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## The different effect of playing and training learning approach on the ability of the straddle style high jump of the 5th grade male students of Djama'atul Ichwan elementary school Surakarta academic year 2013/2014

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### Abstract

This study aims at investigating the different effect of playing learning approach and the training on the ability of the straddle high jump style of 5<sup>th</sup> grade male students of Djama'atul Ichwan Elementary School Surakarta academic year 2013 / 2014. This research employed experimental methods with pre-test and post-test design. The research population was 5<sup>th</sup> grade male students of Djama'atul Ichwan Elementary School Surakarta academic year 2013 / 2014 of 60 students divided into four classes. The samples used were 30 students with random technique. The data collection techniques were performed by test and measurement. The data analysis techniques used by t-test at a significance level of 5%. Based on the research results, it can be concluded as follows: (1) there is a significant difference in playing learning approach and training towards the ability of the straddle style high jump with that of 3,814 and ttable of 2.145 at a significance level of 5%, it can be concluded for the filing of the hypothesis that the first is acceptable. (2) Playing learning approach has better effect than training learning approach to the of ability straddle high jump style.

**Keywords:** high jump ability, straddle style, playing, training

### 1. Introduction

One of the high jump techniques taught in grade 5 of primary school is straddle. However, elementary school students are generally less interested in athletics including straddle technique. In most cases, primary school students prefer games, such as football, baseball and other games. Toho Cholik M. & Rusli Lutan (2001: 66) [4] states, "One of the obstacles faced by teachers teaching athletics is the attitude of students who are easily bored of the lessons. This is due to the lack of variety in teaching method. Elementary school children usually loves to play, therefore athletics should be taught creatively in the form of fun activities".

Based on the characteristics of the elementary school students, games can be a good choice to teach straddle technique. This can be performed by utilizing various tools as well. Mochamad Djumidar A Widya (2004: 65) states, "The tools used in jump learning is rope, beam, rattan hoop, box, Swedish bench, mats and bicycle tires." Those tools can be very helpful to create fun activities in order to teach jumping techniques, for example by cardboard jump racing, rope jumping, and some other fun activities.

High jump learning in the form of games is exciting for the students and it can grow the feeling of fondness. However, when teachers use games as approach to teach high jump, the relevance of the activity with the straddle technique is less obvious. One of the reasons is because in understanding straddle technique, students have to master starting technique, rivet to jump, attitudes over the bar and landing. Drilling approach can be employed to teach the straddle technique. Students are taught to take starting technique, rivet to jump, attitudes over the bar and landing through drilling activity. This approach is characterized by the raining (drilling) students over and over. By learning the straddle technique repeatedly, students are expected to master the style well so high jump ability using straddle technique can be better performed.

In accordance with the existing problem explained above, teachers have to consider the characteristics of the students, in this case elementary school students, in teaching straddle technique. Since students of elementary school are at the age when they are most excited to playing, games can be a very effective method to teach one of the jumping method previously mentioned. This way, students can have a better capability in performing straddle technique because it is important for them.

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Based on the characteristics of the two learning approach, which are games and drilling, both can be used to develop the high jump straddle technique among elementary school students. Each learning approach has strengths and weaknesses and it is not known yet whether one has better result than the other in terms of improving students' skill in applying straddle technique. Therefore, experimental research needs to be performed to find out deeper both practically and theoretically.

The learning approach in form of games and drilling exercise will be applied to teach 5 th grade male students fo Djama'atul Ichwan Elementary School, Surakarta, academic year 2013/2014. Through experimental research toward 5<sup>th</sup> grade male students of Djama'atul Ichwan Elementary School Surakarta academic year 2013/2014, better learning approach to improve students' ability in usinig straddle technique among the two can be revealed.

The issue raised above is the background for conducting this study which is entitled "The Different Influence of Game and Exercise Approach toward the Capability of Performing Straddle Technique Among Five Grade Students in Djama'atul Ichwan Elementary School Surakarta academic year 2013/2014.

**2. Method**

The type of this research is experimental research with pretest-posttest design. The basis of the use of research design is an experimental activity which was conducted by applying a certain action toward subject of the research. In the end, a test is given to the subjects in order to know the influence of the action given.

**Location and Time of the Research**

This research was conducted in Djama'atul Ichwan Elementary School Surakarta academic year 2013/2014. The data was collected in October to December 2014 with 3 times learning program each week for six weeks in total.

**Subject of the Research**

The population of the research is 60 students of fifth grade of Djama'atul Ichwan Elementary School Surakarta academic year 2013/2014 which is divided into four classes. The sampling was taken by using proportional random sampling. The sample is 50% of the students of each class which makes it 30 students in total. It is then divided into two groups using ordinal pairing method according to the pretest result.

**Research Instrument**

The research instruments are test and measurement. According to Mulyono B. (2009:2) [2], "Test is an instrument used for acquiring information of an individual or objects". Test in this research refers to straddle technique test of Andi Suhendro (1999: 2.56). The result obtained from reliability test in the initial test of straddle technique is 0.93 and the final reliability test shows the value of 0.97. This suggests that the straddle technique test obtained high reliability value with a steady range between the initial and the final ones.

**Data Analysis**

Data obtained from the measurement of each group is analyzed by using t-test with significance level of 5% from Sutrisno Hadi (1995: 457) [3].

**3. Result and discussion**

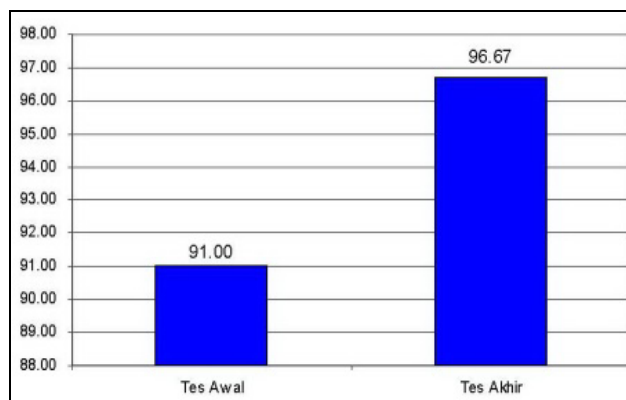
Hypothesis of the research was tested by using t-test. The result of t-test of each group is presented below:

**The T-Test Result of Pre and Post Straddle Technique Test on Game Learning Approach Group**

The t-test result of pre and post straddle technique tested to the group applying game learning approach is presented in the table and diagram below:

**Table 1:** Difference Test on pre and post straddle technique test result on group using Game as the learning approach

Tes	N	Mean	t <sub>hitung</sub>	t <sub>tabel 5%</sub>
Tes awal	15	91.00	8.505	2.145
Tes akhir	15	96.67		



**Fig 1:** Diagram of Result Difference between Pre and Post Test High Jump Straddle Technique of the Group with Game Approach

According to the difference analysis using t-test of the pre and post test game approach group, the value obtained was 8.505 and t<sub>table</sub> with N = 15, db = 15 – 1 = 14 in significance level 5% and value 2.145. It shows that t<sub>calculation</sub> > t<sub>table5%</sub>, so can be concluded that H<sub>0</sub> is declined. In accordance, it can be seen that the result of pre and post test of game approach group indicates significant improvement on the students' skill in high jumping with straddle technique.

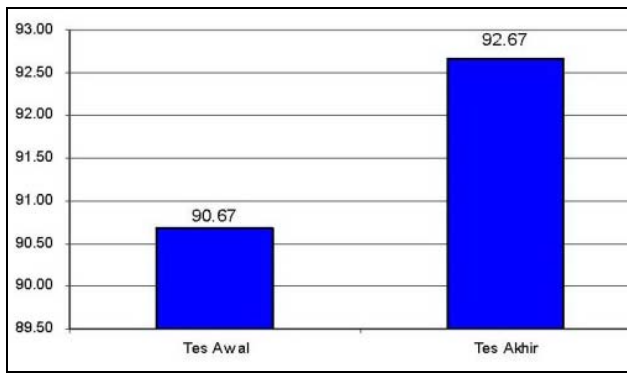
**The T-Test Result of Pre and Post Straddle Technique Test on Drilling Learning Approach Group**

The t-test result of pre and post straddle technique tested to the group applying drilling as the learning approach is presented in the table below:

**Table 2:** Difference Test on pre and post straddle technique test result on group with drilling approach

Tes	N	Mean	t <sub>hitung</sub>	t <sub>tabel 5%</sub>
Tes awal	15	90.67	6.556	2.145
Tes akhir	15	92.73		

To make it more obvious, the different mean between pre and post straddle technique test on group with drilling approach is presented in the diagram below:



**Fig 2:** Diagram of Mean Difference between Pre and Post The Ability of High Jump Straddle Technique of the Group with Drilling Approach

According to the difference analysis using t-test of the pre and post test of the drilling approach group, it result to a value of 6.556, and  $t_{table}$  with  $N = 15$ ,  $db = 15 - 1 = 14$  on significance level of 5% is 2.145. It shows that  $t_{calculation} > t_{table 5\%}$ , so can be concluded that  $H_0$  is declined. In accordance, it can be seen that the result of pre and post test of drilling approach group indicates significant improvement on the students' skill in high jumping with straddle technique.

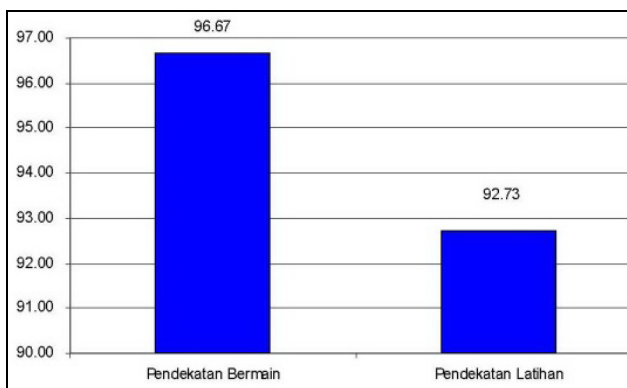
**The T-Test Result of Post Straddle Technique Test Between Game and Drilling Learning Approach Group**

The t-test result of post straddle technique test between the two groups with game and drilling approach is presented in the table following:

**Table 3:** Difference Test on post straddle technique test result between group with game approach and group with drilling approach.

Kelompok	N	Mean	$t_{hitung}$	$t_{tabel 5\%}$
Pendekatan bermain	15	96.67	3.814	2.145
Pendekatan latihan	15	92.73		

The different post test mean between group with game approach and group with drilling approach is presented more clearly in the diagram below



**Fig 3:** Diagram of Mean Difference of High Jump Straddle Post Test between group with game approach and group drilling approach

According to the difference analysis using t-test statistical analysis of the post test between group with game approach and group with drilling approach, the value obtained is 3.814, and  $t_{table}$  with  $N = 15$ ,  $db = 15 - 1 = 14$  on significant level of

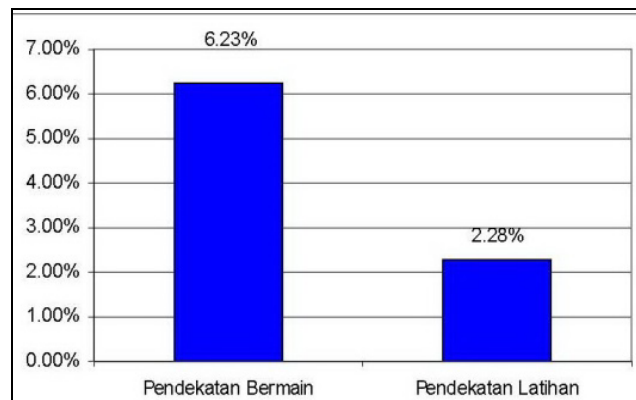
5% is 2.145. It shows that  $t_{calculation} > t_{table 5\%}$ , so can be concluded that  $H_0$  is declined. In accordance, it can be seen that the result of the straddle technique post test between group with game approach and group with drilling approach shows significant difference.

**Percentage of High Jumping with Straddle Technique Skill Improvement between group with game approach and group with drilling approach**

The percentage calculation on the students' skill improvement on straddle technique between group with game approach and group with drilling approach is presented in the table and diagram below:

**Table 4:** Different Improvement Percentage on straddle technique between group with game approach and group with drilling approach

Kelompok	N	Mean Pretest	Mean Posttest	Mean Different	Prosentase Peningkatan
Pendekatan bermain	15	91.00	96.67	5.67	6.23%
Pendekatan latihan	15	90.67	92.73	2.07	2.28%



**Fig 4:** Diagram of Improvement Percentage on straddle technique between group with game approach and group with drilling approach

According to the Improvement Percentage on straddle technique, it is revealed that the improvement of group with game approach is 6.23%. On the other side, the skill improvement of group with drilling approach is 2.28%. Therefore, it can be concluded that the group with game approach has bigger improvement percentage on high jumping with straddle technique skill than group with drilling approach.

**4. Discussion**

**Different Influence Between Group With Game Approach And Group With Drilling Approach On High Jumping Skill With Straddle Technique.**

Game approach and drilling approach are the forms of learning approaches that can be applied to improve students' skill in high jumping with straddle technique. Each approach has different characteristic, strength, and weakness which will contribute to the improvement of high jumping skill with straddle technique.

The learning of high jumping straddle technique with game as approach is a form of teaching the technique using various teaching media. The media that can be used in teaching high jumping straddle technique are ropes, beams, rattan hoops, box, Sweden stool, mattress. With the media mentioned, many creative and innovative ways to teach the high jumping technique can be performed. This way, students can raise the fondness in learning high jumping so that their motivation in

learning is also improved. Students can be more active in completing high jumping straddle technique task. The fun learning will strengthen the students' respond and the achieved skill can support the mastering process of basic movement for the actual straddle technique. Sugiyanto & Agus Kristiyanto (1998:2) stated, "In law of effect, it is explained that the strengthening or the weakening of a connection is a result of the process undertaken. The stimulus response relation is strengthened when response emerges along with exciting or satisfying condition."

The learning approach of high jumping straddle technique with drilling is an exercise approach in which students are assisted during the learning process by the physical education teacher. Drilling learning approach more emphasis on technical mastery such as: starting technique, pivot to jump, attitudes over the bar and landing which are done repeatedly. Every step of the technique learning is performed by the students in accordance to the teacher's instruction. Straddle technique learning with drilling approach is done gradually and repeatedly. When every learning step is completed, it is then combined together as a whole. The steps to learn high jumping straddle technique will contribute to the students' skill improvement in performing the high jumping. According to the characteristics of the game and drilling approach, there are significant difference in the improvement of the skills between the two learning approach.

The difference is due to different characteristics of each approach with their own strengths and weaknesses. These differences result to different influence toward the skill improvement of the students in the high jumping.

#### **Game Approach Compared to Drilling Approach toward the High Jumping Ability with Straddle Technique**

According to the different characteristic between game and drilling approach as well as the advantage and weakness of each, it can be seen that game approach has better influence in increasing students' high jumping ability using straddle technique. This is resulted from the fact that elementary school student's characteristic is their fondness of playing, so that the straddle technique which is taught with games can arise the feeling of likeness. The games referred in this research is one that integrates the teaching of high jump using straddle technique. Dwi Hatmisari Ambarukmi (2010: 92) stated, "Children should not be enforced to do sport, but sport should be taught in a way which can draw their interest with fun activity, improving skill, knowledge relating to games, friendship, and entertaining". Through playing jumping, students try to understand high jumping with straddle technique to improve their skill.

On the other side, drilling approach is a high jumping with straddle technique learning which is done repeatedly along with the teacher's instruction. The learning of the technique which is done repeatedly can stimulate boredom because student's energy is not well channeled. It is because elementary students literally loves playing and moving. On the contrary, when students' moving desire is not channeled, the learning result will be not optimal. Therefore, it is known that learning approach with game has better influence in improving students' skill of high jumping with straddle technique rather than drilling.

#### **5. Conclusion and suggestion**

##### **Conclusion**

Based on the research and data analysis result, the hypotheses proposed is acceptable. Therefore, it comes to the conclusion below:

1. There are significant influence of the application of game and drilling learning approach toward the students' ability in high jumping with straddle technique among 5<sup>th</sup> grade male students Djama'atul Ichwan Elementary School academic year 2013/2014, the the measurement value  $t_{hit}$  of 3.814 and  $t_{tabel}$  of 2,145 in 5% significance level, therefore it can be concluded that the first hypotheses is acceptable.
2. Game learning approach has better influence toward the straddle technique ability of 5<sup>th</sup> grade male students Djama'atul Ichwan Elementary School academic year 2013/2014 than drilling approach. Group 1 (game learning approach) increase their ability in high jumping with straddle technique by 6,23%. On the other side, group 2 (drilling learning approach) increased their ability in high jumping with straddle technique by 2.28%. Therefore, it can be concluded that the second hypothesis is acceptable.

#### **6. Suggestion**

Based on the research result, there are some suggestions for the Sport and Health Education teachers in Djama'atul Ichwan Elementary School which can be applied are as follow:

1. Teachers should be more creative and innovative in teaching sport, so that the lesson is not monotonous.
  2. The school should provide and add more sport equipment so that the obstacles in teaching sport can be overcome.
- The game and drilling approach can be applied in other subject in teaching sport.

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