Influence Game Method and Interest on the Basis of Motion of Learning Skills State Run SDN 105345 Sidodadi

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Abstract—**This study aims to determine the effect of Method Games and Interests of Basic Motion Skills Learning Outcomes sd Running State 105 345 Sidodadi Ramunia Beringin Subdistrict Year 2018. The research sample 62 students, each of which consists of class III SD using research design treatment by the level of 2x2 with Tukey test at the level of α= 0.05. The results showed: 1) In the group A1 and A2 whereQh = 12.40 and Qt = 3.83, and based on these results we can conclude that there are differences in basic motor skills learning outcomes between moetode game run group and individual play method. 2) Provided Fh> Ft namely 19.81> 4.15. So it can be concluded overall that there is an interaction between the method of play and interest in learning to run basic motor skills. 3) With the Tukey test in group A1B1 and A2B1 where Qh = 11.27 and Qt = 2.99, and based on these results it can be concluded that the results of learning basic motor skills to run with high interest taught using the method of group play better than method of playing individually. 4) Where Qh = 1.32 and Qt = 2.**

Keywords: playing methods, interests, basic motion

I. INTRODUCTION

Education is one of the aspects of life that are fundamental to the development of a country. Education can support future development that is able to develop the potential of students, so that students can overcome the problems they face life. Education can create a generation of smart, resourceful, skilled and qualified, which is expected to be generations that can change the nation towards a better direction. In accordance with the mandate of the Government Regulation on National Education Standards one of the standards to be developed is a standard process. The standard process is the national standard of education relating to the implementation of learning in the educational unit to achieve competence of graduates. In the learning process of Physical Education and Health at the school, many ways that can be done by teachers to achieve the purpose of Physical Education and Health itself. The techniques provide basic motion exercise will make the learning process of Physical Education and Health become more attractive. The learning process of Physical Education and Health submitted through the provision of information prior knowledge and basic motion exercise will deepen the values of the objectives of physical education. Playing an activity that provides enjoyment, more emphasis on the how rather than the results obtained from the activities [1]. Methods have been due to excess play in the play method according to [1] children are more happy, can be followed around the child, solve the problem, in collaboration with the group, and obtain a pleasant experience. Play individually or in groups, in this study the issues tested in this study was to analyze the influence of methods of play and interest in learning the learning outcomes of basic motor skills run.

Physical education is a part of human life, because it is through human physical education can be more to learn things related to affective, cognitive and psychomotor. Basically, physical education must be instilled from an early age, because of the physical education has an effect on children's development, as has been described in [2] following. encourage physical growth, mental development, motor skills, knowledge and reasoning, appreciation of the values (attitude-mental-social-spiritual-emosional sportivitas), as well as habituation healthy lifestyle that is geared to stimulate the growth and development of physical and psychological qualities are balanced. According [3].

Meanwhile, in the process of acquiring motor skills, one must go through several stages, namely; (1) formation stage plan, (2) the stage of practice and (3) the stage of automation [4]. While Amung Ma'mun [5] the development of learning motion motion motion behavior can be divided into three parts: (1) Motion Theory (motor control) (2) Learning movement (motor learning) (3) Development of movement (motor develovment). Studies in these parts can be considered in the study of the behavior of the motion.

But according [6] basic movement skills are very important for early childhood is divided into two forms, namely locomotor and object control. Locomotor. Locomotor a motion to move the body from one point to another. This movement, among others: (a) Run (Run); (B) Gallop (running horse); (C) Hop (jump with injitan feet); (D) Leap (run accompanied by jumps); (E) Horizontal Jump (jump in one direction as far as possible). Locomotor, nonlokomotor and manipulation of basic movement is closely related to physical activity.

[7] States that the run is a body movement in which both feet there when suspended in air (both feet off the ground) which run differently interpreted in a way always in contact with the ground. Running is a frequency step accelerated so that when there is a tendency to run floating body, which means that when running both feet off the ground at least a foot still touching the ground [8]. Running is an accelerated step frequency so that at the time ran a tendency to drift agency. This means that when running both feet off the ground at least a foot still touching the ground [9].

Says interest in English is called interest, which means attractive or attracted. According Slameto interest is basically the acceptance of a relationship between themselves, with things and with the outside, the strong and close relationship, the greater the interest. Higlard in [10] expressed interest is the tendency to stay attentive and enjoy some activities. Slameto itself defines as a sense of love and a sense of interest in a case or something without being told [10]. Defines interest as a tendency to pay attention and act against the person, activity or situation that becomes the object of interest, accompanied by feelings of pleasure [11].

Learning is the process by wich an activity originates or changed through training procedurs (Wether in the laboratory or in the naural environment) as distinguishedfrom changes by factors not attributable ti training". Learning is not just accumulating knowledge, learning is a mental process that occurs in a person.

Interest by [12], says that interest is divided into:

1) Interest expressed, one can determine the interest or the choice with certain words, for example: Someone said that he was interested in collecting coins, stamps etc.

2) Interests are realized, someone may express an interest not just through words, but with deeds and actions. For example: sports, scouts and so are able to attract attention.

3) Interests to be inventoried, someone assess his interest in order to measure and respond to specific questions or order the choice against certain activities.

Playing is an activity undertaken by every child, even the child said filling much of his life to play. In a large [13] noted that the definition of play is to do something to please (with a particular tool or not). By playing due to the residual strength in him that is developing and growing. Production in the child's strength beyond what needed and unseen. Play is children's activities carried out repeatedly for pleasure without their goals and objectives to be achieved [14]. Children under 6 years of age have a long enough period of play adapaun who

do children can cause pleasure. Play is the world of the game for children aged 5-6 years and be right for children to be always playing. Because of their time just to play.

Experts say that it is not easy to define the notion of play precisely, in the daily life of children in need of release from confinement arising from the environment. Play is an opportunity for children to express their emotions appropriately, "play" (play) is a term used freely, so the main meaning may be lost, the most precise meaning is: any activity undertaken for pleasure regardless of the final outcome.

[15] States that the play process is more important than the end result, because it is not bound by the strict purpose. In the play of children can change, modify, add, and create something. [16] In one of his writings express their five senses associated with the play: 1. Play is something fun and have a positive value for children. 2. Play has no extrinsic goal, but his motivation is more in- trinsic. 3. Playing spontaneous and voluntary, there is no element of compulsion and freely chosen by the child. 4. Play an active role involving the participation of children. 5. Play has a special systematic relationship with something that did not play, for example the ability of creativity, problem-solving skills, learn a language.

II. METHOD

The research was conducted in primary schools 105345 Sidodadi Ramunia address at Beringin Subdistrict of Deli Serdang. This study used a quasi-experimental (quasi-experimental design) 2 x 2 factorial Next will compare treatment effect learning Playing Methods Individual and Group Play method in terms of students who have the personality characteristics of students. Playing Method Individual and Group Play method as required independent variable experimental group and student interest is high interest in learning and interest in learning low as moderator variables. Learning Outcomes Acquisition of basic movement skills to run as the dependent variable.

According [17] quantitative research method can be interpreted as a method of research which is based on the philosophy of positivism, is used to examine the population or a particular sample, collect data using the research instrument, the analysis of quantitative data in order to test the hypothesis that has been set.

TABLE I. WE EXPERIMENTALLY FRAMEWORK RESEARCH 2 X 2

Playing method \ Interest	Play Group (A_1)	Individually Playing (A_2)
Heigh (B_1)	A_1B_1 8 orang	A_2B_1 8 orang
Low (B_2)	A_1B_2 8 orang	A_2B_2 8 orang

The instrument used in this study were: (1) Questionnaire for assessing the attitude of Interest; (2) Test Results Learning basic movement skills run. Interest data obtained with the non-test students developed indicators in the form of interest indicator attitude scale tests. Data analysis technique used is

the technique of analysis of variance (ANAVA) hypothesis testing conducted at significance level of 5% .If there is an interaction in ANAVA test method is Playing with interest in learning about the basic motion Skills Learning Outcomes run then continued with the test sample size of each cell lanjut.Jika same (same n) then a further test carried out by Tukey's test and if the number of samples in different cells (n different), then for a further test used Scheffe test. As a test of normality testing requirements analysis done by using test Liliefors.

III. RESULTS AND DISCUSSION

This chapter presented a description of the research consisted of a description of the data, the testing requirements analysis, hypothesis testing, discussion of the results and limitations of the study.

TABLE II. ANAVA FAKTORIAL 2X2

Method / Interest	Play Group Method (A_1)	Individually Playing Method (A_2)
Heigh (B_1)	x = 560 x^2 = 39270 $\bar{x}$ = 70.00 SD = 3.162 n = 8	x = 380 x^2 = 18952 $\bar{x}$ = 47.50 SD = 11.352 N = 8
Low (B_2)	x = 513 x^2 = 33413 $\bar{x}$ = 64.13 SD = 8.593 n = 8	x = 534 x^2 = 35940 $\bar{x}$ = 66.75 SD = 6.497 n = 8
Total	x = 1037 x^2 = 72683 $\bar{x}$ = 67.062 SD = 6.951 n = 16	x = 914 x^2 = 54892 $\bar{x}$ = 57.125 SD = 13.366 n = 16

- Playing method group Better Compared Methods in Learning Skills Playing Individual Basic Motion Running. The extent ɑ= 0.05 then obtained Fh> Ft, ie 12.40> 4.15. So it can be concluded overall that there is a differenceBasic Motion Skills Learning Outcomes Running Between Playing Methods and Methods Playing raffled Group Individual. Then followed by Tukey test in groups A1 and A2 where Qh = 7.04 and Qt = 3.83, and based on these results it can be concluded that there is a learning outcomes Basic Motion Skills Running between groups drawn danMetode Playing Method Individual Play.
- There Interaction Between Learning Strategies Against Students with Learning Skills Interests Basic Motion Running. Based on the results of analysis of variance, the extent ɑ= 0.05 then obtained Fh> F1 namely 19.81> 4.15. So it can be concluded overall to the learning outcomes Basic Motion Skills Running.
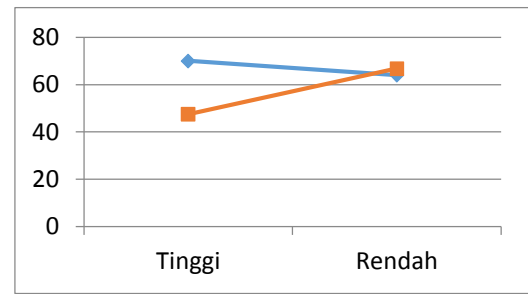

Fig. 1. Interaction Diagram In this study

- Playing method more groups either of the methods Playing Against Individual Skills Learning Outcomes Basic Motion Running Who Have High Interest. Then followed by Tukey test at and A2B1 A1B1 group with Qh = 11.27 and Qt = 2.99, and based on these results it can be concluded that the results of learning basic motor skills to run with a high motor that taught using the draw method more group play better than individual play method strategy.
- Individual Play method is better than the Play Group Against Method Learning Outcomes Basic Motion Skills Who Owns Interests Running Low. Then followed by Tukey test at and A2B1 A1B1 group with Qh = 1.32 and Qt = 2.99, and based on these results it can be concluded that the learning outcomes Basic Motion Skills Running with low motor skills are taught using methods drawn Playing Individual better than on the method Play Group.

Prior to analysis of variance (Anava), first tested the analysis requirements, namely (1) normalitas test, and (2) test the homogeneity of the population.

A. Normality Test

Normality analysis test Lilliefors analytical techniques, namely a test analysis techniques in a non-parametric requirements. Based on a random sample then tested the null hypothesis that the sample comes from a population of normal distribution and a rival hypothesis that the population distribution is not normal. Based on this hypothesis, the results of the analysis of normality for a group can be described in the following table:

TABLE 3. SUMMARY OF RESULTS OF NORMALITY TEST SAMPLES

Group	N	L0	Lt	Conclusion
A1B1	8	.264	0.285	NORMAL
A1B2	8	0.212	0.285	NORMAL
A2B1	8	.189	0.285	NORMAL
A2B2	8	.207	0.285	NORMAL
A1B	16	.210	.213	NORMAL
A1B	16	0.135	.213	NORMAL

Table Based on the above, obtained Lo for the entire group of samples smaller than Lt. It can be concluded that the samples come from populations with normal distribution. Then this result implies that the parametric statics analysis can be used to test the hypothesis proposed in this study, so that the first condition for the test has been met.

IV. HOMOGENEITY TEST

Test of homogeneity of variance for each group learning outcomes data Basic Motion Skills Running top of each treatment using Barlett test at a significant level $\alpha = 0.05$.

a. Homogeneity Test 4 Groups

TABLE IV. SUMMARY OF RESULTS HOMOGENEITY 4 GROUP

Group	N	X2b	X2t	Conclusion
A1B1	8			
A1B2	8	2,82	7.81	Homogeneous
A2B1	8			
A2B2	8			

b. Homogeneity Test 4 Groups

TABLE V. SUMMARY OF RESULTS THE HOMOGENEITY OF THE TWO GROUPS

Group	N	X2b	X2t	Conclusion
A1B	16	1.55	3.84	Homogeneous
A1B	16			

Based on the analysis it can be concluded that the homogeneity test, sample groups come from populations having variances homogeneous.

V. CONCLUSIONS

The conclusion that can be expressed in this research in accordance with the objectives and issues that have been formulated, and based on the results of data analysis has been done, namely Analysis Varian and Uji Tuckey.

- Methods of group play is better than playing Individual methods on learning outcomes of basic motor skills run.
- There is no interaction between the method of play and interest of the students towards learning outcomes run the basic motor skills.
- Methods of group play is better than playing Individual methods on learning outcomes run basic movement skills in students who have high interest.
- Individual play better method than the method of playing the group on basic motor skills learning outcomes of students who have run at low interest.

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