

Improving Long Jump Ability Learning Outcomes Through A Constructivist Approach

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ABSTRACT

This study aims to describe the planning, action, observation, reflection and implementation of the Constructivism Learning Approach in an Effort to Improve the Learning Outcomes of Long Jump Ability of Grade IV Students of SDN Labuang Baji, Makassar City. This study is a Classroom Action Research which was carried out in 4 Meetings in Cycle I and Cycle II and was designed through four stages, namely Planning, Implementation, Observation and Reflection. The data of this study are the results of learning long jump. The data source of this study was 40 grade IV students of SDN Labuang Baji, Makassar City. The collection of long jump learning outcomes data was carried out by providing practice questions, and using long jump motion process assessment sheets and observing student attitudes and behavior through worksheets in Cycle I and Cycle II. The collected data were analyzed quantitatively and qualitatively. The results of the quantitative analysis of long jump learning outcome data showed that the number of students who completed Cycle I was 21 people with a percentage of 52.5% and the number of students who completed Cycle II was 39 people with a percentage of 97.5%. Based on the results of this study, it can be concluded that physical education learning through the Constructivist Learning Approach can improve the learning outcomes of long jump abilities of grade IV students at SDN Labuang Baji, Makassar City.

Keywords: Long Jump Ability Learning Outcomes, Constructivist Learning Approach

INTRODUCTION

Physical education, sports and health teachers have a fairly central role in developing the character and nature of students. The teacher factor has a very large influence on the quality of education in schools. In this case, the potential of a physical education, sports and health teacher is important because it is an important element that a physical education, sports and health teacher has in carrying out his duties and making students always do their best in terms of improving the learning process.

The involvement of students in learning and most importantly that students carry out learning activities if they play an active role then all activities and activities carried out will be easily understood and understood by students, especially if the learning activities carried out involve physical and mental activities. Thus, students are not only physically involved but they must be psychologically involved, therefore teachers must give life and meaning to learning activities by providing opportunities for each student to be directly active in every learning activity and trying to do the activities while having fun.

Playing is one of the important needs for children and parents must realize that and not forbid their children to play. Parents must instead guide and facilitate their children to play. By playing while learning, children can learn to adapt, socialize, and can freely express themselves and grow self-confidence and children will gain valuable and unforgettable experiences. This experience should be further developed and developed by teachers so that students become more enthusiastic in learning.

To foster an active, creative, and innovative attitude from students is not easy, in this case a professional teacher is needed who is able to develop learning materials by using a learning model that emphasizes more on student activity in learning or student center, which is expected that students will be more active and motivated to learn. Therefore, a technique or model and media are needed that are able to modify this long jump lesson into a learning approach that is in accordance with the student's experience and what they do themselves while playing with their friends. Because this pattern is very much liked by students because they will feel it themselves directly.

With a learning process that emphasizes more on developing student experiences, one of which is constructivism learning, it will further develop a child's abilities and intelligence because it is done by involving the child's emotions in learning while playing a game without any coercion and fear of making mistakes in doing a movement or sports activity that is done. "Anita Woolfolk in (Benny A. Pribadi, 2009) "Put forward the definition of the constructivist approach as" learning that emphasizes the active role of students in building understanding and giving meaning to information and events experienced ". while according to (Rusman, 2010) "constructivism is the basis of thinking (philosophy) in CTL, namely that knowledge is built by humans little by little, the results of which are expanded through limited contexts".

Based on initial observations, especially in observing long jump material, and interviews with physical education teachers at SDN Labuang Baji Makassar, it was found that there were still problems both in student learning activities and student learning outcomes. This can be seen from the low activity of students in following the physical education learning process, especially in long jump material, which resulted in student creativity not developing and affecting the very low long jump learning outcomes of students.

In addition, teachers must create a social system in the learning environment based on students' learning experiences. Determining and selecting the type of ability in the teaching model is very important for teachers, considering that learning outcomes are more determined by the teacher's ability in applying learning models. The use of a constructivist approach is one of the many teaching models and approaches carried out by teachers in providing physical education, sports and health lessons based on the subject matter and teaching materials that will be taught to students at school which can provide knowledge and understanding to children through activities they do themselves based on their experiences.

METHOD

A. Type and Location of Research

1. Type of research

This research is a classroom action that will be implemented which provides a general description of the variables in the research carried out in the long jump learning process. This research was conducted to solve learning problems in the classroom. Which is included in descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved.

2. Research Location

The location or place of this research will be carried out at SDN Labuang Baji, Makassar City with the research subjects being 40 fourth grade students of SDN Labuang Baji.

B. Research variables

In a study, researchers want to know and explore information about what is being studied and then draw conclusions. In this study, what is wanted to be known is the improvement of learning outcomes in long jump ability using a constructivist approach. According to (Sugyono,

2013) Research variables are basically anything in any form that is determined by researchers to be studied so that information about it is obtained, then conclusions are drawn.

C. Population and Sample

According to (Sugyono, 2011) population is defined as a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. While the sample is part of the number and characteristics possessed by the population.

The population in this study were fourth grade students of SDN Labuang Baji Makassar, the sample of the study was all the population, meaning all fourth grade students of SDN Labuang Baji Makassar. Totaling 40 people, with 19 male students and 21 female students.

D. Data Analysis Techniques

This data analysis design uses a direct assessment format for students. Action research data analysis is generally carried out by identifying and showing that improvements have occurred. The assessment format for long jump teaching and learning activities in elementary schools is carried out to state the high and low quality of learning outcomes. To collect data from this study, the long jump teaching and learning activity assessment format was used.

RESULT AND DISCUSSION

In this chapter, the general description of the research data will be described which will be displayed in the form of a summary table. In this case, the research results will be described followed by a discussion of the results. The results obtained to provide answers to the research problems raised require two research cycles. The results of the two cycles will be described as follows:

Research Results.

1. Data on learning outcomes of long jump material for students of SDN Labuang Baji, Makassar City using constructivist learning cycle I.

The implementation of the action in cycle I lasted for 2 weeks or 4 meetings, each meeting (face to face) was 2 x 35 minutes. The 1st, 2nd and 3rd meetings were filled with implementing constructivist learning. The 4th meeting was filled with giving a long jump test. The basic competency material in cycle I is long jump learning by implementing constructivist learning. The following is a breakdown of the average value of learning outcomes in cycle I by collecting the average value of the three aspects of learning, namely, the affective, cognitive, and psychomotor aspects of SDN Labuang Baji students for the long jump material.

The value of student learning outcomes from meeting 1 to meeting 4 with the assessment of cognitive, affective and psychomotor aspects, then the average value of learning outcomes is obtained which can be seen in the form of tables and diagrams as follows:

Table 1. Description of research data cycle I of the long jump learning outcomes of students at SDN Labuang Baji, Makassar City.

Value Range	Description	Number Of Children	Percentage (%)
81-100	Very Good	5	12,5
66-80	Good	20	50
56-65	Enough	13	32,5
41-55	Less	2	5

0-40	Very Less	0	0
Total		40	100

Based on the table and diagram above for cycle I, the results of learning long jump by applying constructivism learning to students of SDN Labuang Baji, Makassar City. That the number of students who get grades in the very good category is 5 students with a percentage of 12.5%. The number of students who get grades in the good category is 20 students with a percentage of 50% and the number of students who get grades in the sufficient category is 13 students with a percentage of 32.5%. For the category and less 2 people with a percentage of 5%. And students who get grades in the less and very less categories are 0 or no students get these grades in cycle 1 for long jump material at students of SDN Labuang Baji, Makassar City.

Based on these data, the level of student completion in physical education lessons on long jump material based on the values obtained based on cognitive, affective and psychomotor aspects can be seen in the following table:

Table 2. Percentage data of learning outcomes of long jump cycle I students of SDN Labuang Baji, Makassar City.

Criteria	Number Of Children	Percentage (%)
Complete	21	52,5
Not Complete	19	47.5
Total	40	100

Based on the table and diagram above for cycle I, the learning outcomes of long jump students by implementing constructivism learning at SDN Labuang Baji Makassar City students, with a total of 40 students, the learning outcomes in this learning are that the number of students who completed was 21 students with a percentage of 52.5% and students who did not complete were 19 students with a percentage of 47.5%. For cycle 1, there are still 19 students who have not achieved the specified completion, namely at the KKM value of 70.

2. Data on learning outcomes of long jump material for students of SDN Labuang Baji using constructivist learning cycle II.

The implementation of the action in cycle II lasted for 2 weeks or 4 meetings, each meeting (face to face) was 2 x 35 minutes. The 1st, 2nd and 3rd meetings were filled with implementing constructivist learning. The 4th meeting was filled with giving a long jump test. The basic competency material in cycle II is long jump learning by implementing constructivist learning. The following is a breakdown of the average value of learning outcomes in cycle II by collecting the average value of the three aspects of learning, namely, the affective, cognitive, and psychomotor aspects of SDN Labuang Baji students for the long jump material.

The value of student learning outcomes from meeting I to meeting 4 with the assessment of cognitive, affective and psychomotor aspects, the average value of learning outcomes is obtained which can be seen in the form of a table as follows:

Value Range	Description	Number Of Children	Percentage (%)
81-100	Very Good	5	12,5
66-80	Good	20	50
56-65	Enough	13	32,5
41-55	Less	2	5
0-40	Very Less	0	0

Total	40	100
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Based on the table above for cycle II, the results of learning long jump by applying constructivism learning to students of SDN Labuang Baji, Makassar City. That the number of students who get a score in the very good category is 21 students with a percentage of 52.5%. The number of students who get a score in the good category is 18 students with a percentage of 45% and the number of students who get a score in the sufficient category is 1 student with a percentage of 2.5%. For the category and less than 0 people with a percentage of 0%. And students who get a score in the less and very less category are 0 or no students get that score in cycle II for long jump material at students of SDN Labuang Baji, Makassar City.

Based on these data for the level of student completion in physical education lessons on long jump material based on the scores obtained based on cognitive, affective and psychomotor aspects can be seen in the following table:

Table 4. Percentage data of learning outcomes of long jump cycle II students of SDN Labuang Baji, Makassar City.

Criteria	Number Of Children	Percentage (%)
Complete	39	97,5
Not Complete	1	2.5
Jumlah	40	100

Based on the table above for cycle I, the learning outcomes of long jump students were obtained by implementing constructivism learning at SDN Labuang Baji students in Makassar City. That the number of students who completed was 39 students with a percentage of 97.5% and students who did not complete were 1 student with a percentage of 2.5%. Students who did not complete experienced obstacles in their psychomotor aspects, while in the cognitive and affective aspects they had experienced completion in learning.

CONCLUSION

Based on the research results and discussion, the following conclusions can be drawn: By applying the constructivist learning approach to the long jump material on physical education subjects, it can improve student learning outcomes.

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