning process of squat style long jump through the used tyre media model in cycle I, namely: 1) Lining up on the field, 2) Praying before starting the lesson, 3) Checking student attendance, nail health, and hair. 4) Reprimanding students who are not fully dressed (sports), 5) Informing the games used in learning, 6) Carrying out warm-up activities oriented towards core activities, 7) The teacher conducts perception as an initial assessment, 8) The teacher divides students into heterogeneous groups according to the type of game used in learning.

Core activities

This activity was carried out for 85 minutes, at the first meeting the teacher explained the activities that would be carried out to students about the material on the squat-style

long jump. The teacher motivated his students. Next, the teacher demonstrated or gave an example of the squat-style long jump movement, using used tyres as the media.

At the second meeting, the teacher explained the activities that would be carried out to students about the material on the squat-style long jump. The teacher motivated his students. Next, the teacher demonstrated or gave an example of the squat-style long jump movement, using used tyres as the media.

Final Activities

In the final activity carried out for 15 minutes, the activities carried out were students were gathered to conduct a comprehensive evaluation/correction of how to do the correct squat style long jump movement. Then allowing students to ask questions, the teacher concluded the material with the students and presented the material that would be taught at the next meeting. In addition, the teacher conducted a reflection on movement errors in the learning process.

c. Observation

Based on the results of observations in cycle II, in the teacher's activities it was shown that in the initial activities, the teacher provided perceptions as the basis for the initial assessment, and continued with a general warm-up adjusted to the tyre media model that would be used.

The results of observations during the learning process in following the Physical Education and Health subject with the material of the squat style long jump using the used tyre media model, namely that in the initial activities the students were already serious about warming up, then when entering the core learning all students were already active in the learning process where students had no difficulty in playing the game, besides that students also did not hesitate and already understood the squat style long jump movement using used tyres. In addition, students had paid attention to the learning and some materials had been mastered by students. This was indicated by the lack of students who tended to ask for a re-explanation of the learning material that had been explained by the teacher and students were not confused in doing the squat style long jump using used tyres.

In the final activity, where students already looked good in listening to the explanation of the material from the teacher, this was seen because students were competing to raise their hands when the teacher asked students who could briefly demonstrate the material that had been done in the learning process. After all was finished, students looked enthusiastic in listening to messages and motivation from the teacher and giving awards (rewards) to students who excelled.

d. Learning outcomes in cycle II

The activities that have been carried out in cycle II are the presentation of long jump material in the squat style through the used tyre media model for 2 meetings and the test activity carried out at the second meeting or taking the psychomotor aspect value. Based on the results of the long jump in the squat style through the used tyre media model, students can be classified as very good, good, sufficient, lacking, and very lacking. Furthermore, it can be seen in table 6.

Table 6.
 Long Jump Ability using Used Tyres as Media

No	Value Range	Category	Frequency	Percentage
1	85-100	Very good	12	63,15%
2	75-84	Good	4	21,06%
3	65-74	Enough	3	15,79%
4	55-64	Poor	0	0,0%
5	0-54	Very poor	0	0,0%
Total			19	100%

From the table above, the learning completion of the squat style long jump ability is obtained with details, namely from 19 students (100%). Those who have a very good category are 12 students (61.15%), good category 4 (21.06%), sufficient category 3 (15.79%), less category 0 students (0.0%), and very less category 0 students (0.0%). So. In cycle II, students increased drastically to a very good category, meaning that students experienced learning completion of the squat style long jump ability reaching 75% of the pass category from all student results that were desired to be achieved. It can be seen in the bar chart of the percentage score in cycle II below:

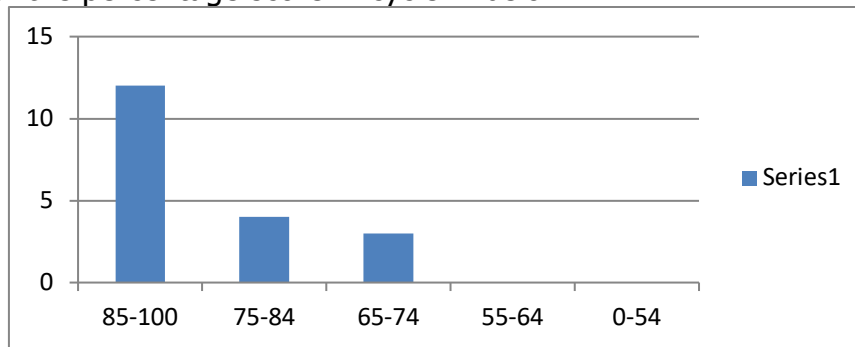


Figure 4.

Bar chart of percentage value scores in cycle II

Based on the bar chart of the percentage score in cycle I above, it appears that out of 32 research subjects, there is a very good category with a value of (85-100) of 12 students (63.15%), a good category with a value of (75-84) of 4 students (21.06%), a sufficient category with a value of (65-74) of 3 students (15.79%), a less than adequate category with a value of (55-64) of 0 students (0%), and a very poor category with a value of (0-64) of 0 students (0%). Based on the learning outcomes in the second cycle, the percentage of student learning completion can be seen in the table below:

Table 7.

Description of student learning completion

Completion Criteria	Category	Frequency	Percentage
0 – 74	Not Completed	3	15,79%
75 – 100	Completed	16	84,21%
Total		19	100%

Based on the table above, it appears that of the 19 research subjects, 16 students with a percentage of 84.21% were in the completed category and 3 students with a percentage of 15.79% were in the incomplete category in cycle II.

e. Reflection

Reflection on cycle II, students have achieved the classical success indicators that have been formulated previously. As a form of reflection that is considered in revising actions in cycle II, namely:

- 1) Students understand the squat-style long jump movement using used tyres.
- 2) Students can do the squat-style long jump well
- 3) Students are no longer stiff when doing the squat-style long jump

f. Comparison of student learning outcomes in Cycle I and Cycle II

The increase in student learning outcomes in cycle I reached an average while in cycle II it increased. More details about the squat style long jump through the used tyre media model of Class V Students of SD Negeri 1/2 Pangkajene, Pangkep Regency in cycles I and II can be seen in the table below.

Table 8
 Description of student learning completion

No	Value	Category	Cycle I		Cycle II	
			Frequency	Percentage	Frequency	Percentage
1	< 75,00	Not Completed	10	52,61%	3	15,79%
2	>75,00	Completed	9	47,39%	16	84,21%
Total			19	100%	19	100%

For more details, the comparison of frequency distribution and categories of completeness of the squat style long jump using the used tyre media model for Grade V students of SD Negeri 1/2 Pangkajene, Pangkep Regency in cycles I and II can be seen in the following diagram:

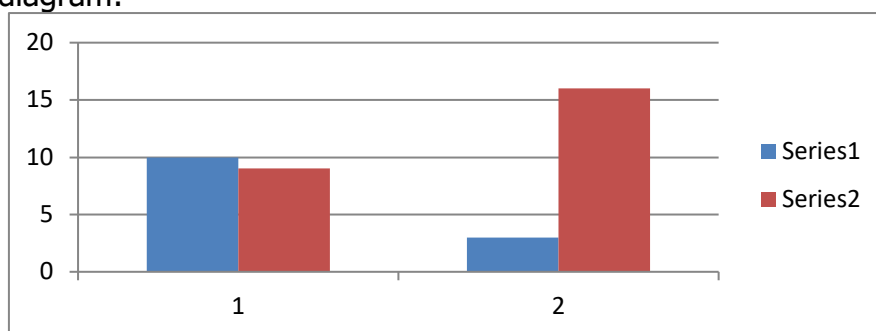


Figure 4.

Student learning completion

From the image above, it can be seen that of the 19 Grade V students of Pangkajene 1/2 Elementary School, Pangkep Regency who were the subjects of the research, the following can be described:

- The percentage of student learning completion after the used tyre media model was applied, for the completed category of 47.39% in cycle I, then increased to 84.21% in cycle II for the squat style long jump
- Percentage of student learning completion after the used tyre media model was applied, for the incomplete category of 52.61% in cycle I, then for the incomplete category of 15.79% in cycle II.

This shows that the number of students in the complete category increased by 9 students or 47.39% in cycle I, the completion process occurred in two meetings of the learning process with the same material, as well as in cycle II experienced completion of 84.21% with the implementation of the research process which was almost the same as cycle I. This study shows an increase in class completion classically in cycle II by 84.21% and achieving completion individually with student scores in the very good category.

Thus, it can be concluded that the action research on the learning outcomes of the squat style long jump through the used tyre media model, with an average achievement level of 85.55 for each student with a KKM standard of 75 and a completeness value for all students of 85.55% in cycle II, so it is no longer necessary to continue to the next cycle.

Discussion

Based on the results of quantitative analysis, it is seen that the implementation of learning through the used tyre media model provides changes in the aspect of the long jump squat style that is balanced and even, namely an increase in cycle I to cycle II. Table 2 contains initial data that all 7 people are included in the complete category with a percentage of 36.84% and 13 people with a percentage of 63.16% were included in the incomplete category before the study. In cycle I, the number of students included in the

complete category was 9 people with a percentage of 36.84% and 10 people in the incomplete category with a percentage of 52.61%. In cycle II, students included in the complete category were 16 students with a percentage of 84.21% and 3 students included in the incomplete category with a percentage of 15.79%.

The reality that occurs is a fact that the used tyre media model is one of the alternatives that can be used in learning Physical Education, Sports and Health, especially in learning materials for the squat-style long jump. Implementing the used tyre media model encourages students to follow the learning process happily, in groups, with fun and seriously without fear of injury and pay close attention to the lessons taught.

Cycle I

Cycle I was carried out in 2 meetings, for the squat-style long jump learning outcome test was carried out at the second meeting. In addition, each meeting has been arranged for the learning that will be taught according to the learning implementation plan so that in teaching there is a target that in the meeting there are several items taught. In cycle I, the increase in the learning outcomes of students' squat style long jump was not as expected, this was because the success indicators had not been achieved either individually or classically that had been set and the many findings/problems that the researcher found.

In the second meeting, the learning process began to decrease compared to the first meeting. Although there are still some students who are not serious about the learning process, other students have begun to be active and serious. The learning process is quite interactive, this is because some students have been actively asking questions. In addition, students look calm when the teacher provides material and motivation.

The results of learning the squat style long jump in cycle I, the increase in learning results of the squat style long jump through used tyres reached a very poor category. When viewed from the percentage of student completion in cycle I, it reached 47.39% from the total frequency of 9 students. However, there are still students who get scores below the KKM standard set by the school, namely 52.61% (not complete) from the total frequency of 10 students.

Responding to the results of learning the squat style long jump using used tyres in cycle I, the form of reflection that is taken into consideration in revising the actions in cycle II is as follows:

1. Students do not yet understand the squat style long jump movement through learning to jump up and down the bench.
2. The implementation of learning has not been maximized, because there are still students who do not pay attention to learning and there are some materials that have not been mastered by some students.
3. Students are still hesitant to make movements in the learning process, resulting in less than optimal movements. Therefore, it is expected to be a material for improvement in cycle II.

Cycle II

As in cycle I, cycle II was carried out in 2 meetings and one meeting for the squat-style long jump learning outcome test. In addition, each meeting has been arranged for the learning to be taught by the learning implementation plan so that in teaching there is a target that in the meeting there are several items to be taught. In cycle II, the increase in squat style long jump learning outcomes was as expected, this can be seen from the achievement of success indicators both individually and classically that have been set. Attention, activeness, and motivation of students are increasing. From the research of cycles

I and II, changes and psychomotor aspects of students were recorded during the Physical Education and Health subject with the squat style long jump material, the researcher recorded the changes that occurred during the learning process.

The results of learning the squat style long jump in cycle II, the increase in the results of the squat style long jump through used tyres reached a value in the good category. When viewed from the percentage of student learning completion in cycle II, it reached 84.21% of the total frequency of 16 students. During the implementation of activities in cycle II, researchers have tried to make changes to improve the results of learning the squat style long jump, the results of the study in cycle II have shown an increase from the previous cycle with the results obtained having reached the success indicators targeted by the researcher. Therefore, the study was stopped and not continued to the next cycle. In addition, the research time was limited by the school administration and the research had also reached a saturation point. As stated by E. Mulyasa (2011) the assessment of classroom action research (PTK) is carried out continuously to achieve improvements so that through the process and cycle of activities teachers can improve learning activities and results optimally.

As for the reflection on cycle II, no significant obstacles were found, this was indicated by the efforts made in cycle II on students who had experienced improvement, based on the following observation results:

1. Students have understood the squat-style long jump movement using used tyres.
2. The implementation of learning has been maximized, because students have paid attention to learning and some materials have been mastered by students.
3. Students do not hesitate to make movements in the learning process, resulting in the movements being carried out as optimally as possible.

Based on the research data that has been presented previously, it can be said that using the used tyre media model can improve the quality of the learning process for the squat-style long jump.

CONCLUSION

Classroom action research was conducted in two cycles. Each cycle consists of four stages, namely planning, implementation, observation and reflection. Based on the research that has been conducted, it can be concluded that the application of the used tyre media model improves the results of the squat-style long jump ability. In this case, according to the results of data analysis which showed that there was a significant increase in the results of the squat style long jump ability, where in cycle I the percentage of passing was 47.39% and increased in cycle II with a percentage of passing of 84.21%.

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