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DEVELOPMENT FUNDAMENTAL MOVEMENT LEARNING MODEL BASED ON TEAM GAMES TOURNAMENT (TGT) FOR ELEMENTARY SCHOOL CHILDREN

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Abstract

This study aims to develop a fundamental basic motion model based on the Team Games Tournament (TGT) for elementary school children. This study uses a research approach development of Research and Development (R&D) research and development model Borg and Gall. Development of a fundamental Motion Learning Model that will be developed in accordance with the characteristics of children aged 6-12 years who are at the elementary school level.The data collection technique starts from the analysis of the need for the development of fundamental basic movements, the making of initial product drafts, expert validation, product improvement, small-scale trials, first revisions, field trials, second revisions, final fundamental basic motion learning model product results. The research sample in the needs analysis of 10 respondents (teachers of Physical Education, Sports and Health) with the generalization results that70% of respondents said they needed the development of a TGT-based fundamental motion learning model and were willing to use basic motion development models to improve children's fundamental basic movement mastery. Then testing the development of the fundamental-based motion learning model *Team Games Tournament (TGT)*in the small-scale trial, there were 30 students at SDN Kalangsurya III, Rengasdengklok District and 10 students in the main field test at SDIT Salman Al-Farisy and SDN Kalangsari III, Rengasdengklok District. All forms of obstacles in the trial of the development of the TGT-based fundamental motion learning model and practitioners' input have been revised for the sake of product development perfection. Thus the development of a fundamental based motion learning model *Team Games Tournament (TGT)* for elementary school children it is declared fit for use in the learning process of Physical Education, Sports and Health in primary schools in accordance with the material in related basic competencies.

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INTRODUCTION

Organizing a learning environment can lead students to interact and learn how to learn, because each student is unique in having a variety of learning styles according to his development and historical learning background, so the learning model that develops in education is very diverse. These models can be selected or combined to be applied in the physical education learning process.

The reality in the field that has been done so far, especially in the practice of Physical Education learning, some of the teachers still use the teacher center approach by using classical and demonstration methods that are tied to the achievement of competencies in the applicable curriculum, without paying attention to the approach, strategy, method, and style has been packaged into a learning model that still does not develop creativity, is innovative, participatory, and fun for students in the physical education learning process in schools. Physical Education still lacks emphasis on the overall development of students, which includes physical, cognitive, and affective development.(Gustiawati, 2017).

Learning models (models of teaching) in the context of physical education are more developed based on the orientation and curriculum model. In this case, the learning model is more often seen as the “choice” of the teacher to see the benefits of physical education for students, or more often referred to as orientation. Therefore it can be understood that some experts point to the learning model in Physical Education as an answer to the teacher's question about "what essence is expected of students through physical education".

Physical education tends to apply competition in the learning and evaluation process, therefore the Teams Games Tournament (TGT) learning model is deemed suitable as the basis for the physical education learning approach in the field. With a team system in participating in all tournaments in the physical education learning process in schools, TGT can improve mental, cooperation, sportsmanship and students' abilities in participating in any actual tournament. TGT is a learning model that comes from the cooperative learning model (cooperation), which trains students to be able to compete in groups and between groups. TGT also gives the role and meaning of each member of the group to contribute to competitions or tournaments in all group games.

The Physical Education Model that will be developed in this study is the Fundamental Motion Learning Model for Elementary School children. According toBSNP, (2006: 2)Basic movement skills contained in the primary school curriculum are divided into three types, namely: locomotor, non-locomotor, and manipulation. One of the goals of the implementation of Physical Education, Sports and Health in Elementary Schools is to improve basic movement skills and abilities. Basically the basic human movements are walking, running, jumping and throwing(Muhadi, 1992: 24). Mastery of basic movement skills (FMS) has been recognized to have contributed to the physical, cognitive and social development of children thinking to provide the basis for an active lifestyle(Lubans, Morgan, Cliff, Barnett, & Okely, 2010: 120).The essence of fundamental movements includes basic stability motion, locomotor basic motion and manipulative basic motion from the sequence of basic movement skills which are mastered separately by the child. The basic elements of fundamental movement

must be the same for all children. The development of basic movement skills is the basis for the subsequent motor development of the child. Children usually tend to develop to progress from one stage to another in a sequence influenced by maturity and experience. Children cannot rely solely on maturation to reach adulthood in fundamental movement abilities. Their environmental conditions which include opportunities for practice, motivation, and instruction are essential for the development of fundamental movement patterns. Therefore, it is also considered that there are not many physical education teachers who do not fully understand that the maturity of children's movements is influenced by their experiences in fundamental movements that can be applied in learning Sports and Health Physical Education in schools. With the development of a fundamental motion model based on the Teams Games Tournament with gradual levels of competition from within groups to competition between groups that are adjusted to the level of ability of the children of each group. Motion Learning through this competition game creates a positive attitude towards learning so that it helps children to develop self-confidence and self-esteem, become more independent and responsible for what they do.

The learning model to be developed in this study is a Teams Games Tournament-based Fundamental Motion Model for Elementary School Children The development of this model is developed from the basic fundamental motion model which includes non-locomotor, locomotor and manipulative motion. Manipulative basic motion is a motion that can be developed when the child is able to master various objects, because in this basic skill it is a combination of two or more movements into one complete movement in carrying out movement skills, such as catching, throwing, hitting, kicking, bouncing etc.(Gustiawati, Tangkudung, Dlis, & Asmawi, nd, 2020: 8). Fundamental motor skills are general motor activities with specific observed patterns. These skills are most used in sporting activities and are advanced versions of fundamental motor skills. These basic motor skills are often displayed by children when playing, these movements include throwing, catching, kicking, kicks, two-handed and one-handed attacks, bouncing balls, running, jumping, dodging, and vertical jumping.(Walkley, Holland, Treloar, & O'Connor, 1996). Children involved in the process develop and perfect basic movement skills in a variety of stability, locomotor and manipulative movements. This means that they must engage in a coordinated and developmental series of experiences designed to increase knowledge of body movement and its potential. The development of movement patterns is not specifically concerned with developing high-level skills in a number of movement situations, but rather with developing an acceptable level of proficiency and efficient body mechanics in a wide variety of movement situations.(Gallahue & Ozmun, 2006: 187), in (Gustiawati, 2020: 7).

Magill & Anderson., (2014: 273)noted an important characteristic of learning motor skills that everyone is likely to go through different stages of acquiring skills. Several models have been proposed to identify and describe these stages. Two Stages of Motion that are more influential in synthesizing information related to learning new skills in solving motion problems. A helpful analogy from Bernstein provides important insight into what changes are likely to occur as learners become more skilled and what practitioners can do to facilitate that

change. Paul Fitts and Michael Posner presented a classical stage model of learning in 1967. Their model continues to be referred to in textbooks and by researchers to this day. They propose that learning motor skills involves three stages. The first stage, called the cognitive learning stage, focuses on cognitive-oriented problems related to what to do and how to do it. The second stage is called the associative learning stage. The transition to this stage occurs after an undetermined amount of practice and performance improvements. The third stage, the autonomous learning stage, this stage makes a skill almost automatic or has become a habit. Another model of motion learning that is commonly studied by motion researchers can refer to the motion learning stage proposed by Gentile called the cognitive learning stage, which focuses on cognitive-oriented problems related to what to do and how to do it. The second stage is called the associative learning stage. The transition to this stage occurs after an undetermined amount of practice and performance improvements. The third stage, the autonomous learning stage, this stage makes a skill almost automatic or has become a habit. Another model of motion learning commonly studied by motion researchers can refer to the motion learning stage proposed by Gentile called the cognitive learning stage, which focuses on cognitive-oriented problems related to what to do and how to do it. The second stage is called the associative learning stage. The transition to this stage occurs after an undetermined amount of practice and performance improvements. The third stage, the autonomous learning stage, this stage makes a skill almost automatic or has become a habit. Another model of motion learning commonly studied by motion researchers can refer to the motion learning stage proposed by Gentile this stage makes a skill almost automatic or has become a habit. Another model of motion learning that is commonly studied by motion researchers can refer to the motion learning stage proposed by Gentile this stage makes a skill almost automatic or has become a habit. Another model of motion learning that is commonly studied by motion researchers can refer to the motion learning stage proposed by Gentile(Adams, 1999) According to him, the learning stage of motor skills as progress has at least two stages and presents these stages from the perspective of the learner's goals at each stage.

Early Stage of Learning,In this movement learning stage, starting with the initial stage, a beginner has two important goals to achieve. One of them is being able to carry out movement patterns that allow you to perform several skills well to achieve the desired skill targets. Learning Stages Furthermore, in the second stage, Gentile called the next stage, which indicates the possibility of more than one stage, the learner needs to acquire three characteristics to follow. First, the person must develop the ability to adapt to movement patterns. Second, the person must improve his consistency in achieving skill goals. Third, the person must learn to perform skills more easily. Fixation and diversification as learning objectives.

The movements of running, jumping and jumping, or the manipulative movements of throwing, catching, kicking, and trapping, are examples of the first fundamental movement skills mastered separately by a child. These movements can then be gradually combined and improved in various ways to achieve sports skills. The basic elements of fundamental movement must be the same for all children. The development of basic movement skills is the basis for children's motor development. The diverse movements provide them with a wealth of information on which to base their

perceptions of themselves and the world(Lloyd, 2016).

Stability is the most fundamental aspect of learning to move, because all movements involve an element of stability. The stability ability of children must be flexible so that they can make all kinds of movements under all kinds of conditions and their fundamental relationship is still maintained with the force of gravity. The Stability Movement category includes maintaining control of the body in movement which places the basis on balance. Axial movement and a variety of static and dynamic movements, the posture of balance is considered the main component of stability. According toGallahue & Ozmun, (2006: 194) Axial or nonlocomotor movement, is the orientation movement of the leg in a static position for a while. Twisting, bending, bending, stretching, and swinging are stability or non-locomotor movements. The posture of a stable posture places the basis for maintaining balance while in a static or dynamic balance position. Balancing postures are standing, sitting, reverse support, rolling, stoping, dodging, and landing, as well as walking on blocks, balancing sticks, and standing on one leg, dynamic or static.

Children's locomotor stage of motion no longer has to rely on basic motor behavior to move, explore, and manipulate their environment. They begin to develop and use basic movement skills which include walking, running, jumping, and jumping. In addition, when some of these skills were combined, galloping, sliding and skipping appeared. These skills can be considered as a developmental group of more specific skills developed at a later date(Payne, 2017; 353). Moderate motion manipulation is the ability of most people to take and give, even though they have to manipulate things hundreds of times a day in hand manipulation. Due to the critical nature of hand gestures, attempts have been made to categorize the many types of movements each day to facilitate discussion about learning. Hand movements involve both intrinsic and extrinsic movements. Intrinsic motion is coordinated with individual movements to manage objects that are already in the hand, for example the ball that is in the hand and what the individual wants to do (toss / reflect). While the extrinsic motion of the object that is temporary in the hand and the object in the hand through the movement of the upper limb, for example the object in the hand from the catch, Elliott & Connolly in(Payne, 2017: 329). The following is a description of some of the movement manipulative patterns, viz. (a) ball rolling, (b) overhand throwing, (c) catching, (d) kicking, (e) striking and (g) dribbling ball (dribbling), (Gallahue and Ozmun, 2006: 222).

Team Games Tournament (TGT) according to (Joyce, Weil, & Calhoun, 2009) is a model of cooperative learning, where in the learning process the teacher makes students cooperate productively and plans activity designs in teaching students to work together more effectively in competition. According to(Lavin, 2008) argued that the teams game tournament type cooperative learning consists of five stages, namely the class presentation stage, learning in groups (teams), games, competitions (tournament), and group recognition (teams recognition).

As has been described on the background of the problem, that the implementation of fundamental movements is combined with a learning model *Team Games Tournament* (TGT) provides motion learning with situations of competition in groups and group atntar so that it can improve movement skills,

cooperation, courage, confidence, responsibility, and recognition from the group (Sudimahayasa, 2015). So this research, aims toDevelopTeam Games Tournament (TGT) Based Fundamental Basic Motion Learning Model for Elementary School Children. So that the formulation of this research problem, namely, How to develop Team Games Tournament (TGT) Based Fundamental Basic Movement Model for Elementary School Children

The results of this research and development are expected to be a meaningful contribution to the world of physical education, especially for sports and health education teachers in primary schools in order to improve the learning process in modifying teaching materials to achieve educational goals.

METHOD

This study uses Research and Development (R&D) from Borg and Gall. Of the 10 steps in the Borg and Gall development model, researchers used 7 steps to the operational product revision stage.

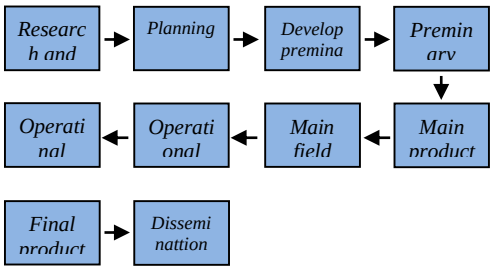

Fig. 1 Instructional Design R and D

The population in this research in needs analysis involved 10 respondents from primary school PJOK teachers in Karawang. The small trial was conducted on 30 students of SDN Kalangsurya III in Rengasdengklok District. Then 10 students on a large-scale trial at SDIT Salman Al-Farisy and SDN Kalangsari III, Rengasdengklok District.

Data collection techniques using interview techniques, observation, and documentation. The data collection process starts with a need analysis for the development of a TGT-based fundamental motion learning model, making initial product drafts, expert validation, product improvement, small-scale trials, revisions, field trials, revisions, and final results.

Data analysis, namely analyzing the results of small-scale and large-scale trial observations from experts and practitioners.

RESULTS AND DISCUSSION

Research result

The results of the study in the needs analysis of 10 respondents (teachers of Physical Education, Sports and Health) with the generalization results that 70% of respondents said they needed the development of a TGT-based fundamental motion learning model and were willing to use basic motion development models to improve children's fundamental basic movement mastery.

From the needs analysis data, the researcher made a draft of the initial product, namely designing a Fundamental Motion Learning Model Based on Team Games Tournament (TGT) for elementary school children. The initial product draft was developed in expert and practitioner validation, then the revision process was based on the expert judgment input. The following is input from experts and physical education practitioners for model development products.

Table 1. Results of Expert and Practitioner Input

Role	Input
Dr. Ega Trisna Rahayu, M.Pd. (Physical Education Expert, Lecturer in Physical Education for Health and Recreation FKIP-UNSIKA)	a. Clarify the direction of his granded theory for developing the model b. Adjust it to the objectives of learning physical education, sports and health in elementary schools c. Give a fun element in each model.
Dr. Dewi Susilawati, M.Pd. (Elementary School Physical Education Expert, Lecturer of PGSD Physical Education UPI-Sumedang)	a. The development of the learning model is made in a more gradual level of difficulty. b. The purpose of the model is made in accordance with the syllabus and RPP PJOK in elementary schools
Dr. Ruslan Abdul Gani, M.Pd. (Physical Education Research Methodology Expert, Lecturer at PJKR FKIP-UNSIKA)	The development of the model was piloted in several schools with different characteristics, in order to better know what a product is.
Novianti, S.Pd. (Physical Education Practitioners, Sports and Health Teachers of SDN Rawamerta 02)	a. The media that is used is cultivated in the elementary school environment in general. b. In accordance with the learning material in the primary school PJOK curriculum.

The evaluation results from experts and practitioners in the form of input and suggestions for the product are analyzed and used as the basis for further product development. The assessment of the product in the trial was carried out using a questionnaire sheet with a checklist statement using the Gutman measurement scale with 2 scales, namely yes or no. This assessment is a rational one because it is an analysis of the model development product (not yet tested). Then the development of the TGT-based fundamental motion learning model continues in the small-scale trial process with 30 samples and gets some input because in this test model development products, there are still many deficiencies in the way of implementation, the use of media, some small scale trial results obtained the results of input from practitioners Mr. Gunawan, S.Pd.

Table 2. Practitioners' Input in a Scale Trial

Small

Role	Input
Teacher of Physical Education, Sports and Health, SDN Kalangsurya III	a. Students are very enthusiastic about practicing model development products, it's just that the implementation with a large number of students in 1 class

	can be made into smaller groups to avoid danger and injury b. Media that is not available in schools can be given another alternative to replace it.

Then it continued at the large-scale trial stage on students from SDIT Salman Al-Farisy and SDN Kalangsari III, Rengasdengklok District, totaling 10 people, the number of samples was much less because the researchers conducted trials in the neighborhood of students' homes that were close together due to the Covid-19 pandemic situation. , at the large-scale test stage, obstacles, constraints and revisions have begun to be minimized. Researchers are still making revisions for the perfection of the development of this fundamental motion learning model. From the results of field trials / large scale, input was obtained from Mr. Nazarudin, S.Pd. Physical education practitioners at SDIT Salman Al-Farisy school, as follows.

Table 3. Practitioners' Input in Field Trials

Role	Input
Teacher of Physical Education, Sports and Health SDIT Salman Al-Farisy	a. The development of the fundamental-mental motion learning model is better to add to the implementation of variations in the model for which class it can be applied. b. The purpose of the learning model is adjusted to the teamtic material.

From several results of product revisions from the results of expert judgment on the draft model, implementation of small-scale trials and implementation of large-scale trials, the final model for the Development of a Fundamental Model of Basic Motion Model Based on Team Games Tournament (TGT) for Elementary School Children, which was named "Model Fundamental Tournament" 20 variations of the model. Here are some examples of the Fundamental Tournament Model as follows: (1)Tournament Reaches Toes, (a) Objective: To determine the level of flexibility and the ability to move the child's stability in bending. (b) Field / room facilities / equipment, stopwatch and assessment form. (c) Method of implementation: Children from each team / group representative move to the front of the line, the teacher exemplifies the bending motion with the arms touching the toes of the legs and knees straight (not bent), then the child bows perfectly for 10 seconds, the children compete to maintain a bowing attitude for the specified time, Children who are successful are declared successful and have a value of 10, the value obtained will add points to the group, Children who are not successful are declared failures and have a value of 0.(2)Font Shaping Tournament, (a) Objective: To determine the level of flexibility and the ability to move the child's stability in bending. (b) Facilities / Equipment: Field / room, whistle and assessment form. (c) Method of Implementation: Each team / group is neatly lined up with one step distance from each team member and two steps between teams. The teacher exemplifies the motion of bending the hands by forming a pattern of the letters "W" and "A", the teacher instructs the motion to

bend the hands in the shape of the letter "W", which is to raise both hands sideways and bend them, then bend the hands in the shape of the letter "A", where the hands are on waist (refuse waist), the teacher instructs 7 times about the term, the child competes to make movements according to the teacher's instructions / commands, by trying not to make mistakes and making compact movements in groups, Children who are successful are declared successful and have a value of 1000, if every instruction from the teacher is carried out correctly and in harmony. The value obtained will add points to the group, Team members who do not make the move perfectly, then the group score is minus 10.(3)Toya Galah Tournament, (a) Objective: To train agility / strength and to find out the locomotor movement ability of children in doing a combination jump path. (b) Facilities / Equipment: Field, whistle, stick, stopwatch and assessment form. (c) Method of implementation: One by one the children from each team / group representative compete in a pole vault competition, the teacher demonstrates the pole vault movement using the toya stick, where the child carries the toya stick and then walks, runs, and steps up to jump on the toya to move places, the child competes to jump the pole toya with the farthest distance, the winner is the child who jumps to the farthest place using the toya stick. 1st place gets tens of scores of lots of children participating (for example there are 5 children, 1st place gets 50 points, (4) Axial Ball Catch Tournament, (a) Objective: To train agility / accuracy and to find out the manipulative ability of children in capturing motion. (b) Facilities / Equipment: Field / room, whistle, handball (medium ball), rope (badminton net) and assessment forms. (c) How to do it: each team / group competes to catch the axial ball, the teacher demonstrates the motion to catch two hands from the other team's throw, the team member who fails to catch must go out of the field / arena, each team takes turns to be the catcher and the thrower, a member of the throwing team can freely throw the ball in any direction to the opponent's field and members of the catching team must try to catch the ball that comes to the area, the game time to catch this crazy ball is about 3 minutes, The child competes in his team to be able to catch attacks from the opponent and every ball caught is worth 10, The winner is the team that gets the most number of points in catching the crazy ball. The value obtained will add points to the group from the score that the team members get.

DISCUSSION

From the results of research and development based on Fundamental Motion learning model *Team Games Tournament (TGT)* for Primary School Children by doing 7 steps from 10 steps of research and developmentResearch & Development (R&D) from Borg and Gall. The 6 steps are Research and information, palnning, develope preminary of product, preminary field testing, main product revision, main field testing, operational product revision,(Gall et al., 2003). The results of research and development show the results of the learning model product "Fundamental Tournament Model" which is declared feasible to be applied to elementary school students in cities and villages in learning sports and health physical education (PJOK).The movements of running, jumping and jumping, or the manipulative movements of throwing, catching, kicking, and trapping, are examples of the first fundamental movement skills mastered separately by a child. These movements can then be gradually combined and improved in various ways to achieve sports skills. The basic elements of fundamental movement must be the same for all

children. The development of basic movement skills is the basis for children's motor development. The diverse movements provide them with a wealth of information on which to base their perceptions of themselves and the world(Lloyd, 2016). Development of a fundamental based motion learning model*Team Games Tournament (TGT)* For elementary school children, it has a variety of models that are suitable for children to do from fundamental basic movements which include non-locomotor, locomotor, and manipulative aspects of motion that have been developed from each of their aspects to become motion models that are fun, group, and competitive.

CONCLUSION

It can be concluded based on needs analysis data obtained from observations and interviews that the teachers of physical education, sports and primary school health 70% stated that they needed the Development of a Team Games Tournament (TGT) Fundamental Elementary Motion Model for Elementary School Children. Then the results of research and development of the Team Games Tournament (TGT) Fundamental Basic Motion Learning Model for Elementary School Children after going through the expert validation process, small and large scale tests can be declared feasible to be applied to elementary school students in improving children's fundamental basic movement skills.

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