

Development of Basic Movement Learning Through Traditional Games at Elementary School Level

Ista Sapitri¹, Muhasana El Cintami Lanos², Widya Handayani²

¹SD Negeri Gugus 3 Lubuk Batang, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: ista.2022152038.students@unuvpgri-palembang.ac.id

Abstract: The aim of this research is to analyze the development of basic movement learning through traditional games at elementary school level in cluster 3 of Lubuk Batang sub-district. This research was conducted at Gugus 3 Elementary School, Lubuk Batang District. The research used the research and development (R&D) method from Borg and Gall. The research subjects were 30 class V students at Gugus 3 Elementary School, Lubuk Batang District. Data collection techniques were carried out by means of observation, documentation studies, interviews and tests. Data analysis techniques are carried out qualitatively and quantitatively. Based on the development results, it can be concluded: (1) Can be used as a reference to improve students' motor skills; (2) The resulting model has several variations using traditional games; (3) This model will increase children's interest in participating, because the form of training is packaged in the form of a fun game; (4) Contribute to preserving national culture, especially traditional games; and (5) Contribution to educational science, especially in the field of sports.

Keywords: Basic Movements, Learning Development, Traditional Games

A. Introduction

Sport is a part of life and one of the important physical needs for humans. Sport is a form of human movement behavior carried out in a specific branch of sport which has various directions and objectives so that sport is a phenomenon that is relevant to social life for each person. Sport is also a forum for developing physical growth to complete children's growth and development tasks. School is a means for children to learn to move with physical education subjects. Therefore, the very important role of sport for children certainly requires good and continuous coaching.

Physical education is a mandatory subject at school with the aim of improving students' physical fitness and improving students' motor skills to support students' activities at school. According to Kusmiati, (2017) the learning structure in physical education is related to how students learn to achieve educational goals using the medium of physical activity. Physical education activities in elementary schools are

carried out in a fun way and are carried out in the form of sports games. This is in line with what was said (Gumantan & Mahfud, 2020) that sports game activities at school provided by teachers in the field of physical education will help a lot in the overall growth and development of children. One of the ways this is done is to improve children's motor skills.

Motor skills are very important to teach to elementary school students. Because of their characteristics as children who always move happily, good motor skills are very necessary for children's development. Children's motor development is a maturational process related to differential aspects of form or function, including social-emotional changes. Motor processes are movements that directly involve muscles to move and process requirements that make a person able to move body parts (hands, feet and body parts).

Motor movements can be divided into 2, namely fine motor skills and gross motor skills. According to (Sumantri, 2005) fine motor skills are the organization of the use of a group of small muscles such as the fingers and hands which often require precision and hand-eye coordination. Examples of fine motor skills are: holding a pen, moving objects, putting together puzzles and others related to small muscle activity. Meanwhile, according to (Sujiono, 2007), gross motor skills are abilities that require coordination of most parts of the child's body. Gross motor movements involve the activity of large muscles such as the muscles of the hands, feet and entire body. Gross motor skills are related to training, pushing, kicking, and others related to the use of large muscles.

Motor movements are a strong basis and foundation in supporting learning, playing, socialization activities, and are also a form of building children's self-confidence. These motor skills are useful for children and are a good target for children's cognitive development. When children enter the school phase, they will carry out school activities with good performance if their physical foundation is strong. This can have a big impact on their future academic achievements. So that good motor skills will make children comfortable moving and more confident in carrying out activities in their development so that it can have an impact on achievement.

Basic movements are repetitive movements that are carried out continuously from our habits. Basic movement is one of the athletic sports. In athletics, there are several types of events, namely running, jumping, diving, shot put and throwing.

Games are activities carried out for pleasure without considering the end result, carried out voluntarily without any coercion or pressure from outside, let alone obligations. Meanwhile, games in Physical Education are to foster physical activity and aspects of physical and spiritual fitness. Apart from that, games in Physical

Education are useful for attracting students' interest in taking lessons, games can also eliminate boredom in carrying out learning. According to Mariani (2008) "Games are defined as activities carried out using or not using tools that produce understanding, provide information, provide pleasure, and can develop children's imagination." According to Furqon (2006) "Games are usually structured and have predictable results." Children play in their minds with a specific goal. Children do not have wide freedom to have emotional movements and are more limited because their behavior is part of achieving the desired goals. In play, children place limitations on the world of play and turn play into a performance or contest. Boundaries include time and place limits, following rules, and clearly stated goals. According to Roesdiyanto (2012) games are competitive activities that involve physical skills, strategy and chance or any combination of these elements. One way to improve children's motor skills is traditional games.

Traditional sports are cultural sports that must be developed and preserved. Traditional sports are sports in the form of games so they are very good for use in improving children's motor skills. The hope is that through this traditional sport we can develop and improve children's motor skills. Apart from being a method for developing motor skills, it also introduces children to traditional sports which aim to preserve Indonesian culture.

According to Anam (2017), traditional games are part of the culture of every tribe that existed before the emergence of modern games. With traditional games, children in ancient times did not deliberately carry out the process of developing movement or motor skills. In this case, through traditional games it is hoped that with traditional sports children's motor skills will develop well.

This traditional game is adapted to the characteristics of children, namely it is fun. This is in accordance with the opinion of Piaget & Inhelder (2010) stating that elementary school aged children are active creatures and excellent imitators and the cognitive development stage of elementary school aged children is at the concrete pre-operational stage. The characteristics of elementary school age children are children who like to play. The world of children is the world of play and children learn mostly through the games they play. Playing has a function as a refreshing means to restore one's energy after being tired from work and feeling bored. Furthermore, according to Wardani, (2012), the characteristics of elementary school age children are: (1) likes to play; (2) likes to move; (3) enjoy working in groups; and (4) enjoy feeling or doing something directly. Based on the opinion above, it can be concluded that elementary school students are in childhood, namely a period where they have the characteristics of playing fun, so the learning/training model should be structured according to their characteristics, namely lots of variations of fun games.

Based on the interim assessment, the researchers concluded that student boredom was caused by the individual characteristics of athletics and was in conflict with the spirit of children who have a strong desire to play. The characteristics of elementary school children are that they enjoy playing, moving and learning in groups. Hadisasmata and Syarifudin (2006) explain that 11-12 years of age is the most appropriate age for developing the basic skills needed in the future. So, the appropriate development model given is a variety of basic movement learning with games where the movements must support and be related to technique.

Based on the problems that have been described, the researchers concluded that it is very necessary to develop a model for learning basic movements using games, which can later be used as a solution to make it easier for students to learn basic movements effectively and efficiently. Therefore, the aim of the research is to develop basic movement learning through traditional games at the elementary school level in cluster 3 of Lubuk Batang subdistrict.

B. Methods

Researchers use a conceptual research model, namely a model built based on the concepts of learning to play. The research procedures carried out followed the following research steps: (1) conducting a needs analysis; (2) product development and expert testing; and (3) small and large group tests. In detail, research and development procedures are carried out as follows: (1) carry out needs analysis to produce information; (2) create initial products; (3) the product is evaluated by experts (learning experts and athletic experts); (4) initial product revision; (5) small group trials; (6) large group trials; (7) final product revisions are carried out after group trials are carried out (Borg & Gall, 1983).

The research was carried out on class V students at SDN Gugus 3, Lubuk Batang District, OKU Regency. Data collection techniques used in this research and development include: (1) observation of Physical Education learning at SDN Gugus 3, Lubuk Batang District, class V; (2) interviews with physical education and health teachers; (3) distribution of needs analysis questionnaires; (4) suggestions from experts (learning experts and athletic experts). The data obtained from this research and development is in the form of qualitative and quantitative data.

C. Results and Discussion

The results obtained from filling out the small group trial questionnaire were 87.29%. This figure shows that small group trials can be used and continued to large group trials. In the large group trial, a score of 90.56% was obtained, indicating that

the basic movement learning model through traditional games can be used by teachers in Physical Education and Health learning.

Based on the results of data analysis, it was found that the basic movement learning model given by the teacher was less effective and less interesting. It was proven by observations made and giving questionnaires to students, answering the basic movement lessons given by the teacher was less interesting and besides that, students answered that games were difficult to practice.

Overall, the researcher concluded that learning basic movements is not enough to just apply actual learning, but it is better to provide traditional game models in practicing basic movements and developing game models is very appropriate in providing solutions to solving these problems, because by creating new ideas from games that are lacking. effective to create a very effective game, namely the development of basic movements through traditional game models for class V students at Gugus 3 Elementary School, Lubuk Batang District (Dwiyama, 2012; Dwiyogo, 2010).

D. Conclusion

Based on the research results, it can be concluded that this development product: (1) is valid for use for class V students at Gugus 3 Elementary School, Lubuk Batang District; (2) practical for use by fifth grade students at Gugus 3 Elementary School, Lubuk Batang District; and (3) This development product is effectively used by fifth grade students at Gugus 3 Elementary School, Lubuk Batang District.

E. Acknowledgement

We express our deepest thanks to the teachers and students at Gugus 3 Elementary School, Lubuk Batang District, the Chancellor of PGRI University Palembang, the Director of Postgraduate Programs at PGRI University Palembang and the Physical Education Study Program at PGRI University Palembang, who have supported us in do this amazing thing. This project is independently funded. We would also like to thank our Physical Education friends who helped us a lot in a short time to complete this project.

References

Gumantan, A., & Mahfud, I. R. Y. (2020). A Person's Level of Anxiety Regarding The Implementation of the New Normal and Knowledge of Body Immunity. *Sport Science & Education Journal*, 1(2).

- Anam, S. (2017). Cultural Analysis Study of Traditional Games of the Osing Tribe, Banyuwangi Regency. *SPORTIF: Jurnal Penelitian Pembelajaran*, 3(2).
- Mariani, A. D. (2008). *Early Childhood Creative Play*. Jakarta: Balai Pustaka.
- Furqon, A. M. (2006). Water Movement in the Sea. *Oseana*, XXXI(4), 9-21
- Borg, W. R. & Gall, M. D. (1983). *Educational Research*. New York: Long Man.
- Dwiyama, F. (2012). *Functions of Play for Early Childhood*, (Online).
<http://zhafarishop.blogspot.com/2012/07/fungsi-bermain-bagi-anak-usia-dini.html>.
- Dwiyogo, W. D. (2010). *Dimensions of Physical Education and Sports Learning Technology*. Malang: Wineka Media.
- Hadisasmita, Y. & Syarifuddin, A. (2006). *Basic Head Training Science*. Jakarta: Depdiknas.
- Kusmiyati, K. (2017). Diagnosis of Difficulties in the Main Components of Physical Education Teaching Skills for STKIP Darussalam Cilacap Students. *SPORTIF: Jurnal Penelitian Pembelajaran*, 3(1).
- Sumantri, M. S. (2005). *Development of Motor Skills in Early Childhood*. Jakarta: Dinas Pendidikan.
- Piaget, J., & Inhelder, B. (2010). *Child Psychology*. Yogyakarta: Pustaka Pelajar
- Roesdiyanto. (2012). *Games and Sports Review Anthropology of Sport*. Malang: Universitas Negeri Malang.
- Sujiono. (2007). *Cognitive Development Methods, Module 1*. Bandung: Universitas Terbuka.
- Wardani, N. S. (2012). *The Influence of Character Education on Thematic Learning*. Universitas Kristen Satyawacana.