

Exploring the Role of Physical Education in Supporting the Motor Development of Primary School Pupils

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ABSTRACT

The purpose of this study is to evaluate the importance of Physical Education, Sports, and Health in promoting the movement development of elementary school students. A significant concern is the insufficient awareness and understanding among parents regarding the significance of physical education in the growth and development of their children, despite the crucial role parents play in supporting their children's growth and development through home-based training. Moreover, it is worth noting that the lack of participation of educational institutions in promoting children's motor skills is a matter of concern. Hence, it is imperative that parents, educational institutions, and the local community work together to increase awareness and support for physical education in children. This study utilizes a qualitative descriptive methodology to offer comprehensive explanations of both general and specific aspects, as well as scientific methods. Secondary data is employed, sourced from relevant books and journals related to the research topic, as this constitutes a literature review. The role of physical education (PE) is considered strategic as it aims to enhance students' movement experience and development by aligning physical activities with specific goals. By prioritising various types of physical activities and encouraging students to participate, these options aim to educate students on the importance of being active and competitive in achieving academic goals. These activities can help students consistently and effectively improve their basic movement skills. Physical education, sports, and health are considered essential for improving students' movement and social skills. Physical education, sport, and health education aim to contribute to the development of healthy, strong, skilled, hard-working, and adaptable Indonesians. Physical education, sport, and health education aim to contribute to the development of healthy, strong, skilled, hard-working, and adaptable Indonesians. It is important for teachers to fully utilize the potential of these subjects to encourage the growth and development of their students.

Keywords: PE, Motion Skills, Physical Activity



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1. INTRODUCTION

Education is all the learning knowledge that takes place throughout life, in all places and situations, and that has a positive influence on the growth of each individual being. This education takes place throughout life (lifelong education) (Pristiwanti et al., 2022). Education is a process that aims to make students aware so that they can adapt as much as possible to their environment and bring about changes in themselves that will help them to function effectively in society. Learning outcomes can be defined as the learning process that students achieve after completing an educational programme. All educational activities, namely teaching, instruction and/or training, are aimed at achieving educational goals. Physical education is an important part of the overall education system and aims to develop aspects of physical health, motor skills, critical thinking, social skills, thinking, emotional stability, moral behaviour, healthy aspects of life and to introduce a clean environment through selected body work, sports and health plans.

Physical education is the process of organic, neuromuscular, cognitive, social, cultural, emotional and aesthetic change and learning through the choice of different physical activities. Physical education is a broad study. In particular, it combines the study of human movement and education. This relationship includes the development of the mind and spirit. spiritual. The study also includes the impact of physical development and

growth of physical education. No such study focuses on the development of the whole person as a whole, excluding the education of the body. This is the breadth of the study of physical education. Sport and fitness education is one of its subjects, applied at primary, secondary and even tertiary levels. The purpose of physical education is to develop the physical body (Abduljabar, 2011).

Physical education has a very important role to play in promoting child development, especially in children developing gross motor skills (Ulfah et al., 2021). During child development In early childhood, exercise and play are very important to help improve gross motor skills, such as jumping, running, running and losing. Through physical education, children can learn the rules of the game good and proper people make things better, make better health and physical well-being and increased self-confidence and peer interpersonal relationships (Rizki & Aguss, 2020). Therefore, physical education needs to be given a lot of attention as an important part of the growth and development of the whole child. In this way, children can become healthy and productive people in the future.

Physical activity can also have a positive impact on children's social, cognitive and emotional development. Physical activity in childhood can also help to improve mood, reduce the risk of obesity and reduce stress and anxiety in children. Therefore, physical education not only helps develop motor skills, but also has a positive impact on cognitive, social and emotional aspects (Darmanto et al., 2019).

Although the importance of physical education in the development of gross motor skills from an early age is generally recognised, there are still problems affecting children's physical development. One of the main problems is parents' lack of knowledge and understanding of the importance of physical education in children's growth and development, even though parents play an important role in supporting children's growth and development through training at home. The lack of role of educational institutions in improving children's motor skills is also a problem. This is reflected in the lack of time and resources allocated to physical activity in schools and the lack of understanding among teachers of the importance of physical activity for children's overall development (Humaedi et al., 2021). In this regard, it is important that collaborative efforts between parents, educational institutions and local communities help to raise awareness and support for children's physical education. In this way, it is hoped that the child will be able to develop their fine motor skills so that they feel comfortable doing so, which will make the future intellectual, social and emotional. The purpose of this study is to determine the importance of physical education, sport and health in improving the motor development of primary school children.

2. DISCUSSION

2.1 Physical Education

2.1.2 Definition of Physical Education

According to Sutrisna (2008: 1), physical education is an important part of general education. The purpose of this education is to improve critical thinking skills, social skills, reasoning skills, emotional stability, moral action, healthy lifestyle and clean environment awareness through participation in a variety of systematically planned sports, exercise and health activities. While Khomsin (2000: 1) believes that the subject of Physical Education, Sports and Health has a unique role compared to other subjects, because in addition to being used for the development of physical and psychomotor aspects, it also plays a role in the development of cognitive and affective aspects in harmony and balance (Sartinah, 2008).

According to Husdarta (2011: 143), physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge and behaviour of healthy and active living, sportive attitudes, and emotional intelligence. The learning environment is carefully organised to enhance the growth and development of all domains, physical, psychomotor, cognitive, and affective of each student. Meanwhile, Achmad (2012: 4) defines physical education and sports (penjasor) as an educational process through physical activities and selected sports to achieve educational goals. From this definition, it is clear that sports education is an important component of general education. The goal is to help children grow and develop naturally in accordance with the goals of national education, namely to become a complete Indonesian human being, that the planning of movement experiences that are in accordance with the characteristics of children is the key to achieving these goals. Another case with Samsudin (2008: 2) who states that physical education is a learning process through physical activity that aims to improve physical fitness, motor skills, knowledge and healthy and active behaviour, sportsmanship and emotional intelligence. The learning environment is specifically designed to enhance the growth and development of the psychomotor, physical, cognitive and affective aspects of each student. (Erzitka Inkadatu & Wibowo, 2017). According to this definition, physical education, sport and health is an educational process that uses physical activity to improve the individual's physical, mental and emotional abilities. However, it must be understood that physical education, sport and health is a

process that improves the quality of the mind (Junaedi, 2016).

It can therefore be concluded that physical education, sport and health is an educational process that uses sport, games or physical activities to achieve educational goals. Physical education and sport can therefore be defined as an educational activity in which pupils engage in sport and physical activity to improve their health and fitness.

2.1.3 Objectives of Physical Education

According to Samsudin (2008: 3), the aims of physical education are to

1. To build a strong character foundation through the integration of values in physical education.
2. To build a strong personality foundation, peace-loving attitudes, social attitudes and tolerance in the context of cultural, ethnic and religious diversity.
3. To develop critical thinking skills through physical education learning tasks.
4. To develop sportsmanship, honesty, discipline, responsibility, cooperation, self-confidence and democratic attitudes through physical activity.
5. To develop movement and technical skills and strategies for a variety of games and sports, developmental activities, gymnastics, rhythmic activities, aquatics and outdoor education.
6. Develop self-management skills to develop and maintain physical fitness and a healthy lifestyle through a variety of physical activities.
7. Develop skills to ensure the safety of themselves and others.
8. Know and understand the concept of physical activity as information to achieve health, fitness and a healthy lifestyle.
9. To be able to fill leisure time with recreational physical activities.

The main objectives of physical education taught by teachers in schools are (1) to support the physical development of each pupil, (2) to improve children's physical abilities, develop diversity and self-adaptation skills, and use their energy to perform tasks in different situations, (3) to enable each pupil to participate continuously in physical activities to gain movement experience, and (4) to help children develop their own movement skills. (5) to teach children how to cooperate and work in groups, (6) to facilitate practice by using natural learning processes through research and discovery, creativity and physical activity, (7) to improve physical and mental coordination, self-control and self-confidence, and (8) to provide opportunities for children to gain extensive experience in various models of movement and activity, both physically and mentally (Albert Tangkua & Rahayu, 2015).

2.1.4 Functions of Physical Education

Primary physical education in the 2004 curriculum (2003: 4) has the following function:

- a. Organic Aspects
 - (1) To improve the functioning of body systems so that individuals can adequately meet the demands of their environment and have a foundation for skill development,
 - (2) Increase muscular strength, which is the maximum amount of force a muscle or muscle group can produce,
 - (3) Increase muscular endurance, which is the ability of muscles or muscle groups to sustain work for long periods of time,
 - (4) Increasing cardio-fascial endurance, which is the ability of individuals to perform activities continuously for a relatively long period of time,
 - (5) Increasing flexibility, which is the range of motion in the joints required for efficient movement and to reduce injury.
- b. Neuromuscular Aspects;
 - (1) Improve the harmony between nerve and muscle function,
 - (2) Develop locomotor skills such as; walking, running, jumping, skipping, sliding, stepping, pushing, climbing, rolling, pulling,
 - (3) Developing non-locomotor skills such as; swinging, turning, twisting, rocking, stretching, bending, hanging, crouching,
 - (4) Developing basic manipulative skills such as; punching, kicking, catching, stopping, throwing, changing direction, jumping, rolling, serving
 - (5) Develop movement factors such as; accuracy, rhythm, sense of movement, strength, reaction time, agility,
 - (6) Developing sports skills such as; football, softball, volleyball, basketball, baseball, rounders, athletics, tennis, table tennis, martial arts, etc,
 - (7) Developing recreational skills such as exploring, hiking, camping, swimming and others.
- c. Perceptual Aspects;

- (1) Develop the ability to receive and discriminate cues,
 - (2) Developing spatial relationships, i.e. the ability to recognise objects in front of, behind, below, to the right or to the left of oneself,
 - (3) Developing visual motor coordination, i.e. the ability to coordinate vision with motor skills involving the hands, body and/or legs.
 - (4) Developing body balance (static and dynamic), i.e. the ability to maintain static and dynamic balance,
 - (5) Developing dominance, i.e. consistency in the use of the right/left hand or foot when throwing or kicking,
 - (6) Developing laterality, i.e. the ability to distinguish between the right or left side of the body and between the right or left inside the body.
- d. Cognitive Aspects;
- (1) Develop the ability to discover, understand, acquire knowledge and make decisions,
 - (2) Improve knowledge of the rules of the game, safety and ethics,
 - (3) Develop the ability to use tactics and strategies in organised activities,
 - (4) To increase knowledge of how the body works and its relationship to physical activity,
 - (5) Appreciate the performance of the body; use judgement in relation to distance, time, place, form, speed and direction in carrying out activities and themselves.
- e. Social Aspects;
- (1) To adapt to other people and to the environment in which one finds oneself,
 - (2) Develop the ability to make judgements and decisions in groups,
 - (3) Learn to communicate with others,
 - (4) Develop the ability to exchange and evaluate ideas within a group,
 - (5) Develop personality, attitudes and values to function as a member of society,
 - (6) Develop a sense of belonging and responsibility in society.
 - (7) To develop positive personality traits,
 - (8) To use leisure time for useful activities,
 - (9) Develop attitudes that reflect good moral character.
- f. Emotional Aspects;
- (1) Develop positive responses to physical activity,
 - (2) Develop a positive response as a spectator,
 - (3) Release tension through appropriate physical activity, Provide a channel for self-expression and creativity.

2.1.5 The Scope of Physical Education

According to (Sudarsinah, 2021), the scope of physical education is very important for every teacher to understand. This is because of the scope of physical education itself. Where in general, the scope of physical education aims to mobilise and develop psychomotor aspects in students. In the following way:

a. Body building

The role of physical education in body building can be seen in all forms of learning material that require physical activity, which inevitably involves muscular activity.

b. Performance development

In order to achieve maximum performance, many physical components have to be fulfilled. Physical education learning is one of the means to form and develop physical components.

c. Social formation

Human life is inseparable from the norms of life and cannot escape from social life. In social life the child will grow and develop and find his own personality. He will become aware of his condition of being in the midst of other people. During their time at school, children will be able to feel changes and gain various experiences, which will greatly affect the growth and development of children. They will certainly change their characteristics and attention from the state of their family environment to the state of their school environment.

d. Mental balance

Life in modern times like today, many demands are so complex that they will cause tensions and inner conflicts, all of which are uncertain.

e. Processing Speed

Thinking about the physical education process requires students to be sensitive to the situations they face. They must have the power of perception and speed in their thinking, and be able to make an immediate decision, which must be made quickly and accurately, in order

to act immediately in carrying out their activities, so as not to be left behind by their opponents.

f. **Personality Development**

Physical education should be used by children as well as guided, developed and directed towards positive things that are beneficial for their survival.

According to Rahayu (2013: 18), the scope of physical education, sport and health is as follows:

- a. Games and sports include: traditional sports, games, movement exploration, non-locomotor locomotor skills and manipulative, athletics, dynasty, rounders, kippers, football, basketball, volleyball, table tennis, field tennis, badminton, and martial arts, as well as other activities.
- b. Developmental activities include: postural mechanics, physical fitness components and posture, and other activities.
- c. Gymnastic activities include: simple agility, agility without apparatus, agility with apparatus, and floor exercises, and other activities.
- d. Rhythmic activities include: free movement, morning exercises, SKJ and aerobic exercises, and other activities.
- e. Water activities include: water games, water safety, water skills and swimming, and other activities.
- f. Outdoor education includes: picnics/tourism, introduction to the environment, camping, exploration and mountain climbing.
- g. Health includes: instilling a culture of healthy living in everyday life, especially in relation to maintaining a healthy body, caring for a healthy environment, preventing and treating injuries, organising appropriate rest periods and playing an active role in first aid and School Medical Room activities. Health is a separate aspect and is implicit in all aspects.

2.2 Motoric Development

2.2.1 Definition of Motoric Development

Movement is widely considered a defining characteristic of living beings, including humans. It is widely acknowledged that the ability to move is essential for human survival. Given that humans are social creatures with complex daily activities, it is clear that they are highly dependent on their environment. Humans engage in various activities, such as work, exercise, and collaboration (Sriwahyuniati, 2017), to fulfill their daily needs. It is widely accepted that motion is a fundamental aspect of human life. Human movement activities range from simple to complex and are an important element of daily life. Motion is used as a means to achieve goals in all human activities, including sports (Kiram, 2016). The benefits of motion and its extensive use in sports situations can be applied to life as well, as sport is a part of life (Abduljabar, 2018). Motion is considered crucial for humans. However, when discussing body motion or studying human motion, it is important to establish certain restrictions. The meaning of physical movement for a particular purpose is determined by the context, patterns, and goals (Abduljabar, 2018).

Motor development is a process that occurs with age, where movement progresses from simple, unorganized actions to more organized ones. As movement is essential to life, motor development is crucial. From birth to adulthood, motor skills change, progressing from gross to fine motor skills, from undirected to purposeful movements, and from irregular to organized movements. It is natural for the type of movement that must be learned and adapted to social norms to develop with age, as noted by Hidayat (2007). It is important to note that while the mechanism of motion applies equally to all people, each person has their own unique character of motion. Movement development refers to the changes in movement abilities and capabilities from infancy to adulthood.

2.2.2 Types of Movements

The classification of human body movements is based on psychomotor aspects and can be divided into six categories. These types of movements range from simple to complex and are determined by a person's abilities. Harrow's taxonomy theory of human movement identifies six different levels of movement, such as:

- a. Reflex movements are a type of involuntary reaction to stimuli, which occur without conscious volition. It is worth noting that reflex movements are not under conscious control and are present in most individuals from birth to adulthood. These movements can be divided into three types: segmental reflexes, intersegmental reflexes, and suprasegmental reflexes.
- b. Fundamental basic movements are movement patterns that determine the agility of more complex movements and develop along with the growth of the body and the level of maturity of the child. Fundamental basic movements can be classified into three, such as: (1) locomotor movements, (2) non-locomotor movements, and (3) manipulative movements.

- c. Perceptual ability refers to the capacity to modify the stimuli received by the senses, and is classified into five categories of discrimination: kinesthetic, visual, auditory, tactical, and coordination.
- d. Perceptual ability and physical ability are two distinct but equally important aspects of human capability. Physical ability, on the other hand, pertains to the capability of the body's organs to function during physical activities, and can be categorized into four types: endurance, strength, flexibility, and agility (Parwata, 2021). Both perceptual and physical abilities are essential for skilled movement activities.
- e. Skilled movements require coordination and control of complex movements. According to Parwata (2021), skilled movements can effectively demonstrate the efficiency of executing movement skills.
- f. Additionally, nondiscursive communication skills, which refer to the ability to communicate through body movements, can also be observed.

3. RESEARCH METHODS

This study utilized a qualitative descriptive approach to offer comprehensive explanations of both general and specific aspects, as well as scientific and methodological procedures. Secondary data sources, such as relevant books and journals, have been employed for this literature review. (Sabillah & Nasrulloh, 2022). The research design employed in this study is a literature review. A literature review is a research method that involves collecting, evaluating, and analysing various sources of information that are relevant to the research topic (Sugiyono, 2018). The data sources used in this study include books, journals, papers, and other relevant sources of information. The research utilizes secondary data, which pertains to pre-existing data discovered in pertinent sources related to the research topic. To conduct this research data analysis, the various sources of information collected were evaluated and analysed (Winarno, 2013). The collected data will be analysed using qualitative analysis techniques, which involve understanding, interpreting, and explaining the data descriptively. Validity in this research will be obtained by using relevant and high-quality data sources. The data sources used in this research must come from sources that are trusted and have high credibility (Candra et al., 2023).

4. RESULTS AND DISCUSSION

Improving students' physical condition is a primary goal of physical education, sport, and health in primary schools. It is widely acknowledged that good physical fitness enables children to perform better in other learning activities. Physical fitness refers to a person's ability to work for an extended period without fatigue and perform other tasks with the same level of quality. Physical education can have a positive impact on students' physical fitness by providing them with opportunities for physical activity. While the effects of physical exercise on cognitive development are still being studied, it is widely acknowledged that it can help provide the nutrients required by the brain. This, in turn, can contribute to healthy brain growth, which may increase the likelihood of exceptional intelligence. Physical fitness can be classified into two categories: health-related fitness and skill-related fitness. Health-related fitness encompasses heart and lung endurance, muscle strength, flexibility, and body composition. On the other hand, skill-related fitness includes balance, explosive power, coordination, and agility.

It is important to note that motor skills and abilities play a crucial role in the learning process, and Physical Education is expected to enhance the physical quality of students. Motor abilities and skills are considered to be crucial for human expression and potential. As per Mustafa & Sugiharto's research (2020), motor skills are deemed essential for success. Therefore, it is imperative to conduct a more comprehensive study of the relationship between motor learning and individual quality. It is worth noting that learning to move requires both mental and physical engagement, as highlighted by Yanuar's work (2019). According to Wijaya and Kanca (2019), it has been suggested that PE can improve biomotor components such as muscle strength, endurance, agility, power, and balance, while also promoting character development, physical and spiritual health, and sportsmanship. It is widely acknowledged that Physical Education is an integral part of the overall education process, allowing children to interact with the school environment and teachers through physical activities to achieve learning objectives.

Health-related physical fitness includes heart and lung endurance, muscle strength, flexibility, and body composition. It is important to note that cardiovascular endurance is crucial for supporting muscle work by delivering oxygen to active muscles. This is especially important for children to participate in daily activities such as playing and helping parents. Additionally, muscle strength is also important for tasks such as lifting, pulling, and pushing. Physical flexibility can be beneficial for children in performing daily activities and reducing the risk of injuries. It is important to take into account each child's unique body composition, as it plays a significant role in their growth and development. Regular physical activity is crucial for maintaining good health in children.

A child's physical health is of utmost importance for their growth and development. Basic movement skills, including manipulative, non-manipulative, and locomotor movements, are positively influenced by physical fitness levels. Non-locomotor movements, such as walking, running, jumping, and hopping, involve movements in place or without moving from one position. Basic locomotor movements involve moving from one place to another, such as walking, running, jumping, and hopping. Basic manipulative movements involve manipulating objects by exerting and receiving power, such as throwing and catching. It is worth noting that the development of movement skills is influenced not only by age, but also by the physical education process. The aim of movement learning is to improve the quality of physical movements, including but not limited to walking, running, and throwing, in order to assist students in their daily physical activities (Yulianti, 2015).

Therefore, physical education can play a strategic role in enhancing students' movement experience and development by tailoring physical activities to specific objectives. By prioritising various natural activities and encouraging student participation, physical education can teach students to be active and strive towards academic goals. This activity has been shown to consistently and effectively improve fundamental movement skills.

5. CONCLUSION

Therefore, it can be said that physical education, sports, and health are part of an educational process that involves physical exercise, games, or sports selected to achieve specific objectives. The aim is to enhance the health and fitness of students by gradually developing their movement skills from simple and unorganized to more organized movements as they mature.

Physical education is considered to be an essential aspect of a student's education as it helps in enhancing their movement and social skills. It also plays a vital role in promoting health, strength, and adaptability among Indonesians. It is evident that physical education offers significant benefits to children. Therefore, it is recommended that teachers of physical education, sport, and health aim to fully utilize the subject to enhance the growth and development of their students.

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