

THE INFLUENCE OF EXERCISE TEACHING STYLE TOWARD STUDENTS' LONG JUMP ABILITY IN FACULTY OF SPORT SCIENCE UNIVERSITAS NEGERI MANADO

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ABSTRACT: *The purpose of this study was to determine the influence of teaching style exercise on long jump ability in athletics students of Sport Education Department Faculty of Sport Science Universitas Negeri Manado. The method used in this study is the experimental method, namely by conducting field experiments in the form of teaching style. The research design used in this study refers to the experimental design by Randomized Control Group Pre-Test and Post Test Design. The population in this study were all students of Sport Education Department Faculty of Sport Science Universitas Negeri Manado, which amounted to 94 students, the sample in this study researchers limit the number of 20 people taken randomly and then divided into two groups of 10 each experiment group and 10 people in the control group. The research instrument used in this study was: "Skipping Capability". To test the hypotheses in this study used the t_{-test} statistics (Sudjana, 1990: 232) with a significance level $\alpha = 0.05$. The results obtained in this study were $t_{ob} = 7.347 > t_{tab} = 2.101$ for H_0 was rejected and accepted H_a which stated the average long jump ability in the experimental group given the teaching and learning style of the exercise was greater than the average long jump ability in the control group. Therefore, this study shows there is an influence of the teaching style on increasing the long jump ability of the students of Sport Education Department Faculty of Sport Science Universitas Negeri Manado*

Keywords: Teaching style Exercise and long jump.

I. INTRODUCTION

Learning achievement in the field of sports will be better if students conduct exercises regularly and taught using the correct teaching style, adjusted to the goals and available time.

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Athletics is one of the oldest sports that has existed and practiced by humans since ancient times until now. It can even be said since human existence on this earth's athletics already exists and done by humans. This is due to every movement in athletics such as walking, running, jumping, throwing is an embodiment of the basic movements in daily life. According to Hasan (2005: 92) Sports is a very important thing for human health, because in human life the most important and cannot be ignored is the desire to move, it is a characteristic of human life.

The long jump is one of the numbers of athletics that need to be trained early for athletes can achieve maximum achievement later. Similarly, students who have studied and engaged in athletics sport for long jump number, to obtain achievements cannot be separated from coaching. Coaching can be done by practicing gradually and systematically according to the right rules.

The formal education or school is one of the platforms for developing and producing athletes who excel, and later their achievements can be donated for the benefit of higher education itself, even for the benefit of the nation. One of the sports that is enjoyed in high school in athletics. Athletic sports are often contested either between tertiary institutions at the local level, through regional sports week or POPDA, POPNAS, Asia, or International.

The students in the faculty of sports science, more specifically in the department of sports education are the warehouses of athletes from various sports branches which should naturally be used as a basis for sports coaching through both curricular and extracurricular activities. The activity of fostering sports achievements, especially athletics through extracurricular activities, is aimed at instilling the basic techniques of the sport concerned. Likewise, in extracurricular activities in athletic sports. The talent builders of athletic achievement and athletic trainers should focus on fostering of mastering basic techniques.

One obstacle seen in the field to improve athletic achievement is the lack of knowledge and training skills possessed by physical education teachers. To get expected achievement, the athlete should be handled by a qualified coach, which means to master the basic athletic techniques, it should also have the expertise to transfer the knowledge and skills they have to the athlete. Knowledge and strategy to properly train basic athletic techniques in athletes are very important as an effort to instill a love for athletics.

One of the skills that should be possessed by a physical education coach or teacher who handles achievement coaching activities should be mastered by various teaching or training methods. Trainers or teachers generally rely on conventional methods such as the command teaching style or the part method and the overall method to teach all sports activities. This is due to a lack of trainer or teacher knowledge about teaching styles, which is an important factor for achieving success. The efforts of trainers or teachers to provide basic training to students often have difficulty in presenting it, for expected results do not match properly.

Teaching style as a motivational tool as a teaching strategy aimed to achieve a goal. The teaching style is defined as the way the teacher uses his function as a tool to achieve learning objectives. But the actual implementation, teaching styles, and techniques have differences. The teaching style is more

procedural that contains certain stages, while the technique is the method used, which implementation (Evelin Siregar and Hartini Nara, 2007: 69)

For teaching style, depending on the sensitivity of the teacher in providing materials and teaching assignments are appropriate to the level of ability on students he teaches, one of them is the training method, according to Suparman (1987: 17) explains the training method is a method used to present the contents of the lesson to students/object to achieve a goal.

The teaching style will affect teaching and learning activities can improve movement skills, with a good understanding, students will know their skills in doing the tasks given and the opportunities they had to improve their movement skills.

The teaching style of the exercise is designed to improve students' skills by assigning students to do lots of repetitive exercises. By repeating the activities hoped that there will be an increase in the physical strength and skills of the students involved. Therefore, repetition of movements, no less important is the provision of appropriate feedback about the performances made by students.

All teaching styles have advantages and disadvantages including practice teaching style, this teaching style will be perfect for use if applied to the place and objectives to be achieved as follows:

The strengths of exercise teaching style are 1). To gain motor skills, such as writing, reciting letters, making, and using tools. 2). To gain mental skills, such as multiplication, addition, subtraction, division, signs or symbols, etc. 3). Form habits and increase the accuracy and speed of implementation. The disadvantages of the exercise teaching style are 1). Inhibiting the talents and initiative of students because more students are brought to the adjustment and directed to distance and understanding. 2). Cause static adjustments to the environment. 3). Sometimes exercises conducted repeatedly are monotonous and easily boring. 4). Can cause verbalism (Syaiful Bahri Djamarah., 2008: 242).

Teaching using exercise style is designed to improve student skills by assigning students to do lots of repetitive exercises. It is hoped the repetition of these activities will increase the physical strength and skills of the students involved. Besides the repetition of movements, it is also important to provide appropriate feedback about the performances made by students. Guthrie's theory cited by Lutan (2000: 129) drill is useful to facilitate students to make several right responses. The use of a skill or the consolidation of new skills will be obtained through repetition where each phase of the exercise develops a cohesiveness about response stimulus.

The teaching style of the exercise in this study is the teaching model applied by the teacher, where the teacher will have the opportunity to teach a large number of students at once, students learn to be able to work independently, students learn the consequences of decisions they make according to existing provisions, students learn about time constraints, students can learn about the goals to be achieved by conducting certain tasks, and students have the opportunity to increase individual interaction with each student.

To teach a type of skill, the use of a teaching style is very instrumental in determining the success of the teaching and learning process. Therefore, the trainer/teacher is required to be skilled in using and choosing teaching styles to achieve the desired goals. The jumping made is the squat style jump.

The problems have been conveyed also according to the observations of researchers that occurred in sports education students. Trends occur in the process of teaching and learning with traditional learning. The process of teaching and learning all centered only on lecturers. Whereas the implementation of teaching and learning activities in sports can be used a variety of teaching styles to achieve teaching objectives. Teaching style emphasizes student activities is a teaching style that expected to produce better learning achievement. The teaching style includes the style of teaching practice. Based on this issue, it will attract attention to be researched due to results will bring benefits to the world of sports education especially the athletics sports of long jump numbers.

II. METHOD

The method used in this study is the Experimental method, namely by conducting field experiments in the form of teaching style. The research design used in this study refers to the experimental design using the Randomized Control Group Pre-Test and Post Test Design (Donald Ary, Cheser Lucy Jacobs, and Rosavich Assyhar, 1982: 356). With the following design:

Notes:

A : Experiment Group

B : Control Group

Y1 : Initial test for both groups

Y2 : Final test of both groups

X : Treatment

- : No treatment

The population in this study were all students of Sport Education Department Faculty of Sport Science Universitas Negeri Manado, which amounted to 94 students, the sample in this study researchers limit the number of 20 people taken randomly and then divided into two groups of 10 each experiment group and 10 students in the control group.

The exercise teaching style is a teaching method compiled by lecturers to provide opportunities for students to work alone, make their decisions regarding the tasks given during the teaching and learning process conducted for 6 weeks with a frequency of 3 times a week. While the ability to make right long jumps from the start of the movement to the position of landing in a jump tub. Long jump capability can be measured by the farthest jump distance by using meters.

The research instrument used in this study was: "Skipping Capability". To test the hypotheses in this study used the t-test statistics (Sudjana, 1990: 232) with a significance level $\alpha = 0.05$.

III. RESULTS AND DISCUSSION

Results

From the Lillifors calculation results obtained the highest difference value as the observation L value or L_{ob} totaled 0.1442. Based on the table of critical values of the Lilliefors L test at $\alpha 0.05$; $n = 10$ obtained the value of L table (L_{tab}) = 0.258. Therefore, L_{ob} value is smaller than the L_{tab} value or with the word L_{ob} value = 0.1442 < L_{tab} = 0.258. Based on testing criteria that accept H_0 if $L_{ob} \leq L_{tab}$. Therefore, H_0 was accepted stating the samples taken in the experimental and control groups come from populations that were distributed with data distribution normally distributed.

From the results of testing similarity of the variance form, two groups (experimental and control) obtained the magnitude of F observations (F_o) = 1.00. While the F table (F_{tab}) at $\alpha = 0.05$; the denominator dk 9 and the numerator dk 9 results obtained F table of (F_{tab}) = 3.18. This fact shows $F_o = 1.00 < F_{tab} = 3.18$. Therefore, it can be concluded based on the H_0 testing criteria accepted which state both samples (experimental and control) have homogeneous variance.

From the results of calculations using the t-test statistics, the value of observation t was $t_{ob} = 7.347$. While from the table critical value of t with the real level $\alpha = 0.05$; $n_1 + n_2 - 2$ obtained t table value of $t_{tab} = 2,101$. This fact shows the value of $t_{ob} = 7.347 > t_{tab} = 2.101$, therefore the null hypothesis (H_0) is rejected and accepts the alternative hypothesis (H_a).

Based on the testing criteria which stated reject H_0 if $t_{ob} > t_{tab}$, thereby showing in the investigation of H_0 rejected, H_a is accepted, which states the average long jump ability in the experimental group is treated with learning programs in the form of exercise teaching style is greater than the average value of long jump ability in the control group. Therefore, these results indicate a learning program with an exercise teaching style can improve the long jump ability of students at Sports Education Department Faculty of Sport Science Universitas Negeri Manado.

Discussion

Based on the analysis results of normality test data using the Lilliefors test statistics show the samples drawn from the two groups, both the experimental and the control group came from populations that were distributed with data distribution normally distributed.

Likewise in the homogeneity test where both groups of samples show homogeneous variance or the same variant, this means two sample groups before receiving different treatments have the same initial ability for if their changes occurred solely due to the treatment or learning factors which in this case is the treatment with an exercise teaching style learning program.

From the presentation of the results of long jump ability data, it can be seen the initial or pre-test conditions and the final or post-test conditions of two groups show the differences in the acquisition numbers on the long jump ability. These results show the initial conditions or pre-test of the two groups did not show a significant difference, but in the final condition or post-test of the two groups had been significant differences, where for the post-test score of the experimental group the acquisition of figures was higher (both) than the acquisition of figures in the control group. This shows the learning program with exercise teaching style given for eight weeks with a frequency of three times a week can have a significant effect on improving long jump skills in students of the Sport Education Department Faculty of Sport Science Universitas Negeri Manado.

The facts are reinforced by the results of t-test statistical analysis calculation results, where the results of $t_{ob} = 7.347 > t_{tab} = 2.101$ for H_0 is rejected and accepts H_a stating the average long jump ability in the experimental group given the exercise teaching style and learning programs is greater an increase from the average long jump ability in the control group.

Therefore, this study shows there is an influence of exercise teaching style on increasing the long jump ability of the students of Sport Education Department Faculty of Sport Science Universitas Negeri Manado.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The results of the research have been proven by conducting learning and testing data analysis based on the measured variables, it can be concluded there is an influence of exercise teaching style on increasing the ability of long jump in the students of Sport Education Department Faculty of Sport Science Universitas Negeri Manado.

Suggestion

The results of this study are expected to provide meaningful suggestions on the following matters:

1) It can be an input for coaches and athletes as well as sports lovers and Physical Education candidates as an effort in the development and guidance of sports, especially the development of physical education and sports.

2) In learning, it can be a meaningful input for choosing the right teaching style program as an effort to improve athletic learning skills, especially long jump techniques.

3) In training and learning to pay attention to factors that influence other physiological aspects are closely related to the training style of teaching exercises, such as techniques to motivate students, attention, and seriousness of students, the intensity of learning is directly related to the teaching and learning process, etc.

4) If deemed necessary the results of this study may be additional information for further research.

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