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Abstract

This study aims to improve fundamental motor skill skills by using manipulative games. The method used in this study was experimental using a one-group pretest-posttest design. The research was conducted by applying manipulative games in physical education learning. To measure and find out the results of the data obtained by researchers using the statistical package for the social sciences (SPSS) software. The sample in this study was elementary school students with a total of 30 students. Random sampling with random sampling technique. The data collection technique in this study used a test of gross motor skill-second edition and analyzed using quantitative descriptions and different tests. The results of the research conducted showed an increase in the fundamental motor skills of elementary school students through manipulative games, this was because manipulative games were able to stimulate students to be active in carrying out fundamental motor skill and fun activities for students. The conclusion in this study is that there is a significant effect of manipulative games on the fundamental motor skill of elementary school students.

Introduction

Physical Education, Sports, and Health is one of the subjects carried out at the elementary, secondary, and even higher education levels. The purpose of Physical Education is to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, and aspects of a healthy lifestyle. (Depdiknas, 2006)The National Education Standards Agency (BSNP), in the 2006 Elementary School Physical Education Subject Syllabus Model, stated that sports and health physical education taught in schools have an important role, namely providing opportunities for students to see firsthand in various learning experiences through physical activities, sports and health that is carried out systematically provides a learning experience to foster better physical growth and psychological development, as well as to form a healthy and fit lifestyle throughout life. (Depdiknas, 2006). One of the movements that are often done in elementary school is fundamental motor skill. The Fundamental motor skill is a necessity that must be learned at elementary school age, considering it will be needed to support the development of body posture in adolescence and adulthood. Fundamental motor skill include locomotor, non-locomotor, and manipulative. These three fundamental motor skill are in the curriculum of elementary school children in lower grades. This means that at this time children are required to carry out physical activities that refer to play activities.

Nowadays, we often see children's play activities shifting from manual games to games that use digital equipment. Children no longer play marbles or play traditional games in the afternoon. They prefer to access entertainment and relax their minds and bodies by watching television, playing various *Playstation games,* browsing cyberspace, and playing cell phones. At home, they are always served with a *remote control* or playing *games* via a *smartphone*. This is in line with what was stated by (Elliott et al., 2006) that most children who go to school by car, watch too much TV, play more in front of the computer, and do not have many opportunities to play outside. and this will cause the children to do little physical activity.

Physical activity that children do is just sitting and tending to use their fingers, what's more, in the era of the covid-19 pandemic, elementary school children are required to learn to use *smartphones* via the internet, this actually makes elementary school children more aware of the features available on the internet. in *smartphones* so that students focus on smartphones (Nugraha, 2017) In the break time after learning, most elementary school children fill their time by playing online games on *smartphones*. In addition, the use of *smartphones is* also one of the shortcuts taken by parents to accompany students to play at home. Basically, parents think that playing using *smartphones* will be safer for students and easier to supervise (Maria & Novianti, 2020). The use of smartphones has positive and negative impacts, including the positive impact of using smartphones for students, namely to hone intelligence, creativity, and hone imagination skills, this is due to the many interesting animations and cheerful songs, while the negative impact of using smartphones for students is laziness. students in moving and interacting (Nugraha, 2017)

Changes in Movement Activities Through Games With Game Activities On Smartphones.

Changes in physical activity (movement) through games on smartphones are really very worrying, this is shown by the ability of children to memorize the types of games on smartphones. Children are more likely to know the names of games on smartphones compared to traditional game names. When it comes to traditional games, many students do not know the types of games that children often played before the digital era and this has become a global problem that occurs in elementary school children in this digital era. Activities that are carried out by children today are really something that is rarely encountered, this should actually be able to be overcome by teachers and parents, should at elementary school age they still play with their friends to live socially, play traditional games at the hour. certain hours, but that sight is rare to find in this digital era. In essence, development at the age of 6 to 12 years is a period that should be fun activities by playing (Harahap & Seprina, 2019) To improve fundamental motor skill, training must be carried out from an early age (Wilczyńska et al., 2021) At the age of 6 to 12 years is not the time to get to know smartphones because all aspects of development, both intellectual intelligence development, and emotional intelligence experience extraordinary development, this is marked by the ease with which students give up all information (Maria & Novianti, 2020) So physical education teachers and parents must be able to balance the development of the digital era with the learning needs of physical education. This is a fundamental problem for students' fundamental motor skill in playing. Motion in play is a vehicle to spur and motivate to encourage and stimulate learning problems, through learning motion spurs children to think and know why and how so that play is an important role in the development and knowledge and development of children's observations. Students tend to be lazy in doing activities that refer to motion activities.

The laziness of students in carrying out activities causes changes in students' lifestyles that are little in movement or too much silence, this phenomenon causes metabolic disorders of the body that cause a decrease in physical fitness, health, overweight (obesity). (Hoorweg, 2019), causing delays in social, cognitive, and emotional development (Gustiana, 2011) Students who have low emotional intelligence have bad behavior and students who have high emotional intelligence are able to face life's challenges and are able to control emotions better (Gustiana, 2011)

The Importance of Games for Elementary School Students The elementary

School age is a time when students have to play more than stay silent (Gustiana, 2011)Games are one type of sports activity that is very popular with children (Gustiana, 2011) The game is one of the activities that can make the heart happy, not only that the game is also an important part of human life, especially elementary school students. This is because the game has become an inherent characteristic of students so that the game is the main activity carried out by students. Games, in general, have a positive impact on students to learn motion such as being able to develop various aspects including physical, fine, and gross motoric aspects, strengthening social skills, increasing emotional intelligence, personality, improving skills and achievements to be proud of (Burstiando, 2015) (Nani et al., 2019). In addition, playing can be used as a tool to improve physical because students become more active in carrying out movement activities and make students skilled in communication (Supriadi, 2019) The motor development of elementary school students basically focuses on the assignment of fundamental motor skills (Lubans et al., 2010).

(Syahrial, 2015) divides games into 4 main categories, namely: (1). Agon is a game that is competitive in nature, the resistance of both parties with the same opportunity to achieve victory so that a hard physical struggle is needed; (2) Alea is a game that relies on luck, or the law of chance such as dice, cards, roulette, and others. While muscular ability is not required; (3) Mimicry is a fantasy game that requires freedom, and not earnestness; (4) which includes games that reflect to vent the need for movement, adventure, and dynamics, the opposite of a still state, such as exercising in the open, climbing mountains.

From the opinions above, it can be concluded that games that are used as a way to convey learning have many benefits, including;

(1) The game is a fun thing so that it can attract students' interest in learning;
(2) Allows the active participation of students;
(3) Games are flexible, one of which is easy to apply in various subjects by changing the content and learning media;
(4) Games make it easy to apply concepts. A concept that is practiced directly will be more easily understood by students.

Mastery of Fundamental Movement Skills

Mastery of fundamental movement skills is an important aspect in achieving movement skills in sports, games, and rhythmic activities. In addition, the mastery of fundamental motor skill encourages students to move effectively and efficiently and can explore and learn from their environment (Tandon et al., 2016). Suggests that fundamental motor skill is a movement pattern that is the basis for achieving more complex movement skills (Imani et al., 2020). The fundamental motion itself is divided into three components of motion, namely

locomotor, non-locomotor, and manipulative motion. A movement that involves the act of controlling an object especially with the hands and feet is called manipulative motion. Qualification skills of manipulative movements are receptive and propulsive. (Puspitowati et al., 2013) Suggests that the ability to use these large muscles for early childhood is classified as fundamental motor skill ability, this ability is carried out to improve the quality of life. Manipulative movements are usually described as movements that play with certain objects as a medium, or skills that involve a person's ability in parts of his body to manipulate objects outside himself. (Syahrial, 2015) Suggests that this skill needs to involve eye-hand coordination and speed, agility, eye, and foot coordination, for example catching, throwing, kicking, hitting with a racket, stick, or bat. The development of manipulative motion is a skill to manipulate objects while moving (Rahmah et al., 2019). Suggests that manipulative motion is a movement that requires coordination with space and objects around it (Lemos et al., 2012). Movement or manipulative skills involve the act of controlling an object, especially with the hands and feet. Some of the movements included in manipulative movements are rolling the ball or the like, throwing and catching, holding or trapping, bouncing or dribbling, dribbling, hitting, and the like (Rahmah et al., 2019).

In this regard, it is certainly a challenge for the world of education, especially physical education in improving motor quality. One of the factors that influence the success of achieving physical education goals is the teacher. Because the teacher is one of the spearheads in the implementation of student education in elementary schools. Furthermore, skilled teachers who have many innovations in the selection of learning methods and are able to motivate students in participating in the learning process will be able to improve the quality of learning and be able to prepare students to have high-quality skills (Putro et al., 2013) In addition, the problems faced by elementary school students are that many display movements that are less than optimal and lack good coordination, the movements that are carried out still seem stiff and not optimal such as unbalanced hand and foot coordination, and when doing sports movements such as throwing, and throwing. capture looks not optimal. Along with that, we need an effort and learning method that can motivate and generate interest so that problems can be overcome, one of which is a fun and effective learning approach or model in order to develop fundamental motor skill of elementary school students through manipulative games.

Various research studies have shown a significant effect of the application of manipulative games in developing fundamental motor skill of elementary school students including the application of manipulative games that have benefits that can build students' abilities and character (Maria & Novianti, 2020) and improve fundamental motor skill (Abdullah & Amri, n.d.) (Supriadi, 2019). Manipulative games are young to play because manipulative games have the concept of throwing and catching games that focus on a set target. Manipulative movement ability also has an element of play (Rahmah et al., 2019).

From these results, it is necessary to conduct research to improve fundamental motor skill by using manipulative games. The research carried out is adjusted to the characteristics of students and environmental conditions so that the research carried out has benefits for students. The target in this research is elementary school (SD) students. This is because the development of elementary school students has experienced extraordinary development both physically and mentally.

Method

The method used in this research is to use an experimental method with a one-group pretest-posttest research design. Before testing the hypothesis, the data was tested with a normality test and a homogeneity test using (SPSS) version 2.1. The trial was carried out through the stages of giving a pretest (pretest) given to students to determine students' initial abilities, then treatment/stimulus as an effort to improve students' fundamental motor skill in the initial test, the treatment was given using manipulative games. The manipulative games used are throwing, catching, kicking, and rolling the ball. Treatment trials were given in 10 meetings, then divided into several groups of four to five students. Each group is given a competition to complete the tasks contained in the manipulative game within 8 minutes. The teacher acts as a facilitator to supervise the game so that it is in accordance with the nature of the manipulative game. Student activities in playing games are documented through video recordings which are then analyzed using the kinovea application to assist teachers in providing assessments.

Results

Table 1. Normality test result

Uji one sample kolmogorov smirnov	Sig.	Note	Conclusion
Manipulative	0.095	Ho accepted	Normal data
Games	0.312	Ho accepted	Normal data

Table 1 shows that the significance value (p) of all variables is greater than 0.05, so the data is normally distributed. Because all data are normally distributed, the analysis can be continued with parametric statistical analysis.

A homogeneity test was conducted to find out whether the sample came from the same variance or homogeneous. Test in this study using Homogeneity Levene statistics by testing the pretest and posttest data. The homogeneity results are as follows can be seen in table 2.

Table 2. Test Of Homogeneity Of Variances

Levene Statistic	df1	df2	Sig
3,424	1	58	0,071

The description of the results of the research on fundamental motor skill data in the pretest before the treatment and after the treatment (posttest) with throwing and catching movements produces the following data:

Throwing Movement The

Throwing movement data before the pretest is more dominant in the low category with a total of 17 students (57%) with a standard score range of 4-5, very low category 11 students (36%) with a standard score range of 1-3, for the high category 2 students (7%) with a standard range of scores 6-7. While the scores after being given treatment

(posttest), 4 students were in the very high category (13%) with a standard score range of 8-12, the high category was 25 students (83%) with a standard range of 6-7 scores and the low category was 1 student (4%) with a standard range of 4-5 scores. The results of the data (pretest) and data (posttest) can be seen in Table 3 below:

Table 3. Frequency Distribution of Pretest and Posttest Throwing Movements

Assessment	Score Standar	Frequency			
		Pretest		*Postest*	
		Absolute (Fa)	Relative (%)	Absolute (Fa)	Relative (%)
Very High	8–12	0	0,00%	4	13,0%
High	6 – 7	2	7,0%	25	83,0%
Low	4 – 5	17	57,0%	1	4,0%
Very Low	1 – 3	11	36,0%	0	0,00%
Quantity		30	100%	30	100%

Capture Movement The

Data captured by movement results with a relatively small number of assessment indicators so that the assessment before the treatment (*pretest*) is more dominant in the high category with a total of 21 (70.0%) students in the standard score range of 4-5, 9 (30,0%) students in the low category, the standard score ranges from 2–3, while the score after the treatment (*posttest*) is most dominant in the very high category with a total of 16 (53.33%) score ranges 6 and 14 (46.67%) students in the category high score range 4–5. The results of the data (pretest) and data (posttest) can be seen in Table 4 below:

Table 4. Frequency Distribution of Pretest and Posttest Catching Movements

Assessment	Score Standar	Frequency			
		Pretest		*Postest*	
		Absolute (Fa)	Relative (%)	Absolute (Fa)	Relative (%)
Very High	6	0	0,00%	16	53,33%
High	4 – 5	21	70,0%	14	46,67%
Low	2 – 3	9	30,0%	0	0,00%
Very Low	1	0	0,00%	0	0,00%
Quantity		30	100%	30	100%

Kicking Movements

The results of kicking movements before the treatment (pretest) were more dominant in the low category with a total of 27 (90%) students in the standard score range of 4–5 and 3 (10%) students in the very low category with a standard score range of 1–3, while the value after the treatment (posttest) is most dominant in the high category with a total of 23 (76.66%) with a score range of 6-7, 5 (16.66%) students in the very high category with a score

range of 8-12, 2 (6.66%)) low category score range 4–5. The results of the data (pretest) and data (posttest) can be seen in Table 5 below:

Table 5. Frequency Distribution of Pretest and Posttest Kicking Movements

Assessment	Score Standar	Frequency			
		Pretest		*Postest*	
		Absolute (Fa)	Relative (%)	Absolute (Fa)	Relative (%)
Very High	6	0	0,00%	5	16,66%
High	4 – 5	0	0,00%	23	76,66%
Low	2 – 3	27	90,00%	2	6,66%
Very Low	1	3	10,00%	0	0,00%
Quantity		30	100%	30	100%

Ball Rolling Movements

The results of kicking movements before the pretest were more dominant in the very low category with a total of 20 (66.66%) with a standard score range of 1-3, 8 (26.66%) students in the low category with a standard score range 4-5 and 2 (6.66%) high category students with a standard range of 2-3 scores. While the score after the treatment (posttest) was most dominant in the very high category with a total of 18 (60.00%) with a score range of 6-7, 10 (33.33%) students in the high category with a score of 4-5, 2 (6.66). %) low category score range of 2–3. The results of the data (pretest) and data (posttest) can be seen in Table 6 below:

Table 6. Frequency Distribution of Pretest and Posttest Ball Rolling Movements

Assessment	Score Standar	Frequency			
		Pretest		*Postest*	
		Absolute (Fa)	Relative (%)	Absolute (Fa)	Relative (%)
Very High	6	0	0,00%	18	60,00%
High	4 – 5	2	6,66%	10	33,33%
Low	2 – 3	8	26,66%	2	6,66%
Very Low	1	20	66,66%	0	0,00%
Quantity		30	100%	30	100%

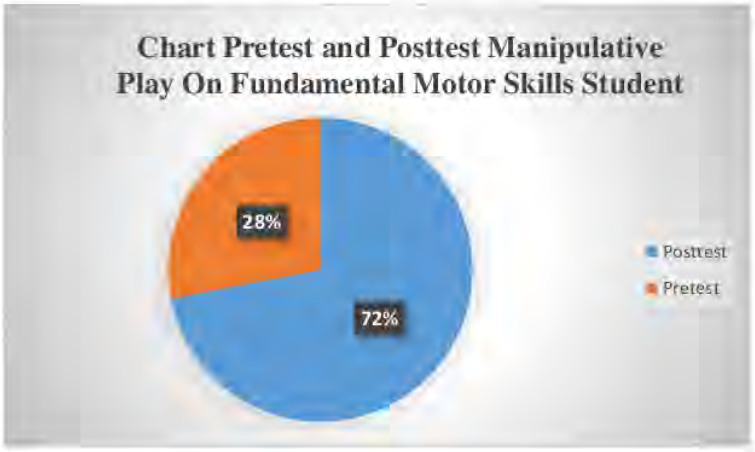

Figure 1. Chart Pretest and Posttest Manipulative Play On Fundamental motor skill

Based on the influence test that has been carried out to answer whether the proposed hypothesis is accepted or rejected using the t-test, the results of fundamental motor skill are obtained with a t_{count} of 58.44 and then compared with a t_{table}. Then obtained db = (N-1) with a significant level of 5% of 1.699. From the results of the calculations, it_{count} and t_{table} can be concluded that the fundamental motor skill test with a t_{count} of 58.44 > t_{table} 1.699, so the hypothesis shows the influence of manipulative games on fundamental motor skill of elementary school students with a percentage of 45.50%. The results of the processed t-test values can be seen in table 7. The following:

Table 7. Processed Value of Pretest and Posttest t-test Percentage Increase

Treatment	Description	t_{count}	d.b	t_{table}	Level Significant	Percentage Improvement
Manipulative Games	*Pretest - Postest*	58,44	29	1,699	5%	45,50%.

Discussion

Based on the results of the study, it was found that there was an increase in the fundamental motor skill of elementary school students. These results can be seen from before the treatment (*pretest*) and after the treatment *(posttest)* using the assessment rubric *Test of Gross Motor Skill-Second Edition* (TGMD-2) which consists of catching, throwing, (Bremer & Lloyd, 2014). This result is supported by Isti's research (2020, p.50) that the game of baseball (throwing and catching the ball) has a positive impact on improving the fundamental motor skill of elementary school students. Furthermore, the results of (Supriadi, 2019) show that games are able to improve fundamental motor skill in elementary school students, especially lower grades. This happens because traditional games are fun while playing. The characteristic that always wants to play is inherent in students (Nugrahastutik, Puspitaningtyas, 2016) The application of play can also improve the ability and basic skills of locomotor, non-locomotor, manipulative motion (Hidayat, 2017) with a playful approach students, also have the opportunity to express what they feel and think so indirectly by playing students can develop gross, smooth muscles, creativity,

reasoning, imagination, and develop themselves, moreover, students get satisfaction in playing (Supriadi, 2019) Not only that, but by playing students can also develop various aspects including physical aspects, fine and gross motor skills, social, emotional, personality, improving skills, intelligence, namely intellectual, emotional, and spiritual intelligence (Maria & Novianti, 2020).

The application of manipulative games has many benefits, making it easier for elementary school students to play it, besides the tools and facilities used are not too expensive and do not use a lot of money because the game tools are easy to modify, the tools used only need imagination and creativity. Furthermore, manipulative games involve many people so that the use of learning time is effective, besides involving many people (students) will cause students to be able to communicate with peers related to the manipulative game model that is carried out, the process of interaction through communication will form an attitude of togetherness, honesty, responsibility, sportsmanship, spirit to compete and obey the rules made (Fajrin, 2015). In addition, the application of the game also has a positive impact on positive control of social skills, physical and motor abilities, and student control (Lubans et al., 2010) Manipulative games that are carried out are still traditional, meaning that games are designed using elements that do not use many good facilities or tools. Manipulative (traditional) games can also increase effectiveness and attract students' enthusiasm in participating in physical education learning (Tandon et al., 2016). In line with this, manipulative (traditional) games can also develop sportsmanship, honesty, tenacity, patience, and motor skills, moreover games can teach teamwork and form characters such as friendly, caring, patient, and so on. (Wilczyńska et al., 2021) moreover, traditional games are games that have great cultural value to develop students' abilities including skills, courtesy, character, activeness, creativity, and exercise as well as a means to develop students' abilities (Widodo & Lumintuarso, 2017)).

In this case, traditional games can make students more active in carrying out movement activities, eliminate boredom in following the learning process, and can work together in achieving the expected learning goals because traditional games use simple equipment and also the rules can be made as a result of the player's agreement, This is what causes each region to have traditional games with their own characteristics. Not only that, but traditional games also contain elements that can develop students' abilities including the development of intelligence, namely intellectual, emotional, character, personality, creative, cognitive abilities, and can also develop elements of basic locomotor, non-locomotor, and manipulative movements. This is because traditional games contain a lot of motion activities, namely the fundamental motor skill of running, walking, jumping, *leap* (long jumps), horizontal jumping, catching, kicking, throwing, and rolling the ball (Veldman et al., 2018).

The traditional games used have been modified and have been arranged in a simple way so that students are easy to play and learn the game in accordance with the principles of game development. In addition, aspects that need to be considered in modifying traditional games are movement activities that are adapted to the development of student movement, simple models that are easy to understand in order to improve skills, fitness, encourage students to do physical activities, maximize active learning time and teach the value of cooperation and cooperation. solve the problem indirectly. The manipulative games used in this study are the game of throwing and catching the ball with obstacles and throwing and catching the ball with the target.

Physical activity (motion) contained in the game is modified in the form of fundamental motor skill activities. The selection of fundamental motor skill as movement activities because at elementary school age is the golden age (*the golden years*) where students begin to experience sensitivity/sensitivity to receive stimuli and also the sensitivity of students varies along with the rate of growth and development of students individually (Sutini, 2018), not only that at this time students have very large abilities and curiosity (*Http://Ejournal.Uin-Suka.Ac.Id/Tarbiyah/Index.Php/Alathfal/Article/View/1232*, 2016). Furthermore, the development of the movement of elementary school students, especially the lower class, is at the stage of fundamental motor skill development. fundamental motor skill are movement skills that are important in supporting the skills needed for a physically active life inculcation of fundamental motor skill developed from an early age becomes the capital to always be healthy and reduce the risk of diseases such as hypertension, diabetes, osteoporosis, and cardiovascular disease (Bremer & Lloyd, 2014).

Fundamental motor skill is one of the movements that do not occur naturally but occurs with more complex physical and sports activities so that by mastering fundamental motor skill it is possible for students to take part in carrying out every physical activity (Burstiando & Kholis, 2017) fundamental motor skills can also be said to be one of the stages that will make students actively explore the ability to move in their bodies. Fundamental motor skill develops from the process of learning outcomes by responding to a stimulus in the form of motion control and movement skills that are influenced by maturity and environmental factors (Lemos et al., 2012)

Along with this, fundamental motor skills are one of the abilities that need to be mastered by elementary school students, considering that one of the goals of physical education programs in the learning process is so that students are skilled in carrying out physical activities both in the form of games and movement skills (Fadilah & Wibowo, 2018)

Fundamental motor skills are also one of the factors for developing physical, cognitive, social, and growing self-confidence (Lubans et al., 2010) Mastery of fundamental motor skill helps students in controlling their bodies, adapting to the environment, and forming good skills. On the other hand, failure in mastering the fundamental motor skill of students will cause students to become frustrated and fail to develop movement skills during adolescence and adulthood. That is, poor fundamental motor skill will harm students' physical activities and skills in the future (Supriadi, 2019).

The existence of motion learning in manipulative (traditional) games that have been modified intends to help or contribute to students mastering fundamental motor skills even though the increase is not too large because the motion learning process has stages, namely cognitive, associative, automation and takes time to master these skills (Clark, 2007) Many benefits are obtained in learning fundamental motor skills including for student health, student motor development, cognitive development of students, social skills of students, emotional development of students (Bakhtiar, 2014) In addition, the benefits obtained by students in learning fundamental motor skills and doing physical activities include recognizing motion, improving the quality of motion, other benefits increasing cognitive abilities, fitness, psychological and mental health (Tandon et al., 2016). On the same side, the benefits of learning fundamental motor skills are increasing students' self-confidence so that they are able to adapt, interact, and participate in playing in the environment around students (Fadilah & Wibowo, 2018) The magnitude of the

benefits obtained by students in learning fundamental motor skills should be a concern for parents and teachers, in addition to improving students' motor skills, they are also able to improve cognitive, affective, and emotional-social skills so that learning objectives can be met.

Based on the results of the analysis that the researchers did, it proved that the modified manipulative game was able to improve the fundamental motor skills of elementary school students. The existence of these results is expected to be able to make manipulative games that can be used as concepts and important points to be applied in the learning process of physical education in schools can be achieved properly.

The advantage of this research is that it is able to improve fundamental motor skills by using manipulative games. In addition, the tools and facilities needed do not cost much so they can be modified according to the circumstances in each school. The drawback in this study is that the skill assessment indicator only covers 2 fundamental motor skills consisting of catching and throwing the ball. Not only that but there are also shortcomings in the small number of participants and the implementation time of the game is also not long. Therefore, there is a need for further research to be tested with a wider number of participants, for a long time and covering all aspects of fundamental motor skills.

Conclusion

The application of manipulative games can improve the fundamental motor skills of elementary school students. This result is an increase in students before the treatment (*pretest*) and after the treatment *(posttest)* with indicators of skill assessment, catching, and throwing the ball. Manipulative games are designed to be simple, meaning movement activities that are in accordance with the development of student movements that refer to the characteristics of student development. In addition, the manipulative games carried out are conceptualized using a play approach so that there is an element of competition in it which will attract students to do good fundamental motor skills activities.

The achievement in this research is due to traditional games that have been arranged in a simple manner, movement activities that are in accordance with the development of student fundamental and in accordance with the characteristics of student development. In addition, traditional games are conceptualized using a playing approach by competing so as to attract students' interest in doing good fundamental movement activities.

Recommendations

Based on the results of the research conducted, it is hoped that it can be developed further with the aim of adding scientific sources that have many innovations in choosing teaching methods and as teaching materials that can be used as a staple in fulfilling learning media in schools so that the objectives of the learning process can be achieved properly. and in accordance with fundamental motor skills learning.

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