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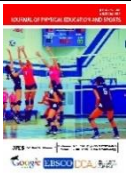

Happy Mix Creative Gymnastics Development in Rhythmic Gymnastics Learning Elementary School Students

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Abstract

The rhythmic gymnastics material given in learning does not have many choices and tends to be the same, causing children not to be optimal in learning. The purpose of this study was to produce a model for the development of Happy Mix creative gymnastics for elementary school students. The research method used is Research & Development which includes; needs analysis, observation and interviews, as well as literature review, initial product creation, design validation by gymnastics lecturers, fitness gymnastics experts and physical education learning experts, trial I, product revision by experts, trial II, final product revision, final model results Happy Mix creative exercise. Collecting data using a questionnaire. The data analysis technique used is descriptive percentage. The results of product development research in the form of Happy Mix gymnastics that can be used as an alternative to rhythmic gymnastics learning. Based on the results of the questionnaire and the observation of the first trial, data obtained on the average cognitive aspect of 83%, affective average of 87% and psychomotor on average 91%. The results of the questionnaire and observation of the second trial obtained data for the cognitive aspect on average 84%, affective average 92%, and psychomotor an average 88%. The conclusion of this study is that the Happy Mix creative exercise model can be applied to Physical education learning, especially in learning rhythmic gymnastics or rhythmic motion in elementary schools.

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INTRODUCTION

Sport has now become a human need to support and maintain everyone's physical fitness to stay productive. Indonesian government in (UU 3th Year 2005) about the National Sports System has given a lot of support for national sports which is not only related to the progress of the sports system in reaching the highest peak of world sports but also regulates and provides many things that are so complex in the national sports system, because sport can be used as an indicator of the quality of human life. If humans are in good health condition, their activities and work will be optimal and more productive which will also have an impact on national development.

The 2013 curriculum which was rolled out as a government policy has become a breath of fresh air to answer educational problems. Curriculum changes are carried out by the government based on the study that the developments and demands of the times are increasingly demanding changes (Alaswati, 2016). Gymnastics is a sport that has experienced a lot of development and invites a lot of time, because of its energetic nature and using this music or rhythm, making gymnastics instructors must always update their music and keep up with the timesMusic is a distraction technique that can reduce the intensity of stress and anxiety levels by distracting people from their feelings. Music that affects the mood will have a calming effect so that the subject can pay more attention to the words that match the mood of the music (Fatahilah, Rahayu, and Soekardi, 2017).

The world of education, especially schools, gymnastics is more often mentioned in rhythmic gymnastics or rhythmic activities. Rhythmic activity is not a new term in the world of education, this learning already exists in the Competency-Based Curriculum in 2004. Although now using the 2013 curriculum, rhythmic activity learning is more often mentioned with rhythmic motion material or rhythmic motion at this time. This material tends to use rhythm or music more often in the practice of basic footwork and arm swings. The rhythmic motion songs used more often combine folk songs with modern songs that were viral at that time. Rhythmic Gymnastics or rhythmic activities are all movements accompanied by rhythm/music or without music such as beats that have tempo and rhythm by harmonizing body movements and accompanying rhythms according to body expressions. (Suharjana, 2010). Creative motion is the main characteristic in rhythmic activity. According to (Yulfita, Mahendra, *and* Nahduddin 2018) that dance movements are included in rhythmic activities in physical education which are one of the processes of forming basic movements in children. Children will tend to try to show their self-expression through movement. The learning process runs smoothly as long as the teacher is able to provide this activity appropriately, which means giving freedom to the child to be able to express thoughts and feelings through motion, so as to provide satisfaction for the child. (Suharjana, 2010).

The theory of rhythmic activity that has been mentioned in the paragraph above can be interpreted as gymnastics that prioritizes the similarity of motion, can be music or songs, counts and even beats. This gymnastic movement is not always one exercise with another. Rhythmic gymnastics is a movement that is carried out together to adjust the rhythm of the beat to the music.

The government also always provides support in providing several models of physical fitness exercise every 4 years to provide support to the community in improving the health of the community through fitness exercise activities. The government and society are also always developing and providing various new standard gymnastic models, but the Ministry of Youth and Sports is more focused on it namely popularizing *Senam Kebugaran Jasmani* (SKJ), so that people can get

references for recreational sports and achieve their vision "Mengolahragakan Masyarakat dan Memasyaratkan Olahraga" which was initiated by the first President of the Republic of Indonesia, Mr. Ir. Soekarno.

Universitas Negeri Semarang (UNNES) as an educational institution that has produced many professional educators (teachers). UNNES Sports Education students have been given many theoretical and practical lessons in sports science. It is very helpful to develop one's potential and provide provisions that can later play a role and contribute to the maximum contribution to participate in providing education and sports to the community wherever they are.

Gymnastics "Sipong" is one of the gymnastics popularized by the Faculty of Sports Science, which is taught to students majoring in sports. This gymnastics nuanced Latin American music that is interesting and vibrant. Sipong gymnastics must be given to every sports student at the beginning of the semester. The movement is quite easy to be followed by every age level so that this gymnastics is easily popular in the community, especially in schools. Movement by shaking the body and the right music rhythm makes people easily attracted to this exercise. The public's interest in sipong gymnastics, especially students, is very positive, so this exercise is always used as a routine agenda for gymnastics on Fridays other than senam kebugaran jasmani (SKJ). This became the initial basis behind the researchers to conduct research on elementary school students, in accordance with the scientific field owned by the researcher, namely elementary school physical education.

The school period is a time when children are very sensitive (critical period) in certain types of sports, including tennis, gymnastics, and athletics. The sensitive period refers to the understanding that in order to influence or provoke interest and interest, children need to find the right momentum to be given a stimulus. When someone is willing to be stimulated, what arises is positive connectivity. The child will certainly grow and develop optimally. But if it's not right what happens is there is no connectivity, but it can have a negative impact (Azizah, 2013). Students who have a lot of movement experience will know more about the needs of the muscles in themselves where they will apply previous knowledge to improve or expand their movements with their feelings. They will make the movement look more aesthetic. (Maivorsdotter and Lundvall, 2009)

The current trend in physical activity among children necessitates the importance of fitness and physical strength abilities that are appropriate for development in early growth. Incorporating interesting movements and demonstrating such animal-mimicking movements offers children the opportunity to increase their strength while demonstrating competence in a wide range of motor skills and movement patterns. This, at a later stage can build confidence and competence in the student's perceived ability to perform challenging and rewarding exercises, which can result in increased satisfaction and the basis for a physically active lifestyle. (Bruno and Faigenbaum, 2019)

The government has indeed included rhythmic activities through rhythmic or non-rhythmic gymnastics into every curriculum, but how the level of interest or interest of students in learning rhythmic gymnastics is still lacking and not much. Rhythmic activity is a pattern of movement of steps and body movements that are formed in such a way as to produce the beauty of regular motion from one movement to another. Through rhythmic activities, students gain understanding and flexibility of body movements. The achievement of students' understanding and flexibility in learning rhythmic activities is influenced by several things, including the availability of facilities or infrastructure, adequate and good learning media for rhythmic activities, besides the guidance and encouragement of teachers can provide

students' ability to produce. and control movement. beautiful and harmonious movement. (Setiawan and Soekardi, 2015)

There are things that can affect children's interest, namely the teacher/instructor of gymnastics, music and the creativity of the movements used are monotonous or less fun. Elementary school age children are a golden period to learn and develop their body movements, so researchers want to participate in giving different rhythmic gymnastics and have never been taught to students by conducting research to find out their interest in rhythmic gymnastics through creative gymnastics that researchers do. provide. Using various types of music such as children's songs, English songs, Zumba and others which are basically fun for them and attract them to be more enthusiastic about doing gymnastics, because activities that are done with pleasure will give more satisfaction and do not make students feeling too tired.

Rhythmic activities in elementary schools have many choices, including: SKJ, healthy heart gymnastic, aerobics gymnastic, scouts gymnastic, cheerful gymnastic, etc. Physical education learning in its implementation must refer to educational goals including developing self-skills in an effort to develop psychomotor and physical fitness maintenance and a healthy lifestyle through various rhythmic activities at school. In addition, the goal of Physical Education is to understand the concept of physical activity and sports in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness, skilled, and have a positive attitude. (Sukardi, 2015)

Based on observations in the field, the researchers found several problems that occurred in learning rhythmic gymnastics. Researchers came to public elementary schools in Petompon Village to collect initial data. There are 4 elementary schools in the Petompon Village, namely the Petompon State Elementary School 01, the Petompon State Elementary School 02, the Petompon 03 State Elementary School, and the Al Huda Islamic Elementary School. Researchers get teacher data and the number of students, so it can be made based on the following table:

Table 1. Data on Physical Education Teachers and Students at Petompon Village Elementary Schools

No	Education units	Teacher Name	Class
1	Petompon 01 Elementary School	Himawan Yudarmanto, A.Md.Pd Aldi Kurniawan, S.Pd	A and B
2	Petompon 02 Elementary School	Dini Yarsiani, A.Md.Pd Suparman, S.Pd Septi Erlin Puspita , S.Pd	A, B and C
3	Al Huda Islamic Elementary School	Muhammad Rifqi, S.Pd	A and B

Several problems were obtained in learning rhythmic gymnastics or rhythmic movements when monitoring in the field, namely Petompon 01 public elementary schools and Petompon 02 public elementary schools including:

First, the lack of interest in male students in learning rhythmic gymnastics that uses motion and song as learning.

Second, the lack of creative exercise options given to students, one of which is to only provide SKJ 2012 for each rhythmic gymnastics lesson. The teacher gave the 2012 SKJ exercise too often because only the exercise was mastered by the teacher so that the choice of exercise was lacking, causing students to be less interested in learning rhythmic motion material.

Third, the lack of interest in students in the rhythmic motion material in the Physical Education Subject. The teacher has not added a reference to the gymnastics that is mastered

so that students are given the same gymnastics learning. Older teachers usually form small groups of students and then free students to make movements and choose music in learning rhythmic gymnastics, but only a few groups contain many interested female students. The results of observations in the field researchers suggest that learning rhythmic gymnastics in the field has not run optimally. Teachers who are committed to teaching students not only in the classroom and school environment but also outside the school to improve teacher satisfaction performance. (Wolomasi, Asaloei, and Werang, 2019)

On the basis of these things the researcher raised a study in elementary schools (SD) with the title "Development of Happy Mix Creative Gymnastics in Elementary School Students' Rhythmic Gymnastics Learning"

METHODS

This research is included in research and development that is used to produce certain products and test the effectiveness of these products (Sugiyono, 2010:407). Researchers use this development model to be a solution in dealing with problems that exist in the field.

The data used in this study are qualitative and quantitative data. Qualitative data obtained from observations. Quantitative data obtained from observations and questionnaires. The sources in this research are: (1) learning experts and (2) gymnastics lecturers and fitness or product experts (3) elementary school students.

This study uses a research and development trial design. The product development trial went through two stages, namely trial I / small group trial, and trial II or large group trial. The subjects in this study are as follows:

Evaluation of experts, to get data and validation in product manufacture

Elementary school students, to get data on the effectiveness of the product in learning and interest in the product.

Tabel 2. Implementation of trials I and II Implementation of trials I and II

Trials	School Name	Execution time	Student
I	Lempongsari Elementary School	Week I & II, January	26
II	Gajahmungkur 03 Elementary School	Week I & II, January	13
	Sampangan 02 Elementary School	Week I & II, January	37
	Karangrejo 03 Elementary School	Week I & II, January	27

Research and development was chosen by researchers because in the process it went through a series of expert validation tests and field trials, so it is hoped that this research can produce products that can be used to answer current and future problems and be able to trigger the presence of further innovative research. and creative from the results of this research product.

The development procedure for this structured rhythmic gymnastics learning model is carried out in several stages, namely: 1) Needs analysis, the beginning of this research is a needs analysis which includes literature review, observation, and field observations. Preliminary research is very important to do in order to obtain initial information to carry out development research. 2) Initial product manufacture. In the manufacture of developed products, researchers make products based on theoretical studies which are then evaluated by physical education experts and one learning expert. 3) Trial I in small groups, carried out through several stages, namely: (a) determining the design of the trial, (b) determining the test subjects, (c) compiling data collection instruments, and (d)

determining data analysis, carried out at Lempongsari Elementary school. 4) Revision of the first product, after product testing, the first product revision is carried out as a result of expert evaluation and small group trials as product improvements that have been tested. 5) Trial II, in a large group of products developed using students' test subjects at Sampangan 02 Elementary school, Gajahmungkur 03 Elementary school, and Karangrejo 02 Elementary school. 6) Final Product Revision. Product revision from the results of large group field trials that have been tested in the field. 7) Final Result. The final result of the development product from this field trial is in the form of a Happy Mix creative gymnastics development model as a rhythmic gymnastic lesson material.

The data analysis technique used in this study uses an analysis technique in the form of a percentage. This study analyzes and assesses the development subject to obtain data on the level of feasibility, effectiveness and product acceptance of the developed product. While the data in the form of criticism, suggestions are analyzed using qualitative analysis techniques. The percentage of data processing is obtained by the formula from Sukirman, et al (2003) namely:

Information:

F = Percentage figures

f = Value earned

N = Total data

From the percentage results obtained then classified to obtain data conclusions. The following will present the percentage classification:

Table 3. Percentage Classification

Percentage	Classification	Meaning
0 – 20	Bad	Thrown away
20.1 – 40	Not Good	Fixed
40.1 – 70	Enough	Used (Conditional)
70.1 – 90	Good	Used
90.1 – 100	Very Good	Used

Source: Guildford (Sukirman,2001)

RESULT AND DISCUSSION

This study resulted in creative gymnastics for learning rhythmic gymnastics or rhythmic movements for elementary school students. This product is in the form of videos and manuals. The material in this product focuses on providing movement and learning experiences in rhythmic gymnastics material in physical education, health and sports (PJOK) subjects for elementary school students.

The initial product of Happy Mix's creative gymnastics development for learning rhythmic gymnastics/rhythmic movements in elementary schools, before the first trial and second trial it is necessary to carry out an assessment by several experts in accordance with their fields. This research involves one gymnastics lecturer, one fitness expert and two physical education learning experts to validate the product that will be produced.

Table 4. Gymnastics Lecturer, Fitness Gymnastics Expert and Physical Worker Expert for Creative Gymnastics Products

No	Name	Agency	Information
1	Dr. Ipang Setiawan, S.Pd., M.Pd.	Universitas Negeri Semarang and Postgraduate Unnes	Gymnastics Lecturer
2	Kadartiastuti, SE	LKP Toety Production	Fitness gymnast
3	Eko Ariyanto, S.Pd.	Lempongsari Elementary School	Physical Education Expert
4	Popi Kumala Wardani, S.Pd. M.Pd.	Bendungan Elementary School	Physical Education Expert

The data from the expert evaluation questionnaire serves as a guideline to state that the Happy Mix creative gymnastics development product is worthy of use for the first and second trials. The following are the results of filling out questionnaires from experts in the 1st trial.

Table 5. First Pre-trial Expert Evaluation Results

No	Expert	Results Amount	Average	Percentage
1	Gymnastics Lecturer	61	4.1	81
2	Gymnastics Fitness Expert	62	4.1	83
3	Physical Education Expert (I)	64	4.3	85
4	Physical Education Expert (II)	64	4.3	85
Average			4.2	84

Based on the results of the expert evaluation in the first trial, the percentage of experts obtained an average value of 4.2 and a percentage of 84% which means that it meets the "good" criteria. So that Happy Mix's creation exercise is suitable for use for the first trial.

This research development process is for elementary school students, one of the objectives is to analyze how far the effectiveness of the product in its use. The effectiveness of the product was analyzed through the initial validation process as well as in the first trial (small group) and second trial (large group). The three aspects assessed from this happy mix creative exercise research are the psychomotor, cognitive, and affective aspects of students and the feasibility of creative exercise products.

Based on the results obtained from the first trial as a whole, the average value of all students in three aspects of learning, namely affective aspects, cognitive aspects and psychomotor aspects. The following is a table and diagram of the results of the first trial.

Table 6. Data on the Overall Score of Students in the First Trial

No	Psychomotor Aspect	Percentage	Criteria	Meaning
1	Cognitive	83	Good	Used
2	Affective	86	Very Good	Used
3	Psychomotor	91	Very Good	Used
Average		86	Very Good	Used

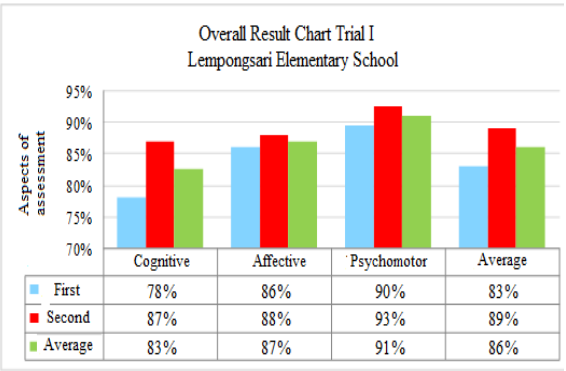

Figure 1. The results of the overall test value data I

Based on the results obtained from the first trial which was carried out at Lempongsari Elementary School on the number of 26 students, the average score of affective aspects was 87%, cognitive 83%, psychomotor 91% and the overall average result was 86% so that it was included in the "good" criteria. then it can be used.

The second pilot study was conducted in a large group in 3 schools. The following is the schedule for the implementation of the second trial.

Table 7. Schedule for the second trial

Large Scale Second Trial		
No	School	Research Date
1	Sampangan 02 Elementary School	5 and 12 January 2022
2	Gajahmungkur 03 Elementary School	6 and 13 January 2022
3	Karangrejo 02 Elementary School	7 and 14 January 2022

The following are the results of the assessment of the experts in the second trial on the product development of happy mix gymnastics.

Table 8. Results of the second pre-trial Expert Evaluation

No	Expert	Results		
		Amount	Average	Percentage
1	Gymnastics Lecturer	65	4.3	87
2	Gymnastics Fitness Expert	65	4.3	87
3	Physical Education Expert (I)	68	4.5	91
4	Physical Education Expert (II)	65	4.3	87
Average			4.4	88

Based on the results of the expert evaluation in the second trial, the percentage of experts obtained an average score of 4.4 and a percentage of 84% which means that it meets the "good" criteria. So that Happy Mix's creation exercise deserves to be used for the second trial.

The results of the second trial or large-scale research have been carried out by taking data on several aspects, namely affective aspects, psychomotor cognitive. The following is the recapitulation data of the second or large-scale trial that has been carried out.

Table 9. Second Trial Recapitulation Data

No	Place of execution	Trial II Assessment Aspect			
		Affec	Cognit	Psych	Avg
1	Sampangan 02 Elementary School	88	84	90	87
2	Gajahmungkur 03 Elementary School	95	85	87	89
3	Karangrejo 02 Elementary School	92	83	88	88
Average		92	84	88	88

Based on the results obtained from the second trial conducted at Sampangan 02 Elementary School, Gajahmungkur 03 Elementary School, and Karangrejo 02 Elementary School with a total of 77 students, the average value of affective aspects was 92%, cognitive 84%, psychomotor 88% and the overall recapitulation result was 88% so that it is included in the "good" criteria then it can be used.

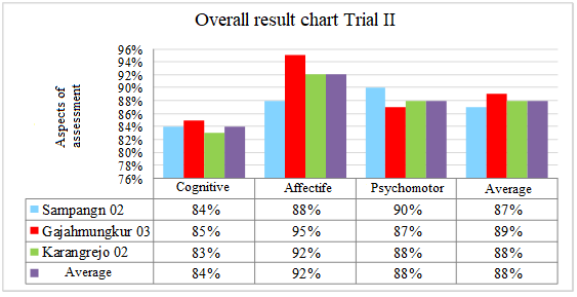

Figure 2. The overall results of the second trial value data

Based on the results obtained from the second trial conducted at Sampangan 02 Elementary School, Gajahmungkur 03 Elementary School, and Karangrejo 02 Elementary School with a total of 77 students, the average value of affective aspects was 92%, cognitive 84%, psychomotor 88% and the overall recapitulation result was 88% so that it is included in the "good" criteria then it can be used.

CONCLUSSION

Based on the final result of this research activity, it is in the form of a Happy Mix Creative Gymnastics development product that is suitable for learning rhythmic gymnastics or rhythmic movements for elementary school students in physical education, sports and health (PJOK) subjects.

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