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A Application Approach to Playing to Increase Learning Results and Self-Trust Straddle the Vault

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ABSTRACT
This study aims to determine whether there is an increase in the learning process by using a playful approach to learning outcomes and confidence to jump on the students for grade XI Chemical Engineering in SMK Negeri 7 Bandung. The method used in this research is classroom action research to solve the existing problems. The population of this study is the students of boys and girls in SMK Negeri 7 Bandung grade XI Industrial Chemical Engineering; during the sample in this study, as many as 35 people Instruments used in this study showed the results of learning using skill tests, observation, and field notes, while instrument confidence was measured using questionnaires. Based on the results of the research data obtained, it can be known that learning outcomes increased and exceeded the KKM of 80%. In contrast, confidence is also improving, with the improvement of "strong" interpretation exceeding 80%. So, the approach to play can increase self-confidence and learning results by straddling the vault. Limitation and recommendation: Sport education determines the learning process by using a playful approach.

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INTRODUCTION

Physical Education, Sports, and Health (PJOK) in vocational high schools (SMK) has a significant role in developing student behaviour, such as cognitive, affective, and psychomotor aspects. Regarding this, Lutan (2000) explains that "Physical education is an educational process through physical activity. The goals to be achieved are comprehensive, covering psychomotor, cognitive, and affective domains".

The explanation above confirms that in the learning process, physical education is prioritized as an understanding of the characteristics of growth and development that are evenly distributed among the learning aspects, namely cognitive, affective, and psychomotor elements. Therefore, the physical education programme must be one that

gives sufficient and balanced attention to these three aspects. The achievement of a learning outcome or learning goal depends on the learning process experienced by students because learning is a fundamental activity and the process is systematically organised.

Gymnastics is a physical activity that can help optimise children's development. Gymnastic movements are very suitable for emphasis in physical education programmes, mainly because of the physical demands they require, such as muscle strength and endurance in all body parts.

Gymnastics is a direct translation of English gymnastics or Dutch gymnastics. Gymnastics is an absorption language from the Greek gymnos, which means naked. Recognising this, Mahendra (2007) states, "Gymnastics is used to indicate physical activities that require freedom of movement so that they need to be done naked or half naked." This can happen because the technology of making clothing materials at that time was less advanced than it is now, so it was impossible to make clothes that were flexible enough to follow the wearer's movements.

The word gymnos or gymnastics at that time contained such a broad meaning that it referred to sports activities such as wrestling, athletics, and boxing. In line with the times, the meaning of the word gymnastics is increasingly narrowed and adapted to the needs of the development of various types and streams of gymnastics. Hidayat (Mahendra 207) tried to define gymnastics as a selected and deliberately constructed body exercise, carried out consciously and planned, is systematically arranged to improve physical fitness, develop skills, and instill spiritual values.

Meanwhile, according to Werner (Mahendra 2007), gymnastics can be defined as "Forms of body exercise on the floor or on tools designed to increase endurance, strength, flexibility, agility, coordination, and body control."

In Physical Education, Sports, and Health (PJOK) learning activities, teachers can implement many learning approach methods to achieve the learning objectives of the established curriculum so that students can understand the material presented easily. To achieve the expected goals of the teaching and learning process, many factors influence it, especially in learning gymnastic activities, one of which is the play approach.

According to Sukintaka (1992), play activities for children are critical because, by playing, children perform movements that will stimulate their physical and mental development. Play is a direct impulse from within each individual, which for children is a job. In this case, the desire to play in children is not always the same; various factors can influence it, so the role of educators or teachers is needed to direct play activities to be helpful and meet the essential and core competencies of physical education, sports, and health. Similarly, learning to jump astride can use a play approach.

When providing learning, the reality in the field still often encounters classic problems about teaching patterns that impose the abilities of students with limitations without seeing the physical and psychological conditions of the students who tend to play. As a result, students need more attraction, interest, and confidence to participate in PE practises. thus affecting the achievement of the PE learning outcomes themselves. This phenomenon is a problem due to the lack of attention from teachers, who have been teaching PE lessons ineffectively, especially gymnastics jumping kangkang. And also, a teacher must be able to play a role that demands curriculum targets and absorption as an educator who uses teaching patterns that prioritise the psychological conditions of students who tend to play. They have seen that many students still need to be able to do gymnastic movements. For most students, gymnastics material for jumping astride is challenging to learn. In this case, many students still do the activities carelessly. There are

still many students who feel fear and complain about the difficulty of doing the motion tasks that are ordered. And when told to do gymnastic movements, students tend to be reluctant. It appears that student confidence during learning is lacking because students are unwilling and feel less confident when they do not master the movements to be performed. And the inactivity of students during the learning process can be seen from the initial learning observation, where students need to optimise their campaigns; it can be seen from the student's lack of understanding regarding the correct kangkang jumping movement. In addition, the motion tasks that must be performed are problematic because students must directly perform the motion tasks or motion skills given. Hence, students feel that they are not maximising the achievement of their learning outcomes because they are not successful in performing the motion tasks they will perform. This results in students thinking that learning gymnastics is less fun or boring.

Seeing the condition of learning gymnastics by jumping astride at SMK Negeri 7 Bandung, several efforts were made, including learning with a playful approach. By playing, it is hoped that students can increase their learning activities so that there is a memorable process and reinforcement of the material provided at school, with the hope that students will be able to improve learning outcomes and shell-jumping confidence. With the application of the play approach, it is hoped that when learning to jump, the kangkang can increase attraction, an interest in learning outcomes, and confidence in knowing PE.

MATERIALS AND METHODS

The data collection method used in this study was Classroom Action Research (PTK), with the target subjects being 35 students of class XI majoring in Industrial Engineering at SMK Negeri 7 Bandung. This research was conducted at SMK Negeri 7 Bandung, Sekejati Urban Village, Buahbatu District, Bandung Regency. The analysis was carried out for two months in the even semester of the 2022–2023 school year.

In carrying out the research, the researcher planned two cycles, each consisting of two actions. Each implementation of the action created pressure on the role of a playful approach in learning to jump straddles. For the performance effort to occur naturally, the researcher should have notified the students beforehand. This is so that when the action takes place, students do not feel they are being investigated and so that researchers can find many important and exciting things when carrying out these actions. The findings that have been obtained are then processed and discussed with descriptions, analyses, and reflections step by step, starting from initial observations, cycle one, action one, action two, and cycle two, action one, action two.

As an initial stage of this classroom action research, the researcher made preliminary observations to determine the description of Physical Education learning at SMK Negeri 7 Bandung, especially learning gymnastics with straddle jumping activities. This action is intended to find solutions to learning problems that occur. The initial observations must focus directly on aspects of the learning process for gymnastic jumping activities regarding the physical education teacher's efforts to improve student learning outcomes and self-confidence. The results of this initial observation serve as an illustration for determining the actions to be carried out during the classroom action research.

Sports and physical education learning activities for class XI Industrial Chemical Engineering students of SMK Negeri 7 Bandung with a total of 35 students consisting of 10 male and 25 female students The research was conducted on Tuesdays at 13.00–15.15 WIB, or 3x45 minutes, according to the schedule of physical education lessons for class XI. With different student characters and physical education learning facilities and

infrastructure that are still inadequate, physical education learning activities are always sought to conform to the material and approaches to teaching by looking at student interests and achieving learning goals.

Overall, the physical education learning process at SMK Negeri 7 Bandung has been carried out specifically by physical education teachers. This is because the teacher who handles Physical Education subjects has a linear background in Physical Education. However, in learning activities, it can be seen that the learning carried out by the teacher seems monotonous and traditional, which becomes an inhibiting factor in the learning process of Physical Education, one of which is learning to jump straddles in class XI.

In-classroom action research (action research) is not limited to the classroom but is conducted wherever the teacher teaches. Action Research also means participatory and collaborative research, that is, research carried out by interested people, such as researchers, and observed by their colleagues.

The initial stage of learning

This initial stage begins with one student being randomly appointed and leading his colleagues in front by forming a line of three rows to the back according to the teacher's instructions, counting the total number of students, then praying together and checking student attendance. After that, the teacher introduced the researcher to the students. After that, the researcher, as the teacher, took over the learning. Previously, researchers who acted as teachers delivered learning objectives and explained essential competencies, then the teacher led static and dynamic warm-ups in front. The students looked excited and enthusiastic about participating because this was the first time they had exercised, led by their new teacher as a researcher. Then the warm-up is continued by jogging around the field with a bit of touch of the game. After warming up, the teacher explains the straddle jumping material and conducts questions and answers to determine the extent of the students' knowledge of this gymnastic material. Next, the teacher gives motion assignments that students must carry out by explaining the parts of the straddle jump: prefix, pedestal, landing, and posture.

The core stage of learning

After receiving directions and explanations regarding the motion tasks ordered, an initial straddle jump test was held without giving an example of the movement in advance. This aims to see the extent to which students understand and know the steps or basic techniques for doing straddle jumps.

The final stage of learning

All students are gathered to receive corrections and evaluations from the teacher after the learning process and initial tests are completed. The final stage of learning is closed by distributing self-confidence questionnaires to be tested in the early stages, praying together, and then dismissing students.

Based on the results of the initial test of the students' ability to do a straddle jump during the initial observation, the following data were obtained:

In Classroom Action Research (PTK). Kusuma and Dwitagama (2012) say, "Classroom Action Research (CAR) is action research conducted by teachers in the classroom." Kunandar (2008) suggests that PTK implies that: PTK is a form of self-reflection activity carried out by educational actors in an educational situation to improve the rationality and fairness of (a) their educational practises, (b) their understanding of these practises, and (c) the situation in which these practises are implemented.

The underlying selection of Classroom Action Research (PTK) as the type of research used is because the object of the research problem is related to the learning process, which is a real problem. These problems arise in the daily learning activities faced by teachers during the teaching process. This research was conducted to solve problems during the classroom learning process by applying a model or learning approach. Cooperation (collaboration) between the teacher as a teacher and the researcher as an observer is essential to overcome the problems. This research is collaborative because the issues found arise and are felt by the teacher himself as a PE teacher. Teachers and researchers then work together to find solutions to the problems that exist in the classroom. Through collaboration, it can jointly explore and examine students' real issues at school. Classroom Action Research (PTK) encourages teachers to dare to act and think critically in developing theories and rationales for themselves and to be responsible for the implementation of their duties professionally. Rochiati (Kunandar, 2008) suggests, regarding class action research, that:

Classroom action research includes qualitative research; although the data collected can be quantitative, the description is descriptive in words, the researcher is the main instrument in data collection, and the process is as important as the product.

Research Design

The research design is the structure of an investigation organised so that the researcher can obtain answers to the research questions.

The research design used in this study is the PTK design model of Suhardjono (2009) "The research design used in the study is planning, action, observation, and reflection. The implementation of the act includes who do, when, where, and how to do it". The action scene that has been planned and implemented in the actual situation at the same time is also accompanied by observation and interpretation activities and reflection activities. Arikunto (2010) suggests that the central concept of action research consists of four main components that show the steps below: 1) Planning; 2) Action or acting; 3) Observation or observing; 4) Reflection.

Based on the steps of action research, a scheme of procedures is made to facilitate the study flow. After making initial observations, all components were carried out to obtain an overview of the character of students' ability to perform basic movements in learning to jump the kangkang.

Before conducting PTK, you must first understand the learning problems that will be solved. The first thing the researcher must do is make initial observations to discover the issues that occur in learning at the school. The statements must focus on learning gymnastics, especially the kangkang jump at SMKN 7 Bandung. The results of these initial observations will be followed up on as part of the research cycle during the study.

The curriculum used in the school is the National Curriculum, or the curriculum approved in 2013. Gymnastics learning is allocated activity time according to the physical education, sports, and health (PJOK) subject schedule.

On this basis, the researcher conducts this research and intends to try to make solutions to solve the problems that occur in learning short-distance running, namely:

1) Planning

   In this planning stage, the researcher must plan the steps that will be carried out to improve, improve, or make changes for the better in learning gymnastics by jumping astride: a) Observe the condition of the school that will be used as a research site; b) Collecting data, media, and facilities at school that can support learning gymnastics jumping kangkang with a playful approach; c) Make a skill test to measure the extent

of students' essential movement ability in jumping kangkang in PJOK subjects; d) Make lesson plans that will be used in class.

2) Implementation (acting)
   In this stage, the researcher provides an overview and explanation of the Play Approach. Furthermore, the teacher explains the learning design of the kangkang jump and the expectations that will arise from learning. Teachers teach by the planning that has been made based on previous preliminary research. Teachers teach as usual, carrying out learning activities starting from opening activities, core learning, and closing.
3) Observing
   At this stage, the teacher, as a researcher, observes everything that happens during learning, starting from the opening process of education, the changes that occur, and the results or impacts obtained from the actions provided by the teacher.
4) Reflection
   Reflection is a thought process to look back at activities that have been carried out to find solutions based on the results of classroom observations during learning. In this stage, planning, implementation, and compliance are evaluated and looked for weaknesses in learning to jump astride in cycle I, to be improved in cycle II so that what is lacking can be corrected. A solution can be found; therefore, in PTK, it cannot be done once a meeting and one cycle, but it takes several processes to improve and find the desired results per the criteria for learning success.

RESULTS AND DISCUSSION

Early Stage of Learning

The first step begins with the teacher conditioning the students so that the learning is carried out conductively; after that, the teacher calls one of the students to lead the prayer. After praying, the teacher instructs attendance and apperception and motivates learning-related students. After that, the teacher conveys the essential competencies and describes the learning objectives. Then the teacher asks several students or students to express their experiences after seeing or doing straddle jumps from various sources and linking what the students put forward with the material to be studied. They were doing a static warm-up, namely stretching, led by one of the students. Based on the skill test of kangkang jumping in the cycle I action I with the approach of playing, I got the result:

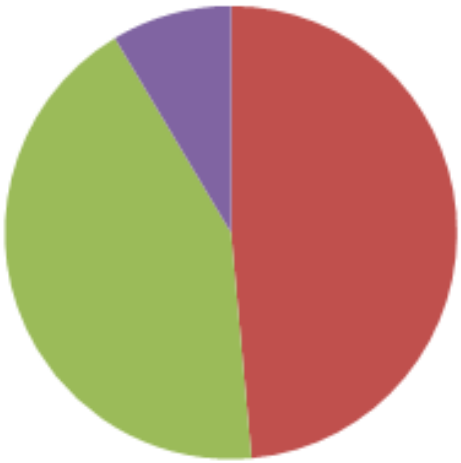

Figure 1. Cycle I Jumping Skills Test Action I

Core Learning Stage

After stretching, the teacher begins to apply the play approach. According to Wahjoedi (1999), "the play approach is learning given in the form or situation of a game" Students begin to play the game. The second step begins with a game for the technique of jumping astride by running; the games are: Guess the Number and Samson & Delilah. All participants/students are divided into two equal groups and face off in pairs. The position of all students is sitting with legs straightened facing each other. Each line facing the other is counted according to the sequence from front to back by making the identity of each pair with a number. The right and left rows are waiting for instructions from the teacher by saying a number. The number called must stand up and, as quickly as possible, run around the students sitting and sit back as soon as possible. The game ends when there is a point difference between the two opposing lines. And the second game of Samso & Delaila is with all the participants/students gathered in the same group while playing the number guessing game, facing off and in pairs. Each group line is instructed that this game is the same as playing Japanese and Javanese suits, where players must choose one of the movements that will be carried out later. Samson lost to detailed, detailed lost to the tiger, and the tiger lost to Samson.

The group that loses when it is mentioned later must run as fast as possible to avoid being chased by the opponent. Instructions were given by one of his comrades in the farthest corner and relayed to the rest of his comrades. First, all the players turn their backs to their partners, and when the "GO" signal is given, all turn to face each other while saying what their teammates agree on. When you have done it with shouts, do it with the movements decided upon by your teammates. The game ends when the two opposing lines get the difference in points.

The third step is the game for the stride jump technique, emphasising hand and foot coordination. The games are Post Body, Hand Fight, and Independent Standing. Namely, with students/participants in pairs of 2 people with a balanced body posture. Looking for a strategic place to do this activity. Face to face holding a friend's shoulder and straight leg not bent. This game tries to get students to step on as many feet as possible of friends in front of them with their legs straightened and not bent. The student who can put on his partner's legs the most is the winner—and given a gift, namely carrying from a friend who lost. And the second game of Fighting Hands is with students/participants in pairs of 2 people with balanced body postures. They are looking for a strategic place to do this activity. Face with no help and keep your legs straightened, not bent. Students must wear their partner's legs from the knee to the ankles by wearing their hands to the portions that have been determined. The couple before him must dodge when an attack occurs and vice versa. With the position of the body bent and facing each other. The student who gets the most points by wearing their hands to their feet is the winner. Next is the third independent standing game, with students/participants in pairs of 2 people with balanced body postures. They are looking for a strategic place to do this activity. The position of the two facing each other is sitting; straighten your legs first. They were previously calculated in advance with the order of numbers. If a number is called that corresponds to the position occupied, you must get up as quickly as possible, holding hands. Keep doing that until someone from the other line loses. The team that stands out the most is the team that wins the game.

The Fourth Step is the game for landing the straddle jump with the jump prefix and the footstool when landing. The game is Suit Jump. Namely with students/participants making groups of 1 group of 4 people by choosing a balanced body posture. When you

have determined the group, divide the group again into two people. The two opposite groups became opponents in this game. 2 people became the pillars behind them, two fought to do a suit, and the one who won must jump. The loser, in this case, must block as much as possible so the winner cannot jump on his friend. If the player who wins in a suit can position a jump with his teammate, it is confirmed that the team is the winner.

In the Fifth Step, all games are related to learning basic techniques when doing straddle jumps, and carrying out skill tests from starting stance, pedestal technique, landing technique, and body posture. Based on the skill test of kangkang jumping in the cycle I action II with the approach of playing, got the result:

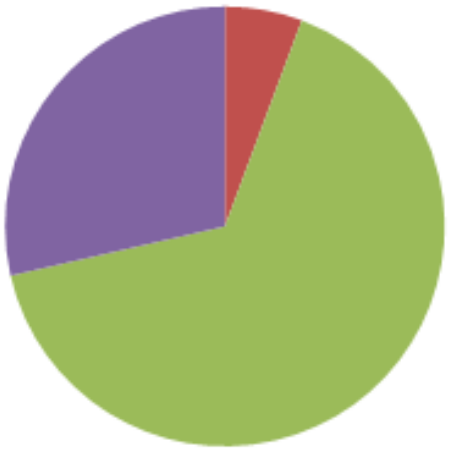

Figure 2. Skills Test Jumping Cycle I Action II

Learning and Closing Activities

In the seventh step, the teacher evaluates the test results and learning activities carried out in the first cycle of Action 1. The teacher appreciates all student activities, gives feedback to all, conducts questions and answers with students, and gives rewards in the form of additional value for students who actively ask questions and actively explain things that have been obtained from the learning that has been done. Furthermore, the teacher gives motivation to students so that they are always enthusiastic about learning and excited about carrying out every activity at school. Based on the skill test of kangkang jumping in cycle II action I with the approach of playing, the result was:

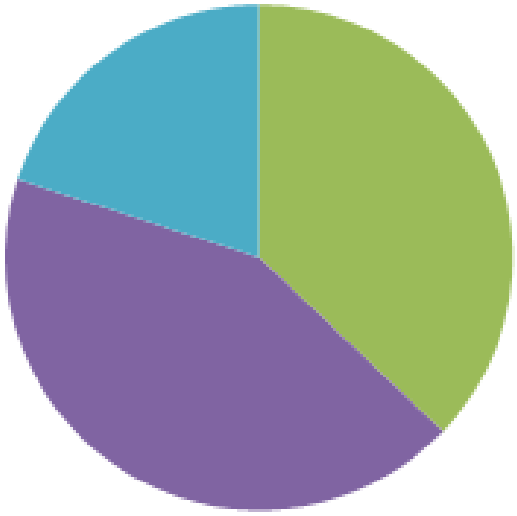

Figure 3. Skill Test Jumping Cycle II Action I

The results of the study illustrate the main findings of the study. The presentation of the results and discussion is written in a systemized manner; only the effects of the data or information are related to the research objectives. The debate in the research article explains the results obtained from the research. The authors compile, analyse, evaluate, interpret, and compare the results of the latest findings with existing research findings. Authors must pay attention to the consistency of articles, from title to bibliography.

Final Activity

Based on the data obtained from the observation sheets, field notes, and the learning outcomes of the straddle jump exercise, several findings are material for further action. The results obtained include:

1) In the first step, namely conveying learning objectives and motivating students with the teacher's perception, students look enthusiastic about answering the teacher's questions. This is because the questions asked by the teacher about the lessons carried out the previous week are still recorded in the child's memory. When doing static stretching led by one of the students, it was seen that some students did it carelessly but were already able to respect their friends in front.
2) In the second step of the game with the prefix attitude of fortifications, the students are active and cheerful; they look very enthusiastic about playing the fortifications game and have started to be excited. Besides that, they have shown self-confidence and sportsmanship, as seen when they do a squat rush when they make a mistake and accept defeat.
3) The third step is applying a game close to the foot and hand support technique, namely the deer race game. In the deer race game, students play the game using hand and foot support techniques with their feet and hands parallel. Walk as fast as possible using his legs and arms, alternating with his friend.
4) The fourth step is to play with an emphasis on technique in landing. One of the games is the "GO" signal game. In this game, the students who do it and the students who guard are in a waiting position. There are still many shortcomings when carrying out the movement; most students do the exercise poorly or in an arbitrary sense and do not concentrate on listening to the word "GO." Students have made appropriate movements and demonstrated good enthusiasm, honesty, and responsibility. None of the students complained of being tired. Even though the signs have started to be more complex, the teacher considers that the movements carried out need to meet the criteria that the teacher expects to be met.
5) In the fifth step, students are gathered to be conditioned and explained the test to be carried out. The test carried out is a straddle jump test by passing a chair and a friend who is bending. When doing the test, many students still carried out the initial running stance stiffly; their hands needed to be stronger, and their legs were not straddled. Some don't spread their legs when the technique is focused, and some need clarification about their movements.
6) In the sixth step, it is namely evaluating the results of the tests that have been carried out and then giving awards to students for the learning outcomes that have been achieved. At the time of evaluation, the students had shown a good attitude, namely, not chatting. This award is significantly given to students because it will motivate them to further their learning. After that, close the lesson by praying and dispersing.

Based on the data obtained from observations, field notes, and tests, the activities carried out by students were better than the previous week. Students look happier and

feel more successful because the motion tasks are understood and manageable, although some students still find them difficult and fear making motion mistakes. Based on the students' straddle jumping ability test in cycle II, action II, with the application of the play approach, the following data were obtained:

Figure 4. Skill Test Jumping Cycle II Action II

DISCUSSION

Based on the description, analysis, and reflection of each cycle in the research that has been carried out, learning straddle jumping gymnastics with a playful approach can improve learning outcomes and self-confidence in doing straddle jumps. So empirically, the hypothesis proposed by researchers in this study proved to be accepted. This can be established from several findings that have been found from the initial tests, cycles I and II, that researchers have carried out. The results will be explained as follows:

First, the findings that the researchers found in the initial test included that, during the warm-up, when the teacher (researcher) warmed up with games, the students initially felt they had learned something new and felt happy because, so far, students rarely warmed up using games. Even though many students seemed confused and did not understand, after the activity, it could be seen that all students showed enthusiasm and felt happy playing the game given by the teacher. Meanwhile, when the teacher did the test, it was seen that the students still needed clarification about the movements they would make. This is because previously, the teacher and researcher did not model and tell about the steps of the straddle jump, starting from the initial stance, pedestal technique, landing technique, and final body stance, so that during the test, the students still did straddle jump movements outside the correct approach.

As for the results of the straddle jump initial test conducted, as many as eight students, or 22.9%, got a score of 1; as many as 18 students, or 51.4% of students, got a score of 2; as many as seven students, or 20%, got a score of 3, as many as two students, or 5, 7% earned a score of 4, and 0 students, or 0%, got a score of 5. From the data obtained in this initial test, class XI students got an average score of 2.2, or 44%.

In cycle one, it was found that there was a change when the students were given a game using a game that they already felt familiar with; when the teacher gave a warm-up in the form of a game, the students started to understand a little and did not need to spend much time explaining the games that the students would do. In participating in this activity, learning the straddle jump exercise with the application of the play approach, students still feel a little confused in terms of delivering the game, but still show an enthusiastic attitude and do all the movements given by the teacher with great joy, even though at first there were still students who did it playfully. And not serious. In addition,

when the teacher evaluated the students by carrying out the straddle jump test, some students already understood a little about straddle jumping. It can be seen from the scores obtained by students experiencing better changes.

In the results of the backward jumping ability test conducted by researchers in cycle I of action II, as many as 0 students, or 0%, got a score of 1; as many as 17 students, or 48.6% of students, got a score of 2; as many as 15 students, or 42.9%, earned a score of 3; as many as three students, or 8.6%, got a score of 4; and 0 students, or 0%, got a score of 5. From the data obtained in this initial test, class XI students earned an average score of 2.6, or 52%.

It can be seen from the results of the first cycle of the action I test that the scores obtained by students have increased from the initial data to cycle I, even though the results of the straddle jump skill test are still below the minimum requirements for the increase that has been determined.

The findings that the researchers found in cycle II of Action I were that students had shown remarkable improvement starting from the beginning of learning when the teacher did apperception; it was seen that many students were enthusiastic about answering the questions posed by the teacher. During the learning process, students have shown an excellent attitude by listening and paying attention when the teacher explains the material and demonstrates the movements that will be carried out so that learning occurs in a conducive manner. Students are no longer afraid when they carry out the movement tasks that the teacher orders. They can minimise the movement difficulties they experience and perform motion tasks better and optimally. In addition, during the evaluation carried out by the teacher by carrying out the straddle jump skill test, it was seen that almost all students already understood the technicalities and series of examinations and also began to understand how to jump using the prefix stance, pedestal technique, landing technique, and stance. The end of a good and correct body, although some students still need help understanding the teacher's message. So that students' understanding and skills in learning straddle jumping gymnastics in cycle II of the action I am learning increased entirely from the previous cycle. It can be seen from the scores that students get that they are classified as starting to improve, and the average score obtained from this cycle has exceeded a predetermined threshold.

As for the results of the straddle jump skill test conducted in cycle II of action I, as many as 0 students or 0% got a score of 1, as many as 0 students or 0% of students got a score of 2, as many as 13 students or 37.1% got a score of 3, as many as 15 students or 42.9% got a score of 4, and 7 students or 20% got a score of 5. According to the data obtained in this initial test, class XI students get an average score of 3.8, or 76%. Based on these data, the average score obtained by class XI in straddle jumping learning is slightly closer to the specified KKM, which is 80%. In addition, the scores obtained by students in cycle II of Action I are classified as good criteria because the main things to consider when doing the straddle jump have been shown. The errors that occur are only mistakes in perfecting the movement.

The findings that the researchers found in cycle II of Action I were that students had shown remarkable improvement starting from the beginning of learning when the teacher did the apperception; it was seen that many students were enthusiastic about answering the teacher's questions. When the teaching took place, students were good enough to follow it, so learning took place quite well.

As for the results of the straddle jump skill test conducted in cycle II of Action II, as many as 0 students, or 0%, got a score of 1, as many as 0 students, or 0% of students, got a score of 2, as many as five students, or 14.3%, earned a score of 3, as many as 21

students, or 60%, got a score of 4, and 9 students, or 25.7%, got a score of 5. Class XI students get an average score of 4.1, or 82%, from the data obtained on this test. Based on these data, the average score obtained by class XI in straddle jumping learning has exceeded the specified KKM, which is 80%. In addition, the scores obtained by students in cycle II of Action II are classified as good criteria because the main things to do in doing the straddle jump have been shown and the errors that occur are only minor mistakes.

The increase in gymnastic learning outcomes, especially straddle jumping, from the initial test and observation up to the second cycle using the play approach can be seen from the graphic diagram below:

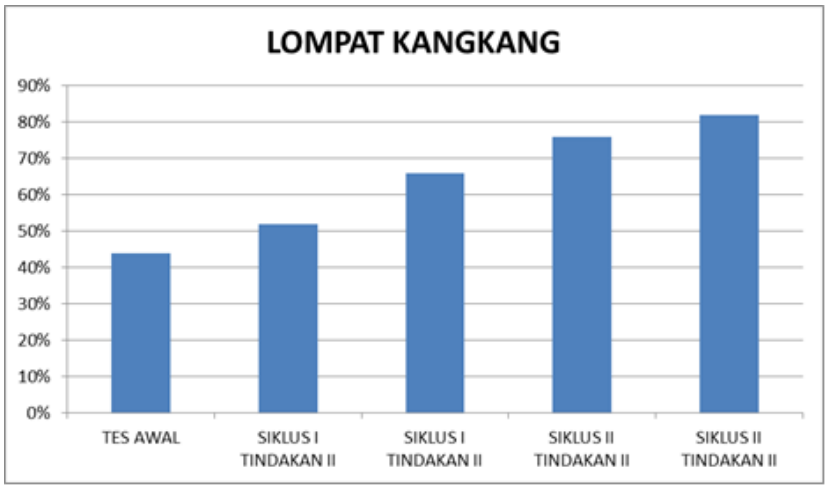

Figure 5. The Average Percentage Of Straddle Jump Skills

Based on the table diagram above, there was an increase in straddle jumping skills from the results of the initial observation test up to cycle II. In the initial examination, it obtained an average score of 44%; in process I, the action I got an average score of 52%; in cycle I, action II obtained an average score of 66%; in cycle II, action I received an average score of 76%, and finally in cycle II action II got an average score of 82%.

Increasing student confidence, especially when learning to straddle jump from the initial test, the first cycle to the second cycle using the play approach can be seen from the graphic diagram below:

Figure 6. Percentage Of Confidence Test Results

CONCLUSION

Research conducted to determine the level of increase in straddle jumping skills and increase in self-confidence in students shows an increase very well after going through several cycles and actions.

This straddle jump is intended to increase the level of skill and confidence in class XI students majoring in industrial engineering at SMKN 7 Bandung, so that if it is juxtaposed with interests or with different goals, it will produce different results.

CONFLICT OF INTEREST

There are no conflicts of interest in this article.

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