

How is the relationship between student responses and students' motor skills after using the cat vs fish game E-module?

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Abstract

The development of games that are applied in learning physical education, sports, and health is a solution to the boredom felt by students during learning take place. The aims of this research are (1) How is the feasibility of the fish vs cat game e-module? (2) How do students respond to the use of the cat vs fish e-module? (3) How are the students' motor skills different before and after using the cat vs fish e-module in class VA and VB? (4) What is the relationship between students' responses to the use of the cat vs fish e-module with students' motor skills after using the cat vs fish e-module?. Research methodology used in this research is research and development. At the trial stage, it was carried out by involving 60 students consisting of 2 classes. The conclusion of this study is that the developed cat vs fish game e-module has been declared valid to be used, based on the t-test conducted showing that there are differences in students' motor skills before and after using the cat vs fish game e-module in class VA and class VB. The results of the correlation test showed that there was a significant relationship between student responses and students' motor skills after using the cat vs fish e-module. The cat vs fish game e-module can be a learning innovation in physical education, sports, and health subjects that can be a guide for cat vs fish games so as to train students' motor skills.

Keywords: Learning Games; Motor Skills; Students;

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1. Introduction

1.1 Conceptual and Teoritical Framework

Physical education, sports and health are physical activities that give birth to learning experiences with the aim of achieving educational goals (Lengkana & Sofa, 2017; Mudzakir, 2020). Physical education is an educational process that is carried out consciously that can provide a richer sports experience in order to achieve physical health (Arifin, 2017; Rocamora et al., 2019; Padli et al, 2022; Umar et al, 2022). In practice, physical education learning is carried out with the same method so that students often feel bored. Ginanjar, (2018) stated that students would be more interested in physical education learning which was carried out in the form of games. Cooperative games that are applied systematically can provide positive experiences for students in learning physical education (Alcaraz-Muñoz et al., 2020; Engels & Freund, 2020; Yuldashevich, 2021; Padli et al, 2022). The application of games in physical education is expected to increase cognitive, affective, and psychomotor values so as to create students with excellent character and excellence.

The game is an activity that is a means of entertainment that is in great demand by all people from children to adults (Höchsmann et al., 2019; Nuriman et al., 2016). Game development that is applied in learning physical education, sports, and health is a solution to the boredom felt by students during learning. Games that are associated with learning will be able to create fun learning while still being able to achieve learning goals (Pratama et al., 2019; Salsabila et al., 2020; Uliyah & Isnawati, 2019; Padli et al, 2022). One form of game that can be applied in physical learning, sports, and health is water games. Water games are the introduction of water to children without realizing it which is a means to develop children's physical activities to make children more creative (Begacarlan et al., 2014; Ginting et al., 2020; Nur et al., 2020). Water games used in physical learning, sports, and health will help children grow and develop by strengthening arm muscles, leg muscles, and children's courage (Hernawan et al., 2018; Mustaqim & Roesdiyanto, 2018; Kamid et al, 2021; Ernawati et al, 2022). The game itself consists of traditional games and modern games, but traditional games are now starting to be replaced with modern games.

Traditional games are children's play facilities that cause movements such as sports so that traditional games are often a medium in physical education (Anggita, 2018; Fajar et al., 2019; Pic et al., 2019; Kamid et al, 2022). Traditional games are forms of sports activities that involve physical, social, emotional, and cognitive activities (Hanief & Sugito, 2015; Latif et al., 2019; Lestari & Prima, 2017). Physical activity in traditional games is able to train the strength of the muscles in the body and develop the body's motor development (Handoko & Gumantan, 2021; Hasanah, 2016; Kamaludin et al., 2020; Kamid et al, 2022). In addition to maintaining physical health, traditional games can improve mental, affective, and maintain cultural values (Bashir & Ahmed, 2018; Dehkordi, 2017; Kylasov, 2019; Tangkudung et al., 2019; Padli et al, 2022; Ernawati et al 2022). Thus, Traditional games are games that are beneficial for children's development. One of the traditional games that developed in the Mentawai community is the cat vs fish game.

The game cat vs fish is one of the traditional games in the Mentawai community that can be developed as a medium for learning physical education for elementary school students. The cat vs fish game is one of the water games that can be used as a basic exercise in increasing students' abilities in swimming skills (Parmana, 2020) (Ashar Pajarungi Anar et al., 2020). According to (Susanto, 2016) (Arhesa, 2020) The steps in playing the cat vs fish game include (1) Students make a circle in the water,

holding hands. One of the students became a water cat and the other became a fish. Fish are free to go in and out of the circle, while the limited movement of the water cat will be hindered by opponents who make a circle. (2) Before the game starts, the water cat is outside the circle, while I is inside. The water cat tries to catch a fish, when the fish is caught the game is over. The potential for swimming learning and the potential for character development in the game vs cat is realized with the aim of the game, namely to foster teamwork between teams in protecting weak teammates (Mulyana, 2018). To better understand the traditional games of the Mentawai people in the cat vs fish game to improve students' swimming skills, a learning media in the form of an e-module is needed.

E-modules are electronic-based learning media that contain text, animation, images, and videos (Aryawan et al., 2018; Rahmadhani & Efronia, 2021). According to Asrial et al., (2019) states that e-modules are considered to be in line with core competencies and basic competencies in learning so that they are effective to use. The use of e-modules in learning makes the learning process more interesting and can be accessed anytime and anywhere (Elvarita et al., 2020; Widyaningrum & Patrikha, 2021). Learning by using e-modules can help students to more easily understand learning material so that it becomes a better learning innovation. The use of e-modules is stated to be more effective than using print-based modules (Astalini et al., 2019; Darmaji et al., 2019). E-modules can also be developed for physical, sports, and health learning media that will serve to assist students in understanding learning, so it is necessary to assess student responses to e-modules.

Student responses to E-Modules are useful as a measure of the effectiveness of e-modules as learning media. Response is a behavior that is influenced by responses and stimuli from the environment in the form of student reactions during learning activities (Misliani & Ruqiah, 2013) (Khairiyah, 2018). A response can appear if it involves the five senses in observing and paying attention to an object of observation, for example if the student's response will be low if the student feels less interested and vice versa if the student feels the module is interesting then the student's response will be high (Arini & Lovisia, 2019) (Aisyah et al., 2016). Student responses are expected to be an evaluation of the implementation of learning so that in the future it can be carried out better (Sadler, 1998) (Firmansyah, 2021). Student responses are important to study as learning evaluation materials so that further learning becomes more interesting so as to increase student motivation in carrying out learning.

There has been research that is relevant to the research to be carried out by the researcher, one of which is research that done by (Pic et al., 2019) in his research examines motor behavior through traditional games, in his research suggests that the effectiveness of the types of student behavior and to expose students' motor relations systems with traditional games, Thus, traditional games are the first level pedagogical tools available to physical education teachers. This research is supported by the findings of (Kane et al., 2016) in his research in journals related to Fundamental motor skills of kindergarten students (a survey study of the influence of financial condition, playing activity, and nutritional status) in the study stated that between economic conditions, nutritional status and play activities affect motor skills. Similar research was also conducted by (Purwaningtyas & Hariyadi, 2017) who conducted the Development of Electronic Modules for Physical Education, Sports, and Health Subjects in his research stated that the use of electronic modules can help teachers to facilitate students who have different learning characteristics and learning speeds and are shy to express opinions in conventional classes. Other researchers who develop teaching materials in PJOK courses are (Heri & Hasibuan, 2017) who did the Development of Basic Swimming Course Teaching Materials

at Fik Unimed. The novelty in this study is that researchers are interested in conducting research and development of e-module teaching materials by examining the traditional Mentawai cat vs fish game as a means of improving students' swimming skills.

1.2 Related Research

The game is an activity that is a means of entertainment that is in great demand by all people from children to adults (Höchsmann et al., 2019; Nuriman et al., 2016). Game development that is applied in learning physical education, sports, and health is a solution to the boredom felt by students during learning. Games that are associated with learning will be able to create fun learning while still being able to achieve learning goals (Pratama et al., 2019; Salsabila et al., 2020; Uliyah & Isnawati, 2019). One form of game that can be applied in physical learning, sports, and health is water games. Water games are the introduction of water to children without realizing it which is a means to develop children's physical activities to make children more creative (Begacarlsan et al., 2014; Ginting et al., 2020; Nur et al., 2020). Water games used in physical learning, sports, and health will help children grow and develop by strengthening arm muscles, leg muscles, and children's courage (Hernawan et al., 2018; Mustaqim & Roesdiyanto, 2018). The game itself consists of traditional games and modern games, but traditional games are now starting to be replaced with modern games.

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1.3 Purpose of The Study

Based on the statement above, the researchers are interested in developing an e-module for swimming learning by linking traditional games which are expected to improve students' abilities in swimming skills so as to create effective, creative, productive, innovative learning and motivate students. The questions of this research are:

1. What is the feasibility of the fish vs cat game e-module?
2. How do students respond to the use of the cat vs fish e-module?
3. How are the students' motor skills different before and after using the cat vs fish e-module in class VA and VB?
4. How is the relationship between students' responses to the use of the cat vs fish e-module with students' motor skills after using the cat vs fish e-module?

2. Method and Material

2.1. Research Model

The research methodology used in this study is research and development, by adapting the ADDIE development model which consists of 5 stages which include analysis, design, development, implementation and evaluation (Setiadi & Nurma Yuwita, 2020) (Fatihah et al., 2020). The selection of this model was based on the consideration that this model was developed systematically and based on the theoretical foundation of learning design. This model is structured programmatically with systematic sequences of activities in an effort to solve learning problems related to learning delivery strategies that are in accordance with the needs and characteristics of students (Sianipar et al., 2021).

The type of research using the type of research mix method. This type of mixed method research is a type of research that combines quantitative research and qualitative research. Quantitative research is a scientific approach to research that represents positivism, while qualitative research is a research approach that represents naturalistic (phenomenological) understanding to test theories and is deductive in nature (Mulyadi, 2011) (Khasha, 2021). Quantitative research is a scientific approach to research organized around four parts: Introduction, Methods, Results, and Discussion (Simpson & Lord, 2015; Hodis & Hancock, 2016).

2.2. Participants

The sampling technique used at the time of data collection is a purposive sampling technique. Purposive sampling technique, also called sampling with the determination of certain criteria, purposive sampling represents a group of non-probability sampling techniques that rely on the judgment of the researcher when it comes to selecting according to the criteria of the research sample. (Ethics, 2016) (Rai et al., 2015). The sampling criteria are children who are learning sports in grade 5 Elementary School who have gadgets (mobile phones). The population is the entire object of people who have certain characteristics determined by the researcher and then studied and drawn conclusions while the number of samples is the total population (Zedko et al., 2017; Krismasari Dewi et al., 2019). At the trial stage, it was carried out by involving 60 students consisting of 2 classes.

2.3. Data Collection

The data collection instrument is a measuring tool used to obtain research data (Darmaji et al., 2021; Sanova et al., 2022). A data collection instrument can be used if it has gone through the validation stage first (Darmaji et al., 2022). The selection of instruments should not be done arbitrarily, because the instrument determines the results of the research carried out. The instrument used will produce two types of data, namely qualitative and quantitative data. Quantitative data used instruments in the form of media expert validation questionnaires, material expert validation, student responses to the use of the cat vs fish game e-module, and cat vs fish game observation sheets to develop motor skills for elementary school students. The validation grid for the cat vs fish game e-module is shown in Table 1.

Table 1. E-module validation grid

Validation	Aspect	No. Items
Theory	Theory	1-5
	Learning	6-9
	Language	10
Media	Screen design display	1-4
	Ease of use	5-6
	Benefits	7-8
	Graphics	9-10

Then the grid of student responses to the use of the cat vs fish game e-module can be seen in Table 2.

Table 2. Questionnaire grid for student responses to the game

Indicator	No. Items
Interest	6
Theory	6
Language	3

Then, the grid of observation sheets for the cat vs fish game to develop motor skills for elementary school students by observing game activities in the field can be seen in Table 3.

Table 3. Instrumental Grid Game Model Observation Guidelines for Developing Motor Skills for Elementary School Students

Factor	Indicator	No. Items
Fill Model	Model according to the characteristics of elementary school students	1
	The game model can attract the attention of elementary school students	2
	The game model can develop gross and fine motor skills of elementary school students	3-4
Model Instructions	The game instructions are clear and easy to understand.	5

Security of Facilities and Infrastructure	The game instructions are clear and easy to practice	6
	The level of safety of the tool in accordance with safety standards	7
	The equipment needed is easy to find	8
	Equipment setting is clear	9
	Interesting tools for students	10
	Easy-to-understand settings for students	11

4. Furthermore, the score range uses a Likert scale of 1-4 with 4 criteria, which can be shown in Table 4.

Table 4. Research Variable Scoring Range

Variable	interval	Criteria
Media and material validation	10.00 – 17.50	Very unworthy
	17.51 – 25.00	Not feasible
	25.01 – 32.50	Worthy
	32.51 – 40.00	Very worth it
Response	15.00 – 26.25	Not very good
	26.26 – 37.50	Not good
	37.51 – 48.75	Well
	48.76 – 60.00	Very good
Observation	11.00 – 19.25	Not very good
	19.26 – 27.50	Not good
	27.51 – 35.75	Well
	35.76 – 44.00	Very good

2.4. Data Analysis

Data analysis is one of a series of research activities. At the analysis stage, all existing data were collected and analyzed using appropriate analytical techniques. Data analysis techniques used in this study are descriptive statistics and inferential statistics. Descriptive statistics are related to the decomposition and explanation of a data (Aldila et al., 2022). While inferential statistics are used to test the hypothesis which consists of prerequisite testing, namely t-test and product moment correlation test. T-test was conducted for differences in students' motor skills before and after using the cat vs fish e-module. The product moment correlation test was used to determine the relationship between students' responses to the use of the cat vs fish e-module with students' motor skills after using the cat vs fish e-module. The two hypothesis tests can be carried out if the prerequisite tests, namely the normality test, homogeneity test, and linearity test have been met.

3. Result

In research and development carried out by researchers, the product in the form of E-Modules that will be used as teaching materials for elementary school children's sports based on traditional Mentawai games in the Cat Vs Fish game. The product developed in the form of an E-Modul that has been designed is then validated by the validator so that it can be seen whether this product is feasible

or not. This product validation involves validators of media experts and material experts. The results of the validation in the form of media experts and material experts can be seen in table 5.

Table 5. Validation Results of media experts and material experts on the validity of the Kuving vs Fish E-Module Game

Validator	Range	Criteria	%
Material Expert	10.00 – 17.50	Very unworthy	0%
	17.51 – 25.00	Not feasible	0%
	25.01 – 32.50	Worthy	33%
	32.51 – 40.00	Very worth it	67%
Media Expert	10.00 – 17.50	Not very good	0%
	17.51 – 25.00	Not good	0%
	25.01 – 32.50	Well	87%
	32.51 – 40.00	Very good	13%

After being validated by media expert validators and material experts, it can be concluded that the E-module is declared suitable for use in sports learning for elementary school students based on the traditional Mentawai game in the Cat Vs Fish game. With the assessment of material experts, it is said that the E-Module is eligible with a percentage of 33% and is said to be very feasible with a percentage of 67%. Meanwhile, based on the assessment of media experts, the E-Module is said to be Eligible with a percentage of 87% and the Very Eligible category at a percentage of 13%. In the next assessment, the researcher will collect student response data with the subjects used for research are grade 5A students and grade 5 B students to see how students respond to E-Module Sports based on traditional Mentawai games in the Cat Vs Fish game.

Table 6. Results of Student Responses to the Cat vs Fish Game E-Module

Class	Range	Criteria	f	%	mean
Class 5A	15.00 – 26.25	Very unworthy	0	0%	57.45
	26.26 – 37.50	Not feasible	0	0%	
	37.51 – 48.75	Worthy	9	30%	
	48.76 – 60.00	Very worth it	21	70%	
Class 5B	15.00 – 26.25	Not very good	0	0%	54.16
	26.26 – 37.50	Not good	0	0%	
	37.51 – 48.75	Well	23	76.7%	
	48.76 – 60.00	Very good	7	23.3%	

After collecting data regarding student responses to the E-Modul, it is known that the results in class 5A E-Module are said to be suitable for use with a frequency of 9 students at a percentage of 30%, and the Very Eligible category at a frequency of 21 students with a percentage of 70%. In grade 5B students, it is known that the E-Module is said to be eligible for use with a frequency of 23 students at a percentage of 76.7%, and the Very Eligible category at a frequency of 7 students with a percentage of

23.3%. Furthermore, the researchers will collect motor data of students before and after using the E-Module in the Cat Vs Fish game.

Table 7. Student's Motor Results Before and after Playing the Cat vs Fish Game by applying the E-Module

Class	Range	Criteria	Before		Mean	After		Mean
			F	%		F	%	
Class 5A	11.00 – 19.25	Not very good	1	3.3%	30,12	0	0%	42.8
	19.26 – 27.50	Not good	17	56.7%		2	6.67%	
	27.51 – 35.75	Well	10	33.3%		19	63.3%	
	35.76 – 44.00	Very good	2	6.7%		9	30%	
Class 5B	11.00 – 19.25	Not very good	3	10%	29,43	0	0%	40.4
	19.26 – 27.50	Not good	14	46.7%		5	16.7%	
	27.51 – 35.75	Well	13	43.3%		24	80%	
	35.76 – 44.00	Very good	0	0%		1	3.3%	

Based on table 7 regarding the presentation of descriptive statistical data on students' motor skills before playing the cat vs fish game and after playing the cat vs fish game using the E_module. Before playing the Cat VS Fish game, the motor skills of students in grade 5A were known to obtain results in the Very Bad category of 1 student with a percentage of 3.3%, in the Bad category of 17 students with a percentage of 56.7%, in the Good category of 10 students with a percentage of 33.3%, and very good category of 2 students with a percentage of 6.7%. Meanwhile, students in grade 5 B obtained results in the Very Bad category with 3 students with a percentage of 10%, in the Bad category by 14 students with a percentage of 46.7%, in the Good category by 13 students with a percentage of 43.3%, and in the Very Good category. by 0 students with a percentage of 0%.

After playing the cat vs fish game by implementing the E-Modul, it is known that the results of the motor skills of students in class 5A are known to obtain results in the Very Bad Category of 0 students with a percentage of 0%, the Bad category of 2 students with a percentage of 6.67%, Good category of 19 students with a percentage of 63.3%, and very good category of 9 students with a percentage of 30%. Meanwhile, grade 5 B students obtained results in the Very Bad category of 0 students with a percentage of 0%, the Bad category of 5 students with a percentage of 16.7%, the Good category of 24 students with a percentage of 80%, and the Very Good category of 1 students with a percentage of 3.3%. After the descriptive statistical test was carried out, the data was tested by inferential statistics.

This study also conducted prerequisite tests, namely normality test (used to determine whether the data is normally distributed or not), homogeneity test (used to determine whether several population variants are the same or not), and linearity test (used to determine the two variables tested have a similar relationship). linear or not). The results of the normality test are shown in Table 8.

Table 8. Normality Test Results

Variable	class	N	Statistics	Sig.
Student Response	VA	30	.972	.206
	VB	30	.856	.078
Motor Ability	VA	30	.934	.114
	VB	30	.866	.088

Based on Table 5, it can be seen that the data is normally distributed in all classes and variables because the value of Sig. > 0.05. The normality test used is Shapiro-Wilk because the number of samples in each class is less than 50. Furthermore, the results of the homogeneity test are shown in Table 9.

Table 9. Homogeneity Test Results

Variable	class	N	Statistics	Sig.
Student Response	VA	30	.138	.136
	VB	30	.098	.096
Motor Ability	VA	30	.164	.112
	VB	30	.112	.126

Based on Table 9, it can be seen that the data is declared homogeneous in all classes and variables because the value of Sig. > 0.05. Furthermore, the results of the linearity test are shown in Table 10.

Table 10. Linearity Test Results

Variable	F	Sig.
Student Response * Motor Ability	1,76 2	.068

Table 10 shows that the significance value obtained is 0.068 for the significance value of student responses with motor skills. The data obtained are linear, because the acquisition of the significance value is greater than the significance value used (Sig. > 0.05). Furthermore, to find out Differences in students' motor skills before and after using the cat vs fish e-module in classes VA and VB were tested using the t-test. The results of the t-test are shown in Table 11 below.

Table 11. T . Test Results

Class	Indicator	N	Mean	Sig.	Sig. (2-tailed)
VA	Motor skills before using the e-module	30	30.12	.736	.032
	Motor skills after using the e-module		42.8		

	Motor skills before using the e-module		29.43		
VB	Motor skills after using the e-module	30	40.4	.614	.024

Table 11 shows that there are differences between students' motor skills before and after using the cat vs fish game e-module in both class VA and class VB. This is indicated by the value of Sig. (2-tailed) > 0.05. Class VA has a higher difference in motor skills before and after using the cat vs fish game e-module compared to class VB. This is due to the acquisition of Sig. (2-tailed) class VB is bigger than class VB (0.032 > 0.024). Furthermore, to find out the relationship between students' responses to the use of the cat vs fish e-module with students' motor skills after using the cat vs fish e-module was carried out by correlation testing. The results of the correlation test can be shown in Table 12.

Table 12. Correlation Test Results

Correlations		Student Response	Motor Ability After Using E-module
Student Response	Pearson Correlation	1	.714
	Sig. (2-tailed)		.000
	N	30	30
Motor Ability After Using E-module	Pearson Correlation	.714	1
	Sig. (2-tailed)	.000	
	N	30	30

Table 12 shows that there is a significant relationship between student responses and students' motor skills after using the cat vs fish e-module. This is indicated by the significance value obtained is 0.000 which is smaller than 0.05.

4. Discussion

Based on the research and development carried out by the researcher, first the data were analyzed with descriptive statistics to see the results of the validation of media experts and material experts on the E-Module. After taking data, the results obtained. With the assessment of material experts, it is said that the E-Module is eligible with a percentage of 33% and is said to be very feasible with a percentage of 67%. Meanwhile, based on the assessment of media experts, the E-Module is said to be Eligible with a percentage of 87% and the Very Eligible category at a percentage of 13%. In the next assessment, the researcher will collect student response data with the subjects used as research are grade 5A students and grade 5 B students to see how students respond to the E-Module Sports based on traditional Mentawai games obtained descriptive results on student responses to the E-Module. By conducting a descriptive statistical test on student responses to the E-Module, it was found that in class 5A the E-Module was said to be suitable for use with a frequency of 9 students at a percentage of 30%, and the Very Eligible category at a frequency of 21 students with a percentage of 70%. In grade 5B students, it is known that the E-Module is said to be eligible for use with a frequency of 23 students at a percentage of 76.7%, and the Very Eligible category at a frequency of 7 students with a percentage of 23.3%.

Furthermore, the researchers will conduct descriptive statistical tests on the motor skills of students before and after playing the game Cats vs. Fish by implementing the E-Module in grades 5A and 5B to get students' motoric results before playing the cat vs fish game and after playing the cat vs fish game using the E_module. Before playing the Cat VS Fish game, the motor skills of students in grade 5A were known to obtain results in the Very Bad category of 1 student with a percentage of 3.3%, in the Bad category of 17 students with a percentage of 56.7%, in the Good category of 10 students with a percentage of 33, 3%, and very good category of 2 students with a percentage of 6.7%. Meanwhile, students in grade 5 B obtained results in the Very Not Good category of 3 students with a percentage of 10%, the Bad category is 14 students with a percentage of 46.7%, the Good category is 13 students with a percentage of 43.3%, and the Very Good category is 0 students with a percentage of 0%. While the motor skills of students after playing the game cat vs fish by implementing the E-Module, it is known that the results of the motor skills of students in class 5A are known to obtain results in the Very Bad Category of 0 students with a percentage of 0%, in the Bad category of 2 students with a percentage of 6.67%, Good category of 19 students with a percentage of 63.3%, and very good category of 9 students with a percentage of 30%. Meanwhile, students in grade 5 B obtained results in the Very Bad category with 0 students with a percentage of 0%, in the Bad category by 5 students with a percentage of 16.7%, in the Good category by 24 students with a percentage of 80%, and very good category of 1 student with a percentage of 3.3%. After the descriptive statistical test was carried out, the data was tested by inferential statistics.

The data in this study went through the assumption test as a prerequisite for testing the hypothesis. The assumption test used in this study is the normality test, homogeneity test, and linearity test. Normality test is used to determine whether the data is normally distributed or not. The results of the normality test with the Shapiro-Wilk test obtained a significance value greater than 0.05, indicating that the data were normally distributed. Furthermore, homogeneity testing is carried out which aims to determine whether several population variants are the same or not. The results of the homogeneity test obtained a significance value greater than 0.05, indicating that the data was homogeneous. The last assumption test performed is the linearity test which serves to determine whether the two variables tested have a linear relationship or not. The results of the linearity test obtained a significance value greater than 0.05, indicating that the data was linear. Thus, all assumption tests have been met so that it can be continued with hypothesis testing.

The hypothesis test used in this research is t-test and correlation test. The t-test is used for knowing differences in students' motor skills before and after using the cat vs fish e-module in class VA and VB. The results obtained indicate that there are differences in the motor skills of class VA students before and after using the cat vs fish game e-module which is indicated by the value of Sig. (2-tailed) of 0.032 which is smaller than 0.05. In addition, class VB also shows that there are differences in the motor skills of class VB students before and after using the cat vs fish game e-module which is indicated by the value of Sig. (2-tailed) of 0.024 which is smaller than 0.05. Class VA obtained the value of Sig. (2-tailed) which is larger than the VB class.

The next hypothesis test is a correlation test which is carried out to find out The relationship between students' responses to the use of the cat vs fish e-module with students' motor skills after using the cat vs fish e-module was carried out by correlation testing. The results obtained indicate that there is a significant relationship between student responses and students' motor skills after using the cat vs fish e-module. This is indicated by the significance value obtained is 0.000 which is smaller than

0.05. The correlation test in this study was conducted on the student response variables and students' motor skills after using the cat vs fish game e-module. This was done because the researcher's goal was to find out how students responded to the application of the cat vs fish game e-module which was then used in the cat vs fish game. So that,

There has been research that is relevant to the research conducted by the researcher, the research was carried out Ajila and Olowu (1992) In addition to having cultural, educational and psychological values, traditional games have functional meanings that include mastery of physical activity, environmental exploration, cognitive enhancement, social learning and creative ability development. This is supported by research conducted by Lipoński (2017) who conducted research on sports games and Regional Games in Eastern European Historical and Cultural Traditions found that students became more productive and enthusiastic when learning by linking the country's traditional games. This is because traditional games have socio-affective relationships as an excellent teaching resource to educate students about interest (power) and empathy for others by engaging in cooperative interactions (Lavega et al., 2018), the effect of traditional games on children's social skills has been described by Nurastuti, Karini, and Yuliadi (2015) in his research revealed the significant influence of traditional games on children's social interactions. Education on the playground encourages competitive and aggressive attitudes and behavior. The renewal of the research conducted by the researchers is to implement technology in the form of E-Module teaching materials which contain traditional game-based sports materials on the Cat Vs Fish game that can be used in sports learning for elementary school students, besides that researchers examine differences in students' motor levels. before and after playing the game by implementing the E-module, as well as examining the relationship between student responses to the E-Module of the traditional game of Cats vs. fish based on the traditional Mentawai game.

This research has implications for the learning process in elementary schools, especially in the subjects of physical education, sports, and health. This research combines learning innovation with the learning process in physical education, sports, and health subjects. The learning innovation in this research is in the form of an e-module game cat vs fish that can be used in learning physical education, sports, and health (Sport). The use of e-modules in learning makes learning more varied so as to increase student interest in learning. This is in line with Waliulu & Palembang, (2022) which states that the use of e-modules can increase interest in learning and provide convenience in exploring the material. Maryani et al., (2022) suggested that the e-module used in learning would make learning more interesting. The use of the cat vs fish game e-module makes students more interested in learning the game so that students are more enthusiastic in implementing the game. This is indicated by the results of obtaining a very good student response to the use of the cat vs fish game e-module. A good student response will have an impact on the motor skills of students arising from the implementation of the cat vs fish game. Thus, this research has an impact on increasing students' ability to play games by training students' motor skills.

Based on the implications of research and development of E-Module based on traditional games of Cats vs. Fish in sports learning for elementary school students, it is hoped that further research will conduct research and development of other teaching materials in the form of more innovative media so as to generate student interest in learning sports. It is hoped that there will be a more in-depth discussion by relating other traditional games in various regions in Indonesia. In addition, so that research can be studied more deeply, further research is expected to be able to examine the

relationship, differences or deployment of learning media with student motivation, learning outcomes and student attitudes in learning sports in elementary schools.

5. Conclusion

The conclusion of this study is that the developed cat vs fish game e-module has been declared valid for use through validation tests by media experts and material experts. The use of the cat vs water game e-module got a good response from students as users. Students gave a positive response to the use of the cat vs fish game e-module because it made learning more varied. The t-test conducted showed that there were differences in students' motor skills before and after using the cat vs fish game e-module in class VA and class VB. Where the motor skills of students after using the cat vs fish game e-module in class VA are superior to class VB. The cat vs fish game e-module can be a learning innovation in physical education, sports, and health subjects that can be a guide for cat vs fish games so as to train students' motor skills.

6. Recommendation

As for the recommendation from the research that has been done by the researcher, It is hoped that there will be a more in-depth discussion by relating other traditional games in various regions in Indonesia. In addition, so that research can be studied more deeply, further research is expected to be able to examine the relationship, differences or deployment of learning media with student motivation, learning outcomes and student attitudes in learning sports in elementary schools.

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