



DEVELOPING RHYTHMIC ACTIVITY OF BARONGAN MODIFICATION FOR PHYSICAL EDUCATION LEARNING AT ELEMENTARY SCHOOL

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Abstract. The learning of rhythmic activity in elementary school is adjusted to the characteristics of elementary school students as the reflective motion / body movements beyond the ability or based on observations on the environment. Rhythmic activity tries to bring the rhythmic motion to natural movement according to the nature and characteristics of the students of elementary school. Survey was used as the data collection techniques in preliminary study by conducting interview techniques. From the research data obtained, the school needs the development of rhythmic activities for *Penjasorkes* (*Heath Physical Education*) learning and rhythmic activities developed should also contain local wisdom that is by modifying the *barongan* dance that is native from Bantul. Rhythmic activity that combines rhythm with systematic movement by modifying *barongan* dance will facilitate students in memorizing the movement. In addition, this rhythmic activity contains cognitive, affective, and psychomotor aspects.

Keyword: rhythmic activity, *barongan* modification, physical education
Introduction

Rhythmic activity in the basic competence of *Penjasorkes* (Heath and Physical Education) learning in its implementation should refer to the objectives of national education. The objective is to develop students' skills in psychomotor development and keep students' physical fitness and healthy lifestyle through various rhythmic activities at school. It is also stated that the objective of *Penjasorkes* (Heath and Physical Education) is to understand the concept of physical activity and sport in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness, skill, and positive attitude. From the description above, it can be concluded that *Penjasorkes* (Heath and Physical Education) through rhythmic activity aims to develop basic psychomotor skills and improve physical fitness and healthy lifestyle as well as self-confidence for elementary school students.

The learning of rhythm activity in elementary school is adjusted to the characteristics of elementary school students as the reflective motion / body movements beyond the ability or based on observations on the environment. Through rhythmic activity, the students try how rhythmic motion is brought in the natural direction according to their nature and characteristics.

Motion and song on rhythmic activity should have similarities with movement on dancing activity. Dancing is also a blend of motion and a harmonious song. Dance is essentially an expressive gesture to perform the doers' expressive feelings. The dance encompasses all movements relating to



feelings, expressions, communication, personality, and subjective elements of existence. In everyday life, children often perform expressive movements unconsciously. For example, children often use gestures to show or reinforce what is meant to other children.

Methodology

Data collection techniques in preliminary study used survey by interview technique. Interviews are ways of collecting data conducted through a conversation or between researcher and research subjects or a respondents or data sources. The purpose of the interview was to conduct a preliminary study so as to find the problems to be investigated.

Results

Based on the results of interviews to the teachers of *Penjasorkes* (Heath and Physical Education) in Elementary Schools in Bantul for the need analysis , it resulted that the teachers had taught the rhythm gymnastics, however, when the teacher delivered the rhythmic activity it was found that: 1) When doing the rhythmic activity movements, the students seemed so difficult to move their body that they did not move actively and efficiently. 2) Most teachers used the medium of rhythmic activity of SKJ which is actually common to society especially adults so that children find it difficult to do movement because the music is too fast and the shift movement is so hard to follow. 3) Teachers had lack repertoire of variations of rhythmic activities used for learning activities in school 4) Rhythm activities taught had not been fully able to improve the students' motor skills. 5) Rhythmic activities conducted in schools did not contain elements of regional culture. 6) The students' self-confident aspect had not yet appeared, it could be seen that the children had not all done rhythmic activity well. 7) Teachers desperately need a model of learning rhythm activities based on local culture to develop students' gross motor and confidence. Besides that, the movement of rhythmic activities should be easy to memorize and should be able to develop the students' cognitive, affective, and psychomotor aspects.

Related to this issue, the researchers rechecked this matter to the students. Rechecking was done by interview to students, it resulted that rhythm activity had been taught in their learning and that 1) Students still found difficulties because the movement taught by the teacher was hard to imitate. 2) Students wanted an easier rhythmic activity. 3) The difficult movements made students shy when performing rhythmic activity for being seen by their friends especially by the one(s) with different gender. 4) The shift movement of rhythmic activity taught was very fast. 5) Gymnastics performed in schools did not contain the elements of regional culture.

Discussion

Based on the results of interviews conducted, the school required the development of a model of rhythm-based activity or modification of *barongan* dance. Rhythmic activity is made so that students are happier when doing rhythmic activity. Rhythmic activity in physical education can be used as a tool to develop a gestational orientation, so that students have multilateral bodily abilities. Students will always be challenged how to express themselves through the movement. The learning process will run well as long as the teacher is able to provide this activity properly. It means that the teachers give the freedom to students to be able to express thoughts and feelings through the motion. Each learner has the opportunity to express themselves individually; therefore it can make students satisfied and pleased.



Rhythmic activity is a series of human motion performed in the bonding pattern of rhythm, adjusted by tempo changes, or purely motion of body expression to follow the accompaniment of music or beat without music [1]. Hence, it can be said that the definition of rhythmic activity absolutely means wider than the sense of rhythmic gymnastics that had been previously known. Rhythmic activity is a new term in the repertoire of physical education terminology in Indonesia after the presence of rhythmic gymnastics. The name of the rhythmic activity was explicitly raised by the 2004 curriculum (competency-based curriculum / KBK), as one of the activities belonged to the scope of *Penjasorkes* (Health Physical Education) learning.

The learning of rhythm activities in elementary schools is adjusted to the characteristics of elementary school students as reflective movements based on the observation through the environment. Rhythmic motion is brought through rhythmic activity in the natural direction according to the nature and characteristics of the students.

There was no significant differences in the students' attitude in rhythmic activities when respondents were classified according to sex and parental involvement. The students' level of motivation in rhythmic activities did not differ significantly when they were classified according to sex and parental involvement. College students' attitude and the level of motivation in rhythmic activities are positively and significantly correlated [2].

The different activities included tapping, swinging, clapping, turning, and stamping simple rhythms. The experiments consisted two parts which were rhythm dictation and improvisational skills. All the participants were equally given the pre-test and post-test as evidences of progress of the experiment, and the researcher then compared with the differences of the two tests of the two groups before and after the experiment to see if there were any progress in their learning of musical rhythms. The study lasted 6 months and consisted of three stages: observation, comparison, and analysis. The author observed and compared the two groups of students, analyzed the results and found out that the two groups demonstrated obvious differences in their degree of progress on learning of musical rhythms [3].

Learning music can not only improve children's intelligence and morality which contributes to the development of their personality, but also can improve their aesthetic ability. Cultivate music to children is an essential progress to promote all-ground education [4].

Based on the results of the research, it can be concluded that there is a significant statistical difference between the initial and final measuring. In the second measuring, there is a significant difference between all the variables, except in one variable for the speed of the boys and two variables for the speed of the girls. The results showed that the given hypothesis concerning the positive influence of dance contents on some of the motor abilities of boys and girls could be accepted [5].

From the above opinions, it can be concluded that the rhythmic activity is the forms of continuous movements in accordance with the accompanying rhythm and can be used to improve the motor of students.

Students have been already familiar with *Barongan* dance, so students will not have difficulty when studying these rhythmic activities. Rhythmic activity will make children more confident.

The confident person believes in his own ability and has realistic expectations, even when his expectations do not happen, one remains positive-minded and can accept it. Self confidence is the individuals' ability to appreciate and believe all the potential as the self-adjustment in the environment.



Individuals who are initiative, creative and optimistic are always identical with individuals with self-confidence. Confident people always think positively, are able to recognize their own strengths and believe that every problem has solutions. People who are not confident are characterized by attitudes that tend to undermine their own life spirit, such as inferiority, pessimistic, passive, and apathetic and tend to be dispassionate [6].

Confidence in one's abilities motivation, making it a valuable asset for individuals with imperfect willpower. This demand for self-serving beliefs (must be weighed against the risks of overconfidence) [7].

Self Confidence is one of the personality trait which is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth [8]. A definition of confidence as a certainty about handling something, which, to describe it further, entails what person desires or needs to do (ie, work, a social event, friendship, or relationship) [9].

Confidence has been researched from these and other assessments to help identify how confidence plays a role in the success in sport. Understanding where confidence plays a role in sport starts with the recognition of how confidence is developed in sport [10].

Self-confidence, our judgment of our capability to successfully accomplish something, is the hardly a new concept in explaining performance and leadership [11]. Confidence is a feeling that makes one think that he is capable of doing something with ease and calmness. It makes an individual optimistic and self with herself. But confidence is not the feeling where one can think he is superior to others. Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults [12].

The confidence that each individual student has will cause the individual students to interact easily in their learning environment. Confidence is the attitudes that enables individual to see himself positively and realistically so he is convinced and believe in his or her own ability.

Self-confidence is an attitude, which will allow you to have positive, yet realistic views of yourself and your situations. When you have self confidence, you will trust your own abilities, and experience a general sense of control over your life. You will believe that, within reason, you will be able to do what you want to do [13].

From the research data obtained, the school needs the development of rhythmic activities for *Penjasorkes (Heath Physical Education)* learning and rhythmic activities developed should also contain local wisdom that is by modifying the *barongan* dance that is native from Bantul. Rhythmic activity that combines rhythm with systematic movement by modifying *barongan* dance will facilitate students in memorizing the movement. In addition, this rhythmic activity contains cognitive, affective, and psychomotor aspects.



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**1st International Seminar
STEMEIF (Science, Technology, Engineering and Mathematics Learning
International Forum)
Purwokerto April 25th 2019
ISBN: 978-602-6697-36-3**



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