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RESEARCH ARTICLE

Learning of Locomotor Movement for Elementary School 24 Sawang

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Abstract

The general aim of this research is to improve elementary school students in locomotor movements. Apart from that, this research was conducted to obtain in-depth information about the application of locomotor movement learning. The design of this research is Action Research. The subjects in this research were 20 students of Elementary School 24 Sawang. This research was conducted in two meetings of two cycles. The first cycle shows that through action students can motivate themselves. From this cycle the results are 50% complete/passed and 50% not. In the second cycle, as a reflection of the first cycle, it also shows that actions motivate students. The results of the second cycle were 90% complete/passed and 10% not. Based on the results of this research, it can be concluded that: (1) Learning and understanding about locomotor movements improves student learning outcomes, (2) Learning locomotor movements motivates students and makes students active in participating in the learning process.

Keywords
Learnng, Locomotor Movement, Elementary School.

INTRODUCTION

Early age is a golden period where stimulation of all aspects of development plays an important role in subsequent developmental tasks. Early age is the age where children begin to know themselves and the environment around them, therefore at this time children must be given various stimuli or stimuli so that their growth and development is good. This stimulus can be in the form of education, with children's education becoming more focused, especially in terms of play, children will be directed by teachers or mentors to carry out activities that are beneficial for their physical and mental development. Elementary school helps physical and spiritual growth and development so that children are ready to enter further education. Educational activities must be designed in such a way as to produce an intelligent and qualified generation in order to keep up with the advances in science and technology that are currently developing.

At this age, there is enormous potential to optimize all aspects of development, including the development of motor skills as a development of elements of maturity and control of body movements. Motor skills are divided into two, namely gross motor skills and fine motor skills. (Samsudin, 2005) stated that gross motor skills are activities using large muscles which include basic locomotor, non-locomotor and manipulative movements, while what is meant by fine motor skills is the ability of preschool children to carry out activities using fine muscles (small muscles) such as writing, drawing. and others. Good basic movement skills or skills can be achieved through regular and well-organized training and conditioning in accordance with behaviorism theory, where changes in behavior are the result of experience, experience is obtained from the learning process through education.

Based on the results of observations carried out at SD Negeri 4 Sawang in January 2024, various conditions at the school show that the teachers at this school stimulate children's cognitive and fine motor skills more. Almost every day children are taught about recognizing Latin letters, hijaiyah letters and learning to count. The learning process given to children also stimulates fine motor skills, such as through coloring activities, making collages, weaving, cutting, and so on. Gross motor skills, especially children's

locomotor movements, are still less visible when observers carry out initial assessments of children. There are several activities provided by researchers, including jumping on one leg, walking in a straight line, walking backwards in a straight line, walking quickly across a zig-zag line, running through a zig-zag line, jumping with 2 legs forward and backward, jump over objects as high as 10 cm, and express various head, hand or foot movements according to rhythm.

(Samsudin, 2008) basically movements can be classified into locomotor, non-locomotor and manipulative. These three classifications are movements which underlies more complex physical activities such as those seen in sports and play. As stated by (David L. Gallahue, 2006) motor skills can be classified into three types, namely: (1) Locomotor: walking, running, jumping, (2) Object Control: throwing, catching, kicking, and (3) Balance and Stability. One of them is basic locomotor movement which is defined as the movement or skill of moving the body from one place to another to lift the body upwards.

Basic locomotor movements are the basis for various skills that really need guidance, practice and development so that children can carry them out well and correctly. Some basic locomotor movements develop as a result of several stages. The process of forming movements does not occur automatically, but is an accumulation of learning and practice processes, namely by understanding movements and carrying out repetitive movements accompanied by awareness of the movements being carried out.

Sayuti Sahara in Sujiono (2003: 4.6-4.7) locomotor movements are basic movements which are the foundation to be studied and introduced to Danar School children, including: walking, running: jumping and landing. Based on the theoretical description that has been put forward above, based on the expert's opinion, it can be concluded that the basic locomotor movements consist of walking, running and jumping. Basic locomotor movements are a pattern of basic movement skills that are complex, specific, and have a regular movement rhythm.

METHODS

This research was carried out at SD Negeri 24 Sawang. This research uses a classroom action research (PTK) approach. The research method used is action research. Kemmis & Mc Taggart's action research (in Arikunto, 2006: 132) includes four stages, namely (1) planning, (2) action, (3) observation (observation), (4) reflection (reflection). In Kemmis & Taggart's model, acting and observing are used as one unit because they consider that these two components are two activities that cannot be separated.

The data collection techniques used in this research are documentation, interviews and observation. The documentation in this research is collecting information about reports on the results of children's independent development, photos and videos of learning activities in the modified relay game. Interviews were conducted with school principals who were also teachers and children to obtain in-depth information about locomotor movements.

Data processing in this research uses two types of data, in accordance with the demands of action research, namely qualitative and quantitative data. Research data analysis uses quantitative data analysis with descriptive statistics to illustrate respondent scores for each study in table or graphic form. Qualitative data analysis contains information in the form of diagrams that describe the characteristics of the activities and skills demonstrated by children during learning activities through the process of data reduction, data display and data verification carried out in a process.

RESULTS

The results of the research showed that children's locomotor movements had begun to improve with each meeting from the first cycle to the second cycle.

Cycle I

Giving action in cycle I, the researchers and collaborators carried out an assessment of the child's locomotor ability. This is done to find out the score obtained by the child after giving the action in cycle I. The results of the assessment after giving the action in cycle I are as follows:

Table 1. Locomotor Movement Ability in Cycle I

No	Keterangan	F	%
1	Tuntas	10	50
2	Tidak Tuntas	10	50
Jumlah		20	100

Based on the table above, it can be seen that in the first cycle of testing there were 10 children who were said to have completed it with a percentage of 50% and there were 10 children who had not completed it with a percentage of 50%. Therefore, researchers and collaborators agreed to continue to cycle II. This is done by agreement between researchers and collaborators. This is also done with the consideration that the child's locomotor skills increase in accordance with the specified standards. Apart from that, the implementation of cycle II will make teachers more accustomed to providing locomotor movement learning to children.

Cycle II

The following are the results of the assessment after taking action in cycle II, as follows:

Table 2. Locomotor Movement Ability in Cycle II

No	Keterangan	F	%
1	Tuntas	18	90
2	Tidak Tuntas	2	10
Jumlah		20	100

Based on the table above, we can conclude that 18 children completed with a 9% presentation and 2 children did not complete with a 10% presentation.

At this last meeting the students seemed to have made a lot of changes and progress where the students were able to carry out movements well in every aspect. An increase in the total number of students indicates student progress in participating in learning

Table 3. Comparison of the results of Cycle I and Cycle II

No	Kategori	Siklus I		Siklus II	
		F	%	F	%
1	Tuntas	10	50	18	90
2	Tidak Tuntas	10	50	2	10
Jumlah		20	100	20	100

It can be seen from the table above that in cycle 1 there were 10 students (50%) who passed and 10 students (10%) did not pass, in cycle 2 there was a significant increase in the number of students who passed were 18 students. (90%) and 2 people (10%) did not pass, so it can be concluded that there was an increase in results seen from cycle 1 compared to cycle 2.

CONCLUSION

Based on the findings and discussion, the researchers concluded several things, including: (1) Locomotor movements, designed based on a curriculum adapted to the school and children's needs. By simplifying implementation procedures, learning scenarios, children's learning development activities, and simplifying data processing instruments in the form of learning activity units. (2) The results of the implementation of locomotor activities showed an increase in 20 elementary school children through Cycle I and Cycle II testing. This increase is the impact of a learning atmosphere that is very appropriate to the

characteristics of early childhood so that learning activities are more enjoyable and meaningful, especially in developing locomotion abilities to walk, run and jump.

The advice that can be given is that teachers should provide more opportunities for children to carry out activities that can stimulate children's locomotor skills, apart from that, teachers should be more creative in combining various activities in the surrounding environment, either with existing game media at school or new game media.

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