



Gross Motor Activity Comparison Fullday School and Regular of Elementary School Sumenep Through BMAT-R

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Abstract

The schools that implement Full Day School will not optimally carry out activities outside of effective hours so that such a condition can affect the students' interests and talents related to motor skills at school. This study uses purposive sampling due to certain considerations, The calculation of T value was done by testing the significance of the difference between the two means derived from the distribution for the different samples. To find out the results of the hypothesis test was by seeing the equal variances not assumed. Based on the table, it could be seen that the value of P value was 0.000, while the mean difference was -22.967. The hypothesis testing based on significance was that H₀ was accepted if the significance was greater than 0.05. H₀ was rejected if the significance was less than 0.05. The test conducted showed that the significance was smaller than 0.05, namely 0.000, so H₀ was rejected, which means that there was a difference in the average motoric score of full day school and regular school students.

How to Cite

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INTRODUCTION

(UU No 3 Tahun 2005, n.d.) said that guidance and education sports development implemented and directed as a whole systematic and integrated with National Education System. According to (Hasbullah, 2003:3) discussed about school education here is education that obtained regularly, systematic, gradually and by following clear and strict requirements (start from kindergarten up to college)

It cannot be separated from national education targets further expressed in (Pemerintah Republik Indonesia, 2007) said that training and development education sports aimed in gaining knowledge , personality , skills , health and physical fitness also development of their interests and sports talents. Further explained by saying that physical education is defined as a process of education through physical activity and at the same time an educational process to improve physical abilities. So that if we are physically fit, the level of concentration will increase when we take a lot of academic lessons. According to (- Kiram, 1992) Physical education in elementary schools essentially has a meaning, the role of a very vital function in an effort to create a healthy and dynamic society.

Many teaching and training instructions are linked to skills, sourced from a number of principles of motion (O.T., 2011). From this opinion, many teachers, especially the physical education teacher at school, always teach students movement more than the material in the classroom. In implementing the National Sports system, of course, it will be very synergized with educational institutions both elementary, middle and high schools and the equivalent because school is part of education in the family. Besides that, schools are also a bridge between families and the outside community when they reach adulthood. According to (Hasbullah, 2003) what is meant by school education here is education that is obtained by a person regularly, systematically, stratified and by following clear and strict requirements (from kindergarten to college) so (Faruq, 2007) said that in developing synthetic intelligence (movement intelligence) we need to know deeply what movements need to be developed.

(Mahardika, 2008:33) psychomotor skills do not get special attention and in their position are often ignored by some educators in certain fields of study. So this will certainly be a problem that is closely related to the movements of students in the school. In reality, there are some schools that

do not work optimally outside of effective hours. There are schools in Indonesia that implement Full Day School and there are also schools that do not implement Full Day School. Full Day School is a school whose entry hours are from 06.45 WIB to 15.30 WIB. Meanwhile, schools that do not do Full Day School are schools whose entry hours are from 6:45 a.m. to 12:00 p.m. Wow. From the problems that have been described, of course schools that implement the Full Day School system will not be able to optimally carry out activities outside effective hours so that this problem can affect the interests and talents of students who are closely related to motor skills in the school. This is of course very inversely proportional to regular schools so that these schools can develop students' talents and interests outside of effective hours. Sports activities are one of the activities outside of effective hours which are very popular with students because there they will develop their motoric movements through their interests and talents in one sport. (- Kiram, 1992:4) Physical education in elementary schools essentially has a meaning, the role of a very vital function in an effort to create a healthy and dynamic society. Physical education can channel the desire and desire of students to move. Moving is not only a natural need of elementary school age students, but on the other hand it can also shape, nurture and develop individual learners. Motor development during the late childhood period. In this period the motor development was very good. This is a period where children have the best motor learning abilities. He can master simple movements and techniques (in their rough form) without much difficulty and with little or sometimes even no practice. He shows a high readiness in various tasks and physical activities.

(Baharuddin, 2010:24) states that schools with a full day school system are not only based on formal, but also informal schools. Full Day School is a program implemented by the school to support the academic abilities of students and students at the school. However, the Full Day School which is implemented in Sumenep Regency as a whole does not really pay attention to non-academic abilities so that from the perspective of observations made by researchers, motor skills in the school are lacking. This can be seen from the activities carried out by students during the effective hours and outside the effective hours. Full Day School focuses more on academic abilities than non-academic abilities.

Referring to the regulation of the Ministry of Education and Culture which was enacted on 12 June 2017 concerning changes to

School Days. What is meant in this regulation is the (Pemerintah Republik Indonesia, 2013) In article 2 paragraph (1) School days are implemented 8 (eight) hours in 1 (one) day or 40 (forty) hours during (5) days in 1 (one) week. Paragraph (2) The provisions of 8 (eight) hours in 1 (one) day or 40 (forty) hours for 5 (five) days in 1 (one) week as referred to in paragraph (1), including the rest period of 0.5 (zero point five) hours in 1 (one) day or 2.5 (two point five) hours for 5 (five) days in 1 (one) week. Paragraph (3) In the event that additional rest periods are required as referred to in paragraph (2), schools may increase the rest time exceeding 0.5 (zero point five) hours in 1 (one) day or 2.5 (two point five) hours during 5 (five) days in 1 (one) week. (Soapatty, 2014:721)Based on the elements in the application of the Full Day School system it can be meant or interpreted that the elements that support the application of the Full Day School system are the existence of a good schedule, the learning must have a very good strategy in carrying out a lesson , facilities that support and dig deeper into the material that will be or have been given

In Sumenep Regency exactly, in Sumenep City District, there are 2 Elementary school levels that implements the Full Day School system, namely the Lukman Hakim Integral Elementary School and the Al Hidayah Integrated Islamic Elementary School, both of which are favorite private schools in the District of Sumenep City. In contrast to schools that carry out regular time activities. This school is very often found in the District of Sumenep City and almost all public schools in the sub-district of the city of Sumenep do not carry out Full Day School activities. Those two schools are Pangarangan I Elementary School and SDN Public Elementary School Pangarangan V.

The purpose of this research is to determine the comparison of Gross Motor Activity between Full Day School and Regular Elementary School Students in Sumenep City District through the Basic Motor Ability Test - Revised. In this study, using purposive sampling which is used due to certain considerations,(- Winarno, 2011). Instruments Using the(Indonesia, 2005). The research instrument used 4 items of the BMAT-R test (1) Eye coordination with throwing (2) Balance with opened and closed eyes (3) Ability to change direction quickly (4) Kick on target.

METHOD

Comparative research is a study that compares one sample group with another sample

group based on certain variables or measu-res,(- Maksum, 2012). In this study using purposive sampling which is used due to certain considerations,(- Winarno, 2011). Instruments Using(Indonesia, 2005). The calculation of the T value is done by testing the significance of the difference between two means from two distributions for different samples. The formula used is as follows according(- Maksum, 2012).

$$t = \frac{M_1 - M_2}{\sqrt{\frac{[S_1^2]}{N_1} + \frac{[S_2^2]}{N_2}}}$$

Mean on sample distribution 1

M_2 = Mean on sample distribution 2

S_1^2 = The value of variance in the sample distribution 1

S_2^2 = The value of variance in the sample distribution 2

M_1 = Number of individuals in sample 1

M_2 = Number of individuals in sample 2.

RESULTS AND DISCUSSION

The analysis of the research results will be related to the research objectives as stated, so it can be described in the form of descriptive exposure of the research results. The data description presented is in the form of data obtained from the commata test, stand stroke, passing and shuttle run in schools that implement full-day and regular.

Schools that apply full day

From the data on the results of the research carried out by the researcher, it can be seen from several test items as follows **Tabel 1.**

Tabel 1. Descriptive Statistics

Variabel	N	Mini-mum	Maxi-mum	Mean	Std. De- vian- tion	Vari- ance
Com- mata	60	0	11	3.8	2.6	6.8
Stroke stand	60	9	37	18.5	6.6	43.5
pass- ing	60	0	6	2.4	1.5	2.3
Shut- le run	60	12	19	15.5	1.6	2.5

From the **Tabel 1.** above, it can be seen that the average obtained by students who apply

the full day system from the hand eye coordination test obtained an average of 3.8, strokes tand is 18.5, passing is 2.4 and shuttle run is 15.5.

Schools that apply Regular

From the data on the results of the research carried out by the researcher, it can be seen from several test items as follows **Tabel 2.**

Tabel 2. Descriptive Statistics

Vari-ables	N	Mini-mum	Maxi-mum	Mean	Std. De- via- tion	Vari- ance
Com- mata	60	1	14	6.8	2.530	6.4
Stroke stand	60	10	38	23.45	7.670	58.828
Pass- ing	60	0	7	3.90	1.980	3.922
Shut- lle run	60	12	17	13.42	1.225	1.501

From the **Tabel 2.** above it can be seen that the average obtained by students who apply the full day system from the hand eye coordination test obtained an average of 6.8, a strokstand of 23.45, passing of 3.9 and a shuttle run of 13.42.

From the data above, it can be seen the difference in the average of each test item carried out in schools that apply the full-day and regular systems as we can see in the **Diagram 1** below.

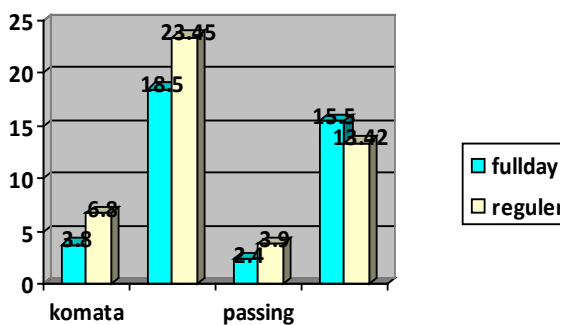


Diagram 1. Full-day and regular systems

The data analysis technique in this study used a comparative descriptive analysis technique and an inferential analysis. Compative descriptive analysis technique is a form of analysis used to explain data by describing the comparison between two or more sample groups in a populati-on. The comparisons seen are the average value, standard deviation, and minimum and maximum values of the samples studied. Inferential analy-sis techniques are carried out through prerequi-

site tests for data analysis and hypothesis testing. The prerequisite test for data analysis consisted of a normality test using the One Sample Kol-mogorof-Smirnov test using a significance level of 5% or 0.05. The homogeneity test was carried out using Levene’s test which aims to investigate whether the variance of the tested variables was the same or not before testing the hypothesis, nam-ely the T test.

The hypothesis testing is to see if there are differences in the motor skills of school students who apply the full day school system and the reg-ular system. For this purpose, the test is carried out using an independent sample t-test.

Inferential Statistical Analysis Normality Test

The normality test was carried out on full day school grades and regular school grades using the spss software. In this study, the Kolmogorov-Smirnov One sample test was used with a signifi-cance level of 5% or 0.05. The test criteria (based on probability):

If ≥ 0.05 , the sample comes from a population that is normally distributed.

If <0.05 , the sample comes from a population that is not normally distributed.

Homogeneity Test

The homogeneity test was carried out on the motor skills of both classes of full day school and regular school. This test is performed as a prerequisite for the analysis of the independent sample t-test. The results of the homogeneity test can be seen in the table below.

The results of the homogeneity test output can be seen from the table above. It can be seen that the significance for learning achievement re-sults is 0.000 which is less than 0.05, it can be concluded that the two classes are not homoge-neous.

Hypothesis Testing

Hypothesis testing in this study was carried out by comparing the average scores of students from both classes and using SPSS 22 for windows software with independent sample t-test analysis. This test uses a significance level of 5% or 0.05. The statistical hypothesis is as follows: The sta-tistical hypothesis tested is: $H_0: =$ against $H_1: \neq$

Based on the homogeneity test, it was found that the two class data were not homoge-neous. So that to find out the results of the hy-pothesis test, it is seen from the equal variances not assumed. Based on the table above, it can be seen that the value of Pvalue is 0.000, while the mean difference is -22.967. Criteria for testing the hypothesis based on significance is that H_0 is

accepted if the significance is greater than 0.05. H_0 is rejected if the significance is less than 0.05. From the test conducted, it can be seen that the significance is smaller than 0.05, namely 0.000, so H_0 is rejected, which means that there is a difference in the average difference in the motor results of students in schools with the full day school system and the regular system

Based on the results of the analysis of the research calculations it is known that the average obtained by students who apply the full day system from the hand eye coordination test obtained an average of 3.8, strokstand is 18.5, passing is 2.4 and shuttle run is 15.5 while the score for regular school is known that the average obtained by students who apply the full day system from the hand eye coordination test is obtained an average of 6.8, a strokestand is 23.45, passing is 3.9 and a shuttle run is 13.42.

From these data, it is clear that regular schools get a better average score than full-day schools. It can be said that regular schools have better gross motoric skills when measured using the BMAT-R instrument. It can be seen that the level of each test item carried out by regular school researchers is always superior to full-day school. Basically, physical education can distribute the desires of students to move. Moving is not only a natural need of elementary school age students, but on the other hand it can also shape, nurture and develop individual learners. From the sentence of the statement, the researcher assumes for students that they can also have basic movements or fundamental movements based on their interests and talents to be developed in school which is a place that not only develops students' academic abilities but can also develop students' non-academic abilities. Ysnuar Kiram (1992 : 42) says the development of basic movement patterns is a function of maturity and experience. Maturity is a condition in which basic motor skills develop, but on the other hand, basic skills cannot develop without appropriate training (experience). Simply, it can be shown that many children do not develop maturity or movement patterns without outside help. The latest research shows that the development of basic motor skills of elementary school age children clearly states that 1 in 5 children experience a lag in the development of basic motor skills. So without proper training, movement patterns often remain at the rudimentary level and a level of maturity is never achieved. Related to this, (Dikdik Safar Sidik Dkk, 2019:11) also expressed that physical exercise can provide changes in all functions of

the body's system. So the connection with school is where regular school students will get more opportunities to move through the sport they like by joining the sports club.

In fact, many parents send their children to full-day school with the hope that their children will have better academic abilities but they forget that there are non-academic abilities that are also owned by a student. Basically, academic and non-academic abilities must be balanced so that these students can also develop their own potential in the field of talent and interest, especially in sports games. Extracurricular activities in schools become a forum for developing non-academic abilities related to students' gross motor skills so that when students take extracurricular activities or develop talent for interest in sports, these students can also improve their fitness so that the metabolism in these students is very good for developing their competence in academic field if the student regularly participates in non-academic activities to develop talents and interests in sports games.

During the period of growth and development of elementary school students, of course, there will be great potential to be able to optimize all aspects of their development where gross motor skills are also an important part that cannot be forgotten by a parent of these students. Gross motor development is an element of maturity and movement control so that there is a relationship that will mutually influence body fitness, movement skills and movement control. At elementary school age, the motoric development of children, especially basic movements, is often forgotten by people and is more imposing on the academic (- Saputra, 2008)abilities of these students, even though gross motor skills are a very difficult part to separate from the development of these students.

All affective and cognitive domain behaviors are more strongly influenced by motoric behavior. A process like this is a critical function in life that allows us to adapt to the environment. From several theories that have been disseminated that motoric is very influential on the development of children both from the academic side and from the non-academic side because in essence children at that age has a very strong world of play.

CONCLUSION

Based on the results of the study, the conclusion is that there are differences in motion between full-day students and regular school students. This will certainly have a big impact on the

level of physical fitness of students in carrying out daily activities because the level of fitness will be greatly influenced by how active the students move, in this case measured through the instrument Basic Motor Ability Test - Revised. In this case, regular school is better with an average difference of 22,967 compared to full day school.

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