

# Proceedings

## **The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership**

Theme : Education Innovation in Globalization Practice

22 September 2020  
Postgraduate School - Universitas Negeri Medan



Supported by :



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**Schedule of The 5<sup>th</sup> Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020**  
**Postgraduate School, Universitas Negeri Medan**

**22 September 2020**

<b>(Indonesian time)</b>	<b>Activities</b>	<b>PIC/Moderator</b>
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	<b>Opening Ceremony</b> 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: <b>Prof. Dr. Syawal Gultom, M.Pd</b> (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 <b>Prof. Emmanuel Manalo</b> (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 <b>Dr. Susan Ledger</b> (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 <b>Prof. Dr. Ekkarin Sungtong</b> (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 <b>Assoc. Prof. Yuri Uesaka</b> (The University of Tokyo - Japan)	
<b>12.05 – 13.30</b>	<b>Break</b>	
<b>13.30 – 15.30</b> (pm)	<b>Parallel Session 1</b> <b>(divided to 19 parallel rooms)</b>	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	<b>Parallel Session 2</b> <b>(divide to 19 parallel rooms)</b>	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5<sup>th</sup> Annual International Seminar on Transformative Education  
and Educational Leadership (AISTEEL 2020)**

**Preface**

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga  
Rahmad Husein  
Juniastel Rajagukguk**

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# The Development of Game Based on Basic Motion Learning Model in SD Brigjend Katamso Medan

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**Abstract**— The purpose of this research is to produce a game Based on Basic Learning Model. The book contains a Game Based on Basic Learning tool as well as an Effective Basic Learning. Learning strategy that is consistent with the elementary school Physical Education curriculum. In addition, this study also aims as teaching material for elementary school teachers in Physical Education learning in Physical Education in elementary school. This type of research is research and development. This research was conducted through the potential and problem stages, data collection, making initial product designs, validating media experts and material experts. Furthermore, the product is tested on students through small group trials, revisions, field trials and final product revisions. The subject of product testing is students of SD Brigjen Katamso Medan from second grade. This research and development is carried out to obtain in-depth information about: the development and application of learning models for grade II elementary school children and to determine the effectiveness, efficiency and attractiveness of the results of the development of basic motion learning. The basic motion learning model that is made is adjusted to the aspects of growth and development as well as the characteristics of children at their age which is packaged through physical activities that are focused on basic locomotor, non-locomotor and manipulative movements as well as. The results of this research and development, the teacher's manual in the form of a game-based basic motion learning model equipped with pictures and instructions for the implementation of the game. It is recommended to be used as a reference for educators in basic motion learning in elementary schools.

**Keywords**— *learning model, basic motion, games*

## I. INTRODUCTION

[1] Physical education is a medium to encourage motor development, physical abilities, knowledge and reasoning, appreciation of values (attitudes-mental-emotional-spiritual-and social), as well as the refraction of a healthy lifestyle that leads to stimulating balanced growth and development (Harsuki, 2003: 27) So that physical education runs well and is achieved in accordance with the guidelines, aims and objectives as contained in the curriculum. So the physical education teacher must be able to make effective and fun learning in order to increase the enthusiasm of students in physical education lessons. It must be realized that the lack of variation and learning models in each activity will lead to student boredom which ultimately reduces students' interest in learning. Big enough in game sports, so the effort that must be

done is to create and present Physical Education activities into play situations that are more enjoyable for students.

Basic motion learning carried out by physical education teachers at elementary school Brigjend Katamso still seems to be limited to meeting the learning material in the field where physical education teachers do not see whether basic motion learning taught to students has met the basic movement needs of elementary school children and the task design of learning basic movements must be adapted to the students involved. One form of activity in physical education that makes children move is play. Playing activities are expected to be able to develop students in accordance with the educational goals to be achieved. Because in playing not only prioritizes physical activity, but also values that must be obeyed and practiced in everyday life. With the concept of learning games for elementary school children, it will develop students' basic motor skills. This is in accordance with the objectives of implementing physical education, sports and health in elementary schools, which is to increase the ability and basic movement skills for students.

One of the applications of physical education for sports and health is at the primary school level, the scope of the physical education teaching program in primary schools is emphasized on efforts to spur growth and development of physical, mental, emotional and social development. Physical education in elementary schools is one of the important tools. to stimulate the growth and development of children because physical education is closely related to human movement. [2] The characteristics of Physical Education teaching in elementary school (SD) children are playing while learning or learning while playing, so it is very appropriate if physical development is used as a medium for developing skills movement of students since childhood (Sucipto, 2008: 220).

In the 2013 Physical Education curriculum for grades I and II In elementary schools there are also Competency Standards and basic competencies Practicing basic movements and variations of basic locomotor, non-locomotor and manipulative basic movements through games and physical activities at school with the aim of increasing the basic mobility of elementary school students so that even better.

The following are the content standards of the 2013 Curriculum for Physical Education for Elementary School class 2 Elementary Schools.

CORE COMPETENCIES	BASIC COMPETENCIES
3. Understanding factual knowledge by observing [hearing, seeing, reading] and asking questions based on curiosity about himself, God's creatures and their activities, and the objects they find at home and at school	<p>3.1 Knowing the concept of motion variations of locomotor basic motion patterns in various forms of simple and / or traditional games</p> <p>3.2 Knowing the concept of non-locomotor variations in basic motion patterns in various forms of simple games and / or traditional games</p> <p>3.3 Knowing the concept of basic manipulative variation in various forms of simple games</p>

Based on the results of surveys and observations on students of SD Brigjend Katamso Sunggal where many students are immature according to their level of growth and development of motion because there are several problems in basic movements:

- 1) From the survey results, the locomotor movements selected by the researcher, such as the running movement, turned out that of the 30 students surveyed, 23 students did not have good basic movements because there were still mistakes made by students such as unprepared gaze, not swinging arms and footsteps. not widened when running.
- 2) In non-locomotor movement instruments such as leg lifting movements from the survey results of 30 students, 20 students did not have good basic movements which were carried out, there were still mistakes made by students where students could not maintain body balance and did not have leg muscle strength
- 3) In manipulative movement instruments such as throwing movements of 30 students, survey results in the field 19 students do not have good throwing results, this is seen when throwing their eyes not focus on the target, hands are not pulled back and stiff body position is not relaxed
- 4) The basic motion learning model used by physical education teachers does not pay attention to whether it is in accordance with the movement needs of elementary school children and the task design of basic motion learning must be adapted to the students involved

One form of activity in physical education that makes children move is play. Playing activities are expected to be able to develop students in accordance with the educational goals to be achieved. Because in playing not only prioritizes physical activity, but also values that must be obeyed and practiced in everyday life.

With the concept of a game learning model for elementary school children, it will develop students' basic motor skills. This is in accordance with the objectives of implementing physical education, sports and health in elementary schools, which is to increase the ability and basic movement skills for students. Every human who is born is equipped with movement skills, so that in carrying out his activities requires movement. Activities automatically require a power that supports various activities so that movement can occur. [3]According to Husdarta (2000: 20), basic movement skills are skills students usually do to improve the quality of life. Basic movement skills are divided into three categories, namely: locomotor, non-locomotor, and manipulative whereas according to Pangrazi (2004) it is very important to learn basic movement skills at an early age because if there is not enough teaching about basic movement skills, children will experience various obstacles in learning and doing various more difficult movement skills later in life, such as learning sport skills later.

In this research, the game concept is arranged with several game models, where in the post there are several kinds of game models. Starting from the description above, the writer is interested in digging up information and making learning that is useful for developing students' basic motor skills. So the researchers conducted a study entitled: Development of Game-Based Basic Motion Learning Models in Brigjend Katamso Elementary Schools, Medan.

## II. LITERATURE REVIEW

### A. Basic Motion

[4]Fundamental basic movement according to Harrow (1972: 51) is an inherent movement pattern that forms the basics for complex movement skills, which include (1) locomotor motion; (2) non-locomotor motion; and (3) manipulative motion.

### B. Games

[5]According to Joan Freeman and Utami Munandar (in Andang Ismail, 2009: 27) defines play as an activity that helps children achieve complete development, whether physical, intellectual, social, moral, and emotional. [6]Playing or playing is colored by an atmosphere of payment but in the game (game), it is the elements of life that stand out (Agung, 2017: 78). Formal play is a competitive interaction and aims to achieve a predetermined goal. It has an end point called the game people. According to Calhoun (in Agung, 2017: 78) the game is a playing activity that has clear rules, specific objectives, elements of competition and a sequence of actions that essentially repeats every time a game is played.

### C. Development style

[7]Initially, R&D research was applied to the industrial world, and was the spearhead of an industry in producing new products needed by the market. Nearly 4% of the cost is used for this research, even in certain fields such as computers and pharmaceuticals the allocation of costs can exceed 4% (Borg and Gall, 1989: 770). Meanwhile, in the social and education sector, the role of R&D is still very small, which is less than 1% of the overall cost of education. This is considered to be one of the main reasons why progress in education has lagged somewhat in comparison to other fields. As noted by Borg and Gall (1989: 770), Unfortunately, R & D still plays a minor role in education. Less than one percent of education expenditures are for this purpose. This is probably one of the main reasons why progress in education has lagged for behind progress in other field..

### III. METHOD

[7] In research on developing a basic motion learning model based game outdoor education for elementary school students in Medan City 2019, this is a process used to develop and validate learning products. Borg & Gall (1983: 776) proposed a series of steps that must be taken in this approach including 10 general steps, such as the following model: Research and information collecting, Planning, Develop preliminary form of product, Preliminary field testing, Main product revisión, Main field testing, Operational product revision, Operational field testing, Final product revisio.

In this development research, the data analysis technique used is descriptive quantitative analysis technique with a percentage. This technique is used to analyze quantitative data obtained from the results of distributing evaluation questionnaires from experts in games and physical education learning experts regarding the results of the products developed. The formula used to analyze the data is as follows:

Formulas for processing responses or evaluations from experts in games and physical education learning experts.

[8]The formula for processing data per trial subject (Sudjana, 2010: 131).

$$P = \frac{X}{Xi} \times 100\%$$

Information:

P = percentage of evaluation results of trial subjects

X = The number of score answers by the test subjects

Xi = The maximum number of answers in the assessment aspect by the test subject

100% = Constants

b. The formula for processing data as a whole is the subject of the trial (Sudjana, 2010: 131).

$$P = \frac{\sum x}{\sum Xi} \times 100\%$$

Information:

P = Percentage of overall evaluation results of trial subjects

□ X = The total number of answers to the test subjects in the whole aspects of the assessment

□ Xi = Total total maximum score of the test subjects in all aspects of the assessment

100% = Constants

### IV. RESULTS AND DISCUSSION

Research and development of basic motion learning models based on outdoor education / activity for Class II elementary school children, specifically, have several objectives, including:

1. To obtain in-depth information about the process of implementing basic motion learning in elementary school children
2. Develop and apply a basic motion learning model based on game for grade II elementary school children.
3. Obtaining empirical data about the effectiveness, efficiency and attractiveness of the development of a basic motion learning model based game in grade II elementary school children.

The final objective of this development research is to produce a product in the form of a learning module which contains a game-based basic motion learning model for grade II elementary school children, so that it can complement the existing learning at this time, namely so that students can learn more:

1. Effective, meaning that it is completeness in increasing the effectiveness or convenience for students in mastering basic motion material
2. Efficiency, which means the completeness of learning assistance, where the cost and time are minimal so that maximum results can be obtained in mastering the basic motion material.
3. Interesting, meaning that it is a completeness of learning that has attractiveness so that students can be motivated to use it and can be continued with training at existing athletic clubs.

In this study, it was found that in the large group test there were 80% (valid) with revisions and in the large group test it was obtained 87% (valid) with no revision, meaning that the results in this study were valid and the product could be used.

### V. CONCLUSIONS AND RECOMMENDATIONS

The conclusion in this study is that in this study it was obtained in the large group test there were 80% (valid) with

revisions and in the large group test it was obtained 87% (valid) with no revision meaning that the results in this study were valid and the product could be used. This research is that the teacher must teach elementary school children by playing and providing more varied games

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