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A Study of the Motor Skills of Students at SD Negeri 01 Benteng Hulu, Kecamatan Mempura Kabupaten Siak

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ABSTRACT

The purpose of this study was to examine the motor skills of students at SD Negeri 01 Benteng Hulu, Kecamatan Mempura Kabupaten Siak. This type of research is descriptive in nature. The population in this study consisted of 150 students from SD Negeri 01 Benteng Hulu. The sampling technique used was purposive sampling, with a total sample of 35 students. The research instruments used were motor skill tests, including leg muscle strength (standing broad jump), arm power (softball throw), agility (zig-zag run test), coordination (wall pass), and speed (30-meter sprint). Based on the results of the research conducted on 35 fifth-grade students at SD Negeri 01 Benteng Hulu, it can be concluded that, in general, the students' level of motor skills falls into the "Fair" category with an average total score of 395.50. Of the five types of motor skill tests—Standing Broad Jump, Softball Throw, Zig-Zag Run, Wall Pass, and 30-Meter Sprint—most students showed varied results, with a dominance in the "Fair" and "Poor" categories, and only a few falling into the "Good" and "Very Good" categories.

Keywords: Motor skills; elementary school; students

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INTRODUCTION

Essentially, sports are physical activities performed intentionally by humans to achieve certain goals or objectives. Movement plays an important role in human life from infancy, childhood, to adulthood. Motor development reflects changes within a child, enabling them to interact with their environment. Motor behavior changes that occur in children over time reflect the interaction between the individual and the environment in which they live—particularly changes that illustrate the reciprocal relationship between growth and development.

According to Law No. 20 of 2003 Article 1 Chapter I on the National Education System (Sisdiknas), education is defined as a conscious and planned effort to create a learning environment and learning process in which learners actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and the skills they need for themselves, society, the nation, and the state. Accurately knowing students' motor skills is one of the keys to successful education. This means that teachers can understand the abilities, interests, and needs of their students, thus enabling them to

guide the development of various motor skills needed in daily life. The importance of motor skills for students lies in facilitating the execution of movement-based tasks. In other words, motor ability reflects a person's quality to effectively carry out physical movements. Thus, students with high motor skills will find it easier to perform or complete movements and maintain health.

One important principle in the successful implementation of physical education, sports, and health learning is the full participation of students in the learning process—that is, students must be actively involved in each lesson delivered by the teacher. In other words, student readiness in facing the learning process in physical education must be fostered so that learning becomes enjoyable. Moreover, the successful implementation of physical education depends on various influencing factors, such as physical fitness, teacher's ability and creativity in teaching, the availability of facilities and infrastructure, student interest, intelligence, appropriate choice of methods and media, student motivation, a conducive learning environment, nutritional status, motor abilities, and so forth. According to Luthan (2002:5), "Physical education is an educational process through physical activities, games, and/or sports." Thus, it can be concluded that physical education is a series of physical or sports-related activities, which may take the form of games or specific sports disciplines.

From students' appearance and behavior during learning sessions, it is evident that many students appear relaxed, some are reluctant to perform the movements taught by the teacher, they tire quickly, and they seem generally unwilling to move. Based on this observation, it can be inferred that physical education is not being implemented optimally. It is suspected that this condition is due to students' low motor skill levels. According to Asnaldi (2019:28), "Motor ability is a basic asset for physical skills needed in activities and sports that can be learned and trained in early developmental stages. It is very important to learn these skills in a fun, non-competitive environment so children can enjoy sports." When children are healthy, they tend to keep playing, appearing energetic and free in their activities. The physical activities conducted during physical education classes under these circumstances should aim at improving and enhancing students' motor abilities. Many factors affect students' motor skills, including lack of arm muscle strength, speed, balance, coordination, and leg muscle strength.

METHOD

The research method used in this study is descriptive. The population consisted of all students at SD Negeri 01 Benteng Hulu, Mempura District, totaling 150 students, comprising 80 male and 70 female students. According to Sugiyono (2009), a sample is a portion of the population that possesses the same characteristics as the population. The sample in this study was the fifth-grade students of SD Negeri 01 Benteng Hulu, Mempura District, totaling 35 students. The instruments used to measure motor skills were: Standing Broad Jump, Softball Throw, Zig-Zag Run, Wall Pass, and 30-Meter Sprint.

RESULTS AND DISCUSSION

Based on the research results regarding the motor skills of students through the Standing Broad Jump test at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency, it was found that out of 35 students, the majority—13 students (37.14%)—were in the "Poor" category. Furthermore, 10 students (28.57%) were in the "Good" category, and 9 students

(25.71%) were in the "Fair" category. Meanwhile, only 3 students (8.57%) were classified as "Very Good," and no students fell into the "Very Poor" category. These data indicate that most students still have motor skill levels that are considered poor, thus highlighting the need for improvement through more intensive and targeted physical education programs or training efforts, as shown in the following table.

Table 1. Motor Skill Results Through the Standing Broad Jump Test of Students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency

No	Interval			Category	Absolute Frequency	Relative Frequency
1		> 157,59		Very Good	3	8,57%
2	147,6	-	157,59	Good	10	28,57%
3	137,6	-	147,6	Fair	9	25,71%
4	127,61	-	137,6	Poor	13	37,14%
5		< 127,61		Very Poor	0	0,00%
		Total			**35**	**100%**

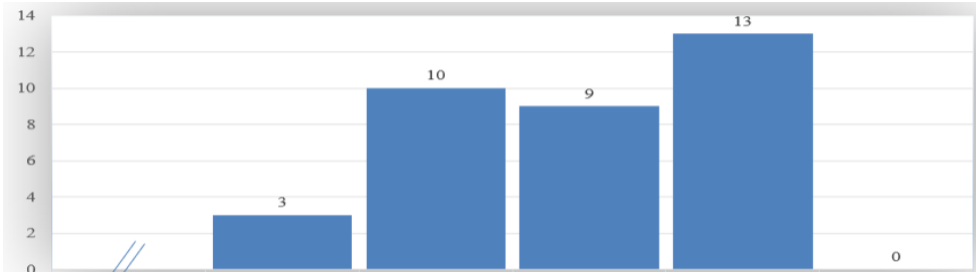

Figure 1. Histogram of Motor Skills Ability Through the Standing Broad Jump Test of Students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency

Based on the results of the Softball Throw test conducted on students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency, it was found that out of 35 students tested, the majority—15 students (42.86%)—were in the "Poor" category. A total of 10 students (28.57%) were in the "Good" category, while 8 students (22.86%) were categorized as "Fair." Only 2 students (5.71%) reached the "Very Good" category, and none were in the "Very Poor" category. These findings indicate that most students still have relatively low throwing skills (softball throwing ability), thus requiring improvement through more structured and continuous training within physical education lessons, as shown in the following table.

Table 2. Motor Skill Results Through the Softball Throw Test of Students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency

No	Interval			Category	Absolute Frequency	Relative Frequency
1		> 210,61		Very Good	2	5,71%
2	191,69	-	210,61	Good	10	28,57%
3	172,77	-	191,69	Fair	8	22,86%
4	153,84	-	172,77	Poor	15	42,86%
5		< 153,84		Very Poor	0	0,00%
		Total			**35**	**100%**

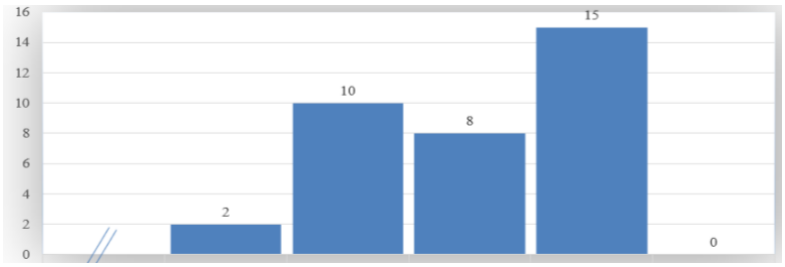

Figure 2. Histogram of Motor Skills Ability Through the Softball Throw Test of Students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency

Based on the results of the Zig-Zag Run test conducted on 35 students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency, it was found that the majority of students were in the "Good" category, totaling 14 students or 40%. Furthermore, 12 students (34.29%) were categorized as "Fair," while 7 students (20%) fell into the "Poor" category. Only one student (2.86%) was in the "Very Good" category, and another one (2.86%) was in the "Very Poor" category. These results indicate that most students demonstrated motor skills in the good and fair range, although there are still several students who require special attention to further develop their motor abilities, as shown in the following table.

Table 3. Motor Skill Results Through the Zig-Zag Run Test of Students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency

No	Interval			Category	Absolute Frequency	Relative Frequency
1		< 9,55		Very Good	1	2,86%
2	9,55	-	10,38	Good	14	40,00%
3	10,38	-	11,22	Fair	12	34,29%
4	11,22	-	12,06	Poor	7	20,00%
5		> 12,06		Very Poor	1	2,86%
Total					**35**	**100%**

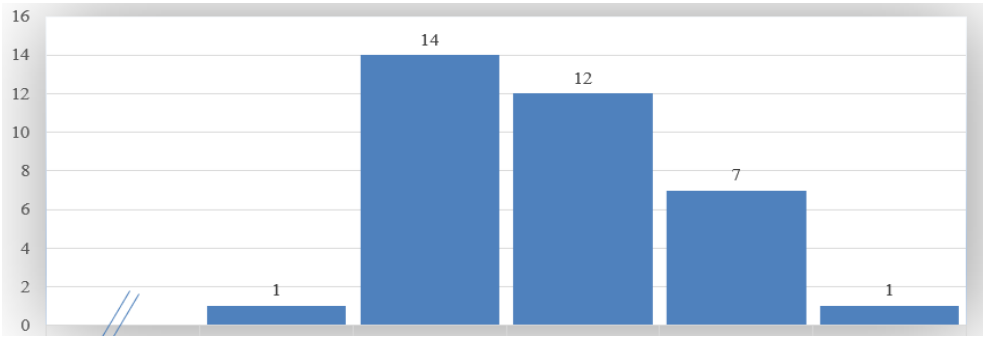

Figure 3. Histogram of Motor Skills Ability Through the Zig-Zag Run Test of Students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency

Based on the results of the Wall Pass test conducted on 35 students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency, it was found that the majority of students were in the "Poor" category, totaling 13 students or 37.14%. Furthermore, 10 students (28.57%) were in the "Fair" category, and 7 students (20.00%) were classified as "Good." Meanwhile, only 4 students (11.43%) fell into the "Very Good" category, and 1 student (2.86%) was categorized as "Very Poor." These results indicate that most students still have

motor skill abilities in the Wall Pass test that need improvement, with a dominance in the "Poor" and "Fair" categories. Therefore, more intensive training or coaching programs are necessary to enhance this ability, as shown in the following table.

Table 4. Motor Skill Results Through the Wall Pass Test of Students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency

No	Interval			Category	Absolute Frequency	Relative Frequency
1		> 25,82		Very Good	4	11,43%
2	22,66	-	25,82	Good	7	20,00%
3	19,51	-	22,66	Fair	10	28,57%
4	16,35	-	19,51	Poor	13	37,14%
5		< 16,35		Very Poor	1	2,86%
Total					**35**	**100%**

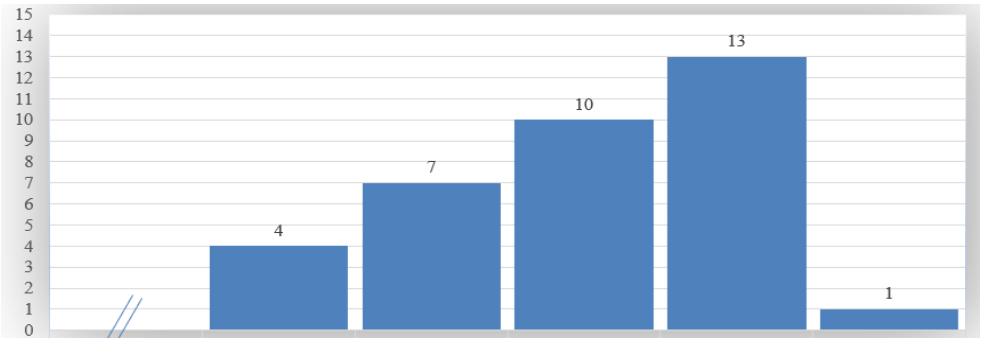

Figure 4. Histogram of Motor Skills Ability Through the Wall Pass Test of Students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency

Based on the results of the 30-meter sprint test conducted on 35 students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency, it was found that the majority of students fell into the "Good" category, totaling 13 students or 37.14%. Furthermore, 11 students (31.43%) were categorized as "Poor," while 8 students (22.86%) were in the "Fair" category. Meanwhile, only 2 students (5.71%) fell into the "Very Poor" category, and 1 student (2.86%) was classified as "Very Good." These results indicate that most students have fairly good running speed, but there is still a significant proportion in the poor category, highlighting the need for improved speed training through targeted and continuous physical activity programs, as shown in the following table.

Table 5. Motor Skill Results Through the Wall Pass Test of Students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency

No	Interval			Category	Absolute Frequency	Relative Frequency
1		< 4,83		Very Good	1	2,86%
2	4,83	-	5,27	Good	13	37,14%
3	5,27	-	5,72	Fair	8	22,86%
4	5,72	-	6,17	Poor	11	31,43%
5		> 6,17		Very Poor	2	5,71%
Total					**35**	**100%**

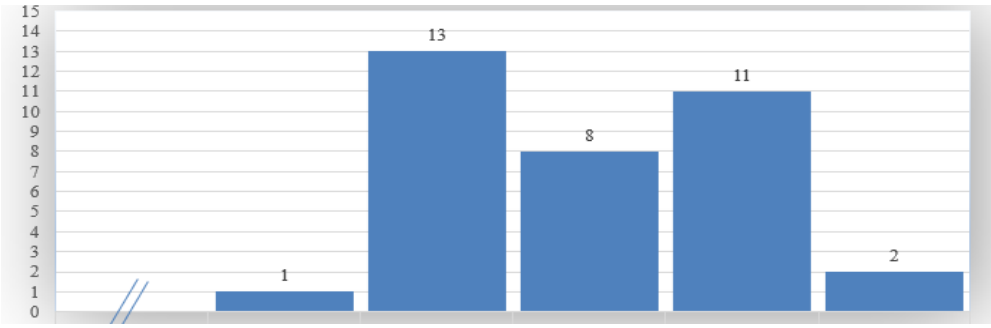

Figure 5. Histogram of Motor Skills Ability Through the 30-Meter Sprint Test of Students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency

Based on data from 35 students who participated in five types of motor skill tests—Standing Broad Jump, Softball Throw, Zig-Zag Run, Wall Pass, and 30-Meter Sprint—the average (mean) total motor skill score was 395.50, which falls into the "Fair" category. The standard deviation of 38.95 indicates a moderate variation in student performance. The highest score obtained was 472.01 (by Nando Pratama), categorized as "Good," while the lowest score was 339.54 (by Winda Oktaviani), categorized as "Poor." The median score of 378.98 suggests that half of the students scored below this value.

In terms of categories, the majority of students are still within the "Poor" and "Fair" ranges. Only two students (5.71%) achieved the "Very Good" category—Toni Ardian and Eko Saputra—while nine students (25.71%) fell into the "Good" category, eight students (22.86%) were categorized as "Fair," and the remaining sixteen students (45.71%) were classified as "Poor."

These results indicate that most students have motor skill levels that are still within the fair to poor range. This highlights the need to enhance the quality of physical education learning, particularly through the implementation of systematic and structured physical training programs to support the optimal development of students' motor skills. Special attention should be given to students who are performing below average, while talent development programs should be strengthened for those who have already demonstrated high motor performance.

CONCLUSION

Based on the research conducted on 35 fifth-grade students at SD Negeri 01 Benteng Hulu, Mempura District, Siak Regency, it can be concluded that, in general, the students' level of motor skills falls into the "Fair" category, with an average total score of 395.50. Of the five types of motor skill tests—Standing Broad Jump, Softball Throw, Zig-Zag Run, Wall Pass, and 30-Meter Sprint—most students showed varied results, predominantly falling into the "Fair" and "Poor" categories, with only a small portion classified as "Good" and "Very Good." These findings indicate that the students' motor skills are not yet evenly developed and still require focused attention and more intensive coaching through structured, continuous physical education programs that align with the physical development needs of children.

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CONFLICT OF INTEREST

There is no conflict of interest in this article.

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