

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

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ABSTRACT: This study aims to: (1) determine the differences in basic movement skills between students using traditional game learning methods and conventional learning methods; (2) determine the effect of learning interest on basic movement skills; and (3) determine the interaction between learning methods and learning interest on basic movement skills in fifth-grade elementary school students. The method used was a quasi-experimental design with a 2x2 factorial design. The study sample consisted of 20 fifth-grade students from SDN 65 Pekanbaru, selected through purposive sampling. The instruments used included a learning interest questionnaire, basic movement skills tests (throwing, catching, and jumping), observation sheets, and interviews with teachers. Data were analyzed using normality tests, homogeneity tests, t-tests, Pearson correlation tests, simple linear regression, and ANOVA. The results showed: (1) there were differences in basic movement skills between students using traditional game learning methods and conventional learning methods; (2) there was an effect of learning interest on basic movement skills; (3) there was an interaction between learning methods and learning interest on basic movement skills in fifth-grade elementary school students. These findings are reinforced by interview results, which showed that traditional games increased student motivation, engagement, and enjoyment during the learning process. Overall, this study concluded that traditional game methods are a more effective learning approach than conventional methods in improving students' fundamental motor skills, especially when combined with a high level of learning interest.

KEYWORDS: basic movement skills, conventional, methods, learning interest, traditional games, PJOK learning.

INTRODUCTION

Education for a country is quite significant in improving human resources so they can compete with other countries. Musyarofah (2021:112) defines education as an inseparable part of national development and a key element in national development. Education is an integral and inseparable part of the process of preparing high-quality, resilient, and skilled human resources (Abdi, A., & Rohmah, I. Y., 2020:93). Education is a consequential element for human life (Bendanillo et al., 2023). Education is the foundation for humans to acquire knowledge, discover, and develop abilities/potential that are useful for themselves and their environment (Kamas et al., 2021:1).

Education must also be equitable for all (Singh et al., 2020:189) because of its potential to foster intellectual and personal growth. Education plays a strategic role in shaping the quality of human resources capable of facing global challenges. Equitable access to education is the foundation for equal opportunities and increased individual capacity. In addition, quality education also supports the formation of character, ethics, and critical thinking skills of students so that they are ready to contribute productively in society (Faruq, U., & Bakar, M. Y. A, 2025:56). In accordance with the government regulations of the Republic of Indonesia in Law Number 28 of 1990 concerning the National Education System, it is stipulated that basic education is held to develop attitudes and abilities by providing basic knowledge and skills needed to socialize with the community and prepare students who meet the requirements to be able to continue their education (Megayanti, W., & Asri, K. H, 2022:771). What is meant by Basic Education here is one of them Elementary School.

Elementary school is the first formal educational institution in Indonesia, with a six-year duration. According to Law Number 20 of 2003 concerning the National Education System, elementary and secondary education are formal education for students aged 7 to 18, which is a basic requirement for continuing education to a higher level (Agustina et al., 2023:86). Khuzaimah, K., & Pribadi, F. (2022:41) state that elementary school is essentially a six-year educational institution for children aged 6–12. Meanwhile, Simanjuntak et al. (2022:2) state that elementary school is a social institution tasked specifically by society to provide basic education systematically. Basic education in elementary schools is divided into two levels: grades 1–3 as the first

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

level and grades 4–6 as the second level. During their education in elementary school, students are not only taught basic skills such as reading, writing, and arithmetic, but also guided in character development and social development. One of the compulsory subjects taught at the elementary school level is Physical Education, Sports & Health (PJOK).

Physical Education, Sports & Health (PJOK) is the largest intervention for adolescent physical activity worldwide, given that physical education is a compulsory subject in many school curricula (Apriyano et al., 2022:716). Physical education is a learning process, primarily physical in context, and aims to develop students' physical competence and self-confidence through various physical activities related to an active and healthy lifestyle because it helps students develop both personally and socially (Sari et al., 2024:478). Physical education is a continuous activity pioneered based on current educational developments. The main goal of physical education is to offer physical, but the way of learning makes students stronger and healthier. In addition, it helps students gain knowledge, experience, emotional interaction, and team collaboration that significantly impact their ability to live in the future when they leave school (Muzakki et al., 2024:8511).

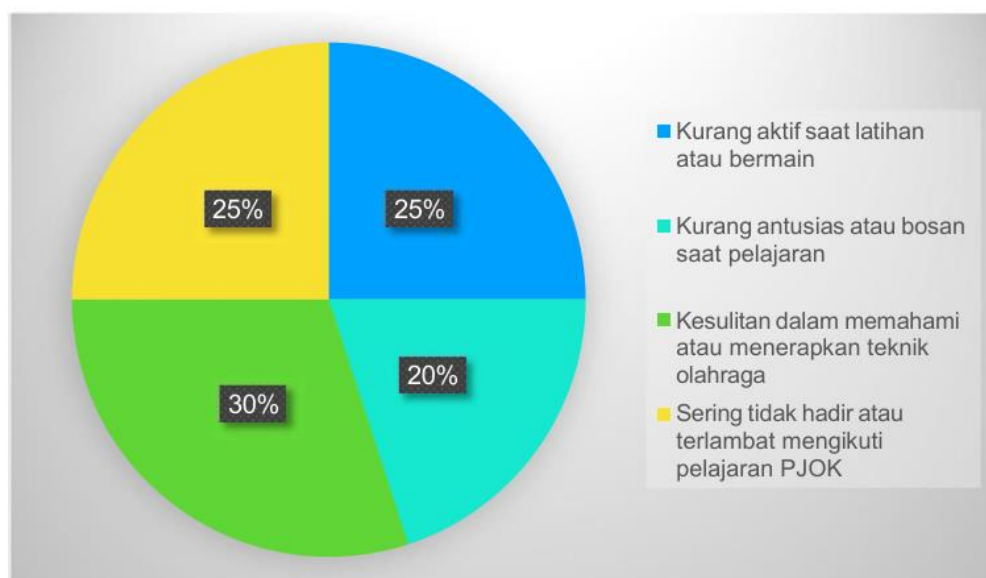
One of the factors that determines the success of the Physical Education (PJOK) learning process is interest in learning (Fernando et al., 2024:62). Interest is a feeling of liking, enjoyment, and attraction to something without the influence of others. If something doesn't provide enjoyment, then people won't be interested in it (Sa'ud et al., 2021:36). If students are interested in learning, they will participate in the learning process with focus and willingness (Abidin, Z., & Purnamasari, M, 2023:514). Interest in learning is a tendency of passion and high desire, functioning as an effective driving force in achieving good academic performance. Interest in learning also encourages students to learn something and see how the learning material relates to themselves. If students recognize the benefits, they will feel satisfied, more interested, and motivated to learn (Slameto, 2021:4).

When students have a high interest in learning, learning activities tend to increase, meaning that learning is more active, and students will truly participate in the learning process, thus achieving the desired learning objectives (Agustin et al., 2023:109). If students have a low interest in learning, this condition will directly impact the learning process. This condition must be addressed or eliminated by teachers so that the negative impact of low interest in learning can be immediately resolved and does not negatively impact the learning process.

Several studies have shown that interest in learning physical education (PJOK) is low. Research by Jannah et al. (2024:1970) showed that 46% of students' interest in learning was in the low category, ranging from 0% to 55.9%. This indicates that students' interest and motivation in learning physical education (PJOK) are still relatively low.

This low interest in learning was revealed by initial observations of students at SDN 65 Pekanbaru. Based on initial observations, it was found that fifth-grade students at SDN 65 Pekanbaru showed low interest in the subject. This data is depicted in Picture 1 below.

Picture 1. Motivation and Interest Indicators for Learning Physical Education at SD Negeri 65 Pekanbaru



The data above shows that 20 fifth-grade students at SD Negeri 65 Pekanbaru have not demonstrated motivation and interest in learning Physical Education (PJOK) through the following aspects: 1) lack of activity during practice or in class (25%); 2) lack of enthusiasm or boredom during lessons (20%); 3) difficulty understanding or applying sports techniques (30%); 4) frequent absences or lateness to PJOK lessons (25%). Initial observations revealed that students lacked interest and motivation due to frequent boredom with the subject. This phenomenon is an urgent need for research.

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

In implementing 21st-century learning, teachers can no longer theoretically serve as the sole source of information for students. Teachers need the assistance of applicable learning methods to make learning more effective and efficient (Wibowo, 2021:169). A learning method is a series of activities carried out by teachers and students to achieve learning objectives (Sarumaha et al., 2022:2048). When selecting a learning method, teachers need to consider several factors, including its suitability to the material and the desired objectives. Learning methods can address students' limited experience, transcend classroom boundaries, create uniformity or similarity in observations, and motivate and encourage students to learn (Nurfadhillah et al., 2021:229). Further research is needed to identify learning methods that can improve student learning outcomes.

One effective learning method for improving physical education (PJOK) learning outcomes is game-based learning, including traditional games. Traditional games are a cultural heritage of the community that represent the core values of local wisdom. Based on these characteristics, traditional games can be viewed as educational media with the potential to support the formation and strengthening of individual character (Asih & El-Yunusi, 2024:154). Traditional games are not only a cultural heritage rich in local wisdom, but they can also be categorized as a form of traditional sport. Traditional sports are a national cultural asset that incorporates elements of physical activity, is fun, entertaining, and beneficial for improving the physical quality of its participants. Furthermore, traditional sports also contain noble teachings and moral values inherited from the cultural owners and can provide benefits for physical health (Handoko & Gumantan, 2021:3).

The long pole is one type of traditional game that can be categorized as a form of sport. The long pole is a traditional game played by crossing lines guarded by obstacles. The goal of this game is to test the speed and agility of the players as they run past the obstacles. This game is generally played in a large, flat, open area. The long pole requires no special equipment, but only a game grid drawn on the ground as a playing area (Desa & Ahmad, 2023:151). The long pole is urgently needed as a model for traditional game-based physical education (PJOK) learning because it can provide enjoyable physical activity. Therefore, research on the influence of traditional game-based PJOK learning models is important to provide alternative, effective learning strategies to increase student motivation and interest in learning at SD Negeri 65 Pekanbaru.

A similar study was conducted by Setyawan et al. (2025:87), who examined the impact of traditional games on students' motivation to learn Physical Education, Sports, and Health (PJOK). The results showed that the application of traditional games in PJOK learning significantly increased elementary school students' motivation. After being treated with traditional games, students' motivation significantly increased compared to before the treatment, as demonstrated by the results of a paired sample t-test. This indicates that active, fun, and culturally based learning can create a more engaging learning environment. Consistent with research by Aliriad et al. (2024:38), a traditional game-based approach significantly increased student motivation in PJOK.

A similar study by Yustiyati et al. (2024:139) showed that Physical Education, Sports, and Health (PJOK) at the elementary school level plays a crucial role in developing students' physical, mental, and social health. However, student interest in PJOK learning is often low due to the use of learning methods that tend to be monotonous and unengaging. A literature study conducted by reviewing various journals, scientific articles, and books found that implementing traditional games in the learning process can increase elementary school students' learning interest. These results indicate that a traditional game-based approach can be a more effective and enjoyable alternative learning strategy than conventional methods.

There are still limitations in previous research because most studies only use traditional games in general in physical education learning, without specifically examining the effects of one particular type of game. This condition creates a research gap that needs to be filled by examining a form of traditional game in more depth as a learning method. The object of this research is focused on students of SD Negeri 65 Pekanbaru using traditional games, so this research has a novel value compared to previous studies. Therefore, this study is entitled "The Influence of Learning Methods and Learning Interest on Basic Movement Skills of Fifth Grade Elementary School Students."

MATERIALS AND METHODS

Study design

This study employed a quantitative method with an experimental approach, aiming to determine the causal relationship between the independent and dependent variables. The experimental approach was chosen because it allows researchers to control variables, manipulate treatments, and observe their effects on student learning outcomes (Creswell, 2014). Sugiyono (2019:77) added that experimental research is a method used to determine the effect of one treatment on another variable under controlled conditions.

In this study, the experimental design used was a 2x2 factorial design. This design allowed researchers to examine the effects of two independent variables (game-based and conventional learning methods) and the level of learning interest (high or low) on the dependent variable (learning outcomes of fifth-grade elementary school students in basic physical education).

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

movement skills), both partially and through interactions between the two. With a 2x2 factorial design, there were four treatment groups, which are generally depicted in the following table:

Table 1. Research Design Plan

Minat Belajar Metode Pembelajaran	Minat Belajar Tinggi (B1)	Minat Belajar Rendah (B2)
Metode Pembelajaran Berbasis Permainan (A1)	A1B1	A1B2
Metode Pembelajaran Konvensional(A2)	A2B1	A2B2

Description:

A1B1 = Game-Based Learning Method User Group with High Learning Interest.

A1B2 = Game-Based Learning Method User Group with Low Learning Interest.

A2B1 = Conventional Learning Method User Group with High Learning Interest.

A1B1 = Conventional Learning Method User Group with Low Learning Interest.

Participants

1. Research Population

The population of this study was 42 fifth-grade students at SDN 65 Pekanbaru.

2. Research Sample

The sampling technique used was simple random sampling, as the sample members were randomly selected from the population without regard to their specific characteristics. The sample for this study was fifth-grade students at SDN 65 Pekanbaru. The following is the sample used in this study:

Table 2. Research Population and Sample

Jumlah	Kelas VA	Kelas VB
Populasi	22	20
Sampel	10	10

Instruments

Data collection techniques were used to gather field data to answer the research questions. Using game-based and conventional learning methods, aspects of student learning were examined in this study. To collect data, this study utilized observation, pre-tests, and post-tests, as well as documentation. A complete description can be found here:

1. Observation: In this study, the use of observation is crucial because the researcher is involved in and observes the learning process. The researcher will create observation sheets for students and teachers during the learning process. The purpose of the student observation sheet is to observe and assess student activities during the learning process. The teacher observation sheet will be given to the homeroom teacher, who will then use the observation sheet to assess the researcher during the learning process.
2. Test: This study aims to measure student learning outcomes by giving pre-test and post-test questions to students at different times. 1) The pre-test, or initial test, was given by the researcher as a teacher before the class began, and aimed to measure students' interest, and initial abilities of students' basic movement skills before the learning treatment process began. 2) The post-test, or final test, was given to students after the research treatment ended to determine changes in basic movement skills as a result of the learning method.
3. Documentation: During the research at SDN 65 Pekanbaru, photos and related data were collected through the documentation of this research.

This study used the following instruments to collect data:

- a. Questionnaire: The questionnaire was used to measure interest in learning Physical Education. The learning motivation questionnaire is a tool used to measure students' desire to participate in the learning process. To measure interest in learning, the Learning Interest Questionnaire (20 items, Likert scale 1–5) was used. Content validation and reliability (Cronbach's α) were tested.
- b. Interview Guidelines: Interviews were conducted between the researcher and educators regarding the influence of learning methods and interest in learning on the basic movement skills of fifth-grade elementary school students. These interviews

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

were conducted through oral questions and information gathering based on the interview guidelines prepared by the researcher. Therefore, the questions posed were not digressive because they were guided by the interview guidelines.

- c. Documentation Analysis Guidelines: Documentation analysis was conducted by reviewing written sources such as books, documents, diaries, and other materials. The researcher then examined written materials relevant to the research objectives.
- d. Performance test: To measure the learning outcomes of basic movement skills, a basic movement skill measurement instrument is required, consisting of throwing, catching and jumping.

According to Hardani et al. (2020, p. 284), research instruments are "measuring tools used to obtain quantitative information about variations in variable characteristics objectively, so that scale development techniques or measuring tools are needed to measure variables in more systematic data collection." These instruments will be used to obtain data on the evaluation of archery infrastructure and facilities management at Selabora FIKK UNY.

RESULTS

This study examines the influence of learning methods and learning interest on the fundamental motor skills of fifth-grade elementary school students. This research was conducted at SDN 65 Pekanbaru, located at Jl. Pesisir No. 01, Meranti Pandak, Rumbai Pesisir District, Pekanbaru City, Riau. The study was conducted from the third week of November to the second week of December 2025. The population of this study was all 42 fifth-grade students at SDN 65 Pekanbaru. The sample size was 20 students, consisting of 10 boys and 10 girls.

The study used a quasi-experimental method with a 2x2 factorial design, involving an experimental group using both learning methods and a control group (initial) with high and low learning interest. Data collection instruments included a learning interest questionnaire, a basic movement skills test, and teacher interviews.

The instruments used to measure the most popular and influential basic movement skills learning methods for students were observation and interviews. Observations were conducted with teachers to determine the quality of implementation of two learning methods: the traditional game method and the conventional method. These observations aimed to ensure that the treatment given to the experimental and control groups was carried out according to plan, thus supporting the validity of the research results. Each item was scored 1–4, with the following categories:

- 1 = Not Implemented
- 2 = Implemented Poorly
- 3 = Implemented Well
- 4 = Implemented Very Well

The Observation Scoring Method is as follows:

- a. Each indicator is scored 1–4.
- b. Total skill score = sum of all indicators.
- c. Total of 10 indicators.
- d. Maximum score = $10 \times 4 = 40$.
- e. Score categories: 31–40 = Good, 21–30 = Adequate, and ≤ 20 = Poor

The results of the implementation of the traditional game learning method can be seen in the following table:

Table 3. Results of the Implementation of Traditional Game Learning Methods

No	Item Observasi	Skor (1–4)
1	Guru menjelaskan aturan dan tujuan permainan tradisional secara jelas.	4
2	Guru memberikan demonstrasi cara bermain sebelum kegiatan dimulai.	4
3	Guru membagi siswa ke dalam kelompok secara tepat sesuai kebutuhan permainan.	4
4	Guru memastikan alat dan lingkungan aman sebelum permainan dimulai.	3
5	Guru memberi kesempatan siswa berlatih permainan secara aktif.	3
6	Guru memberikan umpan balik positif selama kegiatan berlangsung.	3
7	Guru memfasilitasi kerja sama dan komunikasi antar siswa.	3
8	Guru memonitor keterlibatan seluruh siswa dalam permainan.	3
9	Guru mengatur durasi permainan sesuai rencana pembelajaran.	3

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

10	Guru melakukan refleksi dan diskusi singkat setelah permainan selesai.	3
Total Skor		33

Referring to the value categories, with a total score of 33, it can be concluded that the traditional games learning method is in the good category.

A. Results of Basic Movement Skills Learning Method

The results of implementing conventional learning methods can be seen in the following table:

Table 4. Results of Implementing Conventional Learning Methods

No	Item Observasi	Skor (1–4)
1	Guru membuka pelajaran dengan apersepsi dan penjelasan materi.	3
2	Guru menjelaskan teknik keterampilan gerak dasar secara verbal.	4
3	Guru memberikan demonstrasi gerak dasar sebelum latihan.	3
4	Siswa melakukan latihan gerak secara individu sesuai instruksi.	3
5	Guru memberi arahan langsung kepada siswa saat latihan.	3
6	Guru memantau ketepatan teknik siswa dalam melakukan gerakan.	3
7	Guru memberikan koreksi segera jika siswa melakukan kesalahan.	2
8	Guru memberikan contoh ulang bila diperlukan.	2
9	Guru mengatur ritme dan durasi latihan sesuai RPP.	3
10	Guru melakukan evaluasi verbal di akhir pembelajaran.	2
Total Skor		28

Referring to the grade categories, with a total score of 33, it can be concluded that the traditional games learning method is in the adequate category.

Based on interviews with the physical education teacher, it can be interpreted that the learning of basic movement skills in fifth grade is planned and implemented with consideration of the characteristics of students who are active, playful, and learn through direct experience. The teacher explained that in planning lessons, she consistently chooses activities that enable students to move actively and have fun. One prominent strategy is the use of traditional games such as gobak sodor, Bentengan, and boy-boy, which are deliberately incorporated into the lesson plan. The teacher believes that traditional games align with the developmental needs of elementary school-aged children and also incorporate elements of coordination, agility, speed, and cooperation, which are core to basic movement skills.

In practice, the lesson begins with an explanation of the rules, a demonstration of basic movements, and then hands-on play. This stage demonstrates that the teacher employs a direct instruction approach to basic techniques, but prioritizes active learning through play. The teacher feels that demonstrations of movements before the game begin are crucial for students to understand correct techniques, such as chasing, dodging, throwing, and other locomotor movements. Furthermore, teachers found classroom management easier when using traditional games. This was because students demonstrated high levels of engagement, resulting in a smoother learning process, with supervision focused on safety and gameplay.

Regarding assessment, teachers stated that direct observation during games was the most effective method. Through observation, teachers could assess coordination, agility, motor control, and the ability to work together naturally. Teachers also emphasized that traditional games allow for more spontaneous demonstration of basic movement skills, making assessments more authentic than formal assessments, which tend to be structured.

Student interest and motivation were also important considerations. Teachers reported that student interest in learning was very high when learning used traditional games. Some indicators used to identify student interest included: active questioning, full involvement during play, enthusiastic expressions, and the courage of typically passive students to try to perform. To increase motivation, teachers modified games and assigned specific roles to each student, ensuring each participant felt a sense of ownership and responsibility in the learning process.

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

However, teachers also reported several challenges. The main challenge was limited space, as some traditional games require more space. The teacher also acknowledged differences in movement abilities among students. However, these differences were addressed through grouping students, modifying game rules, and adapting activities so that all students could participate without feeling overwhelmed. Regarding infrastructure, the teacher assessed that traditional games do not require complicated or expensive equipment, making them feasible even when school facilities are limited.

At the end of the interview, the teacher suggested that more traditional games be used in basic movement learning. According to the teacher, traditional games are not only effective in increasing physical activity and movement abilities, but also foster student cooperation, courage, and emotional engagement. Furthermore, traditional games are considered capable of preserving local culture while making learning more meaningful and enjoyable for elementary school students.

Overall, the interview results indicated that the teacher viewed the use of traditional games in basic movement skills learning as highly effective. Games not only increase student interest and motivation, but also facilitate assessment and classroom management, and provide a more comprehensive learning experience. This interpretation supports the results of quantitative research showing that traditional games have a significant impact on improving student learning outcomes.

B. Learning Interest Results

This instrument aims to measure students' level of interest in learning basic movement skills. Assessment Method:

1. Using a 1–5 Likert scale (the reverse applies to reversed items): Strongly Disagree (STS) = 1; Disagree (TS) = 2; Undecided (RR) = 3; Agree (S) = 4; Strongly Agree (SS) = 5.
2. Negative items (Nos. 6 and 10) are scored in reverse: S = 5, TS = 4, RR = 3, S = 2, SS = 1.
3. Add all scores → Total Interest Score.
4. To create categories (high vs. low), use the following criteria range:

High score: $\geq 75\%$ of the maximum total

Low score: $\leq 50\%$ of the maximum total

Total maximum score = 12 items x 5 (highest score) = 60 (total questionnaire score) x 20 (number of children) = 1200 (total maximum score).

The following table shows the level of student interest in learning basic movement skills:

Table 5. Level of Student Learning Interest in Basic Movement Skills

No	Total Skor	Mean	Kategori
1	84	4.20	Tinggi
2	81	4.05	Tinggi
3	81	4.05	Tinggi
4	80	4.00	Tinggi
5	79	3.95	Tinggi
6 (R)	77	3.85	Tinggi
7	74	3.70	Tinggi
8	86	4.30	Sangat Tinggi
9	88	4.40	Sangat Tinggi
10 (R)	76	3.80	Tinggi
11	71	3.55	Tinggi
12	84	4.20	Tinggi
13	83	4.15	Tinggi
14	85	4.25	Sangat Tinggi
15	49	2.45	Rendah
16	81	4.05	Tinggi

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

17	80	4.00	Tinggi
18 (R)	61	3.05	Sedang
19	63	3.15	Sedang
20	79	3.95	Tinggi
21	82	4.10	Tinggi
22 (R)	50	2.50	Rendah
23	67	3.35	Sedang
24	64	3.20	Sedang
25	72	3.60	Tinggi
26 (R)	63	3.15	Sedang
27	78	3.90	Tinggi
28	75	3.75	Tinggi
29	69	3.45	Tinggi
30	71	3.55	Tinggi
31 (R)	65	3.25	Sedang
32	74	3.70	Tinggi
33	64	3.20	Sedang
34	75	3.75	Tinggi
35	70	3.50	Tinggi

Interpretation of Total Score:

a. Overall Total Score: 2.581

b. Maximum: 3.500 Category: High

Table 6. Summary of Number of Items per Category

Kategori	Jumlah Item	Butir
Sangat Tinggi	3	8, 9, 14
Tinggi	22	Mayoritas item
Sedang	7	18, 19, 23, 24, 26, 31, 33
Rendah	2	15, 22
Sangat Rendah	0	—

Based on the descriptive statistical analysis of the respondent data, a total score of 2,581 was obtained, with an average score of 129.05 out of a maximum score of 175. Converted to a percentage scale, this score equates to 73.17%, which is considered high. Therefore, it can be concluded that students' interest in learning basic movement skills is high.

Item-by-item analysis showed that most of the instrument items fell into the high and very high categories, indicating a positive response to the learning process. Only two items (items 15 and 22) fell into the low category, while seven items fell into the moderate category. These findings indicate that students generally demonstrated good motivation, attention, and interest in the basic movement learning process.

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

C. Learning Outcomes of Basic Movement Skills

This instrument aims to assess students' ability to perform basic movement patterns. The aspects assessed are coordination, fluency, accuracy, and posture. The assessment scale is 1–4, with the following explanations:

1 = Poor

2 = Adequate

3 = Good

4 = Very Good

5

Table 7. Ball Throwing Skills

Indikator	1 (Kurang)	2 (Cukup)	3 (Baik)	4 (Sangat Baik)
Posisi tubuh saat bersiap	Posisi tidak stabil; kaki sejajar	Kaki agak terbuka namun kurang stabil	Posisi tubuh stabil	Kuda-kuda kuat & seimbang
Ayunan lengan	Ayunan kurang terkoordinasi	Ayunan cukup baik	Ayunan lengan baik & terarah	Ayunan penuh, kuat, & terkontrol
Ketepatan sasaran	Tidak mengenai sasaran	Hampir mengenai sasaran	M mengenai sasaran sebagian besar waktu	Tepat mengenai sasaran dengan konsisten
Koordinasi gerak	Tidak ada koordinasi tubuh	Koordinasi kurang stabil	Koordinasi baik	Koordinasi sangat baik & ritmis

Table 8. Ball Catching Skills

Indikator	1	2	3	4
Posisi tangan	Salah posisi, tidak siap	Posisi cukup benar	Posisi benar	Posisi ideal & siap menangkap
Reaksi terhadap bola	Lambat	Agak lambat	Tepat waktu	Sangat cepat & tepat
Kontrol bola	Bola sering jatuh	Terkadang jatuh	Jarang jatuh	Tidak pernah jatuh
Sikap tubuh	Tidak mengikuti arah bola	Mengikuti arah bola sebagian	Mengikuti arah bola baik	Sangat baik dan seimbang

Table 9. Jumping Skills

Indikator	1	2	3	4
Tolakan	Lemah, tidak bertenaga	Cukup kuat	Kuat	Sangat kuat & stabil
Ayunan tangan	Tidak ada ayunan	Ayunan kurang	Ayunan baik	Ayunan optimal & ritmis
Sikap tubuh saat melayang	Tidak seimbang	Cukup seimbang	Baik	Sangat stabil
Pendaratan	Tidak stabil; jatuh ke belakang	Kurang seimbang	Mendarat seimbang	Mendarat stabil & terkontrol

From the results of the pre-test assessment of the fifth grade students of SDN 65 Pekanbaru, the results of their basic movement skills can be seen as follows:

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

Table 10. Total Pre-Test Score for Assessment of Basic Movement Skills of Grade V Students of SDN 65 Pekanbaru

Siswa	Total Skor
1	34
2	31
3	33
4	35
5	30
6	32
7	32
8	30
9	31
10	33
11	30
12	31
13	31
14	33
15	35
16	30
17	32
18	32
19	30
20	31

Based on the table above, we can see each student's ability to perform basic movement skills. The following table shows the results of the fifth-grade students' basic movement skills, namely:

Table 11. Range of Post-Test Values of Basic Motor Skills Ability of Fifth Grade Students of SDN 65 Pekanbaru Using Conventional Method

Rentang Nilai	Jumlah Siswa
40–48 = Sangat Baik	0
31–39 = Baik	8
21–30 = Cukup	12
≤ 20 = Kurang	0

Based on the table above, we can conclude that the average basic movement skills ability of fifth grade students at SDN 65 Pekanbaru using conventional learning methods is sufficient.

DISCUSSION

Based on the research findings on the influence of learning methods and learning interest on the fundamental movement skills of fifth-grade elementary school students, the following discussion can be outlined:

1. The influence of learning methods on fundamental movement skills. There was a difference in learning outcomes for fundamental movement skills between students who participated in learning using traditional game methods and those who participated in learning using conventional methods. Students taught using traditional game methods demonstrated better fundamental movement skills than those taught using conventional methods. This indicates that traditional game methods are more effective in improving fundamental movement skills because they create an active, enjoyable learning environment and directly engage students in motor activities.

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

2. The influence of learning interest on fundamental movement skills. There was a difference in learning outcomes for fundamental movement skills between students with high learning interest and those with low learning interest. Students with high learning interest achieved better learning outcomes for fundamental movement skills than those with low learning interest. These findings indicate that learning interest plays a significant role in encouraging student engagement, commitment, and motivation during the Physical Education (PJOK) learning process, thus positively impacting mastery of fundamental movement skills.
3. Interaction between learning methods and learning interest on fundamental movement skills. There is an interaction between the type of learning method and the level of learning interest on the learning outcomes of fifth-grade elementary school students in fundamental movement skills. Traditional game methods provide the most optimal results when applied to students with a strong learning interest. This indicates that the success of fundamental movement skills learning is not solely determined by the learning method used but is also influenced by the students' internal conditions, particularly their learning interest.

Overall, this study concludes that traditional game learning methods are a more effective approach than conventional methods in improving students' fundamental movement skills, especially when supported by a high level of learning interest. Therefore, physical education teachers are advised to integrate traditional games into their lessons and to pay attention to and foster students' learning interest to achieve optimal learning outcomes for fundamental movement skills.

CONCLUSION

Based on the research results and discussion regarding the influence of learning methods and learning interests on the fundamental movement skills of fifth-grade elementary school students, the following conclusions can be drawn:

1. The influence of learning methods on fundamental movement skills. There are differences in fundamental movement skill learning outcomes between students who participated in learning using traditional game methods and those who participated in learning using conventional methods. Students taught using traditional game methods demonstrated better fundamental movement skills than those taught using conventional methods.
2. The influence of learning interest on basic movement skills. There is a difference in learning outcomes for basic movement skills between students with high learning interest and those with low learning interest. Students with high learning interest achieve better learning outcomes for basic movement skills compared to students with low learning interest.
3. Interaction of learning methods and learning interest on basic movement skills. There is an interaction between the type of learning method and the level of learning interest on the learning outcomes of basic movement skills in fifth-grade elementary school students. Traditional game methods provide the most optimal results when applied to students with a high learning interest.

RECOMMENDATION

Based on the research results and conclusions obtained, the following recommendations can be made:

1. For Physical Education Teachers
 - a. It is recommended to use traditional game methods in teaching basic movement skills, as they have been proven to be more effective in improving student learning outcomes.
 - b. Teachers need to pay attention to students' interest levels in the learning process and provide a variety of games to maintain student motivation.
 - c. Modifications to traditional games are necessary if space and facilities are limited, so that all students can still actively participate.
2. For Schools
 - a. Schools can provide adequate and flexible spaces for game-based physical education learning activities.
 - b. Training is needed for teachers to develop and modify traditional games to better align with the curriculum and student needs.
 - c. Support innovative learning that emphasizes hands-on experience and motor activity.
3. For Further Researchers
 - a. Further research can expand the sample size or test other types of traditional games to determine their effectiveness in a more varied manner.
 - b. It is recommended to combine quantitative and qualitative methods to gain a more comprehensive understanding of student behavior during learning.

The Effect of Learning Methods and Learning Interest on Fundamental Movement Skills of Class V Students in Elementary School

- c. Future research can analyze other factors such as motivation, learning environment, and prior abilities that may influence fundamental movement skills.
- 4. For Students
 - a. Students are expected to actively participate in learning and try various types of traditional games to improve fundamental movement skills.
 - b. Students need to maintain interest in learning by actively engaging, collaborating with peers, and following teacher directions during games.

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