

HOW DO PRIMARY SCHOOL STUDENTS PERFORM? FUNDAMENTAL MOVEMENT SKILLS FOR THROWING CATCH BASEBALL

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ABSTRACT

The issue in this research is that students struggle to move because they lack fundamental throwing and catching mobility skills. There are still many students who look stiff and need the teacher's assistance to move in accordance with the teacher's instructions, even though some students are less able to practice throwing and catching balls, even though some students can already do so. The purpose of this study was to determine the level of fundamental movement skills for throwing and catching a baseball in primary school. The sample of this research is class III MIS AL Qosimy Watu Galuh, totaling 25 people. Data collection techniques using a t-test: The P value obtained is less than 0.05, which is 0.00. In the catch test, the test statistic results show the P-value obtained is less than 0.05, which is 0.00, with an average value of 34.54. The results of the test statistic on the throwing and catching values show that the P-value obtained is less than 0.05, which is 0.00. So it can be concluded that the throwing value of the students is equal to 15 with an average value of 11.5. The results of the overall analysis show that the components of the throw, catch, and throw catch scores of each student are not the same as the expected target value.

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1. INTRODUCTION

In a learning process, there is an inseparable relationship between teachers and students (Clarke & O'donoghue, 2017). In this case, of course, a teacher has a role in learning, including designing learning, such as using models, methods, and media that can support the learning process, can increase student personality, can improve teacher professionalism, can act as a good teacher, and can act as a teacher. A good facilitator can create optimal and maximum learning (Saggaf et al., 2017; Zou et al., 2019). Of course, there must be student activities during the learning process, such as the ability to independently prepare a schedule of learning activities and to regulate how learning activities are carried out both individually and in groups (Zou et al., 2019). Physical education is education that as a whole aims to develop aspects of physical fitness, movement skills, social skills, critical thinking, emotions, and actions through activities and sports (Bailey et al., 2009; Siedentop & Van der Mars, 2022). Physical education

began to be applied to all levels of education, from kindergarten to elementary school, and even to college.

Physical education at the Madrasah Ibtidaiyah level consists of three sports, namely gymnastics, athletic sports, big ball sports, and small ball sports. Physical learning that has elements of the play is found in the game of throwing and catching the baseball. In the learning process, students are very enthusiastic about participating in the game. If you have a high sense of enthusiasm for learning, it will be easier to achieve learning goals. However, if the opposite situation occurs, namely students are less enthusiastic about participating in learning, it will be difficult to achieve the learning objectives. Throw and catch baseball is a type of small-ball game that prioritizes several elements of dexterity, accuracy, and excitement ([Irsyada, 2018](#); [Achmad et al., 2019](#); [Lubay & Purnama, 2020](#)). The game of throwing and catching the ball can stimulate children's physical growth quickly. Besides that, students will have a fit physique to carry out daily activities without experiencing excessive fatigue ([Achmad et al., 2019](#)).

Students must be able to master the necessary skills. One of them is the motion of throwing the ball and catching the ball. The fundamental movement skills of throwing and catching the ball are fundamental skills that must be possessed by students who will be throwing and catching balls so that they can play well and can support accuracy in throwing and catching baseballs ([Okely & Booth, 2004](#); [Rudd et al., 2015](#)).

From the explanation above, it appears that the game of throwing and catching the ball plays an important role in the game of throwing and catching the baseball. Based on the description above, the focus of the author wants to know the level of performance of the fundamental movement skills of throwing and catching the ball in class III Madrasah Ibtidaiyah Al Qosimy.

LITERATURE REVIEW

1.1. Fundamental Movement

Fundamentally, the fundamental human movements are walking, running, jumping, and throwing ([Zatsiorsky & Zaciorskij, 2002](#); [Bartlett, 2014](#)). This fundamental form of movement has been owned by the students of Madrasah Ibtidaiyah. The fundamental throwing and catching movements are fundamental manipulative movements that need to be developed in madrasahs in addition to other fundamental movements. Manipulative fundamental movements are the basis of various skills that really need guidance, training, and development so that children can carry them out properly and correctly.

Fundamental movement skills can be applied in various games, sports, and physical activities carried out in daily life ([Ivonen et al., 2011](#); [McGrane et al., 2018](#); [Da Silva et al., 2022](#)). Through play activities, it is appropriate to develop children's fundamental movement skills at Madrasah Ibtidaiyah, because fundamentally, the world of children is playing.

1.2. Playing

Playing is a term that is used freely so its main meaning is lost. The exact meaning is any activity that is done for the pleasure it causes, without considering the end result. Play with pleasure, and foster activities that are carried out spontaneously. So, through the play approach in movement learning, poor or low skills can be improved, so that with increasing fundamental movement skills, learning acceptance will be easily absorbed (Septanto & Lubay, 2015; Garris et al., 2017). Thus, it is expected that students' movement abilities can increase and learning objectives can be achieved (Purnomo et al., 2018; Pramantik & Burhaein, 2019; Pratama et al., 2021).

1.3. Skills

Skills are the ability to achieve maximum final results with minimum energy expenditure and minimum time. Moreover, skills are the ability to achieve maximum final results with minimum energy expenditure and minimum time (Corder et al., 2008; Edwards et al., 2017; Dewi et al., 2022). Skill is a consistent degree of success in achieving a goal efficiently and effectively. The three definitions above, though stated differently, share the same fundamental elements that characterize the skill limitation. One of the main elements related to the movement of throwing-catch skills is that skills mean fast execution, in the sense of completing the motion task in a minimal amount of time (Chunaifi et al., 2022). The faster the execution of a movement is without sacrificing the expected final result (quality), the skill of the person concerned will be recognized. So, to achieve the desired learning objectives to improve skills, various elements are needed that support the achievement of the desired motion learning outcomes.

1.4. Ball Throwing

According to Zimmer et al. (2016); Horvat et al. (2018), there are several skills that must be mastered, including:

- a. Throw the ball
- b. Catch the ball
- c. Hit the ball
- d. Running, walking, and dodging movements Throwing the ball,

In the technique of throwing a baseball, it is not just the origin of throwing it, but there are different ways (Damayanti et al., 2018; Pratama et al., 2021). In the case of throwing, it is important to throw the right part of the target correctly. In an effort to turn off the runners so that there is a change in their turn to hit, the guard team must have good throwing skills, either at a relatively long distance or at a medium or close range (Koekoek & Knoppers, 2015). The throw bounces before being thrown, the ball must be grasped or grasped properly. Furthermore, to throw with the right hand, the beginner's attitude is to stand facing a friend, with the left foot in front of the throwing goal. While pulling the right hand behind the back, the weight shifts to the right leg and the left hand is slightly lifted obliquely upwards, looking towards the target focus on the target (Anderson, 2002). The ball is thrown far and high, and the throwing motion must end with a flick of the wrist and fingers. After throwing the ball out of grip, the right

foot is left alone to step forward as a follow-up motion. Based on the position of the bounce, there are two positions, namely the upper swing side throw and the lower swing side throw. The landing throw technique is in principle the same as throwing a gastric ball (Ginsburg et al., 2014). It's just that when standing facing a friend, the body before making the throw does not need to be too leaning to the right. The arm movement is slightly horizontal, and the ball is thrown low at chest level so that the release point of the ball from the hand does not exceed the head (Anderson, 2002; Ginsburg et al., 2014). This type of throw means the ball will arrive faster than the bounce type.

1.5. Get the Baseball

In baseball games, catching the ball may be done with one hand or two hands (Szymanski et al., 2007; Lee & Vargo, 2017). Grabbing the ball must be done with a relaxed attitude, both in body and mind. The palms face the direction of the ball, with the palms forming a pocket (Szymanski et al., 2007). Do the movements to catch the ball in a relaxed manner. Never catch the ball in a state of very full muscle tension and break the movement of the ball. But it must be remembered to always meet when the ball comes and pull your hand or ball in the direction of the ball running (Lee & Vargo, 2017). The position of catching the ball depends on the arrival of the ball.

2. METHOD

In this study, the author uses a type of quantitative research. The type of research method used in this research is experimental research. An experimental research method is a research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2011; Ross & Morrison, 2013).

A one-sample t-test is an analytical technique to compare one independent variable (Gerald, 2018; Mishra et al., 2019). This technique is used to test whether certain values differ significantly or not from the average of a sample. The t-test as a descriptive hypothesis testing technique has three criteria, namely the right, left, and two-party tests. It is said to be a left-side test because the t table is placed on the left side of the curve. It is said to be a "right-side" test because the test table is placed on the right side of the curve. It is said to be a two-sided test because the table is divided by two and placed on the right and left. In this study, all class III children consisted of 25 children.

Data collection techniques are methods used by researchers to collect and obtain research data. The data collection technique used in this research is structured observation. Data analysis techniques are ways to facilitate or simplify data in a form that is easier to read and understand so that it can be accounted for naturally. Then the data needs to be tested and analyzed systematically. In this case, the data analysis is intended to process the data obtained from this research into descriptive statistics.

3. RESULTS AND DISCUSSION

The research conducted by the researcher is about the fundamental movement level of throwing and catching skills in baseball grade III students of MI Al Qosimy. which was

carried out while carrying out PPL PPG in that place starting from August 26 to October 7, 2021. The results of observation data to determine the fundamental movement level of baseball throwing skills are explained in the description below.

3. 1. Research Variables

- a. Student Names from a Sample of 25 Students
- b. Throw the value five times during the observation.
- c. Capture of 5 observations' values
- d. Throw-and-catch value for 5 observations.

2. Analysis and Discussion:

The Standard Throw Value with five observations is 50. After 5 observations, the capture standard value is 50. And with five observations, the standard throw catch value is 15.

This study uses 1 sample T-test, which aims to test each component, namely the value of throw, catch, and throw catch, whether it is significantly different from the standard value that has been determined. The results of the analysis are as follows.

3. 2. Throwing Value Test Results

a. Hypothesis

H0 : Throw value equal to 10

H1 : Throw value is not equal to 10

b. Critical Area

Reject H0 if pvalue < alpha 0.05

c. Test Statistics

One-Sample T: LEMPAR							
Test of mu = 50 vs not = 50							
Variable	N	Mean	St.Dev	SE Mean	95% CI	T	P
LEMPAR	28	35.00	12.61	2.38	(30.11, 39.89)	-6.30	0.000

Figure 1. Results of fundamental movement skills Throwing a baseball

The results of the test statistics show that the P-value obtained is less than 0.05, which is 0.00. So, it can be concluded that the throwing value of the students is not equal to 10 with an average value of 35.

3. 3. Capture Value Test Results

a. Hypothesis

H0 : The average value of the catch is equal to 10

H1 : The average value of the catch is not equal to 10

b. Critical Area

Reject H0 if pvalue < alpha 0.05

c. Test Statistics

One-Sample T: Tangkap							
Test of mu = 50 vs not = 50							
Variable	N	Mean	St. Dev	SE Mean	95% CI	T	P
Tangkap	28	34.54	12.33	2.33	(29.75, 39.32)	-6.63	0.000

Figure 2. Results of fundamental motion skills catching baseball

The results of the test statistics show that the P-value obtained is less than 0.05, which is 0.00. So, it can be concluded that the catch value of the students is not equal to 10 with an average value of 34.54.

3. 4. The Result of Testing the Value of Throw Catch

a. Hypothesis

H0 : The average value of the throw and catch result is 15

H1 : The average value of the throw and catch result is not equal to 15

b. Critical Area

Reject H0 if pvalue < alpha 0.05

c. Test Statistics

One-Sample T: Lempar Tangkap							
Test of mu = 15 vs not = 15							
Variable	N	Mean	St. Dev	SE Mean	95% CI	T	P
Lempar Tangkap	28	11.500	4.410	0.833	(9.790, 13.210)	-4.20	0.000

Figure 3. The results of the fundamentals movement skills of Throwing and Catching the baseball

Based on the results of the test statistics, the P-value obtained is less than 0.05, which is 0.00. So it can be concluded that the throw and catch score of the students is equal to 15, with an average value of 11.5.

Based on the results of the description above, it is known that a total of 25 students were obtained. The results of the analysis showed the fundamental movement skills of throwing and catching the ball as follows: The P-value obtained was less than 0.05, namely 0.00. So

it can be concluded that the throwing value of the students is not equal to 10 and the average value obtained is 35. In the catch test, the test statistic results show the P-value obtained is less than 0.05, which is 0.00. So it can be concluded that the catch value of the students is not equal to 10, with an average value of 34.54. The results of the test statistic on the throwing and catching values show that the P-value obtained is less than 0.05, which is 0.00. So it can be concluded that the throwing value of the students is equal to 15 with an average value of 11.5. The results of the overall analysis show that the components of the throw, catch, and throw catch scores of each student are not the same as the expected target value.

Discussion

The fundamental movements of throwing and catching baseball skills must be possessed in order to be able to throw and catch baseballs on target properly (Harvey et al., 2007). The results analysis shows that fundamental movements throwing baseball aim to train accuracy on the intended target namely 0.00, for class III MIS Alqosimy students, with a total of 25 students. So it can be concluded that the throwing value of the students is not equal to 10 with an average value of 35.

Catching the ball, including the fundamental movements of fundamental skills, can be done with one hand or two hands. The better the catch, the more relaxed you are when catching. The baseball catching skills of class III MIS AL Qosimy students, with a total of 25 students, obtained less than 0.05, which is 0.00. So it can be concluded that the catch value of the students is not equal to 10, with an average value of 34.54.

Overall, the fundamental movement skills of throwing and catching baseballs for class III MIS Al Qosimy students consist of fundamental movement skills of throwing and catching balls for 25 students, which was obtained at less than 0.05, which is 0.00. So it can be concluded that the throw catch score of the students is equal to 15 with an average value of 11.5.

Judging from the description of the data above, it states that the fundamental movement skills of throwing and catching baseball provide direct experience to students who practice the fundamental movement skills of throwing and catching baseball (Halverson & Halverson, 2008; Muraskin et al., 2016; Kuklick et al., 2016). This can have an influence on the learning process in madrasas and as reference material for further research.

4. CONCLUSION

Based on the discussion above, the results of the analysis show that the components of the throw, catch, and throw catch scores of each student are the same as the expected target value. The next researcher must ensure that students understand the fundamental movement skills of baseball, and the teacher must be more innovative in the application of learning the fundamental movement skills of baseball so that they are as expected. It is shown the P value obtained is less than 0.05, which is 0.00. In the catch test, the test statistic results show the P-value obtained is less than 0.05, which is 0.00, with an average value of 34.54. The results of the test statistic on the throwing and catching values show that the P-value

obtained is less than 0.05, which is 0.00. So it can be concluded that the average throwing value of the students is equal to 15, with an average value of 11.5

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