

Outdoor Games Activities Learning Model to Improve Students' Basic Movement and Creative Thinking Skills

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Abstract

Outdoor games activities learning is learning that has elements of games with adventure in its implementation that can be carried out in the wild or outside the classroom. Utilizing the existing natural environment can be used to influence individual behavior. Model *outdoor games activities* that contain affective values, which are effectively used as a form of physical education learning material for sports and health (PJOK). The purpose of this study was to determine the effect of the outdoor games activities learning model on improving students' basic movement and creative thinking skills. This study used pseudo-experiments, the sample in this study was grade II students of SDN Balongbesuk which amounted to 64 students and was divided into two groups, class 2A as many as 32 students as the experimental group and class 2B as many as 32 students as the control group. The instrument to measure students' basic motion is to use Test Gross Motor Development 2 (TGMD 2) and to measure creative thinking skills using questionnaires. Data were analyzed using an independent sample t test, and analyzed using SPSS 24. Based on the data analysis test, the results of the study were obtained, namely 1) there is an influence of the outdoor games activities model on basic movement skills, this is seen from the value of Asymp Sig. (2-tailed) basic motion of 0.002. Sig value or P Value of $0.002 < 0.05$, 2) there is an influence of the outdoor games activities model on creative thinking, this is based on the value of Asymp Sig. (2-tailed) creative thinking of 0.001. Sig value or P Value of $0.001 < 0.05$.

Keywords: *outdoor games activities, gerak dasar, berpikir kreatif*

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INTRODUCTION

Merdeka Belajar was instructed by the Minister of Education and Culture in 2000 to be implemented in these educational institutions throughout Indonesia. Freedom in learning is the freedom of educational institutions in designing policies so that educators are avoided from complicated bureaucracy and students can choose the field of education they like. Freedom to learn in PJOK learning, one of which is to let students move according to their pleasure using facilities prepared and deliberately designed by teachers to shape students' attitudes, knowledge, and skills (Yudaparmita, 2022). Indeed, it will seem that there is neglect in learning activities, as if students are freed to carry out various learning activities by themselves. To control this, the role of teachers must be stronger on the monitoring side by using various appropriate strategies so that student activities are in the flow to be able to achieve the learning goals that have been formulated.

Physical Education provides an excellent role for learners in learning and practicing sports skills that will promote lifelong fitness and good health. While Kristiyandaru et al., (2021) argue that physical education has a responsibility to create a learning environment that

supports the psychological needs of students. So that its application requires creative, varied, and innovative learning alternatives in each implementation. Outdoor *games activities learning* is learning that has elements of games with adventure in its implementation that can be carried out in the wild or outside the classroom (Setyawan, 2020).

Education in an outdoor environment allows children to have diverse perspectives on various issues. Interaction with nature is essential to its development and outdoor activities provide this interaction. As Jarrett (2009) said, natural elements are open materials that can respond to children's imagination and needs. In the process of rediscovery and giving new meaning to objects (for example, a stick can be a weapon, a boat, or a pen), it is possible to mobilize skills related to divergent thinking, creativity, problem solving, and others. Outdoor activities can help children use their time effectively physically and mentally, based on their needs, development, and needs (Yıldırım & Akamca, 2017). The outdoor learning environment is an active, integrative, and stimulating environment that provides emotional and cognitive stimulation to children to work independently (Neda & Andrew, 2021). It helps children understand the relationship between themselves, manage their emotions, access information, discover different learning experiences, and achieve different learning outcomes.

According to Astuti (2018) the outdoor education model can improve children's motor and social skills by encouraging them to do activities that are not only related to subjects but also their emotional well-being. Children who participate in outdoor activities are less likely to be overweight, and those aged 6-12 years tend to be more active and knowledgeable about their environment (Lambrick et al., 2016). Therefore, outdoor education must be based on a comprehensive learning approach, which involves the application of learning models and methods (Fibriansyah et al., 2022). Outdoor learning can be an alternative to traditional classroom learning, as it offers a more creative and innovative approach to teaching. Outdoor play activities, which are effective as a form of outdoor education, can have a significant impact on students' overall learning experience and creative thinking. Therefore, the use of outdoor learning environments can improve the learning experience and foster creativity in children (Fadila & Hariyati, 2019). Therefore, it is important to continue to explore and improve the outdoor learning environment to enhance the learning experience for children, especially the basic movements and creativity of students.

METHOD

The type of experimental research used in this study is Quasi-Experimental Research with the assumption that this study cannot fully control the variables that will affect the results

of this study later. In this case a sample is selected from a population that is not held randomization because the subjects are already formed in the class group. The sample in this study was grade II students at SDN Kepanjen 2 Jombang, with a total sample of 64 students, and came from class II A students as many as 32 students as an experimental group and class II B as many as 32 students as a control group. In this study there are two variables, the independent variable is outdoor games learning activities and the variable is tied to basic motion and creative thinking ability. The instrument to measure students' basic motion is using Test Gross Motor Development 2 (TGMD 2) and to measure creative thinking skills developed by researchers who have been tested for validity and reliability with a validity value of 0.748 and a reliability value of 0.821. Furthermore, the data were analyzed using an independent sample t test with the help of the SPSS 24 program.

RESULTS

The purpose of this study was to determine the learning model of outdoor games activities to improve students' basic movement skills and creative thinking. Based on the results of data analysis obtained as follows:

Table 1. Data Description

Group	Variabel	N	Mean	Minimum	Maximum
Eksperiment	Basic Movement Pretest	32	9.00	5	13
	Basic Movement Posttest	32	11.22	7	15
	Creative Thinking Pretest	32	13.3	7	17
	Postes Creative Thinking	32	15.34	9	19
Control	Basic Movement Pretest	32	7.09	3	12
	Basic Movement Posttest	32	9.09	5	13
	Creative Thinking Pretest	32	11.31	5	16
	Creative Thinking Posttest	32	13.31	8	18

Before the hypothesis test is carried out, a prerequisite test is carried out, to find out whether the data is normally distributed or not. Based on the prerequisite test, the results are obtained:

Table 2. Normality test

variable	Kolmogorov Smirnov		
	Statistik	Df	Sig
Basic Movement	0.133	64	0.006
Creative Thinking	0.114	64	0.038

The sig value is calculated using the table. The fundamental motion variable is 0.006. If the value (Sig.) is less than 0.05, the data is not normally distributed. While the creative thinking variable obtained (Sig.) 0.05, it indicates that the data is not normally distributed.

The next step is the homogeneity test, this test is done to find out homogeneous data or not. Based on the calculation of data obtained as follows:

Table 3. Homogeneity test

	Levene Statistic	df1	df2	Sig.
Basic Movement	0.190	1	62	0.665
Creative thinking	0.041	1	62	0.840

The data analysis results show that the value of the Levene's Test test on the fundamental movement variable is presented in the Line of Based on Mean Value, with Sig (p value) 0.665 > 0.05, indicating that the variance of both groups is equal, also known as homogenous. The value of the Levene's Test test on basic motion variables is displayed in the Line of Value Based on Mean, especially with Sig (p value) 0.840 > 0.05, indicating that the variance of both groups is equal, also known as homogenous.

Based on the calculation of normality data shows that the data is not normally distributed, therefore, to test the hypothesis using non-parametric statistical tests

Tabel 4. Non-parametric Statistics

	Basic Movement	Creative thinking
Mann-Whitney U	278.500	269.500
Wilcoxon W	806.500	797.500
Z	-3.162	-3.278
Asymp. Sig. (2-tailed)	0.002	0.001

The table above shows the value of Asymp Sig. (2tailed) basic motion of 0.002. Sig value or P Value of 0.002 < 0.05. If the p value < a critical limit of 0.05 then there is a significant difference between the two groups or that means H1 is accepted. So, it can be concluded that there are differences in basic motion from the experimental group and the control group. Because there is a significant difference which means there is an influence of the outdoor game's activities model on the basic movements of students.

Then, on the creative thinking variable, display the Asymp Sig. (2tailed) creative thinking value of 0.001. Utilized is a sig value or P value of 0.001 0.05. H1 is accepted if the p value is less than 0.05, indicating that there is a significant difference between the two categories. As a result, it is possible to conclude that there are differences in creative thinking abilities between the experimental and control groups. Because there is a considerable

difference, this implies that the outdoor games activities model has an impact on students' creative thinking skills.

DISCUSSION

The results of this study show that there is an influence of the outdoor games activities learning model on improving students' basic movement skills and creative thinking. Outdoor or outdoor learning provides opportunities for children to know themselves and their environment through their senses. They shape children's skills in sharing knowledge, expressing feelings, and making their own decisions, making them more successful in life. Outdoor learning offers a learning environment to discover, do research, and do things (Yıldırım & Akamca, 2017). Children learn freely and have fun in a healthy environment.

The results of this study are in line with research by Fibriansyah et al., (2022) which said there was an influence of the outdoor education learning model on students' basic movement skills. In sports education, especially in children, the game model is considered the most effective in improving motor skills. Motion activity improves cardiorespiratory system fitness (Cohen et al., 2015), metabolic and neuro-muscular system performance (Laukkanen et al., 2014) and causes positive changes in physiological and anthropometric health indices in normal-weight and obese students (Lambrick et al., 2016) as well as determinants of fitness in adolescence (Barnett et al., 2009). Game models in learning outside the classroom that are given stimulate students to move all their limbs, such as running, jumping and throwing. Through physical education, students can develop their skills and abilities, while increasing their mobility (Safruddin et al., 2021). Children can explore the surrounding environment while engaging in movement activities, which will encourage cognitive growth and academic success (Fedewa, 2013; Tandon et al., 2017; Tandon et al., 2012). Lestari et al., (2016) also concluded that the use of outdoor learning has a good influence on students' cognitive aspects, as well as problem-solving skills (Taqwan, 2019).

In addition, the learning results of this research are strengthened by opinions (Wibowo et al., 2015) which say outdoor is conducive to developing students' creative thinking skills. Creative thinking will be easily realized in a learning environment that directly provides opportunities for students to think openly and flexibly without fear or shame (Rohmah et al., 2016). To develop quality out-of-class learning that can have a positive impact on children's health and development, it is important to create comfortable conditions for children. For example, the learning situation established should facilitate discussion, encouraging a person to express an idea or ideas. Students can convey their ideas or responses in a wide range. In

the form of outdoor games carried out by students, in addition to students being given tasks to move, students are divided into several groups given problems to analyze the games they do. In problem identification activities, students are facilitated to think based on data and evidence (Oliveras et al., 2013; Setiawati & Duran, 2017). In this activity, students identify big problems and understand complex ideas from various points of view and are able to generate various kinds of ideas to solve given problems. This is what raises student creativity, creativity is an individual's ability to behave, create various types of skills that are unique or different from usual and the ability to think that shows fluency, the ability to develop an idea that is different from others, and flexibility in thinking (Habibi, 2020). Creativity plays an important role in developing children's intelligence and ability to express and produce new ideas or works (Yuzila et al., 2023).

Outdoor learning has a significant impact on children's development and this must be emphasized in schools (Padayihie, 2022). An environment that encourages outdoor learning will lead to a culture of fully educating children, embracing natural philosophies, and equipping children with the essential skills needed to succeed in school and beyond. Engaging outdoor learning spaces offer stimulating resources and play-based learning opportunities relevant to the interests, abilities, cultures, and communities of all children, as well as supporting children to explore and take risks.

CONCLUSION

The results in this study show that the outdoor game activities model has an effect on improving students' basic movements. It can be recommended that outdoor activities provided within the framework of the program should be improved especially in PJOK learning. Learning carried out outside the classroom and the form of play can stimulate children's fine motor and cognitive skills, improve basic motor skills, and develop gross motor skills so that they can be applied in the learning process and are able to stimulate new ideas that arise from students. Teachers should be informed about outdoor education through training programs, while out-of-class education should also be incorporated into the teacher education curriculum. The results of this study can be a recommendation for teachers to create learning programs for students.

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