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The influence of rhythmic gymnastics on the students' movement creativity levels

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Abstract: This research aimed to determine rhythmic gymnastics' influence on students' movement creativity in class VII MTSS Al Ma'arif Cilageni. In this case, *movement creativity* is defined as changes in body position that can stimulate students' smoothness, flexibility, originality of thinking, detail orientation, and sensitivity. The research method employed was quantitative, particularly an ex post facto design. This study's population was 25 students of class VII. The instruments covering questionnaires, observations, and documents were tested for validity and reliability to ensure accurate and reliable data. Data analysis was carried out using descriptive statistics, describing the average score and percentage of each component of movement creativity levels. The research results show that students' movement creativity level is mostly in the medium category, namely 35%. The results indicate that the fluency and flexibility components needed to be improved, while the students' authenticity, detail orientation, and sensitivity were quite good. This means that more effective rhythmic gymnastics learning model is necessary to increase students' movement creativity, especially in terms of fluency and flexibility. The research results are expected to be valuable input for teachers to improve the quality of rhythmic gymnastics learning. Implementing the right learning model leads to more optimal and better movement creativity of students. Thus, it can support the development of their motor and cognitive skills.

Keywords: Rhythmic Gymnastics, Motion Creativity, Student Learning

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INTRODUCTION

Physical education should begin to be instilled from childhood because it has a big role and influence on children's physical and psychological development. Through physical activity, children's physical and psychological functions are ready to respond to stimuli from various educational efforts stimulated by the environment. According to Jayul & Irwanto (2020). Physical education is an integral part of education through movement experiences that encourage physical abilities, motor skills, cognitive development, social emotional and spiritual development (Nugraha, 2015). Physical education is an educational process obtained through physical activity with the aim of developing physical fitness, motor skills, attitudes, thinking intelligence, emotions, and knowledge in implementing healthy and active living behavior. Sultanengtyas et al. (2018). This is where teacher creativity and innovation are really needed, because physical education means learning in everyday life that will be experienced by everyone. Therefore, physical education equipment must support the entire learning process, not only limited to sports equipment, but physical activity equipment must also be provided (Irmansyah et al., 2020). Through physical education, it is hoped that students will gain various experiences to express personal impressions that are fun, creative, innovative, skilled to improve and maintain physical fitness and understanding of human movement (Ari Iswanto1, 2021). Based on this definition, it can be concluded that physical education is an integral part of education which aims to develop students' physical, motoric, cognitive, social emotional and spiritual abilities through physical activities and sports. The implementation of physical education needs to be developed optimally so that students have creativity, innovation, skills, healthy and active living habits, physical fitness, as well as knowledge and understanding of human movement.

In the physical education learning process, the focus is on overall individual development. However, in the implementation of learning, there are varied student skills in mastering the material being taught (Sara, 2016). Therefore, teachers' creative thinking abilities are very necessary so that learning objectives can be achieved optimally and not monotonous and students can follow the learning process well (Nizarman, 2021). Therefore, the teacher's role in achieving teaching goals is very important. They must have skills in presenting their courses (Stephani, 2016). It can be concluded that, in physical education learning which aims to develop the individual as a whole, the teacher's creative thinking

ability is needed to create optimal and non-monotonous learning in accordance with the diversity of students' skills. Physical education teachers must have the skills to deliver learning well, so that the expected teaching objectives can be achieved and students can participate in learning.

One of the physical education learning materials is rhythmic gymnastics, rhythmic activities or rhythmic gymnastics, a new term used in physical education in Indonesia (Abdullah et al., 2020). The need for physical education, especially learning rhythmic gymnastics, is to help children fulfill their desire to move, then as a medium to develop children's physical fitness, apart from that it can also be used to develop various types of basic movement skills that are process-oriented, and as an enrichment of various types of movement skills. basis (Kasar & Aud, 2022). Rhythmic gymnastics can be defined as one of the exercises that is done by following the rhythm of music or singing which then forms a coordination of movements between body movement and rhythm (Ulfah et al., 2021). Based on the explanation from the experts, rhythmic gymnastics or rhythmic activities in physical education are important to help children fulfilling their desire to move, develop physical fitness, develop basic movement skills that are process-oriented, style basic movement skills, and as a medium for children to express themselves and think through gestures.

Rhythmic gymnastics is one of the learning materials at MTSS Al Ma'arif, especially for class VII-A. The facilities and infrastructure provided by the school are sufficient to support the learning of rhythmic gymnastics. Physical education teachers have delivered gymnastics learning material to students both orally and in writing. This material is basic knowledge for students in understanding rhythmic gymnastics and can be modified by students to create their own movements when practicing without teacher guidance. The aim of this approach is to increase students' movement creativity, because so far students have only imitated the movements taught. The material provided includes basic step movements, basic hand swing movements, and combinations of movements. However, some of the goals expected by teachers were not achieved. Some students seemed to have difficulty synchronizing movements with music because they did not understand the basic movements taught by the teacher. On the other hand, some students are able to create their own movements and successfully combine movements into something new. This shows that there is a need for updates in rhythmic gymnastics teaching methods to more effectively increase students' movement creativity.

Creativity is the ability to create new ideas, concepts, or solutions that are original, innovative, and different from the previous ones. It is a mental process that involves new and fresh thinking, imagination, and ideas. Creativity is an ability owned by everyone with different levels. Through his or her creative potential, a person can show the results of deeds, performance or works both in the form of meaningful and quality ideas (Sarumaha, 2021).

MATERIAL AND METHODS

This research uses quantitative methods with an ex post facto design. The research population consisted of 25 class VII students, with sampling using non-probability sampling or total sampling techniques.

Research instruments are used to measure the value of the variables studied. Thus, the number of instruments that will be used for research will depend on the number of variables studied (Sugiyono 2018). The instrument grid in this study, the researcher adopted the instrument grid created by (Hadi Hidayat 2017) because it is very relevant to what the researcher will examine in examining the influence of rhythmic gymnastics on students' movement creativity. validitas adalah suatu ukuran yang menunjukan tingkat-tingkat kevalidan atau kesalihan sesuatu intrumen. Sebuah instrumen dikatakan valid apabila mampu mengukur apa yang di inginkan (Arikunto 2019). To be clearer about the research instrument grid, the results of the validity test of the grid can be seen as follows:

Table 1. Research Instrument

Variable	Component	Indicator	No. Question Items	
			Positive (+)	Negative (-)
Movement Creativity (Y variable)	Smoothness	1. Able to put forward ideas to solve problems	1,2	16
		2. Know the basic movements of gymnastics	3	30
	Flexibility	1. Matching movements to music	4	5
		2. Able to change a form into a new form	6	12
	Authenticity	1. Creating movement with music	7	18
		2. Do different movements than those in the example	8,9	21
	Detailedness	1. Perform movements sequentially	10	24
		2. Do movements regularly	11	22
	Sensitivity	1. Able to capture and produce a movement reflexively	13	27
		2. Carry out quick reactions according to instructions	14,15	23

The definition of data collection techniques is that data collection in scientific research is a systematic procedure for obtaining the required data (Djaman Satori and Aan Komariah 2011:103). Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out using interviews, questionnaires, observations and a combination of the three (Sugiyono, 2017: 137). However, in this research the author only used three techniques, namely questionnaires, observations and documentation in the form of pictures and photos of activities.

1. Questionnaire

A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2017: 142). The questionnaire that the author has created consists of 22 questions related to students' movement creativity in physical education learning especially rhythmic gymnastics material and distributed to all research samples. Each respondent's answer was assessed using a Likert scale. The Likert scale used in this research is a 1-4 Likert scale with the following information:

Table 2. Assessment Rubric

Criteria	Statement	
	Positive	Negative
Strongly Agree (SS)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly disagree (STS)	1	4

2. Observation

Observation as a data collection technique has specific characteristics when compared to other techniques, namely interviews and questionnaires (Sugiyono, 2017: 145). The observation in this research was that the researcher was directly involved (participant observation) to observe students doing rhythmic gymnastics tasks. Observations were made because the researcher really hoped for objective answers from students.

3. Documents

Document is a data used to obtain information form of books, archives, documents, written numbers and images in the form of reports and information that can support research (Sugiyono, 2018:476). The documentation in question is in the form of pictures of researchers' activities and students' activities in carrying out rhythmic gymnastics assignments.

RESULTS

The research findings will be described in the table below :

Table 3. Description of Research Findings Data

Component	*Minimum*	*Maximum*	*Mean*	*Std.Dev*
Smoothness	7	14	10,04	1,814
Flexibility	7	13	9,80	1,756
Authenticity	8	17	12,28	2,574
Detail-orientation	5	14	9,72	2,458
Sensitivity	3	17	12,24	2,146
Creativity of students' movements Level	44	63	54,08	4,591

(Source : Processed primary data, 2022)

The table will describe each factor as follows:

1. Smoothness Component

Descriptive analysis of the smoothness component data with the number of statement items as many as 4 items obtained a minimum value of 7 and a maximum value of 14. The result shows the minimum score of all grade VII-A students is 7 while the maximum score is 14. The data score of the smoothness component obtained a mean value of 10,04 and a standard deviation value of 1,814. The smoothness component is the first component in the creativity of movements.

In the research, the smoothness component is described into 4 statements. The mean and standard deviation values are used as the basis for categorizing data. The results of categorizing smoothness component data in rhythmic gymnastics can be seen in the following table:

Table 4. Categorization of Fluency Component Data

Interval	Frequency	Percentage (%)	Category
More than 14	7	28%	Very High
12 – 13	1	4%	High
10 – 11	13	52%	Medium
8 – 9	2	8%	Low
Less than 7	2	8%	Very Low
Total	25	100%	

(Source : Processed primary data, 2022)

From the table, it is known that 7 students (28%) have smoothness in rhythmic gymnastics with a very high category, 1 student (4%) has a high category, 13 students (52%) have a medium category, 2 students (8%) have a low category, and as many as 2

students (8%) have a very low category. Based on the table, it can be concluded that the level of smoothness of students in rhythmic gymnastics belongs to the medium category.

2. Flexibility Component

Descriptive analysis on the smoothness component data with the number of statement items as many as 4 items obtained a minimum value of 7 and a maximum value of 13. The results obtain the minimum score of all grade VII students is 7 while the maximum score obtained is 13. The flexibility component data score obtains a mean value of 9,80 and a standard deviation value of 1,756. The flexibility component is the second component contained in the creativity of movements.

In the research, the description factor is described into 4 points of statement. The mean and standard deviation values are used as the basis for categorizing data. The results of categorizing data on the flexibility component of rhythmic gymnastics can be seen in the following table:

Table 5. Dexterity Component Data Categorization

Interval	Frequency	Percentage (%)	Category
More than 14	-	0%	Very High
12 – 13	5	20%	High
10 – 11	8	32%	Medium
8 – 9	11	44%	Low
Less than 7	1	4%	Very Low
Total	25	100%	

(Source : Processed primary data, 2022)

From the table, it is known that 0 student (0%) has flexibility in rhythmic gymnastics with a very high category, 5 students (20%) have a high category, 8 students (32%) have a medium category, 11 students (44%) have a low category, and 1 student (4%) has a very low category. Based on the table above, it can be concluded that the level of flexibility of students in rhythmic gymnastics is included in the low category.

3. Authenticity Component

Descriptive analysis on the smoothness component data with the number of statement items as many as 5 items obtains a minimum value of 8 and a maximum value of 17. The results of the research obtained the minimum score of all grade VII students is 8 while the maximum score obtained is 17. The description factor data score obtains a mean

value of 12,28 and a standard deviation value of 2,574. The authenticity component is the third component contained in the creativity of movements.

In the research, the description factor is described into 5 statements. The mean and standard deviation values are used as the basis for categorizing data. The results of categorizing data on the authenticity component of rhythmic gymnastics can be seen in the following table :

Table 6. Component Data Categorization

Interval	Frequency	Percentage (%)	Category
More than 16	3	12%	Very High
14 – 15	5	20%	High
12 – 13	7	28%	Medium
10 – 11	5	20%	Low
Less than 9	5	20%	Very Low
Total	25	100%	

(**Source :** Processed primary data, 2022)

From the table, 3 students (12%) have authenticity to rhythmic gymnastics with a very high category, 5 students (20%) have a high category, 7 students (28%) have a medium category, 5 students (20%) have a low category, and as many as 5 students (20%) have a very low category. Based on the table above, it is concluded that the level of authenticity of students in rhythmic gymnastics belongs to the medium category.

4. **Detail-orientation Component**

Descriptive analysis of smoothness component data with a total of 4 statement items obtain a minimum score of 5 and a maximum score of 14. The results of the research obtain a minimum score for all class VII students is 5 while the maximum score is 14. The score for the description factor data is obtained. The mean is 9,72 and the standard deviation value is 2,458. The detail-orientation component is the fourth component in creativity of movements.

In the research, the description factor is described into 4 points of statement. The mean and standard deviation values are used as the basis for categorizing data. The results of categorizing detail-orientation component data in rhythmic gymnastics can be seen in the following table:

Table 7. Detailed Component Data Categorization

Interval	Frequency	Percentage (%)	Category
More than 13	7	28%	Very High
10 – 11	6	24%	High
8 – 9	6	24%	Average
6 – 7	5	20%	Low
Less than 5	1	4%	Very Low
Total	25	100%	

(Source : Processed primary data, 2022)

From the table, it is known that as many as 7 students (28%) have detail-orientations of rhythmic gymnastics with a very high category, 6 students (24%) have a high category, 6 students (24%) have a medium category, 5 students (20%) have a low category, and as many as 1 student (4%) has a very low category. Based on the table above, it can be concluded that the level of detail-orientation of students in rhythmic gymnastics belongs to the high category.

5. Sensitivity Component

The descriptive analysis of smoothness component with the total of 5 questions has the minimum score of 9 and the maximum score of 17. From the results, the minimum score of the students of the class VII is 9, while the maximum score is 17. The score of the data has the mean score of 12,24 and the standard deviation of 2,146. Sensitivity component is the fifth component in the creativity of movements.

In the research, the description factors explained in 5 questions items. The scores of mean and standard deviations used as a base of data categorization. The results of data categorization of sensitivity component in Rhythmic gymnastics can be seen in the following table:

Table 8. Categorization of Sensitivity Component Data

Interval	Frequency	Percentage (%)	Category
More than 16	2	8%	Very High
14 – 15	5	20%	High
12 – 13	9	36%	Medium
10 – 11	8	32%	Low
Less than 9	1	4%	Very Low
Total	25	100%	

(Source : Processed primary data, 2022)

From the table, it is known that 2 students (8%) have sensitivity to rhythmic gymnastics in the very high category, 5 students (20%) have the high category, 9 students (36%) have the medium category, 8 students (32%) have the low category, and 1 student (4%) has a very low

category. Based on the table above, it can be concluded that the level of students' sensitivity to rhythmic gymnastics is in the very high category.

6. Levels of Creativity of Students' Movements

Descriptive analysis of the data description of the level of student movement creativity with a total of 22 statement items obtain a minimum score of 36 and a maximum score of 52. The results show a minimum score for all class VII students is 36 while the maximum score is 52. Description factor data scores show the mean value is 44,95 and the standard deviation value is 3,610. Overall, there are 15 statements including the components of smoothness, fluidity, authenticity, detail-orientation and sensitivity in the level of creativity of students' movements. The mean value and standard deviation used as the basis for data categorization. The results of categorizing data on components of smoothness in learning rhythmic gymnastics can be seen in the following table:

Table 9. Categorization of Students' Movement Creativity Levels in Rhythmic Gymnastics

Interval	Frequency	Percentage (%)	Category
More than 59	4	16%	Very High
55 – 58	7	28%	High
52 – 54	8	32%	Medium
48 – 51	4	16%	Low
Less than 47	2	8%	Very Low
Total	25	100%	

(Source : Processed primary data, 2022)

From the table above, it is known that 4 students (16%) have a level of creativity in rhythmic gymnastics in the very high category, 7 students (28%) have a high category, 8 students (32%) have a medium category, 4 students (16%) has a low category, and as many as 2 students (8%) have a very low category. Based on the table above, it can be concluded that the level of creativity of students' movements is included in the high and medium categories.

DISCUSSION

The levels of creativity of movements of class VII – A students in rhythmic gymnastics at MTSS AL MA ARIF CILAGENI. The research instruments were observation, questionnaire, and documents. The data analysis technique used is descriptive analysis with percentage calculations. Discussion of research findings based on the results of the levels in table 7

showing the level of movement creativity indicates that 16% of students achieved a level of movement creativity in the very high category, 28% have the high category, 32% have the medium category, 16% have the low category, and 8% have the very low category. The results of the research are related to various theories, including:

Behavioral learning theory is a process that produces changes in behavior, practice and experience. This theory emphasizes the importance of physical and motor activity in improving students' cognitive abilities and creativity (Nahar, 2016). Moreover, the ability to understand, remember, analyze, reason and solve problems. This ability is related to mental processes that occur in the brain, such as memory, attention, perception, language and logic (Nafiati, 2021).

Creativity is the ability to produce new, original and useful ideas, products or works. Creativity involves divergent and convergent processes, namely generating many possible solutions and selecting the optimal solution. The relationship between motor learning theory and cognitive and creative abilities can be seen from various points of view (Ficanysha, 2021).

Motor learning theory states that physical exercise stimulates brain development, improving cognitive functions such as memory, attention, and problem solving. This is in accordance with Piaget's cognitive development theory which states that children learn through interaction with their physical and social environment. Motor learning theory also states that physical exercise can increase students' creativity as it stimulates imagination, expression and exploration. This is in accordance with Bruner's learning theory which states that learning is a process of finding and constructing meaning. Behavioral learning theory emphasizes the importance of teacher creativity in designing and implementing interesting, varied and enjoyable learning. This can influence learning outcomes such as students' motivation, interest, cognitive abilities and creativity (Irwan, 2015).

As for the factors that influence the results in table 7, it can be seen that there are students who have 16% very high category. The students are able to produce new ideas that are very unique and original, and are able to combine rhythmic gymnastics movements very well. 28% of students are able to produce new ideas that are unique and original, and to combine rhythmic gymnastics movements well. 32% of students are able to produce new ideas that are quite unique and original, and are able to combine rhythmic gymnastics movements quite well. 16% of students are not able to produce new ideas that are unique and original, and less able to combine rhythmic gymnastics movements properly. 8% of students

are unable to produce new ideas that are unique and original, and are unable to combine rhythmic gymnastics movements as expected. Activities about creative movement or commonly known as creative movement, are activities for early childhood that prioritize freedom of movement and expression according to the child's imagination (Juniasih, 2015).

After understanding the theories above, it can be concluded that behavioral, motor and cognitive learning theories are related to students' cognitive abilities and creativity. Behavioral learning theory emphasizes physical and motor activity which can improve mental processes. Motor learning theory states that physical exercise stimulates brain development and creativity. Cognitive learning theory states that learning is a process of finding and constructing meaning through interaction with the environment. Creativity is the ability to produce new, original and useful ideas, products or works. Teachers' creativity in designing and implementing learning can influence student learning outcomes.

The students of movement creativity levels of grade VII A in rhythmic gymnastics is mostly in the medium category, namely 35%. This shows that students already have the ability to generate new ideas and combine rhythmic gymnastics movements very well. However, there are some students who have not been able to develop their creativity optimally.

The research investigated the influence of rhythmic gymnastics on the students' movement creativity levels of grade VII – A, at MTSS Al Ma'arif, Cilageni. The majority of students have a level of movements' creativity that is included in the medium category. The components of smoothness and flexibility need further attention. It is hoped that the results can provide input for the development of more creative and innovative rhythmic gymnastics learning models, especially in improving smoothness and flexibility skills.

CONCLUSION

The discussion shows that the components of smoothness and flexibility are aspects that need to be further regulated as they are still at a medium level. This is because the rhythmic gymnastics learning model has not optimally improved these two components. It is expected that the results of the research can provide input for the development of more creative and innovative rhythmic gymnastics learning models in order to improve skills, especially smoothness and flexibility. Apart from that, teachers can also use the results to improve the quality of learning in the classroom.

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