

2013 BASIC CURRICULUM EDUCATION PROTOTYPE MODEL LEARNING

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Abstract

This research and development aims to produce a locomotor-based basic motion learning model for elementary school children. Specifically this study aims to: 1) Produce products based on locomotor basic motion learning models for elementary school children; 2) Test the effectiveness of locomotor-based basic motion learning models for elementary school children. The research method used in this research is the research and development method of Borg and Gall. Pretest and Posttest Exploitation Tests aim to find out whether there is an increase. The research conclusion is stated to be significant if $t_{count} > t_{table}$ at 5% significance level and $p < 0.05$. The average pretest score of the experimental group was 6.15 and the average posttest score was 9.95. so it has increased in the locomotor base motion of 3,800, $t_{count} > t_{table}$ at 5% significant level ($33,230 > 2,042$) and has a p value of $0.00 < 0,05$ which means it can be concluded that there is a significant increase in the results of basic motion in the experimental group . Pretest t test and posttest control aims to find out whether there is an increase. The research conclusion is stated to be significant if $t_{count} > t_{table}$ at 5% significance level and $p < 0.05$. The average value of the pretest of the control group was 6.1 and the average posttest score was 7.75 so that it increased in the locomotor basic motion of 1.65, $t_{count} > t_{table}$ at a significant level of 5% ($9,927 > 2,042$) and had a p value of $0,000 < 0,05$ which means it can be concluded that there is a significant increase in the results of basic motion in the control group. Furthermore, to see the effect of treatment based on its significance is to use a statistical test using a mean difference test of two independent meanings. Analysis of independent-sample t -test on the posttest of the experimental class and posttest of the control group aims to find out whether there is a significant difference in posttest scores in the experimental group and the control group. The research conclusion is stated to be significant if $t_{count} > t_{table}$ at 5% significance level and $p < 0.05$. Summary of posttest test, it is known that the average locomotor basic motion of the experimental group is 9.95 and the average locomotor base motion of the control group is 7.75. So that it can be concluded that the average locomotor basic motion of the experimental group 2.5 is better than the control group. It is known that t_{count} is 9,515 with a significant 0.002. T table obtained from db 78 at a significant level of 5% is 1.671 so the value of $t_{count} > t_{table}$ ($9,515 > 1,671$). And it was concluded that there was a significant and effective influence for elementary school children.

Keywords: *basic, scientific motion*

Physical education can be interpreted as an educational process through physical activity, developing motor skills, knowledge and behavior of healthy and active life, sportsmanship, and emotional intelligence. With a carefully organized learning environment can also increase the growth and physical, psychomotor, cognitive, and affective development of each child. The goals of physical education include physical development. This goal relates to the ability to do activities that involve physical forces of various organs of a person's body, the second is the development of this movement which aims to move effectively, efficiently, and perfectly. After that there is also what is said with mental development with the ability to think and interpret the whole knowledge of physical education into its environment.

Elementary school curriculum content Class 1 game and sports materials, especially athletics, allow for the development of motion locomotor basis based on Scientific. The

implementation of learning in the curriculum does not prohibit motor physical learning held in an open field. One of them as a development achievement in the Class 1 elementary curriculum is to do body movements in a coordinated manner to train flexibility, speed, strength, and agility so that it can make an alternative scientific-based game development.

Based on those described above, it can be concluded that the existing learning does not achieve the objectives of physical and motoric development, especially basic motor skills in elementary school children. Therefore, the researcher will apply the model that will be developed in a clear direction with the objectives to be achieved. While the model that will be developed is a basic motion learning model (walking, running, jumping) that is adjusted to the characteristics of elementary school children through the Scientific approach. The model produced in the hope of being able to stimulate the physical-motoric, cognitive, socio-emotional development of children to support the development and growth of children.

With this, the model that will be applied can be a reference or reference for teachers about the scientific locomotor base motion learning model. It is expected that the teacher can apply the model that has been designed in physical education teaching and learning activities.

In essence, the curriculum development is an attempt to find out how plans and arrangements regarding the purpose, content, and learning materials and the methods used as guidelines for the implementation of learning activities that are in accordance with the development and the need to achieve certain goals in an institution. Curriculum development is directed at achieving general values, concepts, problems and skills that will be the content of the curriculum that is prepared with a focus on these values. Aside from being guided by existing foundations, the development of the curriculum also rests on the principles of curriculum development.

Based on Law No. 20 of 2003 Chapter X concerning curriculum, article 36 paragraph 1 that curriculum development is carried out by referring to national education standards to realize national education goals. A curriculum is expected to provide a foundation, content and guide the development of students' abilities optimally in accordance with the guidelines and challenges of community development. The curriculum is a set of plans and arrangements regarding the content and material of students and the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

The 2013 curriculum aims to prepare Indonesian people to have the ability to live as faithful and productive individuals and citizens. creative, innovative and affective and able to contribute to the life of society, nation, state and world civilization.

The learning process that refers to the Scientific approach according to the Ministry of Education and Culture covers five steps, namely: observing, asking, collecting data, associating, and communicating. Next is explained as follows.

1. Observing, namely the activities of students identify through the senses of sight (reading, listening), pembau, listener, taste and touch when observing an object with or without aids. Alternative activities to observe include environmental observation, observing images, videos, tables and graphs of data, analyzing maps, reading various information available in the mass media and the internet and other sources. The form of learning outcomes from observing activities is that students can identify problems.
2. The question, which is the student's activity reveals what he wants to know both with regard to an object, event, a particular process. In asking questions, students make individual or group questions about what they don't know yet. Students can ask questions to the teacher, resource person, other students and or to themselves with the guidance of the teacher until students can become independent and become habits. The questions can be submitted verbally and in writing and must motivate students to remain active and happy. The form can be in the form of question

sentences and hypothetical sentences. Learning outcomes from the questioning activities are students can formulate problems and formulate hypotheses.

3. Collect data, namely the activities of students seeking information as material to be analyzed and concluded. Data collection activities can be done by reading books, collecting secondary data, field observations, experiments (experiments), interviews, distributing questionnaires, and others. Learning outcomes from data gathering activities are students can test hypotheses.
4. Associate, namely the activities of students to process data in the form of a series of physical and mental activities with the help of certain equipment. Forms of data processing activities include classifying, sorting, calculating, dividing, and compiling data in a more informative form, as well as determining data sources so that they are more meaningful. Student activities in data processing such as creating tables, graphics, charts, concept maps, calculating and modeling. Then students analyze the data to compare or determine the relationship between the data that has been processed with existing theories so that conclusions can be drawn and or the discovery of important principles and concepts that are meaningful in adding cognitive schemes, expanding their experience, and insight into their knowledge. Learning outcomes from reasoning / associating activities are students can deduce the results of the study of the hypothesis.
5. Communicate, namely student activities describing and conveying findings from observing, asking questions, collecting and processing data, as well as associating directed to others both verbally and in writing in the form of charts, charts, drawings and the like with the help of simple technological devices and or information and communication technology. Learning outcomes from communicating activities are students can formulate and account for the proof of hypothesis.

Physical education learning is education through physical, physical is an adjective with the origin of the word body which means body or body, with this view the body is related to all aspects of the body or body namely feeling, personal relationships, behavior, mental and social development, intellectual and aesthetics. Physical education is done by physical means, namely physical activity which is generally carried out at a fairly high tempo and especially large movements of dexterity and skill, which do not need to be too precise, too smooth and perfect or of high quality.

The implementation of physical education learning must be taught clearly and concisely so that children can receive information that is conveyed well and learn movements directly, so that children can benefit from learning activities in accordance with the stages of their development and with concrete explanations, therefore Physical education teachers must be able to plan and create a variety of movements with various kinds and infrastructure in the learning environment and appropriate in providing feedback, which is in accordance with the level of development of skills and maturity of the child.

The main objective of physical education in elementary school is to help students to improve their ability to move, in addition to making them feel happy and willing to participate in various activities.

Based on the description above learning physical education is learning that aims to develop organic, neuromuscular, intellectual and social areas through physical activity.

Locomotor Skill is a locomotor movement, where certain body parts move or move places. This locomotor basic motion is one of the domains of fundamental motion. Locomotor skills are defined as the skill of moving individuals from one place to another. Most locomotor skills develop from the results of a certain level of maturity in the sense that in the process of doing motion is not just doing but there is good coordination in the movement, besides the learning process, training and experience are also important to achieve mature skills.

Locomotor base motion is the basis of various skills that need guidance, learning and development so that children can carry out properly and correctly. Some locomotor basic motions develop as a result of several stages. The process of the formation of motion does not occur automatically, but is an accumulation and a process of learning and practicing, that is by understanding the movement and doing repetitive movements accompanied by the awareness of the motion carried out.

So locomotor base motion is a fundamental aspect of learning to move effectively in one's environment, this involves projection of the body to the external space by changing its location relative to the fixed points on the surface. Activities such as walking, running, jumping, sliding, and jumping are considered to be the fundamental locomotor movements.

Primary Schools are children aged 6 years to 12 years, at this age there is a developmental leap for example in children aged 4 years brain growth has reached 50%, age 8 years reaches 80%. Primary Schools experience very fast development. Therefore, it is very important for the development of all aspects, namely, intellectual, emotional, spiritual, and physical so that later it will become a high-quality adult human.

The scope of physical motoric, sports and health learning at elementary school age aims to increase physical potential and instill sportsmanship and awareness of healthy and clean lives. The development of elementary school children is that they are able to cross straight lines both walking, running and crawling, climbing, clinging to places that are not too high, touching the toes without bending the knees. According to Hugnes the character of elementary school games mimics animal movements (reptiles, mammals), and human movements.

It can be concluded that the above development shows that physical growth affects individual psychic development. Therefore motor skills are common in childhood: (1) hand skills, control of the muscles of the shoulders and wrists increases rapidly. (2) foot skills, the ability of the foot to run, jump, glide, climb, ride a tricycle.

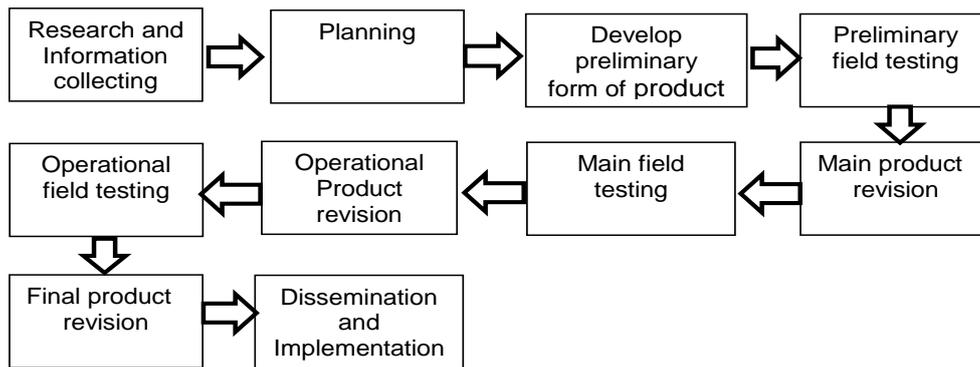
Basically the child is unique, expresses his behavior relatively spontaneously, is active and energetic, egocentric, has a strong curiosity, is enthusiastic about many things, explorative and adventurous, rich in frustration, and has short attention. Childhood is a potential learning period.

Terminology in motor development or motor development addresses the notion of several terms used in the study of motion development in particular. A word which is a term in a particular field of study has a deeper and broader understanding than the understanding of the same words in the study of motor development which explained its meaning, namely (a) growth, (b) development (development), (c) maturation, (d) aging (aging).

It can be concluded that motor development is an individual change continuously. The process of changing individuals from growth, development, maturity, and aging is inseparable. Each individual will go through the process of physical development and motion which is part of general development has an important role in the formation of individuals.

METHOD

The research method used in this study is research and development methods from Borg and Gall, with consideration of the stages of development research presented that are stated quite clearly, consisting of ten steps, including:



RESULT AND DISCUSSION

1. Pretest and Posttest Expansion Tests

Pretest and Posttest Exploitation Tests aim to find out whether there is an increase. The research conclusion is stated to be significant if $t_{count} > t_{table}$ at 5% significance level and $p < 0.05$.

The average pretest score of the experimental group was 6.15 and the average posttest score was 9.95. so it has increased in the locomotor base motion of 3,800, $t_{count} > t_{table}$ at 5% significant level ($33,230 > 2,042$) and has a p value of $0.00 < 0,05$ which means it can be concluded that there is a significant increase in the results of basic motion in the experimental group .

2. Pretest and Posttest control t test

Pretest t test and posttest control aims to find out whether there is an increase. The research conclusion is stated to be significant if $t_{count} > t_{table}$ at 5% significance level and $p < 0.05$.

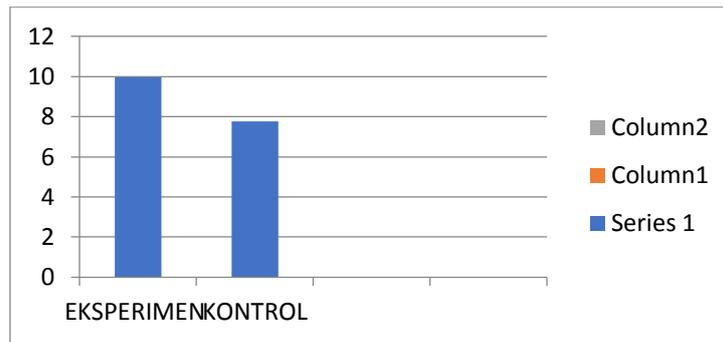
The average value of the pretest of the control group was 6.1 and the average posttest score was 7.75 so that it increased in the locomotor basic motion of 1.65, $t_{count} > t_{table}$ at a significant level of 5% ($9,927 > 2,042$) and had a p value of $0,000 < 0,05$ which means it can be concluded that there is a significant increase in the results of basic motion in the control group.

3. Test of T (Independent) Posttest of the Experimental Group and Posttest of the Control Group

Furthermore, to see the effect of treatment based on its significance is to use a statistical test using a mean difference test of two independent meanings. Analysis of independent-sample t-test on the posttest of the experimental class and posttest of the control group aims to find out whether there is a significant difference in posttest scores in the experimental group and the control group. The research conclusion is stated to be significant if $t_{count} > t_{table}$ at 5% significance level and $p < 0.05$.

Summary of posttest test, it is known that the average locomotor basic motion of the experimental group is 9.95 and the average locomotor base motion of the control group is 7.75. So that it can be concluded that the average locomotor basic motion of the experimental group 2.5 is better than the control group. From the table, it is known that the t count is 9,515 with a significant 0.002. T table obtained from db 78 at a significant level of 5% is 1.671 so the value of $t_{count} > t_{table}$ ($9,515 > 1,671$). And it was concluded that there was a significant and effective influence for elementary school children.

The following is a comparison of the results of posttest students in the experimental group and the control group with basic motion learning models based on scientific numbers with bar charts.



CONCLUSION

Based on the stages of the research carried out starting from taking needs analysis, expert revisions, small group trials, large group trials to the stage of product improvement so that they are ready to be used or applied, it can be concluded that:

1. Scientific locomotor basic motion learning model can be applied to elementary school children.
2. With the learning model created, it can improve the locomotor skills of children effectively.

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