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UPAYA MENINGKATKAN KETERAMPILAN GERAK DASAR NON-MANIPULATIF MELALUI SENAM KOLABORASI PADA SISWA

EFFORTS TO IMPROVE NON-MANIPULATIVE BASIC MOVEMENT SKILLS THROUGH COLLABORATIVE GYMNASTICS FOR STUDENTS

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Abstrak

Keterampilan gerak dasar non-manipulatif merupakan kemampuan fundamental yang perlu dikembangkan sejak usia dini sebagai dasar bagi penguasaan keterampilan gerak selanjutnya. Namun, hasil observasi awal menunjukkan bahwa keterampilan gerak dasar non-manipulatif siswa kelas I MIS Al-Barkah Percut Sei Tuan masih berada pada kategori rendah. Penelitian ini bertujuan untuk meningkatkan keterampilan gerak dasar non-manipulatif melalui penerapan senam kolaborasi Medan. Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus, dengan subjek penelitian sebanyak 20 siswa kelas I MIS Al-Barkah Percut Sei Tuan. Setiap siklus terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Teknik pengumpulan data dilakukan melalui observasi keterampilan gerak dasar non-manipulatif siswa, sedangkan analisis data dilakukan secara deskriptif kuantitatif. Hasil penelitian menunjukkan adanya peningkatan keterampilan gerak dasar non-manipulatif siswa dari siklus I ke siklus II setelah diterapkan senam kolaborasi Medan. Peningkatan ini terlihat pada aspek keseimbangan, kelenturan, dan koordinasi gerak siswa. Dengan demikian, penerapan senam kolaborasi Medan terbukti efektif dalam meningkatkan keterampilan gerak dasar non-manipulatif siswa kelas I MIS Al-Barkah Percut Sei Tuan.
Kata kunci: keterampilan, gerak dasar non-manipulatif, senam kolaborasi, siswa

Abstract

Non-manipulative basic motor skills are fundamental abilities that need to be developed from an early age as a basis for mastering further motor skills. However, initial observations show that the non-manipulative basic motor skills of first-grade students at MIS Al-Barkah Percut Sei Tuan are still in the low category. This study aims to improve non-manipulative basic motor skills through the application of Medan collaborative gymnastics. The research method used was classroom action research (CAR) conducted in two cycles, with 20 first-grade students at MIS Al-Barkah Percut Sei Tuan as the research subjects. Each cycle consisted of the planning, implementation, observation, and reflection stages. Data collection techniques were carried out through observation of students' basic non-manipulative motor skills, while data analysis was conducted using quantitative descriptive methods. The results showed an increase in students' non-manipulative basic motor skills from cycle I to cycle II after the implementation of Medan collaborative gymnastics. This improvement was seen in the aspects of balance, flexibility, and coordination of students' movements. Thus, the implementation of Medan collaborative gymnastics proved to be effective in

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improving the non-manipulative basic motor skills of first-grade students at MIS Al-Barkah Percut Sei Tuan.
***Keywords**: skills, non-manipulative basic movements, collaborative gymnastics, students*

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INTRODUCTION

Physical education at the elementary school level plays a crucial role in developing students' movement skills, physical fitness, and character. Through physical education, students are not only trained physically, but also develop their cognitive, affective, and social aspects through meaningful movement experiences (Pratiwi & Oktaviani, 2017). At elementary school age, physical education learning serves as a strategic vehicle for instilling active and healthy lifestyle habits from an early age.

At an early age, the development of fundamental movement skills is the primary foundation for students' success in learning various physical activities and sports at subsequent levels. Well-developed fundamental movement skills support motor development, coordination, and confidence in students' performance in various movement activities (Siregar et al., 2024; Anjanika et al., 2025). Therefore, fundamental movement learning needs to be systematically designed and tailored to the developmental characteristics of elementary school students.

Non-manipulative fundamental movement skills are a crucial component of children's motor development. Basic non-manipulative movements include the ability to maintain balance, flex the body, twist, bend, and perform various movements without using objects (Syaputra & Warni, 2023; Anjanika et al., 2025). Mastery of these skills is essential as a foundation for developing more complex manipulative and sports skills later in life (Siregar et al., 2024; Pratiwi & Oktaviani, 2017).

However, in physical education teaching practices in elementary schools, basic non-manipulative movement skills often do not develop optimally. This is due to learning that remains monotonous, lacks variety, and involves minimal engaging movement activities for students (Mukarom et al., 2024; Haryanto & Kurniawan, 2025). This condition results in low student interest and participation in physical education lessons (Anjanika et al., 2025).

Initial observations at MIS Al-Barkah Percut Sei Tuan indicate that first-grade students' basic non-manipulative movement skills are still low. Some students have difficulty maintaining balance, performing movements with good coordination, and following movement sequences correctly. This finding aligns with previous research indicating that elementary school students' basic motor skills need to be improved through more active and contextual learning models.

One learning alternative that can be implemented is Medan collaborative gymnastics. Collaborative gymnastics is a form of movement activity that systematically combines various non-manipulative movements and is performed collaboratively, thereby improving students' balance, flexibility, and coordination (Pratiwi & Oktaviani, 2017; Siregar et al., 2024). Furthermore, collaborative gymnastics learning has been shown to increase student motivation, active engagement, and a sense of community in the learning process (Mukarom et al., 2024; Haryanto & Kurniawan, 2025).

Physical education learning that utilizes a fun and structured movement activity approach

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is believed to increase student participation and learning effectiveness. This approach emphasizes hands-on learning experiences through physical activities that involve all aspects of student development (Anjanika et al., 2025; Syaputra & Warni, 2023). Through the implementation of Medan collaborative gymnastics, students not only perform movements mechanically but also learn to coordinate whole-body movements in a directed manner (Siregar et al., 2024).

Based on this description, this research is crucial to improve the basic non-manipulative movement skills of first-grade students at MIS Al-Barkah Percut Sei Tuan through the implementation of Medan collaborative gymnastics. The results of this study are expected to provide practical contributions to physical education teachers in developing innovative and effective learning strategies and serve as a reference for the development of physical education instruction at the elementary school level.

METHOD

This study used the Classroom Action Research (CAR) method, aiming to improve students' basic non-manipulative movement skills through the implementation of Medan collaborative gymnastics. Classroom action research was chosen because it focuses on efforts to continuously improve the learning process through concrete classroom actions.

The subjects were 20 first-grade students at MIS Al-Barkah Percut Sei Tuan, consisting of both male and female students. The study was conducted in the even semester of the current academic year and was conducted collaboratively between the researcher and the physical education teacher.

This study was conducted in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. The classroom action research design used is presented in figure 1.

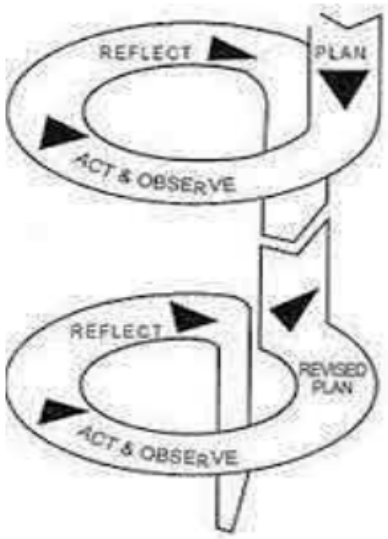

Figure 1. Classroom Action Research Design (Kemmis & MC. Taggart)

In the planning stage, researchers developed a physical education lesson plan that included the implementation of Medan collaborative gymnastics, prepared observation instruments, and determined indicators for non-manipulative basic movement skills. The implementation stage involved implementing Medan collaborative gymnastics in the physical education learning process. The observation stage was conducted to observe students' non-manipulative basic movement skills throughout the learning process. The reflection stage was conducted to evaluate the results of the actions and plan improvements for the next cycle.

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The research instrument used was an observation sheet for non-manipulative basic movement skills. Aspects observed included students' balance, flexibility, and coordination. Details of the assessment aspects and indicators are presented in Table 1.

Table 1. Aspects and indicators of basic non-manipulative movement skills

No.	Aspects	Indicators
1	Balance	Able to maintain body position while performing movements
2	Flexibility	Able to bend and stretch well
3	Coordination	Able to coordinate body movements in a sequential manner

Data collection techniques were conducted through observation during the learning process. The data obtained were analyzed using quantitative descriptive analysis, by calculating the percentage of students' achievement of basic non-manipulative movement skills in each cycle. The criteria for success of the action were determined if ≥75% of students achieved the good category in basic non-manipulative movement skills.

RESULTS

The results of this study describe the improvement in the basic non-manipulative movement skills of first-grade students at MIS Al-Barkah Percut Sei Tuan through the implementation of Medan collaborative gymnastics. Data were obtained through observations of students' basic non-manipulative movement skills in each cycle of the activity.

The implementation of Cycle I showed that some students were beginning to be able to follow the sequence of Medan collaborative gymnastics movements, but several still experienced difficulties maintaining balance and coordinating movements. A summary of the results of students' basic non-manipulative movement skills in Cycle I is presented in Table 2.

Table 2. Results of Students' Basic Non-Manipulative Movement Skills in Cycle I

No.	Aspects	%	Category
1	Balance	65%	Enough
2	Flexibility	68%	Enough
3	Coordination	62%	Enough
	Average	65%	Enough

The results of Cycle I indicated that the average student's basic non-manipulative movement skills were in the adequate category and did not meet the established success criteria.

Based on the reflections on Cycle I, improvements were made to the learning in Cycle II by clarifying movement examples and increasing student engagement in the Medan collaborative gymnastics. The results of observations of students' basic non-manipulative movement skills in Cycle II are presented in Table 3.

Table 3. Results of Students' Basic Non-Manipulative Movement Skills in Cycle II

No.	Aspects	%	Category
1	Balance	82%	Good
2	Flexibility	85%	Good
3	Coordination	80%	Good
	Average	82%	Good

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The results of Cycle II showed a significant increase in students' basic non-manipulative movement skills, with the average achievement being in the good category and meeting the criteria for successful action.

A comparison of students' basic non-manipulative movement skills results between Cycles I and II is presented in Table 4.

Table 4. Comparison of students' basic non-manipulative movement skills

Cycle	Average	Category
Cycle I	65%	Quite
Cycle II	82%	Good
Improvement	17%	—

Table 4 shows a 17% increase from cycle I to cycle II after the implementation of Medan collaborative gymnastics. Based on the table above, the results of the study indicate that the implementation of Medan collaborative gymnastics was able to improve the basic non-manipulative movement skills of grade I students at MIS Al-Barkah Percut Sei Tuan. Improvements were seen in all aspects of skills, namely balance, flexibility, and movement coordination, so that the actions given were declared successful.

DISCUSSION

The results of the study indicate that the implementation of Medan collaborative gymnastics improved the basic non-manipulative movement skills of first-grade students at MIS Al-Barkah Percut Sei Tuan. This improvement was evident in the comparison of results from cycles I and II, which showed an increase in achievement percentages across all skill aspects, namely balance, flexibility, and motor coordination. This finding indicates that structured physical activities within physical education lessons contribute positively to the development of students' motor skills. This aligns with the findings of Afrizal, Karo Karo, and Sari (2025), who stated that active student involvement in physical activities within physical education lessons positively impacts the development of students' overall abilities.

Improvements in basic non-manipulative movement skills in the aspect of balance indicate that students are increasingly able to maintain body position while performing a series of gymnastic movements. Medan collaborative gymnastics activities involve a variety of static and dynamic movements that require body control, gradually developing students' balance skills. Repeated and structured exercises enable students to better adjust body position, ultimately improving stability and movement control. Balance is a crucial component of physical fitness, closely related to the quality of movement performance (Hendrik et al., 2025).

In terms of flexibility, improved achievement indicates that students are able to perform bending, stretching, and twisting movements more optimally than in the previous cycle. The movements in Medan collaborative gymnastics are designed to engage all joints and muscles, thus providing sufficient stimulation to improve flexibility. Good flexibility is crucial for supporting safe and efficient movement activities and plays a role in maintaining students' physical fitness from an early age (Giawa et al., 2024).

Furthermore, improvements in movement coordination indicate that students are increasingly able to coordinate body movements in a coherent and harmonious manner. Performing Medan collaborative gymnastics in groups encourages students to simultaneously follow the rhythm, sequence of movements, and teacher instructions. This activity helps students develop coordination between the hands, feet, and the body as a whole. Good movement coordination is the foundation for mastering more complex physical skills at later stages of development (Hendrik et al., 2025).

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The success of Medan's collaborative gymnastics program in improving basic non-manipulative movement skills is also influenced by a fun learning approach that involves active student participation. Collaborative, activity-based physical education learning has been shown to increase student motivation and interest in learning. High motivation encourages students to move more actively and engage optimally in the learning process, ultimately resulting in improved fitness and movement quality (Afrizal et al., 2025; Giawa et al., 2024).

The results of this study align with the view that physical education instruction at an early age should emphasize direct movement experiences and the development of basic skills as a foundation for physical fitness. Systematic and controlled physical activity can provide an effective stimulus for improving students' bodily functions and physical capacity (Malau et al., 2025). Therefore, Medan's collaborative gymnastics program can be used as an effective alternative physical education learning method for developing basic non-manipulative movement skills in elementary school students.

Overall, this discussion shows that the implementation of Medan collaborative gymnastics not only improves students' basic non-manipulative movement skills quantitatively, but also provides meaningful learning experiences through structured, collaborative physical activities that are in accordance with the developmental characteristics of elementary school students.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the implementation of Medan collaborative gymnastics is able to improve the basic non-manipulative movement skills of grade I students of MIS Al-Barkah Percut Sei Tuan. The improvement in skills is seen in the aspects of balance, flexibility, and coordination of student movements from cycle I to cycle II. Learning physical education through Medan collaborative gymnastics has been proven effective in creating an active, fun learning atmosphere, and in accordance with the characteristics of elementary school students. Thus, Medan collaborative gymnastics can be used as an alternative physical education learning strategy to improve students' basic non-manipulative movement skills at the elementary school level.

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