Development of Basic Motion Learning Model based on Traditional Games at Grade VI Elementary Students in South Jakarta
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Abstract:
The purpose of this research is to produce a product in the form of a book entitled Traditional Game Based Learning Model. The book includes basic motion learning tools based on traditional games and effective basic motion learning strategies. This study uses formative evaluation data that is used to improve and develop ongoing activities so that the product can be used effectively and efficiently. Evaluation techniques used include Expert Review, Face to Face Tryouts and Field Trials. According to experts in general, the basic game model of motion learning based on traditional games used as a teacher's handbook is considered very good. Then from the results of the Face to Face Tryouts evaluation in general, the book that was developed can be considered very good. Furthermore, from the Field Trials evaluation results, this book can be said to be very good and easy enough to be used by the Teacher. This first product can be used by PJOK (Sports and Health Physical Education) teachers in elementary schools.

Keywords: Learning Models; Basic Motion; Traditional Games

I. INTRODUCTION

Nowadays teachers in delivering physical education learning in elementary schools still tend to be boring. Because in delivering material the teacher still uses a conventional approach without regard to whether students like it or not to the material being taught. There are still many teachers found in teaching physical education not involving all of their students. The reality that occurred in the field, during the implementation of physical education learning, many students, especially girls, were less enthusiastic in participating in the warm up at the beginning of the lesson before entering the subject matter. Consciously or unconsciously, when warming up students perform locomotors base motion. Usually the basic locomotors motion that is commonly found in heating is running. The teacher has not been able to modify the subject matter into the form of a game, so students still feel bored and lack enthusiasm in doing so. But in every game, locomotors base motion can be done. This is what makes the learning outcomes of students' physical education not optimal which results in a low grade point average in physical education lessons.

This is also supported by data based on field observations found low grade average scores in physical education lessons. Like in South Jakarta City, Elementary School where the Minimum Mastery Criteria (KKM) is 68. In addition, based on the results of interviews with students about physical education learning especially locomotors basic motion activities were apparently less attractive to students. Some things that cause low student interest in physical education learning, namely physical education learning tends to be boring, less attractive, lack of use of teaching aids or media and the provision of material tends to be lectured in the classroom.

In connection with the above, the development of the game today is very developing, but the development of the game is now more dominant in the modern game. Modern games that are currently appearing make traditional games seem to be eroded by time.
Many games are played by children today but most children play modern games such as remote car games, remote helicopter, Tamiya, Play Station, and online games. This game tends to be individualized and monotonous, because the players don't do much motion in it and in the process of the game the player is not required to make movements. Many children today are not familiar with traditional games. This is also supported by data based on field observations found low grade average scores in physical education lessons. Like in South Jakarta City Elementary School where the Minimum Mastery Criteria (KKM) is 68. In addition, based on the results of interviews with students about physical education learning especially locomotor basic motion activities were apparently less attractive to students. Some things that cause low student interest in physical education learning, namely physical education learning tends to be boring, less attractive, lack of use of teaching aids or media and the provision of material tends to be lectured in the classroom.

In connection with the above, the development of the game today is very developing, but the development of the game is now more dominant in the modern game. Modern games that are currently appearing make traditional games seem to be eroded by time. Many games are played by children today but most children play modern games such as remote car games, remote helicopter, tamiya, playstation, and online games. This game tends to be individualized and monotonous, because the players don't do much motion in it and in the process of the game the player is not required to make movements. Many children today are not familiar with traditional games (LECTURE, OPENING PLENARY and TALKS, 2016), (Jenny et al., 2017), (Triantafyllou et al., 2014).

Traditional games play games that are carried out by the majority of children and adolescents for generations. Traditional games are games that are loaded with social values and sportsmanship, which indirectly educates and guides players to become superior individuals ("Proc. Int. Colloq. Sport. Sci. Exerc. Eng. Technol. 2014 (ICoSSEET 2014)," 2014) and (Zhang, 2017). The traditional game is part of the regional empowerment of this nation which is its own characteristic for the country and region. Traditional games tend to be almost the same between one region and another, and the only difference is the names and rules of the game that are adapted to the conditions in each area (Dania et al., 2016).

Traditional games are very beneficial for children because in addition to children doing movements, children are also introduced into history and culture through this traditional game. In traditional games children will be more dominant to make movements to follow the game. The movements performed in this game enter into basic movements, such as running, throwing, walking, jumping, jumping and so on (Yusmawati et al., 2019).

So far research on basic motion learning in primary schools to obtain an advantage and uniqueness by doing planning based on traditional games is quite limited in East Jakarta. This happens because traditional games are only considered to occupy free time and have no benefits. The research conducted by (Carling & Court, 2012), (Anderson & Wall, 2016), and (Lu et al., 2010) from the aspect of increasing activity and measuring the effectiveness of game models in elementary school students. Other research on basic motion was conducted by (A.Y.H. & Z.N.S., 2017) and (Mocanu & Schipor, 2017) where the results of research on basic locomotor basic motion skills of students increased through play methods.

This research that discusses the traditional game is quite a lot because this method is very relevant to overcome the problems of basic motion learning as by (Blomqvist et al., 2005) in this study produces a conclusion that traditional games provide a significant influence on basic motion skills. Other research conducted by (Hipkin, 1999) The results obtained can be concluded that there is a significant effect of the application of traditional games on the basic motor movements of students in physical education learning. Other research on the
development of basic motion learning models that have been carried out by Bambang (Jaipurkar, 2017) states that the learning model that is prepared is very in accordance with the characteristics and growth and development of motion of children aged 2-4 years and is suitable for use in basic motion learning in play groups.

Based on the description above, basic motion is a general movement that is usually done by elementary students. Every time they do activities, students are not spared from both conscious and unconscious movements. Basic human motion generally consists of three types of motion, namely locomotor, non-locomotor and manipulative. According to (Kavraki & LaValle, 2016) basically, the basic movements of humans are walking, running, jumping and throwing. Basic human motion is a pattern of movement that involves different parts of the body such as legs, arms and head. Locomotor base motion is defined as movements or skills that cause the body to move, so that it is evidenced by the body's movement (traveling) from one point to another.

This is in line with what was discovered (Hidayat, 2017) and (Anderson & Wall, 2016) which states that basic human movements are patterns of movement that involve different parts of the body such as the legs, arms and head. Running is a form of movement skill, in its improvement it is necessary to pay attention to the readiness of the child's physical condition and also the mastery of correct motion techniques. Related to the above, the Development of Basic Motion Learning Model Based on Traditional Games especially on the basic motion learning model based on the traditional game of high class students in addition to being able to improve the locomotor, non-locomotor and manipulative basic motion skills of students as well as a means of introducing Indonesian cultures through traditional games.

II. RESEARCH METHOD AND DATA COLLECTION TECHNIQUES

The research development of the Traditional Game-Based Basic Motion Learning Model was carried out in a SDN class in South Jakarta City. The process of developing this model was carried out for 3 months starting from September s.d. December 2019. Research and Development (RnD). R&D research is a series of processes used to develop and validate products used in education. The process is a process carried out in order to make educational products (Gall et al., 1996). The development steps are adjusted to the background and problems examined in this study, namely by using Four-D Models, the development process consists of four stages, including the defining stage, the design stage, the development stage and the deployment stage (disseminate).

The technique of collecting research data is done using evaluation techniques. The evaluation used in developing this product is formative evaluation. According to Sadiman, formative evaluation is a process intended to collect data on the effectiveness and efficiency of learning materials including the media (Arif, 2006). So, formative evaluation is used for improvement and development of ongoing activities so that the product can be used effectively and efficiently.

III. RESEARCH RESULTS

This study uses formative evaluation data that is used to improve and develop ongoing activities so that the product can be used effectively and efficiently. Evaluation techniques used include Expert Review, Face to Face Tryouts and Field Trials. The data obtained is based on the results in the field as follows:

A. Expert Review

Expert tests conducted on the material and media of the Traditional Game Based Learning Model Basic Book resulted in the following data recapitulation:

| Table I |
Recapitulation Results of Expert Trials

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Means (Responden in Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>82%</td>
</tr>
<tr>
<td>Expert</td>
<td>78%</td>
</tr>
<tr>
<td>Total Mean</td>
<td>80%</td>
</tr>
</tbody>
</table>

By looking at the calculation data above, the results of the overall average value achieved is very good, with a percentage of 80%). From the overall average value obtained shows that the Traditional Game Based Learning Model Basic Book has a quality that can be said to be very good. In general, in terms of material this pocket book has fulfilled the educational values to be achieved. From the media aspect, this pocket book has met the media quality standards in general, which is very good.

B. Face to Face Tryouts

As for the trial of the instrument observation of the traditional game book based on traditional game based learning model for the fifth grade elementary school students, it was carried out by giving the format of examining the product testing model of the traditional game based learning game book for the fifth grade elementary school students to 3 elementary school fifth grade teachers in Karet namely Rubber SDN 01 Morning, Rubber SDN 04 Morning, and SDN Karet 04 Morning. The results of examining the product test instrument observation of character-based attitude assessment models in fifth grade elementary school students can be seen in the following table:

<table>
<thead>
<tr>
<th>Components</th>
<th>Scores Result</th>
<th>Criterion Scores</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Analysis (content validity)</td>
<td>15 15 15 45 48</td>
<td>93,75</td>
<td></td>
</tr>
<tr>
<td>Contract Analysis (construct validity)</td>
<td>10 10 9 29 36</td>
<td>80,55</td>
<td></td>
</tr>
<tr>
<td>Languages use</td>
<td>12 13 12 37 48</td>
<td>77,08</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>37 38 36 111 132</td>
<td>84,09</td>
<td></td>
</tr>
</tbody>
</table>

Explanations:
K.01 = Grade V Teacher Karet 01 Pagi  
K.04 = Grade V Teacher Karet 04 Pagi  
K.05 = Grade V Teacher Karet 04 Pagi

Graph Assessing Product Trial for Small Group Stage

Book of Basic Motion Learning Models Based on Traditional Games  
In Grade V Elementary School Students

![Fig.1. Graph Assessing Product Trial for Small Group Stage](image_url)
Based on the results of examining the product testing model of character education-based attitude assessment in grade V students obtained a percentage of 84.09%. Thus, it can be interpreted that the product is very good, so it can be developed. But there still needs to be one more stage for the trial process, which is at the stage of field evaluation, namely by conducting an actual trial at the planned research site.

C. Field Trials
At this stage of the trial, twenty teachers in Setia Budi Sub-district, South Jakarta, were carried out according to their targets in the research development of a traditional game based learning book. At this stage participants were asked to work on instruments guided by researchers to determine the effectiveness of this book. The results obtained from the instrument given to the teacher show an overall average rating of 83. This shows that the Traditional Game Based Learning Model Basic Book can be used well by users who are the target of this development because it has exceeded the minimum threshold of achievement value. After being tested in small groups (small groups) and revised products of the basic Learning Model of Motion based on traditional games, only the actual stages of the series of actual testing processes are carried out in the form of field trials. Field evaluation trials were conducted at SDS FIP UNJ’s PGSD Laboratory involving class V teachers and all students at the school.

The results of the product of this development research process are in the form of "Basic Game Learning Model Based on Traditional Games in Class V Students of Elementary Schools". This product consists of, 1 package of Traditional Game Based Basic Learning Model for V grade students consisting of: (1) Content Standards (Competency Standards and Basic Competencies) Class V SD; (2) Mapping affective domain indicators that lead to the attitudes of each SI grade V SD; (3) the traditional game based learning model of basic motion models for fifth grade elementary school students is developed based on the results of the affective domain (attitude) mapping of the content of the fifth grade elementary school subjects. The product development process of character-based attitude assessment models is carried out through 3 stages of the Four-D Models modification, namely: (1) the defining stage, (2) the design stage, and (3) the development stage (develop). Each stage is divided into each step of the activity.

IV. DISCUSSION
Based on the results of the study above regarding the development of the Traditional Game Based Learning Model Basic Book, it is necessary to discuss what is meant by the Traditional Game Based Learning Basic Motion itself. What is meant by Traditional Game-Based Basic Motion Learning in this study is the result of a series of processes of planning, obtaining and providing information about physical learning, especially for basic motion topics. Physical education is part of the overall education available. Physical education is a tool to achieve educational goals. Essentially physical education is an educational process that involves the interaction between learners (children) and the environment which is managed through systematic physical activity towards the formation of a complete human being. Physical education has the aim of education as (1) the development of body organs to improve physical health and fitness, (2) neuromuscular development, (3) mental emotional development, (4) social development and (5) intellectual development. In connection with the above, in physical learning especially basic motion the teacher should only warm up, ask students to run around the field, and after that students carry out activities that have been planned and clear objectives. The learning process becomes directed and oriented towards increasing basic motion. Therefore, the teacher needs to find alternatives to the right approach to develop aspects of students' basic movements. One approach is the play approach, where children are invited to do a
game in a learning material. The world of children is when they enjoy playing time, so we often hear from experts. By playing children can feel happy and so close to each other both with their friends, teachers, even unconsciously they are close to the lessons they are learning. For children, playing is not just fun, but also a means of learning to gain knowledge, character formation and socialization. By playing, a child builds a bolder awareness. But if a child is given too much freedom in playing it will be very bad. Good play is planned play, which can be useful in the child's development according to the stages.

V. CONCLUSION
This media development research resulted in a learning product in the form of a Traditional Game Based Learning Model Basic Book. This is motivated by the difficulty of the teacher or the school in implementing learning using traditional games. This Traditional Game Based Learning Model Basic Book can be used by PJOK teachers (Physical Education Sports and health, in carrying out basic motion learning in high class. In general, the Traditional Game Based Learning Model Book as a handbook used by teachers is considered very good In addition, from the experts' suggestions, the developer also received a lot of input that would be used as a reference for product revision. From the results of the Face to Face Tryouts evaluation in general, the book developed was considered to be very good. Furthermore, from the Field Trials evaluation results, this book can be said very good and easy enough to be used by the teacher. Can summarize the average value of the use of this book which is obtained after a number of people have targeted the sample using this book is 80. The value has exceeded the minimum standard of achievement of the application of the book set by the developer. It can be said that the results are good.

VI. REFERENCES


persons and biomechanics. *Indian Journal of Physiology and Pharmacology.*


