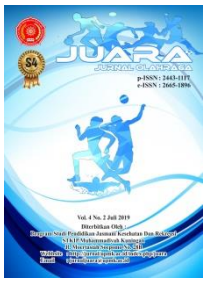
JUARA: Jurnal Olahraga
E-ISSN 2655-1896 ISSN 2443-1117
https://doi.org/10.33222/juara.v6i2.1331



Learning Modifications Through Play Rope Games For Children's Gross Motor Skills in Students

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Info Artikel

Article History.

Received 30 May 2021
Approved 20 July 201
Published 24 July 2021

Keywords:

Game Modification. Jump Rope, Gross Motor Ability

Abstract

This study aims to determine the modification of learning through games for students before and after being given treatment in jumping rope games and whether there is an effect of improving learning through jumping rope games on children's gross motor skills in students. This type of research is pre-experimental research. The population in this study was the total number of students totaling 20 students in a class I Elementary School Takkalasi, Barru district, and the sample used was class I which amounted to 20 students with purposive sampling technique. Data collection techniques through observation, tests, documentation. Data analysis used Wilcoxon's difference test. The results of children's gross motor skills before being treated in the form of jumping rope game modification activities showed that of the 20 total children, 0% were in the developing category as expected, 90% were in the starting to develop variety, and 10% were in the undeveloped class, that motor skills Children's roughness after being treated in the form of a modified jumping rope game shows that of the 20 total children, 85% are in the developing category as expected, 15% are in the starting to develop variety, and 0% are in the undeveloped category.

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INTRODUCTION

Childhood tends to like to play simultaneously, wants to win on its own, and often changes the rules of the game for its own sake (Prasetya et al., 2018; Wargadinata & Rusmana, 2019). Thus, educational efforts are needed to optimize all aspects of development, both physical development and psychological development (Juniar, Rohyana, & Rahmat, 2019). Gross motor skills are part of motor activities that include considerable muscle skills. These movements are more demanding of physical strength and balance, and gross motor movements involve the action of the hands, feet, and all children's muscles. These movements rely on maturity in coordination, various motor movements. The rough material achieved by children is beneficial for life, such

as crawling, walking, running, jumping, or swimming (Ramadan & Ningrum, 2019). This aligns with what was stated (Sujoto, 1990) that gross motion is controlled explicitly by large muscles or muscle groups. The muscles are relatively large, for example, the thigh muscles and calf muscles. These muscles integrate to produce movements such as walking, running, jumping, and jumping (Ma'mung & Saputra, 1999). This shows that children's gross motor skills through learning the game of jumping rope can produce gross motor development in students who excel in learning.

The phenomenon that occurs in the Takkalasi State Elementary School (SD N) in Barru Regency in reality on the ground that the increase in gross motor skills at the age of 6-7 years is not optimal in improving jumping skills, most children still cannot jump with two balanced legs without falling and have not been able to jump on one flat leg without falling, the child's balance is still lacking, and the child lacks the confidence to jump above a height and is still hesitant to do it. The importance of gross motor development, especially in jumping, cannot be ignored, so proper stimulation is needed so that teachers can anticipate things that can interfere with children's story (Hadiana & Sartono, 2017; Raôui & Thomas, 2012). This can be done through games that are tailored to the characteristics and needs of children. One of the games that can stimulate children to jump is a modified jump rope game (Aarsland et al., 2020).

Meanwhile (Pavey & Brown, 2019) said that what is meant by the gross motor is everything that has to do with body movements. There are three elements in motor development in humans, namely: Muscles, Nerves, Brain. Based on the three elements above, the form of motion behavior that appears is divided into two states, namely: gross motor (involving large muscles, nerves, and brain) and fine motor (involving small muscles, nerves, and brain). Its role in a positive interaction means that one element is interrelated, mutually supportive, and complimentary with other factors to achieve a perfect motor condition (Hasyim et al., 2020). According to Mutohir., 2004, thus the elements of motor skills applied in the jump rope game include strength, coordination, and balance.

Children will be able to be creative in making a work that has an excellent aesthetic value. These elements are needed by children when playing jump rope games. Meanwhile, Happiness Suherman modifies learning that can be related to learning objectives from low to high. The purpose of the modification is divided into three components, namely, the purpose of expansion, the sense of refinement, and the pursuit of application (Bahagia & Suherman, 2000). So playing by playing games will make children explore and be creative according to their wishes and imagination. In line with Saputra and Mayke, playing allows children to explore the possibilities that exist because playing situations will protect children from the

consequences that will be suffered if it is done for days. Games suitable for early childhood are games that have characteristics according to children for their growth and development (Saputra & Maykes, 2001). This research aims to modify the learning for children so that the learning process becomes more exciting and fun.

METHODS

The type of research used in this study is Pre-Experimental Design (Ramadan & Juniarti, 2020). The sampling technique used in this study is the purposive sampling technique. Purposive Sampling is "a sampling technique with specific considerations. From the results of the determination of the sample taken is children aged 6-7 years as many as 20 children. Data collection techniques through observation, documentation, and treatment tests. This test was conducted to obtain data on gross motor skills using pre-test and post-test. The data analysis technique used to analyze the data on the results of children's gross motor skills before and after a jumping rope game activity to analyze descriptive statistics and non-parametric statistical analysis.

FINDINGS AND DISCUSSION

Finding

Descriptive statistical analysis is intended to obtain an overview of students' learning outcomes in grade 1 SDN Takkalasi, Barru Regency. This study was conducted on aspects of gross motor skills in learning modifications through jumping rope games that can affect children's gross motor skills. The results of students' skills are obtained in the initial test (pre-test) and the final test (post-test).

a. Overview of Children's Gross Motor Ability Before (pre-test) Modified Learning Through Jump Rope Games

Data categorization of children's gross motor skills in learning modification through jumping rope games includes underdeveloped (BB), starting to develop (MB), and growing as expected (BSH). Eighteen children at intervals of 10-18 were categorized as developing, two children at intervals 1-9 were classified as undeveloped. Thus it can be seen that the gross motor skills of children before being treated in the form of learning modifications through jumping rope games showed that of the 20 total children, 0% were in the category of developing as expected, 90% were in the starting to create, and 10% were in the class not yet. Develop.

Thus, it can be concluded that the results of learning modifications through the jump rope game of students on children's gross motor skills in Grade 1 students of SDN Takkalasi, Baru Regency are relatively low because there are still many students who score in the category of developing and undeveloped. It is known that children's gross motor skills before learning modification through jumping rope games can show that out of 20 children, they can only be categorized as starting to develop and in the undeveloped category.

b. Overview of children's gross motor skills after (post-test) modification of learning through jumping rope games

Data categorization of children's gross motor skills in learning modification through jumping rope games includes underdeveloped (BB), starting to develop (MB), and growing as expected (BSH). Seventeen children in the interval 19-27 were categorized as developing as expected, three children in the interval 10-18 were classified as developing. Thus it can be seen that the gross motor skills of children after being given treatment in the form of learning modifications through jumping rope games show that of the 20 total children, 85% are in the developing category as expected, 15% are in the starting to develop sort, and 0% are in the undeveloped category. Based on these data, it can be concluded that the results of the modification of learning through jumping rope games on the gross motor skills of children in Class 1 SD N Takkalasi, Barru Regency, indicate the effect of learning modifications through learning through jumping rope games on children's gross motor skills.

Discussion

Modification of learning through jumping rope games is one of the significant innovations in gross motor activities for students. In this study, the activity of modifying the jumping rope game was used as an experimental class. Research in the practical course was conducted in two meetings. In the first meeting, the teacher opened the lesson and then gave the perception about the modification activities of the jump rope game that the students would carry out. Furthermore, students are given a test before treatment (pre-test) to determine their initial ability of students.

After giving the pre-test, the second meeting of the teachers guides the students to take the tools provided by the teacher, namely rubber bands. Then the teacher explains how to do jump rope games such as individual jumping rope, jumping rope in pairs. The next stage is when the teacher invites children to ask questions about implementing the jump rope game, and some children do not understand the process. To find out how deep the children's understanding is in modifying learning through jumping rope games that are already known to children, the teacher allows children to try jump rope game activities directly to explore the formation of children's children's gross motor skills.

The description of the results of gross motor skills after being given treatment in the form of learning modification activities through class 1 jumping rope games for students at SD N Takkalasi, Barru Regency, shows that in learning modification through jumping rope games for students with gross motor skills in children in Class I SD N Takkalasi Regency Barru. The results showed that the post-test results showed that 17 students with 85% were in the developing category as expected. There were three students with a percentage of 15% in the starting to develop type. Based on these data,

it can be concluded that the results of the modification of the jumping rope game on children's gross motor skills in Grade I students of SD N Takkalasi, Barru Regency, indicate the effect of learning modification through jumping rope games on children's gross motor skills.

This research was done by modifying learning through jumping rope games to develop children's gross motor skills. Media for modifying the fun of jumping rope using ropes or rubber bands. This agrees with (Hamzah & Hadiana, 2018) defining modification as a change from the old state to a new state (Brown & Grineski, 1992; Yunfeng, 2018). The difference can be in form, function, method of use, and benefits without eliminating the original characteristics (Ramadan et al., 2020). From the opinion above, it can be concluded that the modified game is a change in the game, both techniques, tools, and rules to be more straightforward according to the developmental aspects of the child, without eliminating the characteristics of the game (Fraser-Thomas et al., 2005; Ginanjar et al. al., 2019). Children's potential will develop when children do many activities, namely through playing (Nur et al., 2020; Cuevas et al., 2016). A jump rope game is a jumping game with an obstacle in the form of a rope made of rubber knitted into a long length.

According to (Bryan & Solmon, 2012) the goals or objectives of jumping rope are (1) Developing endurance, (2) Developing leg and arm strength, (3) Developing cardiovascular strength, (4) Helping to understand the rhythm of movement through this activity, (5) Supports coordinate hand and foot movements, (6) Develops body balance.

Jump rope games are given to students to improve the functional ability of the leg muscles, where the leg muscles will experience changes due to the given game (Méndez-Giménez et al., 2015). By playing, all aspects of children's development will develop optimally. Gross motor skills are critical abilities for children to support their motor skills in the future.

With physical skills that involve large muscles, balance, and eye-hand coordination, children will be creative in doing work with good aesthetic value. Jump rope game is a form of activity that requires the creation of large muscles and eye-hand coordination.

CONCLUSION

Learning is a tool to be able to change students' behavior through modified learning to be able to achieve learning objectives. From the theoretical study, the results of the research, and the discussion, the researcher concludes that the modification of learning through play rope games that are applied in the learning process can improve gross motor skills in students.

ACKNOWLEDGMENTS

Thanks to the Rector of Universitas Negeri Makassar, Dean of the Faculty of Sports Science, Department of Sports

Education, and all lecturers of Sports Education who have provided both material and moral support so that this research can be completed.

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