

# TURNITIN\_C6. Game Models Without Tools to Develop Locomotor Basic Movement Ability

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## GAME MODELS WITHOUT TOOLS TO DEVELOP LOCOMOTOR BASIC MOVEMENT ABILITY FOR LOWER GRADE ELEMENTARY SCHOOL STUDENTS

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### Abstract

*This research aims at producing a game model without tools to develop locomotor basic movement ability for lower grade elementary school students. This research is a development research. The procedures in this research used five main procedures, namely: 1) analyzing the products to be developed, 2) developing the initial product, 3) expert validity test and reliability test of the products 4) small and large scale trials, and 5) product revision. The validation test used a content validity and reliability test using crude index agreement. The reliability test results were obtained a coefficient of 0.714. The small and large scale trials were conducted in Muhammadiyah Tonggalan Klaten elementary school. The small scale trials used grade 1 students with 29 students and large scale trials employing the 232 students of grade 1, 2, and 3. The final results in this research are the five (5) game models without the tools to develop locomotor basic movement ability for lower grade elementary school students. The model names of game models without tools to develop locomotor basic movement ability for lower grade elementary school students, as follows: Awas Teman, Mencari Sarang, Ikuti Perintah, Kuda Mengejar Kijang, and Bergerak Cepat (Watch Friends, Looking for Nest, Follow the Commands, Horse Chasing Deer, and Move Fast).*

**Key Words:** Games without Tools, Locomotor Basic Movement, Lower Grade Elementary School Students

### INTRODUCTION

The Physical Education, Sport and Health teaching held in the elementary school refers to the existing curriculum. The material scope of Physical Education, Sport and Health in elementary schools includes: games and sports, development activity, gymnastics activities, rhythmic activities, water activities, outdoor education and health classes. The achievement of learning the objectives of Physical Education, Sport and Health in elementary schools should consider

the purpose of learning, the students' abilities, the methods, the materials, the facilities and the infrastructure, as well as the pleasure of learning activities of the students. The elements mentioned above must be considered, so that the learning process can be run well and successful, so that the expected destination will be achieved.

Considering from the various learning objectives of Physical Education, Sport and Health in elementary school, there is one of the goals related to children motor skills,





while the goal is to increase the ability and basic motor skill. In addition, the purposes of which is related to the above are also described in the standard of competence especially in the lower classes or grades 1-3 . Practicing basic motion into a simple game/physical activity and the values contained in it, is one of the competency contents standards in the curriculum of Physical Education, Sport and Health elementary school.

The efforts in developing basic motor skills for elementary school students, especially lower- grade students should get the attention of the physical education teacher. The basic motor skills are basically divided into three parts, namely basic locomotor movements, non-locomotor basic movements, and basic manipulative motions. The basic locomotor movement is performed by motion accompanied by the displacement of the place. The non-locomotor basic movement is a movement without any displacement while the basic manipulative motion is motion in the presence of an object being manipulated, and more in the need of coordination between the eyes and toes.

Developing basic motor skills outlined above must be performed by a physical education teacher to adjust the stages of growth and development. To develop basic motor skills in students can be done through a variety of physical activities. The activities provided to children should be given in an attractive and fun form. The forms of activities that appeal to elementary school students,

especially lower grade students can be given in the form of play. This is consistent with the period of elementary school students, including elementary school students and in the times of play.

The forms of the game that will be given to the students in an effort to develop fundamental movement skills, especially basic locomotor movements, can basically be given in the form of game play without tools and games with tools. Game without tools is all game activity that does not require any tools as a requirement of the game course. That is, in the absence of any special equipment, the game can still happen, there must be required that the room is large enough so that children can play freely, (Agus Mahendra, 2005: 4). While the game play activity with a device that requires tools so that the game can occur. However, the actual tools needed do not require expensive equipments, without reducing the essence of the learning process. As an educational tool in physical education, a simple game with a simple tool also can be selected by a teacher. Even with simple games, the benefits to their physical, mental, emotional, and social development remains to be maximized (Agus Mahendra, 2005: 3).

The material distribution provided by the teacher of physical education, of course, also has to be considered the tools and facilities availability owned by the school. The constraints faced by primary schools in organizing Physical Education learning, Sport and Health are usually associated with the





availability of equipment and facilities owned. Regarding to the above, of course, in an effort to develop locomotor basic motor skills also have to adjust to the availability of equipment and facilities. In an effort to develop the student's basic movement skills, especially basic locomotor movements, a teacher can use one of the above forms of the game, using the game without tools. This can be done in an effort to anticipate the limited equipments and facilities owned by the school. With regard to the above, the form or model of the game without tools in an effort to develop basic locomotor movement skills are needed for teachers. Therefore, it is necessary that a real effort to develop a model of the game without tools is in an effort to develop basic locomotor movement skills.

## LITERATURE REVIEW

### The Nature and the Use of Games without Tools

Games are part that can not be separated in physical education learning in elementary school. Games made by students, basically have a specific purpose in accordance with the form of the game is done. Game without special tools has its own characteristics. As the name implies, the game is basically no tools which is all game activity that does not require any tools as a condition of the course of the game. That is, in the absence of any special equipment, the game can still happen. What is required should be just wide enough room so that

children can play freely, (Agus Mahendra, 2005: 4).

A game that is done basically have the purpose and benefits to students. According to Agus Mahendra (2005: 5) the benefits that can be taken in conducting a game without tools include:

1. Help children master the basic motions that are necessary through a learning game that is rich in fundamental basic movements such as running, dodging, chasing and jumping and catching.
2. Help children remember the memorizing control and apply simple rules of the game, which in turn guides the children to obey the rules of the code of conduct as the basis of social life and citizenship.
3. Help children master the skills to analyze the environment as a basis for decision making as a form of critical thinking.
4. Help children master a variety of social skills such as cooperation, behave politely, empathize with others, and have the willingness to help and help others.
5. Help children understand the function of his organs when work and activities, as well as the relationship between physical activity and sport with physical fitness and health.
6. Help children to develop their physical and motor capacity.

The game delivery when it is in the learning process is required in particular the phasing. As in any teaching physical education, health, and sport subject phasing. Basically, in the learning stages of the game





to be supplied to students, there should pay attention to several key points, including: describes the type of game, and explains how play test first, before students do indeed.

Each setting the game shape without tools must pay attention to several things, including:

1. The selected game is a game that should be fairly simple in its execution, it does not contain rules and regulations that are difficult to understand by children.
2. The game should be interesting, so without knowing all the kids want to do. Regarded to be interesting, a game must be capable of encouraging all the children involved and the view, so the atmosphere is really festive games, and that may be atrocious.
3. Games should be used also able to involve more children in a certain time. The point is, when the game is going on, not just one or two children are active, while the rest just watch or yelling at the edge.
4. Finally, of course, and even then the game should contain elements that are useful for the development of children in terms of physical quality development, movement quality improvement, the development of thinking and reasoning, as well as fostering moral and nature of sport that emphasizes honesty, equality, adherence to rules, and be able to develop teamwork ability and other social skills (Agus Mahendra , 2005: 4).

### The Nature of Basic Movement Ability

Basic motion is the basis of all kinds of skills that really need guidance, training, and development so that children can perform quickly and smoothly. For most normal children, the skills and maturity are always associated with the motion base. The basic motor skills in elementary school children are divided into three; locomotor, non-locomotor, and manipulative. locomotor ability is used to move the body from one place to another or to lift the body up. Non-locomotor ability is performed in place, without adequate space. Meanwhile, manipulative skills are developed when children are mastering a variety of objects. More manipulative abilities involve limbs and toes, but other body parts are also used. The object manipulation is more superior than coordination of ankles and hands. The coordination is important enough for the running process in space and motion. Various basic locomotor movement skills are such as: walking, running, jumping, skipping, sliding, galloping, leaping, and hops. Various basic non-locomotor movement skills include: bending and stretching, pushing and pulling, lifting and lowering, as well as folding and twisting. Various basic manipulative movement skills include: receiving, catching, stopping, throwing, bouncing, and kicking.

### The Characteristics of Elementary School Students

Elementary school children period is considered as the big child period. The big





child is a child between the ages of 6 to 10 or 12 years, (Sugiyanto, 1991: 101). The physical development that occurs during this period shows a different trend compared to the previous period and also in its aftermath. The tendency of these differences occurs in terms of rapidity and growth patterns related to the proportion of the size of body parts.

According to Harsono (2000: 60: 70), the characteristics of elementary school children are as follows:

1. Age period of 11-13 years:

- a. The slow bones development.
- b. Posture abnormalities are easy to occur.
- c. The coordination of the motions still looks bad and not good.
- d. Very active, play until tired, narrow span of attention or concentration.
- e. Dramatic, imaginative, imitative, sensitive to sounds and rhythmic moves.
- f. Creative and curious, happy to investigate and learn through activity.
- g. Like to form small groups, boys and girls have similar interests.
- h. Seek the approval of adults (parents, teachers, brothers and others).
- i. Easily excited as a compliment, but it is easy saddened by criticism.

2. Age period of 9-11 years

- a. In a period of steady growth, the muscles grow faster and require exercises, poor posture tends to be bad, therefore it takes body building exercises.

- b. Full of energy, but easily tired.
- c. Interest to arise proficient in a particular physical skills and games are organized, but not yet ready to understand the complex rules, a longer attention span.
- d. Happy and dare to challenge the rather violent activity.
- e. More fun to get together with peers and peer opponents.

Enjoys activities that dramatic, creative, imaginative, and rhythmical.

- f. Interest for individual achievement, competitive, and has idol.
- g. Good time to teach moral and social behaviours.
- h. Form groups and seek approval of the group.

3. Age period of 11-13 years

- a. The period of transition from child to pre-adult, women are usually more adult (mature) than men but men have the durability and strength more.
- b. Rapid body growth, but less regularly, often causing the body's equilibrium disturbed, because the movements tend to be rigid, and can practice until fatigue.
- c. More concerned with the success of the group/team, rather than individuals, more like a game and a game that uses the official rules and more organized, to be recognized and accepted as a member of the group.





- d. Lack of interest in activities that can enhance the capabilities and skills, from a possible interest in physical exercise.
- e. Pleased to participate in active leisure activities, there needs to be guidance and supervision in the interaction with the opposite sex.
- f. Self-awareness began to grow, so too emotional, although still poorly controlled/uncontrolled, and seek approval of an adult.

Concerned about democratic procedures and the planning team, the less can receive the authority and autocratic attitude of others.

#### DEVELOPMENT METHOD

This research is a developing research. The procedures or steps used in this study use five major steps or procedures, namely: 1) to analyze the product to be developed, 2) developing initial products, 3) expert validation testing and product reliability testing, 3) large-scale and small scale trials of the field, and 5) revision of the product. The

validation used in the validation test is based on the expert content validity. Basically, the content validity refers to the coverage of the material or materials in accordance with the scope of the material that teaches or measures specific relevant objectives to the material or the content to be given (Nurhasan, 2001: 34).

The reliability test of game models without tools to develop basic locomotor movement skills for lower grade elementary school students is by reliability observation or by using the reliability coefficient for agreement among observers. The reliability testing observations point to the notion that determines the reliability of the instrument using the agreement among multiple observers or jury. To investigate the reliability is by looking crude index agreement, Suharsimi Arikunto, (1997: 202). The results of reliability testing models of the game without a tool to develop basic locomotor movement skills for elementary school students underclass are obtained of a coefficient of 0.714.

#### THE RESULTS AND DISCUSSION

The results of this research are the five games without tools to develop locomotor basic movement, as follows:

- 1. Name : *Awas Teman* (Watch Friends).
- Number of Player : Flexible.
- Place : Fields.
- Purpose : To develop basic movement of walking, running, jumping.





How to Play : Students are out of a rectangular field that has been provided. Movement is done by students, after the cue from the teacher.

- When the teacher said, "go", all the students go into the field. Students were told to walk to the directions in the field. Students must not collide with other students.
- Teachers can provide another variation on the student movement such as: run, jump, and jump.
- The movements getting fast.
- The movements stopped after the instructions.
- Explanation for doing other variations of movement need to be considered and confirmed before making movements all students already understand / clear.

2. Name : *Mencari Sarang* (Look for a Nest).

Number of Player : Flexible.

Place : Fields.

Purpose : To develop basic movements of walking, running, jumping.

How to Play : Students are out of a rectangular field that has been provided. Movement is done by students, after the cue from the teacher.

- When the teacher gives the cue to run, the students tried to escape as quickly as possible occupy a point that has been provided in the field.
- When the teacher gives the cue run two, the students tried to run move from one point to another point. Each point must be occupied by a maximum of 2 students. If students do not get a place, then the punishment is given, eg: jump the fence five times.
- When the teacher gives the cue jump two, the students tried jumping move from one point to another point. Each point must be occupied by a maximum of 2 students. If students do not get a place, then the punishment is given, eg: jump the fence five times.
- When the teacher gives the cue jump two, students trying to jump and move from one point to another point.







Each point must be occupied by a maximum of 2 students. If students do not get a place, then the punishment is given, eg: jump the fence five times.

- The number of students who occupy a point, can be varied in accordance with the wishes of the teacher. Explanation for doing other variations of movement need to be considered and confirmed before making movements all students already understand / clear.

3. Name : Follow the Commands.
- Number of Player : Adjusted/flexible.
- Place : Fields.
- Purpose : Developing slidding basic motor skills that are jumping sideways movement with one foot always in front, on the second leg wide open. When hovering, legs behind soon landed the lead leg on the former.
- How to Play : Students are divided into several groups. Students were told to make a slidding move to the right side or left side. Slidding movements carried out in accordance with orders given by the teacher, and the teacher mentioned how many times students have to move. The slidding done in the opposite direction, from teacher cue. Movement provisions are as follows:
- If the teacher says right and put the number three, meaning students must slide to the left three times, shouting left.
  - When the teacher told the left and put the number three, meaning students must slide to the right side three times while yelling right.

Note: The number of slidding depends on the teachers.

4. Name : *Kuda Mengejar Kijang* (Horse Chases a Deer).
- Number of Player : Adjusted/ flexible.
- Place : Should be in a wide field.
- Purpose : Developing basic skills galloping motion (motion resembles





the motion running horse) and leaping (jumps performed with repulsion landed with one foot and the other foot or run like a deer).

- How to Play :
- Each pair of students. Students are out of a rectangular field that has been provided. Alternately students switch roles be mutually Deer and Horses. Movement is done by students, after the cue from the teacher.
  - When the teacher gives the cue start, the student playing the deer ran like a deer, and the student playing the horses trying to catch him, to run like a horse.
  - During the game, students should not be out of the field specified.
  - Students who are caught, then switch roles.

5. Name : Move Quick.
- Number of Player : Flexible.
- Place : Fields .
- Purpose : Developing hop basic motor skills (hopping on one foot and landing on the same foot).
- How to Play :
- Students are divided into several groups. Students are out of the field lines of a rectangular space provided. Movement is done by students, after the cue from the teacher. When the teacher gives the cue “one”, student must perform hop, clockwise quickly.
- When the teacher gives the cue “two” students should perform hop, counter-clockwise quickly.
  - When the teacher gives the cue “three” students should perform hop, towards the middle of the circle touching the field that have been made (1 meter diameter circle) and right back into place quickly.
  - Teachers can give the variation count; the count does not have to be sequential or random.
  - Hop is done with the feet alternately.
  - If students make a mistake motion be punished.





The results related to the development of models of the game without the tools to develop basic locomotor movement skills for lower grade elementary school students have produced five (5) games without tools. This game is a modified form of the game that has been existed. The game development tools to develop skills without basic locomotor movements is an effort to meet the competency standards in accordance with the practice of basic movements into simple games/ physical activity and the values contained in it.

The form of the game that has been arranged, generally describes or to accommodate a variety of basic locomotor movements that exist, such as: walking, running, jumping, skipping, sliding, galloping, leaping, and hops. The forms of the game without these tools, developed through several stages of development, include: initial product development, expert validation, reliability test, small-scale trials, and wide. The game model names without tools to develop basic locomotor movement skills for lower grade elementary school students, as follows: *Awas Teman, Mencari Sarang, Ikuti Perintah, Kuda Mengejar Kijang, dan Bergerak Cepat* (Watch Friends, Looking for Nest, Follow the Commands, Horse Chasing Deer, and Move Fast). Although this model has been structured, it does not mean the models are perfect. The utilization of game models without the tools that have been developed should be adapted to the condition

of every school. Some repairs and adjustments must be made so that the model that has been arranged is more appropriate and useful for teachers and students of physical education.

### CONCLUSION AND SUGGESTION

Based on the research results that have been described previously, it can be concluded that the models have been set the game without the tools to develop basic locomotor movement skills for lower grade elementary school students. The activity models, consisting of five ( 5 ) games without a tool to develop the basic locomotor movement skills; walking, running , jumping , skipping , sliding , galloping, leaping, and hops . The model names are: *Awas Teman, Mencari Sarang, Ikuti Perintah, Kuda Mengejar Kijang, dan Bergerak Cepat* (Watch Friends, Looking for Nest, Follow the Commands, Horse Chasing Deer, and Move Fast). The models were prepared by adjusting the phases of the lower classes of primary school students growth and development.

The suggestions may be submitted regarding to the purposes of product use, they are: 1) for physical education teachers in elementary school, can use this model in the school , as an effort to develop a basic locomotor movement, 2) the researcher expects that the various inputs to the users can be to improve the model further if still needed improvement , and 3) for other





researchers, it is expected to develop games without tools to develop basic locomotor movement skills for lower grade elementary school students the class more interesting .

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