

## Effectiveness Analysis of Phase A Basic Movement Learning in Primary Schools

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### ABSTRACT

**Keywords:**

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Proficiency in fundamental movement abilities within physical education significantly contributes to the motor development of primary school-aged children. This period is critical, marked by the maturation of the neuromuscular system and bodily coordination, whereby the acquisition of fundamental motions influences not only physical capabilities but also cognitive, social, and emotional development in children. The Merdeka curriculum, particularly in phase A, aims to enhance fundamental movement skills through a holistic, learner-centered methodology that promotes active engagement via physical activity. Nonetheless, the application of this education in practice frequently encounters challenges, including tedious instructional techniques, inadequate infrastructure, and minimal student engagement. This study seeks to assess the efficacy of fundamental movement learning in phase A within primary schools by identifying facilitating and obstructive elements in meeting learning objectives. The employed methodology is descriptive analytic, utilizing a survey technique and case studies across several elementary schools that have adopted the Merdeka Curriculum. Data collecting methodologies encompass observation, interviews, questionnaires, and documentation. The data were evaluated numerically using descriptive statistics and qualitatively through a thematic approach. The findings of this study are anticipated to provide an empirical contribution to the advancement of physical education science and serve as a foundation for devising more adaptable, contextual, and inclusive learning strategies tailored to the needs and characteristics of early learners.

## INTRODUCTION

The acquisition of fundamental movement within physical education plays a crucial role in facilitating the motor development of elementary school pupils (Makaruk et al., 2024). The primary school age is a critical period in child development, characterized by substantial advancement in the neuromuscular system and bodily coordination (Cronbach & Meehl, 1955). Consequently, enhancing fundamental movement skills not only contributes to the advancement of physical abilities but also influences children's cognitive, social, and emotional development (O'Hagan et al., 2022). Structured movement exercises encourage children to cultivate characteristics such as balance, coordination, agility, and strength, which are foundational for advanced movement skills in daily life and future athletic endeavors (Sortwell et al., 2024).

Phase A of the Merdeka Curriculum is primarily intended to enhance the foundational basic movement skills of youngsters (Darmawan et al., 2022). This phase emphasizes a comprehensive and learner-centric methodology by facilitating discovery, creativity, and direct engagement through physical exercise (Wang et al., 2023). Proficiency in fundamental motions, including walking, running, jumping, throwing, and catching, constitutes essential competences that learners must attain during this age. This mastery is designed not only to enhance motor abilities but also to cultivate active and healthy lifestyle habits that can last into adulthood (Polevoy, 2024). The Merdeka Curriculum acknowledges that significant learning can embrace the many traits and capabilities of learners, particularly in the domain of movement and physicality.

Despite the progressive directions and objectives proposed in Phase A, their execution encounters numerous problems regarding the efficacy of fundamental

movement learning (Festiawan et al., 2021). Factors such as insufficiently diverse pedagogical approaches, restricted athletic facilities in educational institutions, and little student engagement frequently hinder the attainment of educational objectives. Physical education instructors often depend on conventional, unidirectional methods, neglecting opportunities for interaction, collaboration, and enjoyable learning experiences. Indeed, active participation of learners is a fundamental element in the process of internalizing fundamental movements. An inadequate learning environment, characterized by insufficient infrastructure and lack of governmental support, diminishes the efficacy of the educational experience.

It is essential to undertake comprehensive study to evaluate the efficacy of fundamental motion learning in Phase A within elementary schools (Wibowo et al., 2021). This research is pertinent as it can furnish an empirical representation of the degree to which fundamental movement learning can fulfill the established curricular objectives (Festiawan et al., 2021). This research aims to uncover the variables of success and barriers in the acquisition of fundamental movements. Consequently, the findings of this study will enhance the scientific corpus in physical education and serve as a foundation for developing more adaptive, inclusive learning strategies tailored to the needs and growth of primary school-aged children.

### RESEARCH METHOD

This research is descriptive analytical with survey and case study methods in several primary schools. The survey method was used to collect broad data from relevant respondents, while case studies focused on in-depth observations of basic movement learning practices in selected schools implementing the independent curriculum. The use of these two methods aims to answer the problem formulation in more detail and contextually.

The population in this study is grade 1 and 2 elementary school students. The sample will be purposively drawn from several primary schools that have implemented the independent curriculum, taking into account regional representation, school readiness, and the involvement of physical education teachers in the implementation of the curriculum. The selected sample is expected to be able to represent variations in real conditions in the field. The variables in this study consist of independent variables, namely learning methods, facilities, and learner involvement, and the dependent variable is the effectiveness of basic movement learning.

Data collection techniques were carried out through various methods, namely observation, interviews, questionnaires, and documentation. Observations were conducted to directly observe the learning process of basic movements in the classroom, while interviews were conducted with physical education teachers to explore in-depth information related to the methods used. Questionnaires were distributed to students and teachers to assess the effectiveness of learning methods, and documentation was done by collecting related documents, such as syllabus, lesson plans, and evaluation reports. The data that has been collected is then analyzed using quantitative and qualitative analysis techniques. Data from questionnaires were analyzed using descriptive statistics to see patterns and trends in learning effectiveness, while data from

observations and interviews were analyzed using a thematic approach to identify factors that influence learning effectiveness.

## RESULTS AND DISCUSSION

This study focuses on analyzing the effectiveness of basic movement learning in Phase A in elementary schools that implement the Merdeka Curriculum. **Improvement in Basic Movement Skills:** Students demonstrated improvement in basic movement skills such as walking, running, jumping, throwing, and catching during the intervention period, which aligns with findings by Makaruk et al. (2024) and O'Hagan et al. (2022) that such skills are crucial to motor development. Quantitative results from observations and questionnaires showed a positive correlation between the type of teaching method used and student performance in basic movement skills (Sortwell et al., 2024).

**Barriers and Enabling Factors:** Barriers were identified, such as inadequate facilities and monotonous teaching methods (Wibowo et al., 2021). However, enabling factors such as active student involvement in learning significantly contributed to the effectiveness of instruction (Festiawan et al., 2021). **Student Engagement:** Students who were more engaged in physical activities tended to make greater progress in movement skills, supporting the assertion that active participation fosters motor skill mastery (Darmawan et al., 2022). Direct observation showed that activities involving games and creativity were more effective in attracting students' interest and motivation (Sortwell et al., 2024).

**Implementation of the Merdeka Curriculum:** The Merdeka Curriculum promotes student-centered learning methods and encourages exploration. These findings indicate that learning involving active physical activities helps students not only master movement skills but also develop healthy lifestyle habits (Wang et al., 2023; Polevoy, 2024). **Diversity in Teaching Methods:** This study emphasizes the importance of varied teaching approaches. Conventional, non-interactive methods have proven to be less effective, whereas game-based learning increases student participation and enjoyment (Festiawan et al., 2021).

**Facilities and Infrastructure:** One of the main findings is that the lack of facilities limits effective teaching. Many schools do not have adequate open spaces or sports equipment, and infrastructure improvements are urgently needed to create a more supportive learning environment (Wibowo et al., 2021). **Recommendations for Learning Development:** Based on the findings, it is recommended that educational institutions develop more adaptive and inclusive approaches that consider students' needs and characteristics. Enhanced training for physical education teachers and collaboration between schools and communities can also help improve the quality of physical education (Makaruk et al., 2024).

## CONCLUSION

The acquisition of fundamental movements in phase A of the Merdeka Curriculum has a pivotal role in facilitating motor development and all facets of growth in primary school-

aged students. This curriculum aims to cultivate fundamental abilities, including walking, running, jumping, throwing, and catching, through a learner-centered methodology and exploratory physical activities, thereby establishing the basis for an active and healthy lifestyle.

Nonetheless, the successful execution of this learning in primary schools continues to encounter numerous obstacles. The limited diversity of pedagogical approaches employed by physical education instructors, the deficiency of supporting facilities, and the minimal active engagement of students in the educational process are among these issues. These characteristics significantly influence the attainment of curriculum objectives, particularly in promoting appropriate motor skills.

Consequently, a comprehensive assessment of fundamental movement learning methodologies is required, either via an extensive survey or contextualized case analyses. The results of this study serve as a crucial scientific foundation for developing more adaptive, engaging, and contextually relevant learning methodologies, as well as providing policy guidance for stakeholders aimed at enhancing the quality of physical education in primary schools.

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