

# Development of Long Jump Learning Model Through Examples Non Examples Method During Pandemi Covid -19 in SMP 1 Talang Kelapa, South Sumatra

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**Abstract.** The objectives of this study were: 1) to design a long jump learning model using the examples non-examples method during the Covid-19 pandemic. 2) to find out the effectiveness of the long jump learning model through the examples non-examples method during the Covid-19 pandemic. This research is a development research. The research subjects were grade VII students of SMP Negeri 1 Talang Kelapa, South Sumatra. Data analysis was performed by expert validation test and effectiveness test. The results of the research resulted in a long jump learning model using the examples non-example method which was valid and effective. It is suggested to the teacher as an alternative model in improving the long jump learning outcomes through the examples non-examples method in junior high school.

**Keywords:** Learning model, the examples non examples method.

## 1 Introduction

The Covid-19 pandemic in 2020 has brought many changes in people's lives. All work is recommended to be done at home including teaching and learning. The teaching and learning process during the Covid-19 pandemic period took place, teachers were charged to keep working professionally in order to provide the best learning so that students could still enjoy learning properly when it was before Covid 19. This incident made it difficult for most teachers to provide teaching material that was difficult for students to understand. Given the pandemic period, learning sometimes cannot cover all aspects needed by students to absorb lessons well. The use of appropriate learning methods must be put forward if the learning aspects are to be fulfilled. The learning method is a method or strategy that can be used by teachers in teaching so that students can more easily understand the teaching material provided by the teacher, this is in accordance with the opinion of Maesaroh (2013: 155) explaining that the method is a tool in the implementation of education, namely that used in delivering the material. Even easy teaching materials are sometimes difficult to develop and difficult for students to accept, because the methods or methods used are inappropriate. However, on the other hand, a difficult lesson will be easily accepted by students, because the delivery and methods used are easy to understand, precise and interesting.

One of the lessons that experienced obstacles during the pandemic period was the long jump learning at SMP No. 1 Talang Kelapa. The reality faced by teachers in learning the long jump at Talang Kelapa Junior High School is that the long jump learning outcomes have not

been completed. Based on data on student learning outcomes during the pandemic period, 60% of students had not yet completed the long jump subject. 60% of the completeness achievement was obtained after the average class of students was only able to collect 50 points in the prefix technique, 70 in the stepping technique, 65 in the hovering technique and 55 in the landing technique. Long jump is an activity where a person, in this case the student, performs a movement that begins with running, stepping, hovering and landing techniques. According to Aminudin (2010: 16) explains that long jump is an activity in athletics with movements that are carried out in the jump to achieve the longest jump.

Based on the observations made by the researchers, the cause of the low learning outcomes of students' long jumps was the inaccurate use of the teaching method given by the teacher in teaching the long jump. The reality that occurs in the field when the long jump learning process takes place is:

1. The method used by the teacher only relies on the lecture method.
2. There is no interaction between teacher and students because the interaction occurs only in one direction, not student-centered.
3. Monotonous lesson.
4. The lack of examples such as media in the form of pictures makes students confused about practicing good technical skills.

Most of the teaching and learning activities of Physical Education and Health are motion-based, including long jump skills, where each activity is an aspect of motion starting from the start, stepping, hovering and landing. Every aspect of movement must be properly understood and carried out based on good performance criteria. Given the problems that arise in long jump learning always occur in every lesson, innovation in developing a renewable learning model is needed to overcome these problems. One of the learning models that are expected to complete learning outcomes is the use of the examples non examples method. The examples non examples learning model is an active learning model. according to Suprijono in Kaharuddin & Hajeniati (2020: 38) argues that in essence an active learning model is to direct the potential of students towards the material being studied. When students learn actively, it means that they dominate learning activities, so that they are not active teachers in learning. According to Istarani in Habibah (2016: 58) explains that the advantages of the examples non-examples model include:

- a. Learning is more interesting, because pictures can increase students' attention to participate in the teaching and learning process.
- b. Students are faster in capturing teaching material because the teacher shows pictures of the existing material.
- c. Can increase the power of students' reasoning or thinking because they are asked by the teacher to analyze the existing pictures.
- d. Can improve cooperation between students because students are given the opportunity to discuss the analysis of existing images.
- e. Learning is more memorable because students can directly observe the pictures that have been prepared by the teacher.

Based on the problems described above, it is very necessary to develop a learning model that is effective for use by teachers. It is hoped that using a learning model through the examples non-examples method during the Covid-19 pandemic in junior high school students. which later can be used as a solution to make it easier for students to learn the squat style long jump and can complete the squat style long jump learning outcomes for the covid-19 pandemic mass of junior high school students. The title of this research is " Development Of

Long Jump Learning Model Through Examples Non Examples Method During Pandemi Covid -19 In Smp 1 Talang Kelapa, South Sumatra”.

## 2 Methods

This research is a type of R&D research where the goal is to create and test the effectiveness of the product. The product is the squat style long jump learning design through the examples non examples method. The procedures in this study, namely (1) Potential and problems, (2) data collection, (3) product design, (4) product validation, (5) design revision, (6) small group trials, (7) product revision, (8) Product revision, (9) Large group trial, (10) Final product. The sample used in the small group trial amounted to 12 people and the large group amounted to 34 people. Collecting data using observation sheets and instrument validation questionnaires. Observation sheets are used to collect data from student evaluations of product use, while questionnaire sheets are used to measure product validity from experts. Analysis of the data used in the development of squat-style long jump products using a descriptive percentage.

## 3 Results And Discussion

Based on the findings of the research, the aim of this research was to determine the effectiveness and validity of the product of the squat-style long jump learning model through the examples-non-examples method in junior high school. Expert validation was carried out by involving a team of validators and a product revision was made. Furthermore, the results in the study are presented as follows:

### 3.1 Small Group Trial

The small group trial involved 12 seventh grade students of Junior High School Number 1 Talang Kelapa. Based on the small-scale group trial data, the results of the students' questionnaire answers were 81.15% with good categorization. Based on these results it was concluded that the product of the squat-style long jump learning model through the examples non-examples method could be used for seventh grade students of SMP Negeri 1 Talang Kelapa. Below is a table of small scale trial results:

**Table 1.** Small Group Percentage

No.	Test	Completeness
1	Data Pretes	46
2	Data Postest	92

Based on the table above, it can be concluded that there was an increase of 46% in the completeness of the long jump learning outcomes through the examples non-examples method for students of Middle School Number 35 Talang Kelapa on small-scale trials.

### 3.2 Large Group Trial

The large group trial involved 34 students of seventh grade Junior High School Number 1 Talang Kelapa. Based on the data from large-scale group trials, the results of the students' questionnaire answers were 93.71% with very good categorization. Based on these results it was concluded that the product of the squat-style long jump learning model through the examples non-examples method could be used for seventh grade students of SMP Negeri 1 Talang Kelapa. Meanwhile, the increasing effectiveness of learning the squat style long jump with the examples non-examples model can be seen in the table below:

**Table 2.** Pretest and Posttest Percentage

NO	TEST	COMPLETENESS%	IMPROVEMENT%
1	Data Pretest	38%	49%
2	Data Posttest	87%	49%

### 3.3 Small Group Trial Data Analysis

Based on data analysis from the results of small group trials conducted by the validator team, it was found that the average value of the assessment was 91.10% with excellent categorization. The product evaluation from the physical education learning material expert, in this case the head of the PJOK MGMP, obtained a value of 93.15% with a very good category, while the product evaluation from an expert on drawing materials that corresponds to the squat style long jump technique is carried out by athletic experts in South Sumatra. amounted to 89.05 with good category.

Problems when the product is tested on a small scale are:

- The small size of the image makes it difficult for some students to analyze motion, so it needs further development regarding the size of the image being designed.
- The reference or assessment rubric does not yet fulfill the technical skills aspects of distance learning.

### 3.4 Large Group Trial Data Analysis

Based on data analysis from the results of large group trials conducted by the validator team, it was found that the average value of the assessment was 93.09% with a very good category. The product evaluation from the Physical Education learning material expert in this case is the team leader of the MGMP PJOK South Sumatra members, the score was 94.98% in the very good category, while the product evaluation from the drawing material expert that corresponds to the squat style long jump technique is carried out by athletic experts. South Sumatra obtained a score of 91.20 in the very good category. There is no problem with the product being prepared in large-scale trials, considering that product revisions on a small scale already support all aspects that are needed by students.

### 3.5 Physical test results for athletes using a physical test application model

#### The final product

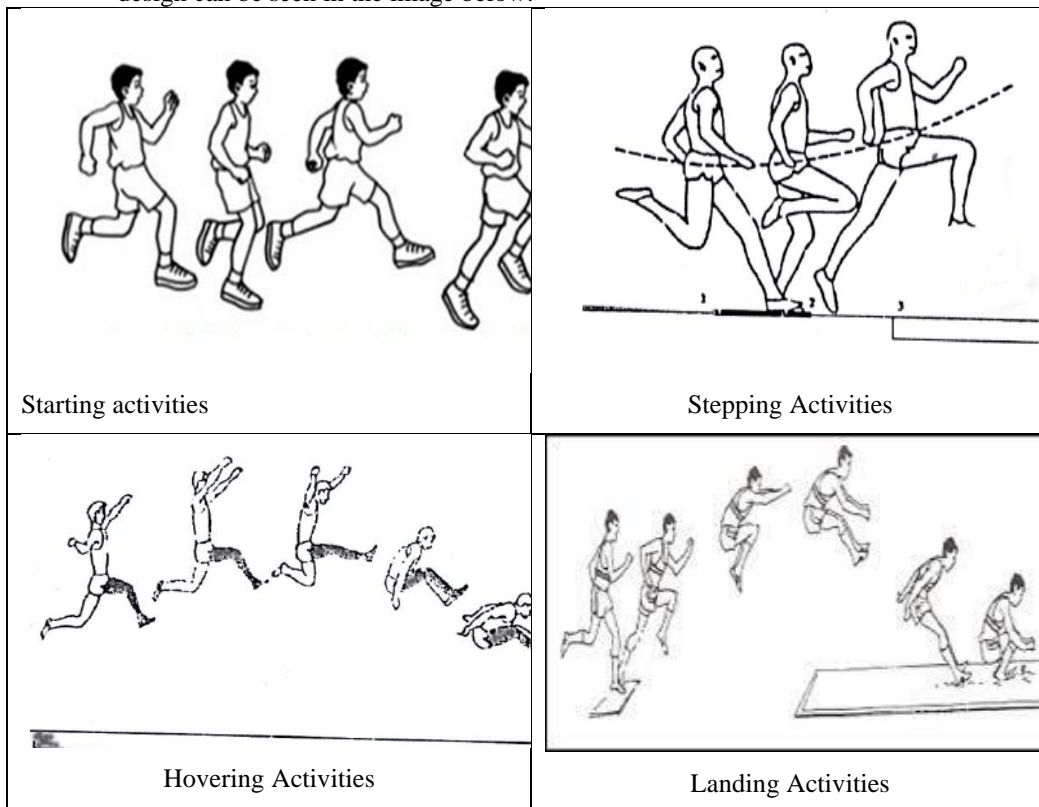
- Syllabus and Learning Implementation Design.

The syllabus design and components of the squat-style long jump learning model through the examples non-examples method in the syllabus and the learning implementation plan.

b. Steps to Deliver Squat Style Long Jump Material Through the Method Examples non examples.

In this discussion, the researcher has specially designed the preparation for teaching or provides the squat style long jump material through the examples non-examples method, including:

- 1) Researchers provide learning material according to the syllabus and lesson plans starting with preliminary, core and closing activities.
- 2) In the main activity, the researcher prepared teaching materials in the form of a banner measuring 150 x 2.50 cm as a learning medium or for example non-examples material. The image design can be seen in the image below:



- 3) Researchers provide opportunities for students to read, listen, observe, and analyze the images that the researcher explains as clearly as possible.
- 4) Researchers evaluate students' understanding, both in terms of attitudes, knowledge and skills.

c. Conduct an Evaluation

Evaluation in the learning model is focused on assessments using evaluation sheets on aspects of attitudes, aspects of knowledge and aspects of psychomotor.

## 4 Conclusions

Based on the analysis of the research data, it can be concluded that:

- a. The product of the squat-style long jump learning model through the examples-non-examples method for junior high school students was declared valid because the results of the small group trial conducted by the validator team obtained an average score of 91.10% with excellent categorization.
- b. The product of the squat-style long jump learning model through the examples-non-examples method for junior high school students was declared effective because the results of the small group trial resulted in a score of 81.15% with good categorization.
- c. The product of the squat-style long jump learning model through the examples-non-examples method for junior high school students was declared effective because the results of the large group trials obtained a score of 93.71% with very good categorization.
- d. The product of the squat-style long jump learning model through the examples-non-examples method for junior high school students was declared effective because the results of the large group trials obtained a score of 93.09% with very good categorization.
- e. The final product of the squat-style long jump learning model through the examples non-examples method is very effective for use in junior high school.

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