Development of Gradation Indicators for Achieving Competencies Specific Motion Skills Junior High School Floor Gymnastics

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ABSTRACT
This research was motivated by the similarity of floor gymnastics learning materials delivered by physical education teachers at each grade level, not based on mapping basic competencies at each grade level. In addition, based on the results of the needs analysis, shows that 100% of junior high school physical education teachers in Hulu Sungai Utara District need guidance on learning floor gymnastics based on basic competency gradations for each grade level. The purpose of the study was to develop a gradation of indicators of the achievement of specific movement skills in floor gymnastics in junior high school. The research methods used are research and development, with development procedures; 1) the pre-development stage, and 2) the development stage, which is from needs analysis, product development, and product testing, to the creation of the final product development. The subjects of the study were physical education teachers in the North River Upper District, which numbered 31 teachers. The instrument used in this development research is a questionnaire, while the data analysis technique is a quantitative descriptive analysis with percentages. The results of this development research based on product trials (expert tests, small group tests, and large group tests) resulted in the development of product indicators of gradation indicators of achievement of floor gymnastics-specific movement skills.

Keywords: Graduation; Competency; Achievement; Indicators; Gymnastics.

INTRODUCTION
Developing countries always strive to improve the quality of life of their nation, one of the programs to improve the quality of life of the nation that exists is through education (Bangun & Yunis, 2016). Education is one of the important factors to realize the ideals and programs of national development as a whole because in the world of education there is an aspect of development to increase human resources (Syarifudin,
2020). The improvement of human resources requires a lot of effort with the awareness and perseverance of all elements involved (Bilfaqih & Qomarudin, 2015).

Physical education is an educational process through physical activity in the form of sports movements to achieve educational goals (Tarigan et al., 2020). Physical education is an important education, the right media is carried out with integrative achievement of educational targets, and the development of required (Warni, 2018) is carried out at the level of education to achieve the meaning of learning (Iswahyudi, 2018). With physical education that is well directed in school, students will have learning experience through physical activity to acquire various movement skills, techniques and strategies of games and sports (Ardian et al., 2019), the application of values (sportsmanship, honesty, cooperation, and others) and habituation of a healthy lifestyle to improve the quality of individuals as a whole (Effendi, 2016).

Conceptually, physical education teachers are facilitators who help students to learn to go through the process of growing into physically educated people, namely by learning various kinds of skills in physical activity to obtain physical fitness that can be applied in daily life to support optimal learning achievement (Dhedhy, 2016). To improve the quality of physical education learning, the professional task of teachers in carrying out the learning (Iswahyudi, 2018) process is demanded to be more creative and innovative in creating effective and fun learning to provide a conducive environment for students (Sahabuddin, Hakim, & Syahruddin, 2020), so that students can cultivate a passion for learning activities in developing themselves as optimally as possible (Ramadhan et al., 2018). explained that the more effective the pedagogical interaction procedure carried out by the teacher, the more effective the learning procedure carried out by the teacher (Maksum, 2008).

Many factors affect the learning outcomes of students, one of which is the creativity of teachers in managing learning to increase learning effectiveness (Firmansyah, 2016). The effectiveness of learning is a reflection of the effectiveness of the management of the learning process carried out by the teacher (Haris, 2018). The effectiveness of learning is one of the standards for the quality of education and is often measured by the achievement of learning objectives (Rokhayati et al., 2016), the achievement of these goals in the form of increased knowledge and skills and developing student attitudes through the learning process created by the teacher (Maksum, 2008).

In physical education subjects for junior high school students following the 2013 curriculum, there are learning materials for floor gymnastics skills, namely Basic
Competencies (KD) point 4.6 Practicing various basic skills specific to floor gymnastics (for class VII), Practicing a combination of skills in the form of a simple series of movements in the specific activities of floor gymnastics (for class VIII), Practicing a combination of skills in the form of a simple series of motions consistently, precisely, and controlled in the specific activity of floor gymnastics (for class IX). The floor gymnastics learning material at school is given aimed at training students physically and mentally in carrying out movements on the elements of gymnastics on the floor based on the mat (Reza et al., 2013). In its implementation, in the meter of floor gymnastics learning, students are required to have courage in carrying out movements without fear so that learning becomes effective (Widowati & Rasyono, 2013).

The effectiveness of learning floor gymnastics means that in the process of learning floor gymnastics, effective learning occurs (students are busy/active, happy, and good at following the learning process) (Wahyu Heny Kartika Sari, Tatok Sugiarito, 2016), able to provide new experiences to students to form student competencies, and lead them to the goals to be achieved optimally (Jayul & Irwanto, 2020). Therefore, teachers must be able to manage students, manage learning activities, manage learning content/materials, and manage learning resources properly so that learning objectives can be achieved (Hadjjarati & Haryanto, 2020).

Factors that affect the effectiveness of floor gymnastics learning include the teacher's teaching method or style, learning environment, learning infrastructure, student learning motivation and others (Kadek Yogi Parta, 2016). The picture of floor gymnastics in the eyes of learners is that learning floor gymnastics is difficult because of its complicated and dangerous movements, so many children dare not do it for fear (Morni et al., 2016). Floor gymnastics learning materials in schools should be given based on the level of characteristics of students (elementary, middle and high school) with different complexities at each level of education, this is done to make it easier for students to learn based on the stage of development of their movements (Priyambada et al., 2016). However, the learning material for floor gymnastics in schools is given not based on the characteristics of students, which means that the material in grade 7 is given again in grades 8 and 9, even though each grade level has a different complexity of movement, so the indicators of competency achievement are different (Wahyu Heny Kartika Sari, Tatok Sugiarito, 2016). In its implementation in schools, the learning material for floor gymnastics is often ignored, because it is considered unattractive and even too difficult to not be implemented in the learning process. Many teachers rely solely on textbooks.
without sorting out materials that correspond to the level of characteristics of students (Sahabuddin, Hakim, & Bismar, 2020) so that teachers already feel comfortable with the existing conditions without feeling the need to develop a learning gradation of floor gymnastics skills. Reinforcing the problems that occur in physical education subjects, especially floor gymnastics materials, researchers collected analysis of the needs of physical education teachers by providing the question "do teachers need guidelines for gradation indicators of competency achievement KD 4.6 specific movement skills floor gymnastics", and the results were 100% physical education teachers of SMPN Hulu Sungai Utara District The upper reaches of the North River require guidelines for gradation of indicators of achievement of competence KD 4.6 specific movement skills of floor gymnastics so that in teaching it there is no repetition of the material.

To be able to produce certain products, research that needs analysis is used and to test the effectiveness of the product. Based on the analysis of the problem and the teacher's need for guidelines for learning floor gymnastics, the researchers wanted to develop a gradation of competency achievement indicators KD 4.6 specific movement skills of floor gymnastics. Because development research will produce a product, and later the product can be applied as a teacher's guide in floor gymnastics learning materials. So that in its implementation, learning specific motion skills of floor gymnastics is given based on the level of characteristics of students at each level of education, so that students gain learning experiences based on the stage of development of their movements (Sudaryono, 2018).

METHOD

The development research in this study uses the Borg and Gall model which is considered to have a complete and sequential development flow, as well as evaluations carried out at each stage so that product results are maximized. The subjects of the development research were teachers of SMPN Hulu Sungai Utara Regency who had 28 people and 3 physical education learning experts in this study were 1) Dr. Rahmadi, S.Pd., M.Pd. (field of science; Evaluation of Education and Research), 2) Dr. Ari Wibowo Kurniawan, S.Pd., M.Pd (field of science; Physical Education Learning), 3) Dr. Sunarno Basuki, Drs., M.Kes. (field of science; Nutritional Sciences, Sports Biomechanics). The research instruments are questionnaires, and the data analysis technique is quantitative descriptive analysis with percentages. The development research
steps include: 1) needs analysis, 2) drawing up a plan, 3) initial product development, 4) initial trials, 5) initial product revisions, 6) main trials, 7) product revisions, 8) product effectiveness tests, 9) final revisions, and 10) deployment and application.

RESULTS AND DISCUSSION

PJOK Teacher Needs Analysis

Needs Analysis in physical education teachers is carried out to map the problems in conveying the floor gymnastics learning they are doing and the learning guidelines they need. The initial data of this study was obtained using a questionnaire containing 10 questions with two answer choices, namely: Yes and No, with the number of correspondents of 28 junior high school physical education teachers in Hulu Sungai Utara Regency. The answers obtained from the correspondent questionnaire were analyzed using quantitative analysis with a percentage technique. The results of the analysis of teacher needs are presented in figure 2 below.

The picture above shows that every physical education teacher of SMPN Hulu Sungai Utara District has prepared learning tools before teaching. All physical education teachers of SMPN Hulu Sungai Utara Regency also have an understanding of the specific

Figure 2.
Results of the Needs Analysis of PJOK Teachers
motion competence of floor gymnastics, but only 64% of the 28 physical education teachers alone apply floor gymnastics-specific motion competency learning in their schools. In its application, the specific motion competence of floor gymnastics at SMPN Hulu Sungai Utara Regency turned out to have several serious problems so the expected results from the specific movement competence of floor gymnastics were not optimal. Problems that arise include; 1) aspects of inadequate learning facilities, 2) attitudes of students (students' understanding, mentality and motivation are still low), 3) lack of allocation of learning time, 4) repetition of the same material in learning between classes VII, VIII and class IX (for example, this front roller material at all grade levels exists and the material is the same) and 5) the application of educational teachers physical to the level of the competence level of a specific movement of floor gymnastics is also still uneven in every Junior High School North River Upper District. From the above problems, every physical education teacher of SMPN Hulu Sungai Utara Regency agreed that there is a need for tiering level guidelines or gradation indicators of achievement of specific movement competencies of floor gymnastics so that in its application there is no repetition.

**Initially developed products**

After getting an inventory of the problems that occur in physical education teachers based on the results of the needs analysis. In addition, the results of the needs analysis show that 100% of physical education teachers at SMPN Hulu Sungai Utara District need physical education guidance or guidelines on the competence of floor gymnastics-specific movement skills.

To follow up on the existing problems, a study is needed, namely: Development of gradation indicators of achievement of competence in floor gymnastics specific motion skills in Junior High Schools in Hulu Sungai Utara Regency.

**Table 1.**

Initial Product Draft Developed

<table>
<thead>
<tr>
<th>Kls</th>
<th>KD</th>
<th>GPA</th>
<th>Shem I</th>
<th>Shem II</th>
<th>Material</th>
<th>Valuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td>Practice a variety of floor gymnastics-specific basic skills</td>
<td>a. Able to perform specific gestures resting (with legs)</td>
<td>a. Able to perform specific gestures resting (other than with the feet)</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
</tr>
</tbody>
</table>
The initial development product draft will then be developed and compiled in the form of a gradation of Competency Achievement Indicators (GPA) from Basic Competencies (KD) 4.6 competencies of floor gymnastics specific movement skills that produce material and assessment at each grade level in each semester.

**Product Development**

The draft product that has been developed will then be tested and evaluated to obtain validity about the level of gradation, clarity to understand, its implementation, and its benefits for State Junior High School Physical Education teachers in Hulu Sungai Utara District in teaching floor gymnastics specific movement skills. These Development Products are summarized and presented in Table 2 below.

### Table 2.
Product Development Results
### Development of Gradation Indicators for Achieving Competencies Specific Motion Skills Junior High School Floor Gymnastics

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<table>
<thead>
<tr>
<th>Component</th>
<th>Class VII</th>
<th>Class VIII</th>
<th>Class IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>4.6.1. Able to perform specific gestures resting (with legs)</td>
<td>4.6.1. Able to perform specific gestures resting (other than with the legs)</td>
<td>4.6.1. Able to perform a combinatio of rotating specific motions through the transverse shaft</td>
</tr>
<tr>
<td></td>
<td>4.6.2. Able to perform rotating specific motion (passing through the transverse shaft) with both legs opened/tight</td>
<td>4.6.2. Able to perform a rotating specific motion (passing through the medial shaft)</td>
<td>4.6.1. Able to perform a combinatio of specific motions resting other than with the foot, rotating past the transverse shaft and medial shaft</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material</th>
<th>The movement rests using one leg (with legs) straight on the floor, the other leg swinging (in various directions)</th>
<th>The circuit of motion rotates forward and backwards (passing through the transverse shaft) with both legs tight</th>
<th>The circuit of motion rests using the head (other than with the legs) and rotates backards (passing through the transverse shaft) with both legs tight</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Forward/backwards rotating motion (passing through the transverse shaft) with both legs opened/tight</td>
<td>• Performs a specific circuit of motion circuit rotating forward and backwards (passing through the transverse shaft) with both legs tight</td>
<td>• Performs a series of specific motions resting on using both hands (other than with the legs), rotating forward (passing through the transverse shaft) with both legs tight and rotating sideways (passing through the medial shaft) with both legs tight</td>
<td></td>
</tr>
<tr>
<td>a. Resting movements using both hands/heads (other than with the legs) in the market</td>
<td>• Perform specific gestures resting using both hands/heads (other than with the legs) in the market</td>
<td>• Perfroms a series of specific motions resting on using both hands (other than with the legs), rotating forward (passing through the transverse shaft) with both legs tight and rotating sideways (passing through the medial shaft) with both legs tight</td>
<td></td>
</tr>
<tr>
<td>b. Perform a specific motion rotating forward/backwards (passing through the transverse shaft) with both legs opened/tight</td>
<td>• Performs a specific circuit of motion circuit rotating to the left/right side (passing through the medial shaft) with both legs opened wide and rotating forward (passing through the transverse shaft) with both legs tight</td>
<td>• Perform specific gestures resting using both hands/heads (other than with the legs) in the market</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Valuation</th>
<th>Perform specific gestures resting using one leg (with legs) straight on the floor, the other leg swinging (in various directions)</th>
<th>Perform specific gestures resting using both hands/heads (other than with the legs) in the market</th>
<th>Perform specific gestures resting using both hands/heads (other than with the legs) in the market</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Resting movements using both hands/heads (other than with the legs) in the market</td>
<td>• Performs a specific circuit of motion circuit rotating forward and backwards (passing through the transverse shaft) with both legs tight</td>
<td>• Perform specific gestures resting using both hands/heads (other than with the legs) in the market</td>
<td></td>
</tr>
<tr>
<td>b. Perform a specific motion rotating forward/backwards (passing through the transverse shaft) with both legs opened/tight</td>
<td>• Performs a specific circuit of motion circuit rotating to the left/right side (passing through the medial shaft) with both legs opened wide and rotating forward (passing through the transverse shaft) with both legs tight</td>
<td>• Perform specific gestures resting using both hands/heads (other than with the legs) in the market</td>
<td></td>
</tr>
</tbody>
</table>

### PJOK Learning Expert Analysis

This review from physical education learning experts is carried out to produce the perfect development product. After that, a revision was carried out based on expert tests in product improvement. The information obtained from learning experts was collected using a questionnaire containing 12 questions with four answer choices, each answer has a score of 4 to a score of 1. The data from the physical education expert validation
questionnaire were then quantitatively analyzed with percentage techniques to determine the development pattern of the Gradation of Competency Achievement Indicators KD 4.6 specific motion skills of floor gymnastics. The results of this analysis of physical education learning experts are presented in Table 3 below.

Table 3.
Physical Education Expert Analysis Data

<table>
<thead>
<tr>
<th>Learning Members</th>
<th>Percentage</th>
<th>Criterion</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member 1</td>
<td>75</td>
<td>Good</td>
<td>Proper</td>
</tr>
<tr>
<td>Member 2</td>
<td>86</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>Member 3</td>
<td>100</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>Sum</td>
<td>87</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
</tbody>
</table>

The table above describes the results of the analysis of calculations against all indicators of answers of physical education learning experts. The results of the analysis stated that the gradation development pattern of KD 4.6 competency achievement indicators proposed in this study had all met the very good answer criteria with a percentage of 87% and was feasible to be applied in learning floor gymnastics specific movement skills at the junior high school in Upaten Hulu Sungai Utara District.

In this study, physical education learning experts have provided suggestions for the improvement of the product of the development of the Graduation indicators of competency achievement KD 4.6 specific movement skills of floor gymnastics. The advice obtained from physical education learning experts is: 1) understand the perspective of gradations based on psychomotor levels appropriate for the class of students, 2) increase insights to elaborate on the learning material, 3) correct the sentences and intentions of rotating movements based on which axis, so that children can understand, 4) k arena in KD is not only psychomotor material should be added with cognitive material, to add cognitive insight students can be added concepts about floor gymnastics (history, understanding, various gymnastics, etc.), 5) per class / per semester can be added quizzes to test cognitive abilities, 6) u for assessment adjusted to the learning steps/movement indicators (prefix, core, suffix) that are in each material.

From the advice given by physical education learning experts, improvements were made to the development product Gradation Indicators achievement competency KD 4.6 specific movement skills floor gymnastics. The refinement of the advice of physical education learning experts is presented in Table 4 below.

Table 4.
Data on the Results of Improving Physical Education Expert Advice

<table>
<thead>
<tr>
<th>No.</th>
<th>Suggestion</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Understand the perspective of gradations based on movement indicators</td>
<td>Revised Product Development</td>
</tr>
</tbody>
</table>
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Small group test analysis

This small group trial was conducted with colleagues (6 teachers) who had adequate competence in the context of the material and design of floor gymnastics learning. The purpose of this trial is to obtain a design that is feasible for product development, namely in its clarity to be understood, its effectiveness, and its benefits for physical education teachers in teaching KD 4.6. Product refinement results from the revision of small group tests, which later the revised products will be evaluated in large groups.

While the method used in this small group trial is that physical education teachers are asked to study the product to gain understanding, physical education teachers are asked to evaluate the product against the practicality of the procedure and the level of efficiency of its application.

The results of the analysis of research data in the form of questionnaires on trials of small groups of physical education teachers at SMPN Hulu Sungai Utara Regency are presented in table 5 below.

Table 5. Small-Group Trial Analysis Data

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Percentage (%)</th>
<th>Criterion</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The indicators of competency achievement of KD 4.6 specific movement skills of floor gymnastics class VII, VIII, and IX in semesters 1 and 2 developed are</td>
<td>92</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>No.</td>
<td>Aspects</td>
<td>Percentage (%)</td>
<td>Criterion</td>
<td>Information</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>2.</td>
<td>Indicators of competency achievement KD 4.6 specific movement skills floor gymnastics class VII, VIII, and IX in semesters 1 and 2 that were developed can already be implemented in learning floor gymnastics.</td>
<td>88</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>3.</td>
<td>This indicator of achievement of competence KD 4.6 specific movement skills of floor gymnastics class VII, VIII, and IX in semesters 1 and 2 of this development will be beneficial for junior high school physical education teachers.</td>
<td>88</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>4.</td>
<td>The content of the learning material for KD 4.6 specific movement skills of floor gymnastics class VII, VIII, and IX in semesters 1 and 2 that were developed is clear to understand.</td>
<td>83</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>5.</td>
<td>The content of the learning material for KD 4.6 specific movement skills for floor gymnastics classes VII, VIII, and IX in semesters 1 and 2 that were developed can already be carried out in learning floor gymnastics.</td>
<td>79</td>
<td>Good</td>
<td>Proper</td>
</tr>
<tr>
<td>6.</td>
<td>The content of the KD 4.6 learning material for the specific movement skills of floor gymnastics in grades VII, VIII, and IX in semesters 1 and 2 developed will be useful for junior high school physical education teachers.</td>
<td>96</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>7.</td>
<td>The assessment materials for KD 4.6 specific movement skills of floor gymnastics class VII, VIII, and IX in semesters 1 and 2 developed are obvious to understand.</td>
<td>83</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>8.</td>
<td>The assessment materials for KD 4.6 specific movement skills of floor gymnastics class VII, VIII, and IX in semesters 1 and 2 that were developed can already be carried out in learning floor gymnastics.</td>
<td>83</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>9.</td>
<td>The assessment materials for KD 4.6 specific movement skills of floor gymnastics of classes VII, VIII, and IX in semesters 1 and 2 developed will be useful for junior high school physical education teachers.</td>
<td>92</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
</tbody>
</table>

Based on the table above, it can be explained that the results of small group trials on aspects of competency achievement indicators, material content, and product assessment materials have very good criteria so that the product of developing gradation indicators of competency achievement indicators KD 4.6 specific motion skills of floor gymnastics is feasible to be applied in KD 4.6 learning at the level of SMPN Hulu Sungai Utara Regency.

**Large Group Trial**

This large group trial was obtained from the research subjects, which amounted to 22 physical education teachers at SMPN, Hulu Sungai Utara Regency. The purpose of this trial is to obtain an effective development product design to make it more practical.
and efficient in teaching KD 4.6, and the product refinements resulting from the revision of this large group of tests will further strengthen the final product developed.

In this large group trial, it was carried out by the method that physical education teachers were asked to study the product to gain understanding, and physical education teachers were asked to evaluate the product against the practicality of the procedure and the level of efficiency of its application (through product trials in the field).

The results of the analysis of research data in the form of questionnaires on the test of a large group of physical education teachers at SMPN Hulu Sungai Utara Regency are presented in Table 6 below.

Table 6. Analysis Results of Large Group Trials

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Percentage (%)</th>
<th>Criterion</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The indicators of competency achievement of KD 4.6 specific movement skills of floor gymnastics class VII, VIII, and IX in semesters 1 and 2 developed are obvious to understand.</td>
<td>80</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>2</td>
<td>Indicators of competency achievement KD 4.6 specific movement skills floor gymnastics class VII, VIII, and IX in semesters 1 and 2 that were developed can already be implemented in learning floor gymnastics.</td>
<td>82</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>3</td>
<td>This indicator of achievement of competence KD 4.6 specific movement skills of floor gymnastics class VII, VIII, and IX in semesters 1 and 2 of this development will be beneficial for junior high school physical education teachers.</td>
<td>89</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>4</td>
<td>The content of the learning material for KD 4.6 specific movement skills of floor gymnastics class VII, VIII, and IX in semesters 1 and 2 that were developed is clear to understand.</td>
<td>85</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
<tr>
<td>5</td>
<td>The content of the learning material for KD 4.6 specific movement skills for floor gymnastics classes VII, VIII, and IX in semesters 1 and 2 that were developed can already be carried out in learning floor gymnastics.</td>
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<td>Excellent</td>
<td>Proper</td>
</tr>
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<td>6</td>
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<td>Proper</td>
</tr>
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<td>7</td>
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<td>Excellent</td>
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</tr>
<tr>
<td>8</td>
<td>The assessment materials for KD 4.6 specific movement skills of floor gymnastics class VII, VIII, and IX in semesters 1 and 2 that were developed can already be carried out in learning floor gymnastics.</td>
<td>84</td>
<td>Excellent</td>
<td>Proper</td>
</tr>
</tbody>
</table>
The assessment materials for KD 4.6 specific movement skills of floor gymnastics of classes VII, VIII, and IX in semesters 1 and 2 developed will be useful for junior high school physical education teachers.

Based on the table above, it can be explained that the results of large group trials on aspects of competency achievement indicators, material content, and product assessment materials have very good criteria so that the product of developing gradations of competency achievement indicators KD 4.6 specific movement skills floor gymnastics is feasible to be applied in KD 4.6 learning at the junior high school level of Hulu Sungai Utara Regency.

**Discussion**

The development of gradation indicators of competency achievement KD 4.6-floor gymnastics specific movement skills has been created as a development product for junior high school physical education teachers. The creation of this product was born from a fairly long process, namely starting from 1) needs analysis; 2) making product drafts according to the needs of PJOK teachers; 3) expert trials; 4) small group trials; 5) trials of large groups or groups of potential users of development products in the field.

The development product in the form of a gradation of competency achievement indicators KD 4.6 specific movement skills of floor gymnastics has provided an overview and guidelines to junior high school physical education teachers that the preparation of competency achievement indicators (GPA) in KD 4.6 starting from class VII to class IX both odd semesters and even semesters has been prepared according to the grade level. The hope is to make it easier for teachers to teach KD 4.6. The convenience referred to is that the teacher only needs to apply some of the GPA that has been compiled in learning floor gymnastics in each class, because this development product has been equipped with learning materials and assessment instruments as a measuring tool to evaluate student learning outcomes in KD 4.6. If the physical education teacher applies the development product that the researcher developed, there will certainly be no repetition of the material again in teaching KD 4.6, and the teacher has no difficulty in determining the material to be given in learning at each grade level. In other words, it will not happen again in class IX odd semester the same learning material as class VII and class VIII odd semester, that is, the front rollers are all. This is the significance of the research on the development of
gradation indicators of KD competency achievement, especially in KD 4.6 floor gymnastics-specific movement skills.

By realizing the product of developing gradation indicators of competency achievement KD 4.6 specific movement skills for floor gymnastics in junior high schools, it is hoped that teachers will be able to realize physical education learning objectives following the demands of the curriculum at the grade level, and teachers can realize the mandate of basic competencies that must be given to students following permendikbud No. 37 of 2018 concerning mapping basic competencies.

For implementation in the field, if this product is practised properly, the learning objectives of special physical education in KD 4.6 will be well realized. Students will be able to know, understand, and practice the specific movements of floor gymnastics according to the level of gradation starting from class VII to class IX. So that students have an understanding and experience of learning the specific movements of floor gymnastics based on the characteristics of their competencies that can be applied in daily life and as a provision in undergoing education at a higher level, namely at the Senior High School (SMA) level which of course with a higher learning load as well.

CONCLUSIONS AND SUGGESTIONS

Based on the data obtained, from the results of field data trials and discussion of research results, it can be concluded that the developed product in this study has succeeded in creating a development product in the form of a gradation indicator of achieving competence to achieve specific movements of floor gymnastics. The development product provides guidelines for junior high school physical education teachers where the preparation of competency achievement indicators (GPA) in KD 4.6. starting from class VII to class IX, both odd semesters and even semesters have been arranged according to their class level, physical education teachers who apply this development product will certainly not have any more repetition of material in teaching KD 4.6, and teachers do not feel difficulties in determining the material to be delivered at each grade level. The hope of realizing the development of this product is to realize the objectives of physical education learning following the demands of the curriculum at the class level, and teachers can realize the mandate of basic competencies that must be given to students following the Minister of Education and Culture No. 37 of 2018 concerning mapping basic competencies.

The suggestion in this study is that this development product is used as a learning
tool for students so that in its use it is necessary to consider the conditions and situation of each school and the competence of the physical education teacher as a user. So, the use of this product cannot necessarily be applied equally to every Junior High School in South Kalimantan, because there needs to be a development of learning products to get the same basic motion learning objectives. This product still needs in-depth and continuous study and trial as an effort to obtain feedback on the improvement of development products, the application of development products can also be expanded with more diverse research subjects at the level of education and the area of utilization of development products, it is recommended that there be further research in KD 3.6 for subsequent researchers.

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Development of Gradation Indicators for Achieving Competencies Specific Motion Skills Junior High School Floor Gymnastics
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