THE DEVELOPMENT OF TRADITIONAL GAME MODEL BAKU-BAKU RAJA FOR BASIC MOTION FOR STUDENTS BASIC GRADE ELEMENTARY SCHOOL IN PALU CITY

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Abstract

The purpose of this research is to develop the learning model of Traditional Game of King Raws for the basic motion of catching the students of lower grade elementary school in Palu city.Characteristics of the model developed is a model of throwing and catching learning for students in Primary School with tools such as bracelets, walking rods, ribbons, whistles, and lime. This research was conducted in Palu Central Sulawesi, namely: SDN Tanah Modindi, SDN Kawatuna, and SDN 1 Paboya. Research and development in this learning using qualitative approach and using Research & Development (R & D) research method consisting of ten steps from Borg and Gall. Based on the data obtained, from the results of small group trials and field trials and discussion of research results, it can be concluded that the traditional game model Baku - Baku King for basic motion capture for elementary school students lower classes can be developed in learning throwing catch for lower school students basic.

Keywords: Development, Traditional Game Model, Throwing Capture

PRELIMINARY

The rapidly changing world phenomenon and demanding higher quality, requires the government, and together the community continues to improve the existing education system in Central Sulawesi. Speaking of equitable quality education issues, Central Sulawesi is still far from expectations. One indicator is the low quality of teachers in the province. Based on the results of Master Competency Test (UKG) in 2015, Central Sulawesi ranks 29 out of 34 provinces in Indonesia. Being in position five from the bottom, Central Sulawesi only reached 50.13 points, one level below West Sulawesi 50.15 points and above West Papua 49.13 points. Known, UKG figures released by the Ministry of Education and Culture for Regional Education Balance (NPD) in 2015 is a recent description of education conditions in one region. (Sultengraya.com: 2017).

Education is one of the most important factors that influence the attitude and actions of human in life, so it is not surprising that the quality of a nation is identical with the quality of education. As stated in the Law of the Republic of Indonesia Number 20 of 2003 on National Education System Chapter I Article 1 paragraph 1 that education is "a conscious and planned human effort to create an atmosphere of learning, and the learning process so that students are actively developing their potential to have power spiritual, religious, self-control, personality, intelligence, noble character, and skills needed him, society, nation, and country ". (Indonesian Repugate Act, 2003: 2).

Learning is more meaningful if the students learn to know something, learn to do, learn to animate and learn to

socialize with friends, so that students between communication occurs both groups and individuals. Comprehensive comprehensive thinking skills are included in meaningful learning because students can learn to solve problems as an exercise to familiarize learning with high cognitive levels. Learning not only transfers knowledge to students but also trains students to think or play an active role in learning. Learning is closely related to the development of curriculum that occurred in Indonesia.

The development of the curriculum is part of the strategy to achieve the established educational goals. With the development of curriculum 2013, expected to increase and balance between attitude competence (attitude), skill (skill), and knowledge (knowledge). The learning model emphasized in the Curriculum 2013 is an integrated thematic learning model. Thus, thematic learning is an integrated learning that uses the theme as a unifying material contained in several subjects and is given in a one-on-one encounter (Hidayat, 2013: 147).

So it is clear that physical education material for elementary school level especially lower class must have modification and development in game model, so that children can explore and feel happy and interesting in following physical education material for the development of children physical condition especially manipulative basic motion.

Manipulative basic motion materials are throwing, capturing, and kicking an item listed in the school's education curriculum, integrated in the field of physical and sport education studies, and are the basic elements found in athletic sports. Throwing motion is one form of manipulitive movement, because the basic motion consists of locomotor movement, non-locomotor and manipulative. In addition to be able to develop the implementation of teaching and learning process teachers must first understand and master the skills of domain movement on throwing movement, namely balance and arm muscle strength.

From the above explanation can be concluded that learners in doing basic motion throwing is not done properly and sometimes learners lazy to throw properly, so it will be very susceptible to injury. In accordance with this phrase, it should be understood, elementary school students are very susceptible to injury, due to dangerous explosives. Therefore, in learning the basic motion, especially on the throwing need to take precedence the fun, courage and acquisition of motion skills.

Throw and capture for elementary school children should be packaged in stages and sustainable so that children are not afraid and bored with the learning. Creation of teachers is necessary in developing various models of basic motion skills learning, so the learning process does not become monotonous and boring. Therefore, the existing learning model should be more developed again, that is with the development of learning model of basic motion throw and catch more interesting again.

From the above explanation, the researcher is interested to be able to create the learning atmosphere in Palu City, Palu City itself is also divided into three wilyah namely the foot of the mountain, the central region (valley), and the suburbs or coastal areas. with the basic motion of throwing and

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catching the interesting and fun by modifying or developing the basic motion learning model of throwing and capturing using tools such as: cone, small ball, big ball and hoop are also applied in the form of game.

It is hoped that with the use of modified tools and in the form of the game the children become happy and more interested, then it is necessary to repair the deficiencies in the process of learning physical education as well as looking for a way out and strive for in the learning of basic motion into a fun, happy, physical fitness, and can enrich the experience of motion or motor students as the basic motives of other sports. So the results of this study can be used as one of the teaching materials in improving the teaching and learning process to take place effectively and efficiently.

Learning has meaning as a process of behavior change as a result of the interaction between the individual and the environment. It includes aspects of knowledge, skills and attitudes (Husdarta: 2013: 2). Behavior can be divided into two groups, those that are observed and which are not observed. Behavior that can be observed is called behavioral performance, whereas that can not be observed is called behaviorial tendency.

Behavior can be divided into two groups, those that are observed and which are not observed. Behavior that can be observed is called behavioral performance, whereas that can not be observed is called behaviorial tendency. Joyce in Rusman (2010: 33) learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan) designing learning materials and guiding classroom or other learning.

Traditional Baku-baku Raja Game

The king's standard game is a game played by two groups. Each group consists of a leader (penghulu) with 5 member ornag (Tamango or friends), in this game one group in charge of guarding the fort (kingdom) while the other group seizes the royal fort. The purpose of the traditional game of king's standards are:

1) Improve gross motor abilities, agility, speed, coordination
2) Train running skills, dodging, throwing
3) Develop basic motion patterns, such as locomotor motion, nonlocomotor and manipulative.
4) Develop an attitude of cooperation, honesty, sportsmanship, and responsibility

Basic Motion

The ability of motion that needs to be improved in elementary school students is the basic motion capability, which is a movement pattern that underlies a movement ranging from simple motion capabilities to complex motion capabilities. Basically, basic human motion is road, running, jumping, and throwing. All these capabilities must be owned by the child well, so that the child has a foundation to develop more complex motion capabilities. Ability is according to some experts have the same understanding with the ability of motion (motor ability), which means the state of a person to display the various variations of motion. According to Samsudin (2008: 8), states that:

Motion (motor) as a general term for various forms of human

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behavior, while psychomotor is used to study the development of motion in humans. So motion (motor) scope is wider than psychomotor. Although the general synonym is used with the term motor (motion), psychomotor actually refers to the movements switch electrons from the center of the large muscle.

Basic motion capability or often referred to by the term "motor skills". Basic motion capability is the ability to be delivered from birth. Aip Syarifuddin and Muhadi (1991: 24) stated, "The basic human motion is the way, run, jump and throw". While Department of Education (2013: 15), "Fundamental MovementSkills (FMS) are movement patterns that involve such skills as running , hopping, catching, throwing, striking and balancing ". The meaning of basic motion skills is a pattern of movement involving different body parts such as running, jumping, catching, throwing, hitting, and balance.

In studying the basic motion abilities there are some changes that we can observe from the time of human birth to adulthood. The change is from the free movement that is not meaningful menjadigerak that directed and not meaningful, from coarse motion to gerakhalus, from irregular motion to be irregular. With these changes will be very helpful to the ability of certain gerakter, which can be applied into everyday life.

Basically, basic motion capability can be classified into three categories: locomotor, non-locomotor and manipulative. These three classifications are the underlying motions of complex physical activity. The three categories, covering:

1) Locomotor skill is a very important movement for human transportation. These skills are identified as skills that move individuals in a space or from place to place. Locomotor motion consists of road, run, jump, jump etc.
2) Non-locomotor skills in other terms are called stability skills,ie movements made by minimizing or without moving from place or base, for example bending the body, swinging limbs, bending etc.
3) Manipulative skills, there are two inner classifications Reciptive and propulsive manipulative skills, receptive skills are the skills of receiving objects such as capturing, trapping (receiving and controlling the ball) etc., whereas propulsive skills are characterized by the application of force to an object such as throwing and hitting etc. (Samsudin, 2008: 75-103).

Based on the above explanation can be concluded that, the basic motion can be defined as repetitive motion is done continuously from the habit and make it as the basis of experience that is divided into three patterns or categories, namely geraklokomotor, non-locomotor motion and manipulative motion.

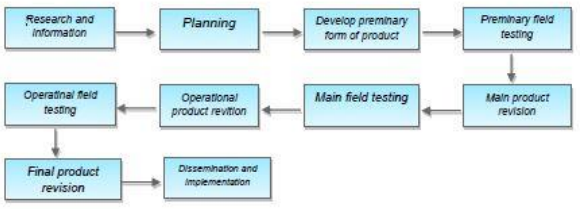
Throwing and Capturing

Children are generally able to mimic the movement without the help of an adult. Their activity moves to be free while observing changes in the environment that continuously grow and develop effectively. With time, experience, and practice; both hand

coordination, eyes, and feet that can dramatically improve skills better known as coordination skills. These skills include: arms and shoulders; one hand catches and the other throws, and both form movements with and without tools. So this activity is used in a controlled skill. Throwing motion is a manipulative movement with a very complicated movement because it requires the coordination of anatomical structures. According to Agus (2006: 53) There are many patterns in how to do such a throw from the top of the head, the chest, from under the arm (under the armpit, with the hands on the shoulders) but this discussion is limited to one way. According to Agus (2006: 13) Capturing is the act of bringing an object into control with the use of one hand or two hands. Research in motion capture problem is still very little especially those oriented towards developmental measures related to movement.

RESEARCH METHODS

Research and development in this learning using qualitative approach and using Research & Development (R & D) research method consisting of ten steps from Borg and Gall. Or can also be described in the form of development stage scheme as in the picture below:



Gambar 1 *Instructional Design R and D*
Sumber: Walter R. Borg and Meredith D. Gall, *Educational Research: An Introduction*, 4th Edition. (New York: Longman Inc., 1983)

Preliminary studies

The researcher conducted a preliminary study of needs analysis, collected further information by conducting preliminary studies either by library study or direct interviews with teachers and students. Things done in literature study is to collect material on theory theory, data and research results related to this research.

Analyze the information that has been collected

At this stage, the researcher begins to assign a model to solve problems that have been discovered in the early stages. Things planned include setting the learning model, formulating goals gradually, identifying the activities undertaken at each stage of the research

Development of initial draft

After analyzing the problems collected based on the preliminary study, then proceeded to develop the traditional game-based traditional king-style learning models. In compiling it is in accordance with the basic competency standards in the K13 curriculum for under graders.

Validate Initial Draft

After the preparation of the test item is completed with the assessment of material experts, namely: (1) expert in the field of motor (2) expert field of learning pemas. It was then followed by an assessment of media experts. In the validation process, the material experts assess and provide feedback on the initial product. Based on this, this revision will continue until the initial product reaches a predetermined value limit indicating that the initial product is valid and feasible to be tested.

Small Scale Field Test

Small field trials were conducted by students in SD lasoani and

documented in digital versatile disd (DVD) format which contained the traditional game-based traditional game-based instruction which was then observed by experts and teachers and followed up with product revision process.

Revision

The revision of the product performed from small-scale test results, by analyzing the deficiencies encountered in small-scale trials, input received from the expert was not followed by a product revision. Revisions of small-scale trial results are expected to be additional to deal with large-scale trials.

Large-Scale Field Test

Large-scale field tests by students at SD Modindi, SDN Kawatuna, and SDN 1 Paboya and documented in the form of Digital Versatile Disc (DVD). This DVD contains the implementation of traditional game-based learning which is then observed by experts and followed up with the product revision process. The process undertaken at a large-scale field test stage is similar to the process undertaken on small-scale field trials. What distinguishes lies in the number of large-scale field test subjects that are more than the small scale field scale test.

The final revision

The product revision process is done to get input from the material experts to produce the final product, this step is a refinement of products developed for the final product more accurate. At this stage has been obtained a product in the form of DVD development of traditional game-based learning model to improve the basic motion of throwing catch.

Final Product Creation

After going through various revision process, then made the compilation of development result after doing small scale and large scale field test, that is making final product or final product in the form of manual and instructional of learning model based on traditional game of standard raw king for basic motion of student catch lower class. This final product which will be used later.

Final Product Dissemination and Implementation

The final product discrimination is to report the product on a scientific forum in the form of a thesis exam. While the final product implementation in the form of published journals.

Trial Design

Product trials or model drafts were conducted twice, ie small-scale trials and large-scale trials. Prior to field trials (small and large scale trials), the research product was a draft of traditional game-based learning model of standard raw king for basic motion of catching of elementary school students. Further validation is requested to the designated experts, in the stage other than the validation of the experts will also be given an assessment of the draft model after the compiled, so it will be known whether the model is eligible for trial in the field. Then in the pilot phase in the field the role of the experts is to observe the feasibility of the draft model that has been compiled with

reality in the field. After a large-scale trial it will produce a completely valid model.

Subject Try

The subjects of this research are the third grade students of SDN Lasoani. In accordance with the stages of research, it will be implemented several stages of the process of data retrieval. In this research field trials are conducted, ie small-scale testing and large-scale trials. For small-scale trials involving 29 underclass students and large-scale trials involving 65 undergraduate students.

Data Type

The types of data obtained in this research and development are qualitative data and quantitative data. Qualitative data are derived from: (a) the results of interviews with elementary school teachers, (b) data deficiencies of traditional game learning models of material experts and experimental teachers, and (c) expert material and teacher input data on game-based learning models traditional. Quantitative data are derived from: (a) expert material judgments on traditional game-based learning models, and (b) teacher's assessment of the effectiveness of traditional game-based learning models.

Data Collection Instruments

Interview

According Riduwan (2011, p.74) states that the interview is a way of collecting data used to obtain information directly from the source. This interview is used if you want to know the things of the respondents in more depth. These questions include: (1) traditional game learning is in accordance with the curriculum, (2) what kind of activities are given in physical education subject matter in primary school, (3) duration of physical education, (4) , (5) equipment used in school, (6) obstacles experienced in physical education learning, especially in developing basic capture throwing skills, (7) problems faced by learners while attending physical education, (8) efforts made by elementary school teachers.

Value Scale

The second data collection instrument used is the value scale. Value scales are used to assess the feasibility of traditional game-based learning models developed prior to small-scale test trials, after experts assessed that traditional game learning is compatible with elements on a value scale, traditional game-based learning models

can be tested only in small-scale trials. Appraisal system in penialain format consists of four assessment criteria that child can do movement correctly get score 3, child can do self movement but not perfect got score 2, child can do movement with help get score 1, and child can not do movement get score 0.

Data analysis technique

Data analysis technique used in this research is descriptive data analysis. There are two kinds of descriptive data analysis technique that is done, the first is quantitative descriptive data analysis, this analysis is done to analyze data of observation result of pemas learning, adaptive sports expert, teacher and media expert on draft model quality compiled and analyzed by experts prior

to the implementation of field trials. The second data analysis is descriptive qualitative data analysis, this analysis is done to data of observation result of pemas learning, adaptive sports expert, teacher and media expert in giving suggestion or input and revision to model which is arranged especially in field test phase either small scale or large scale.

The game draft is considered feasible to be tested on a small scale if the subject of physical education, motor and media learning has validated and states that all classification items in the value scale are judged to be "appropriate" by ticking (√) on the appropriate column. In this case there are two types of values, that is, the "appropriate" rating results get one (1) and the "non match" rating gets zero (0). If any material expert believes that the classification item is not appropriate (zero), then a review of the game model can be followed up with the revision process.

For observational data of the material experts on the game model, the result of the "yes" observation gets one (1) and the observation "not" gets a zero (0). The result of the assessment of the observed items is summed, then the total value is converted to know how many categories. Value conversion is done by following standard benchmark assessment (PAP). In interpreting raw scores into values using the PAP approach, the following will be presented (Nurhasan, 2001, p.282).

Table 1. Conversion Value Guidelines

Value Score	Category	Information
81% - 100%	A	Very Good
66% - 79%	B	Good
56% - 65%	C	Enough
41% - 55%	D	Less
0% - 40%	E	Less Once

RESULTS AND DISCUSSION

In this study the traditional game-based learning model developed is the traditional standard raw game of the king. Small scale field trial results Standard raw game king

Table 2. Expert Rating Results on Small Scale Trial of Standard King Raw Games

Expert	question																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		%
	research result																
A1	4	4	4	4	4	4	3	4	3	3	4	4	3	4	3	55	91,67
A2	4	4	4	4	3	4	3	4	3	3	4	3	4	4	3	54	90
A3	4	4	4	4	4	3	3	4	3	3	4	4	4	4	3	56	93,33
	Amount															165	275
	Average																91,67

Information :
Average score : 91.67%
Value Score Range : Category A (Very Good)

Large Scale Field Test Results
Table 2. Expert Rating Results On Small Scale Trial Of Standar King Raw Games

Expert	Question																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		%
	research result																
A1	4	4	4	4	4	4	3	4	3	3	4	4	3	4	4	56	93,33
A2	4	4	4	4	3	4	4	4	3	3	4	3	4	4	3	55	91,67
A3	4	4	4	4	4	3	3	4	4	3	4	4	4	4	4	57	95
A4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	58	96,67
	Amount															226	376,67
	Average																94,16

Information :
Average score : 94.16%
Value Score Range : Category A (Very Good)

Based on the observation data of the game, according to the assessment of physical education learning experts, motor and teacher learning experts that the traditional game-based model of the king's raw standard shows the range of values based on the model effectiveness assessment sheet, that the traditional game-based learning model of sarong racing shows the range of 81 % to 100% of the 97% included in category A = very good. Then it is concluded that the traditional game-based learning model of raw standard of the king effective and feasible to be used for elementary school students learning down

The result of large group experimental evaluation conducted by the researcher can be concluded that all

the traditional game model of king's standard can be applied well plus the students are very happy with the game model of the ball-throwing game developed. The product developed aims to help improve the achievement of physical education objectives, especially athletic jockeying materials for elementary school students. This model is based on the level of children's needs in motion aktvitas, which psychologically these children prefer to play activities, then in this model the application is done by the principle of play approach.

The results of the test using this model turned out to produce the expected targets, meaning that this model has been effective to meet the needs of learning throwing catch elementary school. Subjects taken in the study are schools that do not have adequate sports infrastructure facilities. This provides a view that when this model is implemented in schools that have complete sports facilities and infrastructure, the implementation will be better and more perfect

CONCLUSION

Based on the data obtained, from the results of small group trials and field trials and discussion of research results, it can be concluded that: The model of learning throwing catch for elementary school students can be developed in learning throwing catches for grade 4 elementary school students.

IMPLICATIONS

The implications in this study of the development of learning catch-throwing, making students more active in learning physical education as well as being effective and efficient. and the development of learning model of basic motion of catching throw with game implemented on elementary school students is expected to contribute well in teaching and learning process.

SUGGESTION

In this section put forward some suggestions put forward by researchers in relation to the developed learning model. The suggested suggestions include the use suggestions, namely Product development is a learning model of basic motion of throwing catch with a game that can be used as a model of teaching by elementary school teachers, where in its use with consideration of the situation, conditions and infrastructure facilities.

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