



ORIGINAL SCIENTIFIC ARTICLE

SURVEY OF BASIC MOVEMENT SKILLS IN ELEMENTARY SCHOOL STUDENTS IN THE MIDST OF THE COVID-19 PANDEMIC

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Abstract

The study purpose was to determine a survey of basic locomotor, non-locomotor, and manipulative movement skills in elementary school students in Kecamatan Kandangan Kabupaten Kediri East Java in the midst of the COVID-19 pandemic.

Materials and methods. This study used a descriptive research design with a quantitative research type, for the method used in this research was a survey method. The population of elementary school students in Kecamatan Kandangan was 2997 elementary school students. Determination of the sample size used the Accidental purposive sampling technique; as many as 471 participants of grades 4, 5, and 6 were selected from elementary schools located in Kecamatan Kandangan Kediri East Java. The data collection technique used in this study was a survey technique with data collection instruments using questionnaires created with Google Forms application. Data analysis was carried out in this study using a descriptive percentage test.

Results. The impact of COVID-19 did not interfere with students' skills in performing locomotor and non-locomotor movements, but greatly interferes with students' skills in performing manipulative movements.

Conclusions. Learning PJOK during the COVID-19 pandemic did not interfere with students' skills in performing locomotor and non-locomotor movements, but interferes with students' skills in performing manipulative movements.

Keywords: basic movement skill, locomotor, non-locomotor, manipulative, COVID-19 pandemic, elementary school students.

Introduction

The world has experienced the disaster of COVID-19 from the end of 2019 until now. COVID-19 or coronavirus is a large family of viruses where the shape resembles an egg with spikes on the surface that are shaped like a crown, therefore this virus is called corona. The coronavirus was discovered in the 1960s in the nasal cavities of patients with colds. COVID-19 did not take long to change the level of disease spread from endemic to pandemic. Indonesia has been severely affected by the COVID-19 outbreak. The impact of COVID-19 in the world starts from the economic aspect, the

health aspect is no exception as well as the education aspect (Kurniawan, 2020). Education is one of the sectors most affected by the coronavirus. Education has changed because of COVID, so education is done online. One of the educations affected by COVID is Physical Education. Physical education is a learning process to improve physical fitness and develop motor skills, knowledge, sportsmanship and emotional intelligence (Indrawani, 2019). Many countries have decided to close schools, colleges and universities. In Indonesia, the efforts made to cut the chain of transmission of the COVID-19 virus, the government has decided that face-to-face learning from elementary school to university is not allowed. This causes problems in the world of education (Purwanto et al., 2020).

The COVID-19 pandemic has caused face-to-face learning to be replaced by online learning. This is because the

spread of the virus is so fast that many parties are not prepared to deal with this disaster. Starting from the government, educators, parents and students must face this problem directly (Kurniawan, 2020). So that the COVID-19 pandemic brings complex obstacles to education and learning providers in schools that must be carried out online (Simbolon & Arif Rakhman, 2021). One of the impacts of learning is on Physical Education, Sports and Health (Handayani, 2020). Due to the COVID-19 pandemic, sports activities have been disrupted. This is a serious problem in the world of education. All students do not want boredom in their lives, because boring learning is something that is not fun. If the teaching and learning process does not start with something interesting, it can affect student interest in PJOK learning, so that learning objectives are not achieved (Musitoh, 2018).

Physical Education, Sports and Health are subjects that students learn at school. These subjects include material on sports, game sports, and material on environmental health and body health. Learning Physical Education, Sports and Health is a subject consisting of theory and practice (Hidayat, 2019). The practice in physical education, sports and health is that students are required to move according to the material in learning. One of the scopes of physical education is the formation of motion, which includes the desire to move, appreciate space, time and form including the feeling of rhythm, recognize the possibility of one's own motion, have confidence in motion and feelings of attitude (kineshetic) and enrich the ability to move (Amung & Saputra, 2000).

The basic movement is the behavioral pattern of the student who has physical characteristics through the activity of the movement. As a child, basic movements need to correspond to their growth process. Fundamental Movement Skills (FMS) usually developed as a child, then refined into contextual and sport-specific skills. These skills include movement (running, hopping, etc.), manipulation or object control (catch, throw, etc.), and stability (balancing, etc., and twist) skill (Lubans, Morgan, Cliff, & Barnett, 2010). Clark etc. Basic motor skills are considered a basic component of exercise and have been proposed to form the basis of professional and sport-specific motor skills needed to participate in a variety of physical activities (Clark, Barnes, Holton, Summers, & Stratton, 2016). In this way, it can be said that the basic movements are the basic movements for children to perform various movements such as play, sports, and dance in the social environment. It can be divided into spontaneous movements, non-spontaneous movements, and manipulative movements (Desmita, 2009).

Basic movement skills in physical education have been taught at the elementary school level (Pratama & Nurrochmah, 2020). Basic movement is a basic skill that aims to develop various basic sports technical skills that involve body movements (Wiarto, 2015). However, due to online learning of children's movements which can usually be routinely carried out every week at school, children can play and move freely with their friends to be hampered. According to (Prayitno, 2014) that the movement skills that need to be developed in elementary school children are fundamental movement abilities, namely the basic locomotor, non-locomotor, and manipulative movement abilities. Locomotor movement skills (such as walking, running, jumping and rolling), non-locomotor (bending,

stretching, twisting, rocking). Basic manipulative movements (kicking, throwing, running, up and down stairs, climbing, etc.). The ability and basic technical skills of locomotor, non-locomotor and manipulative movements of elementary school students need special attention. Movement development in childhood is very prominent. Completion or improvement of basic movements occurs in childhood. Towards adolescence, increasingly complex movements can be mastered with the ability to utilize movement skills according to their needs. In the end, in early adulthood, various organs of the body reach the peak of functional development, and physical maturity reaches the peak of maturity. However, the development of children's movements has been disrupted by the current COVID-19 pandemic.

Based on initial observations on Sports Physical Education teachers in Kandungan District that due to the COVID-19 pandemic, so that they have to carry out online learning, it will affect the movement of children. This certainly affects the basic locomotor, non-locomotor, and manipulative movements in elementary school children. The results of previous studies with the research title "Analysis of Basic Movements for Children aged 6-7 Years" which showed the overall results of basic movements of junior high school students were in the sufficient category, in which the locomotor basic movements with a percentage of 77.4% were in the sufficient category, non-locomotor basic movements with a percentage of 74.5% in the sufficient category, and manipulative basic movements with a percentage of 79% in the good category (Kurniawan, 2019). Another study with the title "Analysis of Basic Motor Movements for Class VII Students of SMP Negeri 1 Kuok District, Kampar Regency" which shows the overall results of the basic movements of junior high school students in the sufficient category, which in the locomotor basic motion with a percentage of 49.1% in the sufficient category, basic movement non-locomotor with a percentage of 65.6% in the good category, and basic manipulative movements with a percentage of 49.5% in the sufficient category (Rezki, 2016). However, the basic locomotor, non-locomotor, and manipulative movement skills in the midst of the COVID-19 pandemic are still unclear.

Based on the above background, the researcher wants to conduct research on a survey of locomotor, non-locomotor, and manipulative basic movement skills in the midst of the COVID-19 pandemic in elementary school students.

Materials and methods

Study participants

This study used a descriptive research design with a quantitative research type, for the method used in this research is the survey method. The population of elementary school students in Kandungan sub-district is 2997 students. Determination of the sample using accidental purposive sampling technique which combines accidental data collection techniques with data collection techniques for certain purposes. Based on the accidental purposive sampling technique, 471 samples of grades 4, 5, and 6 were obtained from elementary schools located in Kecamatan Kandungan Kediri East Java.

Study organization

This research was carried out in the midst of the COVID-19 pandemic in all public elementary schools in Kecamatan Kandangan Kabupaten Kediri, the research was carried out in April-May 2021. This research has conducted an ethical test before implementation. Ethical clearance in this study with certificate number 165/EC/KEPK/UNUSA/2021 obtained from the health research ethics commission, Nahdlatul Ulama University, Surabaya. The technique and data collection carried out in this study were survey techniques with data collection instruments using questionnaires created used google forms app. In this study, there were 20 questions related to locomotor, non-locomotor, and manipulative basic movements.

Statistical analysis

The questionnaire must be tested for validity and reliability. If it was valid and reliable, the research can be continued in the form of distributing questionnaires in the form of google forms to the research sample. The questionnaire in this study using a Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. For the purposes of quantitative analysis, the answers can be scored, for example: SS (Strongly Agree), S (Agree), N (Neutral), TS (Disagree), STS (Strongly Disagree). In all these statements entirely a statement to be given a score of 5, 4, 3, 2, 1 (Sugiyono, 2016).

Calculate the percentage with the formula :

$$P = (F/N) \times 100\%$$

Description:

P = percentage number (%)

f = frequency of respondents' answers

N = total score

To determine the percentage obtained by the results of research and calculation of the percentage descriptive then interpreted into the sentence. The next step is to find out the level of these criteria, then the score obtained (in %) with descriptive analysis according to the percentage results. There are 4 classifications, including very good with a percentage of 75-100%, good classification with a percentage of 50-74%, sufficient classification with a value of 25-49%, and the last one is poor classification with a value of 0-24%.

Results

Table 1 shows that the sample comes from 14 different schools in the Kecamatan Kandangan Kabupaten Kediri, East Java (SDN Medowo 1, SDN Mlancu 3, SDN Karang Tengah 3, SDN Kandangan 1, SDN Kandangan 2, SDN Kandangan 3, SDN Jeruk Wangi, SDN Kasreman, SDN Jombang, SDN Mlancu 1, SDN Mlancu 2, SDN Mlancu 4, SDN Medowo 2, and the last SDN Medowo 3. The total sample was 471 students which is divided into 304 men and 167 women. In class 4 samples amounted to 147 students, class 5 amounted to 166 students and class 6 amounted to 158 students.

Based on Table 2, the validity test shows that all the question items used are P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20 were declared valid with r value > 0.098 (n=471)

Table 1. Characteristics of the Research Sample

No	Which school are you from	Gender		Class		
		Man	Woman	4	5	6
1.	SDN Medowo 1	25	12	12	15	10
2.	SDN Mlancu 3	12	7	6	7	6
3.	SDN Karang Tengah 3	15	10	8	7	10
4.	SDN Kandangan 1	35	12	18	17	12
5.	SDN Kandangan 2	25	20	15	15	15
6.	SDN Kandangan 3	30	18	15	15	18
7.	SDN Jeruk Wangi	23	15	10	18	10
8.	SDN Kasreman	23	12	12	9	14
9.	SDN Jombang	19	11	12	7	11
10.	SDN Mlancu 1	20	15	8	15	12
11.	SDN Mlancu 2	22	10	8	7	17
12.	SDN Mlancu 4	18	7	6	12	7
13.	SDN Medowo 2	27	13	12	18	10
14.	SDN Medowo 3	10	5	5	4	6
TOTAL		304	167	147	166	158

Table 2. Validity Test

No	Question Items	r-count	p-value	Information
1.	P 1	0.641	0.010	Valid
2.	P 2	0.808	0.000	Valid
3.	P 3	0.866	0.000	Valid
4.	P 4	0.841	0.000	Valid
5.	P 5	0.680	0.005	Valid
6.	P 6	0.786	0.001	Valid
7.	P 7	0.689	0.005	Valid
8.	P 8	0.802	0.000	Valid
9.	P 9	0.795	0.000	Valid
10.	P 10	0.573	0.026	Valid
11.	P 11	0.643	0.010	Valid
12.	P 12	0.866	0.000	Valid
13.	P 13	0.841	0.000	Valid
14.	P 14	0.680	0.005	Valid
15.	P 15	0.837	0.000	Valid
16.	P 16	0.648	0.009	Valid
17.	P 17	0.706	0.003	Valid
18.	P 18	0.680	0.005	Valid
19.	P 19	0.866	0.000	Valid
20.	P 20	0.795	0.000	Valid

or p-value < 0.05. If all items have been declared valid, it can be continued with reliability testing.

Table 3. Reliability Test

N of items	Cronbach's Alpha Reliability Test
20	0.958

Based on Table 3, the reliability test using Cronbach's Alpha shows the Cronbach's Alpha coefficient value of 0.958. If the coefficient value of Cronbach's Alpha > 0.6 then

it can be said that the instrument in this study was reliable so that it can be used in research.

The instrument in this study has been tested for validity and reliability which shows that all items are valid and reliable, so that they can be used as research instruments.

Table 4. Normality Test

Number of samples	Kolmogorov-Smirnov Test
471	0.068

Based on Table 4 the Normality Test using the Kolmogorov-Smirnov Test shows that the research data is normally distributed.

Descriptive Percentage

Table 5. Question Item Number 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	25	5.3	5.3	5.3
2	446	94.7	94.7	100.0
Total	471	100.0	100.0	

Based on table 5, the sample who answered the question items strongly disagreed with 5.3% (bad classification) and those who answered disagreed with 94.7% (very good classification). These results show that due to the COVID-19 pandemic, learning PJOK online does not interfere with my skills in shifting movements (shifting the body to the left/right).

Table 6. Question Item Number 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	22	4.7	4.7	4.7
2	449	95.3	95.3	100.0
Total	471	100.0	100.0	

Based on table 6, the sample who answered the question items strongly disagreed with 4.7% (bad classification) and those who answered disagreed with 95.3% (very good classification). Due to the COVID-19 pandemic, PJOK learning is done online, it doesn't interfere with my walking skills.

Table 7. Question Item Number 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	19	4.0	4.0	4.0
2	452	96.0	96.0	100.0
Total	471	100.0	100.0	

Based on table 7, the sample who answered the question items strongly disagreed with 4.0% (bad) and those who answered disagreed with 96.0% (very good). Due to the COVID-19 pandemic, PJOK learning is done online, it doesn't interfere with my running skills.

Table 8. Question Items Number 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	16	3.4	3.4	3.4
2	455	96.6	96.6	100.0
Total	471	100.0	100.0	

Based on table 8, the sample who answered the question items strongly disagreed with 3.4% (bad classification) and those who answered disagreed with 96.6% (very good classification). Due to the COVID-19 pandemic, PJOK learning is done online, it doesn't interfere with my skills in jumping movements.

Table 9. Question Item Number 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	.8	.8	.8
2	28	5.9	5.9	6.8
3	23	4.9	4.9	11.7
4	114	24.2	24.2	35.9
5	302	64.1	64.1	100.0
Total	471	100.0	100.0	

Based on table 9, the sample who answered the question items strongly disagreed with 0.8% (bad classification) and those who answered disagreed by 5.9% (bad classification), neutral as much as 4.9% (bad classification), agreed as much as 24.2% (enough classification), and strongly agreed at 64.1% (good classification). Due to the COVID-19 pandemic, PJOK learning is carried out online so that it interferes with my skills in rolling movements.

Table 10. Question Items Number 6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	2.8	2.8	2.8
2	458	97.2	97.2	100.0
Total	471	100.0	100.0	

Based on table 10, the sample who answered the question items strongly disagreed with 2.8% (bad classification) and those who answered disagreed with 97.2% (very good classification). Due to the COVID-19 pandemic, PJOK learning is done online, it doesn't interfere with my skills in the movement of pedaling my legs and arms.

Table 11. Question Item Number 7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	18	3.8	3.8	3.8
2	453	96.2	96.2	100.0
Total	471	100.0	100.0	

Based on table 11, the sample who answered the question items strongly disagreed with 3.8% (bad classification)

and those who answered disagreed with 96.2% (very good classification). As a result of the COVID-19 pandemic, PJOK learning is carried out online without interfering with bending and stretching movement skills.

Table 12. Question Item Number 8

	Frequency	Percent	Valid Percent	Cumulative Percent
1	20	4.2	4.2	4.2
Valid 2	451	95.8	95.8	100.0
Total	471	100.0	100.0	

Based on table 12, the sample who answered the question items strongly disagreed with 4.2% (bad classification) and those who answered disagreed with 95.8% (very good classification). Due to the COVID-19 pandemic, PJOK learning is done online, it doesn't interfere with my skills in doing stretching movements.

Table 13. Question Items Number 9

	Frequency	Percent	Valid Percent	Cumulative Percent
1	21	4.5	4.5	4.5
Valid 2	450	95.5	95.5	100.0
Total	471	100.0	100.0	

Based on table 13, the sample who answered the question items strongly disagreed with 4.5% (bad classification) and those who answered disagreed with 95.5% (very good classification). Due to the COVID-19 pandemic, PJOK learning is done online, it doesn't interfere with my skills in doing circular movements.

Table 14. Question Items Number 10

	Frequency	Percent	Valid Percent	Cumulative Percent
1	23	4.9	4.9	4.9
Valid 2	448	95.1	95.1	100.0
Total	471	100.0	100.0	

Based on table 14, the sample who answered the question items strongly disagreed with 4.9% (bad classification) and those who answered disagreed with 95.1 % (very good classification). Due to the COVID-19 pandemic, PJOK learning is carried out online so that it interferes with my skills in bending movements.

Table 15. Question Item Number 11

	Frequency	Percent	Valid Percent	Cumulative Percent
1	17	3.6	3.6	3.6
Valid 2	454	96.4	96.4	100.0
Total	471	100.0	100.0	

Based on table 15, the sample who answered the question items strongly disagreed with 3.6% (bad classification) and those who answered disagreed with 96.4% (very good

classification). Due to the COVID-19 pandemic, PJOK learning is done online, it doesn't interfere with my skills in pushing and pulling movements.

Table 16. Question Item Number 12

	Frequency	Percent	Valid Percent	Cumulative Percent
1	14	3.0	3.0	3.0
2	303	64.3	64.3	67.3
Valid 3	100	21.2	21.2	88.5
4	23	4.9	4.9	93.4
5	31	6.6	6.6	100.0
Total	471	100.0	100.0	

Based on table 16, the sample who answered the question items strongly disagreed with 3.0% (bad classification) and those who answered disagreed at 64.3% (good classification), neutral as much as 21.2% (bad classification), agreed as much as 4.9% (bad classification), and strongly agreed at 6.6% (bad classification). Due to the COVID-19 pandemic, PJOK learning is done online, it doesn't interfere with my skills in lifting and lowering movements.

Table 17. Question Items Number 13

	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	.6	.6	.6
2	11	2.3	2.3	3.0
Valid 3	14	3.0	3.0	5.9
4	116	24.6	24.6	30.6
5	327	69.4	69.4	100.0
Total	471	100.0	100.0	

Based on table 17, the sample who answered the question items strongly disagreed with 0.6% (bad classification) and those who answered disagreed by 2.3% (bad classification), neutral as much as 3.0% (bad classification), agreeing as much as 24.6% (enough classification), and strongly agreeing 69.4% (good classification). Due to the COVID-19 pandemic, PJOK learning is carried out online so that it interferes with my skills in kicking movements

Table 18. Question Item Number 14

	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	.6	.6	.6
2	11	2.3	2.3	3.0
Valid 3	14	3.0	3.0	5.9
4	116	24.6	24.6	30.6
5	327	69.4	69.4	100.0
Total	471	100.0	100.0	

Based on table 18, the sample who answered the question items strongly disagreed with 0.6% (bad classification) and those who answered disagreed by 2.3% (bad classifica-

tion), neutral as much as 3.0% (bad classification), agreeing as much as 24.6% (enough classification), and strongly agreeing 69.4% (good classification). Due to the COVID-19 pandemic, PJOK learning is carried out online so that it interferes with my throwing skills.

Table 19. Question Items Number 15

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	24	5.1	5.1
Valid	2	447	94.9	100.0
Total	471	100.0	100.0	

Based on table 19, the sample who answered the question items strongly disagreed with 5.1% (bad classification) and those who answered disagreed with 94.9% (very good classification). Due to the COVID-19 pandemic, learning PJOK is done online, it doesn't interfere with my skills in moving up and down stairs.

Table 20. Question Item Number 16

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	11	2.3	2.3
	3	14	3.0	5.3
Valid	4	116	24.6	29.9
	5	330	70.1	100.0
Total	471	100.0	100.0	

Based on table 20 that the sample who answered the question items disagreed by 2.3% (bad classification), neutral as much as 3.0% (bad classification), agreed as much as 24.6% (enough classification), and strongly agreed at 70.1% (good classification). Due to the COVID-19 pandemic, PJOK learning is carried out online so that it interferes with my skills in catching the ball.

Table 21. Question Item Number 17

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	11	2.3	2.3
	3	15	3.2	5.5
Valid	4	121	25.7	31.2
	5	324	68.8	100.0
Total	471	100.0	100.0	

Based on table 21 that the sample who answered the question items disagreed by 2.3% (bad classification), neutral as much as 3.2% (bad classification), agreed as much as 25.7% (bad classification), and strongly agreed at 68.8% (good classification). Due to the COVID-19 pandemic, PJOK learning is carried out online so that it interferes with my skills in dribbling.

Based on table 22, the sample who answered the question items strongly disagreed with 0.6% (bad classification) and those who answered disagreed by 2.3% (bad classification), neutral as much as 3.0% (bad classification), agree-

Table 22. Question Item Number 18

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3	.6	.6
	2	11	2.3	3.0
	3	14	3.0	5.9
Valid	4	116	24.6	30.6
	5	327	69.4	100.0
Total	471	100.0	100.0	

ing as much as 24.6% (enough classification), and strongly agreeing 69.4% (good classification). Due to the COVID-19 pandemic, PJOK learning is carried out online so that it interferes with my skills in throwing balls.

Table 23. Question Item Number 19

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	1	.2	.2
	2	9	1.9	2.1
	3	14	3.0	5.1
Valid	4	123	26.1	31.2
	5	324	68.8	100.0
Total	471	100.0	100.0	

Based on table 23, the sample who answered the question items strongly disagreed with 0.2% (bad classification) and those who answered disagreed with 1.9% (bad classification), neutral as much as 3.0% (bad classification), agreed as much as 26.1% (bad classification), and strongly agreed at 68.8% (good classification). Due to the COVID-19 pandemic, PJOK learning is carried out online so that it interferes with my skills in bouncing the ball.

Table 24. Question Items Number 20

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	11	2.3	2.3
	3	15	3.2	5.5
Valid	4	123	26.1	31.6
	5	322	68.4	100.0
Total	471	100.0	100.0	

Based on table 24, the sample who answered the question items disagreed by 2.3% (bad classification), neutral as much as 3.2% (bad classification), agreed as much as 26.1% (bad classification), and strongly agreed at 68.4% (good classification). Due to the COVID-19 pandemic, PJOK learning is carried out online so that it interferes with my skills in hitting the ball.

Discussion

The results showed that due to the COVID-19 pandemic which caused PJOK learning to be carried out online, most aspects of locomotor skills were not disrupted. Among them

are not disturbing students' skills in shifting movements (shifting the body to the left/right) with the highest percentage value answering disagreeing at 94.7%, not disturbing student skills in walking with the highest percentage value answering disagreeing at 95.3%, not disturbing student skills in running with the highest percentage value answered disagreed by 96.0%, did not interfere with students' skills in jumping movements with the highest percentage value answered disagreed by 96.6%. However, due to the COVID-19 pandemic, online PJOK learning has disrupted students' skills in rolling over with the highest percentage score strongly agreeing at 64.1%. This may be influenced by the habits of students who are not active, such as when learning is carried out at school. Inactive habits will cause weight gain so that it affects students' skills in rolling over.

In the aspect of non-locomotor skills that due to the COVID-19 pandemic causing PJOK learning to be carried out online it does not interfere with students' skills in the movement of pedaling their feet and hands with the highest percentage value answering disagree by 97.2%, it does not interfere with students skills in bending and stretching movements with the highest percentage value answering disagreed by 96.2%, did not interfere with students' skills in stretching movements with the highest percentage value answering disagreed by 95.8%, did not interfere with students' skills in doing circular movements with the highest percentage value answering disagreed by 95.5%, did not interfere with students' skills in doing bending movement with the highest percentage value answered disagreed by 95.1%, did not interfere with my skills in doing pushing and pulling movements with the highest percentage value answering disagreed by 96.4%, did not disturb strength skill in doing lifting and lowering movements with the highest percentage value answering disagreed at 64.3%, it did not interfere with students' skills in moving up and down stairs with the highest percentage value answering disagreeing at 94.9%. However, due to the COVID-19 pandemic, online PJOK learning disrupts students' skills in kicking movements with the highest percentage score strongly agreeing at 69.4 and disrupting students' throwing skills with the highest percentage answering strongly agreeing at 69.4%.

In the aspect of manipulative skills that due to the COVID-19 pandemic causing PJOK learning to be carried out online, it interferes with students' skills in catching the ball with the highest percentage value answering strongly agree at 70.1%, disturbing students' skills in dribbling the ball with the highest percentage value answering strongly agree at 68.8%, disturbing students' skills in throwing balls with the highest percentage value answering strongly agree at 69.4%, disturbing students' skills in throwing balls with the highest percentage values answering strongly agreeing at 68.8%, disturbing students' skills in hitting balls with the highest percentage values answering very agree by 68.4%.

Basic movement is an important aspect in the world of education, especially for physical education and health subjects. Basic motion is the basis or foundation for developing various sports activities that will be carried out or that are of interest to someone to achieve the objectives of the exercise carried out (Bakhtiar, 2015). Basic movement skills are divided into three kinds of movement skills, namely (1) locomotor movement skills (2) non-locomotor movement skills, and (3) manipulative movement skills (Hanief & Sugito, 2015). Based on the explanation above, it shows that the

impact of COVID-19 does not interfere with students' skills in performing locomotor and non-locomotor movements, but greatly interferes with students' skills in performing manipulative movements. This may be due to the impact of the COVID-19 pandemic. For locomotor and non-locomotor movements, students can still perform optimally at home, but for manipulative movements, students cannot optimally perform at home. Locomotor motion is a movement that causes the movement of the fulcrum even though it only leaves the pedestal from place A to B, even though a few seconds such as jumping and jumping in place is called locomotor motion, while non-locomotor motion is motion that will not leave the fulcrum such as standing in place, sit ups, back up on In general, and for manipulative motion, it is a movement that uses control objects in its implementation such as kicking, throwing and others (Firdaus & Nurrochmah, 2021). Manipulative movement is a number of forms of the whole basic human movement (Irfandi, 2018). The COVID-19 pandemic that has hit the whole world has paralyzed the economic, socio-cultural and educational sectors. The new policy issued by the Indonesian government is the existence of large-scale restrictions, causing all necessary activities to start from home or online (Qori'ah, Tegarinfisa, Hendratno, & Purwoto, 2022). The COVID-19 pandemic brings complex obstacles to education and learning providers in schools that must be implemented online (Simbolon & Arif Rakhman, 2021). Learning that is done online causes children's movements which can usually be routinely carried out every week at school, children can play and move freely with their friends to be disturbed. Basic movements are the basis for learning and developing more complex sports technical skills (Nusufi, 2016). Whereas elementary school children need to develop fundamental movement skills, namely the basic locomotor, non-locomotor, and manipulative movement abilities (Prayitno, 2014; Logan & Robinson, LE, 2012). Locomotor motion is a movement that is characterized by a change of place or carried out by a movement of the body or body (Qomarullah & Hidayatullah, MF, 2014). Non-locomotor motion is a movement that is carried out without moving the body or body. While manipulative motion is a movement that is carried out using a tool as an object, this movement ability is developed (Morgan & Barnett, LM, 2013). Manipulative movement is a type of movement that requires good coordination. Because the manipulative movement involves several elements of motion that must be coordinated into one good and harmonious movement pattern. The types of manipulative movements include: throwing, catching, kicking and other types of movements whose implementation requires good coordination (Pratomo, 2011). The explanation indicated that student coordination during the COVID-19 pandemic was disrupted, thus disrupting their manipulative movements. It is the teacher's job to provide lessons that are able to improve students' manipulateness, so that students' deceptive ability to move can be good again.

Previous studies have conducted studies on longitudinal and cross sectional studies (Livonen & Sääkslahti, 2014). The results obtained are mostly stated that boys have a tendency to master manipulative basic movement skills better than girls. One of the reasons for the uniformity of these findings is based on the differences in the pattern of activities carried out by the two genders both at school and outside of school. Male students have a tendency to do more

physical activities outside the room (outdoor) compared to female students. One of the dominant activities carried out is sports activities (Bailey, Wellard, Dismore, & H, 2005). In this study, the research sample was male and female, and it was found that manipulative movements were disrupted so that the COVID-19 pandemic had a very large effect on students so they could not participate in learning at school. This results in impaired student manipulative movement abilities.

Conclusion

In the aspects of locomotor skills were not disrupted. Students' skills in shifting movements with the highest percentage value answering disagreeing at 94.7%, did not disturbing skills in walking 95.3%, did not disturbing skills in running 96.0%, did not interfere skills in jumping movements 96.6%. Disrupted students' skills in rolling over 64.1%. In the aspect of non-locomotor skills does not interfere the movement of pedaling their feet and hands 97.2%, it does not interfere bending and stretching movements 96.2%, did not interfere stretching movements with the highest percentage value answering disagreed by 95.8%, did not interfere in doing circular movements 95.5%, did not interfere in doing bending movement 95.1%, did not interfere in doing pushing and pulling movements 96.4%, did not disturb strength skill in doing lifting and lowering movements 64.3%, it did not interfere in moving up and down stairs 94.9%, disrupts in kicking movements 69.4 % and disrupting students' throwing 69.4%. In the aspect of manipulative skills, interferes catching the ball 70.1%, disturbing sin dribbling the ball 68.8%, disturbing in throwing balls 69.4%, disturbing in throwing balls with the 68.8%, disturbing in hitting balls 68.4%.

Conflicts of interest

The authors declare that they have no conflict of interest.

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Suggestions and recommendations

There is a need for further research using the right form of play in learning to improve the manipulative movement skills of elementary school students. It is recommended that the research be divided into upper and lower classes so that the differences can be known.

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ОПИТУВАННЯ З МЕТОЮ ОЦІНКИ ОСНОВНИХ РУХОВИХ НАВИЧОК УЧНІВ ПОЧАТКОВИХ ШКІЛ У РОЗПАЛІ ПАНДЕМІЇ COVID-19

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 9 с., 24 табл., 30 джерел.

Метою цього дослідження було визначення результатів опитування з метою оцінки основних локомоторних, нелокомоторних і маніпуляційних рухових навичок учнів початкових шкіл у районі Канданган, регентство Кедірі, Східна Ява (Індонезія), у розпалі пандемії COVID-19.

Матеріали та методи. У цьому дослідженні використовували план описового дослідження та тип кількісного дослідження, тому що методом, який використовували в цьому дослідженні, був метод опитування. Генеральна сукупність учнів молодших класів у районі Канданган становила 2997 учнів молодших класів. Для визначення розміру вибірки використовували метод випадкової цілеспрямованої вибірки; було відібрано 471 учасника серед учнів 4, 5 та 6 класів початкових шкіл, розташованих у районі Канданган, регентство Кедірі, Східна Ява (Індонезія). Методом збору даних, який використовували в цьому дослідженні, був метод опитування, при цьому застосовували засоби збору даних із використанням анкет, створених за допомогою застосунку Google Форми. Аналіз даних у цьому дослідженні проводили з використанням описового вибіркового тесту.

Результати. Вплив пандемії COVID-19 не зашкодив учнівським навичкам виконання локомоторних і нелокомоторних рухів, але великою мірою шкодить учнівським навичкам виконання маніпуляційних рухів.

Висновки. Навчання фізичної культури, спорту та здорового способу життя під час пандемії COVID-19 не зашкодило учнівським навичкам виконання локомоторних і нелокомоторних рухів, але шкодить учнівським навичкам виконання маніпуляційних рухів.

Ключові слова: основні рухові навички, локомоторні, нелокомоторні, маніпуляційні, пандемія COVID-19, учні початкових шкіл.

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