



Survey of Gross Motor Skills Among Grade III and IV Students at SDN 14 Balaesang

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ABSTRACT

ARTICLE INFO

Article history:

Received

22 April, 2026

Revised

28 May, 2026

Accepted 30 June,
2026

This study aims to determine the gross motor skill levels of third and fourth-grade students at SDN 14 Balaesang. The study employs a quantitative approach using a descriptive survey method. The research population consists of all third and fourth-grade students at SDN 14 Balaesang, totaling 47 students (21 in grade III and 26 in grade IV). A total sampling technique was used, meaning the entire population served as the research sample. The research instrument consisted of gross motor skill tests, including a one-leg standing balance test, a ball throw-and-catch test, a standing long jump test, and a 30-meter sprint test. The data were analyzed using descriptive statistics, specifically mean values, standard deviations, frequencies, and percentages. The results indicate that the students' gross motor skills regarding balance, coordination, and leg muscle strength generally fall into the "good" to "very good" categories. In grade III, balance ability was predominantly in the "very good" category (57.1%); the ball throw-and-catch test showed a relatively balanced distribution across "very good," "good," and "average" categories; and the standing long jump test was dominated by "good" (57.14%) and "very good" (42.86%) categories. However, sprint running ability remains in the "poor" and "very poor" categories. In grade IV, balance ability was predominantly "very good" (69.23%); the ball throw-and-catch test was dominated by "good" (42%) and "very good" (35%) categories; and the standing long jump test was dominated by the "very good" category (73%). Meanwhile, sprint running ability was still dominated by the "very poor" category (53.9%).

Keywords: Gross Motor Skills, Survey, Elementary School Students, Physical Education, SDN 14 Balaesang

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

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INTRODUCTION

Education is a process that plays a crucial role in developing an individual's overall potential, encompassing knowledge, attitudes, and skills, thereby supporting the continuation of human life. Education, in general, is a lifelong process of developing each individual to survive and thrive. Therefore, being an educated person is crucial.

Physical Education, Sports, and Health (PJOK) is an integral part of the education system that plays a role in developing physical fitness, movement skills, and a healthy lifestyle through planned and systematic physical activity. Through PJOK learning, students are encouraged to develop motor skills, physical abilities, and social and emotional values that support balanced growth and development. Religious and moral aspects, physical motor skills, cognitive, language, social-emotional, and artistic

are all part of the development of elementary school-aged children. By understanding the development of school-aged children, various stimulations, strategies, plans, media, and educational games can be created to help develop children in every aspect of their development according to the needs of children at each age stage. (Permendikbud 137, in Desiana and Khan, 2022).

One crucial aspect of the development process in elementary school-aged children is physical motor skills. At this stage, children experience rapid physical growth and require good motor skills to support daily activities and interact with their surroundings. Motor development is the increasing ability of a person to control and perform body movements. This ability is influenced by physical maturity and experience. Motor development is divided into two types: gross motor skills and fine motor skills.

Gross motor skills are fundamental skills essential for the development of elementary school children. These skills involve large muscle coordination, such as running, jumping, throwing, and maintaining balance. At elementary school age, gross motor development forms the foundation for physical activity, health, and participation in physical education. However, many children still exhibit suboptimal gross motor skills. This can be caused by a lack of physical activity, excessive use of gadgets, limited infrastructure, and a lack of appropriate learning stimulation at school. If these conditions are not addressed, they can impact children's physical fitness, self-confidence, and participation in physical activities.

SDN 14 was chosen as the research location because some students' gross motor skills have not yet developed optimally. Furthermore, the school's physical education (PJOK) instruction does not fully provide basic movement training. The school is also easily accessible and provides support for the research, making it an appropriate location for obtaining a picture of elementary school students' gross motor skills.

This research is based on the importance of gross motor skills as a fundamental aspect of elementary school children's physical development. Gross motor skills play a crucial role in supporting learning activities, physical fitness, and social and emotional development. However, to date, there is no empirical data available that objectively describes the level of gross motor skills of students at SDN 14 Balaesang.

The research subjects focused on fourth and third grade students in Phase B. The selection of fourth and third grade students was based on the consideration that in this phase, students are at a stage of rapid fundamental motor development and begin to require more targeted guidance. If gross motor skills do not develop optimally during this phase, it can affect students' motor skills at the next level.

This study specifically examines gross motor skills because, at elementary school age, large muscle development and basic motor skills form the primary foundation before children master more complex motor skills. Gross motor skills are also directly related to physical education (PJOK) learning activities in schools. Therefore, focusing on gross motor skills is considered more relevant and urgent to research than other motor aspects.

Therefore, this survey research is necessary to obtain a clear and accurate picture of the gross motor skills level of students at SDN 14 Balaesang. The results of the study are expected to serve as a basis for evaluating physical education (PJOK) learning and as a consideration for schools and teachers in developing more targeted exercise and physical activity programs according to student characteristics.

METHOD

In this study, the chosen approach is quantitative descriptive. As explained by Jamshed (2014) and Zellatifanny and Mudjiyanto (2018), descriptive analysis aims to describe an object or subject objectively, by conveying observed facts, characteristics, and frequencies systematically and precisely. Quantitative research itself is defined as a type of

study that collects data in numerical form or converts qualitative data into numerical values, as stated by Bagja Sulfemi and Supriyadi (2018). This research was conducted at SDN 14 Balaesang, Donggala Regency. This research is planned for February 2026. Population encompasses all subjects that are the focus of the research. According to Sudjana (2008: 5), population refers to all possible quantitative and qualitative measurements related to certain characteristics of a complete and clearly defined group of objects, whose properties will be analyzed. In the context of a survey of gross motor skills in elementary school children, the population is selected based on the suitability of its characteristics to the variables being studied. Fifth-grade children are considered to be at a more stable stage of motor development, thus allowing for more accurate measurement of motor skills. In addition, fourth-grade students generally have participated in various physical activities at school that support the assessment of their gross motor skills. Furthermore, according to Susanto (2024), the research population refers to all units of analysis that share similar characteristics or have a significant relationship with the research topic.

Therefore, in this study, all fourth and third grade students, totaling 21 and 26 fourth grade students, were selected as the population. This selection was based on the assumption that they represented characteristics appropriate to the research focus, namely assessing gross motor skills in elementary school children. With a relatively small population, the researchers were able to conduct comprehensive measurements without the need for sampling. In this study, the technique used was saturated sampling. As explained by Sugiyono (2012), saturated sampling is a method in which all members of a population are sampled. This approach is usually chosen when the population is relatively small or when the research objective is to achieve generalizations with minimal risk of error. In this context, the sample included 47 third-grade students, 21 fourth-grade students, and 26 from SDN 14 Balaesang.

RESULT AND DISCUSSION

This study aims to determine the motor skills of children at SDN 14 Balaesang which consist of a standing balance test on 1 leg, a ball throwing and catching test, a jump test without a run-up and a sprint test. Then the answer to the question is presented in accordance with the problem formulation that has been proposed previously, namely "Based on the background above, the problem formulation is how is the level of gross motor skills of grade IV and grade III students at SDN 14 Balaesang.

The first test can be seen in the balance test of standing on one leg in class III at SDN 14 Balaesang, Donggala Regency, is in the category of very good 12 (57.1%), good category 2 (9.5%), moderate category 5 (23.8%), poor category 1 (4.8%), and very poor category 1 (4.8%). Of the 21 students. These results indicate that most students have the ability to maintain body balance well.

Balance is an important component of gross motor skills because it relates to the ability to control body position while stationary or moving. According to Bambang Sujiono (2007), balance is a fundamental component of physical fitness that must develop in elementary school-aged children to enable them to perform various physical activities effectively. The results of this study align with those of Rohmatullah, Widodo, and Purwanto (2025), who stated that elementary school students' balance skills are in the good category because children frequently engage in physical activities that train coordination and body control.

The second test can be seen in the motor skills of the ball throwing and catching test of children at SDN 14 Balaesang, the category is very good 7 (33.33%), the category is good 7 (33.33%), the category is moderate 7 (34.33%), the category is less than 0 (0%), and the category is very less than 0 (0%). There are no students who are in the less than or very less than category. These results indicate that the eye and hand coordination abilities of grade III students are classified as good. Coordination ability is one of the main elements in gross motor skills that play an important role in sports activities and daily activities. These results indicate that the motor coordination of grade III students is developing quite well. Eye and hand coordination abilities are very necessary in various sports activities, especially large

and small ball games. Students who have good coordination will find it easier to control the direction of the throw and catch the ball correctly.

The third test can be obtained from the gross motor skills of the jump test without a run-up of students at SDN 14 Balaesang. In the jump test without a run-up, the results of the study showed that the leg muscle strength ability of third-grade students was classified as good. The very good category was 9 (42.86%), the good category was 12 (57.14%), the moderate category was 0 (0%), the poor category was 0 (0%), and the very poor category was 0 (0%). There were no students in the moderate, poor, or very poor categories. These results indicate that most students have good leg muscle strength. This ability is very important because it is the basis for carrying out various physical activities such as running, jumping, and changing direction of movement.

The fourth test can be obtained from the gross motor skills of the jump test without a run-up of the children of SDN 14 Balaesang. It can be obtained that the gross motor skills of the jump test without a run-up of the children of SDN 14 Balaesang are in the very good category 0 (0%), good category 0 (0%), moderate category 3 (14.29%), less category 7 (33.33%), and less category 11 (52.38%). There are no students who reach the good or very good category. These results indicate that speed is a gross motor component that still needs attention in PJOK learning. Low sprint ability can be influenced by a lack of speed training, low physical fitness, or a lack of activities that train maximum running ability.

The balance test for fourth grade students of SDN 14 Balaesang showed excellent results. Of the 26 students who took the one-legged standing test, the gross motor skills of the jump test without a run-up were 18 (69.23%), 6 (23.08%), 2 (7.69%), and 0 (0%) in the good category, while the moderate category was 0. There were no students in the poor or very poor category. These results indicate that the majority of fourth grade students have optimal body balance abilities. The ability to maintain balance is an important element in gross motor skills because it plays a role in maintaining body stability when performing various physical activities, such as walking, running, jumping, or changing direction. The high percentage of students in the very good category indicates that the development of the coordination system and body posture control of students has progressed well according to the developmental stages of elementary school age.

The eye and hand coordination ability of fourth grade students of SDN 14 Balaesang through the ball throwing and catching test showed good results. Gross motor skills of the jump test without a run-up for children of SDN 14 Balaesang were obtained in the very good category of 9 (35%), good category of 11 (42%), moderate category of 6 (23%), less category of 0 (0%), and less category of 0 (0%). There were no students who were included in the less or very less category. These results indicate that the motor coordination ability of fourth grade students has developed well. Eye and hand coordination is one of the gross motor components that is very important in supporting play and sports skills, especially in activities that involve manipulative movements such as throwing, catching, hitting, or kicking a ball. The better the coordination that students have, the easier it is for them to perform movements precisely and efficiently.

The eye and hand coordination ability of fourth grade students of SDN 14 Balaesang through the ball throwing and catching test showed good results. Gross motor skills of the jump test without a run-up for children of SDN 14 Balaesang were obtained in the very good category of 9 (35%), good category of 11 (42%), moderate category of 6 (23%), less category of 0 (0%), and less category of 0 (0%). There were no students included in the less or very less category. These results indicate that the motor coordination ability of fourth grade students has developed well. Eye and hand coordination is one of the gross motor components that is very important in supporting play and sports skills, especially in activities that involve manipulative movements such as throwing, catching, hitting, or kicking a ball. The better the coordination that students have, the easier it is for them to perform movements precisely and efficiently.

The leg muscle strength ability of fourth grade students through the starting jump test showed very good results. Of the 26 students who took the test, it was obtained that the gross motor skills of the ball throwing and catching test for children at SDN 14 Balaesang were in the very good category of 19 (73%), the good category of 7 (27%), the moderate category of 0

(0%), the poor category of 0 (0%), and the poor category of 0 (0%). There were no students in the moderate, poor, or very poor categories. These results indicate that the majority of fourth graders have good leg muscle strength. This ability is an important element in gross motor skills because it plays a role in generating power when jumping, running, or other sports activities. The high percentage of the very good category indicates that physical development has supported the ability to perform movements.

CONCLUSION

Based on the results of the survey on gross motor skills of third and fourth grade students at SDN 14 Balaesang, it can be concluded that in general the students' gross motor skills are in the good category. This is indicated by the measurement results on four gross motor components, namely balance, coordination (sprint throwing). In the aspect of balance, most of the third and fourth grade students are in the very good category, which indicates that the ability to maintain body stability has developed well. In the aspect of coordination through the ball throwing and catching test, the students' abilities are also classified as good, thus indicating quite optimal eye and hand coordination. Similarly, in the jump test without a run-up, most students obtained the good to very good category, which indicates that the strength of the students' leg muscles has developed well.

However, the sprint test results indicate that students' speed abilities are still relatively low. Most students fall into the "poor" and "very poor" categories, both in grades III and IV. These results indicate that the speed component still requires special attention through more targeted training in Physical Education, Sports, and Health (PJOK) learning. Thus, it can be concluded that the gross motor skills of students at SDN 14 Balaesang have generally developed well in the aspects of balance, coordination, and leg muscle strength, while the speed aspect still needs to be improved through a planned and continuous training program.

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