
The Role of Schools in Improving Physical Motor Development of Children in Learning at SD Negeri 2 Wlahar Purbalingga Regency

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ABSTRACT

This study employs a literature review method by examining various articles and books. The purpose of this research is to determine the physical motor development of children at SD Negeri 2 Wlahar, Purbalingga Regency, and to describe the role of schools in enhancing children's physical motor development. In addition to the literature review, data collection methods in this study include observation, interviews, and documentation. This research adopts a descriptive approach to explain the phenomena or events observed in the field. The subjects of this study were 68 students from grades 4 to 6. Data analysis techniques utilized in this study include pre-field and field analysis using the Miles and Huberman model, which encompasses data reduction, data display, and conclusion drawing. The results indicate that all students exhibit varying levels of physical motor development, which continuously evolves according to their learning activities. Schools play a crucial role in fostering the motor development of their students.

Keywords: Development, Physical Motor, School Role.

INTRODUCTION

Education in Indonesia is generally grouped into several age levels. Starting from the PAUD level, namely KB / Kindergarten for ages 3 – 6 years, elementary school levels aged 7 – 12 years, junior high school levels 13 – 15 years, and high school 16 – 18 years, the rest is the lecture period. The standard age in Indonesia when entering elementary school is 6 years and finishing (graduating) at 12 years, although sometimes children finish elementary school at 13-14 years. If referring to the groupings of the stages of child development, then elementary school-age children (SD) are in two main developmental periods, namely middle childhood (6-9 years) and late childhood (10-13 years). Because in childhood this begins with the age of 3-6 years, children are still in school at the early childhood level.

The development of elementary school children (SD) is a group that has undergone many mental and physical changes. The physical development of elementary school-age children follows generally used principles, such as the type of change, physical growth patterns, developmental characteristics, and differences in each child (Cleland Donnelly et al., 2016). A fairly specific type of change is a change in proportion or shape in children in height and weight. In this phase, the child's physical growth must occur and will change every time while still in the growth period (Hochberg, 2011). Children will gain height, and strength, weight and

learn more various other skills and physical development at this time is relatively slow but consistent so that it can be known as a quiet period. (Puspita et al., 2018)

Physical development in elementary school-age children includes biological growth such as brain, muscle, and bone growth (Saavedra & Prentice, 2023). If the child's physical development develops well, it will impact his motor skills. Vice versa, if you experience impaired physical development, it will disrupt the child's motor skills. Basic motor skills serve as the foundation for subsequent skills. In other words, the skills of the child depend largely on the basic motor abilities of the child himself (Rinaldi & Yudanto, 2019)

Motor skills play an important role in every activity. Good motor skills can help a person do all his activities well, too. But if the motor skills are impaired, it will hinder other abilities, such as the ability to socialize with friends and the ability to perform daily tasks or activities both at school and at home. Physical-motor impairment of children who have abnormalities or disabilities in such a way that requires special education services. (Wicaksono & Nurhayati, 2013)

Children of elementary school age (SD) have different characteristics from children who are younger. At elementary school age, children still like to play, like to do activities, like to work in groups, and like to feel and do things directly (Daniels, 2023). Therefore, teachers should develop a learning process that links games with lessons, then teachers can also try to move or move, children are also taught how to work or learn in groups, and teachers provide opportunities for children to be directly involved in learning.

The aspect of motor development is one aspect of development that can integrate development into other aspects (Haywood & Getchell, 2021). Physical motor development can be interpreted as the development of elements of maturity and control of body movements. This physical development has a very important role in the child's own life, both directly and indirectly. Physical development directly affects children's moving skills. While indirectly, a child's physical growth and development affect the way a child views himself and the way a child views others, physical development will go hand in hand with his motor development (Goodway et al., 2019). Impaired physical motor development at the age of elementary school children becomes an obstacle in its own activities, including children's difficulty playing with their friends, children being more often alone, children becoming quiet and embarrassed to receive commands from teachers such as writing and speaking, erasing blackboards and so on.

The function of national education according to the School is an educational unit that serves child development on formal, non-formal, and informal channels at every level and type of education (Fakhrudin, 2019). As a place that serves child development, schools are obliged to foster and improve children's development, both cognitive development, social emotional development, moral development, and physical motor development.

This study offers several key benefits. It provides valuable insights into the comprehensive role schools play in children's physical motor development, helping educators, parents, and policymakers appreciate their contributions. The findings can improve educational practices, especially in elementary schools, by implementing strategies that enhance motor

skills (Petrigna et al., 2022). Additionally, the study supports the development of policies prioritizing physical motor development, leading to better resource allocation and program creation. By emphasizing the importance of balancing cognitive, social, emotional, moral, and physical development, schools can adopt a more holistic educational approach. Furthermore, the study raises parental awareness about the critical role schools play in their children's physical development, encouraging greater involvement and support for related programs.

The main objective of this study is to describe the role of schools in enhancing children's physical motor development in learning (Mavilidi et al., 2018). It aims to detail how schools contribute to this development by identifying specific activities, programs, and strategies. The study also highlights the importance of physical motor skills as a crucial component of overall child development, advocating for a focus on physical activities in the curriculum. It examines the impact of school activities on motor skill improvement to identify the most effective practices (Kane & Staples, 2016). Additionally, the study promotes a comprehensive educational approach that integrates cognitive, social, emotional, moral, and physical development, supporting the implementation of national education functions as stated in Law Number 20 of 2003. By achieving these objectives, the study contributes to improved educational practices and policies, ensuring schools effectively support children's overall growth and development.

RESEARCH METHOD

The research method used is a literature study, which is done by reviewing several journals and books, which are then analyzed to draw a solid line (Fink, 2019). The main points in the study are related to the physical motor skills and characteristics of students at SD Negeri 2 Wlahar, Purbalingga Regency. This research leads to topics of discussion related to the development of physical motor skills in elementary school students, especially in terms of how the role of schools in improving physical motor development.

This research is also descriptive qualitative research that aims to describe research results that are in accordance with the facts that occur in the field. In addition to reviewing the literature, data collection in this study used observation, interview, and documentation techniques. These three techniques are used as solutions to answer problems that require deep understanding (Lucas et al., 2018). In addition, this study uses a descriptive research approach that aims to explain the phenomena or events that exist in the Tappan. The subjects of this study were students of SD Negeri 2 Wlahar Purbalingga Regency grades 4-6, totaling 68 students. The data analysis techniques in this study use analysis before going to the field and analysis in the field with the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

The principal periodically conducts academic supervision activities in the classroom. These activities are carried out alternately at different times (Bell & Waters, 2018). The class

that became the object of supervision in this study was grades 4 – 6. In supervising activities, in addition to observing teacher activities, the principal also observes the activities of his children. After making several observations, in general, data on the physical motor development of children are obtained as follows:

1. Physical Development in Elementary School-age Children

Based on the results of observations that have been made in grades 4-6, it can be seen that there are 3 physical differences in children, including there are children whose body growth is greater than other children, there are also children whose body growth is slower, and also found children whose bodies are smaller than others, then there are some children who have normal height that is commensurate and in accordance with their age growth.

It can also be seen in their activities when in class. Children who have large bodies feel that they can lead their other friends; they seem happy to tell their friends to get the things they need, then children who are smaller have extraordinary activities where they can't just sit quietly doing tasks at their desks. However, they often go around and observe his other friends. In addition, children who have commensurate bodies have different activities; some are writing, some are teaching their friends, and some are chatting while doing assignments.

2. Motor Development in Elementary School-age Children

After making observations in the field that in the learning process some students were seen doing body movements indicating that they had understood the lesson given and there were also some children who asked their teachers then there were also children who looked still and gloomy in chairs without seeing the activities of their friends. It is clear that it is true that every child has different physical and motor development.

Based on observations, it can be seen that the better the child's physical motor development, the more able the child is to control himself to perform body movements that can be coordinated properly (Adolph & Franchak, 2017). For example, when researchers enter the classroom when the learning process is in progress, the students in grades 4-6 have a high level of awareness of new people and are able to coordinate their movements well, namely by showing high respect by bowing their heads and smiling kindly.

3. Physical Motor Development in Elementary School-Age Children.

Based on the results of research that has been conducted in the field on students in grades 4-6 obtained data that they carry out learning or play activities by grouping themselves, researchers can see there are 5 groups of child development.

The first group, namely children who have been seen entering puberty, where they have begun to be able to take care of themselves then in terms of gestures, are very guarded so that they look manly and neat. The second group is children who prefer to play rather than learn, as seen when, in the learning process, they listen to the material delivered by the teacher but still continue to play while whispering with friends beside them and then fall asleep without feeling that they are learning.

The third group, is children who are indeed shy, rarely move, they just sit quietly while listening to the teacher explain the lesson and when the teacher asks them if they understand the material presented they just keep silent and look down.

The fourth group of children is the group of children who sit in front, they are children who can be categorized as children who excel in class (Mohan et al., 2021). We can see this when teachers ask, they enthusiastically raise their hands and answer the questions well.

The last group, the fifth group, is a group of children who have the ability to receive lessons very slowly from other friends; when researchers observe the learning process, it is seen that there are children who are indeed sitting still, looking forward but not paying attention, there is no response to gestures or eyes that show that the child understands the lesson that the teacher delivers. Their eyes were blank as if looking forward, but they did not pay attention and did not understand the lesson that had been taught by the teacher.

4. The Role of Schools in Improving Children's Physical Motor Development in Learning

School is a place where children carry out various learning activities. At school children have a lot of time to interact both with teachers and with their friends. Therefore, schools are required to have various activity programs that can develop the child's own potential, whether cognitive, social, emotional, moral or physical, or motor. These activities can be intra-curricular, co-curricular, or extracurricular. Intracurricular activities can be carried out through the learning process in the classroom. Then, co-curricular activities can be in the form of children's learning tasks that can support children's success in learning. Extracurricular activities are school activity programs outside of learning hours aimed at developing the potential of children's talents and interests (Olszewski-Kubilius et al., 2021). In this extracurricular activity, children's physical motor development can be improved through coaching or training in various fields by teachers or special trainers. Extracurricular programs can be activities in sports, dance, painting, sound arts, scouting, drumming, and so on.

Various activity programs in schools that play a direct role in handling are teachers. Therefore, the principal must give full space to the teacher to actualize his activity programs. The role of the teacher is very important in helping children to optimize their physical and motor development. Teachers are considered very important in helping children's physical motor development, this is inseparable from the character of teachers who have been formulated in the form of competencies that must be possessed by the teaching profession itself. The formulation of teacher competence has been stated in Law Number 14 of 2005 concerning Teachers and Lecturers article 10 paragraph (1). There it is stated that teacher competence includes four aspects, namely pedagogic aspects, personality aspects, social aspects, and professional aspects. These four aspects are obtained through teacher professional education.

By understanding the characteristics of children's physical and motor development, teachers as professionals must be able to condition learning by considering the physical and motor characteristics of children:

- a. Teachers must understand and appreciate the child's individual differences, especially physical characteristics. For example, children who are tall and short, fat and thin, etc., must all have a right place in the teacher's heart and get the same treatment.
- b. The learning media used must be varied and can directly stimulate the physical and psychomotor of the child, for example four-dimensional media.
- c. Teachers should provide more stimulation in order to accelerate the maturity of students' psychomotor development, for example the provision of teaching and guidance services.
- d. Teachers encourage students to make their own choices to promote growth. For example, in order to grow into adulthood, children must actively find environments and experiences that match their original abilities, and teachers take appropriate positions to help them use and develop their talents.
- e. The educational environment should provide space for learners to play. By playing, children will learn everything and, most importantly, be able to train their physical and motor. It can also minimize their intensity in playing games contained in devices that are actually harmful to their physical and psychomotor development.

In terms of this physical and motor development, the authors emphasize how to stimulate children using games that involve their physical and motor movements (Haibach-Beach et al., 2023). Play is one of the basic needs of children that must be met by adults around children, including must be met by the school through its teachers. If space and opportunities for play are lost or reduced, then the opportunity for children to learn in a natural and fun way will be lost at home. The game should involve a lot of body movements so that the muscles will grow strong. Children can also channel excessive positive energy so they don't feel restless. Likewise, the development of fine motor and gross motor can be channeled optimally. This will be different when children only play games through mobile phones; only their fingers move, so their physical and motor skills are less able to grow optimally.

Understanding of children's physical and motor development is useful for educators in developing appropriate learning designs according to children's needs.

CONCLUSION

Physical development is the changes that occur in a person's body. A clearly visible change is a change in body shape and size. Motor development is the development of all forms of changes that occur progressively in the child's ability to be able to perform various movements obtained through the interaction between maturity factors, exercises, and experiences during life that can be seen through changes made.

The author can find many student activities, including in the learning process, it can be seen that student activities are very diverse. Starting from how they move, get along, act, and interact with friends around them. Then the teacher's skills in developing children's creativity so that it can produce children who have physical motor development that is able to adapt in the classroom, school, and outside school environments. All these activities are positive so that

they will be able to form and give birth to students who have great personalities and intelligent, skilled, capable, creative, and noble morals.

School is a place where children have a lot of time to interact and do various activities so that the development of children's potential, especially physical and motor, can be fostered and trained. Teachers are equipped with four competencies in fostering and training their students. The teacher is the most important part of the school component. Therefore, schools have a very important role in improving children's physical motor development through various activity programs.

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