



Improving Basic Locomotor Movement Skills in Elementary School Students Through an Active Learning Approach Based on Traditional Games

Meningkatkan Keterampilan Gerak Dasar Lokomotor Pada Siswa Sekolah Dasar Melalui Pendekatan Pembelajaran Aktif Berbasis Permainan Tradisional

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Abstract

This research aims to improve basic locomotor movement skills in grade 5 elementary school students through active learning interventions based on traditional games. In this research, researchers used a quasi-experimental research design with stratified random sampling. Two groups of students were selected, where one group was given active learning intervention, while the other group was a control group that received conventional learning. The research instruments used included basic movement skills tests, student response questionnaires, participant observation, and field notes. The collected data was analyzed using descriptive statistical methods and the T test to compare the differences between the two groups before and after the learning intervention. The statistical calculation method used was the T test, which was used to compare the differences between the experimental group and the control group in terms of improvement in basic locomotor movement skills after the intervention. By using the T test, researchers can evaluate whether there are significant differences between the two groups and whether traditional game-based active learning interventions are effective in improving the basic movement skills of grade 5 elementary school students. The research results show that traditional game-based active learning interventions have a significant positive impact in improving basic locomotor movement skills in grade 5 students. This shows the important potential of interactive and fun learning methods in improving the quality of learning and the development of students' motor skills. In conclusion, active learning interventions based on traditional games can be effective in improving basic locomotor movement skills in grade 5 elementary school students. This research provides important implications for the development of a more inclusive and student-centered curriculum at the elementary school level.

Keywords: skills; basic locomotor movements; active approach; game traditional

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan gerak dasar lokomotor pada siswa kelas 5 sekolah dasar melalui intervensi pembelajaran aktif berbasis permainan tradisional. Dalam penelitian ini, peneliti menggunakan desain penelitian eksperimen semu dengan pengambilan sampel secara acak terstratifikasi. Dua kelompok siswa dipilih, di mana satu kelompok diberikan intervensi pembelajaran aktif, sementara kelompok lainnya menjadi kelompok kontrol yang menerima pembelajaran

konvensional. Instrumen penelitian yang digunakan meliputi tes keterampilan gerak dasar, angket tanggapan siswa, observasi partisipan, dan catatan lapangan. Data yang dikumpulkan dianalisis menggunakan metode statistik deskriptif dan uji T untuk membandingkan perbedaan antara kedua kelompok sebelum dan setelah intervensi pembelajaran. Metode perhitungan statistik yang digunakan adalah uji T, yang digunakan untuk membandingkan perbedaan antara kelompok eksperimen dan kelompok kontrol dalam hal peningkatan keterampilan gerak dasar lokomotor setelah intervensi. Dengan menggunakan uji T, peneliti dapat mengevaluasi apakah terdapat perbedaan yang signifikan antara kedua kelompok dan apakah intervensi pembelajaran aktif berbasis permainan tradisional efektif dalam meningkatkan keterampilan gerak dasar siswa kelas 5 sekolah dasar. Hasil penelitian menunjukkan bahwa intervensi pembelajaran aktif berbasis permainan tradisional memiliki dampak positif yang signifikan dalam meningkatkan keterampilan gerak dasar lokomotor pada siswa kelas 5. Hal ini menunjukkan potensi penting dari metode pembelajaran yang interaktif dan menyenangkan dalam meningkatkan kualitas pembelajaran dan perkembangan keterampilan motorik siswa. Kesimpulannya, intervensi pembelajaran aktif berbasis permainan tradisional mampu efektif dalam meningkatkan keterampilan gerak dasar lokomotor pada siswa kelas 5 sekolah dasar. Penelitian ini memberikan implikasi penting bagi pengembangan kurikulum yang lebih inklusif dan berpusat pada siswa di tingkat sekolah dasar.

Kata kunci: keterampilan; gerak dasar lokomotor; pembelajaran pendekatan aktif; permainan tradisional

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Introduction

A nation can improve its human resources through education. By pursuing education, it is hoped that someone can develop their potential, increase their knowledge, skills and be responsible. This is in line with what Zein et al (2023) said education is expected to be able to develop the potential of the younger generation and instill in them a critical and dynamic attitude, responsibility, noble character, faith and devotion to God Almighty. The ability to develop competent human resources, such as attitudes, knowledge and skills, is another requirement of education.

Students can increase their knowledge through physical education. Physical education is an integral part of education as a whole, aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle and introduction to a clean environment through selected physical, sports and health activities. planned systematically in order to achieve national education goals (Bangun, 2012).

In physical education there are basic movement skills. According to Hanief et al (2015), the three forms of elementary school movement skills identified are locomotor, non locomotor, and manipulation. Students need to learn and practice these motor skills. This is in line with research Dike te al (2023) said basic movement skills in elementary school can be divided into several categories including three types, namely: locomotor, non locomotor, and manipulation.

This research will only discuss basic locomotor movement skills. Basic locomotor movement skills are the basis of various skills that really need guidance, practice and development so that children can carry them out well and correctly (Saputra & Firdaus, 2019). This is in line with research by Sari et al (2023) which states basic locomotor movements are movement from one place to another and are the basis for children's movements in all physical activities carried out such as when playing, sports, dancing and other activities.

Basic locomotor movement skills are an important factor in the motor development of elementary school age children. Good motor development at this age can have a positive impact on students' physical and cognitive growth. Active learning based on traditional games has been recognized as having the potential to improve students' motor skills.

Based on observations that researchers have made, it is known that basic locomotory movement skills in grade 5 students are still low. This is because students do not understand the teacher's explanation regarding basic locomotive movement skills, the teacher has not used a learning approach that suits the students' characteristics. This is what makes students lack basic locomotive movement skills. From this problem, researchers want to provide a solution so that students' basic locomotive movement skills can improve.

One solution that researchers can provide is for teachers to use pactive learning based on traditional games. Traditional games are a symbol of knowledge passed down from generation to generation and have various functions or messages. Traditional games are cultural products that have great value for children in the context of fantasizing, recreating, being creative, exercising as well as a means of practicing social life, skills, politeness and dexterity (Eliza in Sari et al., 2022). This means that traditional games are knowledge passed down from ancestors which have many benefits such as being able to have recreation, exercise and can be a means of learning. This is in line with what Maula et al (2021) said this means that traditional games are a legacy passed down from ancestors which contain moral and cultural elements and values that are useful for children in facing later life.

Cahyono in Anatasya et al (2013) states that traditional games are able to develop character for students including, (a) traditional games tend to use existing facilities so they require high concentration and creativity, (b) Involve many players so that the students interact more with others, (c) Traditional games themselves have many values and moral messages contained in them such as togetherness, responsibility, sportsmanship, obeying the rules, and encouragement for achievement.

Based on the description above, the researcher is interested in conducting research entitled *Efforts to Improve Basic Locomotory Movement Skills in Grade 5 Elementary School Students Through an Active Learning Approach Based on Traditional Games.*

Method

This research uses a quasi-experimental research design with stratified random sampling. The research participants consisted of 60 grade 5 students from two *PiJIES: Pedagogical Journal of Islamic Elementary School*

elementary schools in urban areas. The experimental group received a traditional game based active learning intervention, while the control group received conventional learning. The research instruments used included basic movement skills tests, student response questionnaires, participant observation, and field notes. Data were analyzed using descriptive statistical analysis and T test to compare differences between the experimental group and the control group.

Results and Discussion

The results showed a significant increase in basic locomotor movement skills in the experimental group after the learning intervention. The average basic movement skills score increased by 20% from baseline before intervention. Additionally, students' responses to traditional game-based active learning showed increased motivation and greater engagement during the learning process.

Table 1. Descriptive Analysis Table Descriptive Analysis of Improvement Basic Locomotor Movement Skills

	Experimental Group	Control Group
Number of Samples	30	30
Average Increase (%)	20%	5%
Standard Deviation	2.5	1.8
Maximum Score	25	20
Minimum Score	10	8

The significant improvement in basic locomotor skills in the experimental group indicates that the traditional game based active learning intervention had a clear positive impact on the motor development of grade 5 students. Active participation in traditional games has been shown to promote the development of important motor skills, coordination and balance in this age.

In addition, this active learning intervention has also shown a positive influence on student motivation and engagement during the learning process. The positive response from students towards a fun and interactive learning approach confirms the importance of using varied and fun learning methods in improving the quality of learning. The use of traditional game-based active learning methods in the elementary school curriculum can provide an interesting and effective alternative in improving students' motor skills.

Based on the research results, it shows that active learning interventions based on traditional games have a significant positive impact in improving basic locomotor movement skills in grade 5 students. This shows the important potential of interactive and fun learning methods in improving the quality of learning and the development of students' motor skills.

Discussion

This research aims to improve basic locomotive movement skills in grade 5 elementary school students through an active learning approach based on traditional games. Based on the research results, it shows that active learning interventions based on traditional games have a significant positive impact in improving basic locomotor movement skills in grade 5 students. This shows the important potential of interactive and fun learning methods in improving the quality of learning and the development of students' motor skills.

This is supported by several relevant studies, including research by Bashayeva & Julianur (2023) which says that the results of this research. The results of the t test for basic locomotor movement skills can be seen that the calculated t is $5,444 > 2.07$ (t-table) and the probability significance value is $0.000 < 0.05$, 05 , so H_0 is rejected and H_a is accepted, meaning there is a significant influence. significant. Conclusion Based on the results of the research and discussion, it can be concluded that the influence of the Ice Breaking method on the ability of basic locomotor movement skills at SDN 001 Sungai Kunjang school, it can be concluded that the results of implementing Ice Breaking can influence basic locomotor movement skills positively. Research conducted by Amirzan et al (2023) says that the results of the basic movement ability test for students at SD Negeri 3 Sigli were obtained in the "very good" class as many as 22 people (52.38%), the "good" class as many as 16 people (38.09%), the average was for class 3 students (7 .19%) and 1 person in the "poor" category (2.38%), so the hypothesis "student mobility at SD Negeri 3 Sigli City is in the "poor" category or rejected in the sense that the hypothesis is stated to be "rejected". Research conducted by Nadianti et al (2023) said that the results of the research show that grade 1 students at SD Negeri Sawah Besar 01 have varying levels of basic locomotor skills. The majority of students are able to perform basic movements such as walking and running well, but there are still some students who

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have limitations in jumping or running quickly. These results provide valuable information for teachers and schools in designing learning programs that suit individual student needs. Research conducted by Susilowati et al (2023) states that the results of research conducted at Harapan Jaya Jati Agung Kindergarten, South Lampung, as explained in the previous discussion, can be concluded by researchers that the application of traditional games can be applied through a central approach. Because with the central approach Through the central approach children are stimulated to actively carry out play activities while learning in learning centers (preparation, imtaq, arts and natural materials centers). All learning activities focus on children as learning subjects. Research conducted by Adi et al (2020) states that traditional games provide cultural results of great value for children in the context of fantasizing, being creative, exercising, which is also a means of practicing social life, skills, manners and dexterity.

Conclusion

This research aims to improve basic locomotor movement skills in grade 5 elementary school students through active learning interventions based on traditional games. In this research, researchers used a quasi-experimental research design with stratified random sampling. The research results show that traditional game-based active learning interventions have a significant positive impact in improving basic locomotor movement skills in grade 5 students. This shows the important potential of interactive and fun learning methods in improving the quality of learning and the development of students' motor skills. In conclusion, active learning interventions based on traditional games can be effective in improving basic locomotor movement skills in grade 5 elementary school students. This research provides important implications for the development of a more inclusive and student-centered curriculum at the elementary school level.

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