MODEL DEVELOPMENT OF LEARNING BASIC MOTION NON-LOCOMOTOR FOR JUNIOR HIGH SCHOOL STUDENT

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ABSTRACT

This research aims to develop a model of learning basic locomotor movements to students of SMP Negeri 9 Banda Aceh that supports active and creative learning (Active Creative Productive Effective and Fun) on the learning system of Physical Education and Health at the school. With the implementation of trials conducted in SMP Negeri 9 Banda Aceh and SMPN 11 Banda Aceh, which is a school in the city of Banda Aceh province. This study is a model of research and development (R&D) as proposed by the Borg and Gall, through several important stages in the development of broadly divided into three stages of development; 1. Phase identification and requirements analysis, design and development phase 2. Draft a model, 3. The testing phase (expert review, small group trial and field trials). Small group trial conducted at SMP Negeri 9 Banda Aceh to 15 students, while the field trial involving 61 students from two schools that students of SMP Negeri 11 Banda Aceh. Based on the test results of the effectiveness of the model, proven empirically that the product results in the form of basic motion manipulative learning model for junior high school students have a very good level of effectiveness. This is shown by the t-test results at this stage of observation of repetition of the development model of learning basic movement locomotor (PGDL) with indicators of throwing, catching, rolling, driving, controlling and kicking to the target in the form of the game individually, in pairs, teams and classical with the level of truth which showed that the t-test on the two tests is greater than t-table. In other words, the basic locomotor movements learning model is effective to support the teaching of Physical Education and Health in the junior class VIII.

Keywords: Syntax, Basic Motor Movement
INTRODUCTION

The process of accumulation of a number of curriculum that are not able to outline the needs of the community as a user so that graduates of an institution that is supposed to be a new comer and coveted by the public as a carrier of change and renewal, even a burden on society becomes, or as an addition to the total number of unemployed and considered a virus that makes disease society is getting worse, he was not able to create jobs, but it is an addition to the total number of job seekers, thus education is considered just biased to answer an age trend is not something critically to change and respond to the challenges of the times.

Multilateral movement is a form of overall basic human movement such as; motion locomotor, non-locomotor or movements move the running, jumping, sneaking, creeping rolled, then the motion of non locomotor is movement without moving place but move capability flexibility joints in all directions like a contorted body, rotate the shoulders, lifting legs, movement the balance of the various forms of flexibility and further movement manipulative motion is any form of movement that uses a variety of tools such as kicking a ball, throwing objects, and in the form of a game with other tools. Physical multilateral physical development: Sports-specific physical development, or general fitness as well we know, provides basic training for success in all sports. Type of development goals biomotor basic upgrades, such as endurance, strength, speed, flexibility and coordination. Athletes who mengmbangkan solid foundation will be able to better tolerate exercise activities specific and ultimately have a greater potential for developing athletes. (Bompa Tudor O. and G. Gregory Haff, 1999: 3)

Gaps occur where, in principle, as a result of changes in the shape or model of teaching-integrated with thematic patterns, have made the teachers teach the true loss patterns, it is based on what is have been submitted by teachers to the author, that they really do not understand how the implementation of the teaching of Physical Education, Sport and Health were able to develop basic movement of students for their students, they understand it is some of the activities of Physical Education, Sport and Health in primary schools is much to forms the tendency to form sports compete in play activities, such as agility and strength pitted like sprinting short distances and tug of war.
Then that happens on the field is no one form of the learning process that leads to the form of games that correspond to physical development, motion children age range of junior class VIII, such as the need to consider aspects of safety, comfort, their form of cooperation, fostering a sense require mutual respect, an attitude of wanting to know the high, driven wanted to appear in every activity, meaning that it bermamfaat for his friends. So it is very regrettable that the current process of learning in secondary school class VIII much to the forms which the authors deem appropriate for their development and psychological growth of children.

Based on a number of discussion as has been pointed out above that is a gap in the learning process, especially on the subjects of Physical Education, Sports and Health in Middle School class VIII, it is essential to develop a construct learning standards, so it will be able to be integrated by the class teacher in integrated thematic learning for Design Scenarios learning to be implemented. Furthermore, based on the author's observation on the curriculum for the lesson of Physical Education, Sport and Health yet spelled out in detail about the forms or models of learning in competence essentially for basic motion mainly basic motion locomotor, therefore, the author will develop a model Learning Basic Motion Locomotor on Middle school eighth grade, where researchers will also examine the level of activity student progress and willingness to exercise and the impact of these activities when associated with mental and social aspects, such as joy, mutual respect and attitude in taking actions or decisions, as well as attitudes and behave as expected.

**METHODS**

Draft guidance for the development of this research model proposed by Borg and Gall, with ten steps starting from the development;

1. Preliminary observations (prasurvei).
2. Conduct planning,
3. Develop the type / shape of the initial product,
4. Conducting field trials,
5. Revise the main product,
6. The main field trials (wider),
7. Revise the operational product,
8. To test the operational field (due diligence),
9. Revise the final product (final revision) and,
10. Disseminate and implement the product.

**Pictures 1. Development Phase**

But broadly divided into three stages namely development; 1. Phase identification and analysis of needs, 2. The development phase of design and draft a model, 3. The testing phase (expert review, small group trial and field trials). Small group trial conducted at SMP Negeri 9 Banda Aceh, field trials are also conducted in SMP Negeri 9 and 11 students of SMP Negeri Banda Aceh. Data were collected through documentation, questionnaires and observations as well as test and non test, aims to test the practicality and effectiveness of the model are analyzed descriptively with the test criteria as follows: a. The learning model basis of non-locomotor movement is said to be valid if: (1) More than half (50%) stated that the validator is based on the theoretical learning is strong. (2) More than half (50%) stated that the validator components of this learning model is consistently related. (3) The trial results show the components of this model are interrelated. (Ratuman, in Ardana, 2007: 101). b. The model is said to be practical PGDL if: (1) More than half (50%) validator gives consideration that this model can be applied in the classroom, teacher states can apply this model in the class and level of adherence to this model should be high. c. Model PGDL said to be effective, if it meets the following criteria: (1) Activities of students in the following study is high. (2) Student achievement is fair that a minimum of 85% of student learning outcomes that are in both categories, and meet the minimum completeness criteria (KKM) 85% of all students. (3) At least 85% of students had a positive response. Positive responses are characterized by student answers 4 and 5, while the majority
of negative responses are characterized by the students' answers 1, 2, and 3 on a scale of five. (Ardana, 2007: 104).

RESULTS AND DISCUSSION

Based on the results of the validation test experts, small group trial, and field trials are basically learning model development the basic motion of non-locomotor have met the qualifying criteria the implementation of a model of learning which are: syntax (syntax), the social system (social system), reaction principle (principles of reaction), the support system (support system), as well as instructional impact and impact Bridesmaids (instructional and nurturant effects). PGDL learning model also has qualified validity, practical, and effective, in which the results showed: a. In general, or 100% validator expressed preliminary draft PGDL models based on the theory of the strong, b. All validators (100%) stated that the components of the model have a relationship of mutual support. Thus the draft of the initial model development model basic locomotor movements (PGDL) meets the criteria of validity, c. Model otherwise practical, because in general, or 80% validator states PGDL models can be applied in the field or in the classroom means that teachers can apply this model in the classroom and in the field. d. The trial results of small groups overall mean adherence to the model is = 89.89%, which means that the level of adherence to the model at the level or category of "very high", e. PGDL effectiveness of the model, from the test results that look small group of student activities, learning outcomes and student responses to a model that meets the requirements which the average student activity = 95.76%. Once converted into student activity classification table, then to the acquisition of the mean value belonging to the category of learning activities criteria so tow g. The results of field testing and product testing, product effectiveness significance level models are in the reception area or in town under the hypothesis $\alpha = 0.05$, based on the results of testing the effectiveness of the model, proven empirically that the product results in the form of basic motion manipulative learning model for high school students class VIII has a very good level of effectiveness. This is shown by the t-test results of observations of repetition of the development model of learning basic movement locomotor (PGDL) with indicators of throwing, catching, rolling, kicking, controlling and kicking to the target in the form of the game individually, in pairs, teams and kelasikal and truth movement shows
that the t-test on the two tests is greater than t-table. In other words, the basic motion manipulative learning models using simple tools effectively to enhance the capabilities and wealth of movement for students.

CONCLUSION

T-tests for students of SMP Negeri 9 Banda Aceh assessed from the aspect of skills, knowledge and attitudes are for the indicator throwing capture, control / dribble with his hands, roll the ball, control and shoot the ball into the goal, values obtained respectively by 26 , 046, -18, 943, -26.783, and -23.591, with a significant level of overall smaller than the value of $\alpha = 0.05$, where the value is in the region H1 hypothesis acceptance or rejection of H0, thus it can be concluded that the effectiveness of the model learning basic locomotor movements are considered very effective.

Results of data if the t-test for students of SMP Negeri 11 Banda Aceh, with an assessment of the aspects of the skills, knowledge and attitudes as follows obtained by value t-test with the order of: throwing capture, control / dribble with his hands, the ball rolling by, control and shoot the ball into the goal that the value of each = -22.054, -14.148, -27.538, and -17.471 with the significant level generally lower than the value of $\alpha = 0.05$, which is in the region H1 hypothesis acceptance or rejection of H0. Thus, it can be concluded that the effectiveness of the learning model basis of non-locomotor movement (non-PGDL) is very effective.

REFERENCES


