

OBME For Learning Model Development Basic Students Locomotor Movement

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Abstract

The purpose of this study was to produce a learning model for Outbound Basic Motion Education (*OBME*) for basic locomotor movements of elementary school children. The study was conducted to obtain information about the application of the Outbound Basic Motion Education (*OBME*) learning model. This study uses the Research & Development (R&D) development research method from Borg and Gall. Small group test of 20 students at Negeri 24 Kramat Jati Elementary School, East Jakarta with 45 model items. In a large group trial of 60 students with 31 item models. The effectiveness test of 30 students used the locomotor test with the one group pretest-posttest design, the pre-test data was obtained for 42.7333 and the post-test 72.6333 so that there is a difference with a difference of 29.9, meaning that there is a significant difference and the value of the effectiveness test The post-test is higher than the pre-test score, so based on this it can be concluded that the application of the Outbound Basic Motion Education (*OBME*) learning model developed by this writer is effective in improving basic locomotor movement skills of elementary school children. Based on the results obtained, it can be concluded that: (1) With this Outbound Basic Motion Education (*OBME*) learning model students can learn more effectively and efficiently, (2) with this Outbound Basic Motion Education (*OBME*) learning model, an increase is obtained. It is shown in the pre-test and post-test results that there is a significant difference.

Keywords: Learning, Outbound Basic Motion Education (*OBME*), Locomotor.

INTRODUCTION

Physical education is an integral part of overall education. Therefore, it is appropriate if given special attention. In accordance with this, the implementation of sports and health physical education in schools should be carried out effectively, efficiently, and in accordance with physical and psychological conditions so that it is in line with the growth and development process of students. "Physical education taught in elementary schools has a very important role, because it is a process of fostering children from an early age, namely providing opportunities for children to be directly involved in various learning experiences through physical activities that are carried out systematically" Walton & Putranto, (2020). Physically, when elementary school children are in a state of growth and development, many physical changes occur. This will lead to an imbalance in the pattern of life that is accustomed to being disturbed until adjustment to change is achieved. "Various activities carried out by humans are inseparable from the movements carried out by the body" Pristianto A, Wijianto, Farid R, (2018).

Arends, (2013) said that "the learning model refers more to the approach to be used, including learning objectives, stages in learning activities, learning environment and classroom management". The same thing was also stated by Trianto, (2009) "explaining the learning

model as a broad and comprehensive approach and can be classified based on the learning objectives, syntax (sequence pattern) and the nature of the learning environment".

Based on the problems that occur, and several theories of the learning model above, it is necessary to improve, creativity and innovation in the learning process of basic locomotor movements for elementary students. Firdaus & Nurrochmah, (2021) also stated "a well-planned and well-organized strategy will increase the chances of achieving the learning objectives, so effective and systematic learning can be used as a way to achieve a learning goal. goals in learning". Basically learning for elementary school students must refer to active learning activities Pertiwi R M, Nurhasan, Syam TAR, (2018)., creative Amirzan, (2017)., innovative Hamzah H, Heynoek FP, Kurniawan R, et al., (2020)., Comfortable Hidayat A, (2017)., and Pleasant Webiantoro, E., Wiradihardja, S., & Nuraini, (2020).

However, what distinguishes this research is that the author will focus more on conducting research on the basic locomotor movement learning approach that will be applied based on outbound. The outbound-based learning model is a novelty in the research to be carried out. This research is expected to be more helpful in the process and learning outcomes of students on basic locomotor movements. While the results of field observations at SD Negeri 24 Kramat Jati, East Jakarta, researchers saw the low value or ability of students' motion capture ability when treated with physical education learning activities such as rhythmic gymnastics, jumping, running, and other movement skills. does not affect the basic movement ability of the students themselves.

From the description above, the researchers as sports people want to develop a learning model with the title Outbound Basic Motion Education (*OBME*) with the aim of basic locomotor movements for elementary school students.

Outbound is a learning program (training) for children carried out in the open air based on the principle of "Experimental Learning" (learning through direct experience) which is presented in the form of games, simulations, discussions, and adventures as a medium for delivering material. Wati, (2012). "Outbound activities can be enjoyed and studied, one of which is as a medium for Muhammad VG, Wasis D. Dwiyo, (2018). Rocmah, (2012) "One of the alternative learning models that is currently popular and believed to be more successful than lecture activities is outbound education, which is full of challenging games, contains educational values, and brings students closer to the community. natural".

In the process of learning physical education through the *OBME* learning model, it starts from a simple experience such as playing, and is a combination of simple games, agility games, and sports, and is filled with adventures. This ultimately forms the elements of dexterity, togetherness and courage in solving problems. Hakim & Kumala, (2016) said "the paradigm in outbound activities is certainly very suitable to be applied to various age groups in the world of education. The learning paradigms applied are: a) participant-centered, b) developing participant creativity, c) fun conditions, d) developing various abilities, e) providing diverse learning experiences, f) learning through contextual action, g) education is a humanizing process. humans return, h) includes three learning groups, namely: magical awareness, naive awareness, critical awareness".

Wahjoedi W, Adi IPP, Damiati D, (2017) also said "through playing with the outbound method you can build character education in an integrated manner, namely combining and optimizing informal education activities in the family environment with formal education at school".

Basic movement (fundamental skills) according to Firmansyah, (2011) "is a skill that forms the basis of human movement. Movement ability in basic motor skills describes the degree of mastery of skills in using fingers, eye-hand and eye-foot coordination, tempo-

balance, and visual perception. Haris, (2018) "it is very important to learn basic movement skills at an early age because they will experience various obstacles in performing more difficult skills in the future".

Locomotor movement is a movement characterized by the movement of places, such as walking, running, jumping, and rolling. Locomotor movements are the basis for the development of coordination of movements involving large muscles (gross-muscles), muscle growth, endurance and stamina. Several other opinions also stated the same thing, Mahendra, (2007). Nanda, (2015). Sulistiawati, (2017). Muslihin, (2020). This movement usually makes children feel happy doing it. This locomotor movement can be modified into a children's game so that without realizing it, students are doing locomotor movements, such as walking, running, and jumping. Gellahue stated in his book *Understanding Motor Development: Infants, Children, Adolescents*, that the basic locomotor movements, namely: "Locomotor is a fundamental aspect of learning to move effectively and efficiently within one's environment. It involves projection of the body into external space by altering its location relative to fixed points on the surface. Activities such as walking, running, jumping, hopping, sliding, and skipping are considered fundamental locomotor movements".

Thus, basic locomotor movement is a fundamental aspect of learning to move effectively in one's environment, it involves the projection of the body into external space by changing its location relative to fixed points on the surface. Activities such as walking, running, jumping, jumping, gliding, and jumping are considered basic locomotor movements.

The road is a movement to step in all directions that is done by anyone and knows no age. However, unnoticed walking movements during elementary school age are feared to result in abnormalities in walking later in life. For this reason, the movement of walking and other forms of learning by walking must be socialized by playing, both in small and large groups. According to Purnomo, (2011) "There are various forms of roads, namely fast walking; walk in unison; going nowhere; walk backwards; side street; and crossroads".

Positive development in terms of leg strength, balance, and coordination between the legs and the upper body greatly supports the child's ability to perform various variations of walking movements. From the description above, researchers can understand the efforts that can be made to children so that they have a good level of basic locomotor movements.

Every day students should be given the opportunity to train their muscles through various activities, including running, jumping, walking, throwing, and body balance exercises. Playing in the yard or field needs to be planned and carried out every day, so that students can develop the skills of their big muscles, learn to know the world around them and can express themselves freely without feeling like anyone is helping.

Running can be used by teachers as a basis for providing regular exercise to students. Regularity certainly needs to be combined with a variety of flexible movements and can be changed according to the situation or the teacher's wishes. Teachers can use movement factors, such as place, time, and strength, to create a variety of running variations. Variations can also be created using body functions and body parts. Sidik & Didik J, (2010) the purpose of the need for running activities for students are: (1) Able to explore how to run fast, how to run continuously, how to start to run fast, and how to enter the finish line in a pleasant situation, (2) Of course the attitude of tenacity, perseverance, confident, able to work together and dare to make decisions from students through the nuances of playing the movements carried out, (3) Children are able to show the benefits obtained from this activity for their body development".

Jumping is a movement to lift the body from one point to another that is farther or higher with a fast or slow pace of running by supporting one foot and landing with the other leg / limb with good balance.

Beaty & Janice, (2013) in his book *Observation of Early Childhood Development* suggests that "jumping is an ability that contains the act of moving away from the earth with one or two feet and landing on both feet. The ability to jump has three parts: getting away from the earth, flying, and landing." The teacher should indicate the phases so that the child who needs help can practice correctly. To move away from the earth, you have to bend your knees slightly, squat down, and swing your arms forward and up. In order to fly, you must keep your arms raised in the air as your body moves away from the earth. Land with your feet slightly apart and your body resting on your feet. Students can practice bending their knees, crouching, and swinging their arms forward. When they are ready, have them actually make the jump.

From the description above, it can be concluded that the purpose of the basic locomotor movements in the OBME learning model is to support the achievement of the goal of perfecting movement as a foundation for channeling talents and interests as well as completing efforts to develop a whole person. So that it creates student movement in the future that can be directed to other useful activities, especially sports coaching.

METHODS

This research on the development of the Outbound Basic Motion Education (*OBME*) model for elementary school students' basic locomotor movements uses the R&D (Research and Development) research and development model from Borg and Gall in their book *Educational Research An Introduction* which consists of 10 research steps, namely: (1) Research and information collecting (2) Planning (3) Develop preliminary form of 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 (10) Dissemination and implementation.

RESULTS

Product Improvement

Paired Sample Statistics

Table 1. Experimental Group Effectiveness Test Value

		Average value			
		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	42.7333	30	6.83265	1.24746
	Pos_test	72.6333	30	4.08938	.74661
		T	df	Sig. (2-tailed)	
Pair 1		37.581	29	.000	
Pos_test - Pre_test					

Based on the output results using SPSS 22, it can be seen that the test value of the effectiveness of the experimental group with an average pre-test result of 42.7333 and an average post-test result of 72.6333 means that from the average value above, it can be concluded with Outbound Basic Motion Education (*OBME*) learning model treatment experienced a significant increase.

Based on the research process that has been carried out, an Outbound Basic Motion Education (*OBME*) learning model is produced for elementary school students' locomotor basic movements. This learning model is made so that students are more active in moving and excited, especially in the basic locomotor movements of walking, running and jumping. Basically, the foundation for creating or making this learning model based on the previous learning model seems monotonous and less creative.

Seeing the shortcomings and advantages of the products made, there are inputs that the researcher will convey in order to achieve the perfection of this product, as for the inputs are as follows:

- a. In this model, it is necessary to adjust the movement of students using the Outbound Basic Motion Education (*OBME*) model.
- b. Characteristics and understanding of elementary school students, requires teachers to provide examples and direct practice to students to learn movements that are considered new and difficult to do.

DISCUSSION

The Outbound Basic Motion Education (*OBME*) learning model created by this author is a product that aims to assist teachers in delivering and providing Outbound Basic Motion Education (*OBME*) learning materials to students, improving basic movement skills and as a reference for learning materials. The Outbound Basic Motion Education (*OBME*) learning model is made based on the level of student needs, especially elementary school students.

After reviewing some of the weaknesses that need improvement, this product can be conveyed several advantages of this product, including:

- a. Improve basic locomotor movement skills.
- b. The Outbound Basic Motion Education (*OBME*) model is more effective and efficient.
- c. Can help teachers in the learning process at school.
- d. As a learning reference at school.
- e. The Outbound Basic Motion Education (*OBME*) model is carried out systematically from easy to difficult.
- f. The models used are varied, so that students are interested and enthusiastic in carrying out the exercises.

This research has been maximally pursued according to the ability of the author, but in this study there are still some limitations that must be acknowledged and put forward as consideration for the research achieved. These limitations include the following:

- a. Field trials of this research would be even better if carried out on a wider scope.
- b. The products used are far from perfect.
- c. The facilities and infrastructure used are still limited.
- d. Explanations and regulations in the Outbound Basic Motion Education (*OBME*) learning model are still far from perfect.
- e. There are psychological factors that are suspected to have influenced the results of the research that cannot be controlled, including: interest, belief, and other psychological factors.

This Outbound Basic Motion Education (*OBME*) learning model can be used as a tool that has a contribution to support the achievement of learning goals for teachers to apply the Outbound Basic Motion Education (*OBME*) learning model. With the development of learning models in schools, of course, variations in learning basic locomotor movements are needed to improve the quality of locomotor basic movements themselves.

CONCLUSIONS

Based on the data obtained from the research results obtained data on small group trials of 20 students with the model applied as many as 45 items of locomotor basic movement learning models, then revision of the model was carried out to experts on the model that researchers had applied to small group trials, the revised results then became 31 item models, in a large group trial with a total of 60 students, after a large group trial the researchers revised the model that had been applied to experts and found that 31 Outbound Basic Motion Education (*OBME*) models It is appropriate to apply to elementary school students. Based on the effectiveness test of 31 models to 30 elementary school students, the results of the pre-test average score of 42.7333 while the post-test average result of 72.6333 with a difference of 29.9666, it can be concluded from the data with the model treatment Outbound Basic Motion Education (*OBME*) learning for basic locomotor movements of elementary school students has increased so that this model is considered effective, with field trials and discussion of research results it can be concluded that:

1. The Outbound Basic Motion Education (*OBME*) learning model for basic locomotor movements of elementary school students can be applied.
2. With the Outbound Basic Motion Education (*OBME*) learning model created, it can improve the basic locomotor movements of elementary school students effectively.

SUGGESTION

In this section, some suggestions are made by researchers regarding the learning model developed. The suggestions put forward include suggestions for utilization, suggestions for dissemination, and suggestions for further development.

The product of this development is the Outbound Basic Motion Education (*OBME*) learning model that can be used as a teaching model by teachers, where in its use it is necessary to consider the situation, conditions and infrastructure.

In disseminating the development to a wider target, the researcher provides suggestions, including:

1. Before being disseminated, the Outbound Basic Motion Education (*OBME*) learning model should be rearranged to be better, including about the packaging and content of the learning model material developed.
2. So that the Outbound Basic Motion Education (*OBME*) learning model can be used, it is better to print more. So that later users can know and be able to master this Outbound Basic Motion Education (*OBME*) learning well.

In developing this research further, the researcher has several suggestions as follows:

1. For research subjects, it should be carried out on a wider range of subjects, apart from elementary schools which are used as the test group.
2. The results of the development of the Outbound Basic Motion Education (*OBME*) learning model can be disseminated to all levels of schools and related institutions.

These are suggestions for the use, dissemination, and further product development of this Outbound Basic Motion Education (*OBME*) learning model.

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