

THE IMPROVEMENT OF CHILDREN'S PHYSICAL MOTORIC (SMALL AND ROUGH MOTORIC) THROUGH MODIFICATION GUIDE IN LEARNING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL

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ABSTRACT

Physical education is education that is done through physical activity as the main media to achieve the goal. The forms of physical activity commonly used by elementary school children, in accordance with the content contained in the curriculum is a form of sports movements, so the Elementary School physical education contains sports. The implementation of a physical education program should reflect the characteristics of the physical education program itself, namely: "Development Appropriate Practice" (DAP). This means that the teaching tasks given should pay attention to changes in the child's ability and can help drive the change. To achieve these goals, physical education teachers should be able to design and implement physical education learning in accordance with the stages of development and characteristics of students, especially in elementary schools. Modifying facilities and infrastructure is one effort that can be done by elementary school physical education teacher so that learning can reflect DAP. Therefore, DAP including the body scaling, or body size, should always be the main principle in modifying facilities and infrastructure in the process of teaching physical education

Keywords: physical motoric, modification guide, basic school.

INTRODUCTION

Children's world is a world filled with play. At this time the child will tend to move actively so as to affect the physical ability of motor, cognitive, social emotional and psychic child. When carefully examined through the game children are able to develop creativity, experiment, explore and learn actively

Motor physical ability is one aspect that should be developed in elementary school children, because the true ability of children will not grow and develop by itself, They need external factors such as training and guidance from teachers in their schools. In general, motor is divided into two, namely motoric rough and fine motor. Rough motor is the ability that requires coordination of most parts of the child's body. Therefore, it usually requires considerable energy because it is done by large muscles. While fine motor is a movement that involves only certain parts of the body and is done by small muscles so it does not require much energy but more focused on eye coordination with careful hands. Smooth motor skills and rough is an important aspect for the child's life because this is where the child can express and actualize his talents, potential, advantages and talents.

Physical education is a process of education that is done consciously and systematically through various physical activities to obtain physical growth, health and physical fitness, abilities and skills, intelligence and the development of character and a harmonious personality in the framework of the establishment of a

qualified Indonesian man (Mitranto.2010) . The learning of physical education in elementary schools is important because it is a decisive period of subsequent child growth and development. Therefore the acceptance of motion skills through various learning activities and games in the formation of teachers becomes very important, because the ability and movement skills cannot be mastered without any learning and training process. Through learning physical education in elementary school will affect some aspects of student life such as: (1) children get entertainment and fun, (2) children can move from weak to strong, (3) children can adjust to the environment, (4) Supporting children's skills in various ways, (5) helping children to be independent in solving all problems (Richard Decaprio, 2013).

In essence, the learning of physical education in elementary schools is generally delivered in the form of games and sports. The material and the content of the lesson should be given gradually so that the main objectives of learning can be achieved by the learners. To that end teachers should have a learning plan that contains knowledge and skills about teaching strategies and structures for improving primary school students' learning. The reality in the field of physical education that exists today has not been properly managed properly, in accordance with the level of growth and development of learners. Learning models that do not fit the characteristics of children and there is no creativity of teachers in delivering learning meters to make students feel bored and less enthusiastic.

Permission modification is one of the solutions that can be done by teachers to improve creativity by adjusting the characteristics of students. In addition, game modifications should pay attention to DAP (Development Appropriate Practice). For that DAP in which taking into account the size of the student body should always be the main principle in modifying physical education learning. Game modifications can be devoted to the development of fine motor and fine motor in accordance with the type of game modification that will be done by the teacher. Can by modifying the game equipment, field and match rules.

Based on the results of the above study researchers interested in reviewing the "improvement of motor skills (motorcycle rough and smooth) lower classes through game modification methods in learning penjaskes in primary schools.

CHARACTERISTIC OF ELEMENTARY SCHOOL CHILDREN

Characteristics of elementary school children according to Tamawijaya are divided into three things: 1) Physical characteristics, 2) Mental characteristics, 3) socio-emotional characteristics.

Physical characteristics:

1) The muscles of the legs and arms are more developed, 2) The children become aware of their physical state, 3) Men like rough and hard matches, 4) High growth and weight no longer fast, 5) Muscle strength not in line with 6) Improved speed of reaction, 7) Fond of sports matches, 8) More visible

to gender differences, 9) Coordination of motion is good, 10) Physical state looks strong, 11) Growth of foot faster than upper body, 12) The development of the lung is almost over, 13) There is a noticeable difference between men and women.

Mental characteristics:

1) Fond of playing with the ball, 2) More interest in team sport, 3) Great heroic spirit, 4) Concentration continues to grow, 5) Proud of achievement, 6) Influential if there are groups that stand out, 7) Easy to despair, 8) Strongly believe in adults, 9) Doing something always trying to get the approval of teachers, 10) Start paying attention to time in doing something, 11) Start reading things that are facts.

Social-emotional characteristics

1) Unstable, 2) Awakening begins, 3) Wives are interested in men, 4) Adult children can influence, 5) Regular rebellion, 6) Appreciate appreciation, 7) Critical, 8) Feelings of pride develop, 9) Want to appreciate from his group, 10) Easily get friends, 11) Likes to join in same sex (Tamawijaya)

According to puerwadarminta character is character, character or psychiatric traits. Characteristics of elementary students according to puerwadarminta: 1) Nice to play, 2) Happy to move, 3) Children love working in groups, 4) Happy to feel or do something directly.

So it can be concluded that the characteristics of elementary school students include physical characteristics, mental and social emotional and the shape of the

characteristics of elementary school students, among others play fun, happy to move, happy to work in groups and like to feel or do something directly.

SMOOTH MOTORIK ON BASIC SCHOOL CHILDREN

Smooth motor movements occur when only involving certain body parts only and performed by small muscles, such as the ability to use the fingers of the hand and the right wrist movement. The better the fine motor movement of the child makes the child can be creative like cutting paper with a straight cutout, drawing well and wove paper. If in the sport the optimization of fine motor development is reflected by the student's movement is able to throw the ball, catch the ball and use a variety of hand movements well during exercise. However, the ability of children to perform motor movement will be different from one another. For example Anton is able to throw the ball right on target and is able to catch the ball well, while joko is not good enough in terms of throwing the ball and not good in catching the ball.

ROUGH MOTORIC ON BASIC SCHOOL CHILDREN

Rough motor development is formed when the child begins to have good coordination and balance. Rough motor movement is the ability that requires coordination of most parts of the child's body. Therefore, it usually requires a lot of power because it is done by large muscles.

The development of gross motor movements also requires coordination of certain groups of child muscles that can enable them to jump, climb, run, and stand on one leg. In fact, there are also children who can do more difficult things, such as somersaults and roller-skating. Therefore, children usually learn rough motor movements outside the classroom / ruanagan.

Rough motor movements involve the muscle activity of the hands, feet and whole body of the child. This movement relies on maturity in coordination. To train rough motor movements can be done, for example by training children playing football games with little in the modifications adapted to the growth rate of students. In its development, gross motor develops earlier than fine motor.

PYSICAL EDUCATION

Physical education is education through the body, the body is adjectives with the origin of the word jasat which means body or body. With a view this is related to feelings, personal relationships, my behavior group, mental and social development, intellectual as well as aesthetics. Physical education is done by means of body, that is activity. The body is generally done at a fairly high tempo and especially the big movements of dexterity and skill, which are not necessary too precise, too fine and perfect or of high quality. Get it benefits for children include non-physical areas such as intellectual, social, aesthetic, in cognitive and affective areas. (Abdul kadir. 1992: 4)

Understanding physical education is a health sport process whole education that refers to the cognitive, affective, psychomotor, and physically summarized in the educational curriculum, aiming for improving the physical, mental, emotional and social abilities, as well as making man wholly physically and spiritually healthy for improve physical fitness.

GAME MODIFICATION METHOD IN LEARNING PYSICAL EDUCATION

Modification is one of the efforts that can be done by teachers so that learning of education and health reflects developmentally appropriate practice (DAP). For that DAP in which attention to body size of students should always be the main principle in modifying learning physical education and health. The core of the modification is to analyze and develop the learning materials by tearing it down in the form of potential learning activities that can facilitate students in learning (Suherman, 2000: 1).

The essence of game modification is to analyze and develop the learning materials by tearing down in the form of potential learning activities that can accelerate the students in learning. This method is intended to guide, direct and educate students from previously unbiased biases, from lower to higher levels, who were previously unskilled to skilled (Harsuki, 2004: 10)

Game modifications can be classified in various ways such as: (1) Equipment,

teachers can reduce or increase the complexity and difficulty of teaching tasks by modifying the equipment in use. For example in elementary school children playing volleyball does not have to use the actual ball but can use a plastic ball or sponge ball that is lighter and use a lower net. (2) Spatial arrangement, in this case the teacher must arrange the room as best as possible so that students in moving not collide with other students. (3) The number of students involved, very clear here so that students can move and comfortably follow the learning of students divided into several groups tailored to the game to be done . (4) Formation of learning, making variations of formations so as not monotonous. For example, the rules are facing each other in a cross to change (Suherman, 2000: 7-8)

The criteria for modification of the game are as follows: (1) encourage maximum student participation, (2) pay attention to safety, (3) teach the effectiveness and efficiency of motion, (4) meet the demands of different ability of the child, (5) according to the growth and development of the child, (6) strengthening previously learned skills, (7) improving children's emotional and social development (Suherman, 2000)

While the Aussie in Soemitro (1992) develops modifications in Australia taking into account: (1) Children have no physical and emotional maturity of adults, (2) Exercising with modified equipment and regulations will reduce injuries to children, (3) modified will be able to develop children's skills more quickly than the standard equipment of adults, (4) Modified

exercise fosters fun and excitement in children in competitive situations

So the core of modification is a way or effort done by the teacher in the form of a new or more varied design or learning model to attract student interest to be more active in following learning and can create change while improving the quality of education.

EFFECT OF GAME IN PHYSICAL EDUCATION ON ENHANCEMENT CHILDREN'S MOTORIC

The game is a form of activity in physical education. Therefore, the game or play has the same task and purpose with the task and the goal of physical education is to optimize the physical growth of children motul ..

If the child is playing or given a game in the framework of physical education lessons, then the child will play the game with pleasure and stimulate the process in ripening motoric of children both motor coarse and fine motor. Because of this pleasure then the child will reveal the original personality when he played, either the original character, or the habits that have shaped his personality. Thus it can be said that by playing people can actualize the potential of human activity in the form of motion, attitude, and behavior. From this arising situation then a physical education teacher can perform his duties. Therefore, teachers should be able to give proper direction, corrections, suggestions, exercises, or encouragement so that their

students develop better, and can achieve the expected maturity. Thus it can be said that by playing we can improve the quality in accordance with aspects of the human person (Sukintaka, 1992: 11-12).

CONCLUSIONS AND SUGGESTIONS

Based on the results of the above study it can be concluded that the method of game modification in physical education learning can improve the motor rough and smooth elementary school children. This is because the modification of the game is done or in stacking the teacher makes the learning becomes easier and fun so that the main objective in learning about the academic education of the students' physical motor ability is accommodated or able to achieve well.

Suggestions that can be submitted in the form of an appeal the teachers are able to arrange and plot an interesting and fun learning scheme with attention to the principles of child development. Increasing the repertory or type of game modification will make it easier for teachers to teach in elementary school.

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