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

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### ABSTRACT

This study uses a literature review method by examining several articles and books. This study aims to determine the physical-motor development of children at SD Negeri 2 Wlahar and to describe the role of the school in improving children's physical-motor development. In addition to reviewing the literature, data collection in this study used observation, interviews and documentation techniques. In addition, this study uses a descriptive research approach which has the aim of explaining phenomena or events that exist in the field. The subjects of this study were 68 students in grades 4 - 6. The data analysis technique in this study used analysis before going to the field and analysis in the field using the Miles and Huberman model which includes data reduction, data display and conclusion drawing. Based on the results of the research conducted, it can be explained that in the learning process it can be seen that all students have different motor-physical developments and these developments continue and change according to student learning activities. Schools have an important role in improving the development of the motoric physiology of their students.

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### 1. INTRODUCTION

Education in Indonesia is generally grouped into several age levels. Starting from the PAUD level, namely KB/TK for ages 3-6 years, SD level aged 7-12 years, SMP level 13-15 years, and SMA 16-18 years, the rest is the lecture period. The standard age in Indonesia when entering primary school is 6 years and finishing (graduating) at 12 years, although sometimes children finish school at 13-14 years of age. When referring to the groupings of the stages of child development, 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 it starts with the age of 3-6 years, which means children are still going to school at the PAUD level.

The development of elementary school children (SD) is a group that has undergone many drastic changes both in terms of mental and physical. The physical development of elementary school-age children follows generally accepted principles, such as types of changes, patterns of physical growth, developmental characteristics, and differences in each child. The type of change that is quite specific is a change in proportion or shape in children in the form of changes in height and weight changes[1]. In this phase, the child's physical growth will definitely take place and will change every time while it is still growing. Children will grow taller, grow stronger, gain weight, and learn more various other skills and physical development during this period is relatively slow but consistent, so it can be known as a period of calm.

Physical development in elementary school age children (SD) includes biological growth, for example the growth of the brain, muscles and bones. If the child's physical development develops well, it will have an impact on his motor skills. Vice versa if experiencing physical development disorders, it will have an impact on the disruption of the child's motor skills. These basic motor skills serve as the foundation for subsequent skills. In other words, skills in children are very dependent on the basic motor skills of the children themselves[2].

Motor skills play an important role in every activity. Good motor skills can make someone do all their activities well too. However, if these motor skills are impaired, it will hinder other abilities, such as the ability to socialize with friends and the ability to carry out daily tasks or activities both at school and at home. Physical-motor disorders children who experience abnormalities or disabilities in such a way that they require special education services[3].

Children of primary school age (SD) have different characteristics from children who are younger. At elementary school age, children still like to play, like to be active, like to work in groups, and like to feel and do things directly. Therefore, the teacher should develop a learning process that links games with lessons, then the teacher can also make the children move or move, the children are also taught how to work or study in groups, and the teacher provides opportunities for children to be directly involved in learning.

Aspects of motor development is one aspect of development that can integrate the development of other aspects. Motor physical development can be interpreted as development in the elements of maturity and control of body movements. This physical development has a very important role for the life of the child itself, either directly or indirectly. Physical development directly affects children's skills in moving. While indirectly, the child's physical growth and development affects the child's perspective on himself and the child's perspective on others, physical development will go hand in hand with his motoric development. Impaired motor-physical development at the age of elementary school children is a separate obstacle in their activities, including,

The function of national education according to schools is an educational unit that serves child development in formal, non-formal and informal channels at every level and type of education. 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.

Schools or educational units are places where children do a lot of activities. At this school, especially at the elementary school level, children have a lot of time to interact with their friends and teachers. As a place to educate children, schools are obliged to serve child development in accordance with the function of national education itself. As mentioned in Law Number 20 of 2003 concerning the National Education System (Sisdiknas) that the function of national education is to develop capabilities and form dignified national character and civilization in the framework of educating the life of the nation and state, aiming at developing the potential of students to become human beings who believe and fear God Almighty. Almighty, having noble character, physically and mentally healthy, knowledgeable, intelligent, capable, creative, independent, and being a democratic and responsible citizen. The function of national education requires schools as educational units to serve children's development, so that they are obliged to foster and improve children's cognitive, social-emotional, moral and physical-motor development.

Based on the description above, schools have a very important role to improve children's development. This article will discuss in more depth about children's development, especially the physical-motor development of children and how the role of schools in improving children's physical-motor development in learning. So that the main purpose of this article is to describe the role of schools in improving children's physical-motor development in learning.

## LITERATURE REVIEW

### 1. Physical Development of Elementary School-aged Children

In humans there are two developments, namely physical and psychological, physical is the place where various developments develop themselves. Within the human body there is always cognitive, social, moral, religious, and language development. Human physique develops in several stages, starting from childhood, adolescence, adulthood, and old age[4] [5] say that the most prominent and visible changes inside every individual is a physical change. This physique is an organ system in the human body that is very complex and very amazing.

According to [6] that in outline, the growth and physical development of students can be divided into: three stages, namely the stage after birth until the age of three, then the stage of childhood until the prepubertal period (3-10 years), then enters the puberty stage (10-14 years), and the next is the adolescent stage (age 15 years and over).

Physical development in the opinion of Kuhlen and Thompos, in Syamsul Yusuf LN, suggested that the physical development of an individual includes four aspects, namely the nervous system, muscles, endocrine glands and physical structure or body. [7] said that for school-age children and adolescents, optimal physical growth and development is very important, because a child's physical growth and development will directly or

indirectly affect his daily behavior. Directly the physical development of children will determine the child's skills in moving and doing activities. Conversely, indirectly, the physical growth and development of this child will affect the way the child sees himself and others. This will be seen from the interaction of children's adjustments in general when they are in the environment around them.

## 2. Motoric Development of Elementary School Children

[6]said that school-age children, their motor development can be shaped to be finer, more perfect, and well-coordinated, as the child's body weight and strength increase. Children will move and be more active. Children are able to control and coordinate the movements of their limbs such as moving their arms, legs and other limbs well. The muscles of his hands and feet have started to get stronger, so that various physical activities such as kicking, jumping, throwing, catching and running can be done more accurately, quickly and spontaneously. In addition, children are also increasingly able to maintain their body balance. Mastery of the body, such as bending to do various movements of gymnastic exercises and sports activities is growing rapidly. Children also begin to show complex, complicated, and fast movements that combine thoughts, feelings and of course physical movements. This movement is also needed to produce good quality handicrafts, play certain musical instruments, and also produce dance art movements.

To refine motor skills, children continue to do various physical movement activities. This physical activity is carried out in the form of games that are formal or informal. If it is formal in nature, the Movements will receive guidance from other people through training. And those that are informal, the games are regulated by the children themselves, such as games of hide and seek, where children use their motor skills, besides that, children also involve themselves in formal sports game activities, such as soccer, volleyball, gymnastics, , and so forth.

## 3. Learning Developmental Stages of Elementary School Children

The stage of learning development for elementary school students is strongly influenced by aspects of themselves and the environment around them. This is in accordance with the theory of child development put forward by William Stem, that innate and environmental factors both play an important role. Children who carry good traits and are supported by a good educational environment will get better too. These two things cannot be separated because the learning process occurs in the context of self-interaction with the surrounding environment. From that interaction, a good habit is formed which will continue to be carried out as an effort to habituate oneself.

Based on the theory of cognitive development according to Piaget, children at elementary school age (7-11 years) are at the concrete operational stage. In this age range, the child's behavior is visible, namely the child begins to see the world objectively, shifting from one situation to another. At this stage the child also begins to think operationally as evidenced by the child being able to group objects around him. Where also in this phase the child is smart enough to understand the concept of substance, length, width, breadth, height, low, light and heavy. At this stage the child's thinking also increases or increases logically and can solve problems.

The learning tendency of elementary school children has three characteristics, namely concrete, integrative and hierarchical. Concrete in the learning process implies that it can be seen, heard, smelled, touched and manipulated, with an emphasis on the use of the environment as a learning resource that can be optimized in order to achieve quality, meaningful and valuable learning processes and outcomes. In essence, elementary school-age children have not been able to sort out concepts from various disciplines, this shows a deductive way of thinking, namely from general things to specific things.

## 2. RESEARCH METHODS

The research method used is literature study by examining several journals and books which are then analyzed to draw an outline. The main points in this study are related to physical motor skills and the characteristics of students at SD Negeri 2 Wlahar. This research leads to topics of discussion related to the development of physical-motor skills in elementary school students, especially in terms of the role of schools in enhancing physical-motor development.

This research is also a descriptive qualitative research that aims to describe the results of research in accordance with the facts that occur in the field. In addition to reviewing the literature, data collection in this study used observation, interviews and documentation techniques. These three techniques are used as a solution to answer problems that require in-depth understanding. In addition, this study uses a descriptive research approach which has the aim of explaining phenomena or events that exist in Lapanpan. The subjects of this study were students of SD Negeri 2 Wlahar grades 4 – 6, totaling 68 students. While the data analysis technique in this study uses analysis before going to the field and analysis in the field using the Miles and Huberman model which includes data reduction.

### 3. RESULT AND DISCUSSION

The school principal regularly conducts academic supervision activities in the classroom. This activity is carried out alternately at different times. The classes that were the object of supervision in this study were grades 4 – 6. In the supervision activity, apart from observing the teacher's activities, the principal also observed his children's activities. After making several observations, in general, data regarding the physical motor development of children is obtained as follows:

#### 1. Physical Development in Elementary School-aged Children

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

You can also see their activities in class. Children who have large bodies feel that they can lead other friends. Each table but they often go around and observe other friends. In addition, children who have the same body have different activities, some are writing, some are teaching their friends and some are chatting while doing assignments.

#### 2. Motoric Development in Elementary School-aged Children

After making observations in the field that in the learning process some students were seen making body movements indicating that they had understood the lesson being given and there were also some children who asked their teachers and then there were also children who looked silent and depressed in a chair 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 the results of observations, it appears that the better the physical motor development child, the more the child is able to control himself to make well-coordinated body movements. For example, when the researcher entered the class when the learning process was in progress, the students in grades 4-6 had a high level of awareness of new people and were able to coordinate their body movements well by showing high respect by bowing their heads and smiling, with friendly.

#### 3. Motor Physical Development in Elementary School Children.

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

The first group, namely children who have seen entering puberty where they have started to be able to take care of themselves then in terms of their movements are very guarded so that they look dashing and neat. The second group, are children who prefer to play rather than study which can be 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 studying.

The third group, are children who are shy, rarely move, they just sit quietly while listening to the teacher explaining the lesson and when the teacher asks them if they understand the material presented they just stay 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. Matter We can see this when the teacher asks questions, enthusiastically they raise their hands and answer the questions well.

For the last group, namely the fifth group, is a group of children who have the ability to receive lessons very slowly from other friends. which shows that the child understands the lesson that the teacher conveys. Their eyes are blank as if they are looking ahead but do not pay attention and do not understand the lesson that has been taught by their 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 either with the teacher or with their friends. Therefore schools are required to have a variety of activity programs that can develop the potential of the child himself both cognitive, social emotional, moral or physical motor. These activities can be intra-curricular, co-curricular or extra-curricular. In intracurricular activities can be done through the learning process in class. 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 children's potential in the form of talents and interests. 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 in the form of activities in the fields of sports, dance, painting, sound arts, scouting, drum bands, and so on.

Various program activities in schools that play a direct role in handling are teachers. Therefore the principal must give full space to teachers to actualize their activity programs. The role of the teacher is very important in helping children optimize their physical and motor development. Teachers are considered very important in helping children's physical-motor development, this is inseparable from the teacher's character which has been formulated in the form of competencies that must be possessed by the teaching profession itself. The formulation of teacher competence is contained 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 taking into account the physical and motor characteristics of children by:

- a. Teachers must understand and respect individual differences in children, especially physical characteristics. For example, children who are tall and short, fat and thin, and so on, all must have the right place in the teacher's heart and receive the same treatment.
- b. Learning media used must be varied and can directly stimulate children's physical and psychomotor, for example four-dimensional media.
- c. Teachers should provide more stimulation in order to accelerate the maturity of the psychomotor development of students, for example providing teaching and guidance services.
- d. Teachers encourage students to make their own choices to enhance growth. For example, in order to grow to be more mature, children must actively find environments and experiences that match their natural abilities, and teachers take appropriate positions to help them use and develop their talents.
- e. The educational environment must provide space for students to play. By playing, children will learn everything and most importantly be able to train their physical and motor skills. It can also minimize their intensity in playing games on the device which are actually dangerous for their physical and psychomotor development.

In terms of physical and motor development, the author emphasizes how to stimulate children to use games that involve their physical and motor movements. Playing is one of the basic needs of children that must be met by adults around the child, including the school through its teachers. If the space and opportunity to play is lost or reduced, the child's opportunity to learn in a natural and fun way will be lost again. The game used should be a game that involves a lot of body or body movements so that the muscles will grow strong. Children can also channel excessive positive energy so they don't feel anxious. Likewise, the development of fine motor and gross motor can be channeled optimally.

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

#### 4. CONCLUSIONS

Physical development is a change that occurs in a person's body. The obvious changes are changes in body shape and size. While motor development is the development of all forms of changes that occur progressively in a child's ability to be able to perform various movements obtained through interactions between maturity factors, training and experience during life which can be seen through the 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, hang out, act and interact with friends around them. Then from the teacher's skills in developing children's creativity so that they can produce children who have motor-physical development who are able to adapt in the classroom, school and outside the school environment. All these activities are positive so that they will be able to form and give birth to students who have great personalities, are intelligent, skilled, capable, creative, and have noble character.

School is a place where children have a lot of time to interact and carry out various activities, so that the development of children's potential, especially physical and motor skills, 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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