

**PREPARE THE MOTOR PERCEPTION OF EVALUATION TOOLS FOR  
STUDENTS / FEMALE CAPABLE MENTALLY DISABLED LEARNERS  
TUNAGRAHITA CAPABLE SCHOOL CLASS OF EXTRAORDINARY  
YOGYAKARTA CITY STATE**

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**ABSTRACT**

In accordance with the formulation of the problems mentioned above, this research aims to create an evaluation tool motor perception of children capable mentally a students the basic class in a city of Yogyakarta State Special Schools.

The population used in this study are all students capable mentally disabled learners class I - III Special School District elementary schools in a city of Yogyakarta, which numbered 64 children, with age, 13-15 years old. The sample used in this study were 64 children capable mentally students the basic class in a city of Yogyakarta State Special Schools. This study is a population the research design used in this research is descriptive research. The research method used is survey method, with data collection using the testing techniques.

Result of motor perception test includes 6 items. Through trial found validity and reliability tests for 0.720 tests of 0.837. The results are compiled in the form of evaluation tools and norms of assessment of motor perception of children capable mentally able student sabasic class of Yogyakarta City

Keywords: Motor Perception, Students capable mentally able educates elementary grade

# CHAPTER I

## INTRODUCTION

### **A. Background**

Children are God's deposit to be maintained and educated so that he becomes a useful human being. In general, children have the right and opportunity to develop according to its potential, especially in the field of education. However, there are still many children who have deficiencies in intellectual functioning significantly and along with it to impact the deficiencies in adaptive behavior. In terms of education, children are so called capable mentally a child (children experiencing barriers to development), is one part of a child with special n capable mentally needs or children who have poor motor perception. Nowadays many people who had no knowledge of who the child was particularly children with special needs capable mentally students?, What are the contributing factor?, How their characteristics?, And how the perception of fine motor skills?. Between normal children and children there are remarkable similarities core, that they have desires, aspirations, needs for love, food and protection, and obtain educational opportunities and guidance.

Motor perception abilities of children is said to be late if at his age he should have been able to develop new skills, but he does not show progress. Especially if the school until the age of 6 years, children can not be pointed toward the right. Children who experience delays in motor perception difficulties to make use of his senses, control the balance, about its movement, and understand the body parts that can be she moved.

The principle of development is sequentially and continuously, to assist exceptional students to know how much enrichment motor and motor perception of how well the child is necessary in tests with measuring instruments adequate or appropriate. Limitations of the teacher coaches, educators play groups, park caretakers and managers of child care parents will affect child development and motor skills. Recognizing the gap mentioned above is the absence of standardized tests to measure perceptions of school children Extraordinary motor Yogyakarta city, it needs a means of evaluation, scoring and norms rating scale motor perception of children.

## **B. Problem Formulation**

The formulation of the problem posed in this study are:

1. What measuring tool used to determine the child's perception Extraordinary motor capable students Yogyakarta?
2. How do I score the preparation of standards and norms of assessment of motor perception of children as special-ed students capable of Yogyakarta?

## **C. Objective:**

This study generally aims to develop motor perception gauge students Extraordinary Yogyakarta.

## **D. Benefits Research**

Benefits of the research is to contribute to a teacher, builder, Extraordinary power play groups, caregiver and manager of the park pre-school child care and parental perception of a gauge motor students Extraordinary.

## **CHAPTER I**

### **LITERATURE REVIEW**

#### **Motor Perception**

Physical development is closely related to motor development of children. Motor control is the development of body movement through activities that are coordinated between the nervous system, muscle, brain, and spinal cord. Motor development includes the enrichment of motor and motor perception. Perception is the awareness of motor movement, the child should be aware of their existence with the environment. They must use his senses, control the balance, about its movement, and understand the body parts that can be She moved. Perception of motor includes six factors:

##### 1.Sensory

Sensory is a tool used to recognize the environment around the child so the child can interact.

2.Balance Equilibrium is a state of balance between opposing force in maintaining weight loss center.

##### 3.Space

Space spur the child's ability to understand the external space around the child, and puts into motion motor in the room, such as circles, triangles, and rectangles.

##### 4.Body.

Body ability spur children to know and understand the names and functions of various body parts that rub off on children, such as feet, hands, eyes and ears.

##### 5.Left

Expected time of arrival capability based on the characteristics of the speed of the ball his way. In other words, the time accelerate the ability individual in somethings that come to him.

##### 6.Direction

Directions spur the child's ability to understand and apply the concept of direction, such as top, bottom, front, and rear, the ability is very important so that children can develop optimally. Motor development is strongly influenced by the brain organ. The brain is what guide every movement made the child. The more mature development of the nervous system of the brain that regulate muscle, possible development of competence or the child's motor skills. Motor development is different from every individual, there are people who are very good fine motor development, such as athletes, some are not like people who have physical limitations. Gender also has an influence in this respect, in accordance with the opinion of Sherman (1973) which states that girls in middle age Childhood physical elasticity of 5% - 10% better than the boys, but the athletic physical ability such as running, jumping and throwing higher in children of male behavior in women.

Motor development in tandem with the growth process of genetic or physical maturity of children, motor development comes about through the unfolding of a genetic plan or maturation (Gesell, 1934 in Santrock, 2007). Children age 5 months, of course, can not walk straight. In other words, there are certain common stages that proceed in accordance with the physical maturity of children. Theories that explain the child go into details about the systematics motor was developed by Dynamic Systems Theory Thelen & whiteneherr. The theory reveals that in order to build the motor skills the child must perceive something in the environment that motivates them to do something and use their perceptions to move. Represent the wishes of children's motor skills. Eg when children see the toys with a wide range, the child perceives the brain that he wanted to play it. The perception that motivate children to do something, ie, moving to take it. As a result of the movement, the child managed to get what in goal is taking an interesting toy for him. "... .... To develop motor skills, Infants must perceive something in the environment to act That motivates Them Their perceptions and use to fine-tune Their movement. Motor skills Represent solutions to the infant'sgoal."

The theory also explains that when the baby is in the motivation to do something, they can create a new motor skills, new capability is the result of many factors, namely the development of the nervous system, physical ability that enables it to move, the wishes of children who motivated her to move, and environment that supports the

acquisition of motor skills. For example, the child will begin to run if the system is already mature nerves, the proportions of legs strong enough to sustain her and the children themselves want to walk topick up histoys. In addition to closely related to the physical and intellectual, motor skills were associated with psychological aspects of the child. Damon & Hart, 1982 (Pettersson 1996) states that physical ability is closely related to the self-image of children. Children who have better physical ability in the field of sports will cause he cherished his friends. It is also in line with the results of research conducted Ellerman, 1980 (Peterson, 1996) that good motor skills is closely linked tos elf-esteem.

### **Children capable mentally learners**

Understanding children capable mentally learners by Suparlan (1983: 29) that a child whose condition is lighter than children whose level of intelligence embisil between 25 - 50. While children capable students have the intelligence level between 55 - 75. According Usa Sutisna (1984: 31), child is child intelligence learners intelligence higher level of intelligence possessed by children t capable mentally to train.

While the notion of children capable students by AAMD (American Association On Mental Deficiency) and Regulation no. 72 of 1991 cited by Moh. Amin (1995: 22), are those included in the group of children whose level of intelligence and adaptability are blocked, but has the ability to grow in academic, social adjustment and ability to work. So, from a few expert opinions can be concluded, that the child intelligence capable students are those who belong to the child capable mentally with intelligence level between 50/55 - 70 / 75, still has the ability to grow in terms of education, social adjustment, and skills to work when get educated by using approaches and learning methods in particular. Children characteristics capable students SA. Branatata (1977: 53), states that the characteristics of children capable students distinguished two symptoms, namely in the field of mental symptoms and the symptoms in the social field. Which includes mental field in general is a substandard way of thinking, lack the ability to analyze what events they faced, the fantasy is very weak, less able to control the feelings, can remember the term but can not understand, less able to assess the element of

moral and harmonious personality , while the symptoms in the social field is the lack of ability to stand on its own.

Moh. Amin (1995: 37), suggests that the characteristics of children capable students is fluent in speaking but not vocabulary words, reaching the equivalent intelligence of normal children aged 12 years. While opinions Usa Sutisna (1984: 53), further emphasizing the characteristics of children capable students in terms of mental and intellectual, of which even his physical condition similar to normal children but low capacity to think, less able to control herself, attention, thinking ability is weak and unable to learn on their own about everyday life.

Sumaryanti (2007: 514) explains that, conversion behavior in physical activity in cordance with chronological age with capable mentally medium, namely: the chronological age of 12-17 years with 6-8 years of age based on the mental. At the chronological age, children can play games with high organization, capable of further develop expertise sports involving rackets, balls, requiring a high level of expertise, able to participate in team games and use strategies in competitive activities. In the mental age, children can only participate in modifying all sports activities, especially in individual sports (swimming, bowling, and roads) where there is very little social contact and responsibility from the people around him. Can throw and catch the ball, but I it was difficult to participate in competitive activities. To review of some general opinion can be affirmed that the characteristics of children capable mentally students are as follows:

- 1) low capacity to think so hard to work on tasks that include mental and intellectual functions.
- 2) fluent in speaking, although his vocabulary is less.
- 3) has a weak memory, so have difficulty in solving problems.
- 4) are less able to control himself.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The research design used in this research is descriptive research. The research method used is survey method, with data collection using the testing techniques.

#### **B. Population and Sample Research**

The population used in this study are all students capable mentally learners class I - III Elementary School in SLB se Yogyakarta city, which numbered 64 children, with age, 13-15 years old. The sample used in this study were 64 children capable mentally students base class in a city of Yogyakarta Special School District .This study is a population.

#### **C. Operational Definition of Variables**

Perception of child motor students capable mentally students 1-3 grade elementary school in a special school is to control the balance of Yogyakarta, about its movement, and understand the body parts that can be She moved. Perception of motor includes six factors: (1) senses, (2) balance, (3) space, (4) Body. (5) Time, (6) Direction

#### **D. Instruments and Data Collection Techniques**

Measurement instrument based on the concepts that underlie the preparation of research instruments beads prepared as follows: (1) Awareness of the senses is the child mentions the form of a ball, took the ball at the instruction of large, small, and medium. (2) Consciousness is a child pursuing a balance beam along the 5 m . (3) Awareness space is children form a circle, triangle and rectangle using body movements. (4) Awareness of the body is the child mentions the function of the feet, hands, eyes and ears. (5) Awareness of time is a child throw and catch the ball light and heavy ball. (6) Awareness of the direction was the son did throw the ball towards the top, bottom, front and rear. Those instruments are assumed to represent



measurement components fine motor skills of children capable mentally students. Data collection techniques in this study is to use tests that can be known with the direct result of the implementation of these tests. Summary Analysis of validity (validity) Grain Motor Perception capable mentally students Children in special schools as Yogyakarta City State Scale Mean if Item Deleted Scale Variance if Item Deleted Corrected Item-Total Correlation Cronbach's Alpha if Item Deleted

Test					
Test	1	7.2031	3,879	.711	.856
Test	2	7.1094	3,845	.684	.861
Test	3	7.0469	3,728	.743	.850
Test	4	7.2188	3,920	.697	.859
Test	5	7.0938	3,832	.687	.860
Test	6	6.9844	3,952	.613	.872

The test used in this study with the reason, the instrument has been tested its validity. Proven in the table above, tests conducted to produce validity of 0.720. It can be concluded that the measurement instruments used motor perception as a means of evaluating motor perception of children capable students declared valid or in valid Reliability Testor the Instrument Reliability.

Reliability refers to a sense that something quite reliable instrument to be used as a means of collecting data because the instrument is good. To test the reliability of the instrument in this study using Cronbach Alpha, because scores on the instrument is graded score of 0-3. Coefficient alpha was set at 0.837. meaning;  
a. If, for  $\alpha > 0.8$ , then the instruments used are reliable.  
b.If, for  $\alpha < 0.8$ , then the instrument used is not reliable. It can be concluded that the motor perception measurement instrument used for reliable evaluation tools or otherwise reliable.

Summary each item and total Validity and Reliability Test Validity Reliability Specification Specification

Test	1	0.711	0.856	Reliable	Valid
Test	2	0.684	0.861	Reliable	Valid
Test	3	0.743	0.850	Reliable	Valid
4	0.697	0.859	Valid	Test	Reliable
5	0.687	0.860	Valid	Test	Reliable
6	0.613	0.872	Valid	Test	Reliable
Total			0.720		0.837

**CHAPTER IV**  
**RESULTS AND DISCUSSION**

## A. Interpretation of research results

From research conducted has get six test items that qualify as a measurement for the model evaluation tool motor perception of children capable learners: (1) Awareness of sensory (2) Awareness of the balance (3) Awareness of space (4) Awareness of the body (5) Awareness time (6) Awareness of the direction

## B. Discussion of Research Results

0.720 is validity of test results means that the tool can be used as a measurement because it can measure what it should be measured. While reliability test gives the figure 0837 means the instrument is reliable and can be used as a measurement of motor perception and mentally retarded children tuga capable students in Yogyakarta. The collected data compiled score scale model evaluation tool motor perception of children capable students with a way to change the rough number of each item test into z scores with cumulative frequency. Scale scores are then obtained norm perception model assessment of motor impaired and mentally retarded children as capable learners table below. Norma Assessment Model Evaluation Tool Motor

Ability	capable	mentally	Educate	Children	No	Norma	Assessment	Category
1			64-77		No			Good
2			78-91		Less			Good
3			92-105		Good			Enough
4			106-119		Fine			Good
5			120-133		Very			Good

With the drafting of an evaluation tool capable learners otor perception, it can be used by students child capable students in the city of Yogyakarta as such differences in standards assessment and use of other forms of child motor perception test capable mentally students are manifold can be equated. This brings the implications to the child capable mentally students to continuously improve motor perception child. In the end, will provide benefits in the lives of children capable mentally learners.

However, caution is needed in interpret achievement in the categories that exist, because many factors that can not be in control in this study.

**CAPTER V**  
**CONCLUSION**

### **A. Conclusion**

Establishment of an evaluation tool motor perception and assessment of child norm capable mentally students a basic class of Yogyakarta.

### **B. Research Implications**

Based on the research above, can put forward practical implications of entries have been structured evaluation tool motor perception of children capable mentally students, the test has been qualified as a pretty good test with validity (0720) and reliability tests of (0837), and has arranged scale perception scores of children capable mentally motor capable learners se Yogyakarta useful for teachers / educators in the city of Yogyakarta State Special Schools, namely:

1. Optimizing instruction in improving motor perception, especially for children capable mentally students
2. Motivating parents to develop the ability to perception motor foster children out side school.

### **C. Suggestion**

1. There should be studies with a broader sample.
2. Conducted research on upper-class children

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