

Blended Learning with the Teaching Personal and Social Responsibility Approach in Learning Physical Education Sports and Health and Character in the New Normal Era

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Submitted: 2023-10-29. Revised: 2023-11-04. Accepted: 2023-12-27

Abstract. This study aims to develop a learning model with the TPSR approach. The learning materials studied are Physical Education, Sports and Health (PESH) and character physical education, basic locomotor movement patterns for the lower grades of elementary school. This research method uses research and development, consist of five main stages: 1) Needs Analysis, 2) Planning and Design, 3) Expert validation, 4) Field trials, and 5) Product revision. The subjects of this study were all elementary school students in Gunungpati, Semarang. Data analysis using the analytical description. Research results: 1. Need to improvise the learning process of locomotor basic motion material. 2. There are problems in implementation in the field. 3. Teachers teach only based on their experience. The results of the Small and Large Scale Trials showed an increase in students' attitudes, knowledge values, and locomotor movement abilities. The results of the Feasibility Test also showed an increase in the attitude value, knowledge value, and locomotor movement ability of students.

Key words: Blendend Learning; TPSR Approach; PESH learning; Character; Locomotor

How to Cite: Raharjo, H. P., & Setyawati, H. (2023). Blended Learning with the Teaching Personal and Social Responsibility Approach in Learning Physical Education Sports and Health and Character in the New Normal Era. *ACPES Journal of Physical Education, Sport, and Health*, 3(2), 125-139.

DOI: <http://dx.doi.org/10.15294/ajpesh.v3i2.75857>

INTRODUCTION

The global Covid-19 pandemic has paralyzed the world (Kadir et al., 2020). Various kinds of problems from several aspects of life are getting bigger and more complex (Rokom, 2021), including in the teaching of physical education (Bayu et al., 2020). If in other theoretical-based subjects using e-learning, or online learning has been able to overcome the problems of teaching and learning activities in schools, it is different from learning which has the dominant characteristics of kinesthetic elements, skills or movement skills. Physical Education Sports and Health (PESH) lessons require students who can socialize with other people (Herliana et al., 2019). PESH is learning full of games and movement exercises (Grace & Budget, 2020). During the covid-19 period, PESH teachers were tested with a physical distancing policy, where gathering activities were prohibited, touching was prohibited, and being close together was prohibited because the covid-19 virus always lurks for transmission of this covid-19 virus (Sari, 2020). The whole world must comply with the health protocols from WHO. During the COVID-19 pandemic, PESH educators were filled with confusion in the implementation of learning.

During the COVID-19 pandemic, learning is carried out online or online. Various kinds of learning platforms are implemented so that learning can still be carried out, including PESH. The learning platforms used include Google Classroom, Edmodo, Learning House, Teacher Room, Your School, Smart Class, Zenius, Google Suite for Education, and Microsoft Office 365 for Education. According to research results by Assidiqi & Sumarni (2020), three digital platforms are often used, namely Whatsapp groups, Google Facilities (Google Classroom, Google Forms, and Google meet) and Zoom Cloud Meetings. The first digital platform is Whatsapp

group. This is because the use of Whatsapp groups is simpler and easier to use. Teachers can send various things such as materials, evaluation questions, and explanations via video or voice notes. Whatsapp groups are also able to facilitate two-way learning through video call services. Through this service, students and teachers can meet face-to-face in the process of delivering material and delivering assignments, even with a limited number of students. The data shows that all respondents use Whatsapp groups in conducting online learning. By utilizing various learning methods and presenting varied materials using online media, teachers are forced to increase their skills through various digital means. On the one hand, teachers increase their ability to teach, on the other hand, some values are lost in learning during the pandemic (Distance Learning: DL)

The current situation of the Covid-19 pandemic has begun to improve (Pragholapati, 2020). Learning activities are gradually being held face-to-face (Darmawan, 2020). In new normal conditions, the teacher is ready to build communication with students. Almost 2 years without face to face, the impact on "alienation" between teachers and students. Although face-to-face meetings have been carried out through interactive videos such as "Google Meet", "Zoom Meeting", live streaming, and various other applications that allow online meetings.

Face-to-face learning still has advantages compared to online learning. A teacher can communicate directly by greeting, asking how things are, and calling and mentioning names. With good communication with them, teachers will easily deliver learning materials. In the online learning period, students are more often crammed with various materials and assignments. Both of them have been circumvented with a super sophisticated and interesting variety of presentations. However, the motivation given directly by the teacher is more powerful. The power of influence is stronger and more effective, as long as the teacher is serious about motivating students.

Starting a separate class with the teacher during the Distance Learning (DL) period must be done immediately. Learning doesn't have to be too hard. Provide a relaxed atmosphere, fun, but still serious. Children who are already bored with the texts of learning materials should be dominated by discussion and dialogue or question and answer activities. Especially relating it to events and phenomena that occur around them or are being discussed by the public. Students will pay more attention and are stimulated to think about it.

With limited face-to-face, shorter learning duration must be managed wisely by the teacher. Within the available duration, he must also be able to provide time for apperception, core activities, closing and reflection. On the sidelines, the teacher also has to frequently communicate with students, ask how they are doing, just say hello and so on. The learning of character is something that should not be ignored in every learning process. Because it is something that must be attached to every student. Through face-to-face, it is very possible to do. When meeting students who are not disciplined, polite, and still violate school rules, the teacher can directly advise them.

The pandemic period is not completely over. But from the pandemic that has passed, of course, there are many lessons (Putri, 2020). Among other things, a teacher must be ready to face situations that are not easily predictable and can change at any time. However, some things will never change from a teacher, including his struggle in carrying out the mandate to educate the nation's children and giving him education and teaching to build a nation's civilization that is dignified in the eyes of the world (Wijayanti & Fatimah, 2019).

Education itself has very useful benefits for all citizens and is included as an obligation to implement it because it aims to uphold the quality of Human Resources (HR). Education aims to create a person's character (Siti Robe'ah & To, 2021) and is expected to have a broad enough insight to achieve all that is expected. Education is a process to influence students to be able to adapt as best as possible to their environment, thereby causing changes in themselves that allow them to function educationally in people's lives (Setiyowati & Arifianto, 2020).

The learning model is a plan that is used to design (Alvin Ng & Petrick, 2019; Tarjiah, 2017). The content contained in the learning model is in the form of learning strategies used to achieve learning objectives (Hang & Van, 2020). Factors that influence the learning process comes from the students themselves and outside students. For example, factors within students themselves, namely students can improve and develop the abilities that exist within students which ultimately form responsible and wise individuals in solving problems.

Therefore, to make it easier for students to find a concept independently, it is necessary to apply a constructivism-based learning strategy to maximize students' thinking skills. As an alternative way, the strategy needed to improve the learning process is a blended learning-based learning model, where a modern learning model is expected to be able to solve problems in the learning process that have the opportunity to arise when there is a face-to-face learning process (Dios & Charlo, 2021).

The problem is, that online learning methods during the COVID-19 pandemic are no longer relevant in the new normal period (Kudzinskis & Giddins, 2021). In the current new normal era, constructivism-based

learning strategies are needed to maximize thinking skills while providing character lessons to students (Aguilar, 2021; Davis, 2018). Of the many problems faced by PESH teachers in the learning process, an important problem that needs to be solved immediately is that there is no available learning model as a guide for them to teach. Learning models must be available in large and varied quantities, both examples of models from books and the results of teachers' creativity (Gürkan & Dolapçioğlu, 2020; Larraz-Rábanos, 2021). This model will be used as a guideline for teaching PESH teachers in the classroom every day. The unavailability of basic locomotor learning models for lower classes in schools makes teachers improvise which is sometimes not following the demands of the curriculum so that the learning objectives to explore motion and shape student character do not achieve the desired target.

According to Smith, the basic movement skills of four to seven-year-olds and weak physical activity are interrelated (Korbecki et al., 2017; Smith, 2016). More specifically, research shows that children's motor skills affect the physical activity and fitness of adolescents. Therefore, the ability to perform a variety of Fundamental Movement Skills (FMS) increases the likelihood of children's participation in different physical activities throughout their lives. Furthermore, sufficient fundamental movement skills are considered one of the most important antecedents of physical activity and can facilitate participation and success in many sports and sports activities undertaken during school and leisure time (Lawson et al., 2021).

Several studies have shown that childhood and adolescence is a crucial period in the adoption of a physically active lifestyle of the level of physical activity adopted in childhood (Gu, 2017; Westerterp, 2018). Several other studies, however, have shown that physical activity typically declines during puberty. The decline in the level of physical involvement is particularly steep during junior high school (i.e., between the ages of 13 and 15) (Pate et al., 2022; Ridley & Dollman, 2019). Such findings have led researchers to investigate possible antecedents of physical activity participation during childhood and adolescence.

Fundamental Movement Skills (FMS) consist of locomotor, manipulative, and balance skills. Locomotor skills refer to moving the body from one point to another in a vertical or horizontal dimension. Activities, such as walking, running, jumping, skipping, sliding, and climbing are examples of locomotor movement skills (Al Ardha et al., 2022; Gandotra et al., 2020).

Based on these events, creativity emerges. One by one scientist, academics, and sports practitioners began to offer ideas. One of the ideas to deal with this new normal condition is to carry out PESH learning without reducing its basic philosophy, namely human-based learning in movement. The idea is Blended learning with the Teaching Personal and Social Responsibility (TPSR) approach.

METHOD

Research design

This study uses Research and Development research which is used to develop or validate products used in learning education. This development model is descriptive of development because the procedures used describe the steps that must be followed, are used to find a model or prototype, and can be used for learning. (Arikunto, 2016). According to Dwiyoogo (2018) in each development can choose and find the most appropriate steps for research based on the conditions and constraints faced.

Research procedure

Based on some of the opinions above, the procedure used in developing the basic movement pattern learning model for the lower grades of Elementary School through the TPSR approach consists of five main stages, namely:

Needs Analysis

Conducted visits to elementary schools to make direct observations by analyzing teacher and student books related to the content of basic locomotor movement patterns for the lower grades according to the requirements in the 2013 curriculum. Hold FGDs with Elementary School Physical Education Teachers.

Literature analysis

Observation of the physical education learning process related to the use of teaching approaches and methods in grade 1 schools.

Planning and Designing Learning Model Products

The steps for Planning and Designing Learning Model Products are initial observations of the school location, determining the movement characteristics of grade 1 students, finding out the game material that has been taught and knowing the condition of the area of the school environment to design the shape of the field that will be used to play. Analysis of the attitude character of grade 1 students and the results show that in general they are not accustomed to having a responsible attitude towards assignments, not accustomed to respect and care for others, and not accustomed to respecting others. Technical analysis of the game, namely: a. Purpose of playing, b. Various roles to be played, c. Characteristics of motion in play, d. Game rules, e. Determine how to play, f. infrastructure that will be used in playing, g. Studying the principles or how to develop the game. Expert validation, The initial product of developing a basic motion learning model using the TPSR approach, before being tested in a small-scale test was validated by experts following this research field. To validate the product to be produced, the researcher involved 4 (four) experts from professional lecturers and teachers.

Data Sources and Research Subjects

The source of this research data comes from information on Elementary School Physical Education Teachers. The subjects of this study were all elementary school students in grade 1 for a small-scale trial of 24 students; A large-scale trial of 28 students, and a feasibility test of 28 students.

Data Collection Techniques and Instruments

The instrument used in developing the learning model is in the form of an observation guide. Observation is used to find out about the efficiency and effectiveness of the learning model in improving students' attitudes, knowledge and skills as well as expert opinion. Assessment is used to obtain information in the form of a nominative assessment of the model product to be produced. In this study, the instrument used to collect data on children's learning outcomes is the assessment of children's learning outcomes in one learning process in one meeting. Physical education learning model validation instrument (Kusuma et al., 2015).

Data analysis technique

The experimental data will be analyzed descriptively analytically, by observing and in-depth study of the information and/or feedback that can be obtained from the test subjects. The product of this learning model will be said to be successful if it can be used as a learning model in schools and can complete student learning outcomes following learning objectives.

RESULT AND DISCUSSION

Need Analysis

The results of discussions with teachers, in FGDs, regarding the implementation of the learning process in schools that have been carried out so far are 1. It is necessary to improvise the process related to learning materials for basic locomotor movements. 2. There is confusion in the implementation in the field, even though it has followed BinteK. 3. Teachers teach only based on the experience they have. Based on the minutes of this discussion, it is necessary to develop a learning model for lower-class basic movement patterns in elementary schools. The results of the FGD can be seen in table 1 below:

Table 1. Results of Class 1, 2, 3 Teacher Book Analysis

Teacher's Book Material Content	Complete	Less complete	Incomplete	There isn't any
Book material content related to religious attitudes (live and practice the religion they follow) and social attitudes			20	
Social education material content related to the formation of children's character, for example, discipline, independence, cooperation, respect for others and so on			4	16
Basic motion material content (locomotor, non-locomotor and manipulative),		16	4	
The suitability of the material with the development of students		14	6	

Planning and Design of Class 1 Learning Model Products

Planning and Design of Class 1 Learning Model Products using the traditional game "Riding the Train". The Learning Model contains objectives, types of roles, characters, provisions and regulations as stated in the technical analysis above. Overall, the reason for the traditional game "Riding the Train" is to follow school conditions and situations.

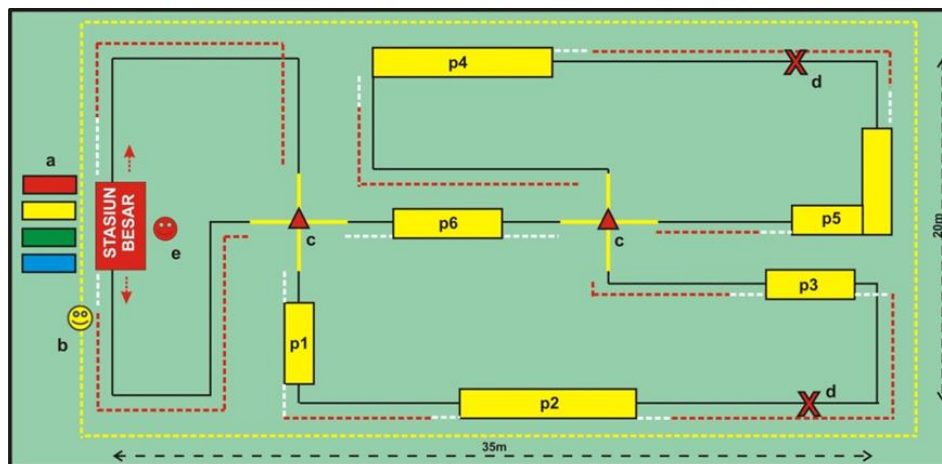


Figure 1. Product Design of Class 1 Learning Model.

Caption:

<p>a = train carriage b = stationmaster c = traffic controller d = doorstop e = supervising officer white line = road red line = run crossroad yellow line = train crossing line</p>	<p>yellow line = stationmaster route, p1 = ankle jump obstacle post, p2 = straight bridge obstacle post, p3 = goal jump hurdle post, p4 = inclined bridge obstacle post, p5 = reverse train obstacle post, p6 = broken rail obstacle post</p>
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Movements made following the level of development and growth of grade 1 elementary school children and following the demands of the 2013 Curriculum, namely:

Table 2. Basic Locomotor Movement Class 1.

Movement Type	Movement Goal	Built Attitude
Play train: Walk straight, walk turn, walk sideways and walk backwards Run straight, run turn, run sideways and run backwards Jumps/ankles alternate legs straight and jump sideways. Jump two legs straight, jump sideways. This game can be varied with various movements and adapted to the basic competencies of grade 1 elementary school.	To build students' physical fitness by exploring the qualities of: Movement agility. Movement speed. Movement endurance muscle strength The flexibility of motion.	In playing, it involves all students playing a role according to their duties, both individually and in groups, so that it will foster attitudes: Responsibility for self and others. Participation and self-control. Respect others Collaborate between friends without supervision Caring/helping/sacrificing for others.

Expert Validation

The experts agreed to provide some suggestions and revisions to the game product design as follows: 1) The shape of the field should not have many turns so that it is difficult for students to play, so it is advisable to make a simple shape such as a regular square-shaped field so that students can easily remember it; 2) The number of obstacles that must be passed, so it is recommended to reduce the number. The product revision results are shown in the following image.



Figure 2. Product Revision Results

Caption:

a = stationmaster	p2 = straight bridge obstacle post
b = doorstep	p3 = goal jump hurdle post
c = traffic controller	p4 = inclined bridge obstacle post
d = train	p5 = reverse train obstacle post
yellow line (station head route)	p6 = broken rail obstacle post
p1 = ankle jump obstacle post	

Movements made following the level of development and growth of grade 1 elementary school children and following the demands of KD in the 2013 Curriculum, namely:

Table 3. Basic Locomotor Class 1.

Movement Type	Movement Goal	Built Attitude
Play train: Walk straight, walk turn, walk sideways and walk backwards Run straight, run turn, run sideways and run backwards Jumps/ankles alternate legs straight and jump sideways. Jump two legs straight, jump sideways. This game can be varied with various movements and adapted to the basic competencies of grade 1 elementary school.	To build students' physical fitness by exploring the qualities of: Movement agility. Movement speed. Movement endurance muscle strength The flexibility of motion.	In playing, it involves all students playing a role according to their duties, both individually and in groups, so that it will foster attitudes: Responsibility for self and others. Participation and self-control. Respect others Collaborate between friends without supervision Caring/helping/sacrificing for others.

Field Trial

Small scale trial results

The results of observations obtained initial attitude data as follows:

Student Attitude Assessment Results on Initial Observation

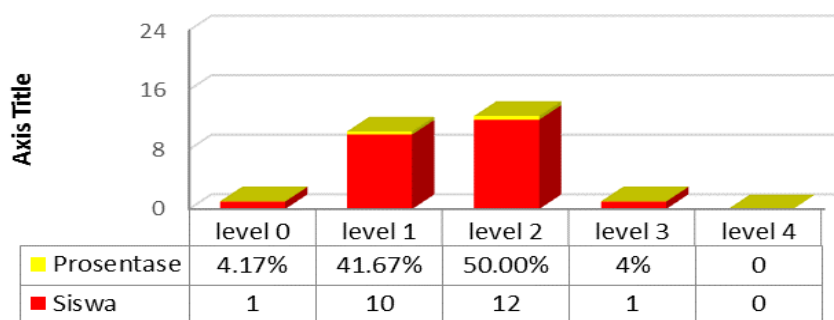


Figure 3. Graph of Student Attitude Assessment Results on Initial Observation.

From the small-scale test results obtained attitude assessment data is as follows:

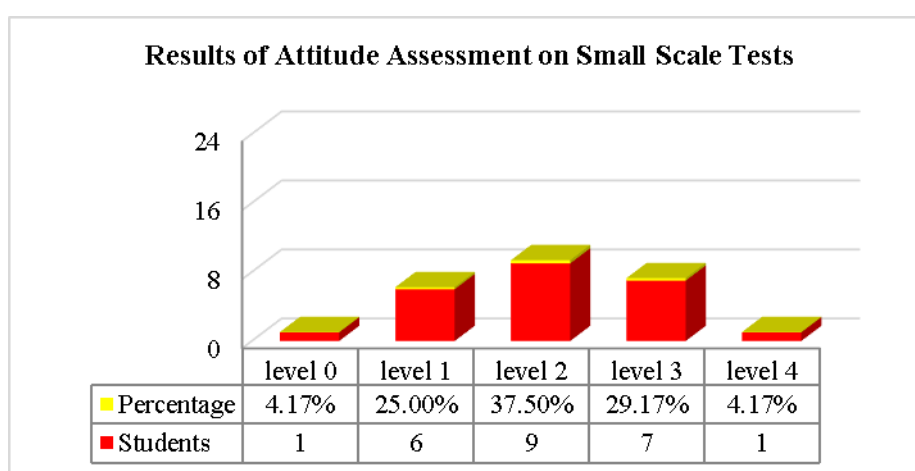


Figure 4. Graph of Attitude Assessment Results on Small-Scale Test.

The results of increasing the value of attitudes in the small-scale test learning process are presented in the following table:

Table 4. Results of Attitude Improvement.

Information	Observation results	Small-scale test attitude scores
Level 0 Irresponsible Attitude	1	1
Level 1 Respect Counts	10	6
Level 2 Participation Attitude	12	9
Level 3 Self-Direction	1	7
Level 4 Caring	0	1

The results of the attitude assessment showed that there was an increase in the number of attitude characters at levels 1, 2, 3, and 4, but at level 0 there was no increase. Based on the data above, it can be concluded that this game can explore the attitude skills of 1st-grade elementary school students.

The graph of the knowledge assessment results is as follows:

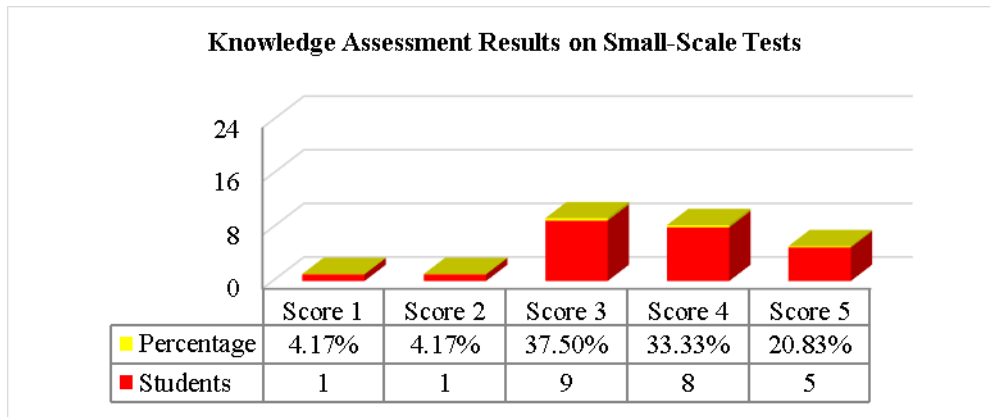


Figure 5. Graph of Student Knowledge Assessment Results on Small-Scale Test

The results of the knowledge assessment show that all students can get scores with the distribution as above, so it can be concluded that this game can explore students' knowledge abilities and can explore the courage of students to dare to speak in front of friends teachers.

The graph of the results of the student's skill assessment is as follows:

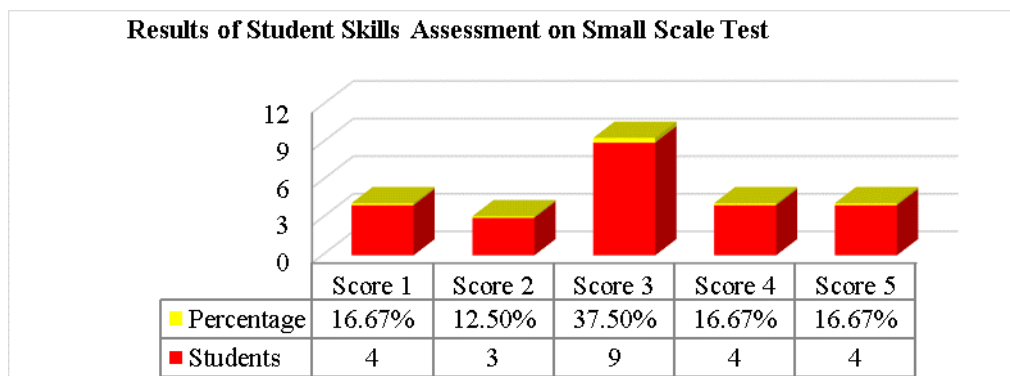


Figure 6. Graph of Student Skills Assessment Results on Small-Scale Test.

The results of the skill assessment showed that all students were able to get scores with the distribution as above, so it can be concluded that this game can explore students' locomotor movement abilities.

Large scale trial results

The results of observations obtained initial attitude data as follows:

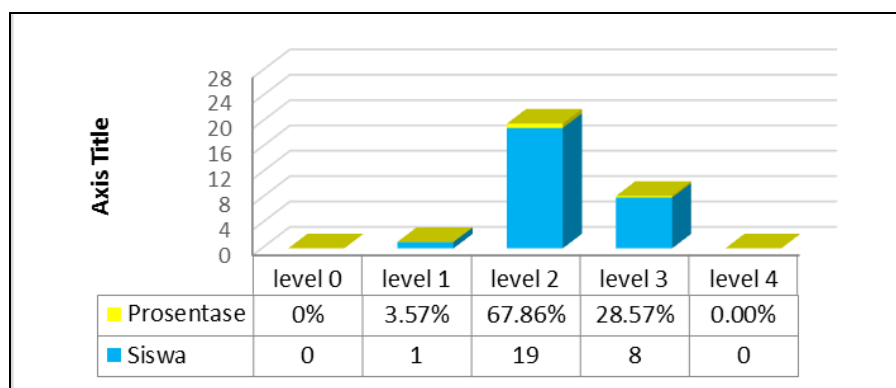


Figure 7. Graph of Student Attitude Assessment Results on Initial Observation

From the large-scale test results obtained attitude assessment data is as follows:

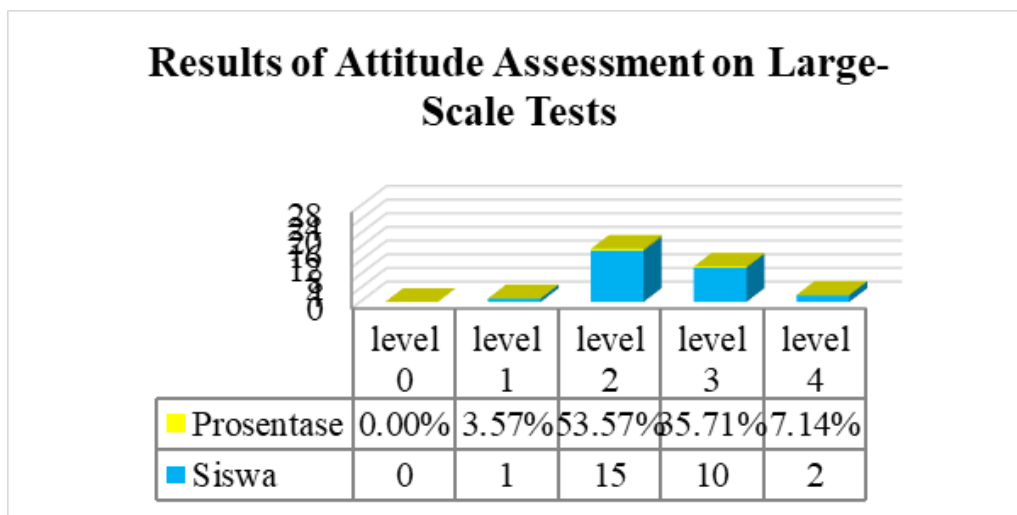


Figure 8. Graph of Student Attitude Assessment Results on the Large-Scale Test.

The results of increasing the value of attitudes in the large-scale test learning process are presented in the following table:

Table 5. Results of Attitude Improvement

Information	Observation results	The results of the large-scale test attitude scores
Level 0 Irresponsible Attitude	0	0
Level 1 Respect Counts	1	1
Level 2 Participation Attitude	19	15
Level 3 Self-Direction	8	10
Level 4 Caring	0	2

The results of the attitude assessment show that there is an increase in the number of attitude characters at levels 1, 2, 3, and 4. Based on the data above, it can be concluded that this game can explore the attitude abilities of 1st-grade elementary school students.

The graph of the results of the knowledge assessment is as follows:

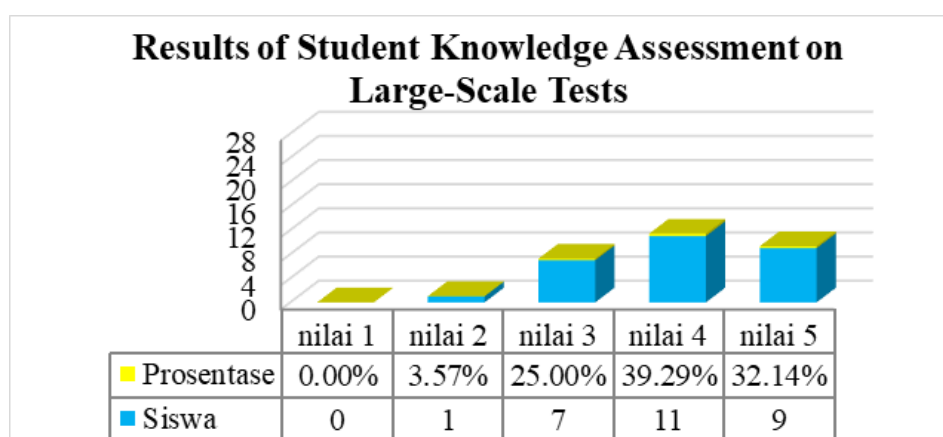


Figure 9. Graph of Student Knowledge Assessment Results on Large-Scale Test.

The results of the knowledge assessment show that all students can get scores with the distribution as above, so it can be concluded that this game can explore students' knowledge abilities and can explore the courage of students to dare to speak in front of friends and teachers.

The graph of the results of the skill assessment is as follows:

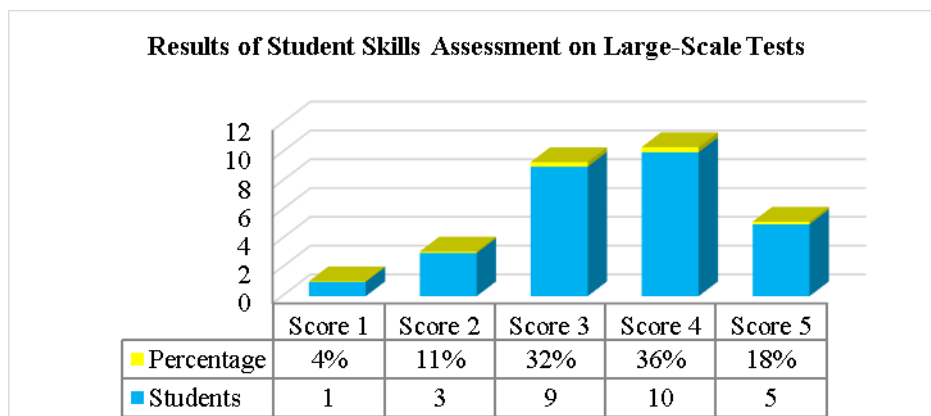


Figure 10. Graph of Student Skills Assessment Results on the Large-Scale Test.

The results of the skill assessment showed that all students were able to get scores with the distribution as above, so it can be concluded that this game can explore students' locomotor movement abilities. The results of observations obtained initial attitude data as follows:

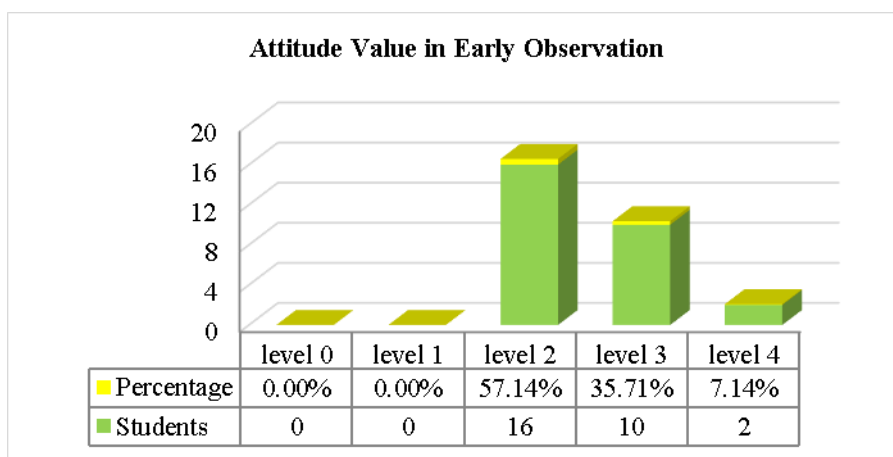


Figure 11. Graph of Attitude Assessment Results on Initial Observations.

From the results of the feasibility test, the attitude assessment data is obtained as follows:

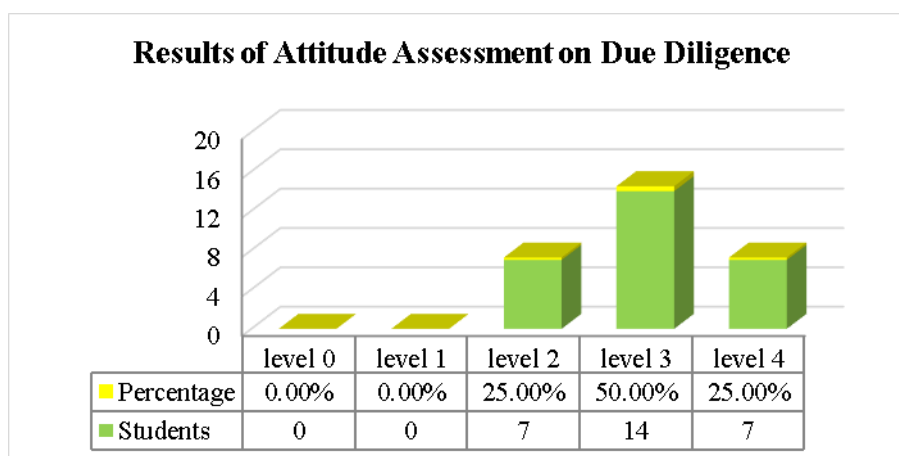


Figure 12. Graph of Student Attitude Assessment Results on the Feasibility Test.

The results of increasing the value of attitudes in the learning process of the feasibility test are presented in the following table:

Table 5. Results of Attitude Improvement		
Information	Observation results	The results of the large-scale test attitude scores

Level 0 Irresponsible Attitude	0	0
Level 1 Respect Counts	0	0
Level 2 Participation Attitude	16	7
Level 3 Self-Direction	10	14
Level 4 Caring	2	7

The results of the attitude assessment show that there is an increase in the number of attitude characters at levels 2, 3, and 4. So it can be concluded that this game can explore the attitude abilities of 1st-grade elementary school students.

The graph of the results of the knowledge assessment is as follows:

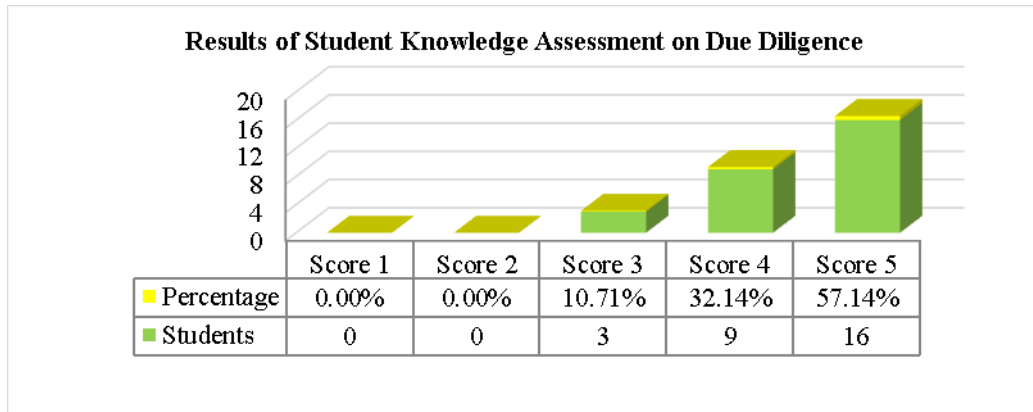


Figure 13. Graph of Student Knowledge Assessment Results on Feasibility Test.

The results of the knowledge assessment show that all students can get scores with the distribution as above, so it can be concluded that this game can explore students' knowledge abilities and can explore the courage of students to dare to speak in front of friends and teachers.

The graph of the results of the skill assessment is as follows:

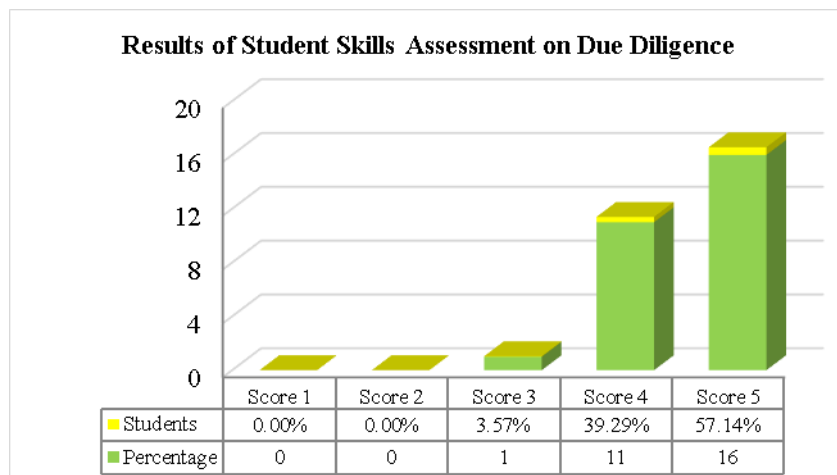


Figure 14. Graph of Student Skills Assessment Results on the Feasibility Test

The results of the skill assessment showed that all students were able to get scores with the distribution as above, so it can be concluded that this game can explore students' locomotor movement abilities.

Research has shown that the use of traditional games with a TPSR (Teaching Personal and Social Responsibility) approach significantly increases students' knowledge, attitudes and behavior in elementary schools. The TPSR approach provides a holistic framework, focused on developing personal and social responsibility through traditional games.

In the implementation of TPSR, traditional games are not only a means of recreation, but also a platform for learning moral values. Students not only learn the rules and strategies of the game, but are also empowered to recognize their personal responsibilities during play. As time goes by, they begin to understand the concept of social responsibility, enriching their social interactions.

Through traditional games, students not only gain motor skills, but also develop a deep understanding of cooperation and play ethics. In research by Smith et al. (2020) stated, "TPSR's approach to traditional play helps students build emotional connections with classmates and appreciate their role on the team."

The importance of values such as honesty, cooperation and sportsmanship is emphasized in this approach. According to Martinez (2022), "Traditional games with TPSR become an effective platform for educating students about moral values, helping them internalize these principles in everyday life."

Students' knowledge of local culture is also enriched through traditional games, connecting them more deeply with their cultural heritage. Dr. Johnson (2023), an education expert, stated, "By incorporating local elements into traditional games, students not only grow as athletes, but also as keepers of local wisdom."

In another study by Brown (2021), it was found that traditional games with a TPSR approach opened up space for cross-subject learning. "Students not only learn about the history of the game, but also hone their math and problem solving skills while actively participating in the game," he said.

The importance of the TPSR approach in the context of traditional games is also reflected in increased student participation. Professor Smith explains, "Students who engage in traditional games with TPSR show a higher interest in physical activity, creating a more dynamic learning environment."

Furthermore, through the evaluation of this research, it can be concluded that traditional games using the TPSR approach provide a significant positive impact on student development. In the words of Professor Davis, "The application of TPSR in traditional games helps create a school environment that supports the holistic growth of students."

In conclusion, traditional games with the TPSR approach open a new window in education in elementary schools. With a focus on developing personal and social responsibility, students become not only skilled athletes but also individuals who have a deep understanding of moral values and their local culture. This is a positive step towards producing a generation that is not only academically intelligent, but also has strong character and respects their cultural diversity.

Traditional games with a TPSR (Teaching Personal and Social Responsibility) approach make a significant contribution to improving students' attitudes in elementary schools. Through this approach, students not only engage in physical activity, but also gradually develop positive attitudes towards themselves and others.

In implementing TPSR, situations that arise often involve respect for diversity and individual differences. For example, in 2021, PE teacher Smith engaged students in traditional games and discussed how important it is to respect differences. One student commented, "I understand better that everyone has their own strengths. It makes us get to know each other better and respect each other."

Additionally, an emphasis on values such as honesty and personal responsibility is integrated in traditional games. In an activity in 2022, students were invited to design their own game rules and assign responsibility to each team member. Their teacher, Mr. Davis, noted, "Students are beginning to understand that honesty and responsibility are not just in games, but also apply in everyday life."

A positive attitude towards success and failure is also an important aspect instilled in this approach. When a student wins, it's not just him who celebrates, but the whole team. This creates a positive atmosphere in the elementary school, as stated by the Principal, Mrs. Martinez, "The TPSR approach through traditional games helps to form resilient and enthusiastic characters."

The development of interpersonal skills also occurs through interaction in traditional games. In 2023, in a tournament activity, students showed extraordinary cooperation. One teacher, Mrs. Brown, witnessed this moment and stated, "They are learning to work together, to support each other, and that is the basis of a positive attitude in the school environment."

Traditional games with a TPSR (Teaching Personal and Social Responsibility) approach play an important role in improving students' skills in elementary schools. This approach not only focuses on physical aspects, but also develops personal and social skills that are essential in student development.

According to Erikson's developmental theory, social and personal skills develop during childhood. Through TPSR in traditional games, students have the opportunity to hone social skills, such as cooperation, communication and empathy. In a 2021 study, Smith et al. found that interactions in traditional games helped students build the social skills necessary to develop as adaptive individuals.

Meanwhile, Bandura's theory of social learning shows that good models can shape positive behavior. By using traditional games as a learning tool, students have models in the form of teachers and peers to observe and imitate. Professor Davis notes, "Through observation and participation in traditional play, students begin to show improvements in motor skills and problem solving."

Aspects of leadership skills are also empowered through traditional games with TPSR. Vygotsky's theory emphasizes the importance of social interaction in the development of higher order thinking skills. In traditional

game situations, students are invited to take responsibility as team leaders or design the rules of the game, creating space for the development of their leadership skills.

The TPSR approach is also related to Howard Gardner's theory of multiple intelligences. Through variations of traditional games, each student has the opportunity to excel in a variety of intelligences, be it through physical, interpersonal, or intrapersonal skills. By providing a choice of activities, teachers create an environment where each student can develop according to their strengths and interests.

In this context, Csikszentmihalyi's Flow theory suggests that engagement in activities that are challenging but appropriate to the individual's skill level can increase positive experiences. Through traditional games guided by the TPSR approach, students experience optimal levels of engagement, helping them develop skills with high levels of satisfaction and motivation.

In conclusion, the contribution of traditional games using the TPSR approach to improving the skills of elementary school students is very significant. From developing social and leadership skills to applying social learning theory and multiple intelligences, this approach provides a solid foundation for student development in various aspects of life. Thus, traditional games are not only a means of recreation, but also an effective learning vehicle to shape students' skills holistically.

In conclusion, traditional games with the TPSR approach are able to create positive changes in the attitudes of elementary school students. By providing values such as respect for diversity, honesty, responsibility, and cooperation, students not only become skilled athletes, but also individuals who have positive attitudes towards themselves and others. This approach helps form a solid foundation of character and makes elementary school a place that builds positive attitudes for the future.

CONCLUSION

Based on the research results, 1) Needs Analysis: a) There needs to be an improvisation process of learning materials for basic locomotor motion. b) There are difficulties in implementation in the field, even though they have followed BinteK. c) Teachers teach only based on experience. The resulting recommendations need to develop a learning model for basic movement patterns for grades 1, 2 and 3 in elementary schools. 2) Planning and Design of Learning Model Products: A design that develops an appropriate and effective field shape and size design according to the characteristics of the elementary school environment conditions for lower grade students. 3) Expert validation: The average result of the overall expert assessment is 89.73% and this percentage is included in the "Excellent" category. 4) Field trials: Field trials assessed include: a) the value of attitudes in the learning process; there is an increase, but level 0 has not increased; b) Assessment of Knowledge Results: games can explore students' knowledge abilities and courage, c) Skills assessments: games can explore students' locomotor movement abilities. 5) Product Revision: Based on the evaluation of game experts and learning experts, this game can be used for learning physical education material for locomotor basic movement patterns for lower grade elementary schools.

ACKNOWLEDGEMENT

The researchers are very grateful for the support that the elementary schools extended to us during the research as well as to the participants who completed the survey.

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