

# Identification Of Motor Skill Levels Of 10 - 12 Year Old Disability Students

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## Abstract

*In this study aims to identify and find information related to the level of motor skills of 10-12 year old deaf students, the method in this study uses quantitative descriptive research methods, by describing current conditions without testing hypotheses. With the focus of research on the motor skills of children with disabilities aged 10-12 years. Retrieval using tests related to motor skills. The number of students who became subjects with a total of 20 students. Data analysis techniques in this study using descriptive data calculations and also percentage calculations. The results of descriptive calculations of research data obtained a maximum score of 13, minimum 3, an average of 8.75, and a standard deviation of 2.80. while for the percentage results it is known that the excellent category is 0 (0%), good 5 (25%), moderate 11 (55%), less 3 (15), and very less 1 (5%), the conclusion in this study based on the percentage is in the moderate category.*

**Keywords:** Motor Skills, Disability and 10-12 years old.

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## I. INTRODUCTION

The world of education always has several types of education, one of which meets every child who has special needs where conditions are not the same as normal children because they have limitations including physical, emotional, and mental. Every child with special needs has differences in disability conditions, one of which is a person with a disability, this ability is characterised by experiencing obstacles to adaptive attitudes. Motor development is a process that is sequential, continuous and related to chronological age and where humans acquire a number of motor skills that develop from unorganised, unorganised motor movements in applying motor complexes, [1],[2]. In the education of children with special needs such as children with disabilities must have their own service process, because physical education always has goals related to physical growth and development and movement skills. When children with disabilities get inclusive learning with peers, it will have an impact on their development and contribute well to them and also motor skills are a concern, [3]. To be the goal of adaptive physical education can maximise motor skills for students, in motor learning can improve the development of each student's life at school, outside of school and the environment at home, so it can be said that motor skills are a description of the child's motor activity shown through the mastery of a movement. in adaptive behaviour must have an intellectual disability because when limitations in motor abilities will be problematic in conditions that have always existed in students, intellectual disability is a condition of students who lack brain function that can affect children's motor skills and cognition, [4], [5].

Each student's motor skills are always orientated and refer to a movement that is understood and requires limbs to perform the required movement skills,[6], [7]. In general, motor skills have 2 types of gross motor and fine motor, for gross motor development is very important because it impacts physical and social development optimally for daily activities, [8]. Meanwhile, fine motor skills play an important role in the performance of daily activities such as dressing and eating, [9]. In producing a movement activity for students in the learning process that requires good motor skills, each child and individual motor ability

functions as a thing that produces efficient and effective motion, so that if you need it there are several elements that must be known such as elements of physical ability, emotional ability, and mental elements. Every person who has good motor skills will also have a good impact on daily activities, motor skills are the domain of motor learning by doing shaping activities, so that when children can master motor skills well, they will be able to build intellectual development that is related to a person's cognitive and motor abilities, [10]. Motor skills have a wide impact in various forms of work, so it can be seen that everyone is a determinant of daily activities, the better the motor skills, the better the movements in the body.

Motor skills ability will provide children with organised opportunities to learn motor skills, Motor learning is the process of each integration of a wide range of neural functions (planning, execution of motor activities) with cortical functions (memory and attention) and emotional development so that children gain experience in appropriate motor skills that will always be related to adaptation in the environment, [11]. So that they can be practiced in daily life with the help of teachers and parents, motor skills can be interpreted as a form of physical domain in child development, children's understanding related to motor skills affects the performance of daily motor-related behaviour. Limitations in motor skills are impairments to neurodevelopment that can affect the relationship between practical and interpersonal skills,[12], [13], [14]. But it needs to be understood that every learning and to master for motor learning there are usually several obstacles so that it affects the low ability to move, and also the ability displayed will be less good, these conditions also affect the ability to move in adaptive sports. The condition can be seen from the condition of students with disabilities who have limited conditions to perform movements in motoric in the scope of learning or daily activities. in the lives of students with disabilities always display an activity that is less than optimal and also coordination is not good, the behaviour of everyday life is still seen stiff movements in doing sports activities related to motor skills.

## II. METHODS

In essence, this research is a way of seeking truth through scientific methods, using the right research method can direct the research objectives so that they are obtained as expected and can be scientifically accounted for. So that in this study using quantitative descriptive research methods, by describing the current conditions without testing hypotheses. With the focus of research on the motor skills of children with disabilities aged 10-12 years. Retrieval using tests related to motor skills. The number of students who became subjects with a total of 20 students. Data analysis techniques in this study using descriptive calculations of the data that has been collected based on the distribution of data used in this study which will be presented in the form of percentages to describe the results and characteristics of the data as a result to answer descriptive problems.

## III. RESULT AND DISCUSSION

### Result

The data in this study uses quantitative data known from the results of the motor skills test, in these results before a thorough analysis is carried out, it is necessary to present descriptive research data which includes score, minimum, maximum, average, standard deviation, the data can be found in table 1 as follows:

**Table 1.** Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
result	20	3.00	13.00	8.7500	2.80741
Valid (listwise)	N 20				

Table 1 shows that the description of the research data shows that the minimum score is 3.00, the maximum is 13.00, the average score is 8.7500, and the standard deviation score is 2.807411. Furthermore, looking at the results of the analysis of the characteristics of the research subjects which include motor abilities by performing fast running test movements, throwing balls, jumping from blocks, jumping without a prefix, standing on 1 leg. The index of motor ability shows that the existence of motor ability can be seen in table 2 as follows:

**Table 2.** Motor Skills Results

No	Category	Frequency	Percentage
1	Very good	0	0
2	Good	5	25 %
3	Medium	11	55 %
4	Less	3	15 %
5	Very poor	1	5 %
Total		20	100 %

Based on table 2. It can be illustrated that the frequency obtained from the results of the motor skills test carried out scored in the excellent category 0 (0%), good 5 (25%), moderate 11 (55%), less 3 (15), and very less 1 (5%), so it can be said that the results of motor skills in students with disabilities show a moderate category with a total of 11 students.

### Discussion

Based on the results of data analysis, an explanation can be obtained that students' motor skills are in the moderate category with a percentage of 55%, it can be said that children's motor skills are classified as children with the ability of the limbs as a whole are needed because it will relate to students' movement activities in everyday life. In the process of children's motor development can be seen from the learning process that a person can be skilled to carry out activities related to the whole body and also related to maturity and control of body movements involving the brain. Therefore a person performs simple movements with the results of the interaction of several systems in the body controlled by the brain. The reason for the lack of motor skills is due to work intervention as a model of approach, when in fact motor skills will increase when doing motion activities repeatedly. This will improve children's functioning and encourage their abilities, so that there is behavioural development according to the environment they live in, [15]. Not only does the child's motor skills look good but the interaction between friends provides interaction through playing together in a domain that can develop cognitive skills but also language and social development, [16].

In doing movement activities with friends can develop rapidly in improving motor skills because the attention of each motor skill is a major factor in supporting each other, and also education at school can also be said to be a supporting factor, [17]. Every child doing activities based on the activity programme will affect both quality of life, motor and cognitive performance, the occurrence of motor and cognitive performance occurs together by combining the same brain structures, [18]. When the cerebellum is always related to motor and cognitive functions, it plays an important role in motor performance based on strong neural connections. Cognitive and motor functions develop at the age of 5 to 10 years, [19]. It is very important for children with disabilities when they have good motor skills abilities will have a positive impact on learning achievement at school and have adequate abilities in motor skills. So it can be said that when children can understand motor skills well and can do it, it will have an impact on academics, [20], [21]. The importance of motor and cognitive factors explains that both functions are related to the same process, [22]. It is important to understand that when the relationship between motor skills and achievement is linked, the knowledge gained will be valuable to children's lives, so motor-related programmes in schools contribute to reducing motor problems and stimulating the development of academic skills in children with disabilities.

### IV. CONCLUSION

Based on research data that has been analysed related to the motor abilities of children aged 10-12 years using the subject of 20 children with disabilities, with test results related to the movement of fast lai tests, throwing balls, jumping from blocks, jumping without a prefix, and standing 1 foot. The percentage results for the excellent category are 0 (0%), good 5 (25%), moderate 11 (55%), less 3 (15), and very less 1 (5%), so that with the results of these percentages the child's motor skills are in the moderate category.

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