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Model for Grade 3 Elementary School Kids' Locomotor Movement Based on Thematic Games

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Abstract

Objectives. Research has shown that many elementary school teachers lack the understanding and knowledge of the importance of teaching basic locomotor movements beyond the commonly known walking, running, and jumping. Basic locomotor movements encompass a wider range of movements such as hopping, galloping, and more. To address this, Basic Locomotor Movement Models Based on Thematic Games for Class Children 3 Elementary Schools aims to develop basic motion models that are tailored to children's growth, development, and characteristics. These models are designed to be implemented through physical activities that focus on teaching basic locomotor movements.

Materials and methods. This study employs the thematic game-based ADDIE approach for teaching movement education to grade 3 elementary school children. The purpose of this model is to enhance the learning process and help students comprehend various kinds of physical movements in daily life. The study follows a development model consisting of five steps: analysis, design, development, implementation, and evaluation.

Results. The study results have been presented in the form of a book that contains basic motion models that are tailor-made for third-grade students in elementary school. The book aims to provide a comprehensive understanding of fundamental motion concepts in a simplified manner that is easy for kids to comprehend.

Conclusion. Based on the conducted research, the model developed is deemed highly appropriate for the characteristics and curriculum material of grade 3 elementary school children. The model is considered suitable for the effective implementation of basic movement learning.

Keywords: Movement Model, Elementary School, Thematic

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Introduction.

Education is the process of acquiring knowledge, skills, and habits that are passed down from one generation to the next through teaching, training, or research (Said et al., 2018). Learning is an integral part of education and involves observing, reading, imitating, trying, listening, and following directions. To achieve these objectives, a curriculum is prepared that can adapt to the needs of students. Physical education is one of the subjects included in the curriculum, where students engage in movement activities to assess their abilities (Kohl III & Cook, 2013).

Physical education is a conscious and systematic educational process aimed at physical growth, health, abilities, skills, intelligence, and personality development in the context of human formation (Bulqini et al., 2021). It is an essential part of education that encourages physical abilities, motor skills, cognitive development, social-emotional, and spiritual development through movement experiences. It is a process of organic, neuromuscular, intellectual, social, cultural, emotional, and aesthetic adaptation and learning that results from selecting various physical activities (Hermawan, 2000).

Experiences that stimulate and enrich motor skills at an early age are essential for children's development. Individuals who have experienced various basic movement patterns and activities during their childhood will find it easier to perform various motor skills (Sutapa et al., 2021). The child's motor skills experience in the past will become the basis for learning new motor skills. Various experiences of motor skills in the past will be useful for children in their future lives. Play is a vehicle for all types of activities aimed at developing the potential of early childhood (Syafril et al., 2018).

When learning basic movements, teachers not only teach how to perform a movement but also teach the principles of carrying out movements. Basic movement patterns are the basis of complex movement skills, including basic locomotor movements, non-locomotor movements, and manipulative movements (Priyambada & Hartono, 2020). Basic locomotor movements are movements that cause the body to move from one point to another, including walking, running, bending, moving legs and arms, jumping, swerving to the right and left. These are basic abilities that children must be able to perform according to their age development. Some children may find it difficult to carry out basic locomotor movements, which can cause delays in their development (Verawati et al., 2022). Children who have good basic locomotor movements will

be more alert and flexible in socializing with friends around them. They will also be able to display good attitudes and be skilled at solving problems in everyday life.

Improving children's basic locomotor movement abilities is not always given enough emphasis, which is not in line with the theory. There are still teachers and parents who prioritize reading, writing, and calculating skills over physical skills. Moreover, children nowadays spend more time on non-physical activities like playing games and watching TV (Kohl III & Cook, 2013). This is because some parents give gadgets to their children to keep them calm and quiet during their activities, which is not ideal for their physical development. Elementary school teachers often lack understanding and awareness of the importance of basic locomotor movement learning. They tend to focus only on walking, running, and jumping, without realizing that basic locomotor movements also include hopping, galloping, sliding, skipping, leaping, and other movements. Researchers have observed that obstacles like lack of subject hours and sports facilities in schools prevent teachers from delivering the required material to the students (Purnami & Formen, 2020).

To address these issues, researchers plan to develop a thematic game-based model of basic locomotor movements for grade 3 elementary school students. This approach will allow students to learn in an engaging and fun way, using safe and child-friendly objects like plastic balls, mattresses, rubber wheels, and cardboard (Hartati et al., 2022). The modified game-based learning model will stimulate students' cognitive and motor skills, including gross and fine motor skills. It will also create a cheerful and appropriate learning environment that is not dull. The game-based learning model will incorporate three themes: traditional games, counting, and imitating animals (Lestari & Ratnaningsih, 2016). The traditional games theme is included to increase children's interest in playing traditional games instead of relying on gadgets. The counting theme is introduced to enhance children's multiplication skills. The imitating animals theme is included to help students learn about the movements and characteristics of various animals, while also increasing their enthusiasm for basic locomotor movements (Gultom et al., 2022).

Materials and methods

Study participants

This research was conducted on July 24, 2023 at SDN Cilandak Barat 15 to meet the validation stage by expert lecturers and physical education teachers involved in the research

Study Organization

In this research, the R&D method was utilized to create a learning model for basic locomotor movements. This model follows the ADDIE approach, which includes analysis, design, development, implementation, and evaluation. During the analysis stage, the research identified the issue of grade 3 elementary school students lacking the ability to perform basic locomotor movements. To address this issue, the learning model was designed with the theme of traditional games, counting, and imitating animals. It consists of 20 game models with 8 different basic locomotor movements. At the development stage, the model was realized with variations in basic locomotor movements and social interactions. The implementation of the model was carried out in schools. Evaluation was used to assess the success of the model, with formative evaluation possible at each stage of development. The model's advantages are its generic nature and detailed steps. However, further testing is needed to ensure its effectiveness.

Statistical analysis

A thematic game-based learning model has been developed for 3rd grade elementary school children. The aim of this model is to teach basic locomotor movements through 20 game models that are based on three themes: traditional games, counting, and imitating animals. Teachers often neglect this type of learning, which is why this model was created to address this issue. The model includes 8 basic locomotor movements that are designed to improve students' social skills. It has been reviewed and validated by experts in the fields of games, learning and basic movements. Following an evaluation and revision process, the model will be introduced and tested on grade 3 elementary school students.

Results

Model Development Results

Presented here are the results of the development of a game-based model for learning locomotor movements, which is aimed at grade 3 elementary school students. The model is presented in the form of a learning book that covers eight basic locomotor movements, such as walking, running, and jumping, which are taught through a variety of games. The learning is carried out individually, in pairs, and in groups, with each movement being adapted to suit the abilities of grade 3 students. The aim is to help students understand and engage in the learning of locomotor movements through fun games. The book offers a wide range of games that vary for each basic locomotor movement, so students can experience an exciting and diverse learning experience in each book.

Model Analysis Results

The purpose of this research is to address the issue of non-monotonicity in basic movement learning. Traditional learning methods can be tedious and unengaging, causing students to lose interest. The results of the analysis indicate that even 3rd-grade elementary school students have difficulty performing basic locomotor movements such as walking and running. To tackle this problem, researchers have developed a thematic game-based learning model that focuses on basic locomotor movements. The model includes 20 game models that integrate 8 essential movements and three game themes: traditional games, counting, and animal imitation. The learning is carried out individually, in pairs, and groups to keep students engaged. This model has been validated by educational and game experts and tested on 3rd-grade elementary school students. According to the evaluation results, this model has received positive feedback from both teachers and students. It has also helped to increase student enthusiasm in learning basic locomotor movements and is considered feasible for implementation with some additional improvements.

Final Model

From several models that have passed expert review and have been validated, evaluated and revised, a total of 20 models have been declared suitable for application to grade 3 elementary school children, including:

Table 1. Data Declared Feasible

Thematic	Game	Locomotor movement							
		Walk	**Run**	**Jump**	**Gallops**	**Leap**	**Hop**	**Slide**	**Skip**
Traditional	Long Dragon Snake			V	V				
	Gobak Sorong				V			V	
	Fortification	V				V			
	Green Light Red Light				V		V		
	Sack race			V					V
	Rolling Ball				V			V	
	Bite the Spoon	V			V				
	Lead to the Glass							V	V
Counting	Flying Cones		V			V			
	Jump Me				V	V			
	Match My Colors		V				V		
	Catch and Throw Me	V					V		
Imitating Animals	Get me my star			V					V
	Crabs Lay Eggs		V					V	
	Racing Deer					V	V		

Magic Frog		V			V			
Racing Horse	V		V					
Poor Kangaroo				V	V			
The Mouse Deer is Happy				V			V	
Hungry Snake	V					V		

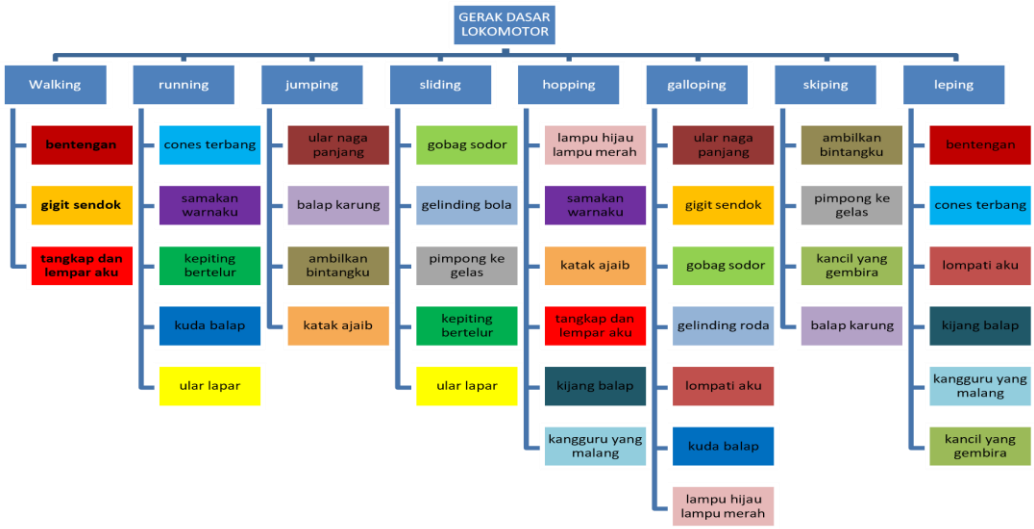

Figure 1. Locomotor Movement

Model Effectiveness

The level of effectiveness of the thematic game-based locomotor movement learning book model for grade 3 elementary school students, in this research, validation results were obtained with three expert lecturers. The validation results are the basis for researchers to determine that the thematic game-based motorcomotor learning book model for grade 3 elementary school students can be used as a fine motor and gross motor learning process, especially for movements controlling or using objects. Based on the results of research on the development of a game-based locomotor learning book model, it can be said that the locomotor learning book model can be applied to students in grade 3 of elementary school. The following are the validation results that have been validated by three expert lecturers.

DISCUSSION

Based on expert tests and assessments from sports teachers, it has been concluded that the thematic game-based locomotor movement learning model is feasible for grade 3 elementary school students. It can be used in locomotor movement learning, but there are some areas that require improvement based on feedback from experts and teachers. These areas

include the need for more detailed explanations in games, an increase in game variations, a reduction in games with the drilling concept, and a lack of explanation in the learning model. This product was designed to provide variation in learning basic locomotor movements and explore the potential for gross motor skills of grade 3 elementary school students. The learning book was created with children's preferences in mind, featuring bright colors, educational elements, and curriculum themes. It is based on the thematic method approach in education. The validation results show that this book meets the expected targets and is suitable for use in learning basic locomotor movements for grade 3 elementary school students. Although there are some weaknesses that need to be corrected, this product has many advantages that are recognized by experts and sports teachers.

CONCLUSION

The present research endeavors to develop a thematic game-based model of fundamental locomotor movements for Grade 3 students in elementary school, presented in the form of a book. The model comprises 20 basic locomotor movement patterns based on thematic games that have undergone expert validation and are deemed appropriate for use. The sports teachers have also lent their support to this model. The research findings indicate that the thematic game-based model of fundamental locomotor movements can be effectively employed for Grade 3 students in elementary school. The use of safe and engaging tools has further enhanced the students' engagement in learning basic locomotor movements. The researchers suggest that future studies should include locomotive game activities and samples from more than one class.

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