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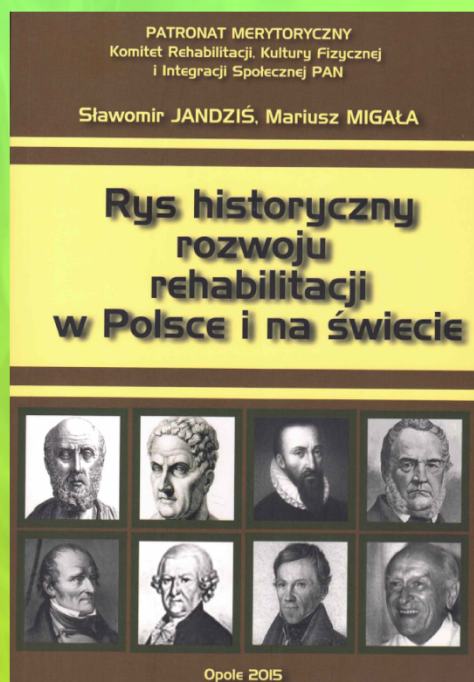
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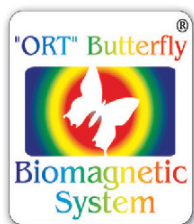


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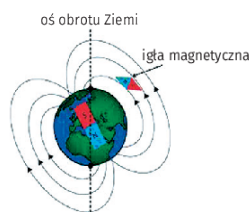
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# Analysis of difficulties learning artistic gymnastic movements in elementary students

*Analiza trudności w nauce ruchów gimnastyki artystycznej u uczniów szkoły podstawowej*

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## Abstract

**Introduction.** Physical activity in education should be tailored to students' nature to allow them to develop their potential without facing challenges. The educational approach at the elementary school level fundamentally differs from that of higher educational levels.

Elementary education prioritizes engaging and straightforward learning experiences.

**Aim.** This study aimed to identify challenges faced when learning artistic gymnastics at the elementary school level.

**Method.** This study employed a descriptive research approach, aiming to gather comprehensive information about a specific phenomenon. In this context, the phenomenon under investigation is the experience of elementary school students learning artistic gymnastics movements. Data collection was conducted using a questionnaire. The study sample comprised 80 elementary school students from Sleman Regency.

**Result.** The analysis revealed that difficulties in learning artistic gymnastics in elementary schools can be categorized into three primary elements: student-related, teacher-related, and infrastructure-related. Out of 80 students: 60 reported no personal difficulties, 45 indicated difficulties understanding teacher instructions, 55 stated no issues regarding infrastructure availability. It's evident from these findings that teacher-related factors significantly influence students' learning challenges.

**Conclusion.** The analysis indicates that out of the three elements identified, the teacher-related aspect requires the most attention, primarily because students often found it challenging to understand the teacher's instructions for performing artistic gymnastics activities.

## Keywords:

difficulty, artistic gymnastics, elementary school

## Wprowadzenie

Aktywność fizyczna w edukacji powinna być dostosowywana do charakteru uczniów, aby mogli rozwijać swój potencjał bez napotykania przeszkód. Podejście edukacyjne na poziomie szkoły podstawowej różni się fundamentalnie od wyższych poziomów edukacyjnych. Edukacja na poziomie podstawowym przykłada większą wagę do zaangażowania i prostego procesu nauki.

**Cel.** Celem tego badania było zidentyfikowanie trudności napotykanych podczas nauki gimnastyki artystycznej na poziomie szkoły podstawowej.

**Metoda.** W tym badaniu zastosowano podejście opisowe, mające na celu zebranie wszechstronnych informacji na temat konkretnego zjawiska. W tym kontekście badany zjawiskiem jest doświadczenie uczniów szkoły podstawowej w nauce ruchów gimnastyki artystycznej. Zebranie danych przeprowadzono za pomocą kwestionariusza. Próbkę badawczą stanowiło 80 uczniów szkoły podstawowej z powiatu Sleman.

**Wynik.** Analiza wykazała, że trudności w nauce gimnastyki artystycznej w szkołach podstawowych można podzielić na trzy główne elementy: związane z uczniem, związane z nauczycielem i związane z infrastrukturą. Spośród 80 uczniów: 60 stwierdziło, że nie mają osobistych trudności, 45 wskazało trudności w rozumieniu instrukcji nauczyciela, 55 stwierdziło, że nie ma problemów z dostępnością infrastruktury. Z tych wyników wynika, że czynniki związane z nauczycielem mają znaczący wpływ na trudności uczniów w nauce.

**Wnioski.** Analiza wskazuje, że spośród trzech zidentyfikowanych elementów, aspekt związany z nauczycielem wymaga największej uwagi, głównie dlatego, że uczniowie często napotykali trudności w rozumieniu instrukcji nauczyciela dotyczących wykonywania ćwiczeń gimnastyki artystycznej.

## Słowa kluczowe:

trudność, gimnastyka artystyczna, szkoła podstawowa

## Introduction

Physical education is a subject that is given at every level of education, one of which is the elementary school level, physical education aims to give students movement skills, knowledge about a concept, to knowledge about health and social concepts [1]. Physical education is an important context in promoting physical activity and increasing motivation in activities in children at a young age [2]. It should be noted that physical education helps realize educational goals, because through physical education students can improve all their abilities such as cognitive, affective and psychomotor abilities [3]. Physical activity in learning should be adapted to the character of students so that students can develop their potential and not experience difficulties, besides that physical education can provide benefits, one of which is seen from a vulnerable point of view. Physical education can be beneficial in the long term and short term [4]. The characteristics of learning at the elementary school level have fundamental differences compared to the higher school levels, elementary schools focus more on fun and easy learning. Easy learning for elementary school students will make students more motivated and feel happy to carry out physical activities. Success in the learning process is the goal expected by the teacher, for that the teacher must be able to create an effective learning situation. An effective and meaningful teaching and learning process can take place if the process provides success and satisfaction for both students and teachers. Teachers feel successful if students can take part in the learning process seriously, enthusiastically and with high awareness. Therefore learning that is not difficult for students is very important to consider. It is known that one of the physical education subjects is gymnastics, gymnastics is a very important physical activity and must be present in every physical education learning process. According to the International Gymnastics Federation (Fédération Internationale de Gymnastique – FIG) there are several types of gymnastics including acrobatic gymnastics, aerobics, artistic gymnastics for women, artistic gymnastics for men, rhythmic gymnastics, trampolines, coordination, rhythm, agility and endurance [5].

Various types of gymnastics, there are two types of gymnastic activities that are often studied, namely artistic gymnastics and rhythmic gymnastics [5]. It should be noted that learning artistic gymnastics at the elementary school level has a certain level of difficulty, especially for lower class children. The level of difficulty in learning artistic gymnastic movements for each child is of course different, this can cause problems in the implementation of physical education learning. From several previous studies, there are often obstacles in learning gymnastics in general. Often students have difficulty translating instructions from the teacher when learning gymnastics [6]. This can be caused by various elements, such as the students themselves, the teacher in conveying the concept, to the infrastructure that does not support it. So in this study we will try to see what elements are the cause of students' difficulties when learning gymnastics, especially artistic gymnastics.

## Methods

This research is a qualitative descriptive study. Research with a design like this makes it possible to get a descriptive picture di-

rectly from the participants. So basically descriptive qualitative research is a research design that puts forward naturalistic principles [7]. Furthermore, to carry out an analysis of the data obtained, the researcher applied a qualitative descriptive analysis method [8].

Sampling is used in the approach to determining respondents in this study. This technique was chosen to support a qualitative descriptive research model. Respondents who took part in this study were elementary school students. Class levels in elementary school can be divided into two, namely the lower class and the upper class. The lower classes consist of grades one, two and three, while the upper classes consist of grades four, five and six [9]. In Indonesia, the age range for elementary school students is between 6 or 7 years to 12 years. The age of students in the lower class group, namely 6 or 7 to 8 or 9 years. Students who are in this group are included in the range of early childhood. This early childhood is a short but very important period for one's life. Therefore, at this time all the potential that children have needs to be encouraged so that they will develop optimally.

Based on this theoretical basis, it was determined that the respondents who would participate in this study were lower grade students, namely grades 1, 2, and 3 with a student age range of 6 to 9 years. The selection of students in the low class category also takes into account the condition of children at that age who still tend to be natural, this condition is in accordance with the research objectives with a qualitative descriptive approach which wants to see certain phenomena by prioritizing naturalistic principles. So that the respondents in this study were determined to be 80 students who were in the low class category.

Data was collected through a semi-structured interview process, where the interview was determined in a naturalistic manner, the interviewers did not know the respondents beforehand, so it was hoped that the interview process would be objective and unbiased. During the interview process, recording was also carried out using a voice recorder with the permission and knowledge of the respondent.

There are several descriptions which are the main questions including, "Are there any obstacles from yourself when you learn artistic gymnastics?", "Has it been difficult for you to understand the teacher's explanations about artistic gymnastics?", and "What are the infrastructure facilities in schools? not support to carry out artistic gymnastics learning?". The interview process was quite short, between 15 and 20 minutes. Apart from that, during the interview process, the researcher also prepared field notes to anticipate other phenomena that might be expressed by students.

After the interview process was completed, the researcher transcribed the results of the interview. Each transcript obtained did not forget to also be matched with the results of field notes to confirm and ensure the level of accuracy of the transcripts made. Transcripts that have been matched with the results of field notes are then identified and then labeled based on the phenomenon of students, teachers, or infrastructure. The final data were then analyzed using the Colaizzi analysis method. The following is the flow in Colaizzi's analysis: (1) Thoroughly reading the transcripts obtained to understand the content and context, (2) Dominant statements are given special marks, (3) Coding statements that are repeated repeatedly, (4) Classifying coding into sub-themes, (5) Categorizing sub-themes into major themes [10].



## Results

Based on the data analysis that has been done, three major themes are obtained. Difficulties in learning artistic gymnastics for elementary school students can be caused by: (1) students, (2) teachers, and (3) infrastructure. In this student element there is an interesting phenomenon to note, that out of a total of 80 students consisting of 30 male students and 50 female students, in fact all female students stated "No" when answering the question given, namely "Are there any obstacles from yourself yourself when you

learn artistic gymnastics?". Whereas for male students, 10 students stated "No" there were obstacles and a number of 20 male students stated "Yes" there were obstacles when learning artistic gymnastics. In general, it can be seen that there were 60 students who stated that they had no obstacles or difficulties when learning artistic gymnastics, then 20 other students stated that they encountered obstacles from within themselves when they were going to learn artistic gymnastics. The following diagram 1 results of the analysis on the student element.

**Figure 1. Results of student element analysis**

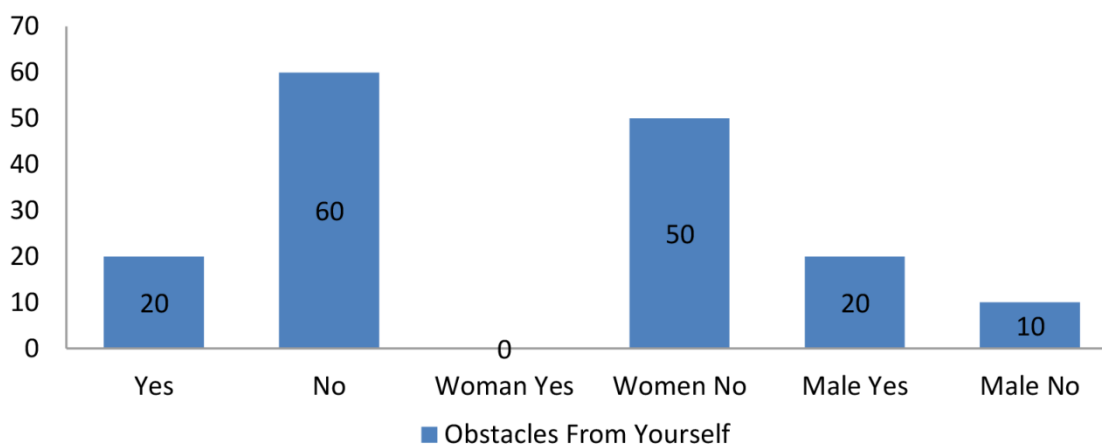
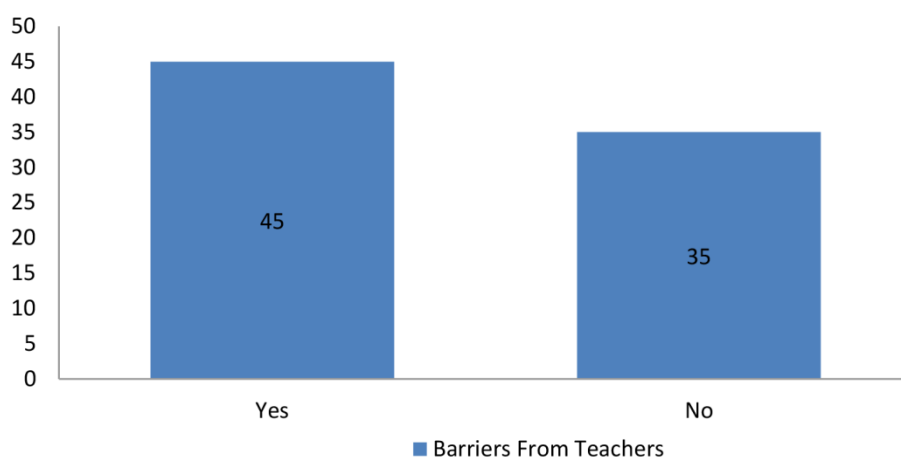


Figure 1 reinforces the previous explanation, that there are differences between men and women in relation to learning artistic gymnastics. Women are better in this regard, all female students stated that they did not have any obstacles in themselves when they were going to learn gymnastics. While men stated that there were obstacles that arose from themselves when they were going to learn gymnastics. Women have better motor knowledge than men in learning basic gymnastics [11]. Gymnastics is also a good sports reference for women [12]. The students argued through the questionnaire they filled out that there was a teacher's explanation that was difficult to understand, of the 80 students who participated 45 students stated "Yes" that the teacher's explanation regarding artistic

gymnastics was difficult to understand and 35 students stated "No" there was difficulty in understanding the explanation Teacher. Therefore it is necessary to pay attention to which part causes students to find it difficult to understand the teacher's explanation. Basically the teacher's role is to help solve problems faced by students, the role of the teacher is needed by students, it is necessary to carry out a diagnosis in this regard, the diagnosis aims to find out where the learning difficulties faced by students are located and find solutions [13]. In addition, the teacher also plays a role in guiding their students so that the desired goals can be achieved [14]. The following is a diagram of the results of the analysis on the teacher element.

**Figure 2. Results of teacher elementary analysis**

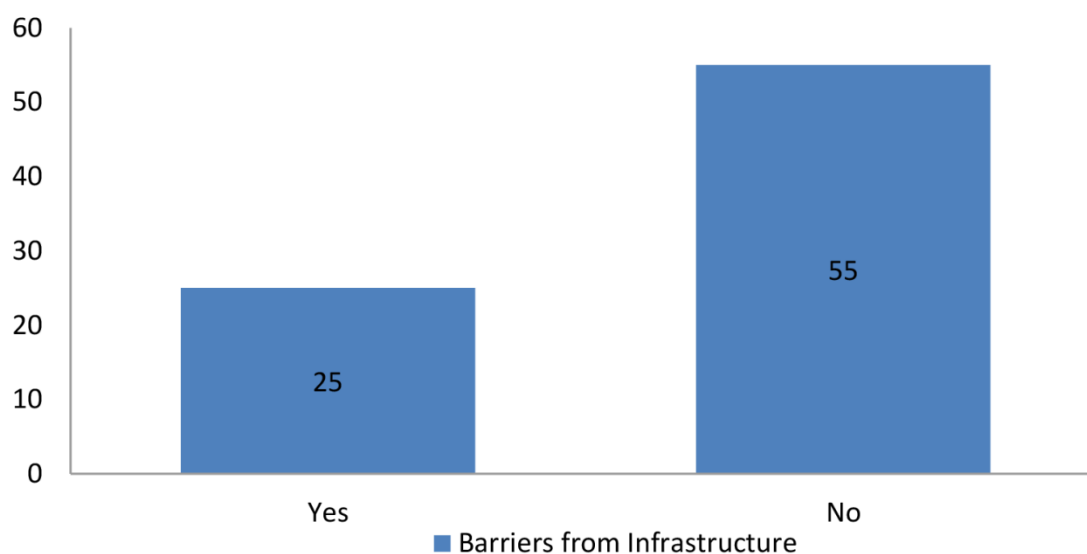


Diagnostics is carried out to find out what causes students to find it difficult to understand, because in fact this can also be referred to as a teacher's failure to carry out learning. These failures are often caused by an underlying error that you are not aware of. It should be noted that even the slightest mistake made by the teacher, especially during learning, will have a negative impact on students. One example that really needs to be considered by the teacher is preparation before carrying out learning. Preparation can be interpreted as technical preparation or non-technical preparation. There are eight elements that need to be prepared by the teacher before carrying out learning, the eight elements namely; Annual RPP, schedules, daily RPP, modules, preparing classes, preparing activities, tools, and preparing physically physically and spiritually [15]. Even though sometimes teachers feel that they are ready to teach, teachers still have to prepare lessons to overcome student problems related to learning difficulties. So it is very important for

teachers to make a lesson plan that is easy for students to do and understand. In this study there were findings that in fact there were students' difficulties in understanding the teacher's explanation, so in the future this needs to be considered so that this kind of thing does not happen again.

In this third major element or theme, it was found that students felt that the existing infrastructure was sufficiently supportive to carry out learning, especially learning artistic gymnastics. This is evidenced by the questionnaire that was filled out by the students by asking whether the existing infrastructure at school did not support carrying out artistic gymnastics learning, the 80 students each said "Yes" the infrastructure did not support as many as 25 students, while 55 other students stated "No" which means that the infrastructure supports carrying out artistic learning. The following is a diagram of the results of the analysis on the elements of infrastructure.

**Figure 3. Results of elements of infrastructure analysis**



Facilities and infrastructure are important, especially in education because with the existence of supporting infrastructure, of course this can improve the quality of learning in schools [16]. It is not only their existence that is important, but the management of these infrastructure facilities must be considered. Management of these infrastructure facilities can be done in several ways, namely a) planning, b) procurement, c) inventory, d) monitoring and maintenance, and e) elimination [17].

### Discussion

This study seeks to describe how elementary school students' learning difficulties relate to artistic gymnastics subject matter. The information obtained through this research is important for the future in order to minimize and find solutions to problems with student learning difficulties. Some of the existing findings are very important to be communicated to those who have an interest in this matter, such as teachers for example.

The students who are members of this group of respondents have the advantage and have knowledge of the problems of artistic gymnastics learning difficulties. Students can analyze and make conclusions about a phenomenon that occurs around them, this will have a very positive impact later on students' ability to implement Higher Order Thinking Skills (HOTS). Why HOTS is important because by implementing it students are expected to be able to think and discover something new through their cognitive abilities [18]. These high-order thinking skills are one of the skills that are very much needed in an era like this, an era where technological progress is rapid, besides that skills are very important as a foundation for facing global challenges in the future [19]. In addition, the ability to think critically can be trained or stimulated by various forms of play [20]. Competitive gymnastics generally has a high level of difficulty, and requires equipment that is difficult to use [21]. Artistic gymnastics which is a combination of tumbling and acrobatic aspects to get artistic effects [22].

## Conclusion

Based on the results of the analysis that has been done, it is known that there are 3 major elements or themes related to student learning difficulties, these three elements are learning difficulties that arise from students, teachers, and infrastructure. Of the three elements that need to be considered in this study is the teacher element, due to the fact that students experience difficulties in understanding the teacher's instructions to carry out artistic gymnastics learning activities. So that in the future it is necessary to take further

action. This action can be realized in a research or activities that make it possible to overcome this problem. It should also be noted regarding HOTS, that it is hoped that the approach taken in the future can consider HOTS as one of the important elements to be conveyed in a learning approach.

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