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Development of a Creative Gymnastics Model to Improve Basic Locomotor Movements in Elementary School Students

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Abstract
This research aims to produce a creative gymnastics learning model for basic locomotor movements for elementary school children. This research uses the Research & Development (R&D) research method from Borg and Gall in Sugiyono. Small group testing of 10 students at the Negeri 40/XI Talang Duku Elementary School, Muaro Jambi Regency, model items, in large group testing 18 students with 28 model items. Test the effectiveness of 10 students using a locomotor test with the one group pretest posttest design by obtaining effectiveness test scores with an average pre-test result of 34.30 and an average post-test result of 69.90 with sig. 0.00 then the data is declared homogeneous therefore the data read is equal variances assumed, then the t-count is greater than the t-table (20,463>2.26216) with a significance level of 1%, df 9 and sig. (2-tailed) = 0.000 < 0.05 with an explanation of the application of the creative gymnastics learning model for basic locomotor movements in elementary school children effectively. Based on the results obtained, it can be concluded that: (1) With this creative gymnastics learning model, students can learn more effectively and efficiently, (2) with this creative gymnastics learning model, improvements are obtained which are shown in the pre-test and post-test results. there are significant differences.

Keywords: Creative Gymnastics; Learning; Locomotor

INTRODUCTION

Education has a very important role in creating quality human beings (Sada, 2017), because education is a planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence , noble morals, and skills needed by oneself, society, nation and state (Wibawa, 2017; Kurniawan, 2015).

Good physical education must be able to increase children's knowledge of the principles of movement. This knowledge will enable children to understand how a skill is learned to a higher level. In this way, all movements can be more meaningful. In carrying out this education, an educational institution is needed to obtain knowledge and skills, namely a school. Schools are formal and systematic educational institutions that provide various opportunities for students to carry out various activities (Sudana & Wesnawa, 2017). Through this education, students can develop their creativity and

can encourage students to achieve goals that are in accordance with what they want.

Physical education in elementary schools has so far been oriented towards teaching sports which is aimed at mastering detailed techniques and achievements in the sports being taught. Such demands always influence the perceptions and mindset of physical education teachers and students (Belhaj & Hidayah, 2015). This reality can be seen in the field, from observations it can be said that the implementation of physical education has not been managed properly with the growth and development of students both in terms of cognitive, affective, psychomotor and physical (Yulia, 2013; Cahyo, 2014). The subjects of physical education, sports and health (Penjasorkes) are one of the efforts to make students go in the direction they aspire to in accordance with national goals. Physical education, sports and health are parts of education in general that prioritize movement activities as a medium for learning (Junaedi & Wisnu, 2015).

Rhythmic gymnastics as one of the selected materials for rhythmic activities in the basic competencies of physical education learning, in its implementation must refer to educational goals, including developing personal skills in an effort to develop psychomotor skills and maintain physical fitness and a healthy lifestyle through various rhythmic activities at school (Herlambang, 2017). Apart from that, it is also stated that the aim of Physical Education is to understand the concept of physical activity and sports in a clean environment as information for achieving perfect physical growth, a healthy lifestyle and fitness, being skilled, and having a positive attitude (Basuki, 2016).

Learning basic locomotor movements in elementary schools still shows several problems that can be used as a basis for improvement, for example: Basic locomotor movements Walking (a) Swinging simultaneously between the arm and the leg on the same side (the arm should move freely in the opposite direction to the leg), (b) Failure to bend the ankles, knees (stiff), or hips, causing the movement to bounce or appear stiff, (c) Improper posture indicated by pulling the head and body forward, rounded or bent shoulders while the hips pushed forward (head and body must be upright), (d) Slide the heels on the floor (push up or forward starting from the toes).

The author's interest in conducting this research began with observations at SD N 40/IX Talang Duku, Taman Rajo District, Muaro Jambi Regency. During the observation, the author saw that students were less active in moving when taking sports subjects, especially basic locomotor movements. Based on the results of observations, the real conditions in schools in delivering basic locomotor movement learning material are: 1) Children when carrying out learning feel bored because of that game. 2) Most teachers use small game media. 3) There has been no innovation by teachers to create basic locomotor movement lessons that make students more active and feel happy following the lessons the teacher gives. Therefore, the author developed a creative exercise model to improve students' basic locomotor movements, create exercises that are interesting and easy for students to follow using rhythms or children's songs that they often hear or sing so that they are more happy and move to the rhythm of the music. .

RESEARCH METHODS

Research on the development of rhythmic gymnastics with a creative gymnastics model for basic locomotor movements for elementary school children uses the R&D (Research and Development) research and development model from Borg and Gall which consists of 10 research steps. The location of this research was carried out at State Elementary School 40/IX Talang Duku, Taman Rajo District, Muaro Jambi Regency, Jambi Province.

RESULTS AND DISCUSSION

Model Development Results

The results of the creative gymnastics learning model for elementary school children's basic locomotor movements are written in the form of a script which is presented in various forms of basic locomotor movement learning models. The author conducted initial research or needs analysis on January 6 2020 for teachers regarding the rhythmic gymnastics learning model through creative gymnastics. From

the results of the needs analysis, it is known that teachers really need variations in learning models for basic locomotor movements, considering the very importance of these basic locomotor movements for students. From the description of the results of the initial needs analysis research above, it can be concluded that the importance of variations in rhythmic gymnastics learning models for the basic locomotor movements of elementary school children. Based on expert validation from small group trials conducted by the author, there are 28 feasible forms of the 34 forms of learning models that have been implemented. Based on expert tests carried out regarding creative gymnastics learning models for basic locomotor movements for elementary school children, the following conclusions can be drawn. : (1) Based on the expert tests carried out, it can be concluded that model items 18, 19, 20, 30, 31 and 33 are learning models that are not suitable for elementary school students (2) For learning model items 18, 19, 20, 30, 31 and 33 are still difficult for students in the elementary school category (3) Implementation instructions must be made clearly so that they are easy to understand (4) Based on expert tests carried out from 34 learning model items, there are 28 learning model items that will be tested at this stage. furthermore.

The results of the preliminary study or field findings are then described and analyzed to obtain a formulation of the results of the data that has been collected. The formulation of these results is descriptive and analytical, referring to the objectives of the preliminary study. The following will describe the results of the needs analysis and field findings obtained by the author. Based on the output results using SPSS 22, it can be seen that the effectiveness test value with an average pretest result of 34.30 and an average post-test result of 69.90 means that from the average value above it can be concluded that the treatment of the basic movement learning model The creative gymnastics locomotor has experienced a significant increase.

The creative gymnastics learning model created by this author is a product that aims to assist teachers in conveying and providing creative gymnastics learning materials to students, improving basic movement skills and as a reference learning material. This creative gymnastics learning model was created based on the level of student needs, especially elementary school students, especially lower class students.

After studying this product for several weaknesses that need improvement, several advantages of this product can be stated, including:

a. Improve basic locomotor movement skills.
b. The creative exercise model is more effective and efficient.
c. Can help teachers make the learning process at school more interesting and make students happy. As a reference for learning at school.

This creative exercise model is carried out systematically from easy to difficult things. The models used are varied and the music or songs used are children's songs which they often sing so that they make students interested and enthusiastic about carrying out the exercises.

CONCLUSION

Based on the data obtained from the research results, data was obtained from a small group trial of 10 students with a model applied of 34 basic locomotor movement learning model items, then the model was revised by gymnastics experts regarding the model that the researcher had applied in the small group trial. From the results of the revision it then became a 28 item model, in a large group trial with a total of 18 students as subjects, after carrying out the large group trial the researcher revised the model that had been applied to experts and found the results that the 28 rhythmic gymnastics models were suitable for application in primary school children. Based on effectiveness tests on 28 models on 10 elementary school students, the average pre-test score was 34.30, while the post-test average score was 69.90 with a difference of 35.6. It can be concluded from the data that the model treatment was used. creative gymnastics learning for elementary school children's basic locomotor movements has increased so that this model is considered effective, with field trials and discussion of research results it can be concluded that: 1) The creative gymnastics learning model for elementary school children's basic

locomotor movements can be applied, 2) With the model The creative gymnastics lessons created can effectively improve the basic locomotor movements of elementary school students.

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