

## Development of Teaching Materials Theme 1 Growth and Development of Living Life in Combinations of Basic Locomotors through Role Playing Activities

Fachrudin Rahmansyah<sup>1</sup>, Nurhasan<sup>2</sup>, Abdul Rachman Syam Tuasikal<sup>3</sup>

<sup>1,2,3</sup>Magister of Sport Education, Universitas Negeri Surabaya, Surabaya, Indonesia  
[rahmanfachrudin4@gmail.com](mailto:rahmanfachrudin4@gmail.com)

### Abstract

*The purpose of this research is to describe the development of PJOK teaching materials on theme 1 in a combination of basic locomotor movements through role-playing activities, to know learning activities through the development of teaching materials, and to find out the interests of learners through the development of teaching materials. The type in this study uses development. The subjects used in this study were 6 grade III public elementary schools in Sidogedungbatu Village of Sangkapura District of Bawean Islands of Gresik Regency with a total of 89 learners. Instruments in this study use validation sheets, observation sheets of learning activities, and learners' questionnaires. The results and discussion of this research are the development of theme books 1 class III in PJOK material in a combination of basic locomotor movements through role-playing activities is very good, because PJOK learning on theme 1 that uses thematic learning that combines general learning with PJOK learning which is initially less interesting material and still exists that is not in accordance with Basic Competence in the end researchers develop a book of teaching materials in the game. a that can not be separated from the Basic Competencies in the theme book. The results of educator observations there is a percentage of 87% and the results of student observations there is a percentage of 85%. The interest of learners in PJOK teaching material theme 1 growth and development of living things through a combination of basic locomotor motion to role-playing activities in class III there is an overall percentage of 84%. It can be concluded that the development for PJOK teaching materials on Theme 1 is very important because it can be prepared to learners so that learning is more active and interesting.*

### Keywords

theme 1; combination of basic locomotor motion; role playing



## I. Introduction

Sports and Health Physical Education (PJOK) in Indonesia has had to change the paradigm of its fullness, So as to be able to lift learning materials that are more appropriate for the child's age and include in accordance with the child's movement ability, cognitive level, physical ability, even emotional ability.

Arsani (2020) stated that Physical education as part of sports has not been able to fulfill its role until now. Physical activity is an inseparable part of the life of living things, ranging from simple to very complex activities (Sulaiman, 2020). Meanwhile, to improve the ability of the physical abilities of Youth cadets can be done with efforts to create new learning models that are more innovative and creative (Suryono, 2020). Education through

basic motion as a basic model in the curriculum that offers at the same time changes in terms of material (concepts and components of motion that contain basic motion patterns) while offering novelty in the teaching model. Developing and exploring the basic movement activities contained in the 2013 curriculum in PJOK in elementary school is already an inevitability, especially to increase the role of learners. Educators here play an important role to facilitate learners to be able to develop affective, cognitive, and psychomotor aspects.

The curriculum in SD/MI uses thematic learning approaches from class I-VI. Thematic learning is a learning approach that integrates a wide range of competencies from the subject into the theme. Thematic learning is essentially an integrated learning model that uses themes to connect several subjects so as to provide meaningful experiences to learners. Thematic learning is one of the models used for learning activities at elementary / MI level in the low grade (grades I, II, and III) while for PJOK independent of the theme in the high class (grades IV, V, and VI). In the 2013 curriculum, it develops spiritual attitudes (KI 1), social (KI 2), knowledge (KI 3), and skills (KI 4). The four competencies that are the task of an educator in order to create learners to have a character, knowledge, and have skills (Sulistiawan, 2020).

An important component in the implementation of thematic learning is teaching materials that will be delivered to learners. To prepare good material in thematic, it is necessary to understand well what is contained in the teaching material. According to Mustaqim (in Nora et al, 2018: 246) teaching material is one of the components that occupy a very important position of the entire curriculum, which must be prepared so that learning can achieve the goals desired by educators to be in accordance with the achievement of learning goals.

Researchers identified the elementary school's grade III theme book on thematic learning, namely theme 1. Growth and Development of Living Things there are 4 subthema and per subthema there are 6 learning activities. For learning theme I there are PJOK learning materials that are adapted to other materials, the results of the PJOK material taught are not in accordance with those applied by educators due to the combination of PJOK teaching materials with other materials that are less suitable and the lack of application of simple game concepts that are more varied and fun in the PJOK teaching material of the theme book 1 class III so it seems boring. Material teaching theme I in PJOK is associated with living things such as mimicking the movements of animals and plants.

From the above exposure, it can be said for the problem of teachers of Physical Education Health Sports (PJOK) class III in elementary schools in Sangkapura Sub-District, Gresik is likely to empty the components of teaching materials. This is because educators tend to only use package books or themes available in schools. In addition, educators do not pay attention to the non-conformance of the material in the book or in the theme with the demands on the curriculum. In the theme book of Physical Education Sports Health (PJOK) itself is lacking and the lack of simple game forms contained in the theme book 1 Growth and Development of Living Things on the material combination of basic locomotor motion. As a result, PJOK learning is less suitable and feels boring for learners because of the form of play contained in the theme book. If applied to learning minimal time due to the duration for the learning of elementary school children is 4 x 35 minutes. In fact, educators are required to prepare learning materials that are in accordance with the type that includes facts, concepts, principles, procedures, and assessments.

From the problems in learning, the researcher took the initiative to develop teaching materials on the theme I Growth and Development of Living Things class III in elementary schools in Sangkapura Sub-District, Gresik about the combination of basic locomotor movements through role-playing activities packaged in simple games. Before developing a teaching material book on theme 1, researchers should pay attention to the stages that start from identifying Core Competencies (KI) and Basic Competencies (KD) on theme 1, in addition to lowering basic competition (KD) into learning indicators, then identifying the type of teaching material content, looking for sources related to teaching materials (Erianjoni, 2017). Researchers should also pay attention to the level of material difficulty that will be applied to learners and the level of flexibility of teaching materials. The process of developing teaching material is through a way by lifting the idea or form of a pre-existing work.

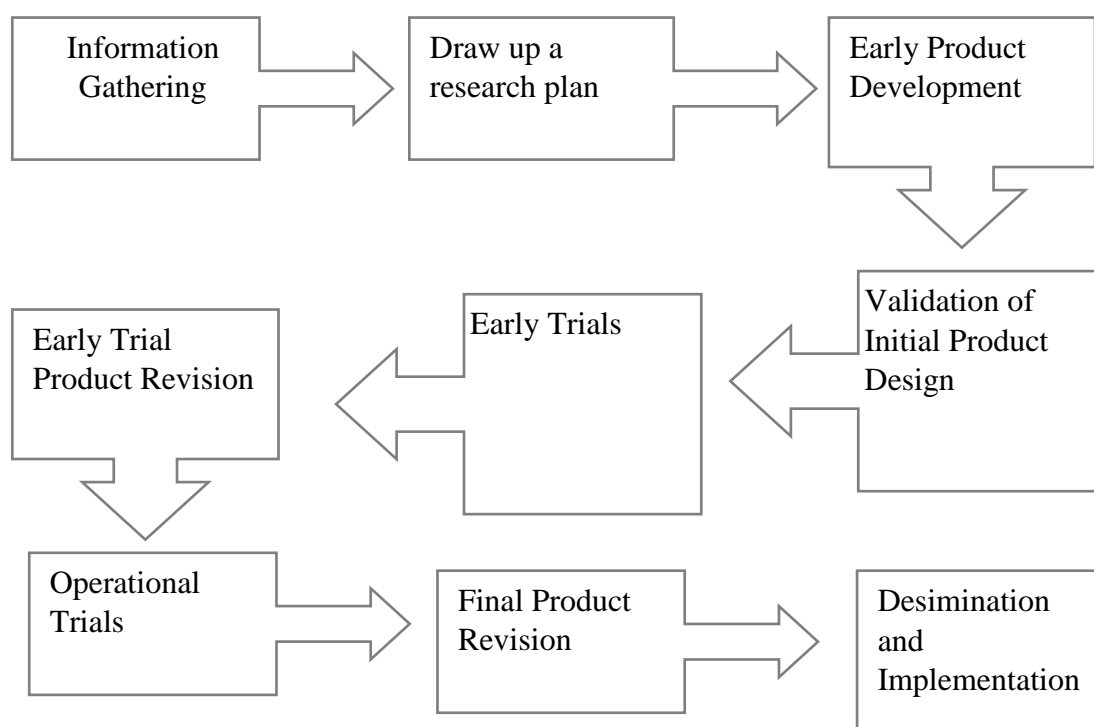
Researchers developed a teaching material on theme 1 about a combination of basic locomotor motion that is adapted to the growth and development of living things through role-playing activities. Teaching techniques through role playing is a mastery of learning activities to develop the imagination of a particular character. Role playing is a model of learning through the role of a situation in human life without training to achieve a common goal in order to find solutions to a problem that is often faced by learners in everyday life as a medium of teaching certain skills (Husada et al, 2019). Play in essence skills that contain basic elements of motion to develop complex movements.

In the above explanation play is also found in basic motion, namely locomotor motion. Explanation of locomotor motion is the process of moving the limbs from one place to another or can go in all directions. Examples of locomotor movements include walking, running, jumping, and jumping (Amirzan, 2017). Locomotor movement has an important role in PJOK learning, especially in early childhood for elementary school. Basic movement can also be said to be one of the dominant of the fundamental foundations in children.

Based on the description that has been put forward, it can be affirmed the need for the development of teaching materials in the student book theme 1 in the PJOK material that is adjusted from the material to be given to learners. As for learning to overcome problems in the learning of PJOK class III in elementary schools in Sangkapura Sub-District, Gresik. Therefore, the researchers raised the title "Development of Materials Teaching Theme 1 Growth and Development of Living Things in Combination of Basic Lokomotor Motion Through Role Playing Activities"

## **II. Research Methods**

The type in this study is to use development. Development research is a study that aims to develop a new product or improve an existing product (Maksum, 2018: 79). Although development research ends up producing products theory is unimportant. Theories and findings of previous research are needed as the basis for product development. Seels & Richey (in Maksum, 2018:95) argues that development as the process of translating the design specifications into physical form or in other words, developing in the context of research means transforming knowledge, into a more tangible form.



*Figure 1. Development of Borg & Gall Model (in Maksum, 2018:98)*

In the opinion of Borg & Gall procedures in development research can be carried out ten steps of implementation of research and development strategies, but simplified by researchers into nine steps as follows:

### **1. Information Collection**

Research that starts with potential and problems. Potential is something that if used will have added value. For problems, it is a gap between expectations and what happens. The potential in this study is in elementary schools in Sangkapura District of Bawean Islands Gresik because elementary schools there use the 2013 Curriculum. For low-grade PJOK learning using thematics whose material also follows with classroom teachers, PJOK teachers use teacher books and student books for application on the ground. The problem in this study is that the PJOK teaching material in teacher books and student books is still not in accordance with the application of learning in the field. Therefore, researchers develop teaching materials in the teacher's book as a guideline for learning activities on the theme of 1 growth and development of living things in class III that can later be developed and adapted to the basic competencies in the 2013 Curriculum.

### **2. Draw up a Research Plan**

After knowing the potential information and problems can be shown factually, then the researchers then need to collect the information used to get materials in product planning that will be made according to the conditions on the ground and can overcome the problem. From the results of the collection of information contained in the field, the researchers developed teaching materials on the theme of 1 growth and development of living things in class III that are adapted to PJOK material. In the collection of information it is necessary to analyze the needs by reviewing the teacher's book and doing the selection of material combination of basic locomotor motion. In the theme book 1 about the growth and development of living things, Basic Competencies are adjusted to the material of the classroom teacher which in the end the material applied to learners is less in accordance

with the PJOK teaching material. Researchers collect information about living things that can be adjusted to the basic locomotor motion so that the material in the theme book does not deviate too much from the learning that will be taught by the PJOK teacher.

### **3. Early Product Development**

Before making the development of teaching materials from teacher books in the form of teaching materials, researchers must first create product designs that aim to facilitate PJOK teachers when teaching in the field. The product design resulting from this research is a teacher's teaching material book through the skills of a combination of basic locomotor motion on the theme of the growth and development of living things. The teaching material developed is a combination of basic locomotor motion which includes basic walking motion, basic running motion, basic movement jumping and jumping. The resulting product will not deviate far from the teacher's book on theme 1 whose purpose can be applied to learners in PJOK learning activities while in the field.

### **4. Design Validation**

Design validation is the initial process before conducting activities in the field and assessing the design of the resulting product, in this case it can be more effective that will be applied to learners. Design validation is presented from experts or experts who are in accordance with the product to be developed and in accordance with their field to assess the products to be tested in the field. Validation can be done using a check list or with a discussion forum. For validation usually uses 3 experts, namely design validation, validation of the content of the material, and validation of practitioners from colleagues who already have experience in accordance with the product to be produced.

### **5. Preliminary Field Testing**

After testing the validity of the product by experts, it can be known the shortcomings and advantages of the product to be produced. Design weaknesses that are made are then tested to be reduced or supplemented by improving the design and then tested in small groups as an initial test. The purpose of this small group trial is to discard errors encountered and know the initial response of the developed product. According to Maksum (2018: 98) suggested that preliminary field testing in 1-3 schools, or using 6-12 subjects, can be educators or learners. Therefore, researchers conducted a trial of the use of products using small group trials that use 1 School, namely UPT SD Negeri 349 Gresik in Sangkapura District of Bawean Islands which amounted to 12 learners to apply products for the development of basic locomotor movement materials on the theme of growth and development of living things. The purpose of implementing small group trials at this stage is to get initial feedback and be able to understand a phenomenon in depth about the feasibility of the product to be developed.

### **6. Operational Field Testing**

After testing the initial trial product is declared successful and there may be revisions that are not too important, then the product developed is applied in the scope of a broad educational institution. The findings of the new product developed by the researcher, must still be assessed deficiencies or obstacles that arise in order to improve further. From the results of small group trial analysis as well as the first product revision. According to Maksum (2018: 98) explained that operational field testing can be done in 10-30 schools or can involve 40-200 subjects. So in operational field testing (Operational Field Testing) conducted at 6 elementary schools located in Sidogedungbatu Village Sangapura District Bawean Islands Gresik with a number of 89 class III learners to apply the product of

teaching material combination of basic locomotor motion on theme I about the growth and development of living things.

Product trial subjects in this development that use the following trials:

1. Subject of analysis of the needs of students of class III elementary school in Sangkapura District of Bawean Islands, Gresik. The total number of State Elementary School/Madrasah Ibtida'iyah institutions in Sangkapura sub-district, Gresik is 67 institutions with the following details, namely 29 madrasah ibtidaiyah level institutions and 38 elementary school level institutions.
2. Expert validation subject consisting of three development materials experts, design experts and PJOK teacher practitioners. Expert qualifications in this development must be determined in their role in validation and revision. For experts in development materials, namely lecturers from the Postgraduate State University of Surabaya, while design experts in the manufacture of learning modules can also be from Postgraduate State University of Surabaya, and for PJOK Practitioners that can be colleagues who have graduated and have a Master's degree.
3. The subject is a portion of the population that will be used for data sources (Darmadi, 2011: 53). In this study, it used two trials, namely preliminary field testing and operational field testing. In Maksum's opinion (2018:98-99) suggested that initial trials could be conducted on 1-3 schools, or using 6-12 subjects and operational trials could be conducted in 10-30 schools or could involve 40-200 subjects. Small group subjects using one class in UPT SD Negeri 349 Gresik which amounted to 12 learners. Operational trials using 6 schools. So the subjects in this study were conducted in class III public elementary school in Sidogedungbatu Village of Sangkapura District of Bawean Islands of Gresik Regency with a total of 89 learners.

A research instrument is a tool used to gather information in the form of one's knowledge or skills (Winarno, 2011: 94). Based on the type of instrument, tests can be: writing tests, oral tests, and skill tests. The instruments used are as follows.

### **1. Observation of Learning Activities**

From a study obtained a clue that the record of observation data is not just recording, but also holding considerations and then conducting assessments into a multilevel scale. According to (Winarno, 2011: 46) to observe a complex event that occurs simultaneously, the observer uses aids such as cameras, video tape, and audio-tape recorders. The event can then be observed and analyzed after the recording is played back. In this study there is observing the activities of educators and the activities of learners described as follows.

- a. The observation sheet of educator activities used to observe the implementation of activities in the field that have been created and developed by educators in applying the development of teaching materials through learning role-playing activities in living things whose elements contain a combination of basic locomotor motion.
- b. The observation sheet of learners is used to find out the response of the interest of learners to learning role-playing activities in living things whose elements contain a combination of basic locomotor motion.

### **2. Questionnaire**

Questionnaires or questionnaires will also be used for data collection. In Winarno's opinion (2011:96) questionnaire is a number of written questions used to obtain information from respondents about something to be studied. In general, questionnaires are used to disclose data relating to respondents' personal, opinions or other information related to research problems.

The provision of questionnaires in this study is to find out the interest of learners in the development of teaching materials in (PJOK). Interest can be interpreted as something that exists in learners such as a sense of prefer, a sense of interest in a thing or activity. According to Hurlock (1990) it is feared that asking is a source of motivation that encourages a student to do the activities that have been chosen. On that basis, the interest of learners is very important so it the interests of learners. But as we know the interests of learners are not the same, there are learners who have very high interest and some are, and some are even low.

### **III. Discussion**

#### **3.1 Teaching Material Development**

For the development of teaching materials can not be separated from the Basic Competencies in the learning curriculum. Things that need to be considered in the preparation of the development of teaching materials are (1) researchers must identify all Core Competencies (KI) and Basic Competencies (KD), (2) then from KD is lowered to the competency achievement indicator (GPA), (3) after knowing the indicator and then knowing the learning objectives that will be applied to learners, (4) then identify with the contents of the teaching material. So the preparation of the development of teaching materials based on KI, KD, the level of material difficulty so that the development of teaching materials that have been made and arranged according to procedures can be realized into the form of modules or books. The time required in this study was 8 meetings for each school.

After making the development of teaching materials in this research it is mandatory to test with experts or experts / validators who aim to assess and correct the shortcomings and advantages in the development of teaching materials made. Instruments that need to be tested in the development book are validation of book design, validation of book contents, and validation of PJOK practitioners/ teachers. Instrument sheet for experts is an assessment questionnaire sheet given to experts in assessing the products of teaching material books that have been developed. The results of exposure to context validation by experts in this study are as follows.

#### **a. Validation of Instructional Material Design Intrusion**

Instruments validation sheet design of teaching material before being applied to learners first made contributions or guidance first to the guide as validation of teaching material book design instruments. Directions and inputs on teaching material books that have been made received approval from the guidance lecturer, then the validation process is carried out by the lecturer who is selected to be the validator of the teaching material design instrument. It aims to obtain a feasibility intrusion that will be applied to learners. Lecturer who became validator of instructional book design in this study is Dr. Sapto Wibowo, S.Pd. M.Pd who serves as a Graduate lecturer of Surabaya State University.

Researchers showed a book of teaching materials developed from theme 1 to be validated on the design of images in the book developed on class III PJOK material. For validators they are given an assessment sheet. The results of the assessment of the validation sheet of the design of the PJOK teaching material theme 1 Growth and Development of Living Things through a Combination of Basic Lokomotor Motion Towards Role Playing Activities obtained results of 67% can be categorized well. From these results there are some suggestions of improvement, among others, for guidelines that still involve the opinions of experts and the latest research results and should make

illustrations of your own images not taken from the internet, books or other people's products.

### **b. Validation of Instruments of the Contents of the Teaching Material Book**

The instructional material validation sheet before being given to learners is first conducted in consultation with the guidance lecturer to validate the instructional instruction of the contents of the teaching material book that aims to find out the appropriate content of the material tailored to the theme and Basic Competence. Lecturers who validate the instructional contents of the teaching material book are Dr. Heryanto Nur Muhammad, S.Pd, M.Pd who serves as Head of S3 IKOR Postgraduate and Postgraduate Lecturer of Surabaya State University. Validation assessment sheet includes the feasibility of content and presentation of the material. It aims to obtain a viable and valid instrument to be applied as a research instrument. The content of the guidebook material given to learners with the aim to obtain satisfactory results on the content of the material provided. From the results of the validation sheet of the instrument contents of the PJOK teaching material theme 1 Growth and Development of Living Things through a Combination of Basic Lokomotor Motion Towards Role Playing Activities obtained results of 88% can be categorized very well. From the results of these there are suggestions for the content of the book material that it is necessary to write sources related to quotes from other parties both from the definition, origin of the game, and the writing of other things so that the work made cannot be ignored / legally demanded apabila has been disseminated to the community.

### **c. Validation of PJOK Practitioner/Teacher Instruments**

Instrument validation sheet by PJOK practitioner teacher who became an appraiser of class III teaching material on theme 1 before being given to learners. Validator who will assess the practitioners of the development of PJOK teaching material books is Agus Setiawan, M.Pd as a PJOK teacher at SDN Kebraon I / 436 Surabaya. Therefore, researchers who developed a textbook consulted on the form of games related to Basic Competence in Theme 1 in PJOK teacher practitioners gave input and direction on the development of teaching material books. It aims to get decent and valid results to be applied as a penelitain instrument. From the evaluation results of the development of teaching material books by PJOK practitioners obtained results of 72%, can be categorized well.

From these results there are additional suggestions to develop a book of PJOK teaching material on theme 1, namely the form of the game is given the duration of time in the game and if it combines with traditional games, then in the introduction called the origin of the game.

## **3.2 Learning Activities**

Learning activities in this study were carried out on students of grade III elementary school, Sidogedungbatu Village, Sangkapura Subdistrict, Gresik. PJOK learning activities are carried out through the theme 1 Growth and Development of Living Things through a Combination of Basic Lokomotor Motion towards Role Playing Activities.

### **a. Educator Activities**

The results of observations made by educators in PJOK learning in grade III elementary school, Sidogedungbatu Village, Sangkapura Subdistrict, Gresik through the development of the theme 1 Growth and Development of Living Things through a Combination of Basic Lokomotor Movements towards Role-Playing Activities carried out



for 1 month. Schools are made for research as many as 6 elementary schools, for the implementation of learning is carried out 8 meetings in each school. To find out the results of the observation, it is valued by 2 observers from the Chairman of PJOK in Sangkapura Gersik sub-district and Class Teacher who has taken a master's degree who serves as curriculum coordinator in Sangkapura Gersik District. For the results of observational research data conducted by educators can be presented as follows.

**Table 1.** Educator Activities

No	INDICATORS	SDN 349	SDN 350	SDN 351	SDN 352	SDN 353	SDN 354	Average	Sum	%
1	Open learning and prepare learners for learning preparation	97	94	91	91	97	97	94	566	94%
2	Providing perception to learners	72	77	66	84	84	91	79	473	79%
3	Providing motivation to learners	78	75	75	84	88	88	81	488	81%
4	Conveying learning goals to learners	86	84	81	88	91	94	87	523	87%
5	Delivering learning materials to learners	97	97	91	94	97	94	95	569	95%
6	Instructing learners to form study groups	83	88	84	88	94	97	89	533	89%
7	Monitor learners as learning progresses	86	88	78	91	94	94	88	530	88%
8	Infer teaching materials through simple games that learners have done	84	75	75	88	91	94	84	506	84%
9	Giving awards to learners	84	78	78	88	94	97	87	519	87%
10	Evaluate learning to learners	88	78	75	91	91	94	86	516	86%
<b>Average</b>		86	83	79	88	92	94	87	522	87
<b>SUM</b>		855	833	793	884	919	938	870	5222	870
<b>OVERALL PERCENTAGE</b>		<b>86%</b>	<b>83%</b>	<b>79%</b>	<b>88%</b>	<b>92%</b>	<b>94%</b>	<b>87</b>	<b>522</b>	<b>87%</b>

Range criteria:

81%-100% = Very good (4)

61%-80 % = Good (3)

41%-60 % = Enough (2)

21%-40% = Less (1)

Based on the results of observations of educator activities in table 1 educator activities carried out in PJOK learning through the development of teaching materials theme 1 Growth and Development of Living Things Through a Combination of Basic Lokomotor Motion Towards Role Playing Activities in class III elementary school Sidogedungbatu Village, Sangkapura Subdistrict, Gresik can be seen that the achievement of 10 aspects measured in the process at the time of opening learning and preparing participants to prepare students for learning preparation, providing perception to learners, providing motivation to learners, conveying learning goals to learners, conveying learning materials to learners, Instruct students to form learning groups, monitor learners as learning progresses, conclude teaching materials through simple games that have been done by learners, reward learners, and evaluate learning to learners. From the overall indicator of educator activity there is a percentage of 87% can be categorized very well.

### b. Student Activities

The results of observations on the activities of learners conducted in class III of State Elementary School, Sidogedungbatu Village, Sangkapura Subdistrict, Gresik through the development of theme 1 Growth and Development of Living Things through a Combination of Basic Lokomotor Movements towards Role-Playing Activities. To find out the results of the observation, it is valued by 2 observers from the Chairman of PJOK in Sangkapura Gersik sub-district and Class Teacher who has taken a master's degree who serves as curriculum coordinator in Sangkapura Gresik District. The results of the student's observation can be seen as follows.

**Table 2. Student Activities**

No	INDICATORS	SDN 349	SDN 350	SDN 351	SDN 352	SDN 353	SDN 354	Average	Sum	%
1	Readiness of learners in following PJOK learning	83	91	94	84	94	77	87	522	87%
2	Seriousness of learners in listening to explanations from educators	84	86	86	97	88	88	88	528	88%
3	Respond to the motivation and perception provided by educators	80	78	73	88	83	81	81	483	81%
4	Listening to explanations when educators explain the material on the ground	81	88	88	91	88	84	87	519	87%
5	Doing cooperation between learners and peers	84	75	91	94	89	84	86	517	86%
6	Activeness of learners during PJOK learning activities	81	88	88	91	83	92	87	522	87%

No	INDICATORS	SDN 349	SDN 350	SDN 351	SDN 352	SDN 353	SDN 354	Average	Sum	%
7	Learners dare to do PJOK learning activities	83	69	81	78	88	84	81	483	81%
8	Students are able to work with the team	84	78	84	89	81	81	83	498	83%
9	Learners are able to communicate with their friends or groups.	75	75	89	83	86	100	85	508	85%
10	Responsible for the tasks assigned by his group	83	88	88	84	84	88	86	514	86%
<b>Average</b>		82	81	86	88	86	86	85	509	84.9
<b>SUM</b>		819	814	861	878	863	859	849	5094	849
<b>OVERALL PERCENTAGE</b>		<b>82%</b>	<b>81%</b>	<b>86%</b>	<b>88%</b>	<b>86%</b>	<b>86%</b>	<b>85</b>	<b>509</b>	<b>85%</b>

Range criteria:

81%-100% = Very good (4)

61%-80 % = Good (3)

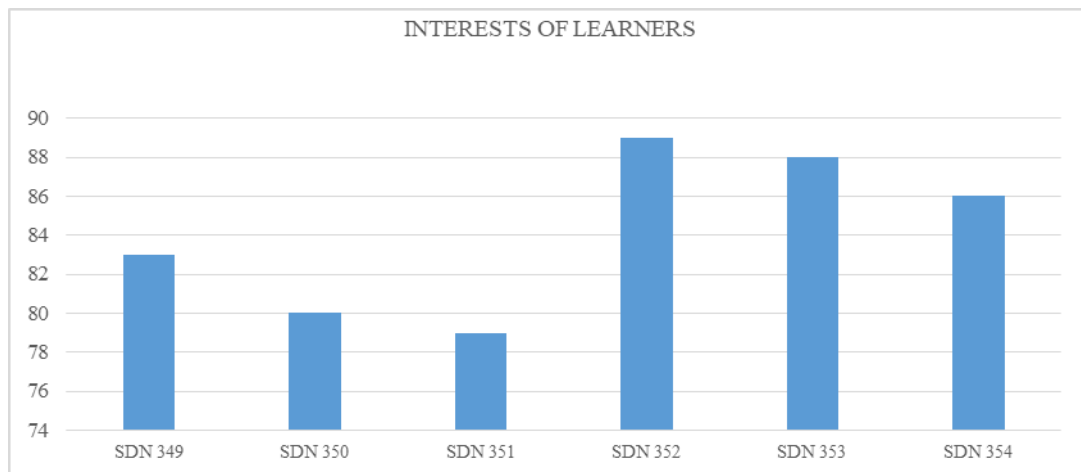
41%-60 % = Enough (2)

21%-40% = Less (1)

Based on the observation table of learners, it can be seen that the achievement of 10 aspects measured in the readiness of learners in participating in PJOK learning, the seriousness of learners in listening to explanations from educators, responding to the motivation and perception provided by educators, listening to explanations when educators explain the material on the ground, conducting cooperation between learners and peers, the activeness of learners during PJOK learning activities, Learners dare to do PJOK learning activities, learners are able to cooperate with the team, learners are able to communicate with friends around or group, and are responsible for the tasks given by their groups. From the overall observation results in learners when receiving PJOK learning with a simple game developed from theme 1 it turns out that there is a percentage of 85%, it can be categorized very well.

### 3.3 Interests of Learners

Students' interest in PJOK learning uses the development of theme 1 Growth and Development of Living Things in a Combination of Lokomotor Basic Movements through Role Playing Activities in grade III elementary school, Sidogedungbatu Village, Sangkapura Subdistrict, Gresik which amounted to 6 schools. The provision of questionnaires for learners after undergoing 8 times the PJOK learning provided by researchers. The questionnaire provided by learners there are 8 indicators that can be explained in the diagram below below.



**Figure 2.** *Interests of Learners*

The results of diagram 4.1 on the interest of the student's response to PJOK learning in Theme 1 developed by researchers given to 6 Public Elementary Schools in class III as follows in SDN 349 the number of learners, namely 12 children the average student response reaches a percentage of 83% then it can be categorized as excellent learners, in SDN 350 with the number of learners that is 17 children the average response of learners reaches a percentage of 80% then it can be categorized as a student. Good learners, in SDN 351 with the number of learners, namely 6 students the average student response reaches a percentage of 79% then it can be categorized as good, in SDN 352 with the number of learners that is 25 children the average response of learners reaches a percentage of 89% then it can be categorized very well, in SDN 353 with the number of learners that is 22 children the average response of learners reaches a percentage of 88% then it can be categorized very well, and on SDN 354 with the number of learners that is 7 children the average response of learners reaches a percentage of 86% then it can be categorized very well. The overall results of the response of learners from 6 Public Elementary Schools in Sidogedungbatu Village of Sangkapura District of Bawean Islands of Gresik Regency are 84% so it can be concluded that the response of learners is very good to receive PJOK learning on theme 1 developed in a combination of basic locomotor movements through role playing.

#### **IV. Conclusion**

Based on the problem formulation written in chapter I, then on the results of conclusions and suggestions as the end of the writing of the research report can be explained as follows. The development of the theme book 1 class III on PJOK material in a combination of basic locomotor motion through role-playing activities is very good, because PJOK learning on theme 1 that uses learning thematically that combines general learning with PJOK learning which is initially less interesting material and still exists that is not in accordance with Basic Competence in the end researchers develop a simple game teaching material book that is not separated from basic competencies that are not separated from basic competencies. Da in the theme book. Learning activities through the development of PJOK teaching materials on the theme of growth and development of living things in a combination of basic locomotor movements through role-playing activities are the result of observations of educators and learners. So the results of educator observations there is a percentage of 87% and the results of student observations there is a

percentage of 85%. The interest of learners in PJOK teaching material theme 1 growth and development of living things in a combination of basic locomotor motion through role-playing activities in class III there is an overall percentage of 84%, so it can be concluded that it is very good.

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