

IMPROVE LEARNING OUTCOMES OF FUNDAMENTAL MOTOR SKILL (WALK, RUN AND JUMP) WITH THE PLAY METHOD IN GRADE THREE STUDENTS OF NEUHEUN ACEH BESAR ELEMENTARY SCHOOL

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Abstract The physical education learning process implemented in elementary schools is still far from being expected because it has not led to improving gross motor skills by not eliminating the element of play. By applying game models, it is hoped that you can develop gross motor skills either through games carried out in teams or individually. This study used a action research classroom with 22 participants (12 girls and 10 boys) aged 8-9 years. The data collection instrument used TGMD-2 (Test Gross Motor Development). Based on the first cycle of learning gross motor skills (walking, jumping and running) only 1 student passed, while the average test score was 60 - 62 and the lowest score was obtained by two students 55 and 57. Based on the results of cycle II 4 students get a score of 71 and 4 other students get a score between 80 - 82 and 14 other students get a score between 73 - 77. The learning method with the play approach must be designed to be more interesting, fun, easy and involve more gross motor skills (walking, running and jumping) so that students are more motivated to take part in learning. The application of learning with the play approach method is effective in improving learning outcomes for gross motor skills (walking, running and jumping). In addition, the method applied can make the learning environment more enjoy.

Keywords: Fundamental Motor Skills, Game Method, Action Research Classroom

1. INTRODUCTION

Basic motion learning is usually given by the teacher in a conventional way, namely telling students to make movements such as walking, running, jumping, creeping and climbing. The problem that is often seen during learning is the

many students who do not make movements according to instructions. Students are less interested in learning so they are not serious about learning and only some students do well.

Learning motion is part of the psychomotor domain that aims to make good and correct movements in one type of sport movement. These skills were distributed over the performance areas object control, stability and locomotion (Vandaele et al., 2011). Study highlight that less than one-fifth of children aged 6-9 years old have mastered the four key FMS identified by the physical education (PE) curriculum despite having the developmental potential to become fundamentally competent by six years of age (Duncan et al., 2020).

The achievement of a good quality of motion is also determined in the motor movement learning process. Students who can master movement skills well can also have a good level of motor ability. Motor ability is a person's ability to learn motion in the psychomotor domain (Akhmad, 2010). Motor learning provides information that the physical educator can use to develop an effective basis for making these decisions. This decision-making base develops from knowledge concerning factors that influence motor skill learning (Magill, 2012). Motor learning could assist physical educators in understanding how to structure learning experiences for learners at different stages, with specific focus on understanding the design of games teaching programmes in physical education (Renshaw et al., 2010).

In accordance with the characteristics of students aged 6-12 years who like to play and compete with each other, especially students who are still in grades 1-3 of elementary school. Playing is an activity that is fun and very liked by all students. Both game-play development and the transfer of tactical solutions and decision-making

processes across games within the same category were critically and differentially influenced by various situational constraints (Farias et al., 2019). Games that are designed and arranged systematically can benefit student development. Active and enjoyable learning experiences have an impact on fostering student relationships and fostering a sense of responsibility. With play, students can also develop physical, motoric, social, emotional, and personality aspects. At that age, the aspects of development that appear both cognitive, psychomotor and affective experience changes. Most of the changes are physical growth and psychomotor development.

Through the learning process and the development of physical education in schools, it is hoped that students can gain experience related to increased movement through the process of interaction with friends and the results of the physical education learning process. In the proper physical education learning process, students can carry out activities in the form of games and sports that are adapted or conditioned to student growth and development.

So far, the physical education learning process implemented in elementary schools is still far from what we expect, the physical education learning process in elementary schools has not led to improving movement skills by not eliminating the element of play in students. Physical education teachers play an important role in being able to improve the development of movement in students by applying game models that can develop basic movements, either through games done in teams or individually.

Student success is not only determined by the learning outcomes, but also by the teaching and learning process. Learning activities that are carried out properly, the physical education learning objectives that are expected to be achieved. Therefore, the teacher must really prepare the material to be taught before learning. The teacher is a person who is responsible for the implementation of the teaching and learning process. Teachers often carry out a less comprehensive learning process so that the implementation is not as expected. There are still many physical education teachers who lack knowledge about implementing innovative learning models. Therefore, the teacher must be able to apply an effective, efficient and fun learning model, in addition to understanding and

paying attention to the characteristics and needs of students.

Physical education learning objectives, which consist of cognitive and psychomotor aspects, need to be supported in the learning process carried out by physical education teachers so that the goals of physical education can really meet the desired goals. So that a teacher is expected to be able to apply optimal learning models and can improve student learning outcomes.

The problems in learning physical education described above can be concluded that it is necessary to apply learning methods that can provide motivation to learn as well as being attractive and effective in learning basic movement skills. Learning must also make it easy for physical education teachers to deliver material. Based on these problems, research will be carried out by applying learning methods with a play approach to improve learning outcomes of basic movements (walking, running and jumping) in third grade elementary school students.

2. METHOD

This research uses action research method (Hopkins, 2011). Researchers are directly involved in the entire research process, from observation, planning, to the reflection stage in each cycle. This research was conducted for 6 meetings (3 meetings in cycle I and 3 meetings in cycle II). The design of this study consists of planning: determining the learning method with the appropriate play approach to improve basic movement skills, action: implementing learning planning that has been made according to procedures and systematically, observation: seeing and writing the advantages and disadvantages during the learning process that affect the improvement of fundamental motor skills of students, reflection: solving problems that occur during the learning process and determining actions to be applied next.

Participants of this study were 22 students of grade 3 Neuheun Aceh Besar Elementary School (12 girls and 10 boys). The instrument used was the observation made by the researcher to see the learning process with the criteria: student interest, student attention to the material provided, student activeness during the learning process, student ability to practice learning material, interaction between students, student discipline during the learning process, evaluation learning. The instrument for testing basic movement skills uses

TGMD-2 (Ulrich, 2011). The action research design will be presented below:

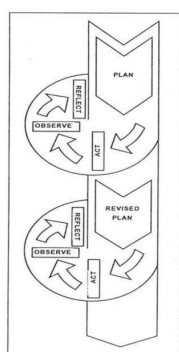


Figure 1. Action Research Classroom

3. RESULTS

The results of this study will be presented in two cycles. Each cycle consists of planning, acting, observing and reflecting. Each cycle will be carried out a test of students gross motor skills to see the student's ability to improve in the learning that has been done by the teacher. The following shows the results of the research starting from cycle I and cycle II.

Cycle I

Planning: learning designed in the Lesson Plan format according to the 2013 curriculum developed by the school and preparing learning methods with a different approach. This design is made based on the results of preliminary observations of the physical education learning process and sports, especially the fundamental motor skills (walking, running and, jumping).

Implementation: carrying out learning by applying the playing method with students practicing the games that have been designed in

accordance with the fundamental motor skills (running, walking and, jumping) which are made in the form of a game and can be done alone or partially. There are three types of games, running games using equipment or without equipment, jumping games and walking games. There are 4 types of running games, consisting of: running games I, II, III and IV, which are done individually and team. There are 5 types of jumping games, consisting of: jumping games I, II, III, IV and V, which are done individually and team. There are 4 types of walking games: walking games I, II, III and, IV.

Observation: researchers and teachers observe the implementation of lesson planning and action in cycle I during learning activities. The results of the observations that have been made indicate that students' interest in learning material is quite good, student attention, student activity and student interaction during learning is in a good category, student ability and student discipline are in a fairly good category and, evaluation of learning is in a good category. In addition to the results of observations, it is also known that the results of student skills through the gross motor development test, namely students who pass and have a value above learning completeness become the standard in improving learning outcomes of basic motion, jumping and running. Based on the test results, only 1 student passed, while most of the students had an average score of 60 - 62 and the lowest score in cycle I was two students, namely 55 and 57. The results of the observation and tests of basic movement skills will be presented in the table and figure below:

Table 1. Observation Results

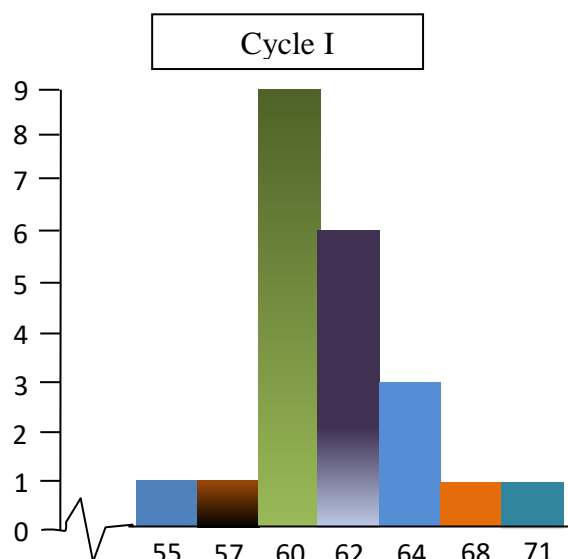
No	Criteria	Poor	Average	Good	Excelent
1	Student interest		√		
2	Students attention to the material given			√	
3	Student activeness during the learning process			√	
4	Interaction between students			√	
5	Students abilities when practicing learning material		√		
6	Student discipline during the learning process		√		
7	Learning evaluation			√	

Table 2. Results of the Fundamental Motor Skills Test for Walking, Running and, Jumping

No	Score	Frekuensi	Percentage
1	55	1	4,54 %
2	57	1	4,54 %

No	Score	Frekuensi	Percentage
3	60	9	40,9 %
4	62	6	54,54 %
5	64	3	13,63 %
6	68	1	4,54 %
7	71	1	4,54 %
Total		22	100 %

Figure 2. Histogram of the Fundamental Motor Skills Test for Walking, Running and, Jumping



Reflection: it can be seen that in cycle one there are still many shortcomings from both the teacher and the students, and the game model that was designed has not been too focused on fundamental motor skills. Based on observations, it was obtained data that there were still indicators that had not yet appeared such as student interest in practicing game models, student interaction and, the results of students' basic movement skills that had not reached the minimum completeness. This is due to, among other things, the teacher is still inaccurate in implementing learning and managing students in practicing the applied game model as well as a lack of understanding to students about the fundamental motor skills (walking, running and, jumping). The results of the evaluation of the application of the game model in learning the basic motion of walking, running and jumping in the first cycle are still very low. The advantages in implementing learning in cycle I are known that students really enjoy every game model that is applied in learning.

Cycle II

Planning: the lesson plan (RPP) is made based on the results of cycle I observations. There are several improvements in preparing (RPP), including: 1) instructions for implementing each learning model, tools and materials used to support learning and time management at each meeting.

Implementation: carry out learning by applying the walking, running and jumping game models at each meeting. In the first meeting, there were 6 game models that were applied in learning, walking games (II, III and, IV) and running (II, III and, IV). The second meeting consisted of 6 models of running (II, III and, IV) and jumping (III, IV and V) games. The third meeting consisted of 6 models of walking (II, III and, IV) and jumping (III, IV and V).

Observation: researchers and teachers observe the learning process and actions in cycle II. The results of the observations that have been made indicate that students' interest and attention to learning material is in good categories, student activity and student interaction during the learning process are in very good categories, student ability and student discipline are in good categories and,

learning evaluation is in good categories. In addition to the results of observations, it was also known that the results of student skills through the gross motor developmet test were all students who passed and had scores above the minimum learning completeness. Based on the test results, 4 students

scored 71, 4 other students scored between 80 - 82 and 14 other students scored between 73 and 77. The results of observations and tests for fundamental motor skills will be presented in the table and figure below:

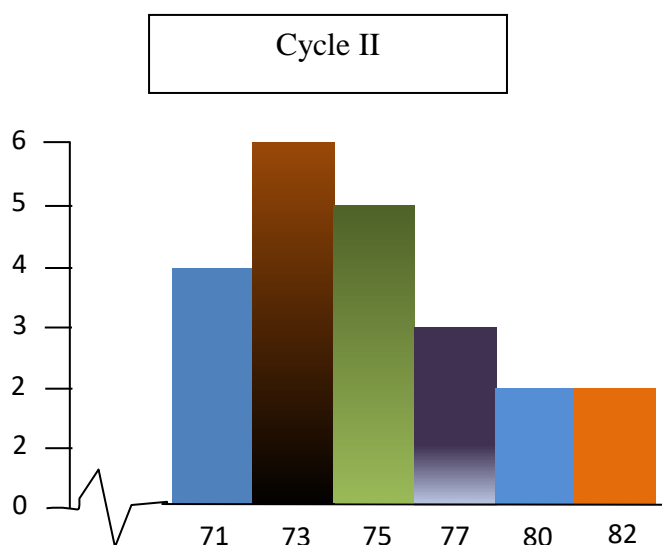
Table 3. Observation Results

No	Criteria	Poor	Average	Good	Excelent
1	Student interest			√	
2	Students attention to the material given			√	
3	Student activeness during the learning process				√
4	Interaction between students				√
5	Students abilities when practicing learning material			√	
6	Student discipline during the learning process			√	
7	Learning evaluation			√	

Table 2. Results of the Fundamental Motor Skills Test for Walking, Running and, Jumping

No	Score	Frekuensi	Precentage
1	71	4	18,18%
2	73	6	27,27 %
3	75	5	27,72 %
4	77	3	13,63 %
5	80	2	9,09 %
6	82	2	9,09 %
Total		22	100

Figure 3. Histogram of the Fundamental Motor Skills Test for Walking, Running and, Jumping



Reflection: the learning objectives in cycle II stated that students were happy to apply a game model that was applied to improve fundamental motor skills (running and jumping). The success of doing basic movement skills can be seen from the increasing interest of students in participating in games and improving students' basic motor skills.

The result is that all 22 students have reached the specified minimum score, and there are even two students who have very good scores. The results of interviews with the teacher regarding the learning model with the play approach to basic movements are very suitable and appropriate for use in third grade students, it can be seen from the interest of

students who are very active in carrying out learning and the tools and materials used are in accordance with the characteristics of students in the grade 3rd.

4. DISCUSSION

Based on the results of research from cycle I and cycle II, it shows that the learning method with the game approach is successful in improving students' fundamental motor skills. Game behaviour showed that in terms of tactical intention there were significant differences in the percentage of behaviours where the intention was to reach the goal (Gutierrez & García-López, 2012). In Cycle I, at the first meeting, most of the students had less interest in the learning applied by the teacher because all the walking and running game models were immediately applied. At the second meeting, the teacher applied the jump game model. Game-situated teaching and learning (i.e. aligned practice) led to faster responses and quicker reactions within the game environment (Harvey et al., 2010).

In the third meeting, the teacher immediately conducted an evaluation by conducting a fundamental motor skill test on the students. Based on the results in cycle I, it is known that most of the students did not reach the minimum passing criteria in learning. Therefore, the teacher reflects and designs a re-planning to achieve the expected learning objectives. Teachers need to reflect on their practice in order to apply these ideas to their work and that constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding (Olusegun, 2015).

Cycle II, the teacher chooses a game model that will be applied during learning by combining several materials. An emerging theoretical framework in motor learning, relevant to physical education, advocates a constraints-led perspective for acquisition of movement skills and game play knowledge (Renshaw et al., 2010).

In the first meeting, there were 6 game models that were applied in learning, walking games (II, III and, IV) and running (II, III and, IV). The second meeting consisted of 6 models of running (II, III and, IV) and jumping (III, IV and V) games. In the third meeting, there were 6 playing models of walking (II, III and, IV) and jumping (III, IV and V) and finally the teacher conducted a basic skill test on the students. *Repetitive practice of the model using isolated drills with corrective feedback*

by the teacher, before the playing of the actual game (Moy et al., 2014).

Every meeting in cycle II the teacher also immediately provides evaluation and reinforcement to students related to the learning process carried out including psychomotor, cognitive and affective aspects. Learning is a conscious activity undertaken by individuals through training and experiences that produce behavioral changes that include the cognitive, affective and psychomotor aspects (Faizah, 2020). Reinforcement learning is learning what to do-how to map situations-so as to maximize a numerical reward signal (Richard S. Sutton, 2018)

Reinforcement will increase students' confidence in practicing each material being taught. It is proven by the teacher that strengthening and choosing a game model that is applied at each meeting can increase student interest and attention, student activeness and interaction during the learning process and the ability of students to practice fundamental motor skills of walking, running and jumping. The game principle is another constraint to take into account since it promotes variability and boosts the discovery and exploration of players' movement solutions (Práxedes et al., 2021). It is to be hoped that a deepening of understanding of how game forms and game play lead to learning during games will improve the quality of learning experiences in games and foster increasing and prolonged engagement by students (Storey & Butler, 2013).

5. CONCLUSION

Based on the results of research in cycle I it was decided that the learning method with the play approach had not yet achieved the learning objectives so it had to be continued in cycle II. Based on the results of cycle II it was decided that the application of the learning method with the play approach could improve the fundamental motor skills of walking, running and jumping in elementary school students. The learning method with the play approach model can make the learning environment more enjoyable and active. Recognizing that learning to teach these models is a developmental process and providing the PTs with an emotionally safe and caring space to explore teaching such models is crucial (Sutherland et al., 2016).

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