

# Barriers in Learning Rhythmic Motion

Ranintya Meikahani<sup>1,\*</sup>, Ari Iswanto<sup>1</sup>, Pamuji Sukoco<sup>1</sup>, Farida Mulyaningsih<sup>1</sup>

<sup>1</sup> Faculty of Sport Sciences, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

\*Corresponding author. Email: ranintya.m@uny.ac.id

**ABSTRACT.** The purpose of this study was to determine the barriers in learning rhythmic motion in elementary schools. The research method used is descriptive quantitative using a survey method with data collection techniques using a questionnaire. The population of this research is Physical Education Teachers in Yogyakarta, Indonesia. The data analysis technique used descriptive analysis as outlined in percentages. The results showed that the barriers in learning rhythmic motion were based on five aspects, namely the teacher's aspect of 46%, the student's aspect of 55%, facilities and infrastructure 35%, 6% curriculum and 14% environment.

**Keywords:** Barriers, Learning rhythmic motion, Elementary school

## 1. INTRODUCTION

Physical education learning in elementary schools aims to improve the development and growth of students, improve skills and dexterity, increase knowledge and intelligence, and instill positive attitudes in students. In teaching Physical Education in elementary schools, a teacher must be able to have an effective and efficient model so that learning objectives can be achieved. Teachers are expected to be able to provide attractive learning and attract students so that the learning objectives of elementary school students can be achieved. Teachers are able to choose the right learning model for compiling materials that aim to improve children's gross motor skills.

Physical Education is a learning process designed to add to the student's learning experience in improving cognitive, psychomotor, and affective aspects. PE is presented starting from elementary school to high school which has the aim of increasing skills, knowledge and intelligence, as well as instilling positive attitudes in students. Bloom argues that the purpose of education must always refer to three domains, namely the cognitive, affective and psychomotor domains [1]. Cognitive domain is a domain related to intellectual aspects, affective is a domain related to emotional aspects, while psychomotor is a domain related to skill aspects.

In the physical education learning process, teachers are expected to teach various basic movement skills, techniques, and strategies for sports games, internalization of values (sportsmanship, honesty, cooperation), and habituation of healthy lifestyles. For this reason, the implementation of

physical education is not only through conventional teaching in the classroom which is theoretical but involves physical, mental, intellectual, emotional, and social elements. In addition, the activities given in teaching must get a didactic-methodical touch, so that the activities carried out can achieve the teaching objectives. There is no education does not have pedagogical goals, and no education is complete without physical education. Because motion as physical activity is the basis for humans to know the world and themselves which naturally develops in line with contemporary developments.

The success of physical education programs in schools is strongly influenced by many factors such as factors of teachers, students, and infrastructure. Low motor skills and physical fitness are due to the quality of teaching physical education in elementary schools [2]. To develop the motor skills of elementary school students, we need a model that fits the child's characteristics. Stimulating the ability of students is an important thing that teachers do. This can be done through activities that include rhythmic motion. The application of rhythmic awareness theory provides benefits for planning educational programs as an effort to realize the potential that exists in students according to their abilities and make the learning process more active.

Learning rhythmic movements at the elementary school level has a certain level of difficulty. This can cause barriers in the implementation of physical education learning. The general difficulty is a certain condition marked by the presence of barriers in the activity of achieving goals, while learning difficulties can be interpreted as a condition in a learning process marked by certain barriers to achieve learning outcomes [3].

Rhythmic activity is part of gymnastics or rhythmic gymnastics, with the categories of stabilization, locomotion, and manipulation, both closed and open. Rhythmic activities including dancing in physical education are a process of forming the basic movement of children [4]. Children will always be challenged how children can express themselves through movement. Rhythmic activity is a series of human movements that are carried out in rhythmic patterns, adjusted to changes in tempo, or merely body expression movements following musical accompaniment or beats outside of music.

Rhythmic activity is a series of human movements that are carried out in rhythmic patterns, adjusted to changes in tempo, or merely body expression movements following musical accompaniment or beats outside of music. With this understanding, rhythmic activity has a broader meaning than rhythmic gymnastics that has been known so far. Rhythmic activity is a new term in the vocabulary of physical education in Indonesia because previously attendance was represented by rhythmic gymnastics. The name of the rhythmic activity is explicitly appointed by the 2004 curriculum (competency-based curriculum/KBK), as one of the activities included in the scope of physical education learning.

Creative rhythmic activities refer the activities expressed by rhythmic creative body movements in music accompanied, and body movements of children creatively expressing external morphology and state of motion for specific things on the basis of self-observation, imitation, understanding and imagination [6]. Learning music can not only improve children's intelligence and morality which contributes to the development of their personality, but also can improve their aesthetic ability. Cultivate music to children is an essential progress to promote all-ground education [7]. Music is a pervasive presence in society and is routinely used to influence human behavior in a variety of settings and for a variety of purposes including exercise behaviors and physical education (PE) classes [8].

Rhythmic activities in physical education can develop an awareness of movement patterns in students aiming to increase the vocabulary of movement for students so that students can. Learning is a process of interaction between teachers and students in a planned way in the education system to deliver material with an approach pattern so that students more easily accept the material presented according to the diversity and abilities of different students. This means that students will succeed in mastering what has been learned by their learning abilities. The process of student success in mastering

gymnastic movement skills is different from one another. Difficulties or barriers must be experienced especially for students who do not master movement or are less able to move their bodies in a series of gymnastic movements. Here are the inhibiting factors in the implementation of learning [9]. Internal factors: factors that exist in the human person itself. External factors: factors that exist outside the human person. This factor is a social interaction within and outside the group.

Physical education subjects are activities that involve physical activities that are used as a vehicle for educating students, that these subjects are different from other subjects [10]. Physical education is an integral part of the education system with physical activity as a medium of education. However, this does not mean that physical education is education that only aims to develop the physical abilities of students, but through multilateral physical activities another potential, affective and cognitive abilities of students are also developed. Physical education teachers use movement activities as a means to achieve this. Physical education has formally been a part of it. However, people's mixed up understanding of physical education, sports, recreation, physical activities, and health makes physical education bias in the eyes of our communities [11]. Movement is the keystone of Physical Education. It may be affected by physiological factors (physical fitness and body build), biomechanical factors (teaching movement skill effectively), sociological factors (competitor, team mates) and psychological factors (fear, anxiety, self concept). So teachers should understand some of its dimensions [12]. Physical education is an educational process that utilizes physical activity to produce holistic changes in individual qualities, both physically, mentally, and emotionally. With physical education, children do physical activity as well as get an education, thus developing physical potential, optimizing basic movements, and also developing character [13]. Gross motor skills are basis for almost all physical activities [14]. Motor ability is an ability that can be obtained from general movement skills related to the implementation and demonstration of a learned skill so that it will have an impact on the growth and development of the child. Someone who has a high level of motor skills can be interpreted that the person has the potential or ability to do things better movement skills compared to people who have low motor skills.

The scope of physical education subjects includes games and sports, development activities, rhythmic

activities, water activities, and out-of-school education. Physical education, sports, and health teachers in elementary schools are required to have sufficient knowledge and skills to teach physical education, sports, and health materials at a minimum as stated in the curriculum for physical education, sports, and primary school health so that learning objectives Physical education, sports, and health can be achieved and the needs of students for a variety of movements can be met. Through rhythmic activities, the need for students' basic movements can be developed. Each student has different abilities and skills in moving. Students do not know if these skills need to gain experience in moving to get the potential in moving. Introduction of basic sports movements and multilateral movements is very necessary to be applied to children so that children experience various movements so that it is very possible to find the optimal potential talent that exists in children [15].

Rhythmic activities in the basic competencies of Physical Education and Physical Education in their implementation must refer to educational goals. The goal is to develop self-skills to develop psychomotor and maintain physical fitness and a healthy lifestyle through various rhythmic activities at school. Learning rhythmic activities in elementary schools is adjusted to the characteristics of elementary school students as reflective movements/body movements beyond their abilities or based on observations of the environment. Through rhythmic activities, try how rhythmic motion is brought in a natural direction according to the nature and characteristics of students.

Based on that, the researchers are interested in uncovering what are the barriers in the implementation of rhythmic motion learning by analyzing various research studies that have been carried out.

**2. METHODS**

A total 58 physical education teacher were recruited as purposive random sampling from Yogyakarta, Indonesia.

**Table 1.** The Participants by Gender

|        | Frequency | Percent |
|--------|-----------|---------|
| Male   | 37        | 63,8 %  |
| Female | 21        | 36,2 %  |
| Total  | 58        | 100 %   |

This type of research is a survey research. Survey research method is an investigation conducted to

obtain facts from the symptoms that exist and look for deficiencies factually. The type of data used is quantitative data. Quantitative data is data in the form of numbers or numbers. In accordance with its form, quantitative data can be processed or analyzed using mathematical calculation techniques or statistics. This study uses descriptive research because it intends to research and collect as much information as possible from a particular phenomenon and tries to provide an overview of the experiences experienced by elementary school students in learning rhythmic movements.

The data in this research is obtained by filling the questionnaire from the respondent. Instruments or measuring instruments used in this study in the form of a questionnaire. Questionnaire is a number of questions or statements used to obtain sample information in the sense of his personal report, or things he or she knows. The instrument in this study used a questionnaire. There are three main steps in making a questionnaire as an instrument, namely: (a) Defining the construct, is making a limitation regarding the change or variable to be measured. In this case, the authors make limitations regarding the variables to be studied, (b) Investigating factors, is a stage that aims to mark the factors found in the construct to be studied. The factors that make up the construct are from variables to factors or sub variables, (c) Arrange the questions, is the last step which is arranged based on the factors that make up the construct. Every item question must be specific for their own factors to avoid overlapping.

Based on the research objectives that have been formulated in advance, the data analysis used in this study is a descriptive statistical analysis technique which is stated in the form of percentages.

**3. RESULTS**

This study aims to determine the barriers in learning rhythmic motion. The research sample in this study was 58 teachers of Physical Education in the Special Region of Yogyakarta. This type of research is survey research. The survey research method is an investigation conducted to obtain facts from existing symptoms and look for factual deficiencies. The type of data used is quantitative data. The results showed that in general, the barriers in learning rhythmic motion were 38%, with the following details.

**Table 2.** Percentages of Barriers

| Aspects | Scor | Max Score | %   |
|---------|------|-----------|-----|
| Teacher | 214  | 464       | 46% |

|                               |     |      |     |
|-------------------------------|-----|------|-----|
| Student                       | 225 | 406  | 55% |
| Facilities and infrastructure | 82  | 232  | 35% |
| Curriculum                    | 10  | 174  | 6%  |
| Environment                   | 24  | 174  | 14% |
| Total                         | 550 | 1450 | 38% |

#### 4. DISCUSSION

Based on the results of the study, it can be seen that the barriers in learning rhythmic motion are 38%. Learning activities can be carried out well if learning is carried out with the support of other supporting aspects. Related to this aspect, the teacher aspect shows a percentage of 46%, students by 55%, facilities and infrastructure of 35%, 6% curriculum and 14% environment. These five aspects are closely related in supporting the learning of rhythmic movements at the elementary school level.

From the data that has been obtained, the biggest barriers is in the student aspect. These aspects include students in the learning process, physical factors, and psychological factors. Shyness is often encountered by students in learning rhythmic movements, especially male students. Rhythmic movement is one of the materials in PE which has a certain level of difficulty because it must harmonize movement with musical accompaniment/without music. Especially for students who have poor coordination, lack flexibility, and are less able to memorize movements will experience a higher level of difficulty. Next is the teacher aspect. The teacher becomes an barriers in the learning process if the teacher does not master the subject matter. This still happens a lot because not all PE teachers can practice all rhythmic movements. Facilities and infrastructure are supporting factors for the implementation of rhythmic movement learning. The availability of a safe and comfortable space is very supportive of the learning process. Next is the environmental aspect, the need for a conducive environment for the implementation of the learning process. Next is the curriculum, which is the smallest inhibiting factor in learning rhythmic motion. As a PE teacher, you should carry out learning in accordance with the ongoing curriculum in order to achieve curriculum goals. The essence of physical education classes, besides the optimal development of anthropological characteristics of students and the adoption of sporttechnical education, is acting in direction of inclusion process of physical exercise in every daily life, the systematic application of physical exercise becoming a part of the value system of students [16]. The contents of physical education classes are focused on acquisition of motoric skills, knowledge, habits and abilities, through implementation of the Curriculum as defined by the Ministry of Education.

#### 5. CONCLUSION

The results showed that the barriers in learning rhythmic motion with details of five aspects, namely the teacher aspect showed a percentage of 46%, students by 55%, facilities, and infrastructure by 35%, curriculum by 6%, and the environment by 14%. These five aspects are closely related to supporting the learning of rhythmic motion at the elementary school level. There needs to be attending such as development research as an effort to reduce barriers in learning rhythmic motion in order to achieve physical education learning objectives

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