Validity Test of the Locomotor Learning Model in Children Aged 6-8 Years

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ABSTRACT: The locomotor learning model for early childhood developed in Indonesia is still not innovative. Therefore, researchers intend to develop an innovative locomotion learning model. This research aims to obtain the validity of the locomotor movement learning model to improve locomotor movement in children aged 6-8 years. The validation data collection method used Focus Group Discussion (FGD) by 5 experts. The validity of the learning model is assessed based on content and construct validity. The content and construct validation results through expert FGDs show that the locomotor learning model for children aged 6-8 years is included in the very valid category. These findings suggest that, theoretically, it is sound and may be used to help kids between the ages of six and eight develop their locomotor skills. Researchers' locomotor movement learning model offers tremendous potential for academics and practitioners to conduct more studies based on its construct validity and content results. One area that warrants further investigation is the applicability and efficacy of the locomotor movement learning model for 6–8-year-old children.

Keywords: locomotor learning model, Children 6-8 years

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1 INTRODUCTION

Every child has a different personality from one another. Patterns of thinking and behavior occur because of environmental factors that influence directly or indirectly. It is necessary to create a good environment starting from the family environment, school and even the place where you live. Every child has the right to survival, growth, and development as well as the right to protection from violence and discrimination. Through basic movement skills, an elementary school child will be able to adapt to the environment to carry out movement activities with peers, structured motion assignments given to children foster confidence in the movement skills they display. Through mastery of basic movements, children will experience many conveniences in physical activity, motivate children to participate in physical activities, and improve the quality of children's movements as a whole (Andriyani et al., 2020).

Physical education in schools must provide intensive instruction on the basic movement skills needed for students to be able to perform various other physical activities and need a different pedagogical approach when teaching basic movements. The problems that physical education teachers usually encounter are the limited use of learning models, limited physical infrastructure, the dependence of physical education teachers on hereditary facilities, limited class hours, a large and uncontrolled number of students, teacher creativity with minimal variety of games, and the demands of the education curriculum which hinders the development of children's basic movements. One of the determining factors for the success of learning motion for students is the learning model. The learning model is an orderly way that the teacher has thought of before carrying out the learning process. The learning model is a way that can be done in the interaction between students and educators to achieve learning goals. Thus, the application of an appropriate and effective learning model can certainly improve students' basic movement learning. Through science and technology, physical education teachers can design creative and innovative learning, making it easier to deliver physical education material to all students and adapting it to the characteristics of each student (Handayani, 2020; Janssen & LeBlanc, 2010; Marheni et al., 2021).

Based on observations and interviews with 75 physical education teachers in elementary schools in DKI Jakarta, data was obtained that so far the learning process for basic locomotor movements has only been carried out in the form of learning activities which are limited to walking, running, jumping, and activities carried out separately/not continuous and process, so that the material will not be effective in being conveyed to elementary school students. Based on this, it is necessary to have the latest innovations in the development of locomotor motion learning models, especially at the elementary school level by looking at the developmental characteristics of children at that age through innovative games so that elementary school students do not get bored quickly. The selection of selected play activities does not only pay attention to their motor abilities but can integrate cognitive and affective abilities. Existing learning outcomes still need to be addressed to improve the quality of elementary school children's basic movements, so

researchers innovate to develop locomotor motion learning models which are expected to improve the quality of children's movements.

A good learning model must meet three requirements, namely, validity, practicality, and effectiveness. The focus of this study was to obtain content validity of the motor movement learning model for children aged 6-8 years. Based on the description that has been explained above, the researcher is interested in conducting research, namely knowing the content validity of the locomotor movement instrument for children aged 6-8 years. The reason for choosing this age is because at the age of 6, it is recommended to start practicing tennis, and at the age of 6 to 8 this year, child development is increasingly complex. At this age, children can play various games involving rules by determining who loses and wins, and children are also able to work together with colleagues in terms of playing. At 6 to 8 years old, his motor skills are well-developed. The main objective of this learning model is to improve the locomotor skills of middle childhood aged 6-8 years old. In this model, students are expected to have increased locomotor movements in terms of motor, cognitive, and affective.

2 THEORETICAL STUDY

2.1 *Basic movement skills*

Basic movement abilities are abilities that students usually do to improve the quality of life. The development of mastery of movement occurs in line with physical growth, in the early stages and the formation of basic movement patterns. The basic movements include walking, running, jumping, and jumping. Errors in basic movements that are not corrected early on will be detrimental to children's growth and development and are difficult to correct, for example: (1) Movements performed are less efficient, (2) poor biomechanics when involved in sports, (3) greater risk of injury with bad posture, (4) waste of energy, and (5) reduced quality of motion so that performance will not be maximized. Basic motor skills are divided into three categories, namely locomotor, non-locomotor, and manipulative. With increasing age, a person's movement gradually increases towards perfection. Motor development initially depends on the process of maturation, then maturity depends on the child's learning process.

Childhood experience will be very useful in adulthood, including the ability to solve a problem both in everyday life and in a sport. Thus, the more movement experience at an early age, the greater the ability to master movement patterns at an adult age and adapt easily in all sports. At an early age it should be encouraged to move with the correct basic motion patterns. The following are the stages of motion behavior at the age of 0 years to adulthood. Motor development initially depends on the process of maturation, then maturity depends on the child's learning process. Childhood experience will be very useful in adulthood, including the ability to solve a problem both in everyday life and in a sport.

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2.2 *Locomotor Ability*

Locomotor abilities are used to move the body from one place to another or to lift the body up such as: jumping and jumping. Other movement abilities are walking, running, skipping, jumping, gliding, and running like a galloping horse. Locomotor movement as a movement that involves the body in humans. Locomotor movements are also often used by athletes in football, basketball, volleyball, athletics and so on. Because basically locomotor movement also has the characteristics of moving places. For example, moving from one place to another. Meanwhile, when we play soccer without realizing it, we are already doing some of the locomotor movements. Basic movement is a movement pattern that forms the basis for locomotor movement skills as a movement to move places. In locomotor movements, certain body parts move or change places. Examples of locomotor movements include running, jumping, and climbing. Non-locomotor movements include movements that are not accompanied by a change of place. Examples of non-locomotor movements are shaking, bending, twisting, and swinging. Manipulative movement is a movement that involves mastery of an object or motion that involves a tool. Some examples of manipulative movements are hitting, catching, throwing, and bouncing the ball. The following are examples of traditional locomotor games, *Cak Engkleng* or *Engklek, Gobak Sodor, Patil Lele*. *Yeye* Stilts or Rubber Jump. *Rangku Bekel* Pestle Ball or Stick Dance (Dewolf et al., 2021; Sari et al., 2019; Qian et al., 2019)

The benefit of locomotor movement is to develop an awareness related to a body's presence in a space. Experts usually refer to it as motor perceptual awareness which consists of awareness of one's own body, awareness of a spatial relationship (spatial),

awareness of the concept of direction, visual awareness, and auditory awareness. This awareness will also be seen in a child when imitating the movements of a teacher or friend. The difference between locomotor and non-locomotor movements is in daily activities. The two basic movements then appear naturally. However, as a means of agility training, this movement is then taught from an early age to children. Educators then realized the importance of honing locomotor and non-locomotor movements (Michel et al., 2022; Tomaczkowski & Klonowska, 2020).

Table 1. Locomotor movements by age

Type	Activity Movement	Age
Stand	Pick yourself up	8-9 months
	Not helped	9-12 months
Walk	Forward	9-15 months
	Back off	16-19 months
Run	Step up!	18-21 months
	Tried, tried.	18 months
	By hovering	2-3 years
	Fluent	4-5 years
Jumping	One leg refuses	3-4 years
	The other foot lands	

2.3 *Non-locomotor Ability*

Non-locomotor abilities are performed in place, without adequate space for movement. Non-locomotor abilities such as bending, stretching, pushing-pulling, lifting-lowering, folding-twirling, shuffling, circular, bouncing, and so on (Bunketorp Käll et al., 2015). Manipulative abilities are developed when children have mastered various objects. Manipulative abilities involve more hands and feet, but other parts of our body can also be used. Object manipulation is far superior to eye-foot and hand-eye coordination which is quite important for moving items in space. Forms of manipulative abilities consist of: 1) Pushing movements (throwing, hitting, kicking), 2) Movements of receiving or catching objects are important abilities that can be taught using various balls, and 3) Movements of bouncing the ball or dribbling ball (Alawiyah, 2020; Sullivan et al., 2008; Syafril et al., 2018)

2.4 *Motoric Development of Children Aged 6-8 Years*

Elementary school age children are children aged between 6-10 or 12 years. The physical development of children that occurs during this period shows a different trend compared to the period before and after. The difference that occurs is the pattern of growth related to the proportion of the size of the body parts. During the adult years, the physical growth of boys and girls has begun to show a trend that is becoming increasingly clear that there are differences. Physical growth is closely related to the process of increasing physiological maturity in everyone. The process of increasing maturity in general will occur in line with increasing chronological age. Chronological age is the length of time from when a person is born until when the person is stated to be their age. Although chronological age can be used to estimate a person's level of maturity, this estimate is only general in nature and is less accurate in assessing the level of physical and

physiological maturity. Growth and level of physical and physiological maturity have an impact on the development of physical abilities. During elementary school-age children there is an increasingly clear development of physical abilities, especially in terms of strength, flexibility, balance, and coordination.

Physical growth during childhood is relatively slow and constant when compared to infancy and during adolescence. The size and proportions of the body parts of elementary school-age children experience changes compared to younger children. Proportionally the feet and hands grow faster than the growth of the torso, this is like what happens in early childhood. With the growth speed of the legs and the growth of the trunk that is not the same, big children generally have long legs. This is increasingly visible at the end of elementary school age children. The development of body size and proportions is closely related to the formation of everyone towards a certain type of body shape. As children grow up, the tendency for each child to grow towards a certain body type begins to become apparent, but it's still not very clear. This tendency becomes more evident during early adolescence. As children grow up, the tendency for each child to grow towards a certain body type begins to become apparent, but it's still not very clear. This tendency becomes more evident during early adolescence. As children grow up, the tendency for each child to grow towards a certain body type begins to become apparent, but it's still not very clear. This tendency becomes more evident during early adolescence (Bunketorp Käll et al., 2015).

3 METHOD

The locomotor movement learning model developed was validated by 5 experts in a discussion forum commonly called a Focus Group Discussion (FGD). validation, this study involved 5 experts consisting of (1) 2 movement experts, (2) 2 game sports experts (3) 1 physical education learning expert. Focus Group Discussion (FGD) is a discussion of experts to discuss topics specifically and in depth. The results of this FGD were used as a reference for revising the locomotor motion learning model. The validity of the locomotor movement learning model was assessed based on content validity and construct validity.

3.1 *Instrument*

Assessment of content validity is reviewed from several aspects of the assessment as follows, namely: 1) The Need for Locomotor Movement Learning Model Development, 2) State of the art of knowledge, 3) Theoretical and Empirical Support for Locomotor Movement Learning Models, 4) Planning and Implementation of Locomotor Learning Models, 5) Learning Environment of Locomotor Learning Models, and 6) Use of Evaluation Techniques. Assessment of construct validity in terms of several aspects of the assessment as follows, namely: 1) The Need for Development of Locomotor Learning Models, 2) Theoretical and Empirical Support for Locomotor Learning Models, 3) Planning and Implementation of Locomotor Learning Models, 4) Learning Environment

Locomotor Movement Learning Model, 5) Use of Evaluation Techniques, 6) Locomotor Movement Learning Model (Arends, 2012). The validity of the locomotor motion model was determined by referring to the validity criteria listed in Table 1.

Table 1. Learning Model Validation Assessment Criteria

Score Intervals	Assessment criteria	Information
3.25< P ≤ 4.00	Very valid	Can be used without revision
2.50< P ≤ 3.25	Valid	Usable with minor revisions
1.75< P ≤ 2.50	Less valid	Can be used with multiple revisions
1.00≤ P ≤ 1.75	Invalid	Not yet can used and still need consultation

(Prahani, Nur, & Yuanita, 2016)

4 RESULT AND DISCUSSION

4.1 *Result*

The learning model to be developed is supported by motion theories, namely the concept of learning motion and basic movement skills. The empirical results are also used to support the development of basic movement models (expert research). Based on the researchers' arguments supported by theoretical studies and empirical studies, a learning model grid is formed by maximizing the 8 basic locomotor movements of walking, running, jumping, hopping, leaping, galloping, sliding, and skipping, where there are various variations of the basic locomotor movements of the 8 movements basic locomotor in every variation of the game. There are 24 game variations developed which integrate other learning experiences such as colors, numbers, letters, directions, animals, hero names, animals.

Table 4.1. Game Mapping Table in Locomotor Basic Movement Learning Model

Name	Objective			theme
	Psychomotor	Affective	Cognitive	
Imitate Me	The basic movements of Walking, Galloping, Sliding, Leaping	Initiative, following rules and orders, working in small groups	Remember, Decide.	Mimicking Animal Movement
Skip the Mines	The basic movements of Walking, Galloping, Sliding, Leaping	Initiative, following rules and orders, working in small groups	Remembering, making decisions, solving problems	Mimicking Animal Movement
Clean Page	The basic movements of Walking, Galloping, Sliding, Leaping	Initiative, following rules and orders, working in small groups, competitive, honest	Remember, make decisions, solve problems, strategies	Mimicking Animal Movement
Obstacle	Basic Slide, Galloping, Jumping, Skipping	Initiative, follow the rules, teamwork, competitive, honesty	Remembering, making decisions, solving problems, strategies, tactics	*Gobak Sodor* Traditional Game
Precious time	Basic Slide, Galloping, Jumping, Skipping	Initiative, following rules, teamwork, competitive, honesty, respecting time	Remembering, making decisions, solving problems, strategies, tactics	*Gobak Sodor* Traditional Game

Clean sweep	Basic Slide, Galloping, Jumping, Skipping	Initiative, following rules, teamwork, competitive, honesty, respecting time	Remembering, making decisions, solving problems, strategies, tactics	*Gobak Sodor* Traditional Game
Victory Trophy	Basic Jumping, Leaping, Sliding, Running	Initiative, following rules, teamwork, competitive, honesty, respecting time, taking turns	Know the name of the hero, Remember, make decisions, solve problems, strategies, tactics	Hero Figure
Find me	Basic Jumping, Leaping, Sliding, Running	Initiative, following rules, teamwork, competitive, honesty, respecting time, taking turns	Know the name of the hero, Remember, make decisions, solve problems, strategies, tactics	Hero Figure
Move in Pairs	The basic movements of jumping, leaping, sliding, and running	Initiative, following rules, teamwork, competitive, honesty, respecting time, moving with friends, taking turns	Know the name of the hero, Remember, make decisions, solve problems, strategies, tactics	Hero Figure
Healthy Signals	Hopping, Skipping, Galloping, Walking basic movements	Initiative, following rules and orders, competitive, honest, nimble	Remembering, making decisions, solving problems, strategies, tactics	Direction
Follow Directions	Hopping, Skipping, Galloping, Walking basic movements	Initiative, following rules and orders, competitive, honest, nimble	Remembering, making decisions, solving problems, strategies, tactics	Direction
Different Direction	Hopping, Skipping, Galloping, Walking basic movements	Initiative, following rules and orders, competitive, honest, nimble	Remembering, making decisions, solving problems, strategies, tactics	Direction
Collect Me	Basic Leaping, Sliding, Hopping, Running	Initiative, following rules and orders, competitive, teamwork, honesty, respecting time, taking turns	Knowing animals, remembering, making decisions, solving problems, strategies, tactics	Animal Type
Cooperate	Basic Leaping, Sliding, Hopping, Running	Initiative, following rules and orders, working in groups, competitive, honesty, respecting time, taking turns, moving with friends	Knowing animals, remembering, making decisions, solving problems, strategies, tactics	Animal Type
You and I	Basic Leaping, Sliding, Hopping, Running	Initiative, following rules, teamwork, competitive, honesty, respecting time, moving with friends, agile, taking turns	Knowing animals, Remembering, making decisions, solving problems, strategies, tactics	Animal Type
Odd even	Leaping, Skipping, Jumping, Walking basic movements	Initiative, following rules and orders, working in groups, competitive, honest, moving with friends, agile, taking turns	Remembering, making decisions, solving problems, strategies, tactics	Letter

Odd numbers	Leaping, Skipping, Jumping, Walking basic movements	Initiative, following rules and orders, working in groups, competitive, honest, agile, taking turns	Remembering, knowing odd-even numbers, making decisions, solving problems, strategies, tactics	Number
Total Me	Leaping, Skipping, Jumping, Walking basic movements	Initiative, following rules and orders, working in groups, competitive, honest, agile, taking turns	Remembering, knowing odd-even numbers, making decisions, solving problems, strategies, tactics, sums	Number
Fun suit	Jumping, Hopping, Galloping, Running basic movements	Initiative, following the rules, working in groups, competitive, honest, nimble	Remembering, knowing healthy and unhealthy foods, making decisions, solving problems, strategies, tactics	Food Type
I can	Jumping, Hopping, Galloping, Running basic movements	Initiative, following the rules, working in groups, competitive, honest, nimble, never give up	Remembering, knowing healthy and unhealthy foods, making decisions, solving problems, strategies, tactics	Food Type
Catch me	Jumping, Hopping, Galloping, Running basic movements	Initiative, following the rules, working in groups, competitive, honest, nimble, never give up	Remembering, knowing healthy and unhealthy foods, making decisions, solving problems, strategies, tactics	Food Type
Treasure	Basic movements of Skipping, Hopping, Walking, Running	Initiative, following rules, competitive, honesty, respecting time	Remembering, making decisions, solving problems, strategies, tactics	Color
Group Color	Basic movements of Skipping, Hopping, Walking, Running	Initiative, following rules, working in groups, competitive, honest, nimble, taking turns, respecting time	Remembering, making decisions, solving problems, strategies, tactics	Color
Skip & Customize	Basic movements of Skipping, Hopping, Walking, Running	Initiative, following rules, working in groups, competitive, honest, nimble, taking turns, respecting time	Remembering, making decisions, solving problems, strategies, tactics	Color

The learning model developed was validated by 5 experts in a discussion forum called Focus Group Discussion (FGD). consisting of (1) 2 movement experts, (2) 2 game sports experts (3) 1 physical education learning expert. The results of the validation of the content and constructs of the locomotor movement learning model are presented in Table 4 and Table 5.

Table 4. Content Validity of Locomotor Movement Learning Model

No	Learning Model Components	Validation Score	validity	R	Reliability	α	Reliability
1	Learning Model Development Needs	3.50	Very Valid	90%	Reliable	0.960	*Excellent reliability*
2	Latest Knowledge (State of the *art of knowledge*)	3.56	Very Valid	86%	Reliable		
3	Model Theory Support Learning	3.76	Very Valid	90%	Reliable		
4	Planning and Implementation Learning model	3.45	Very Valid	84%	Reliable		
5	Learning Environment Management	3.80	Very Valid	87%	Reliable		
6	Use of Evaluation Techniques	3.70	Very Valid	86%	Reliable		
	Average	3.62	Very Valid	87.167%	Reliable		

Information:
R: Percentage of agreement
α: Cronbach's Alpha

Table 5. Construct Validity Locomotor motion learning model

No	Learning Model Components	Validation Score	validity	R	Reliability	α	Reliability
1	Learning Model Overview	3.32	Very Valid	85%	Reliable	0.980	*Excellent Reliability*
2	Model Theoretical and Empirical Support Learning	3.56	Very Valid	87%	Reliable		
3	Model Planning and Implementation Learning	3.70	Very Valid	87%	Reliable		
4	Learning Environment Management	3.87	Very Valid	90%	Reliable		
5	Use of Evaluation Techniques	3.78	Very Valid	87%	Reliable		
6	Learning Models: A Final Thought	3.87	Very Valid	88%	Reliable		
	Average	3.68	Very Valid	87.4%	Reliable		

Information:
R: Percentage of agreement
α: Cronbach's Alpha

Assessment of the content validity of the developed model has a very valid category in terms of several aspects of the assessment as follows, namely: 1) The Need for Learning Model Development, 2) State of the art of knowledge, 3) Theoretical and Empirical Support of Learning Models, 4) Planning and Implementation of Learning Models, 5) Learning Environment Learning Models, and 6) Using Evaluation Techniques. The

percentage of agreement from the content validity assessment of the locomotor movement learning model was 87.167% classified as reliable, while Cronbach's Alpha showed 0.960 (excellent reliability). Assessment of the construct validity of the basic locomotor motion model developed has a very valid category in terms of several aspects of the assessment as follows, namely: 1) Learning Model Development Needs, 2) Theoretical and Empirical Support of Learning Models, 3) Planning and Implementation of Learning Models, 4) Learning Environment Learning Models, 5) Use of Evaluation Techniques, and 6) Learning Models.

The validation results by 5 experts through Focus Group Discussion (FGD) show that the learning model for improving locomotor skills of children aged 6-8 years is in a very valid category. The percentage of agreement from the content validity assessment of the learning model is 87.4% classified as reliable, while Cronbach's Alpha shows 0.980 (excellent reliability). These results conclude that theoretically it is valid and can be applied to improve the locomotor skills of children aged 6-8 years. Based on the results of the content and construct validity of the locomotor movement learning model developed by researchers, it provides a great opportunity for academics and practitioners to conduct further research. Relevant follow-up research, among other things, is to look at and examine the practicality and effectiveness of the locomotor movement learning model for children aged 6-8 years.

4.2 *Discussion*

A learning model requires validity/validity. The product is said to be valid if it reflects the state-of-the-art knowledge. This is what is said with content validation. Content validity ensures that the measurement includes an adequate and representative set of items that reveal the concept. The more the scale items reflect the area or overall concept being measured, the greater the content validity. Or in other words, content validity is a function of how well the dimensions and elements of a concept have been described. The product components must be consistent with one another, which is called construct validity (Ayu & Sugiharni, 2018; Hendryadi et al., 2018; Ihsan et al., 1995; Prahani et al., 2016).

The learning process to develop children's basic motor skills is also based on dynamic systems theory and growth principles, developmental practices according to characteristics, bandura cognitive learning, constructivism theory, therefore, children must have broad opportunities in the learning process to develop their full potential because The development of basic motor skills is a key factor for the development of all potential children. The basis for the development of movement coordination involving the large muscles, muscle growth, endurance, and stamina is called locomotor motion. Locomotor movement is movement of places that involve certain parts of the body (moving or changing places). Locomotor movements involve moving the body from one location to another. Examples of locomotor movements are walking, jumping, climbing, running, marching, jumping, sliding, and crawling. Children who master basic movements like this will have higher self-confidence, have lots of friends to play with

and tend to maintain a healthy and fit lifestyle throughout their lives (Dewolf et al., 2021; Fitri et al., 2020; Sari, 2019).

Playing activities carried out by children can stimulate a child's locomotor movement abilities. Play experience is beneficial for the overall development of children such as affecting physical, cognitive, mental, social, and emotional development. Children who don't play enough are often isolated from society and can make children fail in their early life development. Playing activities in active movement activities are activities that can explore basic locomotor movement abilities. Locomotor movements such as running, jumping and manipulative movements such as throwing, kicking, and catching are some examples of basic motor skills that are first mastered by children separately, which are then combined and enhanced in various ways to become sports skills. Thus the activity of integrating various locomotor movements in an activity is an effort that can be made by the teacher in order to improve children's movement skills to achieve skills in sports, for example by creating a game model as in this study and several previous studies, such as in research (Hendryadi et al., 2018).

The results showed that there were ten games resulting from a training model developed with the theme of animals, the development of a game-based basic motor skills learning model was effectively applied in kindergarten, and the development of a game-based basic motor skills learning model "game and fun" received a response. good for preschoolers. In research Bendriyanti and Haryono (2021) and Qian et al., (2019) after being treated using a traditional game-based learning model there was an increase in locomotor abilities from the initial test to the final test. This traditional game-based locomotor learning model is effective for improving the locomotor skills of elementary school students. Further research Handayani (2020) the development of a game-based basic motor skills learning model through animal themes with a Research and Development design produces games namely: 1) Running and Ball Throwing Games 2) Jumping Games, 3) Same Color Games, 4) Mouse Hole Games, 5) Ball Throwing Games, 6) "*Udur-undur*" game, 7) Snake Hunt game, 8) Tiger and Goat game, 9) Run and shuttle ball game, and 10) Jump Rope game. The development of a game-based basic motor skills learning model using the Fun and Game method is effectively applied in kindergartens to train basic movement skills of preschool-aged children. Research from the basic motor skills learning model using the Fun and Game method received a good response from preschool-aged children, the teacher module in learning locomotor motion for students in class 4 with autism, very suitable for use in the learning process.

The content validity assessment of the locomotor learning model developed in this study has a very valid category or the Percentage of agreement from the construct validity assessment of the learning model is 87.167% classified as reliable, while Cronbach's Alpha is 0.960, including the criteria of excellent reliability. In assessing the construct validity of the developed learning model, it has a very valid category. The percentage of agreement from the assessment of the validity of the model content is 87.4% which can be said to be reliable, while Cronbach's Alpha shows 0.980 including the criteria of

excellent reliability. This learning model can be implemented in learning to improve the locomotor movement skills of children aged 6-8 years. The designed learning model can be used by teachers, kindergartens, and elementary schools to improve locomotor movements aged 6-8 years which of course are adapted to the characteristics of each child. This learning model is a tool in the implementation of creative and more varied learning. This learning model is expected to help children aged 6-8 years to better understand locomotor movement material so that children's locomotor skills are of higher quality (Drews et al., 2013).

5 CONCLUSION

Based on the analysis of the validation assessment data from the validator, the validity of the locomotor motion learning model developed is classified as very valid and reliable. So, this model is suitable for children aged 6-8 years. The results of this study require further research, especially implementation in the learning process in the classroom. The practicality and effectiveness of the developed model can be seen in the learning process with the implementation of the locomotor motion learning model for children aged 6-8 years. Relevant further research is suggested to look at and examine the practicality and effectiveness of the locomotor movement learning model for early childhood.

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