HALAMAN OLAHRAGA NUSANTARA (HON)
Jurnal Ilmu Keolahragaan

Volume 8 No I
Tahun 2025

ISSN 2614-2775 (Print)
ISSN 2621-8143 (Online)

DEVELOPMENT OF LOCOMOTOR BASIC MOTION LEARNING THROUGH TRADITIONAL GAMES AT THE ELEMENTARY SCHOOL LEVEL

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Abstract
This research aims to develop a learning model for basic locomotor movements through a traditional game approach. The study uses a Research and Development (R&D) methodology adapted from the Borg and Gall model, focusing on three stages: (1) Research and Information Collection, (2) Planning, and (3) Initial Product Development. Data were collected using observations, questionnaires, and interviews, analyzed both qualitatively and quantitatively. The needs analysis revealed the need for an innovative and engaging learning model to enhance the learning experience of elementary school students. In the planning phase, a team of experts was formed to design the product. The initial development stage resulted in a learning model integrating traditional games as a medium for basic locomotor movements. Theoretical validation was conducted with experts in learning, material, and media. The outcome is the Nyago learning model, designed to improve basic locomotor skills through traditional games. The model was validated by experts with material experts rating it 85.83%, learning experts scoring 0.94, and media experts 0.95. The feasibility test showed 90%, practicality test 100%, and effectiveness test 100%, with a significant improvement in students' pre-test (79) and post-test (89) scores. This model proved effective in enhancing students' movement skills, cooperation, confidence, and discipline. The results support the use of modified traditional games to meet the developmental needs of elementary school students.

Keywords: *Locomotor; Basic Motion; Learning; Tradisional Games*
Submitted : 21th of November 2024
Accepted : 27th of December 2024
Published : 01th of January 2025
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DOI http://dx.doi.org/10.31851/hon.v8i1.17383

INTRODUCTION

Physical education is an important aspect of human life because through these activities, individuals can develop affective, cognitive, and psychomotor abilities in an integrated manner (Agustini et al., 2016) (Lanos et al., 2023). In addition, physical education learning plays a role in supporting physical growth, psychological development, and shaping a healthy lifestyle and sustainable fitness throughout life (Pratiwi et al., 2020) (Lanos, 2023). One of the main components

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in physical education is basic movement, which is a fundamental skill to develop basic sports techniques through physical activity involving various parts of the body (Wiarto, 2015). These basic movements also contribute to improving physical fitness and achieving sports achievement (Pratama & Nurrochmah, 2022).

At the elementary school level, basic motion learning materials focus on mastering basic locomotor motor skills, such as walking, running, jumping, and jumping (Lanos, 2024). These activities not only support students' physical development, but also become an important part of their daily lives. Traditional games that children often play, such as hide and seek, gobak sodor, or jump rope, naturally integrate the basic motion of the locomotor, making it an effective means of improving basic motor skills while providing a fun and meaningful learning experience (Zulfikar et al., 2021). Thus, the basic locomotor movement in elementary school not only functions as physical learning, but also as a medium to support the holistic development of students (Fadilah & Wibowo, 2018).

Basic locomotor movements, such as walking, running, jumping, and jumping, are important skills that are often performed in daily activities and children's games. In physical education learning, the application of basic locomotor movements is adjusted to the age and ability of students (Ritonga et al., 2024). At the elementary level, especially for grade 3 students aged 8–9 years, guidance and practice are needed so that movements can be carried out properly and correctly according to the characteristics of their development (Kurniawan, 2018).

Basic locomotor motor skills, which include basic abilities such as walking, running, jumping, and jumping, should be taught intensively from the elementary school level given their crucial role in shaping the foundations of more complex sports skills in the future. These skills also have a significant impact in supporting children's physical, motor, and body coordination. However, even though the teaching of basic movement skills is very crucial, the reality is that the mastery of

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basic movement in elementary school students is still not optimal. One of the main factors is the lack of variety in learning methods applied in the classroom, making students feel bored and unmotivated to actively participate. As a result, students' enthusiasm for learning decreases and their learning results in mastering the basic motion of the locomotive are low.

To address this gap, researchers plan to develop a more engaging and effective learning model by utilizing traditional games as the main medium. Traditional games are chosen because in addition to being fun, they can also be adapted to the characteristics and developmental needs of elementary school students, which generally require a more interactive and fun physical activity-based approach. By integrating traditional games in locomotor basic motion learning, it is hoped that students can not only better master basic motor skills, but also experience a more enjoyable and meaningful learning experience, which in turn will improve their enthusiasm and overall learning outcomes. The play approach was chosen to create active, innovative, and fun learning, so that it can improve students' mastery of basic movements (Mahendra et al., 2024)(Lanos & Lestari, 2022) (Sesfao, 2018).

Needs analysis shows that locomotor basic motion learning at the elementary school level requires a more innovative and relevant model to increase student interest and engagement. Traditional game-based learning models are seen as having great potential to create a fun, interactive, and meaningful learning atmosphere, while integrating local cultural values (Widodo & Lumintuarso, 2017). Traditional games not only contain elements of basic locomotor movements such as walking, running, jumping, and throwing, but also support the development of students' affective, cognitive, and psychomotor aspects (Gustian, 2020). Therefore, it is necessary to develop a learning model that is able to utilize traditional games as a learning medium to improve students' motor skills, optimize

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physical growth, and strengthen students' character through educational and entertaining activities.

Based on the identification of problems that show the low mastery of basic locomotor skills in elementary school students, this is due to the learning process that is still less varied, less innovative, and not fully able to attract students' interest. This condition has an impact on the low enthusiasm of students in participating in learning, so that learning outcomes related to the basic motion of the locomotive are also less than optimal. On the other hand, the results of the needs analysis show that there is an urgency to make updates in learning methods by presenting an approach that is more relevant, interesting, and in accordance with the needs of elementary school students.

One solution that is considered effective is to integrate traditional games into the learning of basic locomotor motion. Traditional games were chosen because they not only have basic movement elements that support the development of students' motor skills, but are also able to create a more active, interactive, and fun learning atmosphere. In addition, this approach is in line with the characteristics of elementary school students who are still in the gross motor development phase and require exploratory and hands-on learning experiences.

With this approach, it is hoped that the learning model developed will not only improve students' basic locomotor motor skills, but also enrich their learning experience through more creative and meaningful activities. Therefore, this study carries the title "Development of Basic Locomotor Motion through Traditional Games at the Elementary School Level" as an effort to make a real contribution to the innovation of physical education learning at the elementary school level.

METHOD

This study uses a research and development (R&D) method that refers to the Borg & Gall theory (Borg, W., & Gall, 2007), which consists of 10 systematic steps in product development. However, in this study, the researcher only focused on the three initial stages of the model, namely preliminary product development,

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which was carried out based on the analysis of needs identified during the initial stage of the research. This research was carried out in one of the schools in Palembang, with data collection involving two main types of data, namely quantitative and qualitative data. Quantitative data was obtained from the results of the survey, while qualitative data was in the form of reasons behind the choice of answers and suggestions given by respondents.

For data collection, two main instruments were used, namely evaluation sheets and questionnaires. Evaluation sheets are used to collect information from experts, including learning experts, media experts, and material experts, in order to obtain relevant assessments and inputs for product development. Meanwhile, the questionnaire is used to collect input from various parties involved in the learning process. The collected data is then analyzed using qualitative and quantitative descriptive analysis techniques to produce a more comprehensive picture of the effectiveness and feasibility of the developed learning model, as well as to provide a solid basis in decision-making for further development.

$$f = \frac{f'}{N} \times 100\%$$

Information:
F' = Relativ frequency /percentage number
f = Frequency being searched for percentage N = Total of all data
100%= Revenge

RESULT AND DISCUSSION

This research is carried out by the researcher by following ten main stages that refer to the development model put forward by Borg and Gall, which is known as a systematic approach in educational research and development. Although this model consists of ten stages, the research is only carried out up to the third stage, according to the needs and development focus that has been determined by the researcher. The stages carried out include: (1**)** Research and Information Collection**,** which is the initial stage that aims to identify problems,

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understand the underlying needs of development, and collect relevant information from various sources, such as literature reviews, interviews, and field observations; (2) Planning, which involves the process of designing specific goals, determining success indicators, and preparing product specifications to be developed, so as to provide a clear and directed basis for the next process; and (3) Developing Preliminary Form of Product**,** which is the stage where the initial design of the learning product is created, including basic concepts, prototypes, and other supporting materials designed to meet the needs and solve problems that have been identified in the previous stage. This stage is carried out carefully to ensure that the product developed has a strong foundation and is relevant to the research objectives. The results obtained from this development process will be further described in the following section.

Research And Information Collection

At the Research and information collection stage , it begins with a preliminary study by conducting a needs analysis, where a needs analysis is the first step in development research. Based on the analysis of needs through questions asked to teachers, it was obtained that the learning of basic locomotor motion still faces a number of challenges, such as the lack of a variety of interesting learning methods, the limitation of supporting media, and the low interest of students in the monotonous delivered material. Traditional games have great potential to be used in learning basic locomotor movements because the movements are relevant and can increase student motivation, their use is not optimal due to the lack of clear implementation guidelines. Teachers also admit that image-based learning media or visual guides have an important role in helping students understand movements more concretely and effectively, especially for students who have a visual learning style. In addition, teachers have high hopes for the development of traditional game-based learning models, which not only make implementation easier but also able to improve student interaction, create a more enjoyable learning atmosphere, and preserve local cultural values.

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Thus, the need to develop a learning model that is systematic, applicative, and relevant to student characteristics becomes very urgent.

Planning

At the stage of planning, research, and development of the basic locomotor motion learning model through traditional games, two main steps are carried out: determining product development goals and designing product specifications. The development objectives are focused on creating models that are relevant to the needs of students and teachers, as well as improving students' skills in the basic motion of locomotors. The product developed aims to make learning more interesting, interactive, and traditional game-based. The design of the product specifications includes a guidebook that includes a theoretical explanation of the basic motion of the locomotor, a series of gradual traditional games, instructions for the implementation of learning, and the integration of local cultural values. This product is designed to be flexible to be used in various schools with different facilities, according to the characteristics of elementary school students who need fun and creative learning. This planning is the basis for the next stage, which is prototyping and testing the product.

Develop Preliminary from Product

This stage involves the preparation of an initial draft model of basic locomotor motion learning through traditional games for elementary school, focusing on games that are relevant, in accordance with student development, and integrating local cultural values. The draft also includes practical guidance for teachers, with fun and interactive teaching strategies, and how to motivate students to actively participate.

Table 1. Initial Draft of Learning Model

No.	Learning Model Name
1.	Hadang kecil
2.	Nyago
3.	Benteng besak

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After the preparation of the initial product in the form of three learning models, the next step is to validate through expert judgment by three experts in their respective fields: material experts, learning experts, and media experts. This process aims to ensure the quality, relevance, and feasibility of the learning model developed. This validation is carried out to evaluate the suitability of the material, learning strategies, and media used. The validation results of these three experts show that the learning model developed is feasible to be applied and in accordance with the needs and characteristics of students at the elementary school level.

After being tested through expert judgment by three experts, only 1 model was declared feasible to be applied under the name Nyago. The model has met the required standards of quality and relevance in learning basic locomotor motion through traditional games at the Primary School level, in accordance with the advice and input of experts involved in the validation process.

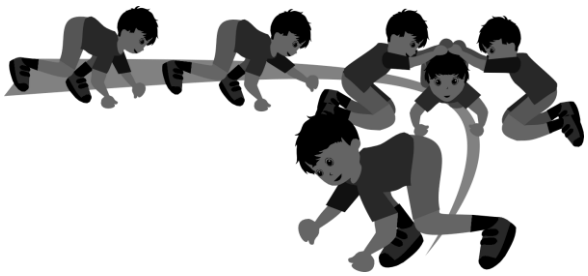

Figure 1. Learning Model of Physical Education of Basic Motion of Locomotor Through Traditional Games Nyago

The development of the Nyago model is an innovative effort to improve the learning of basic locomotor movements by integrating traditional games, such as Tam Tam Duku, which are rich in cultural values. The model was modified to be more relevant to the learning objectives, allowing students to learn the movement in a fun and interactive way.

The process of developing this model involves validation by material, learning, and media experts to ensure the suitability and effectiveness of the model in the classroom. The validation results show that this model is very feasible, with a percentage of 85.83% of material experts, an average of 0.94 from

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learning experts, and 0.95 from media experts. The feasibility test obtained 90%, the practicality test 100%, and the effectiveness test 100%, with an increase in pre-test (79) and post-test scores (89), showing that this model is effective in improving students' basic movement skills, cooperation, confidence, and discipline. The results of this study support the use of traditional games that are modified to adjust to the developmental needs of elementary school students.

CONCLUSION

Based on the results of the assessment of experts, field trials and the discussion of the results of research and development of the locomotor basic motion physical education learning model through traditional games at the elementary level, it can be concluded that; The development research has been successfully implemented and declared feasible and has resulted in development products in the form of a locomotor basic motion physical education learning model through traditional games at the elementary school level packaged in the form of manuscripts/textbooks

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