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The Development of a Basic Motion Learning Model for Elementary School Students

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Abstract

Study purpose. This study aims to develop a game-based model for teaching basic movement skills to primary school pupils and to test its validity and practicality in Physical Education (PE). This model was developed based on motor development theory and the framework of basic movement skills, as well as an analysis of the learning conditions required for PE at the research site.

Materials and methods. The research method employed was Research and Development (R&D) using the ADDIE approach, which comprises the stages of analysis, design, development, implementation, and evaluation. The research subjects were 20 Year 1 and Year 2 primary school pupils aged 6–8 years at SD Negeri 18 Talang Kelapa, Banyuasin Regency. The model developed consists of 10 play activities integrating four basic movement components: walking, running, jumping, and throwing, designed to be contextual and appropriate to the physical and cognitive characteristics of early primary school pupils. Data collection was carried out using an expert validation questionnaire and a student practicality questionnaire, which were analysed using descriptive statistics with percentage calculations.

Results. The research results indicate that the developed learning model achieved a validity score of 86.80% (valid category), assessed by a learning expert, a media expert, and a physical education practitioner, as well as a practicality score of 87.40% (practical category) based on a student field trial. These findings confirm that the game-based basic movement learning model is suitable and easy to implement in physical education at primary schools.

Conclusion. The conclusion of this study is that the developed game-based basic movement learning model is valid and practical and can serve as an innovative alternative learning model to improve basic movement skills in early-age primary school pupils.

Keywords: Development; Basic Motion; Learning Models; Elementary School

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Introduction

Education is a planned process aimed at developing students' full potential, encompassing cognitive, affective, and psychomotor aspects. One subject that plays a strategic role in developing these three aspects is Physical Education (PE) (Aliriad et al., 2024; Hernawan et al., 2019). Through structured physical activity, PE contributes directly to developing physical fitness, motor skills, character, and healthy lifestyle habits in students from an early age. (Sukmawati et al., 2025) At the elementary school level, PE learning has unique characteristics because students are in the fundamental movement skills (FMS) development phase (Khudolii et al., 2025; Zhang et al., 2024). Basic movement skills such as walking, running, jumping, and throwing are the main foundation for mastering advanced movement skills and active participation in various sports activities and daily life. If basic movement skills do not develop optimally from an early age, students have the potential to experience difficulties in PE learning at the next level (Gavrilova et al., 2023). However, PE teaching practices in elementary schools often focus on conventional delivery and are less suited to the active, dynamic, and play-loving characteristics of students. This situation results in fundamental movement instruction not being able to fully improve the quality of students' motor skills evenly, especially in the aspects of running, jumping, and throwing. Therefore, innovative learning models are needed that are contextual, fun, and appropriate to the world of children, one of which is through the development of game-based learning models.

The need for innovative approaches in PE learning, as described above, has driven growing interest in game-based learning model development for elementary school students. Research related to the development of basic movement learning in elementary school students has been widely conducted. (Palmer et al., 2019; Spring et al., 2023) A number of studies show that the use of game-based learning models can increase learning motivation, student engagement, and the effectiveness of PE learning. The game model is considered to align with the characteristics of elementary school-aged children who tend to be active, enjoy challenges, and learn optimally through direct experience. Several previous studies have focused on developing games for specific motor skills, such as locomotor or jumping, and have used a research and development approach with various instructional design models (Hartati et al., 2022). The results of the study generally indicate that the game-based learning model is feasible, valid, and effective for use in PE learning in elementary schools.

Building on the evidence from previous studies, it is important to understand the theoretical foundation that supports game-based learning. Theoretically, the development of fundamental motor skills is influenced by three interrelated factors: maturity, learning experience, and the learning environment. Motor development theory asserts that fundamental motor skills must be practiced systematically and continuously to achieve optimal development. In this regard, play-based learning serves as an effective approach, as it provides rich motor experiences, improves motor coordination, and simultaneously stimulates students' cognitive and affective development. Furthermore, key findings from various studies consistently indicate that game-based learning models not only improve fundamental motor skills, but also foster the development of social values such as cooperation, sportsmanship, discipline, and self-confidence. Together, these theoretical and empirical foundations confirm that game-based learning models hold significant value in PE learning, particularly at the elementary school level.

Although extensive research on game-based fundamental movement learning has been conducted, this study differs significantly from previous research. The primary difference lies in the design of the learning model developed, which integrates the four main fundamental movement components (walking, running, jumping, and throwing) into a single game sequence,

rather than partially or separately. Furthermore, this study used the ADDIE development approach, designed contextually based on the real needs of elementary school students, the characteristics of the school environment, and the limitations of facilities and infrastructure. The research subjects focused on early elementary school students aged 6–8 years, which is a crucial phase in motor development. The assessment instrument not only assesses the validity and practicality aspects of the product, but also pays attention to the suitability of the game to the PE learning objectives.

The urgency of this research lies in developing a learning model that is applicable, easy for teachers to implement, safe for students, and capable of improving the overall quality of fundamental movement skills. This research contribution is expected to provide an alternative solution for PE learning that is more innovative, effective, and oriented to the developmental needs of elementary school students.Based on a literature review and previous research, a research gap was identified, namely the limited availability of fundamental movement learning models that integrate all elements of fundamental movement into a comprehensive and contextual game model tailored to the characteristics of elementary school students. Most previous research tends to focus on a single type of fundamental movement, limited subject matter, or game designs that fail to fully consider the practicality of use in schools with minimal facilities.

Based on the identified research gap, this study aims to develop a game-based basic movement learning model that integrates walking, running, jumping, and throwing into a comprehensive and contextual game sequence for early elementary school students. The expected outcome is a valid and practical learning model that can be readily implemented by PE teachers, even in schools with limited facilities, to effectively improve students' overall fundamental movement skills.

The purpose of this research is to develop a valid and practical game-based fundamental motor learning model for elementary school students. Specifically, this research aims to produce a learning model capable of improving the quality of students' fundamental motor skills, including walking, running, jumping, and throwing, and to provide an alternative PE learning model that is innovative and easy for teachers to implement in elementary schools.

Materials and methods

Study participants

The subjects of this study were students of State Elementary School 18 Talang Kelapa, Banyuasin Regency. Twenty students, from grades I and II, aged 6–8 years, participated in the study. Subjects were selected purposively, considering this age group represents a crucial phase in the development of basic motor skills. All students were active participants in Physical Education lessons.

Study organization

The learning model developed in this study is a game-based basic movement learning model consisting of 10 structured games designed to simultaneously train walking, running, jumping, and throwing skills. Each game is designed with clear rules, simple equipment, and activities adapted to the physical and cognitive abilities of students aged 6–8 years. The model is organized into game sequences that progressively increase in complexity, ensuring systematic motor skill development aligned with the ADDIE framework stages described below.

This research uses the Research and Development (R&D) method with the ADDIE approach, which includes the stages of analysis, design, development, implementation and evaluation (Crompton et al., 2024; Fauziah et al., 2025; McMonigle et al., 2024). The analysis phase aims to identify problems and needs in students' basic movement learning. The design

phase involves designing a game-based basic movement learning model that includes walking, running, jumping, and throwing. The development phase produces a product in the form of 10 types of basic movement games, which are then validated by learning experts, media experts, and PE practitioners. The implementation phase is carried out to determine the level of practicality of the learning model when applied to students. The evaluation phase is carried out to refine the product based on the results of validation and field trials.

Statistical analysis

Data analysis used quantitative descriptive techniques. Data were obtained through expert validation questionnaires and student practicality questionnaires with a five-level Likert scale (Jusniar et al., 2025). The scores obtained were calculated as a percentage to determine the validity and practicality of the learning model. Data processing was performed using Microsoft Excel, and the analysis results were used to determine the feasibility of the game-based basic movement learning model developed.

Results

This research resulted in a game-based basic movement learning model consisting of 10 games designed to improve walking, running, jumping, and throwing skills in elementary school students. The model was developed through the ADDIE process and resulted in a final product that underwent expert validation and practicality testing in Table 1.

Table 1. Game-Based Basic Movement Learning Model

No	Game Name	Dominant Basic Movement Types	Short Description
1	The Way Back	Walk	The game of walking backwards along a track to train balance and body coordination.
2	Kangkang Road	Walk	The game involves walking through obstacles in certain positions to train motion control.
3	Kayang Road	Walk	The game of walking with the body lying down to train strength and flexibility.
4	Balloon Burst Run	Run	A fast running game to move balloons and train speed and agility
5	Capture the Headquarters	Run	A competition-based short distance running game to train speed and teamwork
6	Hide and Catch	Run	A game of tag to train reaction, speed and movement strategy.
7	Pit Jump	Jump	Jumping game over obstacles to train explosive power and coordination
8	Pair Jump	Jump	Pair jumping game to train leg strength and cooperation
9	Throw the Ping Pong Ball	Throw	Game of throwing the ball at a target to train accuracy and motion control
10	Throw and Chase	Throw	Throwing and chasing ball game to train throwing power and speed

Validity testing was conducted by three validators: a learning expert, a media expert, and a PE practitioner. Validation aimed to assess the appropriateness of the learning model in

terms of content, suitability to learning objectives, clarity of game rules, security, and ease of use in Table 2.

Table 2. Expert Validation Results of Learning Model

No	Validator	Score (%)	Category
1	Learning Expert	87.50	Valid
2	Media Expert	83.33	Valid
3	Physical Education Practitioner	89.58	Valid
Average		86.80	Valid

Based on Table 2, the average validity value of the learning model was 86.80%, which is in the valid category. These results indicate that the game-based basic movement learning model is suitable for use in Physical Education (PJOK) learning with minor revisions as suggested by the validator. The practicality test was conducted by implementing the learning model with 20 students of SD Negeri 18 Talang Kelapa. The practicality assessment aimed to determine the level of ease of use, game attractiveness, and student engagement in learning in Table 3.

Table 3. Results of Practicality Test by Students

No	Assessment Aspects	Score (%)	Category
1	The appeal of the game	88.75	Practical
2	Ease of understanding the rules	85.50	Practical
3	Ease of use of the tool	86.25	Practical
4	Increase interest in learning	89.00	Practical
5	Encourage cooperation	87.50	Practical
Average		87.40	Practical

The practicality test results showed an average score of 87.40%, which falls into the practical category. This indicates that the learning model is easy to implement, enjoyable, and able to increase active student participation during the learning process. Data analysis was performed using descriptive statistics with percentage calculations of validity and practicality scores. The formula used was in Table 4:

$$\text{Percentage} = \frac{\text{The score obtained}}{\text{Maximal Score}} \times 100\%$$

Table 4. Results of Descriptive Statistical Analysis of Learning Models

No	Aspects Analyzed	Percentage Score (%)	Category
1	Validity of Learning Model	86.80	Valid
2	Practicality of Learning Models	87.40	Practical

Table 4 presents a summary of the descriptive statistical analysis results encompassing both the validity and practicality aspects of the developed learning model. Based on the table, the validity score of 86.80% falls into the valid category, indicating that the learning model meets the required content, media, and practitioner standards. Meanwhile, the practicality score of 87.40% falls into the practical category, confirming that the model is easy to use, engaging, and suitable for implementation in PE learning in elementary schools. Taken together, these results demonstrate that the game-based basic movement learning model developed in this study is both theoretically sound and applicable in real classroom settings.

Discussion

This study aims to develop a game-based basic movement learning model for elementary school students and test its validity and practicality. The results show that the developed model has a validity level of 86.80% (valid category) and a practicality level of 87.40% (practical category). These findings indicate that the game-based basic movement learning model is feasible and easy to implement in Physical Education, Sports, and Health (PE) learning in elementary schools. The high level of validity indicates that the learning model is in accordance with the PE learning objectives, the developmental characteristics of elementary school-aged students, and the principles of developing basic movement skills. This is in line with the view (Corrêa et al., 2016) which emphasizes that motor skill learning should be viewed as a system with gradually developing complexity, thus requiring a flexible and contextual learning approach. Play-based models provide space for students to explore various movement patterns through direct experience, tailored to the needs of children's motor development.

The results of this study also strengthen the findings of previous research which stated that game-based basic movement learning can improve the quality of PE learning. (Sgro et al., 2019) and (Syaflin et al., 2021) reported that the use of games in PE learning can significantly improve the actual motor competence of elementary school students. In addition, (Fizi et al., 2023) found that game-based models in physical education not only improve motor skills but also students' cooperation and discipline. Thus, game-based learning has been shown to simultaneously integrate cognitive, affective, and psychomotor aspects, making learning more meaningful.

The results of the study showed that students were able to easily understand the game rules, were interested in participating in the learning process, and were actively involved throughout the learning process. These findings align with (Jiao et al., 2021) stated that group play activities can increase student engagement and self-control through social interactions that occur during play. The play approach has also been reported to increase student learning motivation and active participation in PE learning (Invernizzi et al., 2022; Ojeda-Troncoso, et al, 2025).

Game-based learning also contributes to reducing the boredom that often occurs in PE lessons that are monotonous and instructional. This is reinforced by the findings. (Suryadi et al., 2024) In their systematic review, they concluded that play modeling is the most relevant approach to stimulating motor skills in early childhood and elementary school students in Indonesia. This approach aligns with the world of children, which is synonymous with play, creativity, and exploration (Ghanamah, 2024; Thomaidou et al., 2021).

Most previous research tends to focus on developing learning models for one particular type of basic movement skill, such as locomotor or manipulative movements only (Anggara et al., 2024). This study has a unique position because it integrates four basic motor skills walking, running, jumping, and throwing into a series of systematic and contextual games. This integration is a strength of the study because it provides a more comprehensive movement stimulus, in accordance with the stages of children's motor development as outlined in the motor learning models of Gallahue, Fitts and Posner, and Gentile (Salehi et al., 2021).

Furthermore, the use of the ADDIE approach in this study enabled the model development process to be carried out systematically, from needs analysis to product evaluation. This approach strengthens the research findings because the resulting product is not only theoretically feasible but also practically feasible based on students' direct user experience. This aligns with (Davenport et al., 2019) which emphasizes the importance of implementation validity and user experience in ensuring the success of a learning model.

The findings of this study are also relevant to the development of innovative learning approaches in physical education, such as nonlinear pedagogy (Cooke et al., 2022; Kaloka et

al., 2023) and integration of learning technology (Faruk et al., 2025). Although this research does not involve digital technology, the principles of flexibility, variation, and adaptation contained in the game-based model have similarities with these approaches, particularly in providing freedom of movement exploration for students.

Overall, the results of this study confirm that a game-based fundamental movement learning model is a relevant and contextual solution for improving the quality of PE learning in elementary schools. This research contributes to enriching the study of PE learning model development, particularly in strengthening students' fundamental movement skills, and provides an alternative learning model that is innovative, applicable, and appropriate to the real conditions of elementary schools, including those with limited facilities and infrastructure.

Conclusions

This study successfully developed a game-based basic movement learning model for elementary school students through the ADDIE approach. The developed model, consisting of 10 structured games that integrate walking, running, jumping, and throwing skills, achieved a validity score of 86.80% (valid category) and a practicality score of 87.40% (practical category) based on expert validation and student field trials respectively. These results signify that the model is not only theoretically sound but also applicable and enjoyable in real PE learning contexts for students aged 6–8 years. The key contribution of this research lies in the development of an integrative learning model that simultaneously addresses four fundamental movement components within a single contextual game sequence—a gap that had not been fully addressed in previous studies. In contrast to prior research that tends to focus on one type of movement skill, this model provides a comprehensive motor stimulus aligned with children's developmental characteristics and the practical constraints of elementary school environments. The model is applicable even in schools with limited facilities, making it a practical alternative for PE teachers seeking innovative learning approaches. For future development, it is recommended that the model be tested on a larger sample with diverse school contexts, and that effectiveness studies be conducted to measure actual improvement in students' fundamental movement skill performance following implementation of this learning model.

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Conflict of interest

The author states thatthere is no conflict of interestin the implementation and publication of this research. The entire research process was conducted independently and objectively in accordance with scientific principles.

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