

Improving Rope Jumping Abilities Using The Demonstration Method In Grade IV Students of SD Inpres 1 Besusu

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ABSTRACT

This study aims to improve the rope jumping ability of fourth-grade students of SD Inpres 1 Besusu through the application of the demonstration method. The study used a Classroom Action Research (CAR) approach, which was implemented in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of the study were 17 students, consisting of 8 male students and 9 female students. The research instruments were observation sheets and rope jumping skills tests. The results showed an increase in rope jumping ability in each cycle. In the pre-cycle, only 11.76% of students reached the good category, while 64.70% were in the poor category. After the action was carried out in the first cycle, the number of students in the good category increased to 17.64%, the sufficient category to 47.05%, and the poor category decreased to 35.29%. In the second cycle, a significant increase was seen with 76.47% of students in the good category, 17.64% in the sufficient category, and only 5.88% in the poor category. The research success indicator, namely a minimum of 75% of students achieving the good category, was achieved in cycle II. These results demonstrate that the demonstration method is effective in improving students' basic motor skills, particularly in rope jumping. The study recommends that physical education teachers utilize the demonstration method more effectively in teaching basic motor skills.

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- A. Conception and design of the study;
- B. Acquisition of data;
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INTRODUCTION

Physical Education, Sports, and Health (PJOK) plays a crucial role in developing motor skills, physical fitness, and sportsmanship in elementary school students. One of the basic motor skills taught is jumping rope. This activity is beneficial for developing coordination, agility, balance, and endurance. However, in practice, many students struggle to master the jump rope technique. Initial observations at SD Inpres 1 Besusu showed that most students were unable to jump rope repeatedly with the correct rhythm, had poor hand-foot coordination, and lacked confidence in trying.

Various studies confirm that the choice of learning method significantly influences students' success in mastering motor skills. Slameto (2016) stated that poor physical

education (PJOK) learning outcomes are partly due to inappropriate methods. Hidayat (2020) demonstrated that demonstration methods improve students' motor skills by up to 75% more effectively than conventional methods. This is because students can directly see examples of correct movements before practicing them.

Furthermore, the demonstration method has been proven to increase learning motivation. According to Prasetyo (2020), students who learn through demonstrations experience increased confidence in trying new skills. Similarly, Widodo and Susanto (2021) noted that visual-based learning increases active student participation. Therefore, the demonstration method is a solution to overcome student obstacles in learning to jump rope.

Based on the description above, this study was conducted to determine the effectiveness of the demonstration method in improving the rope-jumping ability of fourth-grade students at SD Inpres 1 Besusu. This study is expected to provide practical contributions for physical education teachers in selecting more appropriate and effective learning strategies.

METHODS

This study used a Classroom Action Research (CAR) approach using Arikunto's (2013) model, which consists of four stages: planning, implementation, observation, and reflection. The research was conducted in two cycles. Each cycle was designed to address weaknesses in previous learning, thus hopefully improving student skills.

The research subjects were 17 fourth-grade students at SD Inpres 1 Besusu, consisting of 8 boys and 9 girls. Subjects were selected purposively because the class exhibited significant challenges in rope jumping skills. The research location was SD Inpres 1 Besusu, East Palu, Palu City, Central Sulawesi.

The research instruments included student activity observation sheets and a rope jumping skills test. The test was used to determine students' abilities based on the number of jumps performed correctly, with the assessment categories: good (≥ 10 jumps), enough (5–9 jumps), and less (< 5 jumps). The data obtained were analyzed using quantitative descriptive techniques to see the percentage increase in student abilities in each cycle.

The success indicator is determined when at least 75% of students achieve the good category. This criterion is based on learning completion standards for basic motor skills in elementary schools.

RESULTS AND DISCUSSION

Result

The results of the study showed an increase in students' rope jumping abilities from the pre-cycle to the second cycle. In the pre-cycle, only 2 of 17 students (11.76%) achieved the good category, 4 students (23.52%) achieved the sufficient category, and 11 students

(64.70%) achieved the poor category. The average score obtained by students was 4.8, which is in the poor category.

1. In cycle I, there was an increase in ability, although not significant. The number of students in the good category increased to 3 (17.64%), the fair category to 8 (47.05%), and the poor category decreased to 6 (35.29%). The average student learning outcome in cycle I increased to 7.2 (the fair category).
2. In cycle II, the improvement in student learning outcomes was very significant. A total of 13 students (76.47%) were categorized as good, 3 students (17.64%) were categorized as sufficient, and only 1 student (5.88%) was categorized as poor. The average student learning outcome reached 10.6 (good category). Thus, the research success indicator ($\geq 75\%$ of students achieved the good category) was successful.
3. This improvement can be visualized through a comparative graph of student learning outcomes from pre-cycle to cycle II. The data shows a consistent upward trend from the poor to the good category, as well as a significant decrease in the number of students in the poor category.



Figure 1.

Comparison Graph of Pre-Cycle and Cycle II

Overall, the demonstration method proved effective in improving students' rope-jumping abilities. From the pre-cycle to cycle II, students in the Good category improved by an average of 32.35% per cycle, while those in the Poor category decreased by an average of 29.41% per cycle. This indicates that the demonstration method not only improves students' motor skills but also accelerates students' shift from the low to the high category in a relatively short time.

Discussion

The results of this study demonstrate that the demonstration method is effective in improving the rope-jumping skills of fourth-grade students at SD Inpres 1 Besusu. In the pre-cycle, the majority of students were still in the "poor" category because they did not yet understand the basic rope-jumping techniques. After learning using the demonstration method, significant improvements were seen in the first cycle, although they did not reach the completion target.

A greater improvement occurred in cycle II, where 76.47% of students achieved the good category. This demonstrates that the demonstration method, which emphasizes direct examples from both the teacher and more skilled students, provides concrete examples, making it easier for students to imitate the correct movements. Furthermore, repeated practice and feedback also contribute to correcting student movement errors.

These findings align with research by Hidayat (2020) and Widodo & Susanto (2021), which found that demonstration methods can improve basic motor skills and active student participation. Furthermore, these research findings support Arsyad's (2017) theory that concrete learning experiences are more easily understood by students than solely verbal learning.

Thus, the novelty of this research lies in the application of the demonstration method to skipping rope instruction in elementary schools, a practice that has received little attention. This study provides empirical evidence that the demonstration method not only improves basic motor skills but also builds students' self-confidence and motivation to learn.

CONCLUSION

Based on the results of the classroom action research conducted in two cycles, it can be concluded that the demonstration method proved effective in improving the rope-jumping ability of fourth-grade students at SD Inpres 1 Besusu. The improvement was seen from the pre-cycle, with 11.76% of students in the good category, to 76.47% in the second cycle. Thus, the research success indicator has been achieved.

The demonstration method provides a concrete learning experience, helping students understand basic jump rope techniques, improve motor coordination, and boost self-confidence. Therefore, physical education teachers are advised to utilize this method more intensively in teaching basic motor skills.

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