

Need Analysis to Develop Fundamental Model of Movement Based on Team Games Tournament (TGT) for Students in The Elementary School.

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ABSTRACT

The problem for students in the elementary school is often undergo to unconfident to learn movement, irresponsible in a group, unstable in awakening positive motivation to dare to take action. These are needed to help students in learning habituation especially in psychical education. Movement learning and teaching through of this game competition has a positive impact for leaning, so that it is helping students to foster self-assured and self-esteem. The goal of this research is to recognize the level of developing movement model based on team games tournament to students in the elementary school level. This paper applied of Quantitative approach with embracing survey method to scrutinize need analysis for students in the elementary school about the progression of fundamental movement which is adapted to characteristics of the students' age among 4 to 12 years old. This is a pre-elementary research to do seminar project in the future with the topics based on team games tournament (TGT). The population of this research involved 30 elementary school in the Rengas dengklok as the sub-districts. Meanwhile, the sample of this research is around 10 sport science teachers in the elementary school in the sub-district Rengas dengklok. For sharpening the data, the researchers used incidental technique to examine the sample. Based on the need analysis, there are 70 % physical education in the elementary school said that they need to develop a model as fundamental movement based on TGT and the aptitude to develop the basic movement to acquire fundamental movement to students. Therefore, the researchers concluded that the teacher in the physical science education in the elementary school develop fundamental basic movement based on students in the elementary school.

Keywords: Developing model, Fundamental as a basic movement, TGT type, Students in the elementary school.

INTRODUCTION

Learning-model as an organizing environment can lead students to interact and to study how to learn, because each of the student is unique in having diverse learning methods in accordance with the development and background of learning history, the learning models that develop are very diverse. These models can be selected or combined to be applied in the physical education learning process.

As a contrast, in the field, the reality is different with the theory, especially in the practice of Physical Education learning. The teachers applied, as though the teacher centre concept, conventional methods. The teachers bound to competence in the

applicable curriculum, without regard to the approaches, strategies, methods, and styles that have been packaged into a learning model is still poor in its overall development, creativity, innovation, participation, and pleasure for students in the physical education learning process at school. Physical education still does not emphasize the overall development of students, which includes physical, cognitive, and affective development. The program for Physical Education tends to accentuate the skills and the appearance of learning outcomes rather than how students become skilled at appearance of the movements during the physical education learning process.

Model of teaching in the context of physical education grow rapidly based on the orientation and the curriculum models. In this view, learning-model is viewed as a "choice" of teachers to consider the benefits of physical education to students, or more commonly referred to as orientation. Indeed, this perspective can be understood that some experts designate learning models in Physical Education as answers to the teacher's questions about "what the essence is expected of students through physical education?"

In common, physical education employed competition in the learning and evaluation process. Thus, learning-model of the "Games Tournament Team" (TGT) is seen as appropriate to use for improving physical education learning in the field. By creating a team or a group to follow the tournament in the Physical Education learning process in the school, TGT as a model can improve mental, cooperation, sportsmanship and the ability of students to take each real tournament. TGT is a learning model derived from cooperative learning models (collaboration), which is trains students to compete in groups and between groups. Besides that, TGT also gives the role and the meaning of each member / group member to contribute in the competition or tournament in all of the group games.

In this research, the physical education model is developed by stressing on the fundamental motion learning model to elementary school for students. The crux of fundamental movement embraces the basic motion of stability, basic locomotor motion, and manipulative basic motion of the sequence of basic movement abilities. Of this fundamental movements are mastered not wholly by the students. The basic elements of the fundamental movements must be the same for all of the students. The basic development of movement skills is the basis for further students's motor development. The students in common tend to develop for the progress from one phase to another sequentially influenced by maturity and experience. The students cannot rely solely on maturity to reach adulthood in fundamental movement abilities. Their environmental conditions which include opportunities for practice, motivation, and instruction are very crucial for the development of mature patterns of fundamental motion. Therefore, in view of that there are not many Physical Education teachers who do not fully understand that the maturity of a child's movement is influenced by his experience in movement, especially in learning Physical Education, Sports, and Health in schools. With the development of a fundamental motion model based on the TGT with a gradual level of competition from within the group to inter-group competition adjusted to the level of ability of the children of each group. Motion Learning through this competition game creates a positive attitude towards learning, so that it helps students to develop self-confidence and self-esteem become more independent and more responsible for what they have to do. Hence, the development of students' movement skills is more developed ideally and it makes the development of more skilled movements in the

context of motor skills become more complex in the future.

In this research, the researchers build of learning-model based on the Fundamental Motion Model Based on TGT for students in the Elementary School. The development of this model started from the Fundamental basic motion model which includes non locomotor, locomotor, and manipulative motion. Basic motor skills (fundamental motor skills) are general motor activities with specific patterns observed. This skill is familiar in the sports activities and movements of an advanced version of basic motor skills. These basic motor skills are often displayed by the students when they are playing, these movements include throwing, catching, kicking, two-handed and one-hand attacks, bouncing balls, running, jumping, avoiding, and vertical jumping (Walkley, Holland, Treloar, & O'Connor, 1996). The students involve in the process of developing and perfecting basic movement skills in a variety of stability, locomotor, and manipulative movements. It has a mean that students must be involved in a series of coordinated experiences and developments designed to increase knowledge about body movements and their potential. The development of movement patterns are not specifically related to the development of high-level skills in a number of movement situations, but rather by developing an acceptable level of skill and efficient body mechanics in a variety of movement situations (Gallahue & Ozmun, 2006, p. 187).

The movements of running, jump-off and jumping, or the manipulative movements of throwing, catching, kicking, and trapping, are examples of the ability of the first fundamental movements to be mastered separately by the students. These movements can then be gradually combined and improved in various ways to achieve sports skills. The basic elements of the fundamental movements must be the same for all of the students. The basic development of movement skill is the basis for students' motor development. Diverse movements provide the students with a wealth of information on which to base their perceptions about themselves and the world (Lloyd, 2013, p. 164).

Stability is the most fundamental aspect of learning to move, because all movements involve an element of stability. The stability abilities of the students must be flexible, so that the students enable all of the type of movements with all of the conditions and their fundamental relationships are still maintained by the force of gravity. The stability movement category includes the maintenance of body control in movements that place the basis on balance. The axial movements and various static and dynamic movements, balance posture is considered as the main component of stability. Gallahue & Ozmun, (2006, p. 194) defined axial or nonlocomotor movements, is the orientation of the limbs in a static position for a while. Twisting, bending, stretching, and swinging are stability or non locomotor movements. The posture of the body's position in stability places a basis on maintaining balance while in a static or dynamic balance position. Balance posture is standing, sitting, backing up, rolling, stopping, avoiding, and landing, and walking on a beam, balance stick, and standing on one leg, which is dynamic or static.

The locomotor stage of student has no to rely on basic motor behaviour to move, to explore, and to manipulate of their environment. The students star to develop and to use basic movement skills which include walking, running, jump-off, and jumping. Besides that, since some of these skills are combined, movements arise galloping, sliding, and jumping around. This skill can be considered as a developmental

group of more specific skills developed later on (Payne, 2012, p.353). Whereas manipulation is the ability of most people to take and to give, even though they have to manipulate things hundreds of times a day in hand manipulation. Because of the critical nature of hand movements, efforts have been made to categorize many types of movements every day to facilitate discussion about learning. Hand movements involve intrinsic and extrinsic movements. Intrinsic movement is coordinated with individual movements to manage objects that are already in the hand, for example the ball in the hand and what the individual wants to do (toss / reflect). While the extrinsic movement of temporary objects in the hand and objects handled through the movement of the extremities, for example objects in the hands of the catch, Elliott & Connolly as cited in (Payne, 2017, p.329). Some manipulative patterns of movement can be described; (a) Rolling Ball, (b) Throwing / Throwing up (overhand throwing), (c) Catching, (d) Kicking (kicking), (e) Attacking (striking) and (g) Dribbling ball (dribbling), (Gallahue & Ozmun, 2006, p.222)

Joyce, Weil, & Calhoun, (2011, p.302) thinks TGT is a model of cooperative learning. It means in the teaching and learning process, the teacher makes the students work altogether productively and plans the design of activities in teaching students to collaborate more effectively in competitions. In line to this statement, (Lavin, 2008) as cited in Rusman, (2011, P. 225) argues that cooperative learning types of teams game tournament consists of five stages, namely the stages of class presentation (class precentation), learning in groups (teams), games (games), matches (tournaments), and group recognition (teams recognition).

As untangle in the previous paragraphs, especially in the background of the problem, the implementation of fundamental motion combined with the learning model of the Team Games Tournament (TGT) provides movement learning with competitive situations in groups and among the groups. Hence this competition has a goal to improve movement skills, cooperation, courage, self-confidence, responsibility, and recognition from the group. Therefore, the main purpose is to scrutinize the need for the Development of Fundamental Basic Model Motion Based Team Games Tournament (TGT) for students in the elementary school level. The formulation of the problem; How is the need analysis for developing a fundamental basic movement model based on team games tournament (TGT) for elementary school level?

The results of this research enlighten to the physical education, especially physical education teachers in elementary schools, to improve the teaching and learning process in modifying teaching materials to achieve educational goals.

METHODS

Characteristics of the research

This research uses a quantitative approach with embracing survey research methods. This research did not provide treatment. Nominal or ordinal data are the form which were caused from this research

Population and Sample

The elementary school in Rengasdengklok Subdistrict around 30 schools are the population in this research. The incidental sampling technique, which is the sampling process that was carried out by chance, was the technique to achieve sampling. The

respondent of this sample is physical and health physical education teachers who have taught in elementary schools as incidentally met and they were being a representative data as source of data. The number of samples in this research amounted to 10 schools with 1 representative of physical and health physical education teachers per primary school.

Data collection technique

The need analysis survey was carried out by collecting data in the form of a questionnaire with bullet points aimed at finding out the level of need for developing a basic movement-based team games tournament (TGT) basic movements model for elementary school level with total 10 statements.

Data analysis technique

Survey data were collected from questionnaires are achieved based on the calculation of the percentages that are interpreted to each statement from the datum.

RESULT AND DISCUSSION

Concerning to survey of needs for the development of fundamental basic model movement-based on the team games tournament (TGT) for Elementary School level in Karawang District. The representative sample are physical and health physical education teachers who have teach in the elementary schools. The results of this needs analysis will be the basis for researchers to develop a fundamental basic motion model team games tournament (TGT) for elementary school level.

Result of The Need Analysis

The research of this need analysis was conducted with spreading the questionnaire with 10 statement instruments which have the goal to recognize whether or not the development of this fundamental movement model is needed in the physical education and sports learning process in schools. This needs analysis survey was conducted with a sample of 10 physical and health physical education teachers in elementary schools located in Rengasdengklok sub-district, Karawang district. The below is the data from the need analysis:

Data Based On Need Analysis

Data 1. Need analysis

No	Item of questions	Score	Total of score	Need in percentage
1	Students in the elementary school do fundamental movement to learn physical education in sports and health in school	10	10	100
2	The students in the elementary school as a common meet challenging to work altogether in a team or more.	9	10	90

3	The teachers give material movement in teaching and learning as fundamental movement in the context of learning in a group	3	10	70
4	The teachers share of their experience to how to be responsible in teaching fundamental movements.	1	10	90
5	The teachers do modification of teaching and learning of movements models.	2	10	80
6	The teacher modify of the learning tools to make students easier in learning TGT	4	10	60
7	The process of the movement which are did by the teachers increased of students' ability to work altogether in ag group of a team	2	10	80
8	The teachers give learning about fundamental movement in the context competition in a group.	2	10	80
9	The teachers give learning about fundamental movement in the context of individual competition	3	10	70
10	The teachers do the fundamental movement model based on <i>Team Games Tournament (TGT)</i>	10	10	100

Based on the table need analysis in the 1 table, there are a number of crucial points that become the main point to the need analysis for development. Among other things, bring (1) 100% of teachers stated that the students in the elementary school learn fundamental movements in learning physical education and sports in healthy department. (2) 90% of teachers stated that primary school children tend to have challenging to cooperate with their themes in a team. (3) 70% of teachers have not provided fundamental movement to learn material in the context of team or group play. (4) 90% of the teachers have not provided responsible attitude experiences in fundamental motion learning experiences. (5) 80% of the teachers do not modify learning in providing fundamental motion experiences (6) 60% of the teachers modify learning tools to facilitate children in the process of fundamental motion learning. (7) 80% of the teachers stated that the motion learning process undertaken by the teacher had not yet provided improvement in the aspects of children's cooperation. (8) 80% of the teachers have not provided fundamental movement learning in the context of group / team competition. (9) 70% of the teachers stated that they have not provided fundamental movement learning in the context of individual competition. (10) 100% of teachers said they were willing to use TGT as a model for teaching and learning for students in elementary school level.

CONCLUSION

The conclusion of this research based on the needs analysis data, the researchers obtain the data by using survey method to physical education and physical education teachers of 82% think that they need the development of fundamental basic models based on team games tournament (TGT) for students in elementary school to expand of their mastery on the fundamental movements. The teachers in physical education in Rengasdengklok sub-district, Karawang districts require the development of a fundamental movement model based on Team Games Tournament (TGT) in order to improve learning outcomes such as the aspects of skills, knowledge, and attitudes in the students at elementary school level.

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