

# Identification of Movement Learning Difficulties In Learning Rhythmic Activities of Elementary Schools In Magelang Regency

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## ABSTRACT

Rhythmic activity is a term used in Penjasorkes in Indonesia. Since the presence of the Competency-Based Curriculum (KBK) in 2004 and strengthened in the 2006 KTSP has expressly included one of the material contents in PJOK, especially in elementary schools. This determination must be responded positively by PJOK teachers. Rhythmic activity can be used as a tool to develop gestural orientation so that students have elements of multilateral body abilities. The determination is continued and strengthened in the 2013 Curriculum, rhythmic activities provide opportunities for students to develop their rhythmic movement skills and creativity. Success in the learning process is a goal expected by teachers. For this reason, teachers must be able to create effective learning situations.

The 2013 curriculum content standard stipulates that learning rhythmic activities in grade IV has the basic competencies to practice a combination of swinging, pulling, bending, twisting, and rhythmic motion patterns as well as the values of cooperation, confidence and discipline. The material includes: swinging motion, pulling motion, bending motion, twisting motion, and twisting motion. Rhythmic activities include: free movement, morning exercises, rhythmic gymnastics, aerobic exercises, dance, cha cha, salsa and other activities that develop in various regions such as poco-poco, maumere gymnastics, nodding gymnastics and so on.

The purpose of this study was to determine the difficulty of motion learning in learning rhythmic activities of elementary schools in Magelang district. This study uses descriptive research because it intends to examine and collect as much information as possible from a particular phenomenon and try to provide an overview experienced in learning motion in rhythmic activity. The instrument in this study used questionnaires. The population in this study is physical education, sports and health teachers in Magelang district.

The results showed that the difficulty of learning movement in learning rhythmic activities in Magelang district was based on three aspects, namely teachers by 50.6%, students by 38.7%, facilities and infrastructure by 10.7%. From this aspect, it has a relationship in supporting the learning of rhythmic activities. There needs to be attention such as development research as an effort to reduce the difficulty of learning motion in learning rhythmic activities in order to achieve physical education learning objectives.

Kata Kunci: *identification, motion learning, rhythmic activity, elementary school*