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Game-Based Basic Movement Model for Grade 6 School Children

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Abstract

Study Objectives. Game-Based Basic Movement Models for Grade 6 Elementary School Children has a research focus on knowing, analyzing and producing basic movement model development products. This basic movement model is adapted to aspects of growth and development as well as children's characteristics which is packaged through physical activities that focus on basic manipulative movements.

Materials and methods . This research uses a game-based ADDIE approach for grade 6 elementary school children where later the results of this model can be applied by grade 6 elementary school children in the learning process and getting to know various kinds of movements in everyday life. This research is research that refers to the development model as for the steps that will be carried out: Analysis, Design, Development, Implementation, Evaluation.

Results . The results of this research are in the form of a book containing basic movement models for grade 6 elementary school children.

Conclusion . The conclusion from this research is that the model prepared is very appropriate to the characteristics and curriculum material for children aged 6th grade of elementary school, and is suitable for application in learning basic movements.

Keywords: Movement Model, Basic Movement, Grade 6 Elementary School Children

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Introduction

Education is a human effort to grow and develop potentials, both physical and spiritual, in accordance with the values that exist in society and culture. Education cannot be separated from learning activities, learning itself is defined as observing, reading, imitating, trying something, listening and following a certain direction (Rahmah, 2023) . National Education Goals in Law no. 20 of 2003, namely developing abilities and forming a dignified national character and civilization in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent,

and become democratic and responsible citizens. In accordance with these objectives, a curriculum was prepared which could adapt to the needs of students. One of the things contained in the curriculum is physical education subjects, where physical education is carried out with movement activities to determine students' abilities. .

The physical education learning process in schools is a way to maintain, develop physical fitness and develop one's skills. Physical fitness is the physical aspect of overall freshness, which gives a person the ability to lead a productive life that can adapt to any appropriate physical load (Made Satyawati et al., 2020) .

Education at school is one of physical education which aims at psychomotor, affective and cognitive development processes. Physical education is learning in schools which is categorized as important learning because physical education is a balance between a person's mental and physical health, if a person is healthy then indirectly he will get happiness within himself, but if a person is not balanced between his mental and physical health then he will have a negative impact on him in terms of psychology and physical health in the long term. Physical education in general is a forum for students to develop in terms of psychomotor, cognitive and affective aspects of students in which there is physical activity which causes holistic changes in students to support the student's fitness (Sarmila & Rasyid, 2023) . Physical education is very important for humans. "Physical education is a contributing part of the general education program, especially through movement experiences to ensure children's growth and development. Physical education is an integral part of education through movement experiences that encourage physical abilities, motor skills, cognitive development, social-emotional and spiritual development." Meanwhile, according to Irawan (Salsabila & Kurniawan, 2022) "a process of organic, neuromuscular, intellectual, social, cultural, emotional and aesthetic adaptation and learning that results from the process of selecting various physical activities.

Stimulating experiences and enriching various motor skills at an early age are very meaningful for children's development. Individuals who have experienced various basic movement patterns and various activities during their childhood will find it easier to perform various motor skills. In this way, the child's motor skills experience in the past will become the basis for learning new motor skills. For children, various experiences of motor skills in the past will be useful in living life in the future. The world of children is the world of play, meaning that all types of activities aimed at developing the potential of early childhood use play as a vehicle.

Elementary school is a very basic level of formal education with a very appropriate age stage for students and must be taken into account, introduced as well as possible, as little as possible in the act of providing skills learning according to their needs by introducing basic movements that are easy for students to understand, and can explore students' potential and is very useful for students' daily life and in the future.

Physical education should be given to children from an early age. Through well-directed physical education and positive behavior, physical education can also help develop abilities, including physical, mental and emotional abilities for physical activities.

Then, within the scope of physical education in schools, especially in the independent curriculum, there is one learning activity that is suitable for elementary school students. This activity is a basic movement pattern activity. Therefore, physical education teachers need to design forms of movement that are interesting for students so that they can be easily followed and understood. Learning to move itself is a study of the process of involvement in acquiring and perfecting motor skills. (Mustafa & Sugiharto, 2020) .

In learning basic movements, the teacher does not only teach how to do a movement. Teachers are also required to teach the principles of carrying out movements, because in carrying out basic movements there are ways to do them so that effective movements can be formed. Basic movement patterns are movement patterns that form the basis of complex

movement skills including locomotor movements, non-locomotor movements and manipulative movements.

Locomotor movements are body movements carried out by moving from one place to another which consist of basic movements. So in carrying out the movement, the individual is required to be able to move the body from position A to position B. When moving, the body will be lifted or projected upwards to get to the second position. Basically movements can be classified into locomotor, non-locomotor and manipulative. These three classifications are movements that underlie more complex (complicated) physical activities such as those often seen in sports and play

The problem that occurs in schools is that elementary school teachers do not understand and realize the importance of learning basic movements. What teachers currently know is only movement. In this research, the author has observed that several elementary schools, including teachers, have several obstacles, such as a lack of subject hours at school, resulting in materials that have been prepared not being delivered. Therefore, the author is very interested in developing a game-based basic movement learning model for grade 6 elementary school students. All students have complete rights to receive learning.

Based on these problems, it can be seen that especially in learning aspects of learning development there is a lack of integration of learning themes in the curriculum, unlike other learning where teachers are very creative in integrating themes in the curriculum. Even though learning basic movements which are included in the motor development aspect is very important and influential in exploring the potential that exists in students, it is necessary to modify the media and vary learning models. (Hidayat, 2017) .

The games and variations of basic movement learning models that the author will create are locomotor, non-locomotor and manipulative movement learning games. Researchers use safe media for students. As well as applying basic movements that stimulate cognitive abilities. These objects are made as attractively as possible and will be used to practice basic movements, to stimulate gross motor skills. As well as reaching for objects and moving objects to stimulate fine motor skills in the fingers. Apart from that, by implementing cheerful and appropriate movement games, students feel that they have done the movements correctly (Pratama & Nurrochmah, 2022) .

In the problem above, students are required to perform locomotor movements, walking, running, jumping, throwing, catching with the correct basic techniques, with fun learning because elementary school students are students whose learning stages are still within the scope of play so that learning basic locomotor movements does not become a problem . With the impression that basic manipulative movements are difficult, the researchers raised the title "Game-Based Basic Movement Learning Model for Grade 6 Elementary School Children".

In developing the game-based learning model, it is necessary to carry out and validate game-based learning products according to standards. Based on the explanation previously outlined, the researcher will focus this research on the problem of lack of learning about basic movements in 6th grade elementary school students. This problem arises from several factors such as physical education lesson hours that are too short, lack of teacher creativity in providing material regarding basic movements to students, lack of games related to basic movements that can be taught to grade 6 elementary school students. In this research, researchers will also create a basic movement game

Materials and methods

Study participants

This research seeks to create a game-based manipulative basic movement learning model for grade 6 elementary school children. This basic movement model will be formed in a book that can be used by students and can be useful for the wider community, benefits such

as increasing skills, expressing children's abilities more specific to basic movements.

Study organization

In general, the results of development research are to produce products that are new and useful for practicing basic movements, and are able to train children in working together with friends and also to hone children to develop strategies. game. Researcher will develop or vary game, playing media and how to play game. This research aims to develop a basic movement learning model as teaching material for grade 6 elementary school students. This research was carried out using the *research and development* method to obtain a model that is in accordance with the objectives of developing a learning model which is based on basic movement theory.

The research was carried out at SDN Cilandak Barat 15 Pagi, which is where the research population is located, namely the 6th grade elementary school students at SDN Cilandak Barat 15 Pagi. This research was conducted in 2023, precisely on Monday, July 24 2023.

The approach in a research can be seen by the number of variables in the research. Apart from the large number of variables, the research approach must also be adjusted to the number of subjects in a study which can be seen from the population and samples used as subjects. Apart from that, an approach also depends on the goal. Research and development aims to create new products or modify or improve existing products, the results of which can later be used by the general public. According to Robert, one of the more generic learning design models is the ADDIE (Analysis Design Develop Implement Evaluate) model (Sugiyono, 2021) .

Research and development is a process for developing a new product or improving an existing product. The steps in the research and development process show a cycle, which begins with a need, a problem that requires solving using a particular product.

According to Borg and Gall in (Sugiyono, 2013) , development research is a method used to develop or validate products used in educational lessons. Which produces certain products, and tests the effectiveness of these products which can be accounted for. All development research always seeks to create a new product or improve an existing product. This research seeks to create a model book for game development for grade 6 elementary school children. It is hoped that this model book can enable grade 6 elementary school children to have good cooperation with their peers. This research was conducted using the Research & Development (R&D) method. The R&D method in education is an industry-based development model where research findings are used to design new products and procedures, which are then systematically tested in the field, evaluated and refined until they meet certain criteria.

So from the expert definition above, it can be concluded that development research is a type of research that is used to create new products or improve existing products in accordance with community needs, which is carried out systematically to solve a problem and always tries to obtain knowledge that has truth according to the facts. The research carried out used the Research and Development (R&D) method to validate products in the form of developing game models for grade 6 elementary school children.

The R&D method in education is an industry-based development model where research findings are used to design products, which are then systematically tested in the field, evaluated and refined until they meet certain criteria.

Statistical analysis

I will use this research on basic manipulative movement learning models to validate and develop learning models. This model development research will use the ADDIE development model which consists of 5 steps, namely *analysis, design, development,*

implementation, evaluation. Research on the development of a basic manipulative movement learning model consists of several stages and design steps whose descriptions have been modified and are intended to become actual research. Therefore, the researcher will explain the model development steps as follows.

In designing a product for developing a game-based locomotor movement learning model for 6th grade elementary school students, the research design and development of the Research & Development (R&D) model that researchers will apply are 3 types of basic movements consisting of basic locomotor, non-locomotor and manipulative movements .

Results

The results of the development of a game-based basic movement learning model which was tested on grade 6 elementary school students, were made in the form of a learning book. The book presents various kinds of basic movement games for grade 6 elementary school students which are packaged in 13 movements consisting of 6 basic locomotor movements, namely walking , running, movement. jumping, jumping/jumping movements, galloping/fast running movements, one-legged jumping/hopping movements. 4 locomotor movements , namely bending the body, turning the body, shaking the head, squatting. And 3 basic manipulative movements, namely throwing, catching, kicking

From the results of the needs analysis, the general objective of the analysis is an overview, namely that the learning model used for learning basic movements is too monotonous, in the sense that the learning model used is just that, in general, not with variations in games, which of course if done continuously, students will become bored. and is not interested and creates a feeling of laziness in learning basic movements. Based on the reasons above, the researcher focuses on the results of needs analysis in schools with basic movement learning models.

a. Model Feasibility

Before the game-based locomotor movement learning model was applied to lower grade elementary school students. declared feasible to be tested in the field, the researchers carried out validation or feasibility testing of the model with three expert reviewers or expert lecturers, namely Hartman Nugraha, M.Pd (games expert lecturer), Dr. Eka Fitri Novitasi, M.Pd (Learning Expert Lecturer), and Prof. Dr, Samsudin, M.Pd (Basic Movement Expert Lecturer).

The three expert reviewers or expert lecturers assessed the design of the game-based basic movement learning model that would be implemented so that it was suitable for testing in the field. The evaluation results are in the form of scores for learning objective criteria, learning suggestions, learning implementation, and locomotor learning books for grade 6 elementary school students.

Below, the researcher displays the results of data from expert reviews/expert lecturers involved in this research. The evaluation results from the three experts are in the form of scores for the basic manipulative movement learning model criteria using Guttman scale score weights. This type of measurement scale will provide a clear answer. The score and criteria used is 1 if the expert states "decent".

Table 1. Model Feasibility

No.	Game Name	P1	P2	P3	Criteria
1.	Straight throw and catch	V	V	V	Worthy
2.	Catch and throw side road	V	X	X	Not feasible
3.	Throwing detour catch	V	X	X	Not feasible
4.	Obstacles are balanced	V	X	X	Not feasible
5.	Hopping kick	V	V	V	Worthy
6.	Hopping instead kicks	V	X	X	Not feasible
7.	Basket hopping	V	V	V	Worthy
8.	Hopping left basket	V	X	X	Not feasible
9.	jump bowling	V	V	V	Worthy
10.	Rhythmic running	V	V	V	Worthy
11.	Side rhythm running	V	X	X	Not feasible
12.	Zigzag basket	V	V	V	Worthy
13.	Gallop padlock	V	X	X	Not feasible
14.	Gallop zigzag	V	V	V	Worthy
15.	Jump the lock	V	X	X	Not feasible
16.	Accurate throw	V	V	V	Worthy
17.	Jump hit	V	V	V	Worthy
18.	Hurdle jump	V	V	V	Worthy
19.	Hurdle throw	V	V	V	Worthy
20.	Fast combination	V	V	V	Worthy

Information

P1: Game Expert Lecturer

P2: Learning Expert Lecturer

P3: Basic Movement Expert Lecturer

b. Model Effectiveness

The level of effectiveness of the game-based basic movement model for grade 6 elementary school children, in this research, validation results were obtained with three expert lecturers. The validation results are the basis for researchers to determine that the game-based basic movement model for grade 6 elementary school children can be used as a fine motor and gross motor learning process, especially in movements controlling or using objects. Based on the research results of the game-based basic movement model, it can be said that the basic movement model can be applied to students in grade 6 of elementary school. Following are the validation results that have been validated.

Discussion

There are 20 basic movement learning models designed in total. From the validation data by experts, this game-based basic movement learning model for grade 6 elementary school children, with an initial draft validated by experts, resulted in 14 basic movement learning models being declared feasible. The aim of criticism and suggestions is none other than to ensure that the basic movement model for grade 6 elementary school children is effective and efficient in the sense that student activity in learning basic movements is not low and not monotonous which will make students get bored easily. Students who carry out these activities

become more enthusiastic in learning. Knowledge and skills develop if students are enthusiastic.

Conclusions

Based on all the data obtained through needs analysis, validation from experts, trials, the researchers can conclude that making basic movement models for children in 6th grade elementary school can provide innovation and varied learning references and can be applied to elementary school students .

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Conflict of interest

Researcher declare there is no conflict of interest.

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