



Development of Athletic Learning Model Based on Traditional Games in Class IV Students Primary School (SD)

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ArticleInfo

Article History :

Received : September 2022

Revised : September 2022

Accepted : September 2022

Keywords:

Athleti, Learning, Traditional
Games

Abstract

Athletics is a sport that grows and develops along with natural human activities, running, jumping and throwing are an inseparable part of the long history of Indonesian life. The purpose of this study was to determine the results of the development of a traditional game-based athletic learning model for fourth grade elementary school students. The sample of the small group in this study were students of SD Negeri 87 Palembang, totaling 27 people, while the large group sample was SD Negeri 88 Palembang and SD Negeri 89 Palembang, amounting to 65 people. The stages of the development model carried out are the stages of model analysis, design, development, implementation and evaluation (ADDIE). The instrument used in this research is a questionnaire. The results of the expert validity test using the Content Validity Index (CVI) and Content Validity Ratio (CVR) in the Engklek Question game with an average CVR value of -0.225. Based on these results, it can be said that the development of a traditional game-based athletic learning model for fourth grade elementary school students has good quality as a learning resource.



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INTRODUCTION

Education through physical means education through physical activity (physical activity), the goal includes all aspects of development education, including mental and social growth of students. When the body is improved physically, the mind (mentally) must be taught and developed, and besides that it is necessary to have an impact on social development, such as learning to cooperate with other students (Abduljabar, 2011).

Physical education is the most important part of the overall process in which the pattern of achieving its goals uses physical activity while the physical goals to be achieved include goals in terms of cognitive, affective, and psychomotor. Cognitive can be interpreted as an aspect that includes intellectual functions such as understanding, knowledge and thinking ability. Effectiveness can be defined as aspects related to feelings, morals and emotions (the ability to receive, respond, and believe). Psychomotor can be defined as aspects that involve motor skills such as gestures, speech behavior. Seeing physical education both in terms of the pattern of achieving goals and the goals to be achieved, it is necessary to have a more in-depth review of physical education so that later the goals of physical education really meet the targets.

The learning that has occurred so far, especially in athletic learning, is learning that only focuses on basic movements and does not pay attention to what games can be applied. Therefore, students will quickly get bored learning. The word learning is intentionally used as an equivalent word that comes from English Instruction. The word Instruction has a broader meaning than teaching. If the word teaching exists in the context of teacher-students in formal classrooms, learning or Instruction also includes teaching and learning activities that are not

attended by the teacher physically. Therefore in the Instruction the emphasis is the learning process, then the planned efforts in manipulating learning resources so that the learning process occurs in what our students call learning (Saif, 2018). The world of children is closer to a game situation than a serious one, in learning many variations or modifications are presented so that they are not easily bored because students often get bored quickly in carrying out their activities. Especially in athletic learning.

Athletics learning is a sport that must be given at all levels of education (SK. Mendikbud No. 041/U/1987). Because athletics is the "mother" of all sports. That's why athletics is important from early childhood. If children don't like athletics, maybe it's because what is taught is the same as athletics done by adults. They will get bored and shy away from athletic activities. For elementary school children, the athletic material is different from those of adults, the difference is in terms of the level of ability on the basis of grades which are classified into 3 levels, namely grades I-II, grades 3rd - 4th, and grades 5th - 6th (Sobarna, 2016). Athletics is actually interesting, fun, and liked by children in elementary school to help improve their athletic teaching skills. The material will be chosen as simply as possible according to the age and level of development of the child. Then it is packaged in the form of a simple game, easy to implement because the movements are chosen as simply as possible. (Hanief & Sugito, 2015) Some of the tools used are adapted to the child's ability level and can be obtained around the school environment, so that children remain interested and enjoy athletics.

According to (Kumbara & Sukirno, 2017) Athletics is the oldest sport and is the parent of all sports, therefore athletics is often referred to as The Mother of Sport. Athletics is a sport that grows and develops

along with natural human activities, running, jumping and throwing are an inseparable part of the long history of Indonesian life (Putratana & Hariyanto, 2022). Physical activities that consist of harmonious and dynamic basic movements, namely walking, running, throwing and jumping. When viewed from the meaning or term "athletic" it comes from the Greek, namely Athlou or Athloun which can be interpreted as a race or competition / match (Agus, 2012).

According to (Aryati, 2019) Traditional games are game activities that grow and develop in certain areas which are full of cultural values and values of community life and are taught from one generation to the next. Humans and culture undergo changes according to with certain stages of a different form simple to complex forms, such as put forward by Herbert Spencer in the nonlinear theories of evolution (Yudiwinata & Handoyo, 2014) Traditional games are often called folk games and are games that grow and develop based on the needs of the local community. Meanwhile, according to (Motorik & Usia, 2018) the game is a certain situation or condition when a person seeks pleasure or satisfaction through an activity called "play". (Hasanah, 2017) concluded that "traditional games are activities that are carried out voluntarily and create pleasure for the perpetrators, governed by game rules that are run based on hereditary traditions".

According to (Septaliza & Victorian, 2017) traditional games have several benefits for children, namely social benefits, discipline benefits, and character benefits. According to (Nurhidayat et al., 2022) the values contained in traditional games are: 1) Democratic Values, 2) Educational Values, 3) Personality Values, 4) Courage Values, 5) Health Values, 6) Unity Values, and 7) Values Moral.

The game used in this study is an engklek question game. According to (Putra et al., 2019) that Engklek is a traditional game of jumping on flat fields drawn on the ground, by making a picture of boxes and then jumping with one foot from one box to the next.

The Engklek Question Game

The engklek question game is done by running, jumping, jumping and throwing (the principle of the engklek game). The development in this game is that the researcher gives questions (questions) to each jump/jump box (engklek) related to sports knowledge and literacy. The jump and jump boxes contain questions with different levels of difficulty (gradations of difficulty), the smaller the number in the box, the easier the difficulty level, and vice versa.

The purpose of this game is to improve the basic movement skills of running, jumping, jumping and throwing which are usually done in athletic learning, as well as increasing children's (cognitive) knowledge through a list of questions in the game.

The benefits of this game are to stimulate basic movement skills of running, jumping, jumping, and throwing as well as motivating students to be physically literate.

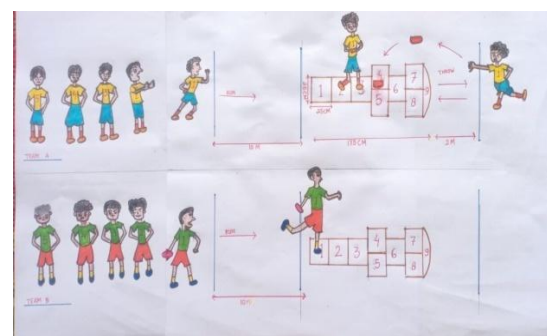


Figure 1. The Engklek Question Game

How to play the Game:

1. Students are lined up first in a ready position.

2. Then students are divided into several groups, each group consisting of 5 people
3. Students are divided into 2 teams, namely Team A and Team B. The rest wait to take turns.
4. Each Team Line up behind the running boundary line.
5. The competitor in the front started running when they heard the whistle signal. And start moving, jump, jump and take the bean bag contained in the first box (box 1) and start jumping and jumping over the crank boxes
6. After students arrive at box number 9, students walk towards the throwing line that has been provided, then participants turn around to throw the bean bag into the target box, and answer the questions that have been provided (provided based on the gradation of difficulty level). If the answer is correct, the student will get 10 points, but if the answer is wrong, the student will get 0 points.
7. The team that gets the most points is the winner.

METHODS

This study used a research and development model (R&D) is a research method used to produce certain products, and test the effectiveness of these products. To be able to produce certain products, research that needs analysis is used and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products (Zulfiani & Sugiyono, 2020).

The development model used in this development is the ADDIE Model which is one of the systematic learning design models. The selection of this model was based on the consideration that this model was developed systematically and based on the theoretical foundation of

learning design. This model consists of five steps, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation.

Research subject on small scale trials totally 27 students in class 4th SD Negeri 87 Palembang, and subject on large group trials totally 65 students in class 4th SD Negeri 88 and SD Negeri 89 Palembang.

RESULTS AND DISCUSSION

In this research, the instrument used in this research is a grading rubric by experts. The results of the expert validity test using the Content Validity Index (CVI) and Content Validity Ratio (CVR) in the Engklek Question game. As for the 3 experts in this study, there were 1 learning motor expert, 1 athletic expert, and 1 learning media expert.

Based on these results (table 1), it can be said that the development of a traditional game-based athletic learning model for fourth grade elementary school students has good quality as a learning resource, dan model ini dapat diujicoba lapangan baik skala sempit maupun skala luas (empiric validation).

Table 1. CVI and CVR Analysis

No	E1	E2	E3	ne	N	N/2	ne-(N/2)	CVR	Criteria
1	4	3	3	1	4	2	-1	-0.5	Valid
2	3	3	3	3	3	1.5	1.5	0.75	Valid
3	4	3	4	2	4	2	0	0	Valid
4	4	3	4	2	4	2	0	0	Valid
6	3	3	4	1	4	2	-1	-0.5	Valid
7	3	4	3	1	4	2	-1	-0.5	Valid
8	3	3	4	1	4	2	-1	-0.5	Valid
9	3	3	4	1	4	2	-1	-0.5	Valid
10	4	3	3	1	4	2	-1	-0.5	Valid
Sum	35	31	36	Sum				-2.25	
Mea	3.5	3.1	3.6	Mean				-	Valid
n								0.22	
								5	
Ave	3.4								
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This Engklek question game model can be used by teachers as an alternative athletic learning model related to basic movements such as running, jumping, jumping and throwing, besides that this game model can also increase knowledge, literacy and insight related to sports. The advantages of this game model are that it can be carried out anywhere (indoor or outdoor), and the media used is portable, as well as question content adapted for elementary school age children.

This model is recommended for elementary school age whether it is carried out during school hours, learning and leisure time in the neighborhood.

CONCLUSION

Based on a validation analysis by experts, the Engklek Question game can improve the learning of athletic material movement, physical literacy, and fun for children grade 4th elementary school children, so this game is recommended for learning at school and in the family environment as a filler for leisure time early childhood

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