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SPORT AND SPORTSCIENCES

**“The Role And Contribution Of Sport
And Sportsiences In Enhancing
A Better Quality Of Life”**



**Kerjasama antara
Universitas Negeri Padang dan
Universiti Kebangsaan Malaysia**

Pangeran Beach Hotel
Padang, 12 – 13 September 2013

PROCEEDING

INTERNATIONAL SCIENTIFIC SEMINAR ON SPORT AND SPORTSCIENCES

The Role and Contribution of Sport and Sportscience in Enchancing A Better Quality of Life

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KATA PENGANTAR

Puji syukur kehadirat Allah SWT karena atas perkenan-Nya telah dapat menyusun Prosiding Seminar Internasional dengan tema ***“The Role and Contribution of Sport and Sportscience in Enhancing a Better Quality of Life”***.

Seminar Internasional ini merupakan bagian dari kontribusi Fakultas Ilmu Keolahragaan Universitas Negeri Padang yang bekerjasama dengan Universiti Kebangsaan Malaysia untuk melakukan diseminasi dan mengkomunikasikan serta bertukar fikiran mengenai topik-topik terbaru dari olahraga dan ilmu keolahragaan dan untuk selanjutnya mencari jalan keluar terbaik dari masalah-masalah yang aktual melalui pendekatan inter-disipliner.

Untuk itu, kami menghaturkan terima kasih kepada Universiti Kebangsaan Malaysia (UKM) yang sudah dapat melakukan kerjasama dengan Fakultas Ilmu Keolahragaan Universitas Negeri Padang (UNP), dalam hal ide pelaksanaan kegiatan seminar ini, pemerintah provinsi Sumatera Barat, pemerintah kabupaten/kota se-Sumatera Barat, DPRD provinsi Sumatera Barat, pimpinan Universitas Negeri Padang, pimpinan Universiti Kebangsaan Malaysia, pimpinan Fakultas Ilmu Keolahragaan UNP, Bank Nagari Cabang UNP, para penyaji makalah, dan peserta seminar. Semoga amal baik Bapak/Ibu memperoleh balasan baik yang berlipat ganda dari Allah SWT.

Padang, September 2013
Dekan FIK UNP,

Drs. Arsil, M.Pd
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KATA SAMBUTAN KETUA PANITIA PELAKSANA

Walaupun bukan segala-galanya, kebermanfaatan olahraga tidak hanya dapat difahami dan dirasakan secara teoretik semata tetapi harus dapat diaplikasikan ke dalam kehidupan yang nyata. Bagaimanapun juga kajian-kajian secara teoretik masih diperlukan untuk hal-hal yang dapat diterima, secara rasional sehingga olahraga dapat diterima tidak saja secara empirik tetapi juga secara teoretik.

Perkembangan dunia yang begitu sangat pesat, memaksa kita mempersiapkan sumber daya yang memiliki daya saing yang tidak saja secara local tetapi juga harus bersifat universal. Era Globalisasi dan persaingan pasar bebas, telah menjadi ancaman dan sekaligus tantangan untuk bisa bersaing dengan bangsa-bangsa di belahan dunia lainnya. Seluruh aspek kehidupan akan terkena imbasnya tidak terkecuali dalam aspek pendidikan mulai dari tingkat pendidikan paling rendah sampai ke tingkat yang paling tinggi.

Seiring dengan perkembangan dunia saat ini, perkembangan olahraga sangatlah pesat. Perkembangan ini diiringi dengan bermunculan *issue* dan pengetahuan di bidang olahraga. Informasi-informasi yang aktual seputar olahraga bermunculan. Diharapkan forum seminar ini mampu memberikan wadah untuk dapat mengkomunikasikan serta bertukar fikiran mengenai topik-olahraga dan ilmu keolahragaan dan untuk selanjutnya mencari pemecahan masalah.

Perguruan Tinggi khususnya Fakultas Ilmu Keolahragaan Universitas Negeri Padang (FIK UNP), juga ikut bertanggungjawab dan terjun langsung dalam rangka mempersiapkan SDM di atas melalui penyiapan generasi menghadapi *issue-issue* yang muncul dalam dunia olahraga. Sehingga out come yang dihasilkan bisa disejajarkan dan memiliki daya saing yang handal dalam menjawab tantangan era globalisasi dan persaingan pasar bebas.

Untuk tujuan itulah, FIK UNP melakukan perintisan awal melalui kegiatan seminar internasional yang bertemakan “***The Role and Contribution of Sport and Sportscience in Enchancing a Better Quality of Life***”. Tujuan Seminar adalah untuk mengkomunikasikan dan bertukar pengalaman topik-topik terbaru dari olahraga dan ilmu keolahragaan dan mencari jalan keluar terbaik untuk masalah-masalah yang aktual melalui pendekatan interdisipliner .

Seminar ini dilaksanakan pada tanggal 12 dan 13 September 2013. Seminar ini bertempat di Pangeran Beach Hotel Kota Padang Provinsi Sumatera Barat. Sebagai Ketua Pelaksana kegiatan ini, saya ingin menyampaikan penghargaan yang setinggi-tingginya kepada FIK UNP Padang, serta kepada Universiti Kebangsaan Malaysia dan semua anggota panitia yang telah berupaya sekuat tenaga, menyisihkan waktu dan tenaganya dalam rangka mensukseskan acara ini. Terima kasih atas kerjasama dan komitmennya.

Terakhir saya menyampaikan rasa terima kasih yang paling dalam khususnya kepada para pembicara kunci yaitu Dr. Ir. Roy Suryo, Menteri Pemuda dan Olahraga, Prof. Dr. Phil Yanuar Kiram Rektor UNP Padang, Prof. Dr. Hemut Digel Universitas Tübingen, Prof. Dr. Jackueline D. Goodway, OHIO State University USA, Dr. Mohd. Taib Harun, Universiti Kebangsaan Malaysia, Dr. Michael Koh, Republic Polytechnic Singapore, Dr. Norlena Salamuddin, Universiti Kebangsaan Malaysia, Prof. Dr. Joko Pekik Irianto, Deputi Peningkatan Olahraga Prestasi Kemenpora, Dr. Ian Harris Sujae, Republic Polytechnic Singapore, Robert Jhon Ballard Australian Strength and Conditioning Assosiation dan khususnya kepada para pembicara kunci yang datang dari luar negeri, saya berharap semoga selama keberadaan di kota Padang, memperoleh pengalaman yang baik dan menyenangkan dan diiringi doa semoga selamat kembali pulang menuju rumah dan keluarga masing-masing. Semoga hasil seminar ini akan membawa pencerahan bagi kita semua, bagaimana upaya yang harus dilakukan oleh Perguruan Tinggi khususnya FIK UNP Padang dalam membentuk manusia Indonesia yang berdaya saing tidak saja secara local tetapi juga internasional. Semoga amal baik Bapak/Ibu memperoleh balasan baik yang berlipat ganda dari Allah SWT.

Ketua Pelaksana,

Prof. Dr. Sayuti Syahara, M.S., AIFO

KATA PENGANTAR EDITOR

Pertama dan yang paling utama, kami panjatkan puji syukur kehadirat Allah SWT, atas petunjuk dan karunia-Nya, sehingga Prosiding Seminar Internasional Olahraga dan Ilmu Keolahragaan dengan tema ***“The Role and Contribution of Sport and Sport Science in Enchancing a Better Quality of Life”*** yang akan dilaksanakan pada tanggal 12 s/d 13 September 2013 dapat diselesaikan dan diterbitkan.

Seminar tersebut terselenggara berkat kerjasama antara Universitas Negeri Padang dengan Universiti Kebangsaan Malaysia yang mengundang keynote speaker sebanyak 8 (delapan) orang yang berasal dari Jerman, Amerika, Australia, Malaysia, Singapura dan Indonesia serta didukung oleh 62 makalah teknis yang disampaikan dalam sidang paralel. Di dalam prosiding ini berisi 4 makalah keynote speaker dan hasil karya tulis ilmiah lainnya yang berasal dari berbagai institusi yaitu; 1) University of Tübingen, 2) The Ohio State University, 3) Universiti Kebangsaan Malaysia, 4) Universitas Padjadjaran, 5) Universitas Negeri Medan, 6) Universitas Negeri Jakarta, 7) Universitas Negeri Padang, 8) Universitas Negeri Manado, 9) Universitas Pendidikan Indonesia, 10) Universitas Negeri Yogyakarta, 11) Universitas Negeri Semarang, 12) Universitas Cendrawasih, 13) Universitas Pendidikan Ganesha Singaraja, 14) Universitas Bina Darma Palembang, 15) KONI Provinsi Sumatera Barat, 16) KONI DKI, 17) Sekolah Dasar Negeri 7 Keliat Ogan Ilir Palembang.

Prosiding ini telah melalui proses editing oleh dewan editor/penilai karya tulis ilmiah serta dilengkapi dengan diskusi dan tanya jawab pada saat seminar berlangsung. Semoga penerbitan prosiding ini dapat memberi manfaat dan dapat dijadikan acuan dalam pengembangan penelitian yang terkait dengan perkembangan dunia keolahragaan. Kami mengucapkan terima kasih yang sebesar-besarnya kepada semua pihak yang terlibat dalam penyelesaian penyusunan prosiding ini dan mohon maaf atas ketidaksempurnaan dalam penerbitan prosiding ini.

Editor

1. Dr. Norlena Salamuddin
2. Dr. Mohd Taib Harun
3. Prof.Dr.Sayuti Syahara, MS, AIFO
4. Dr. Syahril B, M.Pd
5. Drs. Arsil, M.Pd
6. Drs. Syafrizar, M.Pd

**JADWAL KEGIATAN SEMINAR INTERNATIONAL
PADANG, 12 - 13 SEPTEMBER 2013**

HARI/ TANGGAL	WAKTU	KEGIATAN	KETERANGAN	PENANGGUNG JAWAB	
HARI KE 1					
Kamis, 12 September 2013	08.00 - 09.00	PENDAFTARAN/REGISTRASI		Seksi Acara	
		PEMBUKAAN/PERESMIAN		Seksi Acara	
		Laporan Ketua Panitia	Prof. Dr. Sayuti Syahara, MS.,AIFO		
		Sambutan	Prof. Dr. Phil. Yanuar Kiram (Rektor UNP)		
		Sambutan	Prof. Dr. Irwan Prayitno, M,Sc (Gubernur Sumbar		
		Sambutan dan Pembukaan Seminar	Dr. Ir. Roy Suryo (Menpora)		
	10.00 - 10.30	ISTIRAHAT/ TEA BREACK			
	10.30 - 12.30	PLENARI I/ PLENO I			Ruri Famelia
		1. Prof. Dr. Helmut Digel	Universitat Tubingan - Germany		
		2. Prof. Dr. Jackie Goodway	OHIO State University - USA		
		3. Prof. Dr. Joko Pekik Irianto, M.Kes.,AIFO	Deputi Peningkatan Olahraga Prestasi Kemenpora - INA		
			4. Dr. Michael Koh	Republic Polytecnic Singapore	
	12.30 - 14.00	ISTIRAHAT/ LUNCH BREAK			

	14.00 - 17.00	PARALLEL SESSION I :			
		RUANG 1.	Physical Education	Bafirman	
		RUANG 2.	Physical Education	Khairuddin	
		RUANG 3.	Psychologi	Wilda Welis	
	RUANG 4.	Psychologi	Umar		
	17.00 - Selesai	ISTIRAHAT/MINUM PETANG			
HARI KE 2					
Jum'at, 13 september 2013	09.00 - 11.30	PARALLEL SESSION II :			
		RUANG 1.	Management	Bafirman	
		RUANG 2.	Physical Education	Khairuddin	
		RUANG 3.	Psychologi & Recreation Sport	Wilda Welis	
	RUANG 4.	Training Theory	Umar		
		12.00 - 14.00	ISTIRAHAT / LUNCH BREAK		
	14.00 - 16.00	PLENARI II/ PELNO II			
		1. Dr. Taib Harun	Universitas Kebangsaan Malaysia	Rina Ambarwati	
		2. Mr. Robert John Ballard	Australian Strenght Conditioning Assoconiation		
		3. Dr. Noerlena Salamuddin	Universitas Kebangsaan Malaysia		
4. Prof. Dr. A. Purba, MS.,AIFO	Universitas Padjajaran				
	16.00 - Selesai	PENUTUPAN			

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GROSS MOTOR OF PUPILS IN THE KINDERGARTEN AND DEVELOPMENT

**Gusril,
Padang State University, Indonesia**

Abstract: This research aims at attaining information concerning (1) the kindergarten's pupil gross motor; (2) the kindergarten pupils' playing activities; (3) the parents' perception toward the kindergarten's pupil gross motor. (4) the facilities and infrastructure available at the kindergarten; (5) the kindergarten gross motor curriculum which consists of: the broad outlines of kindergarten teaching program (GBPP), the arrangement manual of daily and weekly activities, gross motor module and Compact Disc. The population of this research was the kindergarten pupils in Padang City. The sample of the research was taken by utilizing purposive random sampling and the sample obtained was 57 pupils. The data of gross motor were collected by using test of gross motor and playing activities, and the data about parents' perception toward the development of gross motor were collected by using instrument. The data of facilities and infrastructure were obtained through observation. The data analysis was carried out by using percentage formula. Base on the analysis of the data and the findings it can be concluded as follows: (1) the pupils' gross motor in general is categorized good, with details: (a) the gross motor of Dharmawanita Kindergarten of State University of Padang pupils is in good category; (b) the gross motor of Jannatul Ma'wa Batang Kubang kindergarten pupils is in good category; (2) the playing activities of kindergarten pupils in Padang City are categorized good, with details: (a) the playing activities of Dharmawanita Kindergarten of State University of Padang pupils are in good category; (b) the playing activities of Jannatul Ma'wa Batang Kubang Kindergarten pupils are in satisfactory category; (3) the perception of the parents of kindergarten pupils in Padang City is categorized good, with details: (a) the parents' perception of Dharmawanita Kindergarten of State University of Padang pupils is in good category; (b) the parents' perception of Jannatul Ma'wa Batang Kubang Kindergarten pupils is in good category; (4) the facilities and infrastructure of kindergarten gross motor in Padang are categorized poor; (5) the kindergarten gross motor curriculum which consists of: the broad outlines of kindergarten teaching program (GBPP), the arrangement manual of daily and weekly activities, gross motor module and Compact Disc are arranged according to the children's development and playing activities which are presented in the form of playing, which also gives the kindergarten pupils motivation to perform gross motor enthusiastically and happily.

Introduction

Kindergarten (TK) is a preschool educational institution for children aged 3-6 years. In general, the purpose of kindergarten is to develop all aspects of the growth and development of children in an integrative way. As known in preschool education is an important thing. This is caused by the condition in childhood showed particular sensitivity to growth and development. Kindergarten educational purposes as follows: (a) laying the foundation toward the development of attitudes, knowledge, skills, and creativity required by children to live in the community, (b) provide basic skills provision for children to enter primary school level; (c) gives provision for the child's ability to develop themselves according to the principles of early education and life-long (Department of Education, 1986). Based on the above, it can be summarized that kindergarten serves to prepare children to enter primary education (SD). In a sense, plays a role in bridging the kindergarten child's experience of childhood (preschool) into the school that demands a bit heavier loads.

In kindergarten goals, there are various programs through curriculum consisting of: (a) the development of the material forming behavior: Moral Pancasila, Religion, Discipline, feelings /emotions and societal capabilities, (b) the development of basic skills with the material: the ability to speak, thinking, creativity, gross motor skills. Talking about some of the literature uses the term motor motion motors and movement for the same purpose. It is marked in motor learning there are components of motion are studied. Motor and motion also have a causal relationship. The sense of motion is not only seen from the displacement, position and velocity motor body to take action, but the motion also seen as tangible results of the motor. For example; kindergarten is running motion that can be observed, while the motor is a process that cannot be observed and the cause of motion.

Motor material on kindergarten curriculum consists of matter: runs varied, running varies, varies jump, jumping, creeping, crawling, balancing, gymnastics, dancing, throwing and catching a ball, bouncing ball and the game. Assessment of gross motor development of kindergarten students are not given qualitatively (eg, 6, 7, 8 and so on), but given the description of assessment (description) (UNP, 2000).

When observed characteristics of the growth and development of kindergarten children are as follows: (a) slow bone growth, (b) easy posture abnormalities occurred; (C) rudimentary motor coordination; (d) is very active, playing until exhausted, attention span/ narrow concentration; (e) dramatic, imaginative, sensitive to sounds and rhythmic movement; (f) creative, curious (inquisitive), probing pleasure, learning through activities, (g) love forming small groups, men and women have the same interests; (h) seek approval of adults (parents, sister, and teacher), (i) easily excited as a compliment, but it is easy saddened criticized (MONE, 2003).

The characteristics of the development of kindergarten children are as follows: (a) motor development, (b) the development of language and

thought, (c) social development (Gunarsa, 1983). Motor development due to increased maturation of the brain that regulates the development of the nervous system (neuromuscular) allows children ages kindergarten is more agile and active. With increasing age, visible changes from coarse movement leads finer movements that require precision and finer muscle control and coordination. For that, they need to play simple instruments such as newsprint, cubes, balls, bridge beams and sticks.

The results Sardja in the Department of Education (1981) states as follows: (1) there are significant differences between the results of the first grade elementary students from kindergarten with a no, (2) first grade elementary students from kindergarten have this level of learning readiness better, when compared to those without through kindergarten education, and (3) first grade kindergarten through elementary school are not more likely to have learning disabilities than students from kindergarten.

To achieve the goal of education in kindergarten, the teacher must understand and implement the curriculum in accordance with the guidelines for its implementation. Patmonodewo (2000) defines curriculum planning is a learning experience as well as written. On the other hand, Stratemeyer in Ali (1985) said that the curriculum consists of: (1) subjects from the other activities carried out in class, (2) all good learning experience gained from both inside and outside the classroom, sponsored by the school, and (3) the whole experience of living children. Based on the quote above, it can be summarized that the curriculum is a learning experience in class and outside class.

Jamal (1987) explains that the teacher is the person responsible for coaching and developing curriculum. This is based on: (1) direct teachers implement the curriculum in class, (2) the task of teachers in developing curriculum, namely: analyzing learning objectives, developing evaluation tools, formulating instructional materials, formulating the form of teaching and learning activities, implementing programs, (3) in implementation of the curriculum in the classroom teachers face problems arising, and (4) teachers solve problems and implement these efforts.

To that end, teachers should have the kindergarten preparation, lesson plans about the goals to be achieved, appropriate methods and tools that support and assess student success. Success or failure of an objective process of learning one of which is determined by the teacher conducts planning (Ali, 1987). The results of a preliminary study conducted by the author in general it can be concluded UNP kindergarten teacher had difficulty in implementing the curriculum, among others: (a) make your appearance SKH gross motor, (b) making a weekly activity program unit (SKM) gross motor, (c) the implementation process teaching and learning gross motor, (d) evaluation of gross motor skills, (e) lack of availability of books and media learning gross motor

The research results of Gusril (2008) concluded that there is still a kindergarten student who cannot jump with two feet forward. If this is

allowed to drag on locomotor movement certainly kindergarten students cannot develop properly. For that, we need to find a solution through an analysis of gross motor kindergartens and development efforts.

Method

In accordance with the research objectives, this study grouped on research & development (research and development). This is due to move research work that began with the exploration of gross motor activities, play activities and parents' perceptions of the gross motor development, curriculum design model of gross motor development of preschool along with the device. The study was conducted in kindergarten Dharmawanita Foundation of State University of Padang (city center), Kindergarten Jannatul Ma'wa Batang Kabung Tengah Koto district (the suburbs), and half the time the study was planned January-June 2009.

The population of this study is Padang kindergarten academic year 2008. The study sample was drawn by using purposive sampling (Sujana, 1986) and obtained 57 samples kindergarten students

Data analysis techniques used by descriptive statistical formula percentage.

Findings And Discussions

1. Gross Motor of Pupils in the Kindergarten

a. Gross Motor

Based on the analysis of data on gross motor kindergarten Data overall can be described as follows: 42 people or 73.68% students can acquire categories (weight 3), 10 students or 17.55% can be obtained with the aid categories (weight value 2), 5 people or 8.77% students cannot obtain category (weighted value 1). Based on the above description of the results of gross motor skills, gross motor skills of kindergarten students as a whole are in the category.

b. Gross Motor of Pupils in the Kindergarten Dharmawanita UNP

Analysis of data on gross motor kindergarten Dharmawanita UNP can be described following data: 18 students or 72% gain can category (weight 3), 4 students or 16% can be obtained with the aid categories (weight value 2), 3 people or 12% of students cannot obtain category (weight value of 1). Based on the description of the results of the above gross motor, gross motor skills of kindergarten students kindergarten Dharmawanita UNP is in the category.

c. Gross Motor of Pupils in the Kindergarten Jannatul Ma'wa

Analysis of data on gross motor kindergarten Jannatul Ma'wa the data can be described as follows: 24 or 75% of pupils gained the category (weight 3), 6 people or 18.75% students can obtain with the help category (weight value of 2), 2 or 6.25% students cannot obtain category (weight value of 1). Based on the description of the results of the above gross

motor, gross motor skills of kindergarten students kindergarten Ma'wa Jannat is in the category.

2. Playing Activity

a. Playing Activity

Analysis of data on the activity of kindergarten play as a whole can be described following data: frequency response 556 or 31.59% in the category of always (weight 4), 662 or 37.61% frequency response in a category often (weight 3), 419 frequency response or 23.81% in the rare category (weight 2), 123 or 6.99% frequency response in the never category (weight 1). Based on the description above results play activities, play activities kindergarten students overall are in good category.

b. Playing activity of Pupils in the Kindergarten Dharmawanita UNP

Analysis of data on the activity of Dharma Wanita UNP TK play can be described following data: frequency response 323 or 36.70% in the category of always (weight 4), 358 or 40.68% frequency response in a category often (weight 3), 171 frequency response or 19.43% in the rare category (weight 2), frequency response 28 or 3.18% in the never category (weight 1). Based on the data in the above description, it can be concluded play activities kindergarten Dharma Wanita UNP is in either category.

c. Playing activity of Pupils in the Kindergarten Janatul Ma'wa

Analysis of data on the activity kindergarten play Jannatul Ma'wa the data can be described as follows: 233 or 26.48% frequency response in a category always (weight 4), 304 or 34.55% frequency response in a category often (weight 3), 248 frequency response or 28.18% in the rare category (weight 2), frequency response 95 or 10.8% in the never category (weight 1). Based on the above data descriptions, activity kindergarten play Ma'wa Jannat is in enough categories.

3. Parents' Perceptions

a. Parents' Perceptions

Analysis of data on parents' perceptions TK overall the data can be described as follows: 528 or 30% frequency response in the strongly agree category (weight 5), 911 frequency response or 51.76% in the agree category (weight 4), 192 frequency response or 10.91% in the undecided category (weight 3), 104 or 5.91% frequency response in the disagree category (weight 2), frequency response 25 or 1.42% in the strongly disagree category (weight 1). Based on the description of the perception of parents towards the development of gross motor skills of kindergarten as a whole are in either category (positive).

b. Perceptions of Parents toward Development of Gross Motor of Pupils in the Kindergarten Dharmawanita UNP

Analysis of data on parents' perceptions Dharmawanita UNP TK can be described as follows: 237 or 26.93% frequency response in the strongly agree category (weight 5), 504 frequency response or 57.27% in

the agree category (weight 4), 92 the frequency response or 10.45% in the undecided category (weight 3), frequency response 38 or 4.32% in the disagree category (weight 2), 9, or 1.02% frequency response in the strongly disagree category (weight 1). Based on the description of the results of parents' perceptions of the development of gross motor Dharmawanita UNP kindergarten students are in either category (positive).

c. Perceptions of Parents toward Development of Gross Motor of Pupils in the Kindergarten Jannatul Ma'wa Padang

Analysis of data on parents' perceptions of the development of gross motor kindergarten Jannatul Ma'wa can be described as follows: 291 or 33.07% frequency response in the strongly agree category (weight 5), 407 frequency response or 46.25% in the agree category (weight 4), 100 or 11.36% frequency response in the undecided category (weight 3) , frequency response 66 or 7.5% in the disagree category (weight 2), frequency response 16 or 1.82% in the strongly disagree category (weight 1). Based on the description of the perceptions of parents toward kindergarten gross motor development Jannatul Ma'wa are in either category (positive).

4. Facilities and Infrastructures

Infrastructure owned by kindergarten Dharmawanita UNP and kindergarten Jannatul Ma'wa can be seen in the table below:

a. Gross Motor Facilities and Infrastructures in the Kindergarten Dharmawanita UNP

No.	Tool Name	Number of Tool
1	Football	2 pieces
2	Small Basketball	3 pieces
3	Badminton Racket	5 pieces
4	Shuttlecock	1 tube
5	Basketball Ring	1 piece
6	Hoop	10 pieces
7	Swing	4 pieces
8	Papan titian	1 piece
9	Playground slide	2 pieces
10	Bowling	1 set

11	Globe to climb	2 pieces
12	Tennis balls	1 Box
13	Spinning chairs	4 pieces
14	Teeter-board	2 pieces
15	Big fish toy	1 piece
16	Playground square	100 square metre

b. b. Gross Motor Facilities and Infrastructures in the Kindergarten Jannatul Ma'wa

No.	Tool Name	Number of Tool
1	Swing	2 pieces
2	Teeter-board	1 piece
3	Semicircle of Steps	1 piece
4	Plastic Toys	2 set
5	Cars	2 pieces
6	Ship	1 piece
7	Puzzle	5 pieces
8	Blocks	1 crate
9	Small ball	25 pieces
10	Playground slide	1 piece

Based on the above, we can conclude infrastructure kindergarten gross motor Dharmawanita UNP and Jannatul Ma'wa are in the poor category.

Based on the findings state that gross motor kindergartens are in good condition. This is caused by the condition of the park-school students who are in the social status of middle category. In addition, kindergarten students get the opportunity to play activities. This is consistent with the results of the study suggested that parents give enough time for play activities at home. In addition, the desire to play based on its growth and

development. Padmonodewo (2000) states that the characteristics of pre-school children love to play in the state.

Another finding states that parents' perceptions of the gross motor development of the child are in either category. Due to parents are paying attentions to their children to do the game. The research results (Gusril, 2006) states that parents have a positive perception of the motor development of primary school students. This is in line with the wishes of the parents so that their children can thrive.

Facilities and infrastructure development of gross motor kindergarten is in a less category. This is a common symptom experienced by schools. Because economic conditions of deprivation due to the global crisis that hit all aspects of life including education. In addition, a limited knowledge of the school that motor development is something that is very important in the preparation of human resources in the future. Semiawan (1999) asserts that the preparation of human resources in the future is needed to fully prevent global challenges of competitiveness.

Conclusions

Based on the results and discussion can be summarized as follows:

1. Gross motor of pupils in the kindergarten were generally in a good category with details of: (a) gross motor of pupils in the kindergarten Dharmawanita UNP in good categories, (b) gross motor kindergarten Jannatul Ma'wa is either.
2. Playing activity of pupils in the kindergarten Padang is in either category with details of: (a) activity play Nursery Dharmawanita UNP in good categories, (b) activity kindergarten play Jannatul Ma'wa is either.
3. Parents' perception of pupils in the Kindergarten in Padang is in either category with details of: (a) parents' perceptions of pupils in the Kindergarten Dharmawanita UNP in good categories, (b) parents' perceptions of pupils in the kindergarten Jannatul Ma'wa is either.
4. Facilities and infrastructure gross motor of pupils in the kindergarten is in a less category.
5. Gross motor curriculum of pupils in the kindergarten consist of: GBPP, guidelines for preparing weekly and daily activities, gross motor modules and Compact Disc based on the growth and development of children and play activities that are presented in the form of play as well as provide motivation to students for kindergarten perform gross motor is energized and excited.

Suggestions

Based on the conclusions can be put forward suggestions as follows:

- 1) Department of Education in order to consider a related model of gross motor development for kindergarten pupils and can serve as a handbook for Kindergarten teachers.

- 2) Prospective teachers and kindergarten teachers who already know the model of the development of gross motor skills of kindergarten pupils in order to apply them to the kindergarten.
- 3) The headmaster of kindergarten to be able to further enhance the motor activity of children through play activities by utilizing the natural resources that exist in the surrounding environment.

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