

Survey of Basic Locomotor Movement Ability of Grade IV Students of SD Negeri 1 Peninggalan

Hawaini¹, Muhsana El Cintami Lanos¹, Ilham Arvan Junaidi¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: spdhawaini@gmail.com

Article History: Received on 10 June 2025, Revised on 25 July 2025,
Published on 31 December 2025

Abstract: This study aims to describe the basic locomotor movement ability of grade IV students of SD Negeri 1 Peninggalan. Basic locomotor skills, such as running, jumping, and jumping, are an important foundation in the motor development of elementary school-aged children. This study uses a quantitative descriptive approach with 30 students. The instrument used is a performance observation sheet with assessment indicators based on categories: Very Good, Good, Adequate, Lack, and Very Poor. The results showed that in the running aspect, 40% of students were in the category of Very Good, 43% Good, and 17% Sufficient. In the jumping aspect, 33% is Very Good, 47% Good, and 20% is Adequate. Meanwhile, in the jumping aspect, 37% Very Good, 40% Good, and 23% Sufficient. No students were found in the Less or Very Less categories in all three aspects. Thus, it can be concluded that in general, the basic locomotor movement ability of grade IV students is relatively good, and this reflects the effectiveness of PJOK learning applied in schools.

Keywords: Basic Movement Ability, Elementary School Students, Locomotor Skills

A. Introduction

Physical Education, Sports, and Health taught in schools have a very important role, because it provides opportunities for students to be directly involved in various learning experiences through physical activities that are carried out systematically and in a directed manner. One of the forms of activities that is the main focus in PJOK is the development of basic locomotor movements, such as walking, running, jumping, and jumping. Through structured learning, students not only learn to understand movement, but also develop motor skills, coordination, balance, and overall physical fitness. Therefore, PJOK is an effective means in forming the basis of children's movement skills that will be very useful in sports activities and daily life (Pertwi et al., 2018).

The development of gross motor skills in children requires educators to help identify the correct goals, how safe the learning type is for students, and how enjoyable

physical activity is for students (Kurniawan et al., 2022). Basic locomotor motion is one of the aspects of fundamental motor skills that are very important to be developed from an early age, especially in elementary school students. These basic movements include various activities such as walking, running, jumping, jumping, and sliding which are the main foundations in physical education learning (D. N. Pratama & Nurrochmah, 2022). Children's motor development is one of the important parts that need to be optimized in physical education in elementary school (D. K. Pratama, 2019). Fundamental motor skills are the main skills in physical education that are the foundation for various physical activities, including basic locomotor movements such as walking, running, jumping, and jumping. Mastery of basic locomotor movements reflects students' ability to coordinate body movements, balance, rhythm, and proper visual and motor perception. In the PJOK learning process, this ability is very important because it is the basis for more complex physical skills. When students have good locomotor movement skills, they will have an easier time following various forms of games and sports in school. Therefore, physical education needs to systematically develop these skills through varied and fun exercises to support the optimal motor development of children (Saputra & Firdaus, 2019).

In the context of Physical Education, Sports, and Health (PJOK) learning, the development of basic locomotor movements is an integral part of the learning objectives. Through a systematic and fun approach, students are expected to master these skills gradually. Activities such as traditional games, gymnastics, and fitness exercises are effective learning media to stimulate children's motor skills. In addition, PJOK activities also have a role in shaping character, improving physical fitness, and fostering sportsmanship and cooperation between students. Education and utilized to create healthy study habits (Syaflin et al., 2021). Physical education, sports and health taught in schools have a very important role, namely providing opportunities for students to be directly involved in various learning experiences through selected and systematically selected sports and health physical activities (Mahendra1 et al., 2024).

However, in practice, not all students have the same basic locomotor movement skills. These differences are influenced by various factors such as daily physical activity levels, family environment, diet, and opportunities provided by school. Some students may have more opportunities to play actively outdoors, while others spend more time indoors. This difference results in variations in motor abilities among students that need to be clearly mapped through valid measurements or surveys.

A survey of the basic locomotor movement ability is an important step to find out the real condition of students in the field. The results of the survey can be used as a basis for PJOK teachers to design a more targeted learning program. By knowing the abilities of individuals and classes as a whole, teachers can adjust the intensity, type of exercise, and learning approach that suits the needs and abilities of students. This

will prevent inequality in motor development and encourage each student to develop optimally.

Based on this urgency, this study was conducted to find out the extent of the basic locomotor movement ability of grade IV students at SD Negeri 1 Peninggalan. The results of this survey are expected to provide an initial overview of the physical condition of students, especially in the locomotor aspect, and become the basis for decision-making for schools in improving the quality of PJOK learning. With the development of data-based programs, it is hoped that all students can achieve maximum physical development according to their respective age levels and abilities.

B. Methods

This study uses a quantitative descriptive approach with a survey method that aims to obtain an overview of the basic locomotor movement ability of grade IV students at SD Negeri 1 Peninggalan. The subjects in this study were all grade IV students, which amounted to 30 people and were selected using the total sampling technique. The data collection instrument is in the form of an observation sheet which is used to assess three types of basic locomotor movement skills, namely: running, jumping, and jumping. Each skill is assessed based on aspects of speed, coordination, and balance of motion. The data analysis technique used is quantitative descriptive analysis, where the observed data from each type of basic motion is processed into a percentage form. The percentages obtained are then categorized based on the following rating scale:

Table 1. Rating Scale

Percentage (%)	Category
81-100%	Excellent
61-80%	Good
41-60%	Enough
21-40%	Less
0-20%	Very Less

C. Results and Discussion

This study aims to find out the description of the basic locomotor movement ability of grade IV students of SD Negeri 1 Peninggalan through three types of basic skills, namely running, jumping, and jumping. Each aspect is assessed based on an observation sheet and then analyzed in the form of percentages to determine each student's ability category. Based on the results of observations of 30 students, the following data was obtained:

Table 2. Basic Locomotor Movement

NO	Basic Motion Type	Number of Students	Excellent	Good	Enough	Less	Very Less
1	Run	30	12 (40%)	13 (43%)	5 (17%)	0 (0%)	0 (0%)
2	Jump	30	10 (33%)	14 (47%)	6 (20%)	0 (0%)	0 (0%)
3	Rebounder	30	11 (37%)	12 (40%)	7 (23%)	0 (0%)	0 (0%)

The table shows the results of measurements on three types of basic locomotor movements, namely running, jumping, and jumping, which involved 30 students as respondents. For running skills, as many as 12 students (40%) were in the Very Good category, 13 students (43%) were in the Good category, and 5 students (17%) were in the Adequate category. No students are in the Less or Very Less category. In the type of basic jumping movement, as many as 10 students (33%) showed Very Good ability, 14 students (47%) were in the Good category, and 6 students (20%) were in the Sufficient category. Just like in running, no students were found in the Less or Very Less category.

Meanwhile, in the type of basic jumping movement, 11 students (37%) were in the Very Good category, 12 students (40%) were in the good category, and 7 students (23%) were in the Adequate category. Again, none of the students fall into the Less or Very Less categories. In general, the data shows that the majority of students are in the Good and Very Good categories for all types of basic movements tested. This indicates that the basic locomotor skills of grade IV students of SD Negeri 1 Peninggalan are relatively good and even, and reflect the success of the PJOK learning program in developing students' basic motor skills.

D. Conclusion

Based on the results of the survey of basic locomotor movement ability of grade IV students of SD Negeri 1 Peninggalan, it can be concluded that in general, students' abilities are in the *category of Good* and *Very Good*. Of the three basic types of movement observed running, jumping, and jumping the majority of students showed adequate to optimal mastery of skills, with no students falling into the *Less* or *Less* categories. These findings show that the PJOK learning process in schools has succeeded in providing an effective learning experience in developing students' basic motor skills. These results can also be a reference for teachers in designing future learning programs that are more challenging and varied to improve the quality of students' movement skills.

E. Acknowledgement

The author expresses his deepest gratitude to the Principal, PJOK teachers, and all fourth-grade students of SD Negeri 1 Peninggalan who have participated and

provided full support in the implementation of this research. Thank you also to all parties who have helped directly or indirectly, so that this research can run smoothly. Hopefully the results of this research can provide benefits for improving the quality of PJOK learning in elementary schools.

References

- Kurniawan, R., Paulina Heynoek, F., & Winda Wijayanti, A. (2022). Development of Teacher Modules in Learning Materials for Variations and Combinations of Locomotor and Manipulative Movements for Smalb. *Physical Activity Journal (Paju)*, 3(April 2022). <https://doi.org/10.20884/1.paju.2023.3.2.5480>
- Mahendra¹, A., Lanos², M. E. C., & Farizal Imansyah³. (2024). Development of Locomotor Basic Movements through an Elementary Level Play Approach. *Nusantara Sports Page (Journal of Sports Science)*, 7(I), 91-98. <https://doi.org/https://doi.org/10.31851/hon.v7i1.13849>
- Pertiwi, R. M., Nurhasan, N., & Syam, T. A. R. (2018). Development of a circuit learning model to help locomotor, non-locomotor, and manipulative movement patterns of children with Down syndrome. *Sports Window*, 3(2), 26-36. <https://doi.org/10.26877/jo.v3i2.2452>
- Pratama, D. K. (2019). *Efforts to improve basic locomotor motion in grade I students at Rowosari 02 Elementary School using used tire media. That is why we need to be careful not to overdo it.* 1:1-23.
- Pratama, D. N., & Nurrochmah, S. (2022). Survey of locomotor, nonlocomotor and manipulative basic movement skills in grade VII students of junior high school. *Sport Science And Health*, 2(9), 430-439. <https://doi.org/10.17977/um062v2i92020p430-439>
- Saputra, M. W., & Firdaus, K. (2019). The Relationship of Locomotor Basic Movement Skills with the Learning Outcomes of Health Workers. *Journal of Sports Education*, 2(8), 14-20.
- Syaflin, H. M., Nurdin, F., Widiastuti, Syafaruddin, Lanos, M. E. C., & Syaflin, S. L. (2021). Basic Locomotor Motion Characteristic Design Using Games Model For Elementary School Student. *International Journal Of Human Movement And Sports Sciences*, 9(3), 560-567. <https://doi.org/10.13189/saj.2021.090323>