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DEVELOPING A GUIDEBOOK OF BRIDGE POSITIONS FOR GRADE IV-VI STUDENTS' SPORTS EDUCATION

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ABSTRACT

Background: The bridge position is contained in the material book in school and joined by other materials such as large balls, small balls, and so on, which is the advantage of this rich guidebook is that it can be used anywhere and has barcodes to access bridge position training tutorial videos. With this guidebook, learners can do bridge position activities independently and also teachers have additional material resources to train bridge position on learners.
Aim: This research aims to give more insight into the development of guidebooks for sports and health education for students, especially those who are in the 4th-6th grade of elementary school.
Method: The research method used in this research is Research and Development (R&D). The product developed by the researchers is a guidebook with the title "Bridge position Method Guide For Class IV-VI". The guidebook of bridge position method was developed by researchers using expert judgment, then processed to get perfect results.
Findings: Based on the results of the data analysis obtained from expert validation tests with excellent criteria, it can be stated that the guidebook product of grade IV-VI elementary school is a valid product and can be used as one of the learning resources for learners.

KEYWORDS
guidebook, bridge position, sports education

INTRODUCTION

Education is an important aspect of human life. This means that everyone has the right to education as stated in Article 31 Paragraph 1 of the 1945 Constitution which reads "every citizen is entitled to an education." Everyone gets an education both formally and informally. Formal education is education that is held in schools in general, while non-formal education is a path of education that is outside of formal education that is carried out in a structured and tiered manner. Formal and non-formal education have the same goal of developing the knowledge and potential that everyone has both physically and spiritually. Everyone's knowledge and potential develop while undergoing the learning process (MPR RI, 2015).

The learning process is an activity that everyone undertakes to achieve educational goals. The learning process occurs when there is a reciprocal relationship between teachers and learners who have a specific purpose, the learning process can occur anywhere and anytime. School is one of the places where the learning process takes place, in the Indonesian education system the school level consists of Elementary School, Junior High School, High School, and Higher Education. Elementary school is a level of basic education for everyone is starting an education.

Elementary School must be felt by everyone in starting education, where learners are introduced to various basic knowledge ranging from reading, writing, and numeracy, but not only basic knowledge of reading, writing, numeracy that is introduced to learners, learners are

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also introduced to Sports and Health Physical Education in which there are various movements in the form of locomotor motion, non-locomotor, and also manipulative motion. There is a tendency in giving meaning to the quality of education in Indonesia which considers that education is only related to the cognitive abilities of learners. Umar Tirtarahardja and S. L. La Sulo write that education pays attention to the unity of physical and spiritual aspects, aspects of self (Individuality), and social aspects, cognitive aspects, affective, and psychomotor, as well as the aspect of all human connectedness with himself (Concentric), with the environment and social and nature (Horizontal), and with his God (Vertical). So, education not only talks about cognitive aspects but also talks about physical, spiritual, personal, social, affective, and psychomotor aspects (Tirtarahardja & la Sulo, 2013).

Sports and Health Physical Education Learning is one of the subjects that are in great demand by learners because in learning learners are introduced to various kinds of movements both locomotor motion, non-locomotor motion, and manipulative motion. Locomotor motion is the movement of moving places, where certain body parts move or move places. Non-locomotor motion is defined as a stable skill that is done without or very little movement from the pedestal area. Manipulative motion involves controlling an object, especially with your hands and feet.

The bridge position is one of the non-locomotor movements contained in floor gymnastics materials and is found in the sixth grade. Muhajir (2014) wrote that a bridge position is a form or attitude of the body "recumbent" that cradles, resting on both hands and both feet, with straight elbows and knees. The value of the movement is that placing the legs higher puts pressure on the shoulders and slightly on the waist. The benefits of bridge position movement are to increase body flexibility, increase muscle strength, help form an ideal body, eliminate aches in the waist, and smooth breathing.

Based on the results of needs analysis and observations conducted by researchers, there are still many students in grades IV-VI who have not mastered the entire bridge position movement. One of the obstacles that are often encountered in teaching is the picture that the material is difficult. This problem occurs because of the amount of material that must be mastered by learners, resulting in the lack of mastery of rich techniques for grade IV-VI children. For that, it is necessary to develop a rich exercise guidebook that suits the characteristics of grade IV-VI children.

Based on the results of the researchers' observations, there has been no book that fully discusses bridge position and how to practice bridge position in grade IV-VI in elementary school, therefore a systematic training manual is needed to support bridge position training. Guidebooks also serve to support the learning of students individually both in school and at home. Guidebooks are tailored to the characteristics of learners. The hope is that what is written in the guidebook can be done well by learners and teachers.

Based on the above description and some of these considerations, it takes a guidebook in the training of bridge position for elementary school children grade IV-VI. So that researchers conducted a study with the title "Developing a Guidebook of Bridge Positions for Grade IV-VI Students' Sports Education."

Guidebook

Definition

Gagne in Kustiono argues that "Print media is one of the two-dimensional media that can be used in learning" (Kustiono, 2009). The print media used in learning is very diverse. Print media learning is referred to as a learning medium. Judging from its function, the learning media plays an important role in the learning process. One of the learning media that is often used is educational books. Various study results show that educational books play an important role in improving student learning achievement. Books can provide students with experience, knowledge, and skills about life, whether about oneself, society, culture, and the universe. Educational books are used to learn things, so they must be tailored to the needs of students to provide ease of learning, both formal and non-formal education.

Of the many definitions, Tarigan concluded the meaning of textbooks as follows: "Textbooks are textbooks in a particular field of study, which are standard books, compiled by experts in that field for instructional purposes and purposes, equipped with suitable teaching facilities and easily understood by the wearer in schools and colleges so as to support a teaching program" (Tarigan & Tarigan, 2009).

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 concerning Books Used by the Education Unit Article 1, states that non-textbook lessons are enrichment books used to support the learning process be it knowledge, insight, and skills from the study of certain sciences. The following are the characteristics of textbooks that are categorized as nontext textbooks according to Puskurbuk Depdiknas, namely (1) Books that can be used in schools, but these books are not mandatory books that must be owned by learners, (2) Nontext book is not equipped by evaluation tools, therefore nontext books only contain certain materials related to one or several basic competencies and core competencies that are contained in the content standard, (3) Nontext book dissemination is not done periodically following every level of the class, but is published and can be used for the public, (4) The material or content of nontext textbooks is suitable for use as enrichment materials, or references, or guides to develop insights, knowledge, and skills in learning activities.

Regulation of the Minister of Education No. 2 of 2008 article 6, states that in addition to textbooks, educators can use educator manuals, enrichment books, and reference books in the learning process. The educator guidebook in article 1 explains that the educator guidebook is a book that contains principles, procedures, descriptions of subject matter, and learning models used by educators. It is generally explained also that educator manuals are useful for improving the pedagogical, personality, social, or professional abilities of educators. Educator guidebooks are not only used by educators but can be used by learners.

Based on the description of textbooks and also educator guidebooks, guidebooks are textbooks contained in certain fields of study that contain principles, procedures, descriptions of subject matter, and learning models compiled by experts so that they can be used in schools to support the learning process between learners and educators.

The Functions of Guidebook

The book is one that plays an important role in the development of modern times. Many things are learned from books, even almost everything in terms of human life recorded in books so that truth can be found in books. Textbooks are supporting in the process of teaching and

learning activities in a particular subject. In spite of all that, a guidebook must meet the criteria that are worthy and qualified to be used as teaching guidelines.

Textbooks give readers the opportunity to recall things that have been learned. With the development of the times, textbooks also develop, so that through textbooks readers will get new things. The function of the textbook according to Grene and Petty in Utomo, namely: " (1) Reflects a formidable and modern point of view on the teaching presented; (2) Presents a rich, easy-to-read and varied subject matter that corresponds to the interests and needs of the students, as the basis for the suggested programs of activity so that expressive skills are acquired under conditions resembling real life, (3) Presents a neatly arranged and gradual source of the expressive skills that carry out the main problems in communication, (4) Witness together with manuals accompanying teaching methods and means to motivate students, (5) Present the initial fixation (Deep feeling) necessary and also as a support for practical exercises and tasks, and (6) Presents matching and appropriate materials or means/evaluations and remedies" (Utomo, 2008).

Textbooks or guidebooks are books that must have decent criteria to be used, in addition, textbooks or guidebooks continue to grow with the times so that the information contained in them is new information. So that the function of textbooks or guidebooks is to present materials that are in accordance with needs and then display reliable methods so that they can be used by educators to motivate learners in learning.

Criteria of Guidebook

Books as one of the sources of knowledge that are often used by many people certainly already have decent criteria. A guidebook certainly has the same criteria as textbooks or textbooks that are commonly used in schools. According to Grene and Petty in Utomo, there are ten criteria that should be found in a textbook or a quality textbook and guidebook. The ten criteria, namely: "(1) Must be of interest to the students who use it, (2) Must be able to motivate the students who use it, (3) Must contain illustrations that appeal to the students who use it, (4) Must consider linguistic aspects in accordance with the ability of the students who use it, (5) Must have a close relationship with other lessons, it is better if it can support it with the plan so that everything becomes a whole roundness and integrated, (6) Must be able to stimulate and stimulate the personal activities of students who use it, (7) Must consciously and firmly avoid vague and unusual concepts so as not to have time to confuse students who use them, (8) Must have a clear and firm point of view so that in the end become a point of view for the wearer, 9) Must be able to give a stabilization and emphasis on the values of children and adults, and 10) Must be able to appreciate the personal differences of the wearer students" (Utomo, 2008)

Regulation of the Minister of Education No. 2 of 2008 article 1, regarding educator manuals, states that educator manuals are books that contain principles, procedures, descriptions of subject matter, and learning models for use by educators. In a broader sense, an educator's guidebook is a material book that educators can use to improve their performance in the learning process.

The material contained in the guidebook can be in the form of learning theories, learning media used, learning methods used, learning evaluations, or other types that can support the learning process. Therefore, the material or content of the guidebook can be (1) learning

theories relevant to the material, (2) discussion of learning media in accordance with the material and also how to use learning media in the learning process, (3) discussion of materials related to learning methods, namely materials or content that describes models/approaches/methods/techniques/learning that can be used as guidelines or guidelines for teachers in carrying out activities, and (4) discussion of materials related to learning evaluation, namely materials/contents that describe the steps of learning evaluation or education activities in accordance with the development of educational theory.

All these criteria must be realized so that learners become interested in reading textbooks so that the instructional goals in the book can be achieved. The guidebook should appeal to learners both as a whole from both the content and the cover.

Teknik Menyusun Buku Panduan

Guidebook extension techniques are very important with the aim of achieving a good book that can be understood by learners. Therefore, the guidebook must be clear and interesting for learners, in addition, the grammatical element must be clear and in accordance with learners. Guidebook extension techniques according to Prastowo there are several provisions that are used as guidelines, including: "1) The title and material presented must be based on basic competencies and subject matter that must be achieved by learners, 2) To compile printed teaching materials there are six elements that need to be considered, namely: a) the arrangement of the appearance is clear and interesting. In terms of stacking, it should be arranged in easy order, with short titles, there is a table of contents, the cognitive structure is clear, there is a summary and the reader's task, b) easy language. The point is the flow of vocabulary, the clearness of sentences and the clear relationship between people, the sentences used are not too long, c) able to test understanding. Assess through the person or checklist for understanding, d) the presence of stimulants. This concerns the taste of the book so that it encourages the reader to think, e) ease of reading. The letters used should not be too small, the order of the text should also be structured and easy to read, f) instructional material. Concerning the selection of texts, study materials, and worksheets" (Prastowo, 2015).

Steps in Composing a Guidebook

Putting together a book has stepped in it. The following are the steps to follow the guidebook according to Kurniasih are as follows:

1) Analyzing the needs of guidebooks, there are three things that need to be done when making a guidebook including:
   a) KI-KD analysis, useful for determining what competencies require guidebooks
   b) Analysis of learning resources, including availability, suitability, and ease in utilizing them
   c) Choosing and determining guidebooks. It aims to meet one of the criteria that the guidebook should be of interest and can help students to achieve competence
2) Compiling a guidebook, making a guidebook should consider the following:
   a) The appearance of the book (Shape, size, color) can attract students, short and clear titles, there are a table of contents, frame of mind, fulfilling the principles of teaching materials, and assignments

b) The use of easy-to-understand language and simple vocabulary, clarity of sentences, and interrelationships between sentences
c) The presence of stimulus or stimulation of thought with sentences that encourage readers to think
d) Meet ethics and aesthetics by not violating the rules of writing, and is good to read
e) The material must be instructive, concerning the selection of texts, study materials, and worksheets
f) Determine the meter or content to be made
g) Know the target of the reader

3) The provision of making a guidebook, the writing of a guidebook is needed several provisions so that the book is compiled provides complete information, including:
   a) Paying attention to the contents of the book, including the book must contain minimal material that must be mastered by learners, relevant to the purpose of learning, adjusting to the development of science, content, and materials referring to the development of concepts
   b) Pay attention to the requirements of presentation, namely: the existence of regularity, The content of the book should be contextual, of interest to the reader, stimulating to read and learn, referring to cognitive, affective, and psychomotor aspects, and presentation using scientific and formal language
   c) Meeting the provisions of the language, including using good and correct Indonesian, using sentences that correspond to the knowledge and development of the reader's goals, using terms, vocabulary, indexes, easy-to-understand symbols
   d) Fulfilling the provisions of illustration, namely: relevant to the concepts and principles presented, is a solid part of the teaching material, clear, good, and is essential that helps clarify the material
4) The format of the guidebook, in general, the guidebook must contain:
   a) The initial section contains the appearance of the book (Cover, title, author, cover image, and year of publication), preface, table of contents
   b) The contents section, including the material or contents of the book containing the subject matter at the core of the book
   c) The final section, including appendix, glossary, and literature
5) The format of the evaluation of the guidebook, the evaluation component includes:
   a) The components of content feasibility, namely the conformity of KI and KD, conformity with child development, conformity with the needs of teaching materials, the truth of the substance of learning materials, benefits for the addition of insights, and conformity with moral values and social values
   b) The language component includes readability, clarity of information, conformity with the rules of Indonesian, and the effective and efficient use of language
   c) Presentation components include clarity of objectives (indicators) to be achieved, order of presentation, provision of motivation and attractiveness, interaction, and completeness of the material
   d) Components of graphing include the use of fonts (Types and sizes), layout, illustrations, images, photos, and display design.

Bridge Position

Gymnastics originated in ancient Greece which aimed to train disciplines, combining physical skills, coordination, dexterity, elegance, strength, and skill as well as acrobatics. Gymnastics itself began to enter Indonesia in 1912 brought by the Dutch. Gymnastics has many kinds, rhythm gymnastics, aerobic gymnastics, artistic gymnastics, and floor gymnastics.

Bridge position is one of the materials from gymnastics, especially floor gymnastics. According to Agus, "Floor gymnastics is one form of dexterity gymnastics that is done on the mat that does not use special equipment to practice it". In line with that Andriyani argues that "floor gymnastics is gymnastics whose movements are carried out on the mat, the elements include jumping, rolling, jumping and spinning in the air and sticking with hands and feet" (Prastowo, 2015). From the above understanding, it can be known that floor gymnastics is gymnastics that is done on a mattress that rests on the hands and feet with the element of jumping, rolling, jumping, and spinning in the air.

The elements of floor gymnastics include:

1) Strength. Strength is very important for someone who will do floor gymnastics. When someone wants to expand the energy range of his body, it requires a good element of strength;
2) Balance. Body balance means a person can control his body in a balanced manner when doing floor gymnastics;
3) Flexibility. Flexibility is useful for a person when doing the same movement in a long pause, often someone has done the movement repeatedly so that when doing it again he is not awkward or confused. A flexible body has flexibility in doing a variety of movements such as roll, wheeling, upside down, and bridge position; and
4) Courage, in sports a person is required to overcome his fear, therefore in floor gymnastics, one must have courage so that when doing various movements will be easier without any fear.

Bridge position as part of floor gymnastics has a pedestal on both hands and also on the feet. According to Mahendra (2000), "Bridge position is the attitude of stretching with the position of the feet and hands resting on the mat in an upside-down state by stretching and lifting the abdomen and pelvis". Hidasari and Bafadal (2020) also wrote that "Bridge position is a skill in floor gymnastics that requires flexibility of the waist, shoulders, and arms". Therefore, success in the development of bridge position movement is very dependent on physical and muscle strength. Muscle strength here is the strength of the hand muscles, the strength of the leg muscles, and then the flexibility of the body. In addition, of course, the way or attitude in doing bridge position is very influential in the success of doing bridge position.

Here is how to do bridge position:

1) The initial attitude of standing upright, both legs opened shoulder width;
2) Straighten the arms up, lower the head, flex the body backward slowly until both arms touch the floor; and
3) Maintain the position for a while before returning to the initial attitude.

The attitude of doing bridge position can also be helped by friends, friends standing next to the body, then wrapping both arms around the waist and then lowering slowly. In addition, help can be given by two people, by holding each other, then the handle is placed right at the waist.

In a sport, of course, there are mistakes that can be made and can even be scattered. Therefore, the following are the mistakes that are often made when doing bridge position, namely, 1) the distance of both hands and feet is too far, 2) crooked elbows due to the stiffness of the elbows and shoulders, 3) the body is less curved (stretched), due to lack of weakness/suppleness of the back and stiffness in the abdominal muscles, 4) the attitude of the head that is too relaxed.

The Truth about Learning Source

Books are one of the teaching materials that are easy to find and used as a learning tool in school. Teaching materials are learning tools or tools containing learning materials, methods, boundaries, and ways of systematically evaluating those designed that contain the goals to be achieved. In addition, teaching materials are information, tools, and texts that teachers need for learning planning.

From the above understanding, it can be concluded that teaching materials are a means of information, tools, and texts containing learning materials, learning methods that are arranged systematically to achieve the goals that have been set. A teacher must have the ability to design teaching materials that play a role in the success of the learning process. Therefore teaching materials have the following characteristics, 1) Self-instructional (Teaching materials made must have the ability to explain so that students are able to teach themselves), 2) Self-contained (Teaching materials must contain things needed in the learning process. Such things as learning goals to be achieved, systematic learning materials), and 3) Self-instructional material (Teaching materials made must be able to trigger learners to be active in the learning process).

Lestari (2013) stated that "The ability of teachers in designing or preparing teaching materials becomes a very instrumental thing in determining the success of the learning and learning process through a teaching material. Teaching materials can also be interpreted as any form of material that is arranged systematically that allows learners to learn by being designed according to the applicable curriculum. With teaching materials, teachers will be more demanding in teaching materials to students and achieve all predetermined competencies."

The Truth about Sports and Health Education

Sports and Health Education learning is synonymous with physical fitness and also psychic, in which the process of learning activities involves basic movement experience and also learning about how to maintain health in sports. Gusril in his book explained that Sports and Health Education is part of education that prioritizes the movement, growth, and development of learners that are carried out in harmony, harmony, and balance. The Law on the National Sports System of 2005 Article 1 paragraph 11 explains that: "Sports education is physical education and sports that are carried out as part of an orderly and continuous educational process to acquire knowledge, personality, skills, health, and physical fitness".

Sports and Health Education is one of the subjects taught in schools, where Sports and Health Education becomes one of the important subjects in education, through a variety of fun physical activities will certainly help learners in developing both physically, and psychologically. Rosdiani said that through well-directed physical education, children will develop skills that are useful for filling leisure time, engaging in activities conducive to

developing a healthy living, developing socially, and contributing to their physical and mental health.

Sports and Health Education is not only an additional subject that makes learners busy, but Sports and Health Education has an excellent impact in physical activity and psiskis for learners through the movement activities in it that make learners become more developed in knowledge and physical, then develop socially and make learners able to maintain their health and also endurance.

Characteristics of 4th-6th Grade Students

Everyone must experience growth and development, ranging from still in the womb to adulthood. Growth according to Arifin in Husdarta and Kusmaedi is, "addition in the size, weight or size of the body and its parts" (Husdarta & Kusmaedi, 2014). According to Hurlock in Husdarta and Kusmaedi: "Development is not merely the addition of a few centimeters to one's height or an increase in one's abilities, but a process of integration of many complex structures and functions" (Husdarta & Kusmaedi, 2014).

More growth leads to physical changes in a person, such as height and weight, teeth growth, growth of hair, muscles getting bigger, increasing bone length, increasing lung or heart, the number of teeth that increase. While development is more likely to lead to changes psychologically from the influence of the surrounding environment, developments that occur such as motor development and cognitive development. Husdarta and Kusmaedi (2014) stated: "Motor development is the development of mastery of the degree of control of body movements through work/functional coordination between the neural system and the muscular system". Furthermore, Husdarta and Kusmaedi stated that "Cognitive development is a development that is functional and higher in quality than motor development" (Husdarta & Kusmaedi, 2014).

Motor development can be referred to as the development of the element of maturity and control of body movements. Motion is a major element in a child's motor development. Therefore, children's motor development will be clearly visible from the various movements and games they do. The more often the child moves or plays, the child will increasingly master his motor movements.

There are key elements in motor learning related to a child's movement. The main elements are as follows:

1) Strength. Strength is the ability of a group of muscles to generate energy during contractions, such as walking, running, and jumping. Strength is a prerequisite in motor learning, this power will make the child agile, energetic, and have the speed that eventually makes the child better understand his motor movements;
2) Speed, speed is the ability to perform a movement quickly and easily with the shortest time. Not all movement activities require an element of speed. But what needs to be observed is not only the accuracy of the feet in running to show speed but speed related to the rest of the body;
3) Power. Power is the ability to exert maximum effort as quickly as possible. Power is done requires strength and speed with the aim to be able to perform motor movements quickly and maximally;
4) Resilience, resilience is divided into two, which are the resilience of the students is related to strength and the resilience of the students with their respiratory circulation.

Both types of endurance are important in performing various motor movements, especially those related to strenuous activity. Like push-ups, learners need to have a high level of endurance in order to do push-ups longer. This resilience can also be improved with exercise so that it is better for learners in doing their motor activities;

5) Agility, agility is the ability of a person to change the direction and position of the body quickly and precisely at a time moving from one point to another. Like zigzagging runs, the faster the time taken, the higher the agility of learners. Agility requires strength, endurance, and speed to perform motor movements quickly and precisely in the smallest possible time;
6) Balance, balance is a person's ability to maintain the body in two forms namely static balance and dynamic balance. Static balance refers to maintaining the balance of the body when standing somewhere. Dynamic balance is the ability to maintain body balance when moving from one place to another;
7) Flexibility. Flexibility is the ability of all organs of the body in flexing and flexing the body. Flexibility becomes one of the factors of proficiency in changes in motion. When doing several movements differently, it takes a body that can adjust to each of these movements. Therefore, the flexibility factor is needed so as to help learners in doing various motor movements well; and
8) Coordination, coordination is an important factor that also determines every motor movement. Coordination becomes the basis for performing every movement, especially complex movements. Therefore, coordinated motor movements are interpreted as the ability of the implementer to integrate this type of movement into a more specialized form.

Cognitive development, according to Piaget in his journal Part 1 entitled Cognitive Development in Children: Development and Learning write that each learner has four phases of development:

1) "Sensory-motor, preverbal stage, lasting approximately the first 18 months of life" (Piaget, 1964). At this stage the child experiences the development of practical knowledge which is a substructure or basis of his knowledge in the future;
2) "In a second stage, we have preoperational representation the beginnings of language, of the symbolic function, and therefore of thought, or representation" (Piaget, 1964). In the pre-operational stage (2-7 years) the child does not have an organized and systematic system of thinking but the child has begun to understand reality in the environment through existing symbols;
3) "In a third stage the first operations appear, but I call these concrete operations because they operate on objects, and not yet on verbally expressed hypotheses" (Piaget, 1964). At the concrete operational stage (7-11 years), the child is already able to use logic but only physical or concrete;
4) "In the fourth stage, these operations are surpassed as the child reaches the level of what I call formal or hypothetic deductive operations; that is, he can now reason on hypotheses, and not only on objects" (Piaget, 1964). The fourth stage is formal operations (11-15 years), this stage is the point where children are able to use logic and think abstractly so that they are no longer glued to concrete objects.

Primary school children in grades four-six (IV-VI) have an age range between 9-11 years, this means the character of learners is at a concrete operational stage where they have the ability to perform various tasks that are concrete. At this stage, the child's logical reasoning replaces his intuitive reasoning, but only in concrete situations. Concrete operations allow children to coordinate several characteristics so that children are not fixated on one quality object. The child will develop the ability to retain memories against substances.

Piaget writes that at the concrete operational stage there are several important processes that occur, namely:

1) Sequencing. Sequencing is the child's ability to sequence objects based on size, shape, or other characteristics. For example, when given objects of different sizes, they were able to sort them from the largest to the smallest or vice versa from the smallest to the largest;
2) Classification. It is the ability to name and identify a series of objects according to their appearance, size, or other characteristics, including the idea that a series of objects can include other objects in the circuit. Children no longer have logical limitations in the form of animism (The assumption that all things are alive and callous);
3) Decentering. Decentering is the ability of children to begin to consider some aspects of a problem to be able to solve it. For example, children no longer consider a wide cup but short less content than a small cup that is high;
4) Reversibility. It is the child's ability to begin to understand that numbers or objects can be changed, then return to their original state. For that reason, the child can quickly determine that 4 +4 equals 8, 8-4 will equal 4;
5) Conservation is the ability to understand the quantity, length, or the number of objects that are unrelated to the arrangement or appearance of such objects or objects. For example, if a child is given a cup that is the same size and contents, they will know that if water is poured into another glass of different sizes, the water in the glass will remain the same as the contents of other cups; and
6) The removal of egocentrism. The removal of egocentrism is the ability to see things from the other person's point of view (Even when the person is thinking the wrong way).

In addition, high-class elementary school students also have some of the following characteristics:

1) Learners have an interest in concrete daily practical life;
2) Learners are more realistic and have curiosity and want to learn high;
3) Learners have an interest in special things or subjects;
4) At the age of 11, the child needs the help of a teacher or other adults to complete the task and fulfill his wishes. At this age, participants generally get tasks with burdens and face their tasks freely and try to complete them themselves;
5) Students view values as the right measure of school performance; and
6) Children like to form peer groups. Usually to be able to play together. In games usually, children are no longer bound by the rules of traditional games, but rather they make their own rules.

Grade IV-VI elementary school children have characteristics that are concrete operations. Learners can already do activities that are abstract, where the use of logic by learners is growing

well. Learners can determine what is good and what is not good, can measure, determine a good sequence, and learners can begin to be able to solve a problem. Learners tend to be more independent but still need guidance from parents and teachers in completing things that are not yet understood by learners.

METHOD

The research method used in this research is Research and Development or so-called Research and Development (R&D). According to Borg and Gall (1983), research and development is "A process or method used to validate and develop a product." The product developed by the researchers is a guidebook with the title "Bridge position Method Guide For Class IV-VI". The guidebook of bridge position method was developed by researchers using expert judgment, then processed to get perfect results. Thus, the quality of the product, the conformity of the material with predetermined compensation, and the effectiveness and effectiveness of the use of the guidebook of the rich method by learners and teachers can be achieved properly (Sugiyono, 2019).

A guidebook of bridge position methods will be developed based on the stages of Borg and Gall. Furthermore, Borg and Gall presented ten stages in development research are as follows: 1) Research and information collecting, 2) Planning, 3) Develop a preliminary form of product, 4) Preliminary field testing, 5) Main product revision, 6) Main field testing, 7) Operational product revision, 8) Operational field testing, 9) Final product revision, and 10) Dissemination and implementation (Hamdani, 2011). In this study, these steps are only carried out until the ninth stage because dissemination is not yet needed for literary level one (S1).

RESULTS AND DISCUSSION

The development model carried out in this study is the Borg & Gall model (1983). The stages in its development are potential and problems, data collection, product design, product validation, product trials. Here is an explanation of these stages:

Data Collection

Data collection activities are carried out through observation to find out the activities of learning on rich materials in Sports and Health Education. The place where this observation is done is at SDN Karet 01 Pagi located Jl. Karet Belakang No. 2, Karet, Kec. Setia Budi, South Jakarta Prov City. D.K.I. Jakarta. Here are the observations obtained by the researchers:

The learning activities of Sports and Health Education at SDN Karet 01 Pagi Setiabudi South Jakarta were conducted online. This is due to the Covid-19 pandemic. During this pandemic, online learning activities must be followed by both teachers and learners.

Based on the results of observations made in class IV-VI SDN Karet 01 Pagi Setiabudi South Jakarta, researchers observed the learning process of Sports and Health Education, especially bridge position material in its activities carried out by learners through online learning and also saw the books used, researchers found that learners had difficulty in practicing bridge position independently. This problem occurs because of the amount of material that must be mastered by learners, while the books used have been mixed with other materials so that very much material that eventually makes learners difficult in mastering bridge position techniques. In every Sports and Health Education book, there are various kinds of sports activities or materials that must be mastered by learners. Therefore, researchers

decided to develop a rich guidebook so as to facilitate learners in doing bridge position activities both at home online when learning and in mastering materials for learners.

Product Validation

Validation of the guidebook development product for grade IV-VI elementary school was tested by three expert lecturers, consisting of one material expert, one linguist, and one media expert.

Validation of Material Experts

Assessment of the product of bridge position guidebook by material experts submitted by researchers to Dra. Rosinar Siregar, M. Pd as a lecturer of PGSD Faculty of Education, State University of Jakarta. Validation of this product is done on November 18-November-2021. Validation results of expert trial material, are as follows:

Table 4.1 Material Recapitulation Results

Aspects	Score Criteria	Acquisition Score	Presented
Contents of Materials	20	18	90%
Bridge Position Technique	25	25	100%
Total	**45**	**43**	**95,55%**

Source: Based on the instrument assessment data recapitulation by a linguist (Dra. Rosinar Siregar, M.Pd.) on November 18th, 2021

Based on the results of material expert validation calculations, the rich guidebook for grade IV-VI elementary schools gets a score of **95.55%** with excellent categories, and there are no revisions or suggestions of improvement from material experts.

Linguist Validation

The assessment of the product of the rich guidebook by linguists was submitted by researchers to Dhanu Priyo Widodo, S. Pd., M. Pd as a lecturer of PGSD Faculty of Education, Cendrawasih University. Validation of this product is done on November 23-November-2021. The results of the linguist trial validation, are as follows:

Table 4.2 Linguist Recapitulation Results

Aspects	Score Criteria	Acquisition Score	Presented
Language	65	62	95,38%
Total	**65**	**62**	**95,38%**

Source: Based on the instrument assessment data recapitulation by a linguist (Dhanu Priyo Widodo, S.Pd., M.Pd.) on November 23rd, 2021

Based on the results of the linguist validation calculations, the rich guidebook for grade IV-VI elementary schools received a score of **95.38%** with excellent categories, and there were no revisions or suggestions of improvement from material experts.

Media Expert Validation

The assessment of bridge position guidebook products by media experts was submitted by researchers to Drs. Dudung Amir Soleh, M. Pd as a lecturer of PGSD Faculty of Education, Jakarta State University. Validation of this product is done on November 15-November-2021. The results of the media expert trial validation, as follows:

Table 4.3 Media Expert Recapitulation Results

Aspects	Score Criteria	Acquisition Score	Presented
Guidebook Component	35	32	91,42%
Guidebook View (Visual)	40	40	100%
Printers	20	20	100%
Printing	15	15	100%
Total	**110**	**107**	**97,27%**

Source: Based on the instrument assessment data recapitulation by a linguist (Drs. Dudung Amir Soleh, M.Pd.) on November 15th, 2021

Based on the results of the calculation of media expert validation, the rich guidebook for grade IV-VI elementary schools received a score of **97.27%** with excellent categories, and there were no revisions or suggestions of improvement from media experts.

Product Trials

The product trial phase is carried out after going through the validation stage by material experts, linguists, and media experts. This guidebook product is tested on learners.

In the trial phase, researchers only arrived at the one-to-one trial stage involving 5 learners from SDN Karet 01 Pagi South Jakarta. Learners are selected heterogeneously based on the ability in class, then learners are given an explanation of the rich guidebook, and the 5 learners are given books to read and then give assessments using the questionnaires shared. The results of the learner's response to the rich guidebook can be seen in the following table:

Table 4.4 Results of One To One Trial Recapitulation

No.	Name	Rating Score												%
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
1	Khairul	1	0	1	1	1	1	1	1	0	1	1	0	75%
2	Nadin	1	1	1	1	1	1	1	1	1	1	1	1	100%
3	Ahmad	1	1	1	1	1	1	1	1	1	1	1	1	100%
4	Najwa	1	0	1	1	1	1	1	1	1	0	1	1	83,33%
5	Asyah	1	1	1	1	1	1	1	1	1	1	1	0	91,66%
Average Percentage														**89,99%**

Source: Based on the trial data recapitulation on December 8th, 2021

Based on the results of the recapitulation for the one-to-one trial, if viewed from the score, the bridge position guidebook product has excellent criteria and is worth using with a score of **89.99%.**

In interpreting quantitative data into qualitative data used references as follows:

Table 4.5 Categories Data Analysis Score Interval

No.	Score Interval	Category
1	0%-20%	Very Lacking
2	21%-40%	Less
3	41%-60%	Enough
4	61%-80%	Good
5	81%-100%	Excellent

CONCLUSION

The product design and development phase begins by considering existing obstacles and sources to support product development. Then, continued by sorting ideas or ideas that have been prepared, determining the contents of the book, determining images to clarify the content, then the editing stage by drafting products. Furthermore, the product is validated to determine if the product is valid and the service is used. Products are validated by experts and score 95.55% for material eligibility with "excellent" categories, 95.38% for language eligibility with "excellent" categories, and 97.27% for media eligibility with "excellent" categories. After validation, the researchers then conducted a trial of the grade IV-VI elementary school guidebook. However, due to Covid-19 researchers finally only conducted one-to-one research with five learners at SDN Karet 01 Pagi South Jakarta. The score obtained from the results of the one-to-one trial is 89.99% with the category "excellent". Based on the results of the data analysis obtained from expert validation tests with excellent criteria, it can be stated that the guidebook product of grade IV-VI elementary school is a valid product and can be used as one of the learning resources for learners.

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