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BUILDING GYMNASTICS IN PHYSICAL EDUCATION TO FORM
AND DEVELOP BASIC MULTILATERAL BODY ATTITUDE
AND ABILITY FOR PRIMARY SCHOOL STUDENT

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ABSTRACT
Gymnastics that carried out in physical education is named as gymnastics education with the main goal is for achieving education purpose through learning with gymnastics theme. Building gymnastics is one of the gymnastics building material presented in schools, particularly primary school to form basic attitude and movement. Child body needs to be formed his basic attitude and movement early for the body is always in the right attitude. Prevented effort that can be carried out so that the child gets avoid from the errors of his body attitude and basic movement correctly. It is necessary that we must be aware of child’s habit mainly in school environment which can have bad effect. For body attitude, such as sitting habit during attending the lesson in class, or habit of bringing school bag, that enables the child possessing kiposis, lordosis, or skoliosis body attitude. If improper attitude occur, it must be corrected promptly. By having right attitude, this will make easy build and develop various body capability, therefore in every movement can be presented effectively and efficiently. Building gymnastics is used as a means to build and develop basic multilateral body capability which includes: muscle strength, muscle endurance, speed, flexibility, balance, explosive power, agility, coordination, reaction time, aerobic capacity. Child must be supplied by various multilateral basic body capability, so that it will make easy to develop varied next body capabilities.

Keyword: building gymnastics, physical education, and multilateral

INTRODUCTION
Physical education in primary school is as a means to give capability or skill foundation of basic body movement, must get specific attention and place. Establishment of basic attitude and body movement begins early, formally starts from primary school. Up to know, we admit physical education in school is lack of getting attention, this shows a fact that almost all schools in Indonesia possess insufficient facilities and equipments to present physical education learning activity. It is a must that
we can imitate progressing countries, how to put sport education strategically and in a row with other lessons, how to facilitate equipments and tools needed for learning physical education, and how to upgrade manpower source of their teachers.

According to Sayuti Sahara (2005:1) that gymnastics is an important part in physical education curriculum in primary school, due to establish big part of basic program. Gymnastic is one of the physical education material obligatorily presented in schools particularly in primary school. Gymnastics given in school is named as gymnastic education and functioned to aid achieving the education purpose. Gymnastics is just as a means, the upmost is child’s development through gymnastics activity.

Gymnastics building or basic gymnastics in physical education in primary school is an exact means for forming attitude and basic body movement, so that primary school child possesses normal attitude and basic body movement or there is no aberration. If there meets a child with aberration attitude or basic body movement, it must soon be re-corrected to get normal again. Primary school child must be provided moving experience as much as possible through multilateral physical capability guidance. It is not the achievement of sport branch which become its purpose, but movement skill capability achievement that is so that child can move effectively and efficiently in accord with his progress.

DISCUSSION
Meaning of Gymnastics

Imam Hidayat (1982:2) says that generally gymnastic can be meant as a body exercise chosen and created intentionally and planned, designed systematically to form
and develop personal harmoniously. Next Agus Mahendra (2001:2) defines gymnastic as a body exercise chosen and constructed intentionally, carried out and presented consciously, arranged systematically for physical fitness, to develop skill, and imbed physical and spiritual value. Recently there appears varied gymnastic names such as: morning gymnastic, freshness body gymnastics, healthy heart gymnastic, gymnastic for old, brain gymnastic, etc. Every type or name of those gymnastics, it is of a certain that the exercises or movements indeed intentionally constructed, then arranged systematically, and with certain purpose. Each of those gymnastic possesses its specific movement and purpose being in accord with its name. It is for example the infant gymnastic with specific imitating movement, aiming at compiling child’s intention movement.

Remembering that there are many various gymnastics, therefore Federation Internationale de Gymnastique (F.I.G) clusters the gymnastics into six. That is:

1. Artistic Gymnastics, is a fast and explosive movement, generally stick flexibility and balance out, and done by somewhat slow movement, carried out such in a control way which are capable of giving surprise effect and invite feeling of beauty.

2. Sportive Rhythmic Gymnastics, is a gymnastics which its movement composition accompanied by guide of music rhythm producing beauty body movement and tool.

3. Acrobatic Gymnastics, is gymnastics that stick flexibility and balance out with fast and explosive movement, that its exercise contains many somersaults and turning around, while the gymnast must landed on the difficult place.
4. Sport Aerobic, is the combination among dance movement, power, flexibility and balance so as to be smart to compete.

5. Trampolin Gymnastics, is the development of an exercise form above trampoline, that is a bounce equipment possessing very strong bouncing power.

6. General Gymnastics, is all gymnastics types which are out of those five gymnastics.

**Gymnastics in Physical Education**

Gymnastics is a means for helping achievement of physical education purpose in school. Physical education curriculum schools includes gymnastics material inside of it. Particularly physical education in primary school, it is precisely stressed on gymnastics, as proposed by Aip Syarifuddin and Muhadi (1992: 99) that the stressed of physical education implementation in primary school is gymnastics. Primary School Physical Education with Competence Standard mentions that gymnastics or self assessment contains activity related to adroitness such as, floor gymnastics, tools gymnastics and other body activity aimed to upgrade the attitude and movement capability.

Gymnastics carrying out in physical education is also called as education gymnastics, that is a term used in learning gymnastics activity with main target is directed to achieve education purposes. Thus the upmost of the activity is child himself, not its activity. Gymnastics is just a means, whereas its aim is child development through activities with gymnastics theme (Agus Mahendra, 2001: 10).

It must be aware that gymnastics in school learning, is different from competition gymnastics. Gymnastics learning is not too strict on the mastering formal
skill such as that in gymnastics discipline, but child learns on his own capabilities. Its focus is how to develop knowledge and skill in applying movement concept for child. Ma’ruf Zuraiq (2008: 217) states that children do more comprehend on real things than on abstract ones, they are interested on pictures of real object rather than on theoretical utterance. The same statement is also proposed by Slamet Suyanto (2008: 5) that for children are better provided learning by giving more chance to physical move or act in accord with their capabilities than provided more theories, as the needed things for children is the fulfillment on movement through game.

Gymnastics education does more stress on learning goal that is body quality development as well as movement form establishing the gymnastics skill mastering, such as proposed by Panggabean and Hidayat (1979: 22) that body-face-up attitude, child will get more easy doing and get mastering that attitude is possessing: flexibleness of stomach muscle, back and thigh, release of shoulder hinge, vertebrae and hip, as well as arm and shoulder power to prop. Thus if teacher will give body-face-up attitude, before that he will try to develop body quality component earlier through varied of ways. Gymnastics aims to develop body quality component is called as basic gymnastics or building gymnastics.

**Building Gymnastics**

Building gymnastics or named as basic gymnastics is a body exercise that chosen and created intentionally and planned, arranged systematically and methodically, with the purpose to build the body. Child body needs to build his basic attitude and movement formerly that the body is always on the right attitude. Knowledge of attitude
is body attitude in idle or movement condition. Body attitudes in idle condition are such as standing, squatting, sitting and lying attitude. Whereas body attitudes in movement position are such as walking, running, jumping, leaping, hitting, kicking.

One of body gymnastics functions in physical education is making an effort that the body keeps on the right attitude, and if there occurs fault body attitude, it must promptly be corrected to become right (Sumanto and Sukiyo, 1991: 127). Some possibilities that can cause the happening of improper body attitude are such as:

1. Character since he was born
2. Lack of or insufficient of food substance
3. Sick or accident
4. Body muscle weakness
5. Frame skeleton weakness
6. Wrong habit

Fault on body attitude due to those possibilities are such as:

a. Kiposis, that is improper body form caused on the existence bending back skeleton protrusion on the back. If back skeleton bents, so the front part of back skeleton compilation will be concave form.

b. Lordosis, that is improper body form caused by a protrusion of back skeleton on lumbal, waist area, that back area of back skeleton part of waist becomes concave, and usually push down forward. This kind of condition causes muscle in waist area seems to shorten.

c. Skoliosis, that is fault body form caused by the deviation existence of the back skeleton composition. If deviation seen from the back side, protrusion of back
skeleton composition does not exist on the straight line. The deviation can occur
directing to the left or right, to the back or to the waist.

Preventive effort being able to carry out so that the child avoids from body
attitude and movement fault is through making child accustomed to always do right
attitude and movement. It is necessary that we are aware of child habit mainly in school
environment that can have bad influence for body attitude, such as wrong habit sitting
during attending the lesson in class, or habit of bringing school bag, which enables the
child possessing kiposis, lordosis, skoliosis body attitude.

Sumanto and Sukiyo (1991: 131) states that to implant correct body attitude
through self habit since child is still in growth stage particularly in school have very
huge influence and effect for his future life, such as :

a. To help child growth to the proper direction
b. To prevent wrong body form and attitude
c. To prevent improper habit
d. To comprehend fully meaning of mastering the right body attitude and movement

If child has possessed correct body attitude and movement, he will get more easy to
develop varied body capabilities.

**Multilateral Ability**

The physical education in the elementary schools is the basis or foundation to
form the body’s motorist skills of the students as well as their psychic. It should be done
properly in achieving the targets. Toho Cholik and Rusli Lutan (1997: 5) state the
physical education at the elementary schools is intended to improve the multilateral
ability. Restriction on motion activity in students will detriment to the growth and development of the students as a whole. These give result in lack of flexibility in the activities which are needed in dealing with the demand of multilateral activities.

Multilateral ability of the students is necessary to be developed through the physical education spans the motorist, cognitive and affective abilities. The factors of physical abilities identify with the components of physical covers the muscle strength, muscle endurance, speed, flexibility, balance, explosive power, agility, coordination, reaction time as well as aerobic capacity (Suhantoro, 1996: 13).

Muscle strength means the strength of muscle constructed in maximum mobilization. Technically, the maximum mobilization is known as one maximum repetition or 1 RM (Rusli Lutan and Co. 2001: 62). Muscle strength is top priority in physical activities such as in lifting, pulling, pushing, or else.

Muscle endurance means muscle abilities constructed in maximum mobilization at a sub maximum level. Seen from the energy devotion is done repeatedly in a long time period (Rusli Lutan and Co. 2001: 62). Muscle endurance is badly needed in doing the repeated activities in a long time period, such as walk, run in relatively long distance, jump, skip, and so on.

Speed means vast movement that is the ability to move from one place to another in a short period (Dangsina Moeloek. 1984: 7). Speed is needed in doing the activities involving taking distance in a very short period, such as chasing each other, playing soft ball, and so on.

Flexibility is the ability of a muscle joint or a group of muscle joint along with the joint belt around to move freely and cozy (Rusli Lutan and Co. 2001: 80). Flexibility
is necessary in forming a particular skill as well as health and physical fitness. Flexibility exercises can release the muscle tension, back pain and stomach pain during menstruation (dysmenorrheal). Sudarno (1991: 175) states the athletes having the high degree of flexibility generally tend to avoid from the muscle injury hazard.

Balance means a personal ability to control the muscle nerve systems to do speed motions in speed body balance spots either static or dynamic (M. Sajoto, 1988: 58). Balance is needed in almost daily activities as well as in sport such as walking in the narrow and slippery paths, standing with one leg, handstand and the like.

Explosive power is personal ability to do the maximum strength in a very short period (M. Sajoto, 1988: 58). Explosive power is needed to move parts as well as the entire body activities from one position to another in a moment and abruptly, like throwing, hitting, kicking and so on.

Agility means the personal ability to change rapidly the direction or the certain position in certain area (M. Sajoto, 1988: 59). Agility is always needed in the daily activities, in sport as well as in recreation. The energetic child in always preferred to and respected by his/her fellows. When there in a group member election, he/she will be first chosen.

Coordination means the personal ability to do the different kinds of effective and in harmony movements (Dangsina Moeloek, 1984: 11). The children having good coordination will easily learn many kinds of movements compared with the ones less coordination. The same goes for the athletes, such as a badminton player who has good coordination, will get more beneficial compared with the less coordination one.
Reaction time means the personal ability to do quick actions to respond the coming from the nervous systems or from other feelings (M. Sajoto, 1988: 59). As for the children, reaction time is needed in anticipating some kinds of movements, like to duck and to catch the ball from some directions or else.

Aerobic capacity is the ability of the heart, lungs and blood vessels to function optimally when performing daily activities within a reasonable long time without feeling fatigued (Sudarno, 1991: 121). Cardio respiratory is the most important organ that needs to get more attention than other components, in particular by fostering and developing it. For elementary school students that they are essentially doing a lot of body activity by playing require good cardio respiratory endurance so the desire for movement to be met with good movement as well.

Components of the overall ability of the body must be given since a child is in the elementary school in order to gain sufficient experience on a wide range of motion. As proposed by Iain Adams (1988: 6) that the broader basic movements have been given since early childhood. Some body’s ability is to be formulated at the age of nine. If the child does not have adequate body’s ability at this age, it’s likely he will be rejected as a friend to play by the other. Therefore, it is very important for physical education teachers in primary schools to know their students who are lack of physical body. It is used to determine the earliest possible corrective through required coaching. Students who hated high school physical education are ones who are less exercising their bodies.

The body must be balanced also with cognitive abilities. Students should learn skills of motions accompanied by knowledge about the concept of each motion itself
although simple. Aip Syarifudin and Muhadi (1922: 13) say that in doing physical activities, children physical and psychological are altogether active conducting the activities. Not only physically are active perform activity but psychic also become actively involved in determining how in order to determine quickly, accurately, gracefully, smoothly and achieve the desired objectives.

In addition to the body and cognitive skills, the students also need to be educated and developed their affective ability. Teachers need to instill to the students so that they like to do activities or physical activity as well as having a positive attitude towards the importance of physical activity. Furthermore, teachers can also instill the values of discipline, teamwork, sportive, honest, tolerant, and so forth.

**CONCLUSION**

Gymnastics formation or basic gymnastics in physical education in primary schools is a tool to shape and develop the students attitudes and basic motions so that they have the attitude and motion of a normal basis. If something goes wrong with the attitude and the base motions, the teacher must immediately make remedial. When the students have normal motion base, it will facilitate them in developing their body skill. The development of body skills for elementary school students should be multilateral including the muscle strength, muscle endurance, speed, flexibility, balance, explosive power, agility, coordination, reaction, time, as well as aerobic capacity. If the children have a basic attitude and skill are adequate, they were expected to move effectively and efficiently in accordance with the level of their age. These can be used as the basis for subsequent training and developing skill. Multilateral basic body skills can be formed
and developed through the establishment of gymnastics, which began in elementary school children.

REFERENCES


