



JUARA: Jurnal Olahraga

E-ISSN 2655-1896 ISSN 2443-1117
<https://doi.org/10.33222/juara.v8i1.2601>



Jump Learning Approach: A Study on Improving Physical Literacy of Elementary School Children

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Info Artikel

Article History:

Received 23 October 2022

Approved 20 January 2023

Published 01 February 2023

Keywords:

Learning approaches;
Play Jump; Improving
Physical Literacy

Abstract

Learning at school must be effective; sometimes, some obstacles make students want to avoid participating in sports learning because of internal and external deficiencies. The method used in this research is an experimental method with a one-group pretest-posttest design. The population in this study were 30 students of class VI at SDN Biru II using a systematic sampling technique. This study aimed to determine how much influence the play-jumping approach had on increasing the Physical Literacy of elementary school children. The method was to provide treatment for 12 meetings and use a questionnaire on motivation, self-confidence, physical competence, knowledge, and understanding of student learning. Data analysis techniques used the Normality Test and one sample t-test. All calculations were calculated using a software application. IBM SPSS stats 18. Based on the Determination test or R Square from the pre-test to the post-test results, it significantly affects the implementation of physical literacy activities that positively influence children's physical literacy. The results showed that the game-jumping learning approach positively increased students' physical literacy in physical education learning.

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INTRODUCTION

Education in science and technology has transformed the nation's development. The purpose of education is a significant factor in human life. Human potential is a seed that has the potential to become a whole person through the process of nurturing. Education is a conscious effort made by families, communities, and governments through guidance, teaching, and training activities, which take place in school and outside school throughout life to prepare students to play a role in various living environments appropriately in the future. Mudyahardjo (Somarya & Nuryani). Physical education is the development of students' physical competence, knowledge about movement and safety, and ability to use it. This facilitates various interrelated activities to develop an active and healthy lifestyle. In (Lengkana & Sofa, 2017).

Based on human nature, this behavioral theory and approach consider that humans are mechanistic or respond to the environment with limited control, live in deterministic nature, and play a little active role in determining their dignity. Learning at school requires several supporting aspects to make students more enthusiastic and happy. For now, Physical Literacy (OT) is essential for students because it can affect students in education. Physical literacy is motivation, confidence, physical competence, knowledge, and understanding. Appreciate and take responsibility for maintaining physical activity goals throughout his life (Whitehead, 2018). Physical literacy includes the domains of motivation, self-

confidence, physical competence, knowledge, and understanding. However, of the four domains, knowledge and understanding are critical. This is because knowledge and understanding become the basis for children about what, how, and when to do physical activity (Ennis, 2015). Identifying physical literacy knowledge in children requires instruments that are by what is measured, valid and reliable. The physical literacy knowledge questionnaire is one of the instruments developed (Longmuir et al., 2018).

Self-confidence is a feeling and confidence in the ability to achieve success based on his efforts and develop a positive assessment of himself and his environment so that a person can appear confident and face everything calmly. Frederick J. McDonald gave a more comprehensive understanding of motivation. He introduced the concept of motivation as a learning process: Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions. Motivation is a change in energy within a person characterized by affective drives and reactions to achieve goals.¹⁷ The content definition emphasizes the physiological and psychological aspects, which explains that motivation has three interacting and interrelated elements: needs, drives, and goals. James (Saptono, 2016).

Self-confidence is an essential thing that everyone should have. With self-confidence, a person can achieve all desires in his life (Lengkana, Tangkudung, & Asmawi, 2018). Self-acceptance is an attitude that reflects a

sense of pleasure and connection with the reality of oneself.

This attitude is a manifestation of satisfaction with the actual quality of self-ability. Adolescents who are satisfied with their qualities tend to feel safe, not disappointed, and know what they need, so they can be independent and not depend on others to decide things objectively. Confident teens also tend to have a positive self-image and concept. Self-confidence is essential to determine life's direction and purpose (Angelis, 1997). In line with this opinion, according to Anthony (1992), self-confidence is an attitude in a person who can accept reality, develop self-awareness, think positively, have independence, and can have and achieve everything he wants. (Kushartanti, 2009).

Competence is an essential characteristic associated with improving individual or team performance. Competency grouping consists of knowledge, skills, and abilities. Physical competence will require a student to think and have knowledge when doing physical activity by other factors, namely student knowledge and understanding. Student knowledge and understanding become a factor in improving Physical Literacy. The better the knowledge and understanding of students, the easier it is to improve Physical Literacy.

Knowledge and understanding is a process consisting of the ability to explain and interpret something, able to provide broader and adequate images, examples, and explanations, and able to provide more creative explanations and explanations, while concepts are something that is drawn in mind, a thought,

idea, or an understanding (Mawaddah & Maryanti, 2016). Where this is by other factors, namely student knowledge, and understanding. Student knowledge and understanding become a factor in improving Physical Literacy. The better the knowledge and understanding of students, the easier it is to improve Physical Literacy. It is not easy to achieve learning in improving Physical Literacy; of course, there must be other supporters, such as an efficient learning approach, for a driver of achieving Physical Literacy; of course, there are some materials that are delivered interestingly so that students are more enthusiastic, for example by playing jumping.

The learning approach is part of the process where the delivery is excellent and exciting so that the material can be delivered correctly and can affect the quality of students. Rusman (2012, p. 380) states that the learning approach can be interpreted as a point of departure or our point of view on the learning process. Rusman (2012, p. 380), this learning approach is generally divided into teacher-centered and student-centered approaches. From (Wicaksana, 2016). A perfect approach will also have a meaningful effect on children who are the forerunners of good communication lines (Mulya & Lengkana, 2020)

Sudirjo (2017) suggests that 6 to 12 ta hun children have started to have children go out of the house and play with their friends through games that involve physical bag activities. Some tasks that are needed at an early age are the development of attitudes in him to have a will or foster motivation to learn in

motion activities. Play is an excellent solution to increase students' interest in participating in physical education learning, where play is considered cool because it is not saturated. A game is played with a specific rule that is commonly used for fun purposes and can also be for educational purposes (Adhanisa et al., 2016). Of course, there is a type of game as a tool where jumping is one way for children to play more fun because it can imitate various animals that jump, so children are happier. Jumping and jumping is one of the motor movements of children who must continue to get attention to continue to be improved according to the program that is carried out regularly. The results of research on motor skills of children at the age before elementary school can improve through several game modifications such as walking with shifts, lateral jumps on ropes, bending on benches, and standing long jumps (Stanojević, 2016). In the long jump, some elements are very dominant and significantly affect the results of the jump, namely speed when starting and strength when repulsing. It will get maximum results if both of these can be done well. According to Adang Suherman et al. (2001), athletics is a daily human activity that can be developed into play activities and sports activities that are contested in the form of walking. These sports are

contested in walking, running, jumping, and throwing.

This research is expected to provide benefits and useful input material for other researchers and teachers to provide learning materials in schools. This study aims to see how much influence the Jumping Learning Approach: Study of Improving Physical Literacy of Elementary School Children. There is an update from this study about the magnitude of the influence of jumping play on children to improve physical literacy, including Motivation, Self-Confidence, Competence, Knowledge, and Understanding. Before starting this research, there were several previous studies as references.

METHODS

This study used a Pre-Experimental research design with the type One Group Pre-Test and Post-Test Design. In this research design, there are characteristics in the form of (1) Only one group is given pre and test post. (2) Starting with the Pre-Test (initial test), then giving treatment, and ending with the administration of the Post-Test (final test). The effect of the treatment obtained is the result of the difference between the initial and final tests (Ayi Suherman, 2013).

Table 1 One Group Pre-Test Post Test Design

Pre-Test	Treatment	Post-Test
01	X	02

The method carried out is an experimental method, where the experiment itself is a method of testing an idea (or practice, or procedure) to determine whether the idea affects the outcome of the dependent variable (Creswell, 2015). In addition, experimental research is also research carried out by manipulating the object of research and control (Ayi Suherman, 2013).

This research focuses on learning by applying treatment or treatment in the form of learning to play jumping. The treatment used is by the needs of the study and the current curriculum with the addition of some traditional games. One form of learning scenario can be seen in Table 2; the program given is 12 meetings for 80 minutes. For the Pre-test, students do the long jump as an assessment or data value retrieval.

The population of respondents came from class VI (Six) SDN Biru Majalaya, which amounted to 30 students. The instrument used uses a questionnaire that gives 30 questions in each aspect, and answers are prepared by choosing one of the answers, including YES and NO. The instruments used in this study were Motivation and Self-Confidence conducted using the Canadian Evaluation of the Physical Literacy Motivation Questionnaire-2 (CAPL-2), Physical Competence using the Canadian Agility and Movement Skills Assessment (CAMSA), Knowledge and Understanding using the Physical Literacy Knowledge Questionnaire (PLKQ).

The treatment given by researchers is that there are several learning materials to play jumping with a jumping approach. The learning program delivered for the jumping learning approach can be seen in the following table.

Table 2 Learning Programs

Learning Material / Focus
Obstacle Barriers Learning Material 1
Jumping Rope Learning Materials
Line Jumping Learning Material
Jumping Learning Materials
Obstacle Course Learning Material 2
Bamboo Jumping Learning Materials
Gemberia Jump Learning
Obstacle Course Learning 3
Jumping learning materials
Obstacle Course Learning Material 4
Ball Jumping Learning Materials
Obstacle Course Learning Material 5

Increasing children's Physical Literacy has been explained at the beginning Physical literacy has several aspects, including motivation, self-confidence, competence, knowledge, and understanding. This study used

questionnaires for data collection that were distributed to students; before being disseminated, it had been tested for validity first. See the grid can be seen in the following table.

Table 3 Learning Motivation Instrument Grid

Variable	Sub Variables	Indicators	Sub Indicators	ItemTest number		
				+	-	
Student Learning Motivation	Intrinsic Motivation	High and low frequency of learning	a. Study schedule	1,2,6	3,4,5	
			b. Frequency of study			
			High and low length of study time	a. Learning Intensity	7,9,10	8
				b. Self-Study		
			High and low need to know and study an object	a. The need to learn	11,12,13,14,	17
				b. Curiosity to learn	15,16	
				c. Sincerity in learning		
		Extrinsic motivation	Learning environment factors	a. Learning facilities and infrastructure	18,19,20,21,23,24,	22,26
			b. Class Situation	25		
			c. Sincerity in learning			
		Great and low attention of supporters in increasing learning motivation	a. Attention from Master	27,28,29	30	
			b. Competition between classmates			
			c. Value learning outcomes			
			d. Parents			

Risyanto (2019), with the title the effect of the skill-drill-game learning approach on increasing student learning motivation in physical education, showed that the SDG learning approach positively increased student learning motivation

Table 4 Confidence Instrument Grid

No	Aspects	Indicators	Items	
			+	-
1	Confidence in one's abilities	Believe in one's abilities	1,2,14, 15	3,4, 7,17
2	Act independently in making decisions	Not depending on others Responsible Want to be a high achiever	6, 8 11	9 16 18
3	Have a positive self-concept	Not easy to give up	5,10,1 9	23,2 6,30
4	Dare to express your opinion	Have the ability to act	13,20, 21,22, 28	25,2 9,12 ,24, 27

Table 5 Knowledge and Understanding Instrument Grid

Variable	Indicators	Items	
		+	-
Knowledge and understanding of students in learning PJOK playing jump	1. Understanding the play of jumping	10,12	15,17
	2. Objectives of learning	19,20,24	25
	3. Know the elements of playing jump.	7,8,11	6,9
	4. Understand the learning delivered	1,2,4	3,5
	5. Knowledge of Physical Education	13,16,19	14
	6. Knowledge of the different types of jumping play	21,22	25
Student Attitudes to Learning	1. Attitude when learning	18,23,26	18
	2. Be polite when studying with friends	28	29,30

Table 6 Competency Instrument Grid

Variable	Indicators	Items	
		+	-
Physical motor	1. Know good behavior	30,27,25	26
	2. Have a healthy life behavior	1,5,9	2
	3. Get to know physical activity	4,7,8,15	12
	4. Perform sports movements	19,20,21	17,23
	5. Doing daily movement activities	10,	22,
Cognitive	1. Perform all movements of physical activity	6,	18,
	2. Able to practice jumping	11	28
	3. Play jump with friends	13	29
	4. Have channeled talent	14	24
	5. Can master learning	16	3

FINDINGS AND DISCUSSION

There is this problem, especially in elementary school children playing jumps are much less enthusiastic and lack Physical Literacy. Therefore researchers treat children so that they have great enthusiasm for playing and jumping and improving their Physical Literacy.

Findings

Based on Value (Sig): Based on the Output value above, the deviation from Linearity Sig. is $0.548 > 0.05$. So a significant linear relationship exists between the Pre Test variable (X) and the Post Test Variable (Y). Based on the value of F: Based on the Output value above, the calculated F value is $0.846 < 2.549$. Because the calculated F value is smaller than the table F value, it can be concluded that

there is a significant linear relationship between the Pre-Test variable (X) and the Post Test Variable (Y). Based on the table above, that can be known that the value of R Square is 0.192. This means that in its increase in the number of percentages, the value of R Square $0.192 \times 100\% = 19.2\%$. Thus, the increase in various types of tests carried out has increased by 19.2% on the physical literacy results of elementary school students.

Based on the table above, the jump results show that the values of $\text{sig}.0.308 > 0.05$ can be normally distributed. Based on the table above regarding motivation, the degree of freedom (df) amounts to 30. Thus, the decision-making technique with the Shapiro-Wilk Technique. The basis of retrieval is known if

the value of sig. > 0.05, then the data is usually distributed. Based on the table above, it can be seen that the value of sig. 0.081 > 0.05. Thus, the data is usually distributed.

As a result of self-confidence, it can be seen that the degree of freedom (df) amounts to 30. Thus, the decision-making technique with the Shapiro-Wilk Technique. The basis of retrieval is known if the value of sig. > 0.05, then the data is usually distributed. Based on the table above, it can be seen that the value of sig. 0.384>0.05. Thus, the data is usually distributed. As a result of knowledge and understanding, it can be seen that the degrees of freedom (df) amount to 30. Thus, the decision-

making technique with the Shapiro-Wilk Technique. The basis of retrieval is known if the value of sig. > 0.05, then the data is usually distributed. Based on the table above, it can be seen that the value of sig. 0.158 > 0.05. Thus, the data is usually distributed.

Based on the table above regarding physical competence, it can be seen that the degree of freedom (df) amounts to 30. Thus, the decision-making technique with the Shapiro-Wilk Technique. The basis of retrieval is known if the value of sig. > 0.05, then the data is usually distributed. Based on the table above, it can be seen that the value of sig. 0.095 > 0.05. Thus, the data is usually distributed.

Table 7 T Test Independent Sample Test

		t-test for Equality of Means
		Sig (2-tailed)
Motivation	Equal variances assumed	,000
	Equal variances not assumed	,000
Confidence	Equal variances assumed	,000
	Equal variances not assumed	,000
Knowledge and Understanding	Equal variances assumed	,000
	Equal variances not assumed	,000
Physical Competence	Equal variances assumed	,000
	Equal variances not assumed	,000

Results from the t-test or Independent Sample Test Based on the results in the table above, it can be known that the value of sig. (2-

tailed) 0.000 < 0.05. So there is a significant difference in score points between the value of Motivation and Physical Literacy Results.

Based on the results in the table above, it can be seen that the value of sig. (2-tailed) $0.000 < 0.05$. So there is a significant difference in score points between the Confidence score and Physical Literacy Results. Based on the results in the table above, it can be seen that the value of sig. (2-tailed) $0.000 < 0.05$. So there is a significant difference in score points between the value of Knowledge and Comprehension and Physical Literacy Results.

Based on the results in the table above, it can be seen that the value of sig. (2-tailed) $0.000 < 0.05$. So there is a significant difference in score points between the value of Physical Competence and Physical Literacy Results.

Discussion

In education, of course, there will be obstacles in various aspects. In this paper, researchers find solutions to overcoming problems in elementary schools, which in this problem respect the approach of learning to play jump to improve Physical Literacy. Researchers in solving this problem involve previous research which takes or as a reference.

Relevant research is usually used to find similarities and debates between other people's research and the research we are making or compare one study with another: Research conducted by Nur (2019) entitled "The Effect of Obstacle Jumping Training on Squatting Style Long Jump Ability in Male Students of SMP Negeri 1 Luwuk" obtained results in the form of obstacle jumping exercises that can improve squatting style long jump ability. This is by the study's title but only improves long jump ability, not student motivation.

Gustian et al. (2019) conducted research entitled "The Effectiveness of traditional game modification in the Development of physical literacy in kindergarten children." This study obtained experimental results showing an increase in OT when traditional games are used as learning activities. The increase in OT due to traditional play has stimulated children to carry out movement activities actively and is effective in developing OT kindergarten children. This is the same as research but only in learning activities, not motivation.

Research conducted by Risyanto (2019) entitled "The Effect of the Skill-Drill-Game Learning Approach on Increasing Student Learning Motivation in Physical Education" showed that the SDG learning approach positively affects student learning motivation in physical education. In this study, SDG learning increased student learning motivation rather than physical literacy.

CONCLUSION

Based on the results that the author has explained above, physical literacy activities have a significant influence on implementation in elementary schools by using various aspects/variables that are the author's reference to determine the level of influence. It can be concluded that based on the Determination test or R Square test from the results of the pre-test to the post-test, it has a significant influence, which is 19.2% on the implementation of physical literacy activities. Hopefully, the results of this study can be used as a basis, add information, and as a reference for other

researchers for the benefit of developing knowledge related to physical literacy in physical activity participation at elementary school age.

ACKNOWLEDGMENTS

The researcher expressed his gratitude to Allah SWT, who gave strength to his servants, not forgetting the researcher to thank himself, who was always strong and able to get to this point. Likewise, to parents, thank you for always giving support and prayers. The researcher expressed his gratitude to the supervisor, Mr. Dr. Ang gi Setia Lengkana, S.Pd., M.Pd, and Dr. S. Encep Sudirjo, M.Pd, who provided guidance and direction until this research essay cell. Thank you to my friend Indah Lestari Nurfadilah who always gives support and prayers and accompanies in this research, to fillo coffee many are grateful for giving space to find solutions to every problem along with the ranks of relatives and colleagues, all who cannot be said all that and thank you.

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