

## Improving Squat-Style Long Jump Skills through Modified Physical Education Learning Media among Fifth-Grade Students at MIN 3 Mataram

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### Abstract

**Objectives:** This study aimed to improve students' squat-style long jump skills through the application of modified physical education learning media among fifth-grade students at MIN 3 Mataram.

**Materials and Methods:** This study used classroom action research conducted in two cycles. Each cycle consisted of planning, action, observation, and reflection. The participants were 36 fifth-grade students at MIN 3 Mataram. The object of the study was the application of modified physical education learning media to improve the combination of basic running and jumping movements in squat-style long jump learning. Data were collected through observation and skill tests. The data were analyzed descriptively using percentages to determine students' mastery learning in each stage.

**Results:** The results showed a gradual improvement in students' squat-style long jump skills. In the pre-cycle, only 6 students, or 16.7%, achieved the good criterion. In Cycle I, Meeting 1, 13 students, or 36.1%, achieved the good criterion, and this increased slightly in Meeting 2 to 14 students, or 38.9%. In Cycle II, Meeting 1, 24 students, or 66.7%, achieved the good criterion. In Cycle II, Meeting 2, the number increased to 27 students, or 75%. These findings indicate that modified physical education learning media improved students' squat-style long jump skills across the classroom action research cycles.

**Conclusions:** The application of modified physical education learning media improved students' squat-style long jump skills among fifth-grade students at MIN 3 Mataram. The improvement was reflected in the increase in students who achieved the good criterion from 16.7% in the pre-cycle to 75% at the end of Cycle II. Therefore, modified learning media can be used as an effective instructional strategy to make long jump learning more active, enjoyable, and accessible for elementary school students.

**Keywords:** modified learning media; squat-style long jump; basic running and jumping movements; physical education; classroom action research

### Introduction

Learning is a system consisting of several interconnected components, including objectives, materials, methods, and evaluation. These components need to be considered carefully by teachers when selecting and applying learning models or methods. In physical education, teachers are expected to create learning situations that are active, interesting, enjoyable, and appropriate for students' developmental characteristics. A well-designed learning process can support students' motor development, confidence, and participation (Yáñez-Moreta & Loaiza-Ramírez, 2023).

In athletics learning, physical education teachers can use simple and modified equipment to



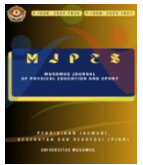
support students' movement experiences. Teacher creativity is important because elementary school students tend to learn more effectively when movement tasks are presented in an enjoyable and playful form. Athletic activities, including running, jumping, and throwing, should not only emphasize technical achievement, but also provide students with opportunities to explore movement safely and confidently (Gordon & Doyle, 2015; Parker & Curtner-Smith, 2012).

Jumping is one of the basic locomotor movements that develops students' movement ability (Kuswoyo & Wasa, 2021). In physical education, jumping activities are commonly introduced through long jump and high jump learning. The long jump requires students to combine running speed, take-off power, body control during flight, and proper landing technique. Therefore, learning the squat-style long jump requires a gradual and structured approach so that students can understand each movement phase (Ritonga et al., 2022).

Elementary school students often experience difficulty in mastering long jump skills because the movement requires coordination between approach run, take-off, flight, and landing. Some students may hesitate to jump, lack confidence, or fail to coordinate the movement sequence correctly. Therefore, teachers need to provide modified learning media that can make the learning process easier, safer, and more attractive (Samsudin et al., 2024).

Modified learning media refers to the use of simple, accessible, and creative equipment to support physical education learning without changing the main function of the movement activity. In long jump learning, modified media can include markers, ropes, hoops, cardboard, used tires, lines on the ground, or other simple equipment that helps students understand movement direction, take-off area, jumping distance, and landing technique (Sudrazat, 2023).

Based on the initial observation at MIN 3 Mataram, students' squat-style long jump skills were still low. Many students had difficulty performing the movement phases correctly, especially the approach run, take-off, flight, and landing. The pre-cycle results showed that only a small number of students achieved the good criterion. Therefore, modified physical education learning media was applied to improve students' basic running and jumping movement combinations in squat-style long jump learning. Based on this background, this study aimed to improve squat-style long jump skills through the application of modified physical education learning media among fifth-grade students at MIN 3 Mataram.



## **Materials and Methods**

### **Study Design**

This study used classroom action research. Classroom action research is a reflective and systematic research approach conducted to improve learning practices and solve classroom learning problems. This study was implemented in two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. The classroom action research design was selected because the study aimed to improve students' squat-style long jump skills through direct improvement of the physical education learning process.

### **Study Participants**

The participants of this study were 36 fifth-grade students at MIN 3 Mataram. The students participated in physical education learning activities related to squat-style long jump. All students followed the learning process from the pre-cycle stage to Cycle I and Cycle II.

### **Study Organization**

The action implemented in this study was the application of modified physical education learning media. The modified media were designed to help students practice the combination of basic running and jumping movements in squat-style long jump learning. The learning activities focused on four main phases of the squat-style long jump: approach run, take-off, flight, and landing. Modified media were used to guide students' movement, improve their confidence, and make the learning process more enjoyable. The teacher provided demonstrations, movement tasks, practice opportunities, feedback, and correction during the learning process.

Data were collected through observation and skill tests. Observation was used to monitor teacher activities, student participation, and the implementation of modified learning media during the learning process. Skill tests were used to assess students' squat-style long jump performance.

### **Statistical Analysis**

The data were analyzed using descriptive quantitative analysis. The results were presented in frequencies and percentages. Students were considered successful if they achieved the good criterion in the squat-style long jump skill assessment. The improvement in students' learning outcomes was compared from the pre-cycle to Cycle I and Cycle II.

## Results

### Pre-Cycle

**Table 1.** Students' Squat-Style Long Jump Skills in the Pre-Cycle

| Criterion        | Frequency | Percentage  |
|------------------|-----------|-------------|
| <b>Very Poor</b> | 0         | 0%          |
| <b>Poor</b>      | 0         | 0%          |
| <b>Moderate</b>  | 30        | 83.3%       |
| <b>Good</b>      | 6         | 16.7%       |
| <b>Total</b>     | <b>36</b> | <b>100%</b> |

The pre-cycle assessment was conducted to determine students' initial squat-style long jump skills before the application of modified learning media. The results showed that only 6 students achieved the good criterion. The pre-cycle results indicate that students' squat-style long jump skills were still low. Most students were in the moderate category, while only 6 students, or 16.7%, achieved the good criterion.

### Cycle I

**Table 2.** Students' Squat-Style Long Jump Skills in Cycle I

| Criterion        | Meeting 1 | Meeting 1   | Meeting 2 | Meeting 2   |
|------------------|-----------|-------------|-----------|-------------|
|                  | Frequency | Percentage  | Frequency | Percentage  |
| <b>Very Poor</b> | 0         | 0%          | 0         | 0%          |
| <b>Poor</b>      | 0         | 0%          | 0         | 0%          |
| <b>Moderate</b>  | 23        | 63.9%       | 22        | 61.1%       |
| <b>Good</b>      | 13        | 36.1%       | 14        | 38.9%       |
| <b>Total</b>     | <b>36</b> | <b>100%</b> | <b>36</b> | <b>100%</b> |

In Cycle I, the learning process was conducted in two meetings using modified physical education learning media. The results showed improvement compared with the pre-cycle stage. The results of Cycle I showed that in Meeting 1, 13 students, or 36.1%, achieved the good criterion. In Meeting 2, the number increased to 14 students, or 38.9%. Although there was improvement from the pre-cycle stage, the percentage of students who achieved the good criterion had not yet reached the expected success indicator. Therefore, the action was continued to Cycle II.

**Cycle II****Table 3.** Students' Squat-Style Long Jump Skills in Cycle II

| Criterion        | Meeting 1 | Meeting 1   | Meeting 2 | Meeting 2   |
|------------------|-----------|-------------|-----------|-------------|
|                  | Frequency | Percentage  | Frequency | Percentage  |
| <b>Very Poor</b> | 0         | 0%          | 0         | 0%          |
| <b>Poor</b>      | 0         | 0%          | 0         | 0%          |
| <b>Moderate</b>  | 12        | 33.3%       | 9         | 25%         |
| <b>Good</b>      | 24        | 66.7%       | 27        | 75%         |
| <b>Total</b>     | <b>36</b> | <b>100%</b> | <b>36</b> | <b>100%</b> |

In Cycle II, the learning process was improved based on the reflection from Cycle I. Modified learning media were applied more systematically to help students perform the squat-style long jump movement. The results of Cycle II showed a significant improvement. In Meeting 1, 24 students, or 66.7%, achieved the good criterion. In Meeting 2, the number increased to 27 students, or 75%. Since the percentage of students achieving the good criterion reached 75%, the classroom action research was considered successful.

**Summary of Skill Improvement****Table 4.** Improvement in Students' Squat-Style Long Jump Skills across Stages

| Stage                     | Students Achieving Good Criterion | Percentage |
|---------------------------|-----------------------------------|------------|
| <b>Pre-cycle</b>          | 6                                 | 16.7%      |
| <b>Cycle I Meeting 1</b>  | 13                                | 36.1%      |
| <b>Cycle I Meeting 2</b>  | 14                                | 38.9%      |
| <b>Cycle II Meeting 1</b> | 24                                | 66.7%      |
| <b>Cycle II Meeting 2</b> | 27                                | 75%        |

The results show a gradual improvement in students' squat-style long jump skills. The percentage of students who achieved the good criterion increased from 16.7% in the pre-cycle to 75% at the end of Cycle II. This indicates that the application of modified physical education learning media improved students' long jump skills.

**Discussion**

The findings of this study show that modified physical education learning media improved students' squat-style long jump skills among fifth-grade students at MIN 3 Mataram. Before the action was implemented, only 16.7% of students achieved the good criterion. This result indicates that most students had not yet mastered the main phases of the squat-style long jump, including the approach run,



take-off, flight, and landing.

The low result in the pre-cycle may be caused by students' limited understanding of the movement sequence, lack of confidence, and insufficient practice using learning media that could guide their movement. Long jump requires students to combine running speed, take-off power, body control, and proper landing. Without suitable learning support, students may find it difficult to coordinate these movement components.

After modified learning media were applied in Cycle I, students' performance improved. In Cycle I Meeting 1, the percentage of students achieving the good criterion increased to 36.1%, and in Meeting 2, it increased to 38.9%. This improvement shows that modified media began to help students understand the movement tasks more clearly. Through markers, simple equipment, and guided practice, students were able to perform the long jump phases with better control.

However, the improvement in Cycle I had not yet reached the expected success indicator. Some students still had difficulty coordinating the take-off and landing phases. Several students also needed more confidence and repetition. Therefore, reflection was conducted to improve the learning process in Cycle II.

In Cycle II, students' performance improved significantly. In Meeting 1, 66.7% of students achieved the good criterion, and in Meeting 2, the percentage increased to 75%. This improvement indicates that the revised learning activities were more effective. The use of modified media, repeated practice, clearer teacher demonstrations, and more intensive feedback helped students improve their squat-style long jump skills.

These findings support the idea of (Oman et al., 2024) that modified learning media can make physical education learning more accessible and enjoyable for elementary school students. Modified media can reduce movement difficulty, provide visual guidance, and increase students' motivation to participate. In long jump learning, simple equipment such as lines, ropes, hoops, markers, or used tires can help students understand movement direction, take-off position, and landing area (Kardiyanto et al., 2024).

The results are also consistent with the principle that elementary school students learn effectively through play-based and concrete movement experiences (Nesbitt et al., 2023). Long jump learning should not be delivered only through verbal explanation. Students need movement tasks that are practical, enjoyable, and adjusted to their developmental characteristics. Modified media provide opportunities for students to explore movement safely while gradually improving technique (Kyriakidis et al., 2022).

The improvement from the pre-cycle to Cycle II also shows that classroom action research is effective for solving learning problems in physical education. Through the stages of planning, action,



observation, and reflection, the teacher was able to identify students' difficulties and revise the learning strategy. As a result, students' mastery increased from 16.7% to 75%.

Overall, the findings suggest that modified physical education learning media can improve students' basic running and jumping movement combinations in squat-style long jump learning. Teachers are encouraged to use simple and creative learning media to help students understand movement phases, build confidence, and participate more actively in athletics learning.

## Conclusions

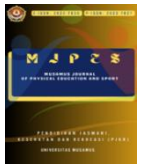
Based on the results of this classroom action research, it can be concluded that the application of modified physical education learning media improved students' squat-style long jump skills among fifth-grade students at MIN 3 Mataram.

The improvement was shown by the increase in students who achieved the good criterion across the research stages. In the pre-cycle, only 6 students, or 16.7%, achieved the good criterion. In Cycle I, Meeting 1, the number increased to 13 students, or 36.1%, and in Meeting 2, it increased to 14 students, or 38.9%. In Cycle II, Meeting 1, the number increased to 24 students, or 66.7%, and in Meeting 2, it reached 27 students, or 75%.

Therefore, modified physical education learning media can be used as an effective instructional strategy to improve squat-style long jump skills. This approach helps students understand the movement phases more clearly, increases their confidence, and makes athletics learning more enjoyable and accessible.

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