

The Development of Traditional Games to Improve the Basic Motor Learning in Grade IV Students of Primary School

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Abstract-In traditional game development research to improve learning result of basic running motion in fourth grade elementary school this is a process used to develop and validate learning product. The research and development in this study uses the Research & Development (R & D) development model. The traditional game development research to improve the learning outcomes of the elementary school running motion consists of three stages, with the design steps of explanation and aligned with the objectives and actual research conditions.

Keywords: *traditional game, basic running motion*

I. INTRODUCTION

The understanding of motor learning given by an elementary school teacher is very decisive for these students to be able to move actively in activities in various sports, whether it is an individual sport or team sports, for example in athletics. This sport is the core of all sports that contains physical activities or physical exercises that encourage humans to move naturally such as: walking, running, jumping and throwing.

From those four numbers, running is the easiest exercise to achieve physical fitness. Because running is the basis of all sports to produce successful sport, especially short distance running (sprinting). It is one of the prestigious numbers in athletic, because to travel a distance of 50 m, 100 m and even 400 m requires tremendous speed in seconds. To be a successful fast runner in competition is not an easy task. It needs training and learning, which can be seen from a complex combination of biomechanical, biomotor and energetic processes.

In the process of physical education of elementary school, to learn running, especially sprinting, is an activity that is not a favourite sport to elementary school children. It is proven during sports activities they do it with less enthusiasm, because for them, sprinting is a boring exercise and less fun. Speed, itself, is very important in every sport, such as football, basketball, tennis, even in athletics. For example in the throwing sports – the hammer throwing – the foot speed is needed in each round. It means that the faster the rotating of the foot the better the results will be obtained.

The approach in the sprint learning process must be able to make the students enjoy and feel that it is not difficult to do sprinting. In providing various forms of sprinting learning approaches, it can be started or used from the easiest form to the most difficult form. These motions need to be given from the beginning through a long process.

Motor learning for elementary school students can be provided with games through modified basic movements of sprinting. Recognizing the problem of the basic motion of correct sprinting and sprinting, in terms of anatomical angle, can improve sprinting behavior and increase students' motivation for reactions, speed and acceleration of students' motions, and coordination of students' motions in running.

Currently, the attention of elementary school teachers have not been focused on learning the basic motion of sprinting so it is hard to find talented athletes. This affects the regeneration of fast runner athletes. Therefore, it is necessary to find talented athletes as early as possible. One of the factors of the success of the learning process is how the teacher presents the learning material to students, so that students can enjoy and understand what is ordered by the teacher.

In fact, the learning provided by physical education teachers in elementary schools currently is mostly not paying attention to the basic motion needed by their students. Based on observations at primary school:

1. In sprinting learning, most teachers only give the form of a task to run fast without introducing the basic movements needed or in accordance with the physical and emotional character of the students.
2. The problem that can be seen is that the students are not really interested in doing the activities, especially in running which, in their opinion, is one of the tiring activities. It can be seen in the physical education, where the students do not pay attention to the teacher.
3. The influence of globalization has a negative impact that the students are not interested in traditional games, it can be seen when they are given traditional forms of play and many of them do not know the concept of the game.

4. The increasingly rapid technological development now has made our children prefer playing games on gadgets so that they tend to play alone. This condition is very different from the 1990s when children played more with friends and made them move actively.
5. Based on the results of interviews with the teacher that the teacher found it difficult to educate children on basic running material, where students tended to complain and could not be consistent in their movements and students seemed exhausted. Then, interviews with students shows that they feel bored with physical education lessons that are carried out just running without playing.

Thus a physical education teacher must be more creative in providing teaching learning process, especially in fast running learning, so that each material provided makes students enthusiastic and happy in the sprint learning. As stated in the education unit level curriculum (KTSP) primary school for physical education, sports, and health study program.

As it is written in sports and health physical education books:

1. Physical education programs must provide opportunities to get pleasure, learning new skills, and learning various sports
2. Students also need training to improve physical fitness
3. At this level, it is almost certain that physical education is seen as a place to form new friendships.
4. The students also emphasize that physical education program provide an opportunity to show off and they are also able to eliminate the tension.

Besides that, a teacher is also expected to be able to modify the tools and places in such a way in teaching, which can be used in a large or even in a narrow school room for successful learning. Because every place and equipment of each school is not the same, some have a large place and some have no place in physical education learning.

Traditional games are games that are often played by children at school age. Children who play traditional games always feel strong, and with pleasure they will do it earnestly and solely get pleasure from the play. Sukintaka (1992: 91) limits the meaning of traditional games, it is a game that has been played by children in an area traditionally. The tradition here is that the game has been inherited from the next generation of next generation. So, the game has been played by children from one age to the next.

Traditional games are often called folk games, which are games that have grown and developed in the past, especially in rural communities. Most traditional games are influenced by the natural environment, because this game is always interesting, entertaining according to the conditions of the people at that time. Traditional games have a strong influence from the local culture, therefore traditional games have changed both in the form of substitutions, additions and reductions according to local conditions. Thus, traditional games even though the names of the games differ between regions, but they have similarities or similarities in how to play them.

Like other forms of games, traditional games also have psychological functions that are important for child development. At all ages, playing or playing is an activity that provides positive fun and feelings for Hurlock's child (in Iswinarti, 2007: 4).

As a form of teaching and learning material activity, game is one of the main components in each physical education program, therefore physical education teachers must know comprehensively about the game, the same thing was conveyed by Suherman and Mahendra (2001: 66) "Mastering motor learning skills of children in various sports are the main responsibility of physical education teachers. Thus it can be said that with individual game sports can actualize the potential of self-activity in the form of motion, attitude and behavior.

II. DISCUSSION

Learning is an individual interaction with the environment. The environment in this case can be in the form of humans or other objects that allow individuals to gain experiences or knowledge, either new experiences or knowledge or something that has been obtained or found before, thus it may cause interaction. (Aunurrahman, 2012: 36).

In general and simple understanding, learning is often interpreted as an activity to acquire knowledge. Learning is the process of people acquiring various talents, skills and attitudes. The ability of people to learn becomes an important characteristic that distinguishes the types from other types of creatures (Gredler in Aunurrahman, 2012: 38).

According to Aunurrahman (2012: 37), learning outcomes are characterized by changes in behavior. Although not all behavioral changes are learning outcomes, learning activities are generally accompanied by behavioral changes. Changes in behavior in most things are observable changes. But also not always behavioral changes that are intended as learning outcomes can be observed. Changes in learning outcomes can also be marked by changes in thinking abilities (Suprijono, 2010: 38).

The ability to move can be understood as an indicator of the level of proficiency or mastery of a thing that requires body movement. Mastery of a motion is a process in which a person develops a set of responses into a coordinated, organized and integrated motion pattern. Every ability of movement requires the organization of muscles according to the place, it means that there is a group of muscles selected to perform a motion, organizing according to time means that the muscles contract or relax must occur at the right time and in harmony. Heri Rahyubi, (2012: 209) someone who does the process of motor learning well and correctly will experience a change, for example from "not being able" to "being able", from "unskilled" to "skilled", relating to things of motion .

Motor Learning is part of general learning (Sugianto, 1993: 271). Part of learning, it has a specific purpose. The goal is to master various skills and develop them so that the motion skills mastered can be done to complete the tasks of motion to achieve certain goals.

Motor learning is the study of skills to acquire and perfect the motion, which is in accordance with Heri Rahyubi's statement (2012: 208) who says that Motor Learning is strongly influenced by various forms of exercise, experiences and human learning situations. To be able to do so, it requires attention control and concentration.

The term "motoric" is often considered the same as movement because the two terms are very difficult to be limited in concrete terms, even using the two terms (motor and movement) interchangeably, and defining motoric is a latin event that includes the whole process of controlling and regulating the functions of good organs physiologically and psychologically to create movement.

Each individual (student) potentially has the ability to move differently from the others. This difference is caused by various things, one of which is the child's lifestyle in the environment, where children often or quiet a lot do activities. Environmental factors cannot be separated from the child's ability to move, so that the wider the pattern of movement of children, the more potential to master the movement skills.

There are many things that can affect the stages of motor learning, according to Rahantoknam (1998: 240) the stages that are passed in the process of learning the motion are: (1) cognitive stage, (2) fixation stage for closed motion and associative stage for open motion, (3) autonomization stage.

Athletic sports are one of the elements of physical and health education, which is also an overall component that prioritizes physical activity and fostering healthy living and harmonious and balanced physical, mental, social and emotional development. Athletics itself is the core of all sports that contain physical activities that contain natural movements or reasonable movements such as: walking, running and jumping and throwing, which are complete and capable of giving instinct to drive by obeying discipline and rules of the game. In athletic of running, it consists of short distance running (sprinting), middle distance running, long distance running and also running by using a tool, named hurdles.

Running is stepping at high speed, that can also be interpreted as an advanced movement after walking skills, because running has time to float when the feet no longer touch the ground. It can be interpreted that running is an accelerated step frequency so that when running there is a tendency for the body to drift, which when running both feet do not touch the ground at least one leg still touches the ground (Mochamad, 2004: 13). Because each step of the run consists of one support phase and one overpass phase which can be interpreted as the front support phase and the push phase for the stepping foot and the front swing stage and recovery phase for the free foot.

In the athletic basic training guidelines, the factors that influence running are frequency (speed of movement), strength (fast power), step length (stradle / relaxation), endurance (muscles and organs), technique (coordination), neuro-muscular capacity, flexibility, physiological, maximum energy capacity, and economical effort or energy (Ballesteros, 2002: 2). Running can be done by anyone starting from small children, young people and even adults, but to be able to run

properly, it needs to be a right movement in accordance with existing techniques.

Short distance running or sprinting is a run that takes a distance between 60 m to 400 m. At a distance of 60 m, it is often contested with teenagers between the ages of 15-17 years. To be a sprinter the most obvious thing is speed, where speed is the ability that covers distance quickly (Bompa, 2009: 315). It means that the speed of sprinting is the result of strong and fast contractions of the muscles that are converted into smooth movements, smoothly and efficiently at high speed (IAAF, 2001: 17).

Movement in short distances (sprinting) is a movement that starts from the start. In this case, the start used is squat start, which is divided into 4 stages.

The start on sprinting is very crucial for the next movement. Besides the start, there are also several steps that must be considered, namely: a). Reaction phase, b). Stage of acceleration, c). Maximum speed stage d). Hold maintenance of speed (IAAF, 2000: 2).

From the four stages, it is closely related to the success of fast running, but in teaching elementary school children, this is a basic movement that must be truly packaged in such a way which can make the children enthusiastic in carrying out the movement

Game is a branch of sport that we use as a tool in educational efforts (Soedjadi, 1979: 1). Every time we use a tool we certainly expect the use of the tool in our use to reach a goal to what extent the role of the game is in the formation of the child and how helpful the game is in helping to learn and improve the skills of other branches.

Playing games according to etymology is a verb while the game is a noun. Playing and game are two terms that are often used interchangeably, in which someone who plays it plays a game and the game is something that is played. Child playing means that the child does a game, while the game is something that is subject to playing. Which in the book of play theory according to Huizinga is playing done in agreement (Mat Coverage, 1993: 1). Playing is part of human life, especially for children, because the characteristics of children are to play for the whole day. Throughout the world and in remote areas, children always play from the level of primitive culture to the level of modern culture.

Playing activities done by children carried out by the physical education process will be very important in the child's growth period (Mat Coverage, 1993: 6). Especially in playing with pleasure will be able to grow activities carried out spontaneously, where a child can do physical activity with power but naturally and can enjoy the game with pleasure. Movement in game is a vehicle to stimulate and motivate to encourage and stimulate learning problems, through learning motion encourages children to think and know why and how, so playing is an important role in the development and knowledge and development of children's observations.

In playing, especially in competitions, there are many experiences that are useful for developing the power of self-adjustment, understanding and willingness to accept conditions that are sometimes not as expected and many more

things that are similar that all will be able to train emotional stability and stability. Thus emotional education directed through game sports activities will truly be effective.

Traditional games are games that are often played by children at school age. Children who play traditional games always feel strong, and with pleasure they will do it earnestly and solely get pleasure from the play. Sukintaka (1992: 91) limits the meaning of traditional games is a game that has been played by children in an area traditionally. The tradition here is that the game has been inherited from the next generation of next generation. So, the game has been played by children from one age to the next.

Traditional games are often called folk games, which are games that have grown and developed in the past, especially in rural communities. Traditional games grow and develop based on the needs of the local community. Most traditional games are influenced by the natural environment, because this game is always interesting, entertaining according to the conditions of the people at that time. Traditional games have a strong influence from the local culture, therefore traditional games have changed both in the form of substitutions, additions and reductions according to local conditions. Thus, traditional games even though the names of the games differ between regions, but have similarities or similarities in how to play them.

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Primary school children are generally between 6-13 years old. In connection with the penchant for games, the age level of elementary school education is divided into three groups, in Soedjadi (1979: 89):

1. The first educational age group between 6 to 8 years
2. The second education age group is between 8 and 10 years
3. The third education age group between 10 and 12 years

In Indonesia, these age groups are estimated that for the first age group, children sit in grades I and II, for the second age group to sit in class III and IV while the third group of children sit in grades V and VI. Each age group of education has its own characteristics according to its development and growth.

Research and development (R & D) in education is a process that is used to develop and validate products in the education sector. The steps in this process are generally known as the R & D cycle, which consists of: an assessment of the results of previous research relating to the validity of the components in the product to be developed, developing it into a product, testing the product being designed, and review and correct the product based on the results of the trial. This is an indication that the product of the development activities carried out has objectivity.

Borg & Gall's development model (1983: 776) contains a systematic guide to the steps taken by researchers so that the

products they design have a feasibility standard. Thus, what is needed in this development is a reference to the product procedures to be developed. The development research procedure basically consists of two main objectives, namely: (a) developing the product, and (b) testing the effectiveness of the product in achieving its objectives. The first goal is called the developer function while the second goal is called validation. Thus, the concept of development research is more precisely defined as a development effort that is accompanied by its validation efforts.

Borg & Gall (1983:776) proposed a series of steps that must be taken in this approach , including 10 general steps, as follows:

1. *Research and information collecting*: literature studies related to the problems studied, and preparation for formulating a research framework.
2. *Planning*: formulate skills and expertise related to the problem, determine the objectives to be achieved at each stage, and if possible / required to carry out a limited feasibility study.
3. *Develop preliminary form of product*: develop the initial form of the product to be produced, prepare supporting components, prepare guidelines and manuals, and evaluate the appropriateness of supporting equipment. This step includes: (1) Determining the product design to be developed (hypothetical design), (2) determining the research facilities and infrastructure needed during the research and development process, (3) determining the stages of the implementation of the design test in the field; (4) determine the job descriptions of the parties involved in the research. Expert Test (1) Content Expert (Subject Matter): UNIMED lecturer who is expert in material. (2) Traditional Game Experts: UNIMED lecturers who are competent in the field of traditional games, and (3) Basic run experts: People who are competent in the field of athletics. Revision I is a revision based on opinions and input from experts.
4. *Preliminary field testing*: conduct initial field trials on a limited scale. involving subjects as many as 6 - 12 subjects. In this step data collection and analysis can be done by interview, observation or questionnaire. This step is a limited product test that includes: (1) conducting initial field tests on product design, (2) limited nature, both the substance of the design and the parties involved, and (3) the initial field test is repeated so that a decent design, both substance and methodology is obtained.
5. *Main product revisión*: make improvements to the initial product produced based on the results of the initial trial. This improvement is very likely to be done more than once, in accordance with the results shown in the limited trial, so that the main product (model) draft is ready for wider trials. Revision II is a revision based on opinions, difficulties and desires of the users. Limited field test revisions which are model or design improvements based on limited field tests. Revision III is a revision based on the opinions and input of experts.

6. *Main field testing*: the main trial involving all students. (1) conducting initial field tests on product design, (2) limited nature, both the substance of the design and the parties involved, and (3) the initial field test was carried out repeatedly so that a decent design, both substance and methodology was obtained.

7. *Operational product revision*: make revisions / improvements to the results of a wider trial, so that the product developed is already an operational model design that is ready to be validated. Revision of Wider Field Test Results: this step is the second improvement after a wider field test from the first field test.

8. *Operational field testing*: validation test of the operational model that has been produced. Final Revision of the Feasibility Test Results. This step will further refine the product being developed which includes (1) testing the effectiveness and adaptability of traditional game models, (2) testing the effectiveness and adability of traditional games involving prospective product users, and (3) the results of the field test are obtained design models that ready to be applied, both in terms of substance and methodology.

9. *Final product revision*: make final improvements to the developed model to produce the final product. This step will further improve the product being developed.

10. *Dissemination and implementation*: disseminate the product/the devoleped model. Report of the R&D result trough the scientific forums or mass media. Product distribution must be carried out after the quality control.

cooperation, sportsmanship and honesty. From the above understanding, the author develops a skill model for basic movements of sprinting which is a traditional game.

Some examples of the development model of basic motor of running skills for grade IV children include (IAAF, 2001: 3):

1. Running forward, running back and running aside
2. Running on a straight track and on a winding lane
3. Running fast or slow
4. Running with noisy or noiseless voices
5. Running up or up and down
6. Running rhythmically or by bobbing
7. Running in pairs
8. Running past obstacles or pass through the goal
9. Running in continuous form or relay.
10. Running using equipment

Where as from the stage of running from reaction to speed maintenance requires really extra training. But in teaching elementary school students, all the movements can be given but in the form of a game, which is suitable with the characteristics of the child who moves there. Furthermore the writer developed a model of learning to run fast through traditional games.

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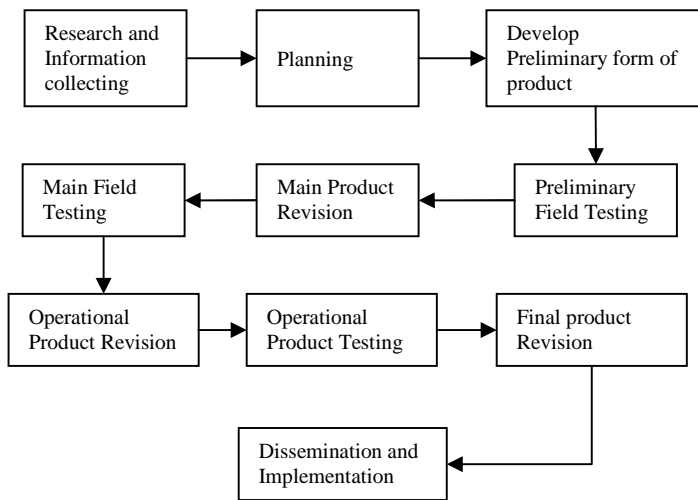


Fig. 1. Prosedur Pengembangan Brog & Gall

As it is stated in the Elementary School curriculum in Sports and Health Physical Education, especially class IV, that one of the basic competencies is to practice basic motion variations into athletic modification, as well as the value of