

A Survey of Long Jump Ability Learning Outcome among Students at SMPN 5 Kelapa Bangka Belitung

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Abstrak

Penelitian ini bertujuan untuk menentukan hasil belajar kemampuan lompat jauh siswa SMPN 5 Kelapa Bangka Belitung dengan melibatkan 38 siswa sebagai subjek penelitian. Penilaian dilakukan melalui pengamatan langsung terhadap praktik lompat jauh yang mencakup empat aspek teknik, yaitu preseset, repulsion, hovering attitude, dan landing. Hasil pengamatan menunjukkan bahwa kemampuan lompat jauh siswa terbagi menjadi tiga kategori, yaitu kategori tinggi (12 siswa, 31,6%), kategori sedang (16 siswa, 42,1%), dan kategori rendah (10 siswa, 26,3%). Hal ini menunjukkan bahwa sebagian besar siswa berada dalam kategori menengah, artinya siswa telah memahami dasar-dasar gerakan lompat jauh tetapi masih perlu meningkatkan konsistensi teknik, terutama pada fase melayang dan mendarat. Siswa dalam kategori tinggi menunjukkan penguasaan teknik yang lebih baik, terutama dalam kecepatan awal dan kekuatan dorongan, sementara siswa dalam kategori rendah mengalami kesulitan dalam koordinasi dan kekuatan otot kaki. Oleh karena itu, diperlukan strategi pembelajaran yang lebih terstruktur, penggunaan metode demonstrasi yang jelas, peningkatan latihan kekuatan, dan umpan balik yang berkelanjutan agar hasil belajar siswa dapat meningkat.

Kata kunci: lompat jauh, hasil belajar, pendidikan jasmani, teknik gerakan siswa

Abstract

This study aims to determine the learning outcomes of the long jump ability of SMPN 5 Kelapa Bangka Belitung students by involving 38 students as research subjects. The assessment was carried out through direct observation of the practice of long jump which included four aspects of the technique, namely preseset, repulsion, hovering attitude, and landing. The results of observations showed that students' long jump ability was in three categories, namely the high category of 12 students (31.6%), the medium category of 16 students (42.1%), and the low category of 10 students (26.3%). This indicates that most students are in the medium category, which means that students have understood the basics of long jump motion but still need to improve technique consistency especially in the hovering and landing phases. Students in the high category showed better mastery of technique, especially in initial speed and repulsion strength, while students in the lower category experienced difficulties in coordination and leg muscle strength. Thus, a more structured learning strategy, the use of clear demonstration methods, increased strength training, and continuous feedback are needed so that student learning outcomes can improve.

Keywords: long jump, learning outcomes, physical education, student movement techniques

1. INTRODUCTION

Physical education is one of the important parts of the school curriculum that functions to support the development of students as a whole, both regarding physical aspects, motor movements, knowledge, and attitude formation (Taqwim et al., 2020; Bailey et al., 2022; Liong et al., 2022). Through physical education learning activities, students are not only directed to improve their physical fitness and motor skills, but are also trained to develop positive characters such as discipline, cooperation, sportsmanship, and confidence (Hartati, 2023; Abduljabar et al., 2020; Kristiyanto et al., 2020; Siregar & Syarifuddin, 2021; Suryadi et al., 2023). At the junior high school (SMP) level, one of the subjects studied in physical education is the athletic branch, which includes running, throwing, and jumping activities (Hardman et al., 2021; Kirk, 2020). One of the athletic numbers that plays an important role

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in the formation of students' basic movement skills is the long jump, which is useful in developing muscle strength, movement coordination, running speed, and understanding of techniques (Musiandi & Taroreh, 2020; Makaruk et al., 2021; Sultoni et al., 2020).

Long jump is a jumping activity with the aim of reaching as far forward as possible through an explosive push from a pushboard (Hay, 2021; Čoh et al., 2020). To be able to do the long jump well, students must have supportive physical conditions, such as speed, flexibility, balance, and leg muscle power, accompanied by good movement coordination skills (Syafriadi et al., 2021; Makaruk et al., 2021; Książek et al., 2021; Arifianto & Fahrizqi, 2022). In addition, the technical skills that include the initial stage, repulsion, hovering phase, and landing greatly determine the final outcome of the jump (Lees et al., 2022; Graham-Smith & Lees, 2020). Thus, the implementation of long jump learning requires a systematic planned training process, clear in the explanation of movements, and in accordance with the student's abilities so that learning goals can be achieved effectively (Subahtiar, 2021; Prabowo & Winarno, 2022; Hashim et al., 2021; Knudson & Morrison, 2020).

SMPN 5 Kelapa Bangka Belitung as a secondary education institution has carried out physical education learning in a routine and directed manner, including long jump material (Siregar & Syarifuddin, 2021). In these learning activities, teachers play the role of supervisors in explaining, demonstrating, and facilitating students to be able to understand basic movement techniques correctly (López-Pastor et al., 2021; Casey et al., 2021). However, based on the results of initial observations, there are variations in the level of students' ability to do long jumps. Some students still have difficulty in starting at the right speed, not optimal in making pushes, or not good at landing so that the jump distance is not optimal (Makaruk et al., 2021; Longo et al., 2022).

The learning outcomes of the long jump are influenced by several factors, both from within the student and from the learning environment (Frontiera et al., 2020). Internal factors include physical fitness, interest in lessons, motivation to practice, and body coordination skills (Yildiz & Yildiz, 2020; Hidayat et al., 2022). Meanwhile, external factors can be in the form of learning methods applied by teachers, the availability of training facilities such as fields and repulsion boards, and the intensity and variety of exercises provided (Pradiko et al., 2021; Longo et al., 2022; Casey et al., 2021). Obstacles such as limited infrastructure facilities are often an obstacle to achieving optimal learning outcomes (Hardman et al., 2021; Sultoni et al., 2020). Learning, evaluation of learning outcomes is needed to find out the extent to which students master the material taught, including the long jump technique (López-Pastor et al., 2021; Zhu, 2022). Through evaluation, teachers can see the compatibility between the learning process and student achievement, as well as know which areas need to be improved through more focused practice guidance (Zhu, 2022; Casey et al., 2021). Therefore, the survey of the learning outcomes of long jump skills is an important step in the process of developing students' abilities as a whole (Frontiera et al., 2020; Knudson & Morrison, 2020).

This survey not only provides an overview of students' long jump technique skills, but can also be used by teachers as a basis for designing more effective learning strategies (Prabowo & Winarno, 2022; Longo et al., 2022). By knowing the level of student achievement, teachers can adjust the training method, provide the right learning approach, and improve the overall quality of physical education learning (Velázquez-Buendía et al., 2023; Casey et al., 2021). In addition, the survey results can also be used as evaluation material for the implementation of the curriculum and learning programs that have been implemented at SMPN 5 Kelapa Bangka Belitung (Hardman et al., 2021; Liong et al., 2022). In addition to teachers, this survey also

has a positive impact on students. Information about learning outcomes can be an encouragement for students to improve their skills that are still lacking and maintain the skills that have been mastered (Yildiz & Yildiz, 2020; Hidayat et al., 2022). Objective assessments can form a responsible learning attitude, discipline in training, and motivate them to achieve better performance in sports, especially in the long jump athletic numbers (Velázquez-Buendía et al., 2023; Suryadi et al., 2023). Based on this presentation, this research was conducted with the aim of finding out the learning outcomes of the long jump ability of SMPN 5 Kelapa Bangka Belitung students. It is hoped that the results of this research can be a constructive input for teachers, schools, and related parties in improving the quality of physical education learning and become a reference for further research in the field of sports learning (Frontiera et al., 2020; Mandic et al., 2021; Liong et al., 2022).

2. METHOD

This study employed a qualitative descriptive approach using a survey method to explore the learning outcomes of students' long jump abilities at SMPN 5 Kelapa, Bangka Belitung. The subjects of this study were 38 students who participated in Physical Education learning activities on long jump material. The research instrument used was an observation sheet designed to assess students' performance in long jump skills, including four main aspects: the approach run, take-off, body posture during flight, and landing.

Data collection was conducted through direct observation during the implementation of long jump practice activities at the school field. The researcher carefully observed and recorded students' performance in each phase of the long jump movement to obtain a comprehensive description of their abilities.

The data obtained from the observations were analyzed using qualitative descriptive analysis. The analysis process involved data reduction, data presentation, and drawing conclusions to describe the level of students' long jump skills. The results were then interpreted to identify patterns of student performance and to provide a clear description of students' learning outcomes in long jump activities.

3. RESULT AND DISCUSSION

This study involved 38 students of SMPN 5 Kelapa Bangka Belitung who participated in long jump learning. The assessment was carried out through practical observation that assessed four aspects of movement technique, namely preset, repulsion, hovering attitude, and landing. After observation, students' abilities are grouped into three categories of skill mastery.

Table 1. *Student Long Jump Learning Outcomes*

Ability Categories	Number of Students	Percentage
Tall	12	31,6%
Keep	16	42,1%
Low	10	26,3%

The table shows that most of the students are in the medium category, which is as many as 16 students (42.1%). This shows that the majority of students already understand the basics of

long jump techniques, but their movement skills are not consistent. A total of 12 students (31.6%) were in the high category, which means they were able to apply the start, push, float, and landing techniques quite well. Meanwhile, 10 students (26.3%) were in the low category, which showed difficulty in coordinating movement and force during push-ups and landings.

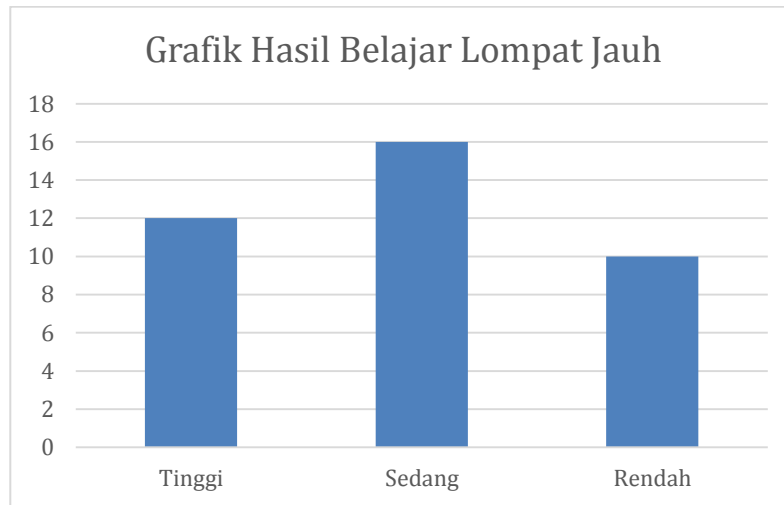


Figure 1. Long jump ability levels

The bar graph above illustrates the distribution of students' long jump ability levels. It can be seen that the category is dominating, followed by the high category, while the low category is the least group. This pattern shows that there is a variation in the level of mastery of technique between students.

The results of the study showed that the long jump ability of SMPN 5 Kelapa Bangka Belitung students was dominated by the medium category, which means that students already have a basic understanding of techniques but still need practice to improve precision and movement efficiency. In students who are in the high category, their skills are seen in a stable initial speed, strong thrust of push, as well as precise landing (Duprim et.al, 2025). This shows that practice and experience play an important role in the success of the long jump technique.

Meanwhile, students in the low category generally experience obstacles in the rejection phase and drifting attitudes. This can be affected by inadequate leg muscle strength, lack of confidence, undeveloped coordination of movements, and irregular frequency of exercise. In addition, environmental factors such as the availability of learning facilities and media also affect the variation in students' abilities.

With these conditions, it is recommended that physical education teachers apply demonstration-based learning methods, repetitive exercises, and direct motion correction. Exercises that focus on improving leg muscle strength and body coordination are also expected to help students develop better. In addition, the use of auxiliary media such as mini hurdles and visual repulsion lines can also encourage more effective understanding of techniques.

4. CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the long

jump ability of SMPN 5 Kelapa Bangka Belitung students is generally in the sufficient category, where most students have begun to be able to understand and apply the basic techniques of long jump even though there are still shortcomings in the consistency of its implementation. This can be seen from the students' ability to make a start, repulsion, hovering attitude, and landing which in some students already looks good, but in others still needs improvement, especially in terms of movement coordination and repulsion strength. These differences in abilities are influenced by factors such as physical condition, learning motivation, training experience, and the support of facilities available at school. Therefore, improvement efforts are needed through the provision of structured exercises, gradual repetition of techniques, and the use of varied and interesting learning methods so that students can improve their skills optimally. With proper and continuous learning, it is hoped that students' long jump skills can develop better and more evenly.

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