

GROSS MOTOR SKILL PROFILE OF AGES 9-10 YEARS OLD

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Abstract

This research was conducted to determine the development of gross motor skills in students of SDPN 252 Setiabudi Bandung. This study used a descriptive method, with the instruments Test Of Gross Motor Development-2 (TGMD-2) and Movement Assessment Battery For Children-2 (MABC-2). The sample in this study were grade 3 students at SDPN 252 Setiabudi Bandung. The results of the study are that students' gross motor skills are in various stages, with the percentage of TGMD-2 as follows: those in the category above average 49%, in the average category 36%, then in the below average category 7%, and in the poor category 8 %. Then for the results of the MABC-2 percentage as follows: in the green group (no significant motor difficulties) 80%, the rating in the yellow group (requires further motor handling) 15%, and the rating in the red group (significant motor difficulties) 5%. With this it can be concluded that the gross motor skills of elementary school students at SDPN 252 Setiabudi Bandung in grade 3 are at a fairly good level or not too far from the gross motor skills of general elementary school age students.

Keyword:

Motor Skills, Gross Motor, elementary school

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Introduction

With the advancement of science and technology it makes it easy to run everyday life, this causes the child to move less which will affect the child's motor skills. Everyone's motor skills are different, many factors that influence it include age and motion experience. Research conducted by Logan (2012) procedures, subjects, and findings in his research suggested that: Competence in the motor domain is associated with positive and health related outcomes. Physical education teachers often provide assessments into their programs to measure motor competence for various reasons. This study is to compare the results of motor assessment of the Dirt Motor-2 Development Test (TGMD-2) and Movement Battery Assessment for Children-2 (MABC-2) in school-age children.

According to Singer (in Mahendra, 2017, p.6) argues that "Skills are a degree of success that is consistent in achieving a goal efficiently and effectively." According to Logan (2012, p. 2) argues that "Motor competence is based on the proficiency level of one's motor abilities and motor skills. Motor competence should be viewed as a continuum with children displaying varying levels of skillfulness in the motor domain."

According to Rosdia (in Riyanto 2016, p. 16) suggests that "Physical education is a medium to encourage motor development, physical abilities, knowledge, reasoning, appreciation of values, and habituation of healthy lifestyles that lead to stimulating balanced growth and development. " Meanwhile, according to Sudewiyani (2012, p. 96) suggests that "Physical education plays an important role in the growth and development of children, and play activities that form motor skills." It can be concluded that physical education and children's motor skills cannot be separated, and also by properly managing physical education programs or media can form the child's motor skills themselves.

Sheikh (2011, p. 1724) states that:

Also the studies of some people like Delicates, Frosting, Karate, Bewares, Aries, Brash Walt and others about perceptual motor skills development and its effect on child development, has interested many parents and educators about the quality of doing this procedur so that many groups including specialists involved teaching specially in primary school applied these methods in the practices.

It can be concluded that the role of physical education teachers is very important in the development of children's motor skills during development. Determination of teaching materials and teaching methods of physical education will also be achieved if educators know the motor skills of their students by means of teachers being able to assess motor skills of their students. By knowing motor skills for students, teachers can provide and

deliver teaching materials well and can also be used by teachers to find out the needs of students so that they can use appropriate teaching methods.

According to Yudanto (2010, p. 41) stated that "The development of motor perceptual abilities should be noted and monitored by the physical education teacher. The role of physical education teacher is very important in the development of motor skills of children in their development. Determination of teaching materials and methods of teaching physical education will also be achieved if educators know the motor skills of their students by means of teachers being able to assess motor skills of their students. According to Hurlock (1978, p. 163) the functions of motor skills are as follows:

1. Self-Help
2. Social-Help
3. Play skills
4. School skills

There are several factors that can affect motor development, according to Ma'mun and Saputra (2000,

p. 54) conditions that have a large impact on the rate of motor development:

1. learning process factors
2. personal factors
3. situational factors

Meggit (2013, p. 162) states that "In general, boys develop gross motor skills better than girls, except for the ability to balance themselves and the ability to move, especially for playing jump rope and jumping." According to Amri (in Soetjningsih, 2012, p. 188) stated that "Boys are generally superior in skills related to throwing and striking, while girls are in skills such as skipping, galloping, and hopping." According to Budiman and Hidayat (2015, p. 22) characteristics of children up to age 9 years or between 10-12 years:

1. Imaginative and enjoy rhythmic sound and motion.
2. Enjoys repeat activities and is competitive, and has a great curiosity.
3. Always think of something that is needed and enjoy group activities.
4. Increased interest in organized games.
5. Tends to compare himself with his friends, happy to imitate an idol.
6. Easily happy and sad, always wanting adult approval about what to do.
7. Enjoy active games.
8. Interest in competitive sports and organized games increases.
9. A sense of pride for high mastered skills.
10. Seek adult attention

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11. High heroism worship.
12. Easily excited, emotional condition is not stable.
13. Begin to understand the meaning of time that wants to achieve something in time.

Furthermore according to Allen and Marotz (2010, p. 197) the characteristics of motor skills in children aged 9 to 10 years are as follows:

1. Throwing the ball correctly; writing, scribbling, and displaying other fine motor skills with better. This phase is indicated by the better fine motor skills, especially in girls.
2. Using arms, legs, palms and soles with ease and better determination; boys tend to be better at doing gross motor activities.
3. Run, climb, jump rope, swim biking and glide skillfully and confidently.
4. Loves team sports, but still needs to improve some of the complex skills needed.
5. Love to use hands to make arts and crafts, cook, craft using wood, sew and build or disassemble objects, such as clocks or telephones.
6. Draw in detail; happy to practice his handwriting becomes more perfect.

Method

In this study, according to the title the researcher adopted, a descriptive research design was used. According to Ali (2013, p. 131) suggests that "Descriptive research methods are used to try to solve or answer the problems that are being faced in the current situation." Descriptive research is one way to find out or describe the situation of existing phenomena, which are taking place now or in the past.

Population & Sample

The population that researchers used in this study were students aged 9-10 years at SDPN 252 Setiabudi Bandung, totaling 120 people, 66 male students and 54 female students.

Instrument

According to Sugiyono (2014, p. 133) suggests that "Research instruments are used to measure the value of the variables studied." In this study, the instruments used were two tests to measure motor skills, namely TGMD-2 and MABC-2. TGMD-2 is the Test of gross motor development-second edition, a measure widely used to assess the competence of children's basic movement skills, this test assesses six locomotor skills and six object control skills. MABC-2 is a Movement assessment battery for children-second edition, a referenced test requiring a child to perform a series of motor tasks in a specially defined manner was invented, Henderson and Sugden (1992).

Result

This stage the researcher explained the results of the study related to the profile of gross motor skills of elementary school (SD) students aged 9-10



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years. The presentation of the results of this study is presented based on the instruments used, namely TGMD-2 (Test Of Gross Motor Development-2) and MABC-2 (Movement Assessment Battery For Children-2). Researchers took data in SDPN 252 Setiabudi Bandung in class 3 which totaled 105 children, class 3A (35; 17 Men, 18 Women), B (36; 16 Men, 20 Women), and class C (34; Development-2) dan MABC-2 (Movement Aesessment Battery For Children-2). Following are the results of data analysis of the gross motor skills profile of students aged 9-10 in SDPN 252 Setiabudi.

	N	Rata-rata(X) Dalam %	Presentase Locomotor	Presentase Object Control	Presentase Include
TGMD-2 Keseluruhan Kelas	105	-	68,75 %	58,33%	-
Above Average	7	7%	-	-	16,12
Average	52	49%	-	-	49,51
Below Average	38	36%	-	-	16,12
Poor	8	8%	-	-	6,87

	N	Rata-rata(X) Dalam %	Presentase Include
TGMD-2 Keseluruhan Kelas (Perempuan)	53	-	-
Above Average	7	13%	16,12
Average	29	55%	49,51
Below Average	14	26%	16,12
Poor	3	6%	6,87

	N	Rata-rata(X) Dalam %	Presentase Include
TGMD-2 Keseluruhan Kelas (Laki-laki)	52	-	-
Above Average	-	-	-
Average	23	55%	49,51
Below Average	24	26%	16,12
Poor	5	6%	6,87

	N	Presentase
MABC Keseluruhan kelas	105	-
Tidak ada kesulitan motoric yang signifikan	84	80%
Diperlukan penanganan motoric lebih lanjut	16	15%
Kesulitan motorik yang signifikan	5	5%

	N	Presentase
MABC Keseluruhan kelas (laki-laki)	52	-
Tidak ada kesulitan motoric yang signifikan	45	88%
Diperlukan penanganan motoric lebih lanjut	6	12%
Kesulitan motorik yang signifikan	0	0%

	N	Presentase
MABC Keseluruhan kelas (perempuan)	53	-
Tidak ada kesulitan motoric yang signifikan	39	74%
Diperlukan penanganan motoric lebih lanjut	9	17%
Kesulitan motorik yang signifikan	5	9%



Discussion and Conclusion

Based on the results of data processing and data analysis, the conclusions of this study are:

1. Coarse motor skills by using the TGMD- 2 test for the whole class of children aged 9-10 years is good because it meets the average standard TGMD-2 descriptive rating and can perform tasks well as well.
2. Coarse motor skills by using the TGMD-2 test for the whole class of female students and male students aged 9-10, when compared to the overall results of the class of female students with the class results of male students can be seen that the gross motor skills of female students better than the gross motor skills of male students for the TGMD-2 test.
3. Coarse motor skills by using the MABC- 2 test for the whole class of children aged 9-10 years is good because there are no significant motor difficulties in the MABC-2 descriptive rating and can perform tasks well.
4. Coarse motor skills using the MABC-2 test for the whole class of female and male students aged 9- 10 years, when compared to the overall results of the class of female students with the overall results of the male class it can be seen that the gross motor skills of male students men are better than the gross motor skills of female students for the MABC-2 test.

Acknowledgement

It is very likely that the development of gross motor skills needs to be supported by school policies to become a booster so that children's motor skills become one of the main curricula in elementary schools.

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