

EFFECTS OF LEARNING MOTIVATION, PLAYING ACTIVITY, AND PARENTAL CARE ON THE CHILDREN'S MOTOR SKILL

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Abstract

The poor motor skills of children/students of Islamic schools is a fundamental problem of this research. Namely, at the Ibtidaiyah Tahfizh Makkah Siak Hulu Riau Madrasah. Objective: This study aims to reveal the direct and indirect effects, as well as the simultaneous effect of exogenous variables on endogenous variables. Materials and methods: This type of research is quantitative with a path analysis approach. 44 out of 121 students were used in this study by sorting using the purposive sampling technique. Data was collected using a questionnaire (learning motivation, play activity, and parental attention), while data on children's motor skills used Scott's motor skill test. Result: The results showed that: (1) There is a direct effect of learning motivation on play activities ($p_{21} = 0.866$, and a contribution of 75%), s motor skills ($p_{32.py3} = 0.416 > p_{y2} = 0.291$ with a total contribution of 50.12%), and (8) there is learning motivation, play activities and parental attention simultaneously on children's motor skills ($R_{squared} = 0.960$ and the Sig value of the ANOVA table is obtained = $0.002/2 = 0.001 < \alpha = 0.05$ or 96%). Conclusion: The results of the study show that learning motivation, playful activities and parental attention have an influence on the motor skills of students of Tahfizh Makkah Madrasah Ibtidaiyah. Nevertheless, further research is needed with larger numbers of samples to further test each variable. 960 and the Sig value of the ANOVA table is obtained. = $0.002/2 = 0.001 < \alpha = 0.05$ or 96%). Conclusion: The results of the study show that learning motivation, playful activities and parental attention have an influence on the motor skills of students of Tahfizh Makkah Madrasah Ibtidaiyah. Nevertheless, further research is needed with larger numbers of samples to further test each variable. 960 and the Sig value of the ANOVA table is obtained. = $0.002/2 = 0.001 < \alpha = 0.05$ or 96%). Conclusion: The results of the study show that learning motivation, playful activities and parental attention have an influence on the motor skills of students of Tahfizh Makkah Madrasah Ibtidaiyah. Nevertheless, further research is needed with larger numbers of samples to further test each variable.

Keywords: *Learning Motivation, Playing Activity, Parental Care, Motor Skill*

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INTRODUCTION

It is assumed that the impact of the lack of play activities involving all organs of the body will affect the development of children's motor skills(Komaini et al., 2021; Pranoto et al., 2023; Sulistiyowati et al., 2022). The problem that is

happening at this time in Siak Hulu village has started to adopt the city style, children rarely play outside the house, children play more often using gadgets, this is getting worse by parents who limit their children to play too much with the excuse that something could happen unwanted. If a child often plays gadgets the child's physical activity will decrease because the child does not play actively which involves all the organs of the body so that the child's physical fitness will be disrupted and this will cause fat accumulation so that the child becomes obese.

In addition to the problems above, there are also several factors that affect children's motor skills, including; genetic factors, nutritional status, physical fitness, differences in cultural background, play activities, free time to play, parenting style, educational background of parents, influence of home and madrasah environment, level of knowledge of parents, motor development facilities and infrastructure, and factors family economic status. Locomotor movements, non-locomotor movements, and manipulative movements form the basis of the initial observations in the study population. It was found in field observations that the majority of the population in MI (Itidayah madrasah) was not found to be low. Apart from that, children get tired easily, have stiff movements, are not motivated, have balance problems, and problems with movement coordination, in sports education learning. But what dominates is the motivation to learn, the role of parents and play activities.

Playing activities are also not spared from indicators of children's motor skills (Dudley et al., 2017; Robinson et al., 2016; Silverman & Mercier, 2015; Yu et al., 2015; Zeng et al., 2017). The development of children's motor skills will be clearly seen through the various movements and games they can do. The stronger and more skilled the movement of a child makes the child love to play and not get tired of moving all of his limbs while playing. The more often children do play activities, the richer their movement skills are stored in motor form. If children are always restrained from childhood and are not given the opportunity to engage in

play activities, then their interest in engaging in play activities is less developed and vice versa.

Understanding motivation is a factor that supports the smooth reception of material about the development of physical and motor skills in physical education learning by students (M. Gratitude Zulbandi Sitepu et al., 2020). High motivation is important for children, bearing in mind that, High motivation will make it easier to understand and also easy to implement the material being taught (Coimbra et al., 2020; Salas et al., 2018). This will make children able to do a lot of physical activity, thus motivation plays a very important role in improving children's motor skills. Parental attention is also one of the factors that affect children's motor skills (Ilham & Dimiyati, 2021; Lubans et al., 2012; Salas et al., 2018; Sridadi et al., 2021). This is of course influenced by the condition of the house, available learning facilities, and family harmony. Providing guidance, attention in terms of play and education, it is hoped that children will have the expected attitudes and characteristics so that their children excel in school and have a good personality in the home environment. There is still a lack of research that examines in detail related to the direct and indirect relationships of the variables above, so this will be important data for further decision-making regarding the actual conditions obtained through this research.

Therefore, this research is important to strengthen and ensure that there is influence between the variables studied on the determined variable. This study may not be the first to examine the motivational effects of learning, play activities, and parental attention on children's motor skills. However, this will be additional data that is important to become data, so that it becomes data for determining good policies, sports teachers, coaches, schools, local governments. Furthermore, further research is needed to examine more deeply the influence between variables. Therefore the purpose of this study was to reveal the direct and indirect effects, as well as the simultaneous influence of exogenous variables on endogenous variables in this case which include play activity, parental attention, and motor skills.

METHODS

This research is an associative quantitative research using a path analysis approach (path analysis).(Nugroho et al., 2021). The variables in this study were learning motivation (X1) and parental attention (X2) as independent variables (exogenous), play activity (X3) as intermediary variables (intervening variables). While the dependent variable (endogenous) is motor skills (Y), the research constellation is:

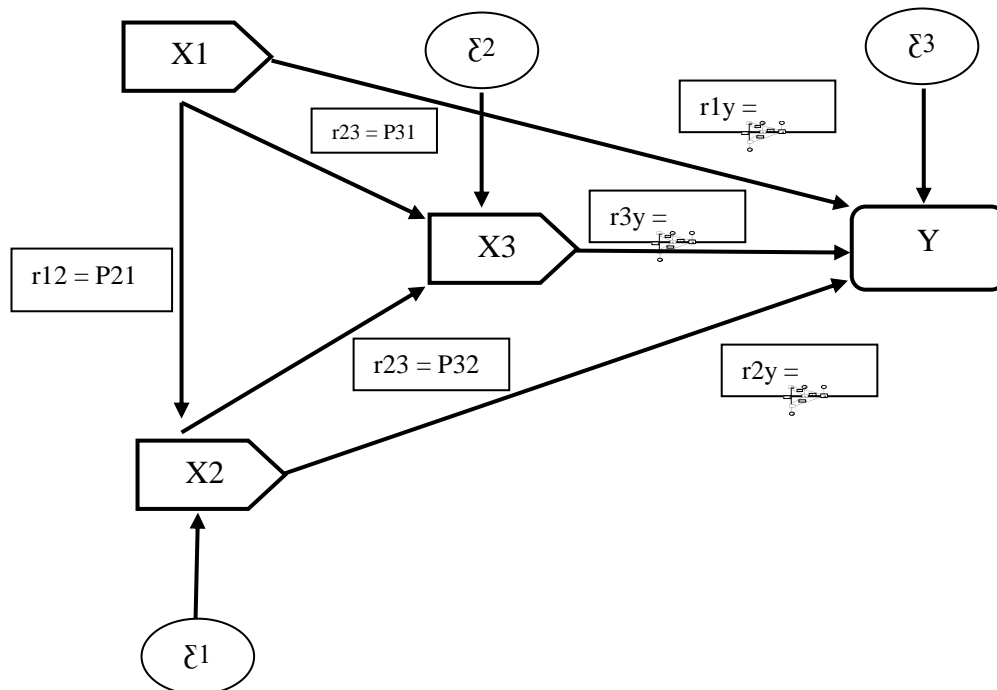


Figure 1. The path of influence between research variables is empirically causal

Information:

X1: Learning Motivation

X2: Play Activities

X3: Parental Attention

Y: Motor Ability

The population of this study were students in grades 4a and 5a of Madrasah Ibtidayah Tahfiz Makkah Siak Hulu totaling 44 people. Meanwhile, the



sampling technique in this study used total sampling, so all populations were used as samples, namely 44 people.

For the purposes of testing the validity and reliability of the questionnaire using class 4b and 5b.

Instrument

Scott motor ability

To measure students' motor skills is Scott Motor *abilities* (2008) with test details namely, 1) throw a basketball; 2) sprint with 4 seconds; 3) passing the ball into the wall; 4) Long jump without prefix.

Motivation to learn

Learning motivation questionnaire with indicators, persistence in learning, tenacity in the face of learning difficulties, persistence in doing assignments.

RESULT AND DISCUSSION

Testing the Path Analysis Model

Hypothesis testing was analyzed by path analysis through 3 structural model tests. Through these three structural models, it will be possible to calculate the path coefficient values for each variable studied and answer the hypotheses that have been proposed in this study.

Structural Model Testing 1

Testing on structural model 1 to see the effect of learning motivation variable (X1) on playing activity (X2) Tahfizh Makkah Madrasah Ibtidaiyah students. The basis for the decision to test the structural model 1 is:

If the value of Sig. $> \alpha = 0.05$, then the path coefficient is not significant

If the value of Sig. $< \alpha = 0.05$, then the path coefficient is significant

Table 1. Structural Model Path Coefficient 1

Variable	R2	Beta Coef	Sig.	P- Value	Information
X1, X2 (p21)	0.880	0.866	0.001	0.05	Significant



Based on Table 1, it appears that the R2 of 0.833 means that 83.3% of the variability of the play activity variable (X2) can be explained by the learning motivation variable (X1). So that error $(\epsilon_1) = 1 - R^2 = 1 - 0.833 = 0.167$. The coefficient of learning motivation path (X1) and play activity (X2) or $(p_{21}) = 0.866$ obtained Sig. = $0.001 < \alpha = 0.05$. In other words, structural model 1 is significant. For more details can be seen in the following image: ϵ_1

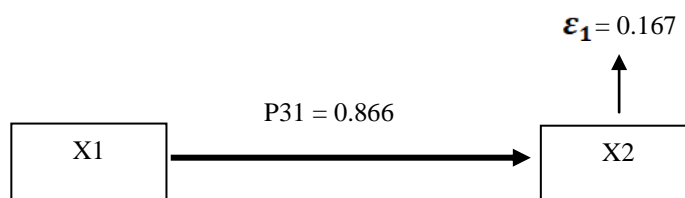


Figure 2. Structural Model Testing 1

Structural Model Testing 2

Testing on structural model 2 to see the effect of learning motivation variables (X1), playing activities (X2) on parental attention (X3) Tahfizh Makkah Madrasah Ibtidaiyah students. The basis for the decision to test the structural model 2 is:

If the value of Sig. $> \alpha = 0.05$, then the path coefficient is not significant

If the value of Sig. $< \alpha = 0.05$, then the path coefficient is significant

Table 2. Structural Model Path Coefficient 2

Variable	R2	Beta Coef	Sig.	P-Value	Information
X1, X3 (p31)	0.829	0.930	0.000	0.05	Significant
X2, X3 (p32)	0.761	0.981	0.003		Significant

Based on table 13, it appears that R2 of 0.761 means that 76.1% of the variable attention of parents (X3) can be explained by learning motivation (X1) and playing activities (X2). So error $(\epsilon_1) = 1 - R^2 = 1 - 0.761 = 0.239$. Path coefficient (X1) to (X3) or $(p_{31}) = 0.930$ and (X2) to (X3) or $(p_{32}) = 0.981$ obtained Sig. = $0.000 < \alpha = 0.05$ and Sig. = $0.003 < \alpha = 0.05$. In other words,



structural model 2 is significant. For more details can be seen in the following image: ϵ_2

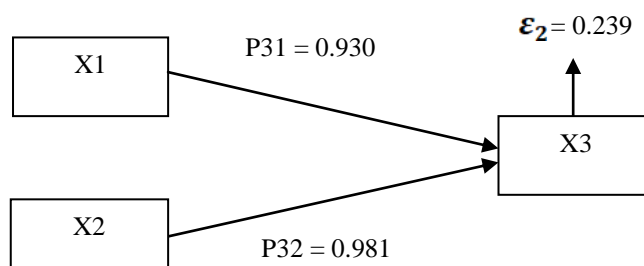


Figure 3. Structural Model Testing 2

The results of calculations on structural model 2, the path coefficient for learning motivation and parental attention (p_{31}) = 0.420 and the path coefficient for play activity and parental attention (p_{32}) = 0.453.

1. Structural Model Testing 3

Testing on structural model 3, namely learning motivation variables (X1), playing activities (X2), parental attention (X3) to motor skills (Y) Tahfiz Makkah Madrasah Ibtidaiyah students. The basis for the decision to test the structural model 3 is:

If the value of Sig. > $\alpha = 0.05$, then the path coefficient is not significant

If the value of Sig. < $\alpha = 0.05$, then the path coefficient is significant

Table 3. Structural Model Path Coefficient 3

Variable	R2	Beta Coef	Sig.	P-Value	Information
X1Y (py1)	0.960	0.304	0.002		Significant
X2Y (py2)	0.945	0.291	0.002	0.05	Significant
X3Y (py3)	0.985	0.425	0.000		Significant

Based on table 14, it appears that R2 of 0.960 means that 96% of the variable motor variable (Y) can be explained by learning motivation (X1), playing activity (X2) and parental attention. So that error (ϵ) = $1 - R^2 = 1 - 0.960 = 0.040$. Path coefficient (X1) to (Y) or (py_1) = 0.304, (X2) to (Y) or (py_2) = 0.291 and

(X3) to (Y) or (py3) = 0.425 obtained Sig value = 0.002 < α = 0.05 for (py1), Sig.= 0.002 < α = 0.05 for (py2) and Sig.= 0.000 < α = 0.05 for (py3). In other words, structural model 3 is significant. For more details can be seen in the following image: ϵ_3

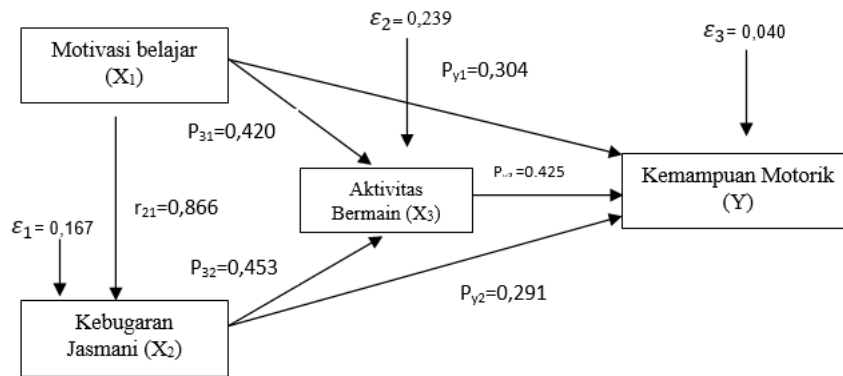


Figure 4. Combined Model Testing between Structural

Based on the results of structural model testing and hypotheses in this study. For more details, see table 4.

Table 4. Total Summary of Direct and Indirect Effects through Parental Attention Intervening Variables Tahfizh Makkah Madrasah Ibtidaiyah students

Path Coefficient	Direct Influence			Indirect Influence			Total Direct + Indirect Influence			
	Koef	(^2)	(%)	Intervening X3	Koef	(^2)	(%)	Total coef	(^2)	Total (%)
X1Y (Py1)	0.304	0.092	9,24	X1 to Y via X3	0.395	0.156	15,6	0.699	0.4886	48,86
X2Y (Py2)	0.291	0.085	8,47	X2 to Y via X3	0.416	0.173	17,3	0.707	0.4998	49,98
Total Direct + Indirect Influence									0.986	98.84
Effect of Other Variables									0.014	1.16

Based on table 15, that the total overall direct and indirect influence through the parental attention intervening variable Tahfizh Makkah Madrasah Ibtidaiyah students is 98.84%, while the remaining 1.16% is another factor not explained in this study.



The low motor skills of Islamic school children/students is a fundamental problem of this research. Namely, at the Madrasah Ibtidaiyah Tahfizh Makkah Siak Hulu Riau. Purpose: This study aims to reveal the direct and indirect effects, as well as the simultaneous effect of exogenous variables on endogenous variables. Materials and Methods: This type of research is quantitative with a path analysis approach. 44 students out of 121 students were used in this study by sorting using purposive sampling technique. Data was collected using a questionnaire (learning motivation, playing activity, and parental attention), while data on children's motor skills used the Scott motor ability test. Result: The results showed that: (1) There is a direct effect of learning motivation on play activities ($p_{21} = 0.866$), (7) There is an indirect effect of play activities through parental attention to children's motor skills ($p_{32.py3} = 0.416 > p_{y2} = 0.291$ with a total contribution of 50.12%), and (8) there is motivation to learn, play activities and attention parents simultaneously on children's motor skills (Rsquare = 0.960 and the ANOVA table obtained Sig. = $0.002/2 = 0.001 < \alpha = 0.05$ or 96%). Conclusion: The results of the study show that learning motivation, playing activities and parental attention have an influence on the motor skills of Tahfizh Makkah Madrasah Ibtidaiyah students. Nevertheless, further research is needed with a larger number of samples to further test each variable. 12%), and (8) there is learning motivation, playing activity and parental attention simultaneously to children's motor skills (Rsquare = 0.960 and the ANOVA table shows a value of Sig. = $0.002/2 = 0.001 < \alpha = 0.05$ or 96 %). Conclusion: The results of the study show that learning motivation, playing activities and parental attention have an influence on the motor skills of Tahfizh Makkah Madrasah Ibtidaiyah students. Nevertheless, further research is needed with a larger number of samples to further test each variable. 12%), and (8) there is learning motivation, playing activity and parental attention simultaneously to children's motor skills (Rsquare = 0.960 and the ANOVA table shows a value of Sig. = $0.002/2 = 0.001 < \alpha = 0.05$ or 96 %). Conclusion: The results of the study show that learning motivation, playing activities and parental attention have an influence on the motor skills of

Tahfiz Makkah Madrasah Ibtidaiyah students. Nevertheless, further research is needed with a larger number of samples to further test each variable. The results showed that learning motivation, playing activities and parental attention had an influence on the motor skills of Tahfiz Makkah Madrasah Ibtidaiyah students. Nevertheless, further research is needed with a larger number of samples to further test each variable. The results showed that learning motivation, playing activities and parental attention had an influence on the motor skills of Tahfiz Makkah Madrasah Ibtidaiyah students. Nevertheless, further research is needed with a larger number of samples to further test each variable.

Discussion

Motoric ability is a person's physical potential ability. Where each individual has a different potential level of motor skills, such as strength, speed, agility, power and coordination as a general movement ability.

Based on the results of research conducted, that there is a direct influence of learning motivation on play activities Tahfiz Makkah Madrasah Ibtidaiyah students with a coefficient of $p_{21} = 0.866$ with a value of $\text{Sig.} = 0.001/2 = 0.0005 < \alpha = 0.05$ or an effect of 75%, while the rest are other factors not explained in this study. The results of Jusu's research (2020) show that results with an "r" value of 0.4 are obtained. The value of "r" is 0.4, in other words, there is an influence of playing game activities on learning motivation. The results of Husna's research (2017) show that, "there is a significant relationship between the intensity of playing games and learning motivation as shown by the correlation coefficient of 0.6733 which is greater than the r_{table} of 5% and 1% of 0.1128 and 0.1478, which means the higher the intensity of playing games, the lower the motivation to learn and the lower the intensity of playing games, the higher the motivation to learn. learners Madrasah Ibtidaiyah Tahfiz Makkah with the results of the path coefficient $p_{y1} = 0.304$ with a value of $\text{Sig.} = 0.002/2 = 0.001 < \alpha = 0.05$ or an effect of 9.24%, while the rest are other factors not explained in this study. The

results of Lestari's research (2019) show that there is a significant relationship between learning motivation and motor skills, and this is evidenced by the contribution of learning motivation to motor skills of 57.8%. Handayani's research results (2018) show that, "learning motivation contributes to learning elementary school students' motor skills of 0.453". The results of Hakim's research (2016) also show that, "There are significant differences in the learning outcomes of motor skills between groups of students who have high learning motivation and groups of students who have low learning motivation."

Based on the results of research conducted, that there is a direct influence of play activities on motor skills Tahfizh Makkah Madrasah Ibtidaiyah students with the results of the path coefficient $\beta_2 = 0.291$ with a value of $\text{Sig.} = 0.002 / 2 = 0.001 < \alpha = 0.05$ or an effect of 8.47%, while the rest are other factors not explained in this study. The results of Komaini's research, et al (2021) show that, "The findings of the study concluded that there was an effect of experiential learning-based playing activities on the improvement of children's motor skills as evidenced by the results of calculating data for $t_{hit} (6.15) > t_{tab}(1,729)$. This shows that experiential learning-based play activities have a positive impact on improving motor skills" which means that the research findings conclude that there is an effect of experiential learning-based play activities on improving children's motor skills as evidenced by the results of calculating data for $t_{hit} (6.15) > t_{tab} (1,729)$. This shows that experiential learning-based play activities have a positive impact on improving motor skills. The results of the research by Komaini & Marini, et al (2021) show that, "The skills possessed by children in Buttui Village are very good, this is influenced by physical activity factors and the experience of the movements they do. All children in Buttui sub-village do physical activities following their parents, which are farming, hunting, gathering, fishing, and making sago" which means that the skills possessed by children in Buttui Village are very good, this is influenced by physical activity factors and experience the movements they perform. The results of the research by Komaini & Marini, et al (2021) show that, "The skills possessed by children in Buttui

Village are very good, this is influenced by physical activity factors and the experience of the movements they do. All children in Buttui sub-village do physical activities following their parents, which are farming, hunting, gathering, fishing, and making sago” which means that the skills possessed by children in Buttui Village are very good, this is influenced by physical activity factors and experience the movements they perform. The results of the research by Komaini & Marini, et al (2021) show that, "The skills possessed by children in Buttui Village are very good, this is influenced by physical activity factors and the experience of the movements they do. All children in Buttui sub-village do physical activities following their parents, which are farming, hunting, gathering, fishing, and making sago” which means that the skills possessed by children in Buttui Village are very good, this is influenced by physical activity factors and experience the movements they perform.

In addition, in this study it was found that there was a direct influence of parental attention on motor skills Tahfizh Makkah Madrasah Ibtidaiyah students with the results of the path coefficient $\beta_3 = 0.425$ with a value of $\text{Sig.} = 0.000/2 = 0.000 < \alpha = 0.05$ or an effect of 18.06%, while the rest are other factors not explained in this study. It was concluded that there was a direct influence of parental attention on motor skills Tahfizh Makkah Madrasah Ibtidaiyah students. In other words, Tahfizh Makkah Madrasah Ibtidaiyah students who have enough parental attention then affect good motor skills. On the contrary, Tahfizh Makkah Madrasah Ibtidaiyah students who do not have sufficient parental attention, it affects low motor skills.

Based on the results of the analysis of the influence of learning motivation and playing activities simultaneously on the attention of the parents of participants Tahfizh Makkah Madrasah Ibtidaiyah the value of $R^2 = 0.761$ and the Anova table obtained the value of $\text{Sig.} = 0.000/2 = 0.000 < \alpha = 0.05$. The results of this study indicate that, the magnitude of the influence of learning motivation and playing activities simultaneously on parents' attention Tahfizh

Makkah Madrasah Ibtidaiyah students was 76.1%, while the rest were other factors not explained in this study. The results of this study explain that the attention of parents Tahfizh Makkah Madrasah Ibtidaiyah students influenced by these 2 factors or it can be interpreted, that the high level of parental attention means the high motivation to learn and play activities of students Madrasah Ibtidaiyah Tahfizh Mecca.

Based on the results of the analysis test that the path coefficient value of the indirect influence given by the Intervening variable ($p_{31.py3}$) is greater than the path coefficient value of the direct influence (py_1) of learning motivation on motor skills ($p_{31.py3} = 0.395 > py_1 = 0.304$). That is, indirectly there is an effect given by the learning motivation variable through parents' attention to motor skills Tahfizh Makkah Madrasah Ibtidaiyah students. The total direct effect of learning motivation on motor skills and the indirect influence given through parental attention is 0.699 or 48.9%.

Motivation to learn is the overall driving force or driving force within the learner which gives rise to learning activities and which gives direction to learning activities, so that the desired goals of the learners can be achieved. Learning motivation is an important thing in influencing one's physical and activity. Students can gain various kinds of motion experiences if their learning motivation is high. Students with high learning motivation will look agile, active, and always enthusiastic in participating in various activities so that it affects the motor development of students. On the other hand, students with non-ideal learning motivation can result in non-optimal motor development.

Based on the results of the analysis test that the path coefficient value of the indirect influence given by the Intervening variable ($p_{32.py3}$) is greater than the path coefficient value of the direct influence of playing activity (py_2) on motor skills ($p_{32.py3} = 0.416 > py_2 = 0.291$). That is, indirectly there is an effect given by the play activity variable through parents' attention to motor skills Tahfizh Makkah Madrasah Ibtidaiyah students. The total direct influence of play activities

on motor skills and the indirect influence given through parental attention is 0.707 or 50.12%.

Based on the results of the analysis of the influence of learning motivation, play activity and parental attention simultaneously on motor skills Tahfizh Makkah Madrasah Ibtidaiyah students obtained $R^2 = 0.960$ and the Anova table obtained $\text{Sig.} = 0.002/2 = 0.001 < \alpha = 0.05$. The results of this study indicate that, the magnitude of the influence of learning motivation, play activity and parental attention simultaneously on motor skills Tahfizh Makkah Madrasah Ibtidaiyah students is 96%, while the rest are other factors not explained in this study.

From the results of the simultaneous influence, it can be concluded that learning motivation, playing activities and parental attention have a significant influence on the motor skills of students. If the motivation to learn and play activity is high coupled with the attention of parents, it can affect the motor skills of students. The results of this study explain that motor skills Tahfizh Makkah Madrasah Ibtidaiyah students influenced by these three factors or it can be interpreted, that motor skills Tahfizh Makkah Madrasah Ibtidaiyah students can be improved if it has learning motivation variables, play activities and play activities.

There are still many limitations encountered during this research process namely, several other factors that are thought to influence motor skills Tahfizh Makkah Madrasah Ibtidaiyah students which were not explained in this study such as nutritional status, physical fitness, surrounding environment, technological developments and other factors. The sample in this research is male students of Madrasah Ibtidaiyah Tahfizh Makkah which totaled 44 people, so it needs to be studied further using different objects and a wider number of samples.

CONCLUSION

The results showed that learning motivation, playing activities and parental attention had an effect on the motor skills of Tahfizh Makkah Madrasah



Ibtidaiyah students. However, further research is needed with a larger sample size to test each variable further.

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