

The Improvement of Locomotor Basic Movement Through AniChrac Games

Eka Fitri Novita Sari¹, Sujarwo², Sukiri³

^{1,2,3}Physical Education, Universitas Negeri Jakarta
Jln. Pemuda 10 Rawamangun, East Jakarta, Indonesia

e-mail, ¹efnovita@unj.ac.id, ²Sujarwoj96@gmail.com, ³sukiri@unj.ac.id

Abstract. The improvement of locomotor basic movement through *AniChrac Games* is an action research to improve 8 locomotor basic movement such as running, walking, jumping, galloping, hopping, skipping, leaping, and sliding for class I students, in which the eight basic movements are conducted through games of animal character. The research is done at SDN 05 Rambutan Jakarta Timur, with action of Kemmis and Taggart model which consists of planning, action, observation and reflection. Research action given twice with one treatment in each cycle. Instrument which is used in the research is locomotor basic movement instrument as the result of the researcher's improvement whose activity done through puzzle game. The result show *AniChrac Games* are able to improve 8 locomotor basic movement of class I students of SDN 05 Rambutan Jakarta Timur. Where is the test result of early test of locomotor basic movement taken from the average score 42,43, cycle 1 average score of 73,77 and cycle 2 average score of 75, 70. For passing the result of early test, result in nobody passes (0%), on cycle 1 stated passing 19 students (63,33%), meanwhile cycle 2 stated that 30 students pass successfully (100%). The results of the study concluded that *AniChrac Games* are able to improve the learning achievement of locomotor basic movement.

Keywords: *locomotor basic movement, games, elementary school students*

INTRODUCTION

Primary school age children, especially in first grade students of elementary school is the age range where children like play activities. Through play children able to export many things. Playing teaches children how to understand themselves and develop self-esteem, develop self-confidence, train children mentally, increase creativity, develop patterns of socialization and emovements of children, train motor skills and sharpen children's analysis, channeling to the needs and desires of children. Through playing all aspects of growth and development can be maximized especially by teachers in schools at that level.

Fun teaching activities through playing activities become the right choice in order to achieve it. Through the material in the curriculum teachers can design learning activities through play approaches that can be interesting and close to their daily lives. This is based on research conducted by Sumbara Hambali and Sustiwo (2019) which uses the play method but is applied to learning to pass under volleyball. Furthermore Manalu (2017) uses play methods in his research on sprint learning. Based on the results of their research it can be concluded that playing is an activity that can be chosen in order to achieve teaching success

At the age of primary school, especially in low grades the achievement of movement skills is done through physical education teacher teaching activities based on the curriculum in elementary schools. Elementary school curriculum, especially low-grade physical education learning is more about how to develop children's basic movements through a series of movement activities. Locomotor basic movement learning itself becomes part of the basic movement learning material. As written by Teo-koh Sock Miang (2010) that the locomotor

basic movement is part of basic movement skills consisting of walk, run, leap, jump, slide, gallop, hop, skip.

This material is contained in the curriculum where based on the demands of the existing curriculum the teacher is expected to develop the existing indicators into a learning activity that takes into account the characteristics of students at that level. The problem that found are teaching and learning activities that should be packaged in an activity that is fun for students to be something often fails to do physical education teachers at that level. Weaknesses teachers develop locomotor basic movement teaching materials into interesting activities with variations in each teaching and learning activities are often found. Lack of teaching time and the limited availability of infrastructure with the number of students in each class to contribute to making the classroom atmosphere less conducive. Not to mention the demands of teaching with the 2013 curriculum with thematic concepts.

All of these problems contribute to the achievement of locomotor basic movement learning outcomes. In first grade students of elementary schools at SDN 05 Rambutan - East Jakarta, the problem is similar. This study seeks to solve the problems experienced by students in these schools and indirectly can prove empirically problems often arise in schools and teachers of physical education related to how to make fun activities through a thematic approach, with limited infrastructure and allocation of teaching time in elementary schools especially on physical education subjects. Teaching and learning activities through AniChrac Games is an activity of delivering teaching materials related to eight (8) locomotor basic movements through play activities using animal characters in the implementation of the locomotor basic movement.

METHODS

This study aims to improve eight locomotor basic movement learning outcomes of first grade students at SDN 05 Rambutan-East Jakarta. The method used with action of Kemmis and Taggart model, which in one cycle consists of four main steps, namely (1) Planning, (2) Implementation, (3) Observation and (4) Reflection. This research is said to be successful if it gets an average value of 70 and the percentage of success is 100%. The research instrument was a locomotor baseline test that the researchers developed from David Gallahu's TGMD test where there were 8 indicators of locomotor baseline tests namely running, walking, jumping, gallop, slide, hop, leap and skip and carrying out tests by observing locomotor basic movement capabilities in puzzle playing activities.

Operational Definition

The first grade elementary locomotor basic movement is gesture by moving from one point to another consisting of running, walking, jumping, gallop, slide, hop, leap and skip and is done in puzzle playing activities.

Conceptual definitions

The first grade locomotor basic movement is the overall appearance of shifting movements performed in puzzle play activities where the good and bad locomotor movement of children is obtained from the overall high and low scores.

The appearance dimensions of locomotor base movement consist of 4 indicators of body parts starting at the head, body, arms, and legs. All indicator done well then get a score of 4 and if it is not then the score obtained decreases according to the mistake he or she made. The value of achieving locomotor basics is obtained by the formula: $\text{Score} = \frac{\text{Children's Score}}{\text{Total Score}} \times 100\%$

Total Score

Table 1. Locomotor Basic Movement Skills Instruments For First Grade Students

Skills	Indicators	Description	score			
			4	3	2	1
Walk		The eyes view are straight forward, the hands are swinging back and forth, the body position is upright, and the foots move forward alternately				
Run		Straight forward view, relaxed body position and leaning forward, hands swing back and forth alternately, knee position raised with both feets moved quickly and flying towards to the front				
Slide		The body moves sideways, the eyes look horizontally, the arms move following the movement of the body, and the legs are not crossed.				
Leap		Both legs are raised, moving forward alternately for several steps and then jumping and preceded landing on one leg, swinging hands following body movements, straight eyesight.				
Gallop	Head Body Arms	A straight forward view, the position of the foot is lifted alternately and moves forward, relaxing body, the position of the hand follows body movements.				
Skip	Legs	The feet jump alternately (up and down), the position of the body upright moves to float, a straight forward view, the hand swings following the body movements.				
Hop		One of the legs is lifted up alternately and moves forward, one hand straight up opposite the leg raised up, body position is upright, and when landing begins with one leg as a pedestal				
Jump		The position of the body is lifted and moves from one place to another place, hands are swinging forward following body movements, feet are raised forward (down and up) quickly, knees are bent when landing.				

RESULTS AND DISCUSSION

The results of the implementation of the research obtained is the implementation of classroom action carried out with two cycles with each meeting, namely one meeting, where the results obtained are based on the minimum completeness value and the percentage of graduation determined obtained by locomotor basic movement learning outcomes in the second cycle are in accordance with the stated objectives. Before the action research is carried out the researcher also conducts a preliminary study by observing the locomotor basic movement learning outcomes by conducting tests using the instrument that the researcher has composed. The data obtained at the time of initial observation illustrates how student learning outcomes are achieved so that researchers can design step by step further actions.

Initial test data obtained an average value of 42.43, a median of 41, a standard deviation of 3.98, a minimum value of 34 and a maximum of 50. From the overall preliminary data obtained by students then a category was made to see the achievement of locomotor basic movement abilities at that time. Then look for class intervals based on 3 categories arranged in order to obtain the number of students who are in class intervals and these categories. The initial data presentation can be presented as follows:

Table 2. The Distribution of Locomotor Basic Movement Learning Outcomes Initial Test

Category	Interval	Frequency	Percentage
Good	45 – 50	7	23,33
Sufficient	40 – 44	18	60
Less	34 – 39	5	16,67
Total		30	100%

The distribution table in the initial test shows that the scores achieved by students related to basic movement, based on enough categories, as many as 18 students (60%) scored between 40-44. There are 5 students (16.67%) get grades 34-39 in less category and there are 7 students (23.33%) get grades 45-50 in good categories. The criteria for completeness of student learning in the assessment aspects of locomotor basic learning outcomes that is a value of 70 with the percentage of the number who passed is 100%, it can be concluded overall 30 students (100%) have not been able to exceed the minimum completeness value set.

Cycle Implementation

Planning

The activity that must be carried out is to make a lesson plan and prepare a game modification that you want to use. It also prepares facilities from the necessary supporting facilities, prepares instruments to record and analyze data regarding the process and results of actions.

Determination of the first cycle is designed as the application of locomotor basic movement learning programs, learning related to the form of improvement in locomotor basic movement learning outcomes using characters and mobile activities of various animals known by students at the elementary school level. By modifying the rules and how to play, the characters and activities of various animals indirectly stimulate children to perform various locomotor basic movement activities such as walk, run, hop, gallop, slide, skip, leap, and jump, where these activities are all arranged in a game activity that can be done repeatedly. Planning cycle II is obtained from the results of reflection cycle I focused on the basic movement skills stage with a more complex level of difficulty.

Implementation

Carrying out the actions that have been formulated, namely applying various locomotor basic movement activities through games with various animal characters in learning activities. Games for the first cycle of action with one meeting are given as many as 2 games consisting of animal movements and small mouse cats. Whereas in the second cycle with the game of draining ponds and tree squirrels. Here is a description of the game with the animal character.

Cycle I

Game name: Animal Movement

Objective: improve the ability to master the basic movement of walks, gallops, slides

How to play :

- *The teacher gives instructions with names of various kinds of animals.*

- *If the teacher gives instructions the elephant animals, students (1 person) make a walking movement.*
- *If the teacher gives instructions the animal horse students (2 people) do the movements galloping using a rope tied to the body of one of the students.*
- *If the teacher gives the animal crab instruction, students (3 people) hold each shoulder by moving 3x to the left 3x to the right repeatedly.*

The name of the game: Little Mouse Cat

Objectives: improve the ability to master basic movement run, leap, slide, hop, jump, skip,

How to play :

- *Students are taught to group as many as 5 people*
- *In this group 1 student acts as a cat who will be tasked with catching mice*
- *2 or 3 other students holding hands forming a circle*
- *One of the students in the circle will act as a mouse that will be chased by cats, they can move by run, leap, hop instruction*
- *2 or 3 other students will protect the mouse from moving with jumps, slides, skips*
- *If the rat is caught, the cat will switch to the mouse*
- *Activities are directed so that all children feel all the positions they have become rats, cats and guards.*

Cycle II

Game name: Drain Pool

Purpose: improve basic movement mastery skills jump, leap, skip, hop

How to play :

- *Students are divided into 6 groups with 5 people in each group*
- *Each group will get one hula hoop that will be made into a pool and at least 10 balls (small colorful)*
- *Each group has the task of emptying their pool by moving the ball to another group's pool*
- *The group that succeeds in emptying the pool or the fewest number of balls wins*
- *Stage I moves by jump*
- *Stage II moves in a leap way*
- *Stage III moves by skipping*
- *Stage IV moves by hop*

Game name: Squirrel Tree

Objective: improve basic locomotor mastery skills

How to play :

- *Students in groups of 3 in each group*
- *2 students in the group act as trees by holding hands on top*
- *1 other student acts as a squirrel*
- *If the teacher instructs the squirrel to eat the squirrel will move to another tree*
- *If the teacher destroys the fire, the tree will move to find another squirrel*
- *If the teacher intervenes in an earthquake, all students must move and change roles*
- *Squirrel movement and role switching can be done with eight locomotor basic movements learned through teacher's instructions.*

Based on the implementation of the actions taken in each cycle, changes in learning outcomes are seen in each cycle. The following are the final test data in cycle I and cycle II

Table 3. The Distribution of Improvement of Locomotor Basic Movement Learning Outcomes Cycle I Final Test

Category	Interval	Frequency	Percentage
Good	86 – 95	1	3,33
Sufficient	76 – 85	6	20
Less	66 – 75	23	76,67
Total		30	100%

Cycle I test data obtained an average value of 73.77, a median of 73.5, a standard deviation of 5.76, a minimum value of 66 and a maximum of 93. The table above can be concluded that there is the greatest frequency obtained by students with a range of 66-75 values of 23 students (35%) are in the poor category, as many as 6 students (20%) are in the range of grades 76-85 with enough categories and only 1 student (3.33%) people are in the good category in the range of grades 86-95. It can be seen from the table that the class average increases from the initial test data, but there are still students who score below the minimum completeness criteria of 11 students, then they have not reached the expected target.

Table 4. The Distribution of Improvement of Locomotor Basic Movement Learning Outcomes Cycle II Final Test

Category	Interval	Frequency	Percentage
Good	88 – 93	1	3,33
Sufficient	79 – 87	5	16,67
Less	70 – 78	24	80
Total		30	100%

Cycle II test data obtained an average value of 75.60, a median of 75, a standard deviation of 5.22, a minimum value of 70 and a maximum of 93. From these data, the average grade of the class has increased and based on these tables all students have fulfilled the grades the minimum completeness standard is 70 with a passing grade of 100% or 30 students have passed. Then the next cycle is no longer needed because the learning objectives have been achieved.

Observation

At this stage what needs to be done is to observe the behavior of students in participating in learning activities, especially when playing games to fit the learning methods planned by the researcher.

The results of observations on the value of locomotor basic movement learning outcomes in the first cycle have not been included in achieving the expected criteria, it is evident from the achievement of locomotor basic movement learning outcomes by implementing AniChrac games only reached 36.67%, because there are still as many as 11 students who have not been able meet the basic elements of movement in accordance with the available movement indicators. It can be concluded that there is an increase in understanding of concepts and the implementation of various elements of movement in the value of locomotor basic movement learning outcomes conducted by researchers in the second cycle, and has been shown to have increased the average value of 100%, which means that the value has exceeded the target established by researchers and collaborators.

Reflection

Focusing to record the results of observations, evaluate the results of observations, analyze learning outcomes, record weaknesses to be used as material for the design of the next cycle of design, until the objectives can be achieved.

Based on observations and analysis of the learning process of both cycles, it can be concluded that the learning outcomes of locomotor basic movement by applying AniChrac in SDN 05 Ciracas, East Jakarta, there was an increase in the learning process. This is evident from the overall learning outcomes carried out in the first cycle and second cycle tests. Where in cycle I the results of locomotor basic movement learning has reached an average value of 73.77. Whereas in cycle II the locomotor basic movement learning outcomes have reached an average increase of more than cycle I which is 75.60.

Play is a teaching activity that can involve children to be able to do a set of teaching materials that have been set. Through playing children will learn a lot of things. Based on the results of the research that has been stated before, the application of AniChrac games can improve the learning outcomes of elementary school locomotor elementary school students. This is also evidenced by research of Taufik Hidayat Suharto (2019) that playing can improve the footwork skills of badminton athletes aged 6-12 years by providing an increase in the results of pretest 11.0 and posttest 12.64. Then the results of Widiastuti research (2017) also provide evidence that playing can improve learning outcomes of basic movement for short distance running with the results of the percentage of research achievement criteria of 80% as evidenced by the results of the first cycle of 59.90% and cycle 2 to 81.25%. Then it is proved that playing really has a good impact on students in conducting their learning process.

This is evidenced by the findings in this study, which states by applying AniChrac Games in student learning, the results of locomotor basic movement learning, especially students in class I SDN 05 Ciracas, East Jakarta, have increased. In accordance with the theory written by Anwar (2006) that playing is not just a tension relief, but has other benefits such as training the child's ability to perform rough and soft movements

CONCLUSION

Based on the data obtained in cycle I and cycle II, it was concluded that the application of AniChrac Games could improve the learning outcomes of the locomotor basic movement of students in first grade of SDN 05 Ciracas, East Jakarta.

REFERENCES

- Hambali, Sumbara., Sutiswo. (2019). *Pengaruh Metode Bermain Terhadap hasil Passing Bawah Bola Voli di Sekolah Dasar*. Jurnal Perspektif Ilmu Pendidikan, 33 (1), 27-31. doi.org/PIP.331.3.
- Manalu, W. (2017). *Pengaruh Metode Pembelajaran dan Motivasi Belajar Terhadap Hasil Belajar Lari Cepat*. Jurnal Pendidikan Jasmani dan Olahraga, 9 (2). doi:10.17509/jpjo.v2i2.8179.
- Miang, Teo-koh Sock. *Fundamental Movement Skills*. (2010). Singapore: the Singapore sport council.
- Suharto, Taufik Hidayat. (2019, Juni). *Meningkatkan Keterampilan Footwork Atlet Bulutangkis Usia 6-12 Tahun dengan Pendekatan Bermain*. <https://www.researchgate.net/publication/334179483>
- Widiastuti., Endang Pratiwi. (2017, April). *Meningkatkan Hasil Belajar Gerak Dasar Lari Jarak Pendek Melalui Pendekatan Bermain*. Jurnal Galadi Ilmu Keolahragaan, 08(01), 49-

60. doi: 10.21009/GJIK.081.04.

Anwar, Fananie. (2006). *Mencetak Anak Jenius dan Cerdas*. Surabaya: SIC.