



Interest and Learning Outcome of Learning Material Long Jump Squat Style (Tuck) Through Rubber Rope Assistance

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ABSTRACT

The purpose of the study is to find out How the implementation of tools to help Ropes Rubber in increasing the interest and the results of PJOK learning material jump much style squat (tuck) students grade VII.1 SMP Negeri 9 Kendari and Do means of auxiliary rope rubber can increase the interest and the results of learning PJOK materials jump far Squat style (tuck) class VII.1 students of SMP Negeri 9 Kendari . This research was conducted in the School Class VII.1 SMP Negeri 9 Kendari District of Kadia , Kendari . The location of this research was determined because it took into account the ease of cooperation between researchers, the school, and the object being studied as well as time and cost savings because the research location is a place for researchers to teach. The research will be carried out in semester 1 , starting from October to December 2019. Data in the form of observations or observations are classified as qualitative data. This data is interpreted and then connected with quantitative data (tests) as a basis for describing the success of the learning implementation that has been carried out. The test results data were analyzed descriptively, namely by comparing the test results between cycles . Based on the results of research on the application of Rubber Rope aids to Class VII.1 students of SMP Negeri 9 Kendari for the 2019/2020 academic year . Results of studying cognitive eyes of subjects PJOK students Class VII.1 SMP Negeri 9 Kendari on material long jump squat style (tuck) increased by applying tools rubber strap . This can be seen from the average value of the class there was an increase in the first cycle of 77.4 ; and in cycle II 86 . For students who finished studying (completeness score 76) in the first cycle 72.22% after reflection there were 6 students who did not complete (test score below 76) , but overall their learning outcomes had increased when viewed from the percentage of students' completeness , and at the second cycle test became 100 % after the second reflection there were 0 students who did not complete (the test score was below 76) . To increase interest and learning outcomes of PJOK material long jump squat style (tuck) using a rubber rope tool is that the teacher must be skilled in applying the rubber rope tool and adapted to the situation and condition of the students.

Keywords : *Interest, Learning outcomes, PJOK Learning Material*

I. INTRODUCTION

Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions between students, students and teachers, the environment and other learning resources in order to achieve the goals of basic competencies (Dwiyogo, 2010). Djamara & Zain (2010) implementation of learning is an activity that has educational value that colors the interactions that occur between teachers and students. Interaction has educational value because the implementation of learning carried out is directed to achieve certain goals that have been formulated before the implementation of learning begins. According to Dayson (2002), the results of his research show that the learning format plays an important role for physical education, but its implementation may not be smooth or problem-free.

Broadly speaking, the management of the learning process can be divided into three categories, namely routine management, core management of the learning process, and environmental management and learning materials (Maksum, 2010). The learning experience will be poured in the form of learning implementation created by the teacher according to the learning design that has been made with a varied and student-centered learning approach. According to the regulations made by Permendikbud No 22 of 2016 related to process standards, namely the implementation of learning is the application of the learning implementation plan which includes preliminary, core and closing activities.

Physical education, sports and health are media to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (mental-emotional-sportivity-spiritual-social attitude).

In addition, physical education is a compulsory subject in schools, including in BC P , for physical education into the curriculum. Physical education is an integral part of the total educational process. The purpose of Physical Education is to develop physical, mental, emotional and social fitness through physical activities. Rusli Lutan (2009: 30), physical education is an integral part of overall education that aims to improve individuals organically, neuromuscularly, intellectually and emotionally through physical activity. Meanwhile, the teacher as a motivator and facilitator, has an important role in providing meaning and meaning for physical education and sports learning as a means or tool.

Currently, PJOK learning at SMP Negeri 9 Kendari has not focused on students, but is still focused on teachers. The lecture method is the main choice for delivering learning materials. In the learning process, there is still little practice, the teacher only explains the product and a little process so that students cannot find and find the meaning of everything they learn. This causes the motivation and learning outcomes of students in PJOK learning is still low.

The learning conditions mentioned above are an illustration of what happened at SMP Negeri 9 Kendari, Kadia District , Kendari City . Based on initial reflection , that the PJOK learning process is still not optimal, because all activities in learning are still dominated by the teacher. So the teacher is active and students only listen and take notes on material that is considered important. The teacher provides knowledge (material) to students in finished form, without any practicum, so students do not know where (process) the knowledge is obtained. As a result, students are less active and have difficulty understanding the material presented by the teacher.

This is supported by data on the achievement of the results of observing and evaluating PJOK lessons for Class VII.1 semester 1 students of the 2019/2020 academic year which is still below the minimum completeness criteria (KKM) set by the school, which is 76 . Data learning outcomes indicated by the value of the 36 students who ni others fulfill KKM or above the KKM there are 10 students or 27,77 % and 26 students or 72,22 % were under the KKM. Looking at the data on learning outcomes and the implementation of these subjects, the quality of the learning process needs to be improved. So that students' understanding of PJOK lessons increases and learning objectives can be achieved optimally.

Based on these problems, the researcher wants to determine collaborative actions to improve the quality of PJOK learning to encourage student involvement in PJOK learning and improve student learning outcomes . So the researcher wants to use a rubber rope tool . Rubber rope aids are teaching methods that use demonstrations to clarify an understanding or to show students how to do something.

Rubber rope tool is a teaching method in which a teacher or other person who is intentionally asked or the student himself shows the whole class about a process or a kaifiyah doing something.

From the description of the background of the above, the researchers will examine classroom action research with the title " Efforts to Improve Student Learning Outcomes Matter In Mapel PJOK long jump squat style (tuck) Through Tools Ropes Rubber in Class VII.1 SMP Negeri 9 Kendari Academic Year 2019/2020 ”.

II . LITERATURE REVIEW

A. Theory Study

A) Interest in Learning

1. Definition of Interest

Interest is not an innate talent or talent that a person has, on the contrary, interest is a natural impulse from the soul to continue to carry out an activity continuously. Humans who tend to enjoy an activity with a sense of happiness are called interests.

Interest can be a trigger for student involvement (someone) in an activity. Therefore, interest in learning is an impulse to always learn. In self-study there are activities in the form of absorbing knowledge, information, psychomotor and cognitive skills and experience.

2. Indicators of Learning Interest

Indicators are review instruments that can produce guiding information from the subject being studied. Its relationship with students' interest in learning is an indicator as an instrument for teachers to obtain indications of student interest.

There are aspects that can show that the students studied have a high interest in learning by means of learning methods at home and in class. Here are things that can be known about student interest in learning:

a. Favorite

Basically someone who likes to do something, because of interest. Often a thing will be easy to remember because the person likes it. This can be an example for students who are interested in a subject matter, then they will tend to like the subject matter. The interest shown by students can be seen from the enthusiasm and initiative of students in paying attention to the subject matter.

Enthusiasm can produce an unyielding attitude in gaining knowledge about the subject matter of interest. While the initiative can produce unexpected knowledge of the subject of interest.

b. Interest

The form of interest can be seen when students respond to what has been given by the teacher during learning activities at school.

Students' reactions to these learning activities occur because what is given by the teacher attracts students' attention, so students are stimulated to respond or ask questions. The interest of students can also be seen when they are enthusiastic and always carry out the assigned tasks.

c. Attention

Students who have an interest in learning will be more attentive to what they are learning, they are more diligent and happy with the lesson. Attention is useful so that students can focus more on knowing what needs to be done and what doesn't need to be done in these subjects.

d. Involvement

What is meant by involvement is the participation of students in the lesson. Involvement can be in the form of working on a task or project related to the learning material. Involvement can encourage students to work hard, thorough and tenacious. The results of student involvement can also make them more diligent and more enthusiastic in acquiring new knowledge. So that students can have broad insight and a smooth heart.

3. Increase Interest

Education experts argue that the most appropriate thing to be able to develop interest in learning in students is to find out / find student interests. Teachers are also required to be able to maximize the interests or talents that already exist in students and find new ones. This can be done by providing insight into the usefulness or benefits of a lesson. For example, explain the benefits of studying history, mathematics or sociology in everyday life. Try to explain the benefits that are not far from the daily life of students.

In addition, teachers are also expected to be good at communicating and motivating students, so that students can be stimulated and can find out their interests.

4. Kinds of Interest in Learning

Based on statements from Lester D. Crow and Alice Crow in "Educational Psychology". There are aspects that can grow an interest, including external and internal aspects. The following is the explanation in question:

a. Internal Aspect

This is an aspect that boils down to within the learner. This can be in the mindset, mental growth and determination in learning. In another case is where a student is less able to understand mathematics. But if the mindset develops and is willing to work diligently, students will be able to get a solution to a mathematical problem. The purpose of the developing pattern is that if an individual routinely trains or hones something (can be a skill), then he will definitely become an expert or skilled in the skills being trained. This is one of the purposes of Malcolm Gladwell's 10k hour legal form.

b. External Aspect

There are many estuaries from the external aspect, here are the types and their explanations:

✓ **Family**

This aspect is the most important estuary from the external aspect because the family is the first school/environment that influences students. Starting from the way of thinking, behavior and habits. For example, when in the family there is a habit of reading, a child will surely imitate it and it will become a habit.

✓ **Friend Environment**

Good or bad friends will gradually affect the attitudes and behavior of students. Even the social environment has a greater impact than the influence of the family. Because there a child has a friend who is like-minded and soulful.

✓ **Provision Models and Methods in Learning**

This is the task of the teacher when providing a method or model in learning. In this section is how the teacher conveys the content of a material so that students can understand it correctly.

Because the expression of the model or method is carried out interactively, the teacher can use it to establish connections with students in order to create understanding. It aims to make it easier for students to find what they like and are interested in.

B) Learning Outcomes

1. Learning and Learning Outcomes

The definition of learning has been put forward by many experts. Psychologists and educationists put forward different formulations according to their respective fields of expertise. Of course they have scientifically justifiable reasons.

Learning according to Ahmadi and Supriyono (1991:121) is a business process carried out by individuals to obtain a new behavior change as a whole as a result of the individual's own experience in individual interactions with the environment. Elements in behavior change can be characterized by several things, including: motivated behavior, behavior to reduce tension, conscious behavior, environment that motivates behavior, behavior is influenced by processes in the organism, and behavior is determined by capacity in the organism. .

Slameto (1995:232) suggests that learning is a process of effort by a person to obtain a new behavior change as a whole as a result of his own experience in interaction with his environment. Changes in behavior can be interpreted as changes in the mastery of the cognitive, affective, and psychomotor domains. The characteristics of behavior change in the sense of learning include several things, namely changes that occur consciously, are continuous and functional, are positive and active, are not temporary, are purposeful and directed, and cover all aspects of behavior.

Meanwhile, according to Syah (2003:60), learning can be understood as the entire stage of individual behavior that is relatively settled as a result of experience and interaction with the environment that involves cognitive processes. The thought process here can provide a very important understanding for someone when perceiving the

environment in an effort to influence a person's behavior. When a person's cognition is able to absorb what is happening in the environment and absorb it, it can change its shape into behavior. The cognitive field includes the type of learning outcomes of rote knowledge, types of understanding learning outcomes, types of application learning outcomes, types of analytical learning outcomes, types of synthesis learning outcomes, types of evaluation learning outcomes.

Howard L. Kingkey (in Prakoso, 2003:6) suggests that learning is a process in which behavior (in a broad sense) is generated or changed through practice or practice. Learning activities for a group of students who are biased will be unsatisfactory in other situations. So it is necessary to habituate yourself in order to train yourself from all actions. Someone needs to prepare other technical things as a support to get used to it.

A more complete understanding of learning is put forward by Suryo Subrata (2002:232), namely:

- a. That learning brings change (in terms of behavioral changes, actual or potential).
- b. That the change is basically the acquisition of new skills.
- c. That the change occurred because of effort (deliberately).

The change in question is a change in humans themselves. from not knowing to knowing, from not understanding to understanding. The change itself will eventually give birth to changes from various aspects, one of which is the psychological aspect which includes several things such as the nature of curiosity, creative nature, the desire to get sympathy, the desire to correct failures, the desire to get a sense of security, and rewards as the end of learning.

From the definitions stated above, it can be concluded that there are several important elements that characterize the notion of learning, namely:

- a. That learning is a change in behavior.
- b. Learning is a change that occurs through practice or experience.
- c. To be called learning, the change must be relatively steady.
- d. Behavior that changes due to learning involves physical and psychological.

2. Understanding Learning Outcomes

Learning outcomes are abilities that students have after they receive their learning experiences. Learning outcomes have an important role in the learning process. The process of assessing learning outcomes can provide information to teachers about student progress in an effort to achieve learning goals through learning activities. Furthermore, from this information the teacher can arrange and foster further student activities, both for the whole class and individually.

Murai in Beck (1999; 290) defines the results as follows: "to overcome obstacle, to exercise power, to strive to do something difficult as well and as quickly as possible (the need for results is to overcome obstacles, train strength, try to do something difficult well and as soon as possible). Overcoming the obstacles in question from those that previously could not reach the maximum, then with the learning outcomes can overcome a problem. Also from the previous from various weaknesses to being able to be strong which is the result of learning. Likewise, when faced with complicated problems with learning outcomes, a person is able to change something that is difficult to be easy.

According to Sukardi (1998:51) what is meant by the results is a proof of the success of a person's business achieved. The evidence is in the form of knowledge and skills that are useful for students in their daily lives as well as attitudes and ways of thinking critically and creatively in the context of creating quality human beings, being responsible for themselves, society, nation and state and being responsible to God Almighty.

Meanwhile, according to Winkel (1997:39) results are evidence of business that can be achieved. Based on this opinion, the notion of learning is a result that is achieved and succeeded in changing behavior towards a more advanced / increased through deliberate activity to obtain better results. While what is meant by learning outcomes is the mastery of knowledge or skills developed by subjects and indicated by test scores or scores given by a teacher.

A student in the process of teaching and learning activities receives various knowledge and skills from the teachers. After receiving various lessons, a teacher usually conducts an assessment. This is done to determine the extent to which the material that has been delivered can be accepted and mastered by students.

A person's learning outcomes mean the results that have been achieved through structured and planned tests within a certain period of time. Students can be said to be successful if they are able to master the subjects given by the teacher well based on the existing curriculum. Students are said to be successful or unsuccessful, one of which can be seen through the values they have successfully obtained and reported in the form of report cards. These learning outcomes can generally be classified into three aspects, namely cognitive, affective, and psychomotor.

Based on the above, is the result of learning is the learning outcomes of students who show mastery of the material or materials subject at school after carrying out teaching and learning activities in a given period, as embodied in the form of values that exist in the formative test results of students.

3. Factors Affecting Learning Outcomes

Learning outcomes achieved by individuals are the result of interactions between various factors that influence each other so that by recognizing these factors efforts can be made to help students achieve good learning outcomes. According to Slameto (1995: 54) in the learning process, learning outcomes are influenced by three factors, namely

factors originating from individuals (internal) who are studying, factors originating from outside the individual and the third is the learning approach factor. These three factors can be described as follows:

a. Factors that exist from within the individual (internal)

The factors contained in students include 2 aspects, namely physiological factors and psychological factors.

1) Physiological Factors

A person's learning process can be influenced by physical conditions that mark the level of fitness of the body's organs can affect the spirit of the intensity of students in following lessons. If the situation is good then the teaching and learning process will be good, but on the contrary if the above factors are not good, it can interfere with one's learning process.

2) Psychological Factor

There are 5 factors that can affect learning in psychological factors, namely:

a) Intelligence

Intelligence in general can be interpreted as a physical psychological ability to stimulate or adjust to the environment in an appropriate way (Reber, 1988).

b) Attitude

Attitude is an internal symptom with an affective dimension in the form of a tendency to react or respond in a relatively fixed way to objects, people, goods, and so on, either positively or negatively.

c) Talent

Talent is the potential ability of a person to achieve success in the future. Meanwhile, according to Hilgard talent is the ability to learn. This ability is only realized into real skills after learning or practicing.

d) Interest

Interest is a high tendency and excitement or a great desire for something. Interest has a very big influence on learning, because if the subject matter being studied is not in accordance with the interests of students, students will not learn as well as possible because it is not interesting for them. Meanwhile, learning materials that interest students are easy to learn and store.

e) Motivation

Motivation is the internal state of the organism, both humans and animals, that encourage it to do something. In this sense, motivation means a supplier of power to behave in a directed manner (Gleitman, 1986).

b. Factors that come from outside the individual (external factors) Students' external factors consist of two kinds, namely:

1) Social Environment

The social environment such as teachers, administrative staff, and classmates can affect a student's enthusiasm for learning. Teachers always show sympathetic nature and behavior that show good and diligent role models, especially in terms of learning, for example diligently reading and discussing, can be a positive impetus for student learning activities. Furthermore, what is meant by the social environment is the community and neighbors, also including playmates around the student village.

The social environment that influences the learning activities more is the parents and the students' families themselves. The nature of the parents, family management, family tensions, and family demographics (place of the house). All can have a good/bad impact on learning activities and student outcomes.

2) Non-Social Environment

Factors including non-social environment are facilities and infrastructure, family residence and location, learning tools, weather conditions and study time used by students. These factors are seen as determining the level of student success.

3) Learning Approach Factors

The learning approach can be understood as a method or strategy used by students in accommodating the effectiveness and efficiency of the learning process of certain materials. Strategy in this case means solving problems or achieving goals that are engineered in such a way as to solve problems or achieve certain learning goals (Lawson, 1991). In this case, the learning approach is very influential on the level of success of the student's learning process.

Student learning outcomes can be influenced by 5 (five) factors, namely:

1) Learning talent factor.

2) Factors available for learning.

3) The ability to learn factor.

4) Teaching quality factor.

5) Environmental factors.

In the learning process, the types of learning outcomes that are expected to be achieved by students are important for teachers to know, so that teachers at the next stage can design learning appropriately and meaningfully. The type of learning outcomes in question need to be visible in the formulation of learning objectives, because that is what the learning process will achieve. From the various opinions that exist, it can be classified into three points of view, namely:

1) View learning as a process.

2) View learning as a result.

3) View learning as a function.

According to Anderson, educational goals can be classified into three areas, namely:

- 1) Cognitive domain, which contains behaviors that emphasize intellectual aspects, such as knowledge, understanding, and thinking skills.
 - a) Remembering (remembering)
 - b) Understanding (understanding)
 - c) Applying (applying)
 - d) Analyze (analysis)
 - e) Assess (evaluation)
 - f) Creating (creation)
- 2) Affective domain, contains behaviors that emphasize aspects of feelings and emotions, such as interests, attitudes, appreciation, and ways of adjustment.
- 3) Psychomotor domain (psycomotor domain), contains behaviors that emphasize aspects of motor skills such as handwriting, typing, swimming, and operating machines.

C) Learning PJOK Material Long Jump Squat Style (Tuck)

1 . Definition of the Long Jump

Jumping is a movement to lift the body from one point to another that is farther or higher with a fast or slow pace of running by supporting one foot and landing with the feet or other body parts with good balance (Djumidar A. Widya, 2004: 65).

While the long jump according to Aip Syarifudin (1992: 90) is a movement to jump forward and up in an effort to carry the point of weight as long as possible in the air (floating in the air) which is done quickly and by repulsing on one leg to reach a distance as far as possible. - away.

2 . Kinds of Style in the Long Jump

There are several styles involved in the long jump. The styles in the long jump are as follows:

- 1) According to Eddy Purnomo (2007: 85) the kinds of long jump styles are Squat Style (sail style), Hang style (hang style), Air Walk style (hitch kick style).
- 2) According to Yoyo Basuki, et al (2000: 17) in the long jump there are three styles that are used to maintain body posture in the air, namely the squat style, the elastic style, and the hitch-kick style or walking in the air.

3. Squat Long Jump

According to Aip Syarifudin (1992: 93) the squat style long jump is as follows: "When off the ground (the pedestal), the posture of the body in the air is squat, by rounding the body with both knees bent, both arms forward. At the time of landing, both legs extended forward. According to www.kandnews.com (2011/09) the squat long jump is a branch of athletic competition that combines speed, strength, and athletic agility in an attempt to jump as far as possible from the kickboard. Then according to Djumidar A. Widya (2006: 47) long jump is a movement skill to move from one place to another with one leg pushing forward as far as possible.

Figure 1. A series of squat-style long jump movements (Tamsir Riyadi, 1985: 97)

Based on this opinion, it can be concluded that the squat style long jump is a jumping movement when the left foot / kick is off the ground (rejection board). both arms swing forward. When landing, both legs are extended far forward, the body is bent forward, attention is focused on the landing place.

4 . Basic Movement Elements Long Jump Squat Style

The long jump consists of elements; prefix, pedestal, hover and land. The four elements are a unity, namely the element of the unbroken jump movement (Djumidar A. Widya, 2006: 407).

A good long jumper can perform the basic movement elements in the long jump squat style properly and correctly. The basic movement elements in the squat style long jump consist of several series of interrelated and mutually supportive movements between one movement and another, such as the start of the run, the repulsion of the pedestal, hovering and landing. Below will be explained some of the elements of movement in the squat style long jump as follows:

1) Prefix

The prefix in the squat style long jump is a movement that is done by running as fast as possible in order to produce the highest speed as a prefix before doing repulsion.

2) Focus (rejection)

The pedestal is one of the important technical elements in the long jump squat style, most of which are wrong are the result of improper attitude when doing the pedestal. The right fulcrum will determine the distance of the jump, because then the use of energy will be more efficient. The pedestal in the long jump is a foot repulsion movement by using the strongest foot to make the pedestal when doing repulsion in the long jump squat style.

3) Body posture in the air (floating)

Body posture in the air in the long jump squat style is the position of the body when hovering in the air with both knees bent, both hands in front beside the head and when landing both legs straight forward together, both hands straight in front with body weight on the ground. down forward

4) Landing

Landing in the squat style long jump is the dropping of both feet at the same time as they hit the sand in the landing tub. The landing phase is the final movement of the squat long jump series. At the time of landing, the body is attempted to fall forward, because the result of the jump is measured from the trace of the tread to the former position of the body at the time of landing.

D) Rubber Rope Auxiliary Tool

1. Understanding Learning Aids

Learning aids are learning facilities or facilities used to assist teachers and students in carrying out learning.

Facilities are anything that can simplify or expedite tasks, and have a relatively permanent nature. One of the relatively permanent properties, is that it is difficult to move.

2. Functions and Benefits of Learning Aids

The benefits of learning aids or media according to Badru Zaman (2008:44), include the following:

- 1) The use of learning media is not an additional function but has its own function as a means of assisting to realize a more effective learning situation
- 2) Learning media is an integral part of the whole learning process.
- 3) Learning media in its use must be relevant to the objectives and content of learning.

3. Optimization of Long Jump Learning with the Use of Tools

In learning the squat style long jump, there are several learning aids that can be used, including used vehicle tires, hoops, used cardboard, flags, ropes, hanging balls, bamboo slats, benches, and so on. The presentation of long jump learning for students in schools through optimizing the use of learning aids should be given in the form of games, imitations, assignments or competitions. Can be given through several forms of games with learning aids, including:

- a. Doing a jump with a rope tool that is placed on the ground/floor resembling the letter S or O.
- b. The child jumps on two ropes that are placed parallel to resemble two straight lines (train tracks).
- c. Make a jump with a hoop/tire that is placed on the ground/floor in a circle or arranged in a straight line.
- d. The child jumps over boxes or boxes that are arranged in a straight line.
- e. While running, the child is told to jump over obstacles or bars and jump over benches (Swedish stools).
- f. While running the children were told to jump over the hoop or car tire that was laid down, the distance between the hoop or car tire was 3 to 5 m
- g. Children jump over ropes or targets placed on the ground, starting with a two-step, three-step, five-step run, and so on.
- h. Children jump through ropes that are installed at a height of 30 cm, 40 cm, 50 cm, and so on with the start of running two steps, three steps, five steps, and so on.

III . RESEARCH METHODS**A. Type of Research**

The core problem in this research is the application of rubber rope tools to increase interest and learning outcomes of PJOK in the tuck style long jump material . This problem is related to the learning process of PJOK subjects in schools . This means that the research aims to solve problems in the teaching and learning process. Therefore, this research is *classroom action research*.

B. Place and Time of Research

This research was conducted in the School Class VII.1 SMP Negeri 9 Kendari District of Kadia , Kendari . The location of this research was determined because it took into account the ease of cooperation between researchers, the school, and the object being studied as well as time and cost savings because the research location is a place for researchers to teach. The research will be conducted in semester 1, which is from October to December 2019 .

Table 3. 1 Time and Research Activities

No	Research Implementation	October			November			December		
1.	PTK Proposal	x	x							
2.	Cycle One									
	Planning			x	X					

	Action					x	x							
	Observation					x	x							
	Reflection					x	x							
3.	Cycle Two													
	Planning							x	x					
	Action							x	x					
	Observation									x				
4.	Reporting											x	x	x

C. Research Subject

This research was conducted at SMP Negeri 9 Kendari , with the research subjects being Class VII.1 students with a total of 36 students . Class VII.1 is the class with the lowest PJOK score compared to other subjects , low motivation, less active so that the quality of learning outcomes is also low. This encourages researchers to conduct classroom action research using a rubber rope tool in learning PJOK to increase interest and learning outcomes in PJOK in the tuck style long jump material for class VII.1 students .

D. Data Source

Sources of data or information that is used in this study consists of: student Class VII.1 , teacher Class VII.1 , principal or other related parties, records or documents, test results of study and observation sheet.

E. Data Collection Method

To solve the problems in the research required data that is relevant to the problem, while to get the data it is necessary to use the data collection techniques used in this study are:

1. Document

The researcher collected written score data in the form of a list of formative scores about students' PJOK scores .

2. Observation

According to Arikunto (2005:27) observation is a technique that is carried out by conducting careful observations and recording systematically. According to Arifin (1998:49) Observation is a way to conduct an evaluation by means of observation and recording systematically, logically and rationally regarding the phenomena being investigated. The observation used in this study was participant observation, where the researcher played an active role in observing and following all the activities that were being carried out. Observations were made to collect data on student participation and activity in the learning process and to determine the teacher's ability to manage teaching and learning activities.

3. Written Test

According to Muchtar Buchori (2005: 32), quoted by Suharsimi Arikunto, the test is an experiment that is held to determine whether or not there are certain learning outcomes in a student or group of students.

F. Data Analysis Techniques

Data in the form of observations or observations are classified as qualitative data. This data is interpreted and then connected with quantitative data (tests) as a basis for describing the success of the learning implementation that has been carried out. The test result data were analyzed descriptively, namely by comparing the test results between cycles. What is analyzed is the change in learning outcomes before and after experiencing the action depending on how many cycles there are. Furthermore, the test result data between cycles is compared so that it can reach the expected level of achievement or completeness.

The presentation of the data presented in the form of a percentage (Sudjana, 2001:129):

The percentages are as follows:

$$P = \frac{f}{N} \times 100\%$$

Information :

f = Number of frequencies that appear

N = Total number of students

P = Percentage of frequency

The results of the calculations were consulted with the criteria for student learning completeness which were grouped into two categories of complete and incomplete with the criteria according to table 1.

Table 3 . 2 Minimum completeness criteria set by the school

Minimum Completeness Criteria	Qualification
≥ 76	Complete
< 76	Not finished

G. Research Instruments

The research instrument used by the researcher is as follows:

- 1) Worksheet

The researcher will provide a worksheet for each group.

2) Evaluation question sheet

The researcher will provide an evaluation sheet for each student.

3) Observation sheet

Observations will be made during the research activity.

H . Success Indicator

The success of a study is marked by changes that are better than the previous conditions, both in process and results. Researchers determine the success indicators as follows:

1. The research is said to be successful if the average student learning outcomes of 75% have increased and fall into good criteria.
2. Research is said to be successful if 75% of students get a score of KKM 7 6.

IV . RESULTS AND DISCUSSION**A. Results****1) Cycle 1**

a) Planning

Before carrying out the actual research, the researcher carried out several research plans. The first stage, the researcher conducted research at the school where the researcher worked, then the researcher asked permission informally from the principal. The researcher also explains the intent and purpose that the researcher will conduct the research. The principal welcomed the intention of the researcher and granted the researcher's request for permission to carry out research at the school.

The second stage is to prepare the completeness of research papers and several data collection instruments. Researchers also look for and prepare tools that will be used in research activities, including teaching aids. After everything is ready, the researcher begins to carry out the research.

b) Implementation

The implementation of learning uses a rubber rope tool , which has been stated in the Learning Implementation Plan (RPP). Several stages in this learning are described as follows.

a. Preliminary :

1. Students are lined up according to their number, either in rows or rows.
2. After being lined up then proceed with praying, attendance, and continued with apperception.
3. Warm up with a cat-and-cat game.

b. Core activities :

1. The teacher demonstrates the techniques of playing the long jump squat style (tuck)
2. Students are given the opportunity to try the movement demonstrated by the teacher, namely the basic jumping technique with the following details of activities:

1) Preliminary and repulsive exercises

- Running and refusing to cross the rubber straps that are installed crosswise
- Do it in groups
- do the above movements repeatedly
- Stake a piece of rope installed with a height of approximately 50 cm

2. Drifting and landing practice

- do a resisting movement with a distance of 5-10 m
- do repulsion with the strongest foot
- do the movement in groups
- do the movement over and over again
- do the movement run, refuse, attitude in the air and land with the correct prefix

c. Cover (Cooling):

1. Cooling down, lining up, assignments, evaluating the learning process, praying and disbanding (this time allocation has taken into account preparations for other subjects)
2. Reflecting with questions and answers to students
3. Draw conclusions from the learning outcomes

c) Observation

The researcher observed the behavior and attitudes of students during PJOK learning long jump squat style (tuck) by applying a rubber rope as well as observing the teacher's skills in teaching by using a rubber rope tool .

a) Students are excited and ready in KBM.

b) Students show sportsmanship in playing .

c) Students show a disciplined attitude during learning .

d) Students perform the long jump repulsion attitude well .

e) Students are active in carrying out the instructions given by the teacher well.

Table 4.1 Results of Observation of Students' Learning Interest at Cycle Stage 1

No.	Name	Observation Aspect					Amount Score	Percentage
		A	B	C	D	E		
1	Abdiyanzah Pratama	4	3	3	3	4	17	68%

2	Abdul Muhaimin Khofidh	4	4	4	3	4	19	72.22%
3	Adrianan Nur Azzahra Milwan	4	4	3	3	4	18	72%
4	Adysta Dwi Maharani Salsabila	4	4	3	4	4	19	72.22%
5	Aliyah Dwi Meisya	4	4	3	3	3	17	68%
6	Amysah Khirani Talha	3	4	3	4	4	18	72%
7	Andi Maritza S Mukarram	4	4	3	4	4	19	72.22%
8	Annisa Reyfa Wulandari Aulia	3	4	3	4	4	18	72%
9	Asila Nurfadillah	4	4	3	4	4	19	72.22%
10	Aulia Juwita Sari	4	4	4	3	4	19	72.22%
11	Aurel Triana Pangaroan	4	4	4	4	5	21	84%
12	Bima Refian	4	3	4	4	4	19	72.22%
13	Arifatur Rahman	4	4	4	4	4	20	80%
14	Dhilzahira Qanita Jalil	4	4	4	3	4	19	72.22%
15	Dinna Adelya Supit	4	3	3	4	5	19	72.22%
16	Illa Hadrati Ihwani	4	3	3	3	4	17	68%
17	Innaanzalna Rahma Putri	4	4	4	3	4	19	72.22%
18	Keysiah Nauripah	4	4	3	3	4	18	72%
19	La Ode Agus Syaifullah	4	4	3	4	4	19	72.22%
20	Meishya Angelina Ismail	4	4	3	3	3	17	68%
21	Meyori Auliya Princess Saeho	3	4	3	4	4	18	72%
22	Moh. Fais	4	4	3	4	4	19	72.22%
23	Moh. Hidayatullah	3	4	3	4	4	18	72%
24	Moh. Ramadaniyansyah	4	4	3	4	4	19	72.22%
25	Moh. Rezky Feraldi	4	4	4	3	4	19	72.22%
26	Muhammad Afzal Rafaldi Rivai	4	3	3	3	4	17	68%
27	Muhammad Dimiyati Idris	4	4	4	3	4	19	72.22%
28	Muhammad Kahirul Deaz Mangil	4	4	3	3	4	18	72%
29	Muhammad Rayhan Anugrah	4	4	3	4	4	19	72.22%
30	Nadya Dwi Pratiwi	4	4	3	3	3	17	68%
31	Nurdiana Pratiwi Muhammad	3	4	3	4	4	18	72%
32	Princess Apriliani Jalali	4	4	3	4	4	19	72.22%
33	Qarina Dzabita Yuswa	3	4	3	4	4	18	72%
34	Rahmat Hidayat S	4	4	3	4	4	19	72.22%
35	Holy Rezky Amalia	4	4	4	3	4	19	72.22%
36	Syahdani Abrar	4	4	4	3	4	19	72.22%
Amount		66	65	59	60	69	319	75%

Description of observation aspects:

A: Students are excited and ready in KBM.

B: Students show sportsmanship in playing ..

C: Students show a disciplined attitude during learning

D : Students do a good long jump repulsion

E : Students are active in carrying out the instructions given by the teacher well.

Score Description:5 (very good); 4 (good); 3 (enough); 2 (low); 1 (less)

After learning the researchers conducted a test (post test) with the following learning outcomes:

Table 4 .2. Cycle Value List I

No	Student's name	Score Cycle I	Information
1	Abdiyanzah Pratama	80	Complete
2	Abdul Muhaimin Khofidh	80	Complete
3	Adrianan Nur Azzahra Milwan	85	Complete

4	Adysta Dwi Maharani Salsabila	75	Not Completed
5	Aliyah Dwi Meisya	75	Not Completed
6	Amysah Khirani Talha	78	Complete
7	Andi Maritza S Mukarram	80	Complete
8	Annisa Reyfa Wulandari Aulia	77	Complete
9	Asila Nurfadillah	80	Complete
10	Aulia Juwita Sari	78	Complete
11	Aurel Triana Pangaroan	64	Not Completed
12	Bima Refian	60	Not Completed
13	Arifatur Rahman	75	Not Completed
14	Dhilzahira Qanita Jalil	80	Complete
15	Dinna Adelya Supit	80	Complete
16	Illa Hadrati Ihwani	82	Complete
17	Innaanzalna Rahma Putri	78	Complete
18	Keysiah Nauripah	80	Complete
19	La Ode Agus Syaifullah	75	Not Completed
20	Meishya Angelina Ismail	80	Complete
21	Meyori Auliya Princess Saeho	78	Complete
22	Moh. Fais	80	Complete
23	Moh. Hidayatullah	77	Complete
24	Moh. Ramadaniyansyah	80	Complete
25	Moh. Rezky Feraldi	78	Complete
26	Muhammad Afzal Rafaldi Rivai	80	Complete
27	Muhammad Dimiyati Idris	82	Complete
28	Muhammad Kahirul Deaz Mangil	78	Complete
29	Muhammad Rayhan Anugrah	80	Complete
30	Nadya Dwi Pratiwi	75	Not Completed
31	Nurdiana Pratiwi Muhammad	80	Complete
32	Princess Apriliani Jalali	78	Complete
33	Qarina Dzabita Yuswa	80	Complete
34	Rahmat Hidayat S	70	Not Completed
35	Holy Rezky Amalia	70	Not Completed
36	Syahdani Abrar	70	Not Completed

Average value	77,4	
Total Students Completed	26	
Completeness Percentage	72.22%	

Information :

Value < 76 : Unfinished Value. Value 76 : Completed Score.

Calculating the average value of students

Formula :

$$\chi = \frac{\sum \chi_i}{n}$$

Thus, the average value = $\frac{\text{jumlah Seluruh Nilai}}{\text{jumlah peserta didik}}$

$$= \frac{2778}{36}$$

$$= 77,4$$

Counting mastery of classical learning:

Formula: $P = \frac{\sum n}{n} \times 100\%$

$$P = \frac{26}{36} \times 100\%$$

$$= 72.22\%$$

d) Reflection

Based on data from the learning outcomes of students Class VII.1 for eye pelajaran PJOK on material long jump squat style (tuck) ternyata result there are shortcomings, among others :

- Each team is less able to cooperate with each other well.
- The skill of dribbling is still lacking.
- There are some students who are still passive, because they still expect their friends to be able to do it.

The value of students' cognitive learning outcomes was obtained from the description test, which previously the questions had been tested out of 10 essay questions that were tested, all of the questions turned out to be valid or meet the requirements to be used as an achievement test tool. The results of the initial test of the tuck style long jump material can be seen in the table below:

Table 4 . 3 Frequency Values Interests and learning outcomes of PJOK Material Long jump squat style (tuck) Class VII.1 students of SMP Negeri 9 Kendari

Number	Score	Frequency	Percentage
1	0 - 75	10	27.77%
2	76 - 100	26	72.22%
Amount		36	100%

Based on data from the above values can be seen that in cycle 1, students Class VII.1 SMP Negeri 9 Kendari as many as 36 students there are 26 students who received grades above the limit value minimum completeness. A total of 10 students or 27.77% scored below the completeness score, which is under 76.

Analysis of the results of the evaluation of the evaluation tests students obtained an average value of students' ability to answer questions correctly is 77,4 in which the results are still below the average of the desired value of the researchers, and school that is equal to 76 . While the percentage of students completed the material long jump squat style (tuck) amounted to 72.22% , from the completeness school students are expected to reach more than 75%. From the results of the analysis of the evaluation test, further actions were taken to improve understanding, learning outcomes , and student activities in teaching and learning activities, especially for the long jump material with the squat style (tuck) .

From the results of the evaluation test cycle 1 in the table above, it can be temporarily concluded that the mastery of the tuck style long jump material by Class VII.1 students of SMP Negeri 9 Kendari is sufficient but not optimal . The existence of several indicators that still have an unsatisfactory portion of the answer indicates that students still do not really understand some of the indicators of learning the tuck style long jump material .

2) Cycle 2

a) Planning

The researcher will carry out the second cycle with the same material and model but the goal is to improve the shortcomings or weaknesses that occur in cycle 1.

The improvement plan from cycle I to cycle II is as follows: the teacher improves time management in teaching and learning activities, makes the learning atmosphere more fun so that all students are actively involved in

learning, the teacher needs to clarify the material, the teacher provides input for each group so that it is always cohesive, and give directions to respect friends when carrying out the long jump game squat style (tuck) .

b) Implementation

In carrying out the learning, the researcher uses a rubber rope tool , which has been stated in the Learning Implementation Plan (RPP). In this implementation phase of a da several stages in learning, namely:

a. Preliminary :

1. Students are lined up according to their number, either in rows or rows.
2. After being lined up then proceed with praying, attendance, and continued with apperception.
3. Warm up with a cat-and-cat game.

b. Core activities :

1. The teacher demonstrates the techniques of playing the long jump squat style (tuck)
2. Students perform the basic technique of long jump squat style .
3. The teacher prepares a rubber rope tool .
4. Students jump over a rope or target placed on the ground, starting with two-step, three-step, five-step, and so on .
5. Students jump over a rope that is installed with a height of 30 cm, 40 cm, 50 cm, and so on with the start of running two steps, three steps, five steps, and so on .

c. Cover (Cooling):

1. Cooling down by walking while swinging your arms, followed by dynamic cooling
2. Students are lined up again as before, checking the number of students, evaluating the learning process and giving assignments related to the material being taught, such as walking, running and jumping.
3. Closing, including praying, and disbanding the line

c) Observation

The researcher observed the behavior and attitudes of students during PJOK learning long jump squat style (tuck) by applying a rubber rope as well as observing the teacher's skills in teaching by using a rubber rope tool.

Table 4.4. Results of Observation of Students' Learning Interest in Cycle II Phase

No	Name	Observation Aspect					Amount Score	Percentage
		A	B	C	D	E		
1	Abdiyanzah Pratama	4	4	3	3	4	18	72%
2	Abdul Muhaimin Khofidh	4	4	4	4	5	21	84%
3	Adrianan Nur Azzahra Milwan	4	4	4	4	5	21	84%
4	Adysta Dwi Maharani Salsabila	4	4	4	4	4	20	80%
5	Aliyah Dwi Meisya	5	5	4	3	4	21	84%
6	Amysah Khirani Talha	5	4	5	5	5	24	96%
7	Andi Maritza S Mukarram	4	4	4	3	4	19	72.22%
8	Annisa Reyfa Wulandari Aulia	5	4	5	5	5	24	96%
9	Asila Nurfadillah	4	5	4	4	4	21	84%
10	Aulia Juwita Sari	4	4	5	5	5	23	92%
11	Aurel Triana Pangaroan	5	4	4	4	5	22	88%
12	Bima Refian	4	4	3	4	4	19	72.22%
13	Arifatour Rahman	4	4	5	5	5	23	92%
14	Dhilzahira Qanita Jalil	5	4	4	4	5	22	88%
15	Dinna Adelya Supit	4	4	4	4	4	20	80%
16	Illa Hadrati Ihwani	4	4	3	3	4	18	72%
17	Innaanzalna Rahma Putri	4	4	4	4	5	21	84%
18	Keysiah Nauripah	4	4	4	4	5	21	84%
19	La Ode Agus Syaifullah	4	4	4	4	4	20	80%
20	Meishya Angelina Ismail	5	5	4	3	4	21	84%
21	Meyori Auliya Princess Saeho	5	4	5	5	5	24	96%
22	Moh. Fais	4	4	4	3	4	19	72.22%
23	Moh. Hidayatullah	5	4	5	5	5	24	96%
24	Moh. Ramadaniyansyah	4	5	4	4	4	21	84%
25	Moh. Rezky Feraldi	4	4	5	5	5	23	92%
26	Muhammad Afzal Rafaldi Rivai	4	4	4	4	4	20	80%
27	Muhammad Dimiyati Idris	4	4	3	3	4	18	72%

28	Muhammad Kahirul Deaz Mangil	4	4	4	4	5	21	84%
29	Muhammad Rayhan Anugrah	4	4	4	4	5	21	84%
30	Nadya Dwi Pratiwi	4	4	4	4	4	20	80%
31	Nurdiana Pratiwi Muhammad	5	5	4	3	4	21	84%
32	Princess Apriliani Jalali	5	4	5	5	5	24	96%
33	Qarina Dzabita Yuswa	4	4	4	3	4	19	72.22%
34	Rahmat Hidayat S	5	4	5	5	5	24	96%
35	Holy Rezky Amalia	4	5	4	4	4	21	84%
36	Syahdani Abrar	4	4	5	5	5	23	92%
Amount		74	71	71	69	77	362	85%

Description of observation aspects:

A: Students are excited and ready in KBM.

B: Students show sportsmanship in playing ..

C: Students show a disciplined attitude during learning

D : Students do a good long jump repulsion

E : Students are active in carrying out the instructions given by the teacher well.

Score Description: 5 (very good); 4 (good); 3 (enough); 2 (low); 1 (less)

After learning the researchers conducted a test (post test) with the following learning outcomes:

Table 4 .5 Cycle II Value List

No	Student's name	Score Cycle I	Information
1	Abdiyazah Pratama	80	Complete
2	Abdul Muhaimin Khofidh	90	Complete
3	Adrianan Nur Azzahra Milwan	90	Complete
4	Adysta Dwi Maharani Salsabila	90	Complete
5	Aliyah Dwi Meisya	90	Complete
6	Amysah Khirani Talha	80	Complete
7	Andi Maritza S Mukarram	100	Complete
8	Annisa Reyfa Wulandari Aulia	80	Complete
9	Asila Nurfadillah	80	Complete
10	Aulia Juwita Sari	80	Complete
11	Aurel Triana Pangaroan	80	Complete
12	Bima Refian	80	Complete
13	Arifatur Rahman	80	Complete
14	Dhilzahira Qanita Jalil	90	Complete
15	Dinna Adelya Supit	100	Complete
16	Illa Hadrati Ihwani	80	Complete
17	Innaanzalna Rahma Putri	90	Complete
18	Keysiah Nauripah	90	Complete
19	La Ode Agus Syaifullah	90	Complete
20	Meishya Angelina Ismail	90	Complete
21	Meyori Auliya Princess Saeho	80	Complete

22	Moh. Fais	100	Complete
23	Moh. Hidayatullah	80	Complete
24	Moh. Ramadaniyansyah	80	Complete
25	Moh. Rezky Feraldi	80	Complete
26	Muhammad Afzal Rafaldi Rivai	100	Complete
27	Muhammad Dimiyati Idris	80	Complete
28	Muhammad Kahirul Deaz Mangil	90	Complete
29	Muhammad Rayhan Anugrah	90	Complete
30	Nadya Dwi Pratiwi	90	Complete
31	Nurdiana Pratiwi Muhammad	90	Complete
32	Princess Apriliani Jalali	80	Complete
33	Qarina Dzabita Yuswa	100	Complete
34	Rahmat Hidayat S	80	Complete
35	Holy Rezky Amalia	80	Complete
36	Syahdani Abrar	80	Complete
Average Value -rata		86	
Number of Completed Students		36	
Completeness Percentage		100 %	

Information :

Value < 76 : Unfinished Value. Value 76 : Completed Score.

Calculating the average value of students

Formula :

$$\chi = \frac{\sum \chi_i}{n}$$

Thus, the average value = $\frac{\text{jumlah seluruh nilai}}{\text{jumlah peserta didik}}$

$$= \frac{3110}{36}$$

$$= 86$$

Counting mastery of classical learning

$$\text{Formula: } P = \frac{\sum n_1}{\sum n} \times 100\%$$

$$P = \frac{36}{36} \times 100\%$$

$$= 100\%$$

d) Reflection

From the results of the student learning test, it can be seen that the students' ability to complete the evaluation questions given is as stated in the following table .

Table 4. 6 Frequency of Interest Values and PJOK learning outcomes Material Long jump squat style (tuck) Cycle II Students of Class VII.1 SMP Negeri 9 Kendari

Number	Score	Frequency	Percentage
1	0 - 75	0	0 %
2	76 - 100	36	100 %
Amount		36	100%

From the data on the frequency of interest scores and learning outcomes of PJOK in the tuck style long jump material in cycle II, it can be seen that students who scored below 76 were 0 students or 0 %, students who scored above the KKM were 36 students or 100 %.

1. The lowest value obtained by the student in cycle II is 60; in cycle II it increased to 80. The highest score obtained by students in cycle I was 90; in the second cycle rose to 100.
2. The average value of the class also increased, namely in the first cycle of 77.4 to 86 in the second cycle.
3. For students who finished learning (completeness score 76) in the first cycle test 72.22% after reflection there were 6 students who did not complete (test score below 76), but overall their learning outcomes had increased when viewed from the percentage of student mastery, and in the second cycle test to 100 % after reflection II all students have achieved completeness.

From the results of the research in cycle II, the researchers carefully reviewed that the Rubber Rope tool can improve student learning outcomes in the corner subject of the squat-style long jump (tuck) material in class VII.1 SMP Negeri 9 Kendari in the 2019/2020 school year.

B. Discussion

Based on the results of the implementation in cycles I and II, it can be stated that learning PJOK material long jump squat style (tuck) using a rubber rope tool can increase the interest and learning outcomes of class VII.1 students of SMP Negeri 9 Kendari.

In the first cycle, after the initial ability test was held, the students received the tuck style long jump material. The learning process is delivered strategically and planned starting from the initial, core and closing activities. This activity focuses on activating students starting from paying attention to explanations, conducting observations and experiments to obtaining conclusions, demonstrating, and practicing. After the implementation of the first cycle and evaluated can be seen in the improvement of learning outcomes of students are still 10 students obtained a value of less than 76 or students who completed 72.22% and the average student's score of 77.4.

Cycle II is a continuation of the previous cycle to strengthen and achieve research objectives. The lessons conveyed about the long jump squat style (tuck), the movement of kicking the ball with the inside of the foot, the outside of the foot and the back of the foot, the movement of dribbling the ball, the movement of sending the ball was delivered with a planned strategy as in the first cycle and the learning activities were carried out more optimally. The results of the second cycle showed an increase in student learning outcomes, namely the average score of 86 students, students who studied thoroughly reached 100% and 0 students who scored below the limit of completeness scores.

V . CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of research on the application of Rubber Rope aids to Class VII.1 students of SMP Negeri 9 Kendari for the 2019/2020 academic year, the conclusions can be analyzed as follows:

1. Results of studying cognitive eyes of subjects PJOK students Class VII.1 SMP Negeri 9 Kendari on material long jump squat style (tuck) increased by applying tools rubber strap. This can be seen from the average value of the class there was an increase in the first cycle of 77.4; and in cycle II 86. For students who finished studying (completeness score 76) in the first cycle 72.22% after reflection there were 6 students who did not complete (test score below 76), but overall their learning outcomes had increased when viewed from the percentage of students' completeness, and at the second cycle test became 100 % after the second reflection there were 0 students who did not complete (the test score was below 76).
2. How to increase interest and learning outcomes of PJOK material long jump squat style (tuck) using a rubber rope tool is that the teacher must be skilled in applying the rubber rope tool and adapted to the situation and condition of the students.

B. Suggestion

Based on the results of research regarding the application of rubber rope aids in Class VII.1 SMP Negeri 9 Kendari for the 2019/2020 academic year, the suggestions are given as a contribution to improving the quality of education in general and increasing the competence of students at SMP Negeri 9 Kendari in particular. as follows:

1. For Teachers

- a. To improve the learning outcomes of the long jump material, the squat style (tuck) is expected to use a rubber rope tool.
- b. To increase student activity, creativity and learning effectiveness, it is expected to apply rubber rope aids.
- c. To get the right answer, in accordance with the research objectives, it is recommended to explore students' opinions or responses with sentences that are more directed to the learning process with rubber rope tools.
- d. There is a follow-up to the use of rubber rope aids in the tuck style long jump material.

2. For Students

- a. Students should be able to play an active role by conveying ideas or thoughts in the learning process, so that the learning process can run smoothly so as to obtain optimal learning outcomes.
- b. Students can apply their learning outcomes in their daily life.

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