

Learning Basic Locomotor Movements for Elementary School Children through Games Activities

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ABSTRACT

The community service aims to educate elementary school physical education teachers about learning basic locomotor movements for elementary school children through games. The results of the activities carried out were: the number of participants who took part was 27 people, the activity was carried out for one day with a time allocation of 300 minutes, which was divided into a 180-minute theory session and a 120-minute practical session, or the method of implementing the initial stage of education was carried out through lectures and discussions active, participants are given general and specific knowledge related to basic movement theory, assessment of basic locomotor movement learning outcomes, other application methods, namely direct practice (part by part and as a whole) practicing basic locomotor movement concepts and practice assessing basic locomotor movements based on puzzle games. In conclusion, the activity ran smoothly, and the participants were very enthusiastic while taking part in the activity; the participants wanted this kind of activity to be carried out regularly within a certain period. It is hoped that this training will add insight that can improve children's locomotor learning system, which has been lacking so far.

Keywords: physical education teacher; basic locomotor movements; elementary school children

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INTRODUCTION

Basic movement learning is the teaching material of physical education teachers in schools at the elementary school level. The material is contained in the curriculum, and teachers are expected to be able to develop existing indicators into learning activities that take into account the characteristics of students at that level (Ahyan & Astuti, 2018), apart from packaging learning activities. Another thing that is no less important is how to evaluate the success of learning that has been carried out (Eddy et al., 2021). The problem that is often found is how teachers use measuring instruments to see the results of learning basic movements in a valid, reliable, and objective manner. Assessment of learning outcomes at the primary school level, especially lower grades, should also be packaged in a fun activity for them (De Souza Martins et al., 2017; Eddy et al., 2021).

Teachers' weaknesses when conducting assessments through observation activities in the form of performance tests are often carried out in activities that make elementary school children at that level burdened. Assessment is often carried out only by carrying out appearance tests or simply by carrying out conventional test procedures. Students will be tested one by one or tested in a certain number. Suppose it is done by paying attention to the psychological factors of elementary school children in the early grades. In that case, teachers can package assessment activities through performance tests with fun activities, namely through game activities. So, it is hoped that this atmosphere will give children the freedom to move and show a better appearance (Mahaseth, 2017; You et al., 2022).



Various alternatives carried out by physical education teachers with the sports teacher working group in a region turned out to be less than optimal in implementation. Meetings that should be held regularly should also be able to provide new experiences and provide entertainment for teachers when teaching. Meetings are not used to accommodate physical education teachers' difficulties obtaining various alternative assessment activities, such as assessing basic locomotor movements. Seeing these conditions, an activity should be held in a working group in an area with material on how to assess basic locomotor movements for students in the lower grades of elementary school. The training activities that researchers will carry out will be the starting point for teachers to provide updated insight and experience. It is hoped that this training activity will be able to develop physical education teachers' learning assessments in working groups or meeting forums that are regularly held in the area.

METHOD

The training activity was carried out for 1 (one) day from 08.00 WIB to 17.00 WIB on 28 August 2019 and was attended by 27 SD PJOK teacher participants who were members of the DKI Jakarta region sports teachers working group (KKGO). With the activity venue at the FIO UNJ Campus, Jln. Youth 10 Rawamangun, East Jakarta. The activity began with a speech from the chairman and the chief executive, reporting the aims and objectives of the activity as well as opening the event activities and continued with training events starting from theory sessions in class and practice.

The methods used in implementing activities are theory and practice. Where there are 3 presenters who competently provide material in turns for approximately 120 minutes during the activity. Activity material includes theoretical material about basic movements, an assessment of learning outcomes for basic locomotor movements, practical material about basic locomotor movements, and an assessment of basic locomotor movements based on puzzle games.

RESULT AND DISCUSSION

The training activity was carried out for 1 (one) day from 08.00 WIB to 17.00 WIB on August 28, 2019, which was attended by 27 Physical Education, Sports, and Health teacher participants who were members of the Sports Teacher Working Group (KKGO) in the DKI Jakarta area. The venue for activities is the Faculty of Sports Science Campus, Jakarta State University, Jalan Pemuda 10 Rawamangun, East Jakarta. The activity began with a speech from the chief executive to report the aims and objectives of the activity and opening the event activities. It continued with training events starting from theory sessions in class and practice in the field. The methods used in implementing activities are theory and practice. There are 3 presenters, according to their competence, providing material alternately at approximately 120 minutes during the activity. Activity material includes theory about basic movements, assessment of learning outcomes of basic locomotor movements, and practical material about basic locomotor movements and assessment of basic locomotor movements based on puzzle games. The results of the activities carried out were: the number of participants who took part was 27 people, the activity was carried out for one day with a time allocation of 300 minutes which was divided into a 180-minute theory session and a 120-minute practical session, or the method of implementing the initial stage of education was carried out through lectures and discussions active, participants are given general and specific knowledge related to basic movement theory, assessment of basic locomotor movement learning outcomes, other application methods, namely direct practice (part by part and as a whole) practicing basic locomotor movement concepts and practice assessing basic locomotor movements based on puzzle games, activities assisted by 4 (four) students starting from re-registration of participants, opening ceremony, documentation, and as a model of basic locomotor movements.

The activity ran smoothly, and the participants were very enthusiastic while taking part in it. Participants wanted this activity to be carried out regularly within a certain period. It is hoped that this training will add insight that can improve children's locomotor learning system, which has been lacking so far. Based on several research reports and observations, both in Indonesia and the

world, effective learning for elementary school children is through games activities, especially physical learning. Games involve children actively. So that the child's brain will be stimulated and creativity will grow. Games help children manage emotions and increase children's fighting power because they need patience, for example, when putting together puzzles, arranging blocks, etc. Games also train children to adapt to social environments and foster children's curiosity about other games (Michel Et Al., 2022; Sember Et Al., 2020; Tomaczowski & Klonowska, 2020; Vorkapic et al., 2021).



Figure 1 (a) Opening ceremony, (b) Message from the chief executive Dr.Eka Fitri Nofitasari, M.Pd., (c) Theoretical material, (d) Practice material, (e) Practice material, and (f) Photo with Presenters and Participants



Figure 2 Puzzle

CONCLUSION

The activity ran smoothly, and participants were enthusiastic while following theoretical and practical material. After the activity ended, participants gained new experiences related to the concept and practice of basic locomotor movements and practice assessing basic locomotor movements through puzzle games. After participating in this activity, it is hoped that Physical Education, Sports, and Health teachers in elementary schools will be able to do the following things: apply basic locomotor movement assessment based on puzzle games in teaching activities at school, be able to modify the form of assessment based on puzzle games, develop forms of assessment while still using a fun approach at the elementary school level, Physical Education, Sports and Health teachers can hold discussions related to the material that has been applied at school as well as modifications that have been carried out during the teaching process, so that various weaknesses and strengths of the activities that have been carried out are obtained as evaluation material for the next activity.

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