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Learning Model Based Traditional Game to Improve Motoric and Keeping Culture of Traditional Games (research and development in state elementary school of Perbaungan) Muhammad Fauzi Purba Department of Sport Education Post Graduate School, State University of Medan Medan, North Sumatera Utara zifauzy@gmail.com Novita, Albadi Sinulingga Department of Sport Education Post Graduate School, State University of Medan Medan, North Sumatera Utara Abstract —This study aims to produce a good, effective and fun primary school learning using model based traditional game to improve motoric and keeping culture traditional game in a, which can be used by sports education and physical health teachers.

This study uses research and development approach (R and D), which adapt the development research steps according to Borg and Gall (1989), research development including: (1) research and information collecting, (2) planning, (3) develop preliminary form a product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, dan (10) dissemination and implementation.

The data collection instruments used were: (1) interview, (2) the value scale, (3) teachers observation (observation model), (4) the observation of model effectiveness, and (5) questionnaires for students. The data analysis techniques used was qualitative and quantitative descriptive analysis. The result of a model of motoric learning throught modified traditional game for elementary school children which contain five games namely: (1) bentengan, (2) hydra, (3) gobak sodor, (4) cat and mouse, (5) boi-boian, which are arranged in the form of giud book.

Based on the data analyzed form experts assessment and student questionnaires for

students, it could be concluded that the learning motoric model throught modified traditional game for elementary school is good and effective used in learning. Keywords: learning model, traditional game, elementary school students, research development. I.

INTRODUCTION Education is the learning of the knowledge, skills and habits of a group of people who are transferred from one generation to the next through teaching, training, or research.The Motor of development that is not obtained at home, because at school children interact with many of their friends. Based on previous research, it appears that Batang Terap 101936 Public Elementary School, especially PJOK subjects provide learning materials in the form of various types of sports that are modified according to the age of students, and rarely provide material in the form of traditional games to students.

One of the goals of physical education is to improve motoric for students, and the level of sd is the stage of motoric development for students, to develop the potential of motor skills in children of lower-grade primary school requires training or in the form of a game approach to improve gross motorics with appropriate characteristics and the ability of elementary school children The survey conducted by the Asian parent Insights (2014), in the study area of Southeast Asia, involved at least 2,417 parents who have gadgets and children aged 3 - 8 years in 5 countries namely Indonesia, Malaysia, Singapore, Thailand and the Philippines.

With a number of samples of these parents, 3,917 samples of children aged 3 - 8 years were obtained. 98% of the children respondents aged 3 - 8 years are gadget users, 67% of them use their parents' gadgets, the other 18% use their own or family's gadgets, and the remaining 14% use their own gadgets. The results of this survey indicate that gadget users today are not only adults to teenagers, but also children.

As many as 98% of child respondents in Southeast Asia use gadgets or mobile devices (mobile devices), most gadgets are used as media or playing tools, namely to play game applications Along with these various problems, the researchers tried to examine motoric quality and to impress elementary school students' love of traditional games.

From the results of observations and interviews in Perbaungan Subdistrict, namely Batang Terap 101936 Public Elementary School, a general picture of the learning of physical education, sports and health is not yet optimal in fostering students' motorbike development skills. There is a need to develop learning to improve the motoric quality of students.

This section of the paper is intended to discuss the development of traditional

game-based learning. Traditional types of games namely (1) bentengan, (2) hydra, (3) gobak sodor, (4) cat and mouse, (5) boi-boian II. METHOD The study was conducted at SD Negeri 101936 Batang Terap, Perbaungan District. The research was carried out in fourth graders.

The study was conducted in the 2018/2019 school year first semester agustus month. This study uses Research and Development developed by Borg and Gall. According to him, Educational research and development is a process used to dual and validate educational products. This means that education development research is a process used to develop and validate educational products.

The results of development research are not only developing an existing product but also find knowledge and answers to practical problems. The following are the steps of development research according to Borg and Gall. Fig.1. The Steps Of Research And Development According To Borg And Gall (2003). These steps were adapted into 7 draft development research procedures as follows: 1. Research and Information collection.

This study conducted a preliminary study on the content of elementary school physical education curriculum and assumed, there were some problems in the quality of learning. Therefore researchers are interested in researching further. 2. Planning Start analyzing information collected from literature studies, observations and interviews. Analysis is used to focus the problem. 3.

Develop Preliminary form of Product After the analysis process, researchers began to develop products to assist elementary school teachers in improving students' motor skills. This product was in the form of initial products and in its development are carried out as follows: (a) analyzing the content of motoric learning material and basic competencies (KD) and core competencies (KI). (b) Analyze the characteristics of the growth and development of high school students.

(c) Analyze the purpose of developing a game activity learning model. (d) Develop a model of motoric learning with games adapted to the physical education curriculum of primary school health sports. 4. Validation of experts and revision Before conducting a small-scale trial of the initial product, the product received validation from material experts, namely: (1) elementary school physical education experts. (2) Game experts for elementary school children. (3) Elementary school physical education teacher.

In the validation process the experts give value and input to the initial product. This revision process continues until the product reaches a certain value limit. 5. Testing and Revision of Play Field Small scale trials were carried out using videos observed by the

material experts, observations made on the substance of the game, the effectiveness of the game model, the teacher as the pilot of the trial. The product results are in the form of a game guide book.

And follow up on input from experts. 6. Testing and Revison of Operational Field The process carried out is similar to the process carried out by the small-scale trial phase, the difference in the case of more large-scale subjects than small-scale subjects. In this case the small-scale trial subjects did not participate in large-scale trials.

The revision process was carried out after receiving input from material experts. 7. Final Product After various revisions were carried out, the final product was formulated and made in the form of a manual for motoric learning, modification of traditional games for high school elementary school children. III.

RESULTS AND DISCUSSION After various stages of research, four traditional game products were modified as follows: 1) Traditional Game of Bentengan. a) Game goals a. Improve gross motor skills agility, speed, and coordination (psychomotor). b. Train the basic motions of running, avoiding and throwing. c. Understand the variations in basic motion patterns such as locomotor and maniputative (cognitive) motion. d.

Develop an attitude of cooperation, honesty and sportsmanship (affective). b) Equipment a. Volleyball is 6 or more b. Cun (fort area) c) How to play a. This game starts with two groups, each of which consists of 4 or more people. b. Then each group chose a pillar or pillar as a 'fortress'. Around the fort there is a safe area for groups that have pillars or pillars. If in a safe area, they do not need to be afraid of being hit by an opponent. c.

Group members will try to throw the ball towards the opponent and make it "captive", d. Players who have been caught / hit by the ball from the opponent must go to the opponent's fortress to become captives. e. Players must be quickly pick up wild balls that have been thrown from both friends and opponents to increase attack abilities, f.

Players can be free prisoners by going to the opponent's fortress and touching them with their hands (but do not get hit by the castle guards), g. The winner is a group that can make its entire opponent’s captive (who collects the most prisoners when the time is over). Fig. 2. Field / game formation bentengan d) Caption Benteng Players 2) Traditional Game of Hydra (Oray-orayan) a) Game goals a.

Improve gross motor skills agility, speed, and coordination (psychomotor). b. Train the basic motions of running, avoiding and throwing. c. Understand of variations in basic

motion patterns such as locomotor and maniputative (cognitive) motion. d. Develop an attitude of cooperation, honesty and sportsmanship (affective). b) Equipment a. Volleyball is 4 or more b. Cun (fort area) c) How to Play a.

The children line up with the parent in front and walk around the gate that stands in the middle of the yard, singing songs. b. At certain times according to the song, the dragon snake will walk through the gate. c. When the song runs out, the child who walks the back will be caught by the gate. d.

After that, the mother (with all members of the line lined up behind her) will dialogue and argue with the two gates regarding her son being arrested. e. In the end, the captured cyanak was told to choose to be placed behind one of the "gates". f. The game continues until the parent runs out of children and the game continues with team games between gates. g.

The game is continued by eliminating the opponent's members until they are exhausted by throwing / about snake tail opponents by the parent with the ball. h. The child / tail affected by the ball must come out and keep encouraging his teammates. i. The game continues until the parent is hit by a throwing and the winning team is the team that still has the person / parent. Fig.3.

Field / game formation Hiydra/Oray-orayan Fig..4. Field / game formation Hiydra/Oray-orayan d) Caption player (as parent / head) Player (as a child / tail) 3) Game Galasin/Gobak Sodor a) Game goals a. Improve gross motor skills agility, speed, and coordination (psychomotor). b. Train the basic motions of running, avoiding and throwing. c.

Understanding variations in basic motion patterns such as locomotor and maniputative (cognitive) motion. d. Develop an attitude of cooperation, honesty and sportsmanship (affective). b) Equipment a. Volleyball as much as 4 or more b. Cun (game boundary area) c. playing field ruler c) How to Play a. For players into 2 groups, namely guards and attackers (one group consists of 5 people or more). b.

If in one group consists of 5 people, it takes a field that is divided into 4 rectangular squares (the field is adjusted to the number of players). c. The attack group will be guard each line (horizontal lines and vertical lines) d. Horizontal line guards can only move left and right according to the position of the line where he is guarding, as well as vertical line attackers who can only move up and down. e.

The attack team was asked to cross the field from one side as the starting point to the

opposite side, with the condition that they could not be hit by a pat or a touch from the guard team or exit the boundary line. If you are hit by a touch or pat from the guard team, the player will be declared dead and out of the game. f.

The attacking team is the first player to cross the first box without carrying the ball, then wait for the second striker to receive the ball, and so on so the player must rotate the ball / box of the guard. g. The ball that is captured by the guard is the score for the guard; therefore the player must also protect the ball so that it is not caught by the guard. h.

So, not only the attacker must arrive, the attacker must also roll the ball to its destination without being caught by the guard. i. The game is complete if all have completed their mission or have been caught by the guard. j. The game can be resumed by changing roles, the guard team becomes the attacking team and vice versa. Fig.5.

Field / game formation Galasin / Gobak Sodor d) Caption Attcker Player Guard Player The line of guard player 4) Games Cat Rat a) Game goals a. Improve gross motor skills agility, speed, and coordination (psychomotor). b. Train the basic motions of running, avoiding and throwing. c. Understand the variations in basic motion patterns such as locomotor and maniputative (cognitive) motion. d.

Develop an attitude of cooperation, honesty and sportsmanship (affective). b) Equipment a. Volleyball as much as 2 or more b. Cun (game boundary area) c) How to play a. The first team determines who will be the cat. Cat can be by choosing the stick / lottery. The team takes as many teams as there are. One stick was broken not broken. One of the children holds a stick.

All children take the stick, and the one holding the stick takes the last. The one who got the broken stick, he was the cat. Likewise to determine who will become a rat. b. Children, who do not become rats or cats, form a circle with their hands holding each other tightly. The term forms a defense for mice. c. Furthermore, the child who becomes a Cat chases a child who becomes a Rat until he can hit it with a ball.

While children who become mice avoid as much as possible. Cat run outside the circle. Cats also dodge in a circle. The more children who play, the bigger the circle formed. The harder it is for the Cat to catch the Rat. d. If the Rat enters the circle, the child who forms a circle tries to prevent the Cat from entering the circle. e.

If the mouse has been caught by the cat, then its position is replaced. The Cat became a Rat, and the Rat became a Cat. If it has been caught, the game is finished. Can start

again Fig.6. Field / game formation of Cats and Rats d) Caption Player as a cat Player as mice Player as a circle The findings of this study indicate that traditional games can be developed to be more varied and increase the pattern of movement for the players.

Traditional games can also help in education, especially physical health and sports education, because the purpose of traditional games is in line for the development of cognitive, affective and psychomotor elementary school students. IV. CONCLUSION AND SUGGESTION The results of the analysis of the research data of the material experts, test of players and student questionnaires on the traditional game-based motoric learning model that was developed can be concluded that: (1) the learning model was considered good and effective, (2) the response of students was very good towards the learning model, (3) the game can be played in the community.

Suggestions from the results of the development of this research are: (1) so that the learning model is more varied and not boring, (2) to be able to cultivate traditional games. REFERENCES [1] Ardiyanti A & Sukoco, P. (2014). Pengembangan model pembelajaran berbasis permainan tradisional untuk meningkatkan kemampuan motoric kasar anak tunagrahita ringan.

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