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IMPROVING LEARNING MOTIVATION THROUGH PLAYING ACTIVITIES ON THE MATERIAL OF NON-LOCOMOTOR BASIC MOVEMENTS OF STUDENTS IN PHASE D

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Abstract
This study aims to improve the results of sports learning motivation for basic non-locomotory movement material in children aged 13-15 Phase D at SMP Negeri 1 Martapura. The research used is classroom action research (action research) PTK actions that are arranged flexibly and adjusted to the situation and conditions, even all changes due to the actions given are all controlled by indicators based on agreements between researchers and collaborators. The results of data analysis show that the results of classroom action research activities get intrinsic aspect results with indicators of desire to learn basic movements from within on 5 positive questions, namely (items 1, 3, 6, 11, 14) producing an average value of 85.5%. By providing the first material non-locomotor arm stretching and the second material gymnastics on the spot, delivery of material one and two with a play method. The value of 85.5% according to the minimum completeness criteria (KKM) has been declared successful. This means that physical education learning activities with non-locomotor basic movement material for class VII at SMP Negeri 1 Martapura have good learning motivation results in research activities carried out by the research team for 1 implementation cycle.

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INTRODUCTION

The learning process is a set of learning activities carried out by 7th grade students of SMP Negeri 1 Martapura which is material on sports subjects taught starting from elementary school, but the implementation of sports education lessons in basic movement material has not been as effective as expected. The learning model is not centered on the teacher, but on the child. The orientation of

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learning must be adjusted to the child's development, the content of the material and delivery must be adjusted so that it is interesting and fun, the target being the goal. However, in reality, with the demand that basic movement material divided into locomotor, non-locomotor and manipulative movements is one of the teaching materials that perfects basic movements for children in the Phase D class.

Sports subject activities in schools that are able to carry out interests and talents in the field of sports in particular. Based on observations of researchers and physical education teachers at schools so far during the learning of basic movement game materials, especially non-locomotor, students still have not mastered the techniques and implementation and are not focused so that it reduces interest in learning, when students do the movement they are in place from the instructions instructed by the educator and during learning they are prone to boredom, then the movement is in place becomes irregular, often deviates or even unfocused, and does not comply with the rules, caused by other things is the basic non-locomotor movement which is the material in junior high school and has standards with standard instrument sizes that have been set. This makes students bored and lazy to do the movement (Arisman & Noviarini, 2021).

Non-locomotor movement is movement in one place, changing body position without moving from one place to another (Permata, 2025) In this case, individuals are required to move the body on its axis, train joint flexibility in all directions, in order to train balance. In a movement skill, the type of non-locomotor movement is This movement involves the body's muscles to change the shape, position, or tension of the body.

Play activities are all forms of activities carried out with the primary goal of having fun, recreation, and developing physical, cognitive, social, and emotional skills (Aqila, 2024). Play can be done alone or with others, with or without specific rules. Free play, for example, involves running, jumping, or role-playing without specific rules. In general, non-locomotor movements consist of

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basic movements. (Wati, 2025) Play is crucial for children because it helps them develop in various aspects of life, but adults can also benefit from play to reduce stress and increase creativity. Therefore, non-locomotor movements are often referred to as domain movements or fundamental basic movements (Tya Maya Ningrum et al., 2023).

Children who are taught to move effectively, both to initiate movements that are not yet directed, are basically prepared to be ready to participate in various actions such as games, dance, gymnastics, and others. Non-locomotor movements can also be interpreted as stable skills, movements that are carried out without or only slightly moving from the support area. (Maulana, 2023) It can also be defined as movements that are carried out with movements that require minimal or no support at all or movements that do not move from place to place. Stabilization movements (non-locomotor) include, such as: Stretching and bending, twisting and turning, swinging and swaying, pushing and pulling. Forms of non-locomotor movements include, avoiding, stretching, turning, hanging, pulling and pushing. (Ma'mun, 2022).

METHOD

This study uses a qualitative approach with a descriptive type. Quantitative research methods are research methods based on the philosophy of positivism, used to study specific populations or samples (Sugiyono, 2010) The research method used is the Action Research method. Actions in sports CAR are very different from treatments in experiments. CAR actions are structured flexibly and adjusted to the situation and conditions. Even all changes resulting from the actions given are all controlled by indicators based on agreements between researchers and collaborators. (Kristiyanto, 2010)

Population and Sample

A population is the entirety of the research subjects. If someone wants to examine all elements within a research area, then the research is a population study. This study is also called a population study or census study (Arikunto,

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2010) The population in this study was the students of SMP Negeri 1 Martapura. The subjects in this study were 26 students from Phase D, grade 7 of SMP Negeri 1 Martapura.

Data Collection Techniques

The results of student learning motivation were obtained from the total scores of students in observation and willingness to move. The instrument for cycle I of learning results of basic non-locomotor movements in playing and obeying rules in games was in the form of a test created based on conceptual definitions. These criteria were adjusted to the research needs and the research environment, namely 15-year-old seventh-grade junior high school students. In the data collection process using this questionnaire, the researcher grouped each questionnaire item according to the observed aspect. The questionnaire used in this study was a closed-ended questionnaire with alternative answer choices provided, namely: SS =

Sangat Setuju (Strongly Agree), S = Setuju (Agree), TS = Tidak Setuju,(Disagree) STS = Sangat Tidak Setuju (Strongly Disagree) With the following scores: SS = 4, S = 3, TS = 2, and STS = 1 (Sugiyono, Metode Peneliian. Kuantitatif, Kualitatif, Dan R&D., 2010) The results of student learning motivation in basic non-locomotor movements using the play method using one cycle have been successful. The minimum completion criterion of 80% has been met in the Physical Education and Health assessment at SMP Negeri 1 Martapura.

Planning by providing a lesson plan (RPP) for the learning program, specifically the basic non-locomotor movements through stretching and bending play activities.

1)The implementation was carried out with 26 students, accompanied by the physical education department and researchers. The activity was carried out over one day, in accordance with the physical education and health instruction. 2) Observations were conducted by researchers using available instruments and adapted to the research needs. 3) Reflection was carried out by teachers or

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education personnel to reflect on and review the teaching practices implemented. This reflection was conducted in a structured manner with the aim of gaining a deeper understanding of the factors influencing the success or failure of a learning activity or strategy. Through this reflective strategy, teachers or educators can question and examine the assumptions underlying their actions, identify what works and what doesn't, and identify changes or improvements that need to be made.

Data Analysis

Quantitative data obtained in Cycle I showed that students who completed the learning motivation questionnaire, using intrinsic and extrinsic indicators, demonstrated interest in learning basic non-locomotor movements. The instrument consisted of 20 questions, each with positive and negative elements, depending on the student's response. The research findings revealed an intrinsic aspect, with an indicator of interest in learning basic movements from within, in five positive questions (items 1, 3, 6, 11, and 14), yielding an average score of 85.5%. A score of 85.5% is considered successful, meeting the minimum completion criteria (KKM). This indicates that the physical education learning activities involving basic non-locomotor movements in grade VII at SMP Negeri 1 Martapura demonstrated positive learning motivation in the research conducted by the research team over one cycle.

RESULT

Observations were conducted by researchers and collaborators including using cameras and questionnaires filled out directly by students. The results of field notes observations on students' learning motivation in learning basic movements of non-locomotor material, the movements include, among others, stretching the arms by working together and handing the ball without moving and the ball must not fall. The second game is moving in place with the song head knees shoulders feet, this PJOK lesson is one of the basic movement sports according to the age of 15 years / junior high school which was previously boring

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turned into fun no one left the field, no students daydreamed, no students played alone because with this play approach the children felt happy, excited, without the burden of competition, students seem to have changed a lot and progress where students have applied the form of basic non-locomotor movement games through the game a lot of progress has been experienced by students and in the game without realizing it the children were given treatment to react, flexibility, active gymnastics, cooperation and discipline, but there are still students who have not obeyed the rules agreed upon together but only a few.

Descriptive Statistics

Distribution of Learning Motivation Results for Basic Non-Locomotor Movements, Cycle 1,

Figure 1. Diagram

Key Results Summary

A summary of the overall results of classroom action research, specifically on sports learning, specifically on basic non-locomotor movements. The desire and interest in learning basic non-locomotor movements through play activities carried out by teachers and students is a result obtained to determine mastery of the learning being taught.

DISCUSSION

The results of this study indicate that the results of increasing motivation to learn

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basic non-locomotor movements through the playing method and 2 models of movement games have a significant positive impact on increasing the value of learning motivation, especially in terms of learning values of physical education and sports. This is in line with the findings (Yusmawati, 2025) which states that the method of playing with several game models using tools and music is effective in increasing the results of basic movement motivation values in non-locomotor movements (Pratama et al., 2022), especially flexibility movements, coordination such as rhythmic gymnastics (Chaniago et al., 2024).

Improving Basic Non-Locomotor Movements

This research uses cycles, where each cycle has systematic steps consisting of planning, implementation, observation and reflection.

Participal Implications

Based on the results obtained, learning basic non-locomotor movement through play can be an alternative or complementary learning model for Physical Education and Sports teachers. This play-while-learning model promotes cooperation, is fun, is easy to implement, and does not require complex facilities, making it suitable for use in Physical Education and Sports teaching in areas with limited facilities.

Furthermore, physical education and sports teachers can modify the type and intensity of basic non-locomotor movement instruction according to the students' age and ability levels. For example, students should be grouped according to gender. The stages of basic non-locomotor movement instruction allow students to repeat without becoming overly fatigued.

CONCLUSION

This study succeeded in producing the value of non-locomotor basic movement learning motivation that has met the minimum completion criteria through the play model, by lining up the students and students according to gender and forming a circle and starting to do the basic non-locomotor movement of moving the ball without falling. Doing basic non-locomotor movements using

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music and staying in place. The results of the action assessment criteria show that the play model can increase student learning motivation and provide a significant increase in terms of the minimum completion criteria KKM.

The play model designed in this study combines functional movements by working together using hand movements, (Handayani, 2014) with variations of playing with friends (students) using a ball, conducting close passes such as handovers. Furthermore, it uses local wisdom music and moves on the spot. This approach has been proven to be able to increase the motivational value of male and female students. Practically, this learning model using the play method can be an alternative strategy for increasing motivational values that is easy to implement by teachers in the region, especially for physical education learningand sports, specifically on basic non-locomotor movement. The use of simple tools like balls and music alone provides significant benefits in developing dynamic strength without the need for expensive or complicated equipment. These findings also contribute to the world of Indonesian sports learning, particularly in efforts to improve the quality of evidence-based training in accordance with the principles of modern sports education. (Aziz, 2025) Therefore, this play-based learning model is recommended as a supplement or partial replacement for conventional teaching modules on basic movement, especially non-locomotor, at the regional and national levels.

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