



The Effectiveness of the Sports Game Approach in Improving Gross Motor Skills of SB At-Tanzil Ampang Malaysia Students

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ABSTRACT

Physical education, sports, health is a physical activity contained in the curriculum at every school level. There are 3 important aspects in health sports physical education, namely affective, cognitive and psychomotor aspects. This research aims to improve motor skills in SB At-Tanzil Ampang students by introducing sports games and traditional games. Such as jumping rope, gobak sodor and other sports games. This study uses an experimental method with a one-group pretest posttest research design. The result of this study is that the game approach has significant results in improving gross motor skills in SB At-Tanzil Ampang students, so that the game approach is effective to be used as one of the learning methods.

Keywords: *Sports Games, Traditional Sports, Gross Motor*

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INTRODUCTION

One of the learnings contained in the national education system is the learning of physical education, sports, and health. The activity is in the form of physical activities that have a good impact on health, as well as increasing the growth and development of movement for the human body (Panjaitan & Fardana, 2023). Learning activities that focus on students' gestures are emphasized through physical education learning. The learning process of physical education related to physical activity will involve the muscles of the body in the learning process, therefore the psychomotor aspect is a concern for all levels of school. Therefore, an interesting learning strategy must be created in the physical education learning process. When students have good gross motor skills, they will also have good mental development, so that the confidence that exists in them will be created and will increase, because they can adjust to their environment. It will have

a positive influence on their motor and cognitive abilities (Hidayanti, 2013). In line with the research above, to improve children's motor development, teachers can apply interesting physical education learning by involving games in it. Games that attract students' attention while training students' gross motor skills, as well as creating interactive learning between teachers and students.

In a study, it was stated that effective suggestions in developing motor skills were found in physical education learning, including the personal development of students can be seen in their motor skills. In this regard, physical education is a full supporter of national education goals (Rodi'ah & Hasanah, 2021). Everything related to body movements is called motor, which determines motor development including muscles, nerves and brain. These three elements each carry out their role by interacting positively, meaning that these three elements are interrelated, mutually supportive and complementary to each other to achieve more perfect conditions of movement. There are 4 factors that can support children's motor skills, certainly not far from the intervention of parents and teachers in directing them. 4 factors include; 1) growth and development of the nervous system; 2) muscle growth; 3) growth and development of endocrine glands; 4) changes in body structure (Kiranida, 2019). In line with the research that has been carried out, some of these inhibiting factors make students have less movement development. In addition, there are other obstacles, such as the lack of school facilities and infrastructure and the factor of parents who play a less active role in paying attention to children's growth and development. The majority of students in Malaysia have parents who are busy working, so in the end the child development process is less than parental attention. Parents' attention is almost only given in the morning before leaving for work and at night after finishing work. This causes a lack of parental attention to children.

Based on findings in the field, the students of SB At-Tanzil Ampang Malaysia are Indonesian citizens who live there without official documents. In this regard, these students cannot enter formal schools in Malaysia. In the end, the Indonesian Embassy in Malaysia took the initiative to provide SB (Guidance Studio) which is a special school for Indonesians under the auspices of SIKL (Indonesian School Kuala Lumpur). With the existence of SB (guidance studios) established in various regions in Malaysia, now Indonesian children who are there can feel the right to enjoy education properly. Apart from that, the effectiveness in physical education learning at SB At-Tanzil Ampang is still very inadequate. One of the factors is the limited facilities and infrastructure as well as physical education learning time. In addition, physical education learning

which is carried out once every 2 weeks in a fairly short time, causes a lack of gross motor skills of students. Motor development itself includes physical development, such as body development, large muscles (gross motor), and small muscles (fine motor). Children should have ample opportunities to move and learn through motor sensory experiences, which include the use of large and small muscles. Other factors that can provide development in children's motor skills include met nutritional needs, and health. The environment can also affect gross motor development in children, for example the availability of games and opportunities for different types of movement exercises have an impact on this development (Hartina & Bakar, 2019). One of the activities that is usually carried out at SB At-Tanzil Ampang is gymnastics. The gymnastics carried out was only in a limited room. This causes limited space for movement in doing gymnastics, which causes less than optimal gross motor development in students. In addition, the teachers who teach there do not have teachers who have a physical education background, so the teachers there only rely on gymnastics videos as a reference in developing students' motor skills.

METHOD

The method in this study uses a quantitative research method, where this quantitative research is more systematic, planned and structured (Nasrullah, 2015), the experimental method with the research design used in this study uses One Group Pretest and Posttest Design, research activities were carried out as many as 12 meetings with one pretest, ten times treatment and one-time *posttest*. The population in this study is all students from seven existing classes. The sample in this study is all students in grade VI using sampling techniques cluster random sampling. Where the sampling carried out is based on a certain group or area (Vionalita, 2020). With a sample of 14 students, six women and eight boys, with the age criteria of 12-15 years. Data collection in this study uses tests and observations to determine the increase in gross motor skills in students. The tests carried out are the Motor Ability.

RESULTS AND DISCUSSION

Result

The results of this study were obtained from the results of *pretest* and *posttest data analysis*. The results of the gross motor improvement data in SB At-Tanzil Ampang students are described as follows.

Normality Test

The normality test for motor improvement of SB At-Tanzil Ampang students in the data of the shuttle run test and the ball throwing test used the Kolmogorov-Smirnov test. The results of the normality test are illustrated in the following table.

Table 1. Results of the Normality Test of the Shuttle Run Test and the Ball Catch Throw Test

<i>Variable</i>		<i>Statistics</i>	<i>Df</i>	<i>Sig.</i>
Shuttle Run Test	<i>Pretest</i>	0.145	14	0.200
	<i>Posttest</i>	0.16	14	0.200
Ball Catch Throw Test	<i>Pretest</i>	0.213	14	0.086
	<i>Posttest</i>	0.151	14	0.200

From the results of the table above, it can be seen that the pretest data of the shuttle run has a value of p (sig) $0.200 > 0.05$. Meanwhile, the posttest data has a p (sig) value of $0.200 > 0.05$. Then, in the pretest data, the ball throw has a value of p (sig) $0.086 > 0.05$, while in the posttest SATA it has a p (sig) value of $0.200 > 0.05$. Based on the results of the data test, the pretest data in this study was distributed normally.

Homogeneity Test

The results of the homogeneity data test in improving the motor skills of SB At-Tanzil Ampang students through the shuttle run test and the ball throwing test are as follows.

Table 2. Results of Homogeneity Test Shuttle Run Test and Ball Catch Throw Test

	Levene Statistic	DF1	DF2	Sig.
Shuttle Run Test	0.005	1	26	0.947
Ball Catch Throw Test	0.012	1	26	0.884

The results of the homogeneity test in improving the motor skills of SB At-Tanzil Ampang students through the shuttle run test and the ball throw test can be found to be the significance value of the shuttle run test which is 0.947 or > 0.05 and the significance value of the ball throwing

test is 0.884 or > 0.05 , so it can be concluded that the values of the pretest and posttest variants in the shuttle run test and the ball throw test are homogeneous or the same.

Hypothesis Test

The results of the T test in the shuttle run test and the ball throw test can be seen in the following table.

Table 3. T-Test Results Sample Test Shuttle Run

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% confidence Interval Of The Difference		t	Df	Sig
				Lower	Upper			
Pretest	-2.2143	0.57893	0.15473	-2.54855	-1.88002	-14.311	13	0.000
Posttest								

Based on the table above, the results of the T test can be seen to have a calculated t-value of -14.31. With a value of p (sig) $0.000 < 0.05$. Therefore, if the significance value is smaller than the criteria, there is a significant influence. Thus, the sports game approach has proven to be effective in improving the gross motor skills of SB At-Tanzil Ampang students.

Table 4. T-Test Results Sample Test Throw Test Ball Capture

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% confidence Interval Of The Difference		t	Df	Sig
				Lower	Upper			
Pretest	-2.71429	0.91387	0.24424	-3.24194	-2.18663	-11.113	13	0.000
Posttest								

Based on the table above, the results of the T test can be seen to have a calculated t-value of -11,113. With a value of p (sig) $0.000 < 0.05$. Therefore, if the significance value is smaller than the criteria, there is a significant influence. Thus, the sports game approach has been proven to be effective in improving gross motor skills in SB At-Tanzil Ampang students.

Discussion

This study consists of two variables, namely the effectiveness of the sports game approach in improving gross motor skills in SB At-Tanzil Ampang students, which consists of 3 indicators, namely positive communication, enthusiasm in learning, and good coordination and cooperation. This research was conducted for 12 meetings with 10 treatment and 1 time pretest and 1 time posttest (Rizal, 2014).

In this study, data was obtained through using tests and observations in the field. The test is carried out twice by each child. The results of the test are summed and averaged. The data obtained was described and analyzed with the help of the SPSS v.22 software program. In each test, children are scored according to their abilities with a score range of 70-95. Then from the 3 indicators of the effectiveness of the sports game approach in improving gross motor skills in SB At-Tanzil Ampang students, it was summed to calculate the level of effectiveness of sports games in improving gross motor skills overall.

Sports games are physical activities that are structured and have complete rules and there is a contest among the players to produce predictable results. Permian sports can also be in the form of traditional folk games such as jumping rope, clogs, obstacles and others. With this, the sports game approach can improve students' gross motor skills at SB At-Tanzil Ampang (Kurniawan, 2019). The method used in this study is through a sports game approach in the form of jumping rope, where jumping rope is one of the folk games with local wisdom that is rarely played by children in the current gen-z era (Nissa et al., 2020). Therefore, the researcher wants to reintroduce one of the folk games as well as improve students' gross motor skills.

Based on the results of the study, it is known that the p value is $0.000 < 0.05$ with these results can show the influence of sports in improving the motor skills of SB At-Tanzil Ampang students. This jump rope game is not played individually but is played in groups. There is movement in the legs when jumping over the rope, this can be used as a means to train students' gross motor skills so that strong leg muscles are formed. This can increase students' gross motor skills in playing rope jumping. The benefits of jumping rope games are known as follows (Indriana, 2020).

1. To form a strong and healthy physique accompanied by dense muscles. In addition, in the game of jumping rope, children can train gross motor skills, also develop kinesthetics in children.
2. Forming the character of children who have courage. Because in this jump rope game has varying heights, this is a challenge that must be passed and requires high courage.

3. Creating positive energy in children, because in this case children can manage their emotions when playing. When playing jump rope, children can move, jump, laugh, and even scream.
4. In the game of jumping rope there are 3-5 people, so the game requires children to communicate to empathize, cooperate, and obey the rules. This is a medium for children to socialize
5. Have a sense of sportsmanship

CONCLUSION

Based on the results of the data analysis above, through the implementation of the sports game approach, there are significant results in the form of an improvement in gross motor skills of SB At-Tanzil Ampang students. Therefore, through this study, it was found that the sports game approach has been proven to be effective in improving students' gross motor skills, so that the implementation of the game approach can be used as one of the learning methods for students at school

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