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Implementation of The Kid's Athletics Program on Gross Motor Skills and Sportsmanship of Elementary School Students

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Abstract

This study aims to examine the effect of the Kids Athletics program implementation on the gross motor skills and sportsmanship attitudes of elementary school students. The research method used was a quasi-experiment with a pretest-posttest design. The research subjects consisted of 64 elementary school students. The instruments used were the Test of Fundamental Motor Skills (FUS) and the validated YSVQ-2 Questionnaire. Data analysis was conducted to determine significant changes before and after program implementation. The results showed an increase in FUS of approximately 3.125% in the control group and 75% in the experimental group, while the YSVQ-2 showed similar but different results, namely an increase of 6.25% in the control group and 62.5% in the experimental group. It can be concluded that the implementation of the kids athletics program is effective in improving the gross motor skills and sportsmanship of elementary school students. Based on the findings of this alternative study, it is recommended that the kids athletics program be implemented as a Physical Education (PE) learning strategy to improve the basic motor skills and affective aspects of elementary school students.

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INTRODUCTION

Physical education and sports are a long-term investment in improving healthy and fit human resources. Physical education and sports are one of the subjects that must be taught in schools. Physical Education (PE) in elementary schools serves as the main foundation in shaping healthy living habits and character in children from an early age. Structured physical activities help develop gross motor skills and internalize affective values such as sportsmanship, discipline, and responsibility (Mulyana, 2024, pp. 2763-2770).

In the context of physical education, psychomotor aspects refer to students› ability to develop physical skills through coordination between the brain and body. Meanwhile, gross motor skills include large movements involving large muscles such as running, jumping, and throwing, which are very important in the physical learning of primary school children. Structured physical activities help children develop muscle and motor nerve coordination, as well as support cognitive and emotional development (Humaira, et al., 2024, pp. 808-815).

In addition to psychomotor aspects in physical education in elementary schools, affective aspects cover several important parts of physical education, such as attitudes, values, and emotions that are instilled through physical activities. One of the main values developed is sportsmanship, which is the attitude of respecting the rules, opponents, and the results of the game. This value is important for shaping children›s character from an early age. The affective domain in physical education includes aspects of attitude, values, emotions, and social responsibility that are instilled through physical activity. In his book Falsafah Pendidikan Jasmani (The Philosophy of Physical Education), the researcher emphasizes that physical education is not only about motor skills, but also about shaping the character and moral values of students, including sportsmanship (Mahendra A, 2003, pp. 68-71).

Sportsmanship encompasses values such as honesty, cooperation, respect for opponents, and discipline, which are essential in shaping children›s positive character. Sportsmanship is not onlyimportant in the context of sports, but also in everyday life, helping children to become better individuals and contribute positively to society (Fauza, 2015). However, research conducted by Darmansyah (2023, pp. 6-9) states that children who are not accustomed to being sportsmanlike tend to exhibit behaviors such as not accepting defeat, taunting each other, and even fighting among elementary school students. Real cases occurred in Palu and Jakarta, where conflicts were triggered by the inability to accept the results of a match.

The Kids Athletics program developed by the International Association of Athletics Federations (IAAF) is specifically designed for children to improve their gross motor skills and sportsmanship. Kids Athletics is a program created based on modified sportsgames for children so that students are more enthusiastic and do not get bored easily when learning the basic movements of the sport. Kids Athletics is a movement skill learning program that can be applied to improve skills in children (Efendi, 2022, pp. 472-476).

Recent research shows that Kids Athletics-based learning effectively improves students› gross motor skills. In Kids Athletics-based learning, there are factors that influence the level of success of this learning, some of which include the ease of performing Kids Athletics movements, the competitive nature of Kids Athletics learning, and the modifiability of equipment. In addition to factors that support the success of Kids Athletics-based learning, there are also factors that hinder Kids Athletics-based learning, including cognitive and affective factors (Yusuf & Mulyadi, 2021, pp. 135-144).

Although these studies have provided insights into the potential and importance of children›s sports in improving gross motor skills and sportsmanship, there are still several limitations and gaps in the research that need to be addressed. Previous studies tended to focus on only one variable or even on other aspects, so researchers took advantage of this gap by studying gross motor skills and sportsmanship attitudes simultaneously in relation to the implementation of kids athletics programs. Given the importance of gross motor skills and sportsmanship in child development, it is hoped that kids athletics programs can have an impact on the gross motor skills and sportsmanship of elementary school students.

This study aims to further explore the "Implementation of the Kids Athletics Program on the Gross Motor Skills and Sportsmanship of Elementary School Students," to determine whether there is an effect on the gross motor skills and sportsmanship of elementary school students.

METHOD

This study uses an experimental method with a pretest-posttest control group design. The type of research used in this study is pre-experimental. Quantitative research involves data collection, which is then measured using data analysis techniques involving numbers and statistics (Creswell, 2014, p. 17). The selection of the experimental method in this study was based on practical considerations in the field, where experiments are the simplest form of research design for observing one group and subjects do not involve a control group (Sugiyono, 2013, p. 74).

The instruments used were the Fundamental Motor Skills in Sport Test (FUS) (Makaruk et al, 2023), which aims to measure improvements in students' gross motor skills, and the Youth Sport Values Questionnaire (YSVQ-2) , which aims to measure children's affective levels, especially sportsmanship in elementary school students (Lee et al., 2008; Whitehead et al., 2013).

The subjects of this study were 64 fourth-grade students at Public Elementery School Sekemandung 2 Elementary School in Bandung Regency. The research data was quantitative in nature, collected and then measured using data analysis techniques involving numbers and statistics (Creswell, 2014, p. 17).

The research procedure included a pretest stage using FUS and YSVQ-2, the provision of learning treatment using the Kid's Athletics Program, and a posttest using the same instruments. The assessment was conducted together with the Physical Education (PE) teacher as an observer.

In quantitative research, the data analysis process is carried out after the researcher has successfully collected all the necessary data. This analysis process aims to facilitate understanding of the data and provide interpretations that are relevant to the research problem. After the researcher collects data by conducting fieldwork and distributing questionnaires, the researcher then analyzes thedata using SPSS (Statistical Package for Social Science) version 25 software.

RESULTS AND DISCUSSION

The data obtained from each group generated from the FUS test through **Table 1** shows that the pretest control group indicates that the basic motor skills of students in this group are in the fairly good category, with a relatively moderate level of variation between individuals. The pretest experimental group shows results in the fairly good category, with fairly even variation in individual abilities. then the posttest control group showed a decrease in the minimum score of 2 and an increase in the maximum score of 14, indicating an improvement even though there was still relatively moderate variation between participants, and..the results in the posttest experimental group showed that the kids athletics program implemented in the learning process had a positive effect on the basic motor skills of students, with a relatively stable and significant distribution of scores between group members.

Table 1. Descriptive Statistic Fundamental Motor Skills

	N	Min	Max	Mean	Std. Dev
Pre-Test Control	32	6	13	8,2500	1,849
Pre-Test Eksperiment	32	4	13	8,0313	2,608
Post-Test Control	32	2	14	8,5000	2,700
Post-Test Eksperiment	32	23	30	26,9375	2,435

From the data **Table 2** obtained through the distribution of the YSVQ-2 sportsmanship questionnaire in Table 2, the descriptive data of YSVQ-2 shows that for the pre-test control group, the level of sportsmanship of participants in the control group at the beginning of the measurement was in the moderate range, with fairly homogeneous data distribution. then the pre-test experimental group showed greater variation in the level of sportsmanship among participants in the experimental group before the treatment was given. The post-test in the control group showed an increase in sportsmanship even though the data distribution still showed variation between individuals, and the post-test experiment showed that kids athletics not only had an impact on basic motor skills but was also able to increase students' sportsmanship and motivation during the learning process.

Table 2. Descriptive Statistic Youth Sport Values Quisionnaire-2

	N	Min	Max	Mean	Std. Dev
Pre-Test Control	32	11	54	37,46	11,54
Pre-Test Eksperiment	32	39	62	48,25	6,14
Post-Test Control	32	11	62	36,53	13,74
Post-Test	32	23	30	26,9375	2,435
Eksperiment	32	24	62	56,81	6,66

Table 3 presents the frequency distribution of Fundamental Motor Skills (FUS) scores in the control group. Based on the pretest data, the majority of students were categorized as "Limited Mastery," with 31 participants (96.857%) in the pretest and 30 participants (93.75%) in the posttest. Meanwhile, 1 participant (3.125%) in the pretest and 2 participants (6.25%) in the posttest were categorized as "Fairly Skilled.

In general, these results demonstrate an improvement in FUS performance within the control group. The shift from the Limited Mastery category to the Fairly Skilled category indicates that, although this group did not receive special treatment like the experimental group, regular learning activities were still able to provide a positive impact on the development of students' fundamental movement skills.

Table 3. Frequency Distribution and Assessment Results of Fundamental Motor Skills

Control Group Pre-Test			
Interval	Categori	Frequency	Presentage
30	Mastered	0	0%
24	Nearly Mastered	0	0%
18	Fairly Skilled	1	3,125%
<12	Limited Mastery	31	96,875%
	Total	32	100%
Control Group Post-Test			
Interval	Categori	Frequency	Presentage
30	Mastered	0	0%
24	Nearly Mastered	0	0%
18	Fairly Skilled	2	6,25%
<12	Limited Mastery	30	93,75%

Table 4 shows the frequency distribution of Fundamental Motor Skills (FUS) scores. After being given treatment in the form of kids athletics activities, 1 participant (3.125%) was in the Fairly Skilled category and 31 participants (96.875%) were in the Limited Mastery category in the initial test or pre-test. Meanwhile, in the second test or post-test, there was a very significant change: 8 participants (25%) were in the Nealy Mastered category and 24 participants (75%) were in the Mastered category.

The change in distribution indicates that the treatment given to the experimental group had a significantly positive impact on improving students' gross motor skills. The increase from the category of Limited Mastery to Nearly Mastered and Mastered reflects the effectiveness of implementing kids athletics activities in comprehensively developing Fundamental Motor Skills.

Table 4. Frequency Distribution and Assessment Results of Fundamental Motor Skills

Eksperiment Group Pre-Test			
Interval	Categori	Frequency	Presentage
30	Mastered	0	0%
24	Nearly Mastered	0	0%
18	Fairly Skilled	1	3,125%
<12	Limited Mastery	31	96,875%%
	Total	32	100%
Eksperiment Group Post-Test			
Interval	Categori	Frequency	Presentage
30	Mastered	24	75%
24	Nearly Mastered	8	25%
18	Fairly Skilled	0	0%
<12	Limited Mastery	0	0%

Table 5 shows the frequency distribution of students' sportsmanship levels (YSVQ-2) in the control group before (pretest) and after (posttest) the learning process. Based on the pretest results, most students were in the Very Important category, with 16 students (50%) at the pretest and 12 students (37.5%) at the posttest. In addition, there were 2 students (6.25%) in the Extremely Important category at the pretest, and 4 students (12.5%) at the posttest, while only 1 student (3.125%) was in the Slightly Important category. In the Important category, there were 9 students (28.125%) both at the pretest and posttest. Meanwhile, in the Fairly Important category, there were 4 students (12.5%) at the pretest, and 6 students (18.75%) at the posttest.

In general, these results indicate that there was an increase in the level of sportsmanship among students in the control group, even without special treatment. The shift occurred in the categories Fairly Important and Extremely Importantindicates that regular learning still provides a fairly enjoyable learning experience for some students, although the increase is not very significant when compared to the group that received special treatment..

Table 5. Frequency Distribution and Assessment Results of Youth Sport Values Quisionnaire-2

Control Group Pre-Test			
Interval	Categori	Frequency	Presentage
53-65	Extremely Important	2	6,25%
40-52	Very Important	16	50%
27-39	Important	9	21,125%
14-26	Fairly important	4	12,5%%
<13	Slightly important	1	3,125%
	Total	32	100%

Control Group Post-Test			
Interval	Categori	Frequency	Presentage
53-65	Extremely Important	4	12,5%
40-52	Very Important	12	37,5%
27-39	Important	9	28,125%
14-26	Fairly important	6	18,75%
<13	Sightly Important	1	3,125%

Table 6 presents the frequency distribution of students' sportsmanship levels in the experimental group before (pretest) and after (posttest) being given treatment in the form of kids athletics activities during learning. At the pretest stage, most students were in the Very Important category, with 22 students (68.75%), while 9 students (28.125%) were in the Extremely Important category, and 2 student (6.25%) was in the Important category. There were no students in the Slightly Important or Fairly Important categories at this stage.

These results show that the treatment through kids athletics activities had a clear positive impact on improving students' sportsmanship in the learning process. The shift from the Very Important category to the Extremely Important category indicates that the learning approach used successfully created a more enjoyable and engaging learning atmosphere for students in the experimental group.

Table 6. Frequency Distribution and Assessment Results of Youth Sport Values Quisionnaire-2

Eksperiment Group Pre-Test			
Interval	Categori	Frequency	Presentage
53-65	Extremely Important	9	28,125%
40-52	Very Important	22	68,75%
27-39	Important	2	6,25%
14-26	Fairly important	0	0%%
<13	Slightly important	0	0%
	Total	32	100%
Eksperiment Group Post-Test			
Interval	Categori	Frequency	Presentage
53-65	Extremely Important	29	90,625%
40-52	Very Important	2	6,25%
27-39	Important	0	0%
14-26	Fairly important	1	3,125%
<13	Slightly important	0	0%

The normality test results show that the data for each variable and group indicate a significance value (Sig.) in the Kolmogorov Smirnov-Monte Carlo test above 0.05. For the Fundamental Motor Skills (FUS) variable using Kids Athletics, the control group's pretest data had a significance value of 0.648, and the posttest data had a significance value of 0.545. The experimental group's pretest data had a significance value of 0.481, while the experimental group's posttest data had a significance value of 0.109.

Meanwhile, for the Sportsmanship variable using the YSVQ-2 instrument, the significance value for the control group's pretest was 0.693, and for the posttest it was 0.878. For the experimental group, the significance value for the pretest was 0.580, and for the posttest it was 0.272.

All Kolmogorov Smirnov significance values are above 0.05, so it can be concluded that the data from all groups and variables are normally distributed. Thus, the data in this study meet the assumption of normality and can be further analyzed using parametric statistical tests, such as the Paired Sample T-Test and Independent Sample T-Test.

Next, after conducting normality tests on the Fundamental Motor Skills and Sportsmanship data, the researcher continued the analysis by conducting a homogeneity test, based on the results of the variance homogeneity test using Levene's Test shown in Table 4.15. the significance values for the Fundamental Motor Skills (FUS) and Sportsmanship variables in the pretest and posttest were all greater than 0.05 (Pretest FUS = 0.067; Posttest FUS = 0.778; Pretest Sportsmanship = 0.269; Posttest Sportsmanship = 0.877), which means that the data had homogeneous variance.

With the fulfillment of this homogeneity assumption, researchers can continue the analysis using parametric tests such as the t-test to test the difference in means between the pretest and posttest on both variables, provided that the data also fulfills the normality assumption.

After fulfilling a series of prerequisite tests for analysis, namely normality and homogeneity tests, the researchers proceeded with hypothesis testing to determine whether there were significant differences between the experimental group and the control group.

Based on the results of the Paired Sample t-Test conducted to see the difference in the average pretest and posttest scores in each group, both for the Fundamental Motor Skills and Sportsmanship variables, overall, the Paired Sample t-Test results show that there is a significant difference between the pretest and posttest in both variables (FUS and Sportsmanship). However, a greater difference occurred in the experimental group. This shows that the treatment given in the

form of rhythmic movement activities in Physical Education Sport and Health learning proved to have a significant positive impact on improving basic motor skills (FUS) and sportsmanship in elementary school students.

The Independent Samples T-test is used to test the hypothesis of whether or not there is a significant difference between two independent (unrelated) groups. The results of the independent sample t-test show that the significance value (2-tailed) $p < 0.000$ ($p < 0.05$), indicating that there is a significant difference between the posttest scores for Fundamental Motor Skills (FUS) of the experimental group and the control group.

The results of the Independent Sample T-test showed a significance value (Sig. 2-tailed) of 0.000 (< 0.05). This indicates that there is a statistically significant difference in sportsmanship scores between the two groups, which can be concluded that the treatment given to the experimental group had a significant effect on the level of student sportsmanship when compared to the control group.

The implementation of the kids athletics program has shown a positive impact on improving children's gross motor skills. This can be seen from a comparison of the results before and after the program was implemented using pre-test and post-test methods, where there was a significant improvement in aspects such as agility, focus, balance, and coordination. The activities carried out in kids athletics, such as running, jumping, and throwing, directly stimulate the gross motor components that are essential in the physical development of early childhood.

The locomotor abilities of elementary school students were significantly improved after participating in the Kids Athletics program. Movements such as running, jumping, and throwing are key components of Kids Athletics activities, helping to develop leg muscle strength, agility, and body coordination. Exercises such as relay races and long jumps provide direct stimulation to the locomotor system. Fauza (2015, p. 65) argues that Kids Athletics effectively improves the gross motor skills of elementary school students, including locomotor skills, which form the basis of physical activity for children of elementary school age.

Non-locomotor aspects, such as balance and jumping, also improved through the Kids Athletics program. Activities such as stretching, body position exercises, and maintaining balance before and after physical activity help students develop posture control and body stability. Farhanto et al. (2025) state that Kids Athletics not only trains the body but also builds character and discipline, which is reflected in students' ability to control their bodies well during activities.

Students' manipulative skills, such as throwing, catching, and kicking, are improved through turbo throws, ball catches, and target throws in Kids Athletics. These movements train eye-hand coordination and precision of movement, which are important in the development of manipulative skills. Putra and Bafirman (2020) state that children's involvement in Kids Athletics has an impact on improving self-concept and social skills, which are closely related to confidence in effectively controlling objects.

The Kids Athletics program was designed by the International Association of Athletics Federations (IAAF) as a fun way to learn athletics that is tailored to children's characteristics. In practice, children are involved in games that are physically challenging but still fun, encouraging them to be active anddevelop their motor skills naturally. The repetitive and structured exercises in this program help children hone their body control, increase their physical endurance, and strengthen their neuromuscular connections.

In addition, children's involvement in kids athletics also has an impact on social and emotional aspects that influence motor skills. Interaction with peers, cooperation in groups, and a spirit of healthy competition create an environment that supports optimal movement exploration. Thus, this program not only serves as a means of exercise but also as a holistic learning medium that strengthens children's gross motor skills. Furthermore, Anisah et al. (2020) also stated that kids athletics games can be an effective stimulus in the development of gross motor skills in fifth and sixth grade elementary school children. They emphasized that physical activities appropriate for children's ages can accelerate motor development and support learning readiness.

Descriptively, the experimental group showed an increase in FUS scores in almost all components of basic motor skills, both locomotor (e.g., running, jumping, stepping) and manipulative (e.g., throwing, catching, kicking). This improvement was not only seen in the average scores, but also in the distribution of assessment categories, where the majority of students in the experimental group moved to the 'Nearly Mastered' and 'Mastered' categories after the treatment. In contrast, the control group experienced minimal improvement and most students remained in the initial category before the treatment..

From the researcher's point of view, the success of the implementation of this kids ath-

letics program was due to several factors. First, this activity provided enjoyable stimulation and challenges that helped students learn and master movements more effectively in a fun atmosphere. Second, the fun and structured learning environment increased their motivation to exercise, so that they were more actively involved in the learning process with new learning experiences.

Overall, the results of this study reinforce the understanding that kids athletics programs are an effective intervention in improving children's gross motor skills. The results of this study are in line with the findings of Kardi et al. (2025), who stated that the kids athletics training model has a positive effect on children's balance, agility, and coordination. The study shows that children who participate in kids athletics programs have higher gross motor skills scores than children who do not participate in similar programs.

Thus, the results of this study strengthen the evidence that the implementation of the Kids Athletics program is an effective and relevant intervention for improving children's gross motor skills. This program notonly impacts the physical aspect but also supports children's social and emotional development through group interaction and cooperation in games. The findings of this study reinforce the existing literature and provide practical implications that physical education teachers (PE) can utilize the Kids Athletics program as a fun yet effective learning strategy to develop students' fundamental motor skills.

The implementation of kids athletics programs contributes significantly to the development ofmoral aspects in the sportsmanship of elementary school students. Through activities such as relay races, turbo throws, and frog jumps, students are taught to obey the rules of the game, respect their opponents, and accept the results of the competition gracefully. Values such as honesty, responsibility, and respect for others grow naturally in a healthy competitive environment. Children learn that winning is not everything, and that the process and attitude in playing are far more important than the final result. This is in line with the research by Farhanto et al. (2025), which states that kids athletics not only improves physical health but also shapes students' character and discipline, including the moral values that form the foundation of sportsmanship.

The implementation of kids athletics programs on competency aspects provides students with the opportunity to develop physical and social skills that are an important part of sportsmanship. Activities that require teamwork, effective communication, and quick decision-making encourage students to improve their ability to complete tasks in a sporting manner. Students learn to recognize their own strengths and weaknesses as well as those of others, which ultimately strengthens their self-confidence and ability to compete in a healthy manner. Research conducted by Fauza (2015) supports this, showing that kids athletics significantly improves students' gross motor skills, which correlates positively with increased self-confidence and a sporting attitude in competition.

The status aspect of sportsmanship relates to how students view themselves and how they are accepted by their peers in a social context. The Kids Athletics program provides equal opportunities for all students to participate, regardless of their background or initial abilities. By achieving success in enjoyable physical activities, students feel valued and recognized by their peers, which enhances their social status in the school environment. This is reinforced by research conducted by Putra and Bafirman (2020), which found that Kids Athletics contributes to improving students' self-concept, which is an important indicator in the formation of social status and sportsmanship attitudes.

These findings directly answer the second research question, which is to determine the effect of the kids athletics program on the sportsmanship of elementary school students. The results show that there was a significant increase in students' sportsmanship attitudes, which is relevant to the research objective of proving that the kids athletics program creates a more enjoyable learning atmosphere and motivates students. Thus, the researchers concluded that the kids athletics program remains relevant for implementation in physical education and health education (PE) because it can have a positive impact on students' affective aspects.

Thus, the kids athletics program has been proven to contribute positively to improving student sportsmanship. As an alternative learning method, PE teachers can combine this method with participatory and creative strategies such as modifying games, integrating traditional or modern games according to student interests, or group movements to create a varied, interesting, and emotionally supportive learning experience for students. These findings reinforce the recommendation that PE teachers should be able to change and improve students' abilities and other aspects as a strategy to create enjoyable, motivating learning experiences that optimize students' active participation.

CONCLUSION

Based on the research results obtained through data analysis and hypothesis testing, it can be concluded that the implementation of the Kids Athletics Program has an effect on the gross motor skills and sportsmanship of elementary school students.

This study also shows that the implementation of the Kids Athletics program has a significant impact on improving gross motor skills and sportsmanship among elementary school students. These findings have several important implications in the context of physical education, character development, and elementary school policy. These findings also broaden the focus of previous studies, which generally only emphasized the physical aspects of FUS development, without considering affective dimensions such as sportsmanship or student motivation.

Based on the conclusions and implications presented, this study provides several recommendations as input for relevant parties in the implementation of kids athletic programs in physical education.

Schools are expected to support the implementation of the Kids Athletics program as part of their strategy for character building and physical health among students. Support can take the form of providing adequate facilities and infrastructure, training for teachers, and allocating specific time in the school schedule. With institutional support, this program can be implemented sustainably and reach all students.

Physical education teachers are encouraged to integrate the Kids Athletics program into regular and extracurricular learning activities. This program has been proven effective in improving gross motor skills and fostering a spirit of sportsmanship among students. Teachers can modify activities according to school conditions and facilities, and ensure that activities are conducted in a fun and inclusive manner.

Future researchers are advised to develop further studies with a broader scope, such as the effects of Kids Athletics on psychosocial aspects, academic achievement, or children's mental health. In addition, comparative studies between other physical learning models and Kids Athletics can provide new insights into the development of a more effective physical education curriculum.

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