

# TURNITIN\_C14. Importance of Perceptual Motor Based-Physical Activity in the Form

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## IMPORTANCE OF PERCEPTUAL MOTOR BASED-PHYSICAL ACTIVITY IN THE FORM OF PLAYING FOR KINDERGARTEN STUDENTS

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### ABSTRACT

Kindergarten students are students who are in the age range of 4-6 years and part of early childhood. The age of 4-6 years old, is a sensitive period for children, the maturation period of the physical and psychological functions that is ready to respond to the stimulation provided by environment. A child begins to receive numerous sensitive development attempts of the whole potential of the child. This period is a time to lay the first foundation in developing physical, cognitive, language, social, emotional, self- concept, discipline, moral abilities, and religious values. Therefore, it is necessary and appropriate stimulation conditions with the needs of children, so that the growth and development of children are achieved optimally. One form of stimulation that can be given is a perceptual motor based-physical activity in the form of play. A perceptual motor abilities produced by the interaction with the environment that involves the observation and the process of moving. Perceptual motor link between cognitive function and motor skills in children, which is composed by several components, including: an understanding of the body, the understanding of space, movement quality, direction understanding, the structure of time understanding, and relations with objects outside the body.

Keywords: Perceptual Motor, Playing, Kindergarten

### INTRODUCTION

Early childhood education is an education aimed for children in early age. In accordance with the Law No. 20 at 2003 on National Education System Article 1 Paragraph 14 states that Early Childhood Education (ECD) is a development effort aimed for children from birth to the age of six years old which is done through the provision of educational stimulus to help the growth and develop physical and mental aspect so that children have the readiness to enter the higher education. Early Childhood Education aimed for children is in the form of Day Care (TPA), Playgroup (KB) and Kindergarten (TK).

Kindergarten (TK) is one of early childhood education units in the formal education that organizes educational programs for children aged four to six years old. In accordance with the curriculum of Kindergarten (TK), it is stated that the objectives are: 1) building a foundation for the development of students' potentials to become a faithful person and devoted to the God, noble, humble, healthy, knowledgeable, competent, critical, creative, innovative, independent, confident, and become a democratic and responsible citizen, 2) developing the potential of the spiritual, intellectual, emotional, kinesthetic, and social learners during the golden age of growth in a playing environment that is educational and fun, and 3) helping the students develop a range of both psychological and physical potentials which includes religious values and moral, socio-emotional, self-reliance, cognitive and language, and physical / motor, to be ready to enter primary education, (Kemdiknas, 2010: 4 ).

In accordance with the educational objectives of Kindergarten (TK) mentioned above, it can be concluded that the objectives are to develop all potential early on, so that children grow in reasonable ways. The entire development for the potential of the learners in kindergarten should get the serious attention by the educators. Educators are demanded to be able and willing to provide a variety of stimuli or stimulus for developing all of the student's potential in kindergarten. One form of stimulus or stimuli that can be done is through a physical activity. In accordance with the curriculum for kindergartens, physical activity is a physical coverage on Physical Education learning programs. For the students in kindergarten, the form of physical activity should contain elements of perceptual motor. Physical activity-based perceptual motor allows sensory information so it is

obtained and understood with the right reaction. Perceptual motor requires students to engage their brains and bodies in performing motion. Jill A. Johnstone and Molly Ramon (2014) state that in perceptual motor which is done by the kids, it will involve the brain and body to complete the task motion together.

Perceptual motor is different from the usual motor activity, because perceptual motor contains perceptual components. According to Gallahue and Ozmun, (2002: 263) perceptual motor components consists of: body awareness, spatial awareness, directional awareness and temporal awareness. Basically, perceptual motor is an individual's ability to receive, interpret and react appropriately to a number of stimuli that come to him, not only from outside but also from inside. According to Yudha M. Saputra (2001: 22), perceptual motor is sometimes described as the relationship between movement and perception. Perception is the process of receiving, selecting and understanding of information or stimuli from the outside. Generating the awareness about the perception is happening beyond our body and it is our ability to receive information through sensing. Perceptual motor basically refers to activities done with the intention of improving cognitive and academic abilities. In early childhood, it is very important to develop perceptual motor. Further Vannier and Gallahue in Hari Amirullah Rachman (2011: 14) underlines that the ability on motor perception can be optimally developed by the kids aged 2-6 years old and during this period a golden age of laying the foundations through the development of perceptual motor skills. More Jill A. Johnstone and Molly Ramon (2011) state that the age of 3-6 years old is the optimal age to develop perceptual motor. The same opinion is delivered by Gallahue and Ozmun (2002: 266), that the increase in perceptual motor abilities plays a critical role in the development and improvement of motor skills of the kids. Therefore, to achieve success on good movement skills, it is important to improve perceptual motor abilities of children from an early age. In accordance with the kindergarten curriculum, it shows that perceptual motor has not specifically stated in the curriculum, either independently or integrated stipulated in the development of physical / motor. Results of preliminary studies related to physical learning / motor is made to the 56 kindergarten teachers in Jogonalan, Klaten show that: 1) the physical learning / motor in kindergarten, the teacher presenting the material in accordance with the existing curriculum, but there are some materials that are not delivered. It is due to limitations of equipment and facilities, 2) the lack of experience and training related to physical learning / motor makes learning on the delivery of physical/motor aspects difficult since the teachers only have limited knowledge and they are lack of development. In addition, in contrast to education in elementary, junior high, and high school level that has a Physical Education teacher, the teachers in kindergarten have no titles of Physical Education. It can be seen from the number of 56 kindergarten teachers, there are 27 teachers graduated from S-1, 4 teachers are DII graduate, 2 teachers are DIII graduate, 6 teachers are SPG TK graduate, 14 teachers are graduated from high school, and 3 teachers are graduated from junior high school level, 3) teachers have limitations in developing physical material / motor containing elements of perceptual motor and 4) have never done a test of perceptual motor in kindergarten. Based on the foregoing description, the development of physical activity in the form of playing based on perceptual motor for kindergarten students is very important to do.

## **DISCUSSION**

### **The Nature of Perceptual Motor**

Children have started to learn to interact with their environment begins at birth. Effective and efficient interaction is needed by each child. Interaction which is done by children, always involves a process of observation (perception) and move (motor). The process of observation and moving always is a unity that cannot be separated. Motion perception is sometimes described as the relationship between human movement and perception. The relationship between perception and motion is very important, without the perception of the child will have difficulty in moving, even a simple motion. The word that is a synonym perception has perceptual. Perception is defined as the

process of organizing information that comes with the stored information which led to a modified response pattern, (Gallahue and Ozmun, 2002: 262). The scope and variety of perceptions are: 1) visual perception, including color perception, spatial relations, visual discrimination, discrimination on the forms and background, visual closure, and the introduction of the object (object recognition), 2) auditory perception, which include phonological awareness, discrimination auditory, auditory memory, auditory sequence and auditory fusion, 3) kinesthetic perception, which includes accurate understanding of the body, the surface of the body, and limbs, 4) tactile perception, the ability to distinguish between different types of objects and the arrangement of the functions of touch, and 5) perception of coordination or joint, such as the capabilities that include two or more perceptual patterns of movement, (Heri Rahyubi, 2012: 307). Hari Amirullah Rachman (2004: 31) explains that in perceiving an object perception, it occurs several stages, namely: 1) discovery (detection), 2) discrimination, 3) recognition, and 4) identification. Based on some opinions above, it can be concluded that the perception has important significance in a person's motor development. Differences in perception of stimuli and objects make someone have the different motor skills from each other. It is because of differences in perception that occur based on what is found, differentiated, recognizable and identified as the information.

Gallahue and Ozmun (2002: 261), explain that the emergence of perceptual motor occurs for two reasons: first, in terms of perceptual motor relationship signifies the dependence of voluntary activity in some forms of perceptual information. Second, the relationship in terms of perceptual motor development in perceptual abilities indicates that someone is partially dependent on motor activity. In general, perceptual motor refers to activities done with the intention of improving cognitive and academic abilities. The term also refers to children involved in the program, because perceptual motor occurs during preschool and school period, (Amung Ma'mum and Yudha M. Saputra, 2000: 29). According to Sugiyanto (2007: 85), it states that perceptual motor skills are the abilities to interpret the stimuli received by the organs. Perceptual ability is useful to understand everything that is around, so that one is able to do or perform certain actions in accordance with the situation. For example when someone is playing the ball, he can see the ball and understand the situation the ball, so that he can play the ball according to the situation.

Rusli Lutan (2001: 78) states that the quality of the motion of a person depends on their perceptual motor. Related to this, in the implementation of motion tasks, the child's ability to perform the task depends on its ability to obtain information and interpret the meaning of that information. The ability to capture and interpret the information carefully is better, and then the implementation of a harmonious motion would be nicer than perceptual motor abilities. Perceptual motor is a process of organizing, structuring information obtained and then store, to then produce a reaction in the form of a pattern of motion. Furthermore, it can be said that perceptual motor is a process of acquisition and improvement of skills and ability to function.

The process of perceptual motor skills begins with the receipt of information from the environment to generate motion. According to Gallahue and Ozmun (2002: 262), it states that the process of perceptual motor passes through several phases, which include: sensory input, sensory integration, motor interpretation, movement activation, and feedback. This element are described as follows:

1. Sensory input: receiving various forms of stimulation by way of specialized sensory receptors (visual, auditory, tactile, and kinesthetic receptors) and transmitting this stimulation to the brain pattern of neural energy.
2. Sensory integration: organizing incoming sensory stimuli and integrating it with past or stored information (memory).
3. Motor interpretation: making internal motor decisions (recalibration) based on the combination of sensory (present) and long term memory (past) information.
4. Movement activation: executing the movement (observable act).
5. Feedback: evaluating the movement by way of the various sensory modalities (visual, auditory, tactile, and/or kinesthetic), which in turn feed information back into the sensory in put aspect of the process, thus beginning the cycle again.

Elements of perceptual motor consist of the various elements, including: <sup>3</sup> body awareness, spatial awareness, directional awareness and temporal awareness (Gallahue and Ozmun (2002: 263-265)). The following is an explanation of the various elements of the perceptual motor:

#### 1. Body Awareness

Understanding the body is the willingness to recognize parts of the body and its benefits for the motion. Understanding of the body can also be referred to "body image" or "body schema", it is the basis for efficient movement and understanding of the entire motion. Body awareness is also the ability to know and understand the names and functions of various parts of the body, as well as to understand how to produce a wide range of motion and potential of the body in motion. According to Gallahue and Ozmun (2002: 263) body awareness has three aspects, *the first* is knowledge of the body parts-being able to accurately locate the parts of the body on oneself and on others. *Second* is knowledge of what the body parts can do. This refers to the child's developing recognition of how the body performs a specific act. *Third* is knowledge of how to make the body parts move efficiently. This refers to the ability to recognize the body parts for a particular motor act and to perform a movement task. Example: 1) touching the body parts one by one that has been mentioned by the teachers, and state the functions of the body parts, 2) touching the left limbs by using the right hand, which had been mentioned by the teachers, and state the functions of the body member.

#### 2. Spatial Awareness

Spatial awareness is a basic component of perceptual motor development that may be divided into two subcategories: 1) knowledge of how much space the body occupies and 2) the ability to project the body effectively into external space, (Gallahue and Ozmun (2002: 263)). Knowledge of how much space the body occupies and the body's relationship to external object may be developed through a variety of movement activities. With practice and experience, the child progresses from his egocentric world of locating everything in external space relative to himself (subjective localization) to establishing an objective frame of reference (objective localization). The child also learns to deal with the concepts of self space and general space. Self space refers to the area immediately surrounding an individual bounded by how far one can extend his or her body from a fixed point on the ground. General space refers to that which is beyond and person's self space. Example: 1) running in a circle with friends, not to collide, 2) run zig-zag passing over several pickets, and 3) up and down the stairs.

#### 3. Directional Awareness

<sup>3</sup> Directional awareness is an understanding of the body with regard to the place and direction. The concept of left-right, up-down, top-bottom, in-out, and front-back are enhanced through movement activities that place emphasis on direction. According to Gallahue and Ozmun (2002: 264) directional awareness is commonly divided into two subcategories: laterality and directionality. Laterality refers to an internal awareness or feel for the various dimensions of the body with regard to their location and direction. A child who has adequately developed the concept of laterality does not need to rely on external cues for determining direction. She does not need, for example: to have a ribbon tied to her wrist as a reminder about which is left and which is right. Directionality is the external projection of laterality. It gives dimension to object space. True directionality depends on adequately established laterality. Directionality is important to parents and teachers because it is a basic component of learning how to read. Children who do not have fully established directionality will often encounter difficulties in discriminating among various letters of the alphabet. For example, the letters b, d, and q are all similar. The only difference lies in the direction of the "ball" and the "stick" that make up the letters. The child without fully established directionality encounters considerable difficulty in discriminating among several letters of the alphabet. Entire words may even be reversed. The word cat may be read as tac, or bad may be read as dab because of the child's inability to project direction into external space. Some children encounter difficulty in the top-bottom dimension. They may write and see words upside down and are totally confused when it comes to reading.

#### 4. Temporal Awareness

Understanding the structure of time (temporal awareness) refers to the development of a structure that encourages the coordination between eye movements and limbs together in an effective way.

The term of eye-hand coordination and eye-foot coordination is the final result of understanding the structure of time, (Gallahue & Ozmun, 2002: 265). Awareness of the time structure allows coordination between eye movements and limb to be efficient. The term of hand-eye coordination or eye and foot structure is an expression of the awareness of time. Development of awareness in respect to the time structure of the learning process is to align the sequence of motion in a proper order. Rhythmic running, dance, or do other rhythmic movements are needed to develop awareness of the structure of time. Example: 1) swing both arms forward and backward, to the accompaniment of the count or the rhythm of music, and 2) swinging the leg forward and backward alternately, accompanied by a count or music.

According to Rudolph Laban cited by Hari Amirullah Rachman (2004: 33) the ability of a person's perceptual motor is formed by: 1) understanding of the body (body awareness), 2) understanding of space (spatial awareness), 3) the quality of motion (qualities of movement), 4) relationship with objects outside the body (relationships). Understanding how the body deals with the body in moving, understanding relating to the space where the body doing the motion, motion quality with regard to how the body is doing the motion, while the relationship with the object outside the body relate to who or what is driven by the body.

Based on the explanation above, something related to the perceptual motor can be concluded that the perceptual motor abilities produced by the interaction with the environment that involves the observation and the process of moving. Perceptual motor is a term used to link between cognitive function and motor skills in children, which is composed by several components, including: an understanding of the body, the understanding of space, quality of movement, understanding directions, understanding the structure of time, and relations with objects outside the body.

### **The Nature of Playing**

Playing is an activity that can be done by everyone, from children to adults, not to mention people with disabilities. In the childhood time, playing is a part that cannot be separated from life and tends to be the essential basic needs. In fact, educational experts say that children are identical to the play, because almost all of their life cannot be separated from the play. According to Novan Wiyani and Barnawi Ardy (2014: 93), it states that the term of play is defined as an activity that is carried out by using or without using tools that generate understanding, provide information, give pleasure, and can develop a child's imagination. Play activities children can use to explore their world, develop competence in coping with his world and develop their creativity. Furthermore, Novan Wiyani and Barnawi Ardi (2014: 93), explains that there are five sense of play, which is as follows: 1) something that is fun and has intrinsic value in children, 2) have no extrinsic purpose, motivation is more intrinsic, 3) spontaneous and voluntary, there is no element of compulsion and freely chosen by the children, 4) involves the active participation of child participation, and 5) has a systematic special relationship with something that is not playing, such as creativity, problem solving, learning, social development, etc.

Play is defined as an activity that makes the mood of a child to be happy, comfortable, and excited. In other words, playing is to do something for fun. Furthermore, Dworetzky cited by Moeslichatoen (1999: 31-32) describes the five (5) criteria in play, namely: 1) intrinsic motivation. Play motivates behavior of the child, because it is done for the sake of the activity itself and not because of the demands of society or body functions, 2) positive influence. It is fun thing or exciting to do, (3) not done casually. It is not done casually, because it does not follow the exact pattern or sequence, but rather are pretending, and (4) how/destination. How to play precedence over the objective. Children are more interested in the behavior itself rather than the output produced. According to Huizinga cited by Agus Mahendra (2005: 3), the play is an activity that is done freely and voluntarily, their activities are limited by time and place, using the rules of free and non-binding, it has its own objectives and contains elements of tension, excitement and awareness Different from ordinary life. H.E. Mulyasa (2012: 168) explains that the play is not working and is not productive activities undertaken in earnest. Instead, work can be interpreted play while playing can sometimes

be experienced as work. Similarly, children who were playing, they can shape their world so often as it is considered a real, earnest, productive and resembles a real life.

The play takes a medium called the game. Santrock cited by M. Fadlillah (2014: 26) explains that the game is a fun activity that is carried out for the sake of the activity itself. The game allows children to release excessive physical energy and liberate pent-up feelings. Furthermore, Paul Henry Mussen quoted by M. Fadlillah (2014: 26) says that there are some criteria about the game, namely: 1) the game is something that is exciting and fun, 2) the game has no extrinsic purpose, the child's motivation is subjective and has no practical purpose, 3) the game is spontaneous and voluntary, freely chosen by the player, and 4) the game includes the active involvement of the player. Based on some of the above opinion about the play can be concluded that the play is an activity that is done voluntarily, without coercion that are based on the intrinsic motivation to gain a sense of pleasure.

Playing is done in organized ways and it is very useful to encourage the growth and development of children. Yudha M Saputra (2001: 7-9) states that the benefits of playing, among others: (1) for physical development. Children who have the opportunity to play activities, which involve a lot of movement of the body, then the body will be healthy and fit. The muscles of the body will be strong. Children can show their excessive energy through play activities, (2) for the development of skills. Mastery of movement skills can be developed through play activities. It can be observed in daily activities, for example, when children playing chase with friends. At first the children are not skilled to run, to play chasing, and then the child will be more interested to do so, so that the child will be skilled in running, (3) for intellectual development. Through physical activity and play, children face a problem and the ability to make decisions quickly and accurately. Physical activity and a balanced play will trigger children's intelligence, (4) for social development. Children are usually inviting peers in play. Children will learn a variety of proprietary, using a toy in turn, carry out activities together, to maintain a relationship that has been built up, looking for a way of solving the problems it faces with his friend, (5) for emotional development. Playing is a daily necessity for children. There is no child who does not like to play. Through play, children can express their feelings and desires. Children are trained to control themselves. Playing activities are conducted with a group of friends, then each child will have an assessment of himself, about the capabilities and advantages it has. Assessment here is important for the formation of the concept of positive personality, (6) for the development of sports skills. Children who are skilled, walking, running, jumping, and throwing the child will be better prepared to pursue a particular sport. Children will be more skilled at performing these activities and will be more confident and feel capable of doing a movement more difficult.

#### **Physical and Motor Development of Kindergarten Students**

Kindergarten students are included in preschool kids aged 4-6 years old. According to Yudha M. Saputra (2001: 14), children at the age of 2-7 years old are included in the period of development of basic movement. In the phase of development of basic movement for the kids aged 2-7 years old, they begin to learn to walk at the time they are about two years and other forms of locomotor movement. Children aged 2-7 years old are basically going through a period of growth, experiencing more events, they rely on the instructions and imitating others. They become more skilled in mastering basic motor skills. In this phase, the child is ready to receive information from the teacher. Teachers are able to provide perceptual motor skills, basic movement skills, multilateral skills, and integrated skills.

Motor development that occurs during this period includes gross and fine motor development. Gross motor skills in children begin to form when children have coordination and balance almost like adults. Gross motor skills are the abilities that require the coordination of a large part of the body. Therefore, this movement generally involves large muscles in the body and also requires energy. Gross motor skills such as: running, jumping, climbing, cycling, and so on. The children's gross motor movements are usually done outdoors.

Fine motor skills are different from gross motor movement. Fine motor skill is a motion that is done with the involvement of the small muscles in the body. Fine motor skills usually need the

accuracy or hand-eye coordination, and it does not require a lot of energy. Fine motor skills activities may include skills to use fingers and wrists quickly. The level of achievement of gross and fine motor development in kindergarten, among others:

**Table 1. Kindergarten Student's Gross Motor Development Level**

Age of 4 - < 5 Years Old	Age of 5 - 6 Years Old
1. Imitating the motion of the animals, the wind blowing the tree, airplane, and others.	1. Doing the body motion in the right coordination to train the flexibility, balance, and agility.
2. Imitate the motion of hanging	2. Creating the coordination of foot-hands-head in imitating some dance.
3. Doing the motion of jumping and running in the right direction.	3. Doing some physical playing with some rules.
4. Throwing something to particular direction.	4. Skilled in using the right and left hand.
5. Catching things perfectly.	5. Cleaning the body on their own.
6. Doing some anticipation movement.	
7. Kicking something in the right direction.	
8. Using some toys outside of the classroom.	

**Table 2. Kindergarten Student's Fine Motor Development Level.**

Age of 4 - < 5 Years Old	Age of 5 - 6 Years Old
1. Creating the vertical and horizontal lines, curves, and circles.	1. Drawing something with their own idea
2. Imitating the shapes.	2. Imitating some shapes.
3. Making the eye-hand coordination to do some complex moves.	3. Doing some exploration using several tools.
4. Making some manipulative motions to create some shapes by using some tools.	4. Using some writing tools correctly.
5. Expressing themselves by performing arts using some tools.	5. Cutting something according to its pattern.
	6. Sticking something on perfectly.
	7. Expressing themselves through some drawings with details.

Source: Kemdiknas, (2010: 12).

Physical development of preschool children in height and weight always has some changes. Children grow an average height of 2 inches and gain weight between 5-7 pounds per year. At age of 5, the brain reaches adult size. Some of them increase in size due to the number and size of nerves, some myelin. On some fewer girls, they are only smaller and lighter than the boys at the age of 2-6 years old. During the preschool years, both boys and girls are increasingly slim and their torso are getting long while, (John W. Santrock, 2002: 224). Furthermore, in terms of physiological development, in preschool children is characterized by a change in quantitative, qualitative, and functional from biological systems work, such as muscle contraction, blood circulation and breathing, nerve systems, production and digestive gland. At preschoolers muscle function as motor controller (Soegeng Santoso et al, 2002: 10).

### **The Importance of Perceptual Motor Activity in the Form of Playing for the Kindergarten Students**



Playing is an approach to implement educational activities for kindergarten students. By using the strategies, methods, materials or substances, and media interest, the children's games can be fun. Through play, children are invited to explore, discover and use objects in the vicinity. Game becomes the inner needs of each child, because playing is capable of pleasing, improve skills and enhance child development. The concept of play is then referred to as learn while playing. Thus teachers should be aware of the child's play activities, particularly the play activities to be improved. Through certain play activities, teachers can improve the quality of education through play activities at school. Almost all of the programs in preschool education activities are the organized play activities in large portions for the students. For that teachers should carefully plan the play activities with the support of the school environment and play materials are considered important. Likewise, in an effort on giving motor perceptual-based physical activity in kindergarten, it should be given in the form of play. Physical activities based on perceptual motor is a process to achieve the skills and functional capabilities involving: sensory input, sensory integration, motor interpretation, movement activation, and feedback. Practice in perceptual motor activities may, under certain conditions, enhance perceptual motor abilities, (Gallahue and Ozmun, 2002: 271). Physical activities based on perceptual motor has benefits that are very important for kindergarten students.

Perceptual-motor skills allow sensory information to be successfully obtained and understood with appropriate reaction. Perceptual deals with obtaining information and motor refers to the outcome of movement. Thus perceptual-motor activities require children to use their brain and body together to accomplish tasks, for example walking on a balance beam while reciting the alphabet. To perform well in school, children must do many things that require their mind and muscles to work together as a team. In fact, all communication skills—reading, writing, speaking, and gesturing—are motor-based abilities. We often think of them strictly as academic skills, but, for example, in learning to write, a child must not only know the alphabet and understand how words are formed by combining letters but also translate that knowledge into action by gripping, moving, and stabilizing a pencil while using perception (sight) to adjust her or his movements in order to create the correct pattern. In order for the child to learn, the mind and the body must work together. Participation in perceptual-motor activities enables students to develop greater levels of body control and encourages greater effort in all areas of the school curriculum. Young students who possess adequate perceptual-motor skills enjoy better coordination, greater body awareness, stronger intellectual skills, and a more positive self-image. In contrast, students who lack these skills often struggle with coordination, possess poor body awareness, and feel less confident. Research also shows that perceptual-motor development is critical to children's development of brain pathways that cross the right and left hemispheres. Because of this, students with poor perceptual motor development often experience difficulty in learning to read and write when they are in the primary grades. Enhancing gross motor ability by using lateralities to help develop neural pathways in the brain improves a child's ability to read and write. Reading and writing are motor-based abilities that require the mind and body to work together. Students who have not been introduced to proper movement (e.g., running, jumping, throwing, catching) tend to have problems cognitively because the pathways in the brain have not been developed. The optimal time to develop these pathways is between ages 3 and 6. Perceptual-motor activities provide a proven way to improve children's health and learning in all aspects, and our research shows that students who participate in our program demonstrate significant improvement in all areas of the learning process. Meeting a child's gross motor needs improves his or her academic readiness and overall behavior. Our students with learning disabilities also show improvement that helps them reach their full potential, (Jill A. Johnstone and Molly Ramon, 2011).

Further J. Bullus & P. Coles (2007: 14) explains that the purpose of the activity in the form of perceptual motor, among others: 1) to be preventative rather than curative. i.e. to avoid the need for remediation, 2) to provide meaningful in areas and experiences in areas that have been shown to be related to cognitive development prior to the onset of formal learning, 3) to provide the basis for a viable alternative to the usual formal learning situations, 4) to develop, through moment, motor skills that are related to the child's own needs, in the areas of eye/hand, eye/foot coordination,

locomotion, balance and fitness, 5) to develop the perceptions of self within the dimensions of space and time, 6) to interact with the environment to develop perceptions of body image, laterality and directionality, 7) to develop in the child the basic motor skills which are used in and lead to major games skills, 8) to develop language skills necessary for active involvement in the program and for formal learning, 9) to develop confidence in self, peers, teachers and other adults, and the equipment the child uses, 10) to develop problem solving skills both individually and as part of group, 11) to gain experiences that will develop strategies in memory processing, 12) to develop sequential memory both auditory and visual, particularly in the short term register, 13) to develop in the child the ability to process and interpret auditory and visual information within the child's memory span, 14) to develop auditory and visual skills and strategies to cope with factors that interfere with these skills, 15) to integrate the auditory and visual skills into memory training and to develop the ability to receive messages while performing physical tasks or against figure ground (both auditory and visual), 16) to develop motor memory, 17) to develop eye muscles so that the child can focus and track effectively along the midline, laterally, diagonally and in a circular motion, 18) to develop the ability to converge effectively with the eyes, 19) to develop the social skills of sharing, participating, assisting and caring for/with other children, and 20) to develop students who are successful.

### CONCLUSION AND SUGGESTION

Perceptual motor abilities which are produced by the interaction with the environment involve the observation and the process of moving. Perceptual motor connects between the cognitive function and motor skills on children. The potential of the kindergarten students can be developed through the experience of motion-based perceptual motor. Perceptual motor is composed by several components, among others: the understanding of body, the understanding of space, quality of movement, understanding the directions, understanding the structure of time, and the relations with objects outside the body.

Age of 3-6 years old is the optimal age to develop perceptual motor, therefore children who are in preschool, should be given motion-based experience perceptual motor. In accordance with the characteristics of kindergarten children, that giving kindergartners experience motion-based perceptual motor, should be given in the form of play. Given the importance of physical activity-based perceptual motor for kindergarten children, it is very necessary to develop the physical activities based on perceptual motor.

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