# Learning Model of Physical Education Locomotor Basic Learning in Grade III Primary School

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## Abstract

The purpose of this study is to produce games letter word in the learning of basic locomotor movements physical education at Elementary School third-grade students in District Gunungpati 2016. This research is the development, product development procedure includes needs analysis, literature review and observation, the initial product manufacturing, design validation by the experts, the trials I, product revision, the second large-scale trials, expert review and the final product. Data is collected using questionnaires obtained from the expert evaluation, field observations and the student questionnaire. A descriptive data analysis techniques percentage. The results of the analysis of the initial product of 91% then declared eligible. The observation and the student questionnaire on a small scale trial gained (81.6%). The test results of large-scale expert (95%) to be eligible and could be used. The observation and questionnaire on large-scale test was (86.6%) are feasible and can be used. On a small scale trials and large-scale increase in the observation and questionnaires to students of (5%). It can be concluded that the game is a good letter word that is feasible and can be used as an alternative to the basic motion locomotor learning materials in elementary school third-grade students in District Gunungpati.

## How to Cite

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## INTRODUCTION

The progress of a nation can only be achieved through the arrangement of a good education. Efforts to improve the quality of education continually done either conventionally or innovative, so that education must be adaptive to changes of the times in accordance with the demands in the national education goals contained in Act No. 20 National education system in 2003 on chapter II article 3, declared the education function and purpose as follows: National Education serves to develop the ability to form character and the civilization of the peoples dignity in the framework of the intellectual life of the nation, aims to develop the potential of students in order to become a man of faith and taqwa to God Almighty, precious, healthy, have learned, accomplished, creative , independent, and become citizens of a democratic and accoun Table.

In accordance with regulation No. 28 1990, Chapter 3, the function of the elementary school was the first elementary school, through his protégé provided basic capabilities. Second, the primary school is an educational unit which provides basic education to follow on the next level.

One of the subjects that could use a game developed in learning are the subjects of physical education. Physical education is an integral part of an overall education process through a variety of physical activities that aim to develop organically, neuromuscular, intellectually and emotionally. Physical education is a process of education through physical activity designed to improve physical fitness, develop motor skills, knowledge and behaviour of healthy and active living, sportsmanship, and emotional intelligence. Learning environments are carefully arranged to enhance the growth and development of the entire realm of physical, cognitive, psychomotor and affective each student (Samsudin, 2008).

Physical education Health Sports are compulsory subjects taught range from basic to secondary or vocational secondary education through activity, with physical activity is expected to learners have a good physical fitness in flower growing age students become subjects in the learning process (Setiadi, 2013).

Physical education has a very important role because it gives the opportunity to students to engage directly in a variety of learning experiences through physical activity, play and exercise that is done in a systematic. A supply of that learning experience geared to fostering, as well as to form a healthy and active lifestyle throughout life.

Physical education is the media to encourage the development of motor skills, physical abilities, knowledge, reasoning value awareness (attitude-mental-emotional-spiritual-social), and conditioning pattern of healthy living that rises to stimulate growth as well as a balanced development. With physical education students will acquire a range of expression that is closely related to the impression of a pleasant and personal expression that are creative, innovative, skilled, have physical fitness, healthy lifestyle habits and have knowledge and understanding of human motion (Sasminta, 2012).

In the national standards of education (SNP article 1, paragraph 15) expressed that the Curriculum unit level education (KTSP) is the operational curriculum are organized and carried out by the respective educational units. The arrangement was done by KTSP with attention to the education unit and based on the standard of the competition as well as the basic competencies developed by the national standards bodies of education (BSNP). (Mulyasa, 2007).

In the process of learning of physical education teachers are expected to teach various skills and basic motion sports and strategy games with respecting sport values (honesty, sportsmanship, cooperation, tolerance, etc.) so that the implementation of teaching not just solely to provide the material, but to build the character of students (Pujianto, 2015). One of the basic competencies in the curriculum KTSP class III to be achieved, namely the standard competition: 6. Practice range of motion of the basics in simple games and values contained therein. The basic competency: Practice a combination of the basic motion path, run and jump with a good coordination in a simple game, as well as the value of cooperation, tolerance, honesty, responsibility and respect for the opponent or yourself. Where the basic locomotor motion should be taught in school.

Motor ability stage owned at the age of 9-10 years (class III) include: (1) learning to relax when you feel tired, (2) studying the problems of nutritional barriers, (3) can use a good mechanics, (4) Overcoming shortcomings as good as possible, (5) trying to master his skills as best as possible, (6) reproduce the activities to enhance physical capabilities with basic exercises, (7) develop muscular strength, muscular endurance, and flexibility (Sukintaka, 1992).

Physical education in elementary school it's very appropriate for the growth of flower children because at that time the children have a lot to get the motion variations are many, with wide variations are many, the child is able to add

his knowledge in motion (Rumini, 2014).

Based on explanation above that physical education, basic competence and character at age level (9-10) it can be concluded that learning requires students in terms of movements with lots of free motion of the students become active. Students are given the knowledge of a wide range of motion according to the level of its development, so that students can develop motion capabilities and confident in doing the activities of motion in everyday life. Seen in terms of the development of learning basic locomotor motion then is very instrumental in everyday life by moving students could do something fun. The base is the locomotor motion is the most basic and important is taught to students. For basic locomotor motion from it should be taught as attractive as possible so that the learning of physical education more fun by giving modifications. These modifications raised the values contained in the game. As well as the modification of the game can be make as a medium for reaching the goal of physical education. Based on the background, then route the researchers ' observations to find out how the physical education learning process in particular the basic locomotor motion in elementary school.

Based on the preliminary studies that have been carried out by the researchers ' observations directly and did the interview against the physical education teachers about learning the basic locomotor motion on 7 March to 8 april 2016 in three elementary schools: Kalisegoro State Elementary School, Ngijo 1 2 State Elementary School in Ngijo District, Gunungpati Semarang State Elementary School obtain information that in learning basic locomotor motion class III yet done learning using a modification of the game. Students tend to be passive and less enthusiastic in learning. Concerning the existing infrastructure belongs to quite good, consisting of the school yard, appliances, plastic ball hitter kasti, kasti ball, ball, volleyball, Table tennis equipment, tennis balls and bed. Empirically in the implementation of the basic locomotor motion study found several things, among them: (1) the lack of variation in learning (2) yet the existence of a modification to the game. With game modifications there yet for basic locomotor motion material, thus causing the lack of active participation of students in learning.

From some of these observations the learning process in particular basic locomotor motion material it can be concluded that the need for variation in learning basic locomotor motion through a modification of the game. Based on the background of researchers wanted to give scien-

ce and innovation regarding new learning basic locomotor motion by using a modification to the process of physical education learning activities that are fun. For it researchers provide material about the basic locomotor motion combined with the games contain elements of locomotor motion learning of physical education with the goal of keeping the learning of physical education became a thing of fun and in accordance with the PAIKEM GEMBROT (Active, innovative Education, creative, effective, fun, joyous and weighing).

Letter Word is a series of game modification of locomotor circuit motion or track, in the game the students doing the game carrying a letter, in the letter there are words that are related to the basic motion of locomotor and students practice what is contained in those words.

Tools used in this sport are in fact very simple, and easy to come by because the instrument used is using some of the unused material namely as: cardboard, bottles, rubber bands, balloons, and pipe. This letter word game can be played in various types of field i.e. rough field, field, and the field of sand.

Based on explanation above, the authors held a study with the title "Physical Education Locomotor Basic Learning Model on Grade III elementary school in Gunungpati district 2016". Based on the above background, the issues examined in this study is: "How Physical Education Locomotor Basic Learning Model on Grade III elementary school in Gunungpati district 2016?". This research aims to produce a model letter word that is effective and in accordance with the characteristics of the students so that they can cope with the problems that occur in learning.

The research of relevant reference literature review was made in this study is associated with the issue of the development of the basic locomotor motion. Researchers did a study of some of the results in the form of theses and journals over the internet.

## METHOD

The method used in this research is a method of research and development or Research and Development. According to Sugiyono (2015) methods of research and development or in English language Research and Development is a research method that is used to produce a particular product, and test the effectiveness of these products.

The model that will be developed is the

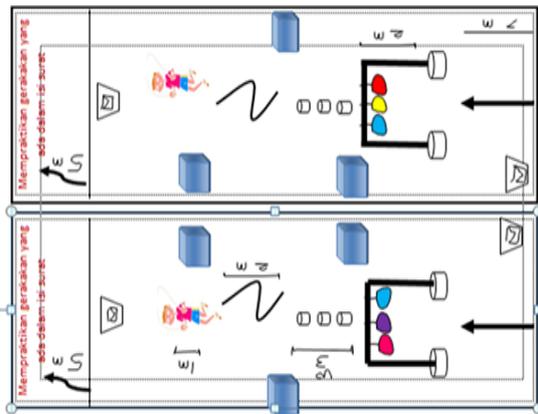game letter word basic locomotor motion material on grade III elemntary school in Gunungpati district Semarang



**Figure 1.** Design

The type of the data obtained in this research is quantitative and qualitative data. Quantitative data are obtained from the results of a questionnaire assessment of elementary school students in Gunungpati district, Semarang city on game letter word. While qualitative data obtained from the results of the evaluation of physical education experts and experts in the form of learning, criticism and suggestions, as well as observations on aspects of psychomotor and affective student. So the data will be retrieved in the form of a descriptive percentage.

The instruments used in this research is a form of evaluation sheets, questionnaires, interviews, observation, and documentation. Data analysis methods used by researchers to study this development is using the technique of descriptive analysis of shaped percentage. In data processing, the percentage is obtained by the formula of Muhammad Ali (1987).

$$NP=n/N \times 100$$

NP = Value in %
N = obtained value
N = the total number of values/sum of all data

Percentage criteria based on (Source Ali, 1987)

**Table 1.** Percentage Classification

| Percentage | Classification | Meaning |
|---|---|---|
| 0-20% | Not Good | Doesn't Worth |
| 20,1%-40% | Less Good | Less Worth |
| 40,1%-70% | Good Enough | Worth Enough |
| 70,1%-90% | Good | Worth |
| 90,1%-100% | Very Good | Very Decent |

## RESULTS AND DISCUSSION

**Table 2.** First Product Validation Design by Physica Education Expert

| Physical Education Expert Number of Scoring | |
|---|---|
| Sum | 68 |
| Average | 4,5 |
| Percentage | 91% |
| Clasdification | Very good / Very decent |

Based on the evaluation of physical education experts after the pre research conducted trials, then the product of the game letter word is expressed very well, so it is feasible to use in subsequent trials, namely test I.

**Table 3.** The Results Of The Quality Model Of Small-scale Trials Game

| The amount of the assessment score | | |
|---|---|---|
| | PE Experts | Learning Experts |
| Sum | 72 | 61 |
| Average | 4,8 | 4,1 |
| Percentage | 96% | 81% |
| Percentage Average | 88,5% | |

Source: trials (2016)

Based on **Table 3** the results of model tests on small scale games obtained on average 88.5% so well stated and worthy of use. In addition to assessment by an physical education expert and learning, do also use assessment questionnaire students and direct observation. Following are the results of the assessment through the student questionnaires and observation.

**Table 4.** The results of the Questionnaires and Observations students in Test I (small scale)

| Assessed Aspect | Average % | Criteria | Meaning |
|---|---|---|---|
| Psychomotor Aspect | 75.3% | Good | Worth |
| Affective Aspect | 82,8% | Good | Worth |
| Cognitive Aspect | 86,9% | Good | Worth |
| Percentage Average | 81,6% | Good | Layak |

Source: trials (2016)

Based on **Table 4** observations and student questionnaires in small-scale trials seen that psychomotor aspect, recap of the results obtained average percentage is good i.e. 75.3%. Recap of the affective aspects of the obtained average good 82.8%. While the cognitive aspects of the obtained average good i.e. 86.9%. The third aspect of the obtained average percentage 81.6% said

that good so worth used in research trials on a large scale.

Large scale trials conducted in three primary schools namely Ngijo 2 State Elementary School, Ngijo 1 State Elementary School, and Kalisegoro State Elementary School. This trial aims to expand the scope of products used in the study of material motion basic locomotor.

**Table 5.** The results of the quality assessment Model of large-scale Trials Game

| Quality Assessment Model In The Game Of Large-scale Trials By Experts | | | | |
|---|---|---|---|---|
| | A | B | B1 | B2 |
| Score Summary | 69 | 70 | 71 | 73 |
| Percentage | 92% | 93% | 95% | 97% |
| Avergae Percentage | | 94,2% | | |

Source: researchers (2016)

Description
A  = Physical Education Experts
B  = Learning Experts 1
B1 = Learning Experts 2
B2 = Learning Experts 3

Based on the results of the quality assessment **Table 5** model test on a large scale game, then the implementation of large scale trials are conducted in 3 elementary school, where a third elementary school, Ngijo 2 State Elementary School, Ngijo 1 State Elementary School, and Kalisegoro State Elementary School. The results of the quality assessment model of the game letter word by penjas 92%, earn a percentage to expert learning 1 gain percentage 93%, to expert learning 2 obtain a percentage of 95%, and 3 learning experts to obtain the percentage of 97%. So the results of the quality assessment model of the game letter word by physical education learning experts and earn a percentage of the average 94.2% then it can be said to be very good and very worthy of use. The assessment was also done using cognitive aspects of learning, i.e., affective, and psychomotor through questionnaires and observations of students directly. Following are the results of the assessment of these three aspects of learning.

**Table 6.** The results of the Questionnaires and Observations students in large scale Trials In Ngijo 2 State Elementary School

| Assessed Aspects | Average % | Criteria | Meaning |
|---|---|---|---|
| Psychomotor Aspect | 89,8% | Good | Proper |
| Affective Aspect | 85,8% | Good | Proper |
| Cognitive Aspect | 90% | Good | Proper |
| Average Percentage | 88,5% | Good | Proper |

Source : trials (2016)

Based on **Table 6** the observations and student questionnaires in large scale trials in Ngijo 2 State Elementary School held on Monday 10 October 2016. The results have been obtained from these three aspects, where aspects of psychomotor 89.8% average with good results then so decent, average affective aspects 85.8% then with the result that it deserves, and cognitive aspect with an average 90% then good results and declared viable. So the retrieved results from these three aspects with average 88.5% percentage of declared good and proper use.

**Table 7.** The results of the Questionnaires and Observations students in large scale Trials In Kalisegoro State Elementary School

| Assessed Aspects | Average % | Criteria | Meaning |
|---|---|---|---|
| Psychomotor Aspect | 85,8% | Good | Proper |
| Affective Aspect | 83,6% | Good | Proper |
| Cognitive Aspect | 85,7% | Good | Proper |
| Average Percentage | 85,0% | Good | Proper |

Source : trials (2016)

Based on **Table 7** observations and student questionnaires in large scale trials in Kalisegoro State Elementary School held on Tuesday 18 October 2016. The results have been obtained from these three aspects of psychomotor aspect, where an average of 85.8% good results then so decent, average affective aspects of 83.6% then by the results that it deserves, and cognitive aspect with an average of 85.7% then good results and declared viable. So the retrieved results from all three aspects of the good and decent use. the infrastructure, the entire exercise program that is planned can be implemented optimally and can get the results as expected.

**Table 8.** The results of the Questionnaires and Observations students in large scale Trials In Ngijo 1 State Elementary School

| Assessed Aspects | Average % | Criteria | Meaning |
|---|---|---|---|
| Psychomotor Aspect | 90,4% | Good | Proper |
| Affective Aspect | 85,2% | Good | Proper |
| Cognitive Aspect | 84% | Good | Proper |
| Average Percentage | 86,5% | Good | Proper |

Source: trials (2016)

Based on **Table 8** observations and student questionnaires in large scale trials in SDN Ngijo 1 took place on Wednesday 19 October 2016. The results have been obtained from these three aspects of psychomotor aspect, where an average of 90.4% of good results with so so worthy, affective aspect of an average of 85.2% then with the result that it deserves, and cognitive aspect with an average of 84% of good results and then declared it deserves. So the retrieved results from these three aspects with the average percentage of 86.5% declared good and proper use.

Based on the results of large-scale trials that have been conducted in three elementary schools in Gunungpati district, Semarang i.e. Ngijo 2 State Elementary School, Ngijo 1 State Elementary School, and Kalisegoro State Elementary School. Then the retrieved data from the recap of the third school in a large scale test with comparison results average assessment aspects of cognitive, affective and psychomotor aspects of aspects as follows.

**Table 9.** Recapitulation of data from all three schools in large scale trials

| Aspect | School Name | | |
|---|---|---|---|
| | Ngijo 2 State Elementary School | Kalisegoro State Elementary School | Ngijo 1 State Elementary School |
| Cognitive | 90% | 85,7% | 84% |
| Affective | 85,8% | 83,6% | 85,2% |
| Psychomotor | 89,8% | 85,8% | 90,4% |
| Average | 88,5% | 85% | 86,5% |
| Total | 86,6% | | |

Source: researchers (2016)

From **Table 9** recapitulation of data results from large-scale trials in the three elemntary school Gunungpati district, Semarang then obtained an average percentage of aspects of cognitive, affective and psychomotor aspect aspect. For the average cognitive aspects of the obtained of 86.5%, to aspects of affective obtained an average of 85%, to aspects of psychomotor obtained an average of 88.4%. Of the overall aspect can be dirata-rata the amount acquired for 86.6% therefore it can be concluded that the overall aspects of the three primary schools with game model letter word can be said that it is worth to use.

Letter Word is a set of game modification of locomotor circuit motion or track, in the game the students doing the game carrying a letter, in the letter there are words that are related to the basic motion of the locomotor and students practice what is contained in those words.

**Game rules**
1) This game is divided into 2 teams, each team matched with the number of students that were in the school
2) this game is not bound by time, because the aim of the game is the student able to do basic locomotor movements in the game letter word and can mendemontrasikan a word that exists in the letter,
3) order of the players performed based on mobile number sort students because for ease in his judgement.
4) Before the game starts students are given an explanation of game rules letter word
5) The game starts when there is a whistle from the steady starting line
6) Then the students perform game letter word to finish
7 finish line) when the students read the words in the letter then practice those words.
8) When the words in the letter that's not true in practice it, then friends in one group can be put into practice those words. By way of bringing the letter and given to friends.
9) Students must play to completion

**How to play**
1) students are divided into two groups, the number of groups adapted to the amount that is in the class
2) students marched according with the group his team
3) then when the steady whistles-students took the letter and ran
4) then the students perform a jump with one hand touching the balloon over bergelantung dipralon, students must touch the balloon a balloon without it regardless
5) students passed the hurdles bottles with spring
6) after which students follow the line, the line here meant that students practice walking follow the line, then the students perform the movement skipping 5 times, after the completion of new students open the mail and putting into practice the word disurat to the finish line.
7) when the words in the wrong students practice letter then the letter given to another friend in the group so that it can help put into practice the existing words in the letter.
8) after completion of the movement in accordance with the practice of the letter then the students ran back to the starting line waiting for their turn letter word games do.
9) do the game until one group has done all and turns to other groups.

## CONCLUSION

The end result of this is the development of research activities in the form of product model game letter word according to data based on a test I (N = 23) at grade III Ngijo 2 State Elementary School, and II trials (N = 23) at grade III Ngijo 2 State Elementary School, (N = 26) Kalisegoro State Elementary School, (N = 22) at grade III Ngijo 1 State Elementary School.

Based on the results of observation and analysis of the questionnaire is very influential in the aspect of cognitive, affective and psychomotor. The presence of repetition of motion and repair weaknesses then gained greater psychomotor outcomes compared with cognitive and affective aspects.

Based on the results of the evaluation of expert penjas, expert teaching and students point of view it can be concluded that the game letter word meets the criteria of the product well then the game letter word is worth to be used for the grade III elementary school in Gunungpati district Semarang.

Based on the percentage of the results that can be analyzed for expert evaluation trials I obtained an average of 88.5% so well stated and feasibility, to the observations and questionnaire student trials I obtained an average of 81.6% so well stated and worthy of use. Percentage results for expert evaluation trials II obtained an average of 94.2% so declared is excellent and is well worth the use, for the observations and questionnaire student test II obtained an average of 86.6% then declared good and worth to be used. So the trial results of the analysis I and II an increase in trial observations and questionnaires students by 5%.

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