



Improving Gross Motor Skill By Traditional Games

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ABSTRAK

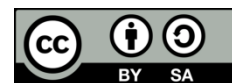
Belum berkembangnya motorik kasar anak, anak belum mampu melakukan koordinasi gerakan tubuh untuk melatih kelenturan, keseimbangan, dan kelincahan, belum mampu mengkoordinasikan gerakan mata, kaki, tangan, kepala dalam meniru, belum bisa melakukan permainan fisik dengan aturan. Tujuan penelitian ini adalah untuk menganalisis permainan tradisional lompat tali dapat meningkatkan kapasitas motorik kasar pada anak usia dini. Jenis penelitian ini yaitu penelitian Tindakan kelas. Penelitian ini menggunakan model Jjpn Elliot dalam setiap siklus dan ada empat kegiatan utama: perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 15 siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan dokumentasi. Instrument yang digunakan pada penelitian yaitu kuesioner. Analisis data yang digunakan dalam penelitian ini adalah deskriptif kualitatif-kuantitatif. Hasil penelitian yaitu Pelaksanaan tindakan pada siklus I persentasenya 75% (berkembang sesuai harapan), dan terjadi peningkatan yang signifikan ditunjukkan pada siklus II dengan persentase 86% (berkembang sangat baik). dapat disimpulkan dengan menggunakan permainan tradisional lompat tali kemampuan motorik kasar anak dapat meningkat. Implikasi penelitian ini yaitu permainan tradisional lompat tali dapat digunakan oleh guru untuk meningkatkan kemampuan motoric kasar pada anak usia dini.

ABSTRACT

The child's gross motoric development has not yet been developed. The child has not been able to coordinate body movements to train flexibility, balance, and agility, has not been able to coordinate the movements of the eyes, feet, hands, head in imitation, has not been able to do physical games with rules. This study aimed to analyze the traditional game of jumping rope to increase gross motor capacity in early childhood. This type of research is classroom action research. This study uses the Jjpn Elliot model in each cycle, and there are four main activities: planning, action, observation, and reflection. The subjects of this study were 15 students. Data collection techniques used in this study are observation and documentation. The instrument used in this research is a questionnaire. The data analysis used in this research is descriptive qualitative-quantitative. The result of the research is that the percentage of the implementation of the action in the first cycle is 75% (developing as expected), and a significant increase is shown in the second cycle with a percentage of 86% (developing very well). It can be concluded that children's gross motor skills can be increased by using the traditional game of jumping rope. This research implies that teachers can use the traditional jumping rope game to improve gross motor skills in early childhood.

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1. INTRODUCTION

Early childhood is a golden period to develop for children. At this time, children develop extraordinary physical-motor, emotional, cognitive, and psychosocial (Claudia, Widiastuti, & Kurniawan, 2018; Nurani & Mayangasri, 2017; Winther-Lindqvist, 2020). This period is fundamental for life. The development process is very rapid at this time, especially in the physical and motor aspects. Early childhood is a golden age for child development and needs to be optimized (Alat & Dedeoğlu, 2013; Hirschman & Wood, 2018). Early childhood development is holistic if the body is healthy, has good nutrition, and is appropriately educated and correctly. Child development can be seen from several aspects such as gross or fine motor, cognitive, social, and emotional (Cheung & Kwan, 2021; Liang, Torre, & Law, 2021). Early childhood is a newborn up to 6 years (Kandula, Susanna, Carey, & Cindy, 2020; Primamukti & Farozin, 2018). This age greatly determines the formation of children's character and character as well as their intellect. Early childhood is an individual who is developing, and the development process is speedy and can be said to be a developmental leap (Sary, 2018; Wijayanti, 2019).

Children's development is influenced by nutritious food and play patterns, recognition of colors, shapes, spaces, reading, motor training, art exercises, and others (Charles, Waldman, & Fink, 2018; Herreras, 2017).

Children's motor development can be good if followed by good stimulation according to their age stages (Cllaudia et al., 2018; Peralbo-Uzquiano et al., 2020). Gross motor development is significant for early childhood, especially for children in playgroups and kindergartens. Early childhood education aims to develop all the potential of children so that later they become fully human through fun, educational, democratic learning activities according to the level of development and needs of children (Fauziddin, 2015; Mardiyah, Siahaan, & Budirahayu, 2020). Gross motor development also requires assistance from educators in educational institutions. One of them is safe training methods and making gross motor exercises fun (Alat & Dedeoğlu, 2013; Hirschman & Wood, 2018). Skills on how to carry out physical movements and behavior in children with confidence and form self-concepts. Therefore, gross motor development is as important as other developments for early childhood (Pratiwi & Rahmah, 2018; Syafi'i, 2021).

However, the current problem is that children are less responsive to the activities given by the teacher during the learning process (Darmiatun & Mayar, 2020; Nurjannah, 2018). Several obstacles were found based on the results of observations and interviews conducted at PAUD Gemilang, Bengkulu City. Namely, some aspects of gross motor skills were not optimal, and children could not carry out coordinated body movements to train elasticity, balance, and agility and could not coordinate eyes, feet, hands, and head. The main causative factor is not being able to play physical games with the rules. The teacher is not creative in choosing learning media, the teacher's lack of understanding in stimulating gross motor skills, especially new development problems, in stimulating, the teacher mostly repeats the same activities, the application of inappropriate media and available media. Not enough. Until now, the activities provided by the teacher are jumping games, running around the playground, walking, and these activities are usually done at home. The activities are boring and less creative.

Teachers need to provide other interesting and more varied activities so that children are more motivated in improving their gross motor skills, and children need fun activities and new activities so that they are interested in doing them (Darmiatun & Mayar, 2020; Nasution, Yaswinda, & Maulana, 2020; Wulandari & Suparno, 2020). Children's gross motor skills are essential to training children's muscles so that children's gross motor skills will develop optimally (Lestariani, Mahadewi, & Antara, 2019; Ulfah, Dimiyati, & Putra, 2021). Gross motor skills can be stimulated by walking, running, jumping, throwing, bouncing, crawling. Many activities can stimulate gross motor skills such as: jumping rope, walking zig-zag, bouncing a big ball, swimming, fantasy gymnastics, and others (Cllaudia et al., 2018; Romlah, RomlahRomlah, 2017). These activities can increase the child's self-confidence and can give a sense of pleasure to the child. *Gross motor skills* are a body movement ability that uses large muscles. Almost half of the body's gross motor skills are needed when children want to sit, kick, run, go up and downstairs, and others (Romlah, RomlahRomlah, 2017; Ulfah et al., 2021). Gross motor skills in early childhood can be seen in four aspects: walking, running, jumping, and climbing (Ulfah et al., 2021).

Children can participate in play activities, but with simple directions, therefore they need exercises to develop their physical motor skills. One of the activities that can help the child's stimulation process is playing traditional jump rope. Playing is an activity that is very liked by children (N. K. Dewi, Tirtayani, & Kristiantari, 2018; Nurani & Mayangasri, 2017). Playing with learning will increase students' enthusiasm so that it affects students' abilities (Nurjannah, 2018; Rahmatia, Pajarianto, Kadir, Ulpi, & Yusuf, 2021). One type of game that can be given to children is jumping rope. Jumping rope is a game that involves one or more people jumping over a swing rope from under the feet to the head. There are many jump ropes: solo freestyle, solo speed, pair, three-person freestyle, and three-person freestyle. This game can be helpful for children to train speed, agility, and physical endurance. In this game, all body movements move. Children run to the jump, tiptoe, jump, and jump.

The previous research findings stated that the play method could increase students' enthusiasm for learning (C. Dewi, 2016; Perdina, Safrina, & Sumadi, 2019; Setyawati, Permanasari, & Yuniarti, 2017). Other research also states that the play method can improve children's motor skills (Nurjannah, 2018; Utomo, Ramli, & Furaidah, 2018). has been no study on traditional games that can improve gross motor skills in early childhood. The purpose of this study is to analyze traditional games on gross motor skills in early childhood. It is hoped that traditional games can improve gross motor skills in early childhood.

2. METHOD

This type of research is classroom action research (CAR). The teacher conducted this research in the classroom through self-reflection and aims to improve teacher performance so that children's learning outcomes increase. The method in this research is qualitative and quantitative research methods. In this research method, the researcher uses the participants' perspective as a description to get the research results. At the same time, the quantitative method is a research method whose research is systematic and uses systematic models. In CAR, the researcher uses the Jjpn Elliot model in each cycle, and there are four main activities: planning, action, observation, and reflection. The research design can be seen in Figure 1.

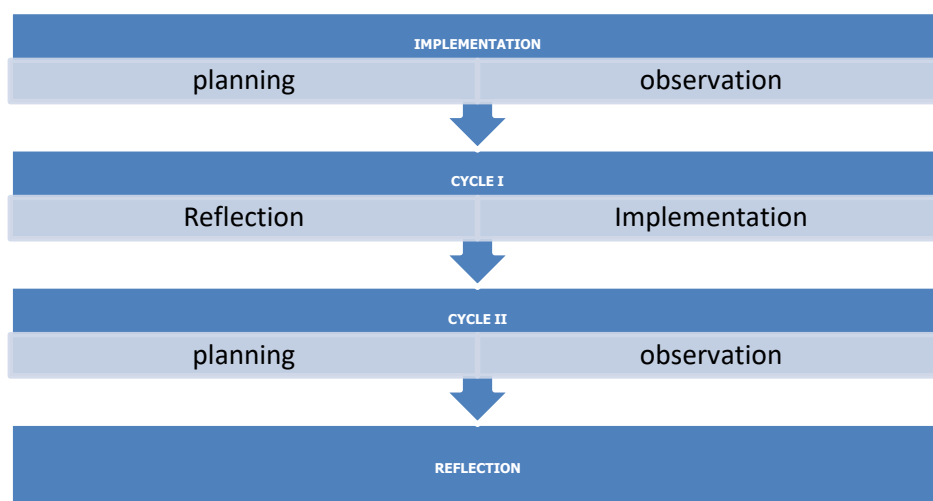


Figure 1. Research Implementation Design

In the planning step, a researcher conducting identification and analyze the problem(s) to reflect things that cause a problem that needs to be solved in order to increase children creativity in drawing, a) making RPPM and RPPH, b) preparing media that will be taught, c) arranging learning steps, in implementation steps, the researcher conducting learning process according to plan and preparation. The observation process is conducted using observation sheets to obtain the researcher's success rate, and the researcher and partner conduct the observation. Reflecting analyses are conducted according to observation results and test also a discussion between researcher and partner so it can be known which cycle has gotten the achievement and which cycle has not and can be recommended for subsequent research. This research was conducted at PAUD GEMILANG. The subjects of this study were 15 students of group B (aged 5-6 years). This study uses an instrument in data collection in the form of an observation sheet guide. The instrument in this study consists of indicators. Indicators relate to aspects of observation. The classroom action research procedure consists of two cycles in learning, namely cycles I and II. Each cycle consists of 2 meetings. Each cycle consists of four essential elements such as planning, action, observation, and reflection. The data used in this study is qualitative data obtained from observations of student learning processes and teacher performance. Data sources consist of primary data and secondary data. Primary data sources were obtained by interviewing research subjects and from direct observation or observation in the field. Secondary data sources are complementary data sources needed to complete primary data. (Agung, 2014).

Data collection techniques used in this study are observation and documentation. The data analysis used in this research is descriptive qualitative-quantitative. Qualitative data analysis was used to determine the process of increasing the predicate, while quantitative data analysis was used to determine the increase in yield in percentage. Qualitative analysis in this study is stated in a predicate that shows a statement of conditions and quality measures so that the evaluation results are numbers and then turn them into predicates. In this study, the researchers used the predicate BB: Undeveloped (Not Developed), MB: Starting to Develop (starting to develop), BSH: Developing as Expected (developing as expected), BSB: Developing Very well (Developing very well). The calculations were obtained, then interpreted into four criteria. The interpretation criteria are presented in table 1. The success criteria of the researcher according to the research characteristic of classroom action research, in this research, it is called a success if there is a chance(s) or improvement toward learning result. This research is a success if children skill show BSB criteria with a score range of 76%-100%.

Table 1. Criteria of Children score

Criteria	Score Range
1 Undeveloped (BB)	0%-25%
2 Start developing (MB)	26%-50%
3 Developed as expected (BSH)	51%-75%
4 Developed very well (BSB)	76%-100%

3. RESULT AND DISCUSSION

The results showed that the first cycle showed more than 20 children in group B who obtained the criteria for BSH as many as 15 students and BSB as many as 5 students. At the same time, the average score on all aspects is 74% (Developing as Expected). Based on the data obtained from the first cycle, the researcher compared the result data with the assessment criteria set by the researcher, and it showed that the achievement of the predetermined success indicators was 76%-100% (very well developed). The average percentage obtained by the child is 75%, meaning that it is still in the developmental stage as expected (BSH) and has not reached the success indicators set by the researcher, so it is necessary to re-evaluate the implementation of the first cycle so that the next cycle can develop very well and achieve the indicators success set is 76%-100%. In cycle II, from the observation aspect, 15 students were very well developed (BSB). While the average score of the total aspects is 86% (very well developed). Based on the data obtained from the second cycle, the researcher compared the result data with the score criteria set by the researcher, and the optimum reached the predetermined success indicator, namely 76%-100% (very well developed). Based on the percentage above, it can be concluded that the gross motor skills in the traditional jumping rope game have started again in cycle II and have reached the success indicator, namely Very Good Development (86%). Action research conducted to improve gross motor skills in children in PAUD GEMILANG, Kampung Melayu Subdistrict, Teluk Sepang Village, Bengkulu City during cycle II showed an increase. The following is the percentage data from cycle I and cycle II.

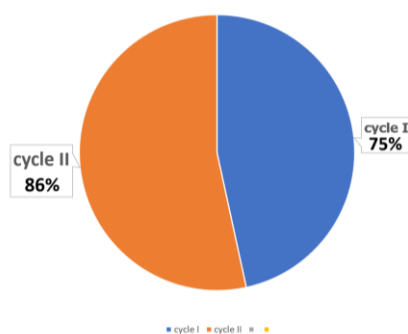


Figure 2. The percentage of gross motor skill from jump rope traditional game on children after action on cycle I and action on cycle II.

Based on the table above, there was an increase after the action in cycles I and II. The percentage increased in the first cycle; the increase is 75% and in Developed as expected. A significant increase occurred in the second cycle of 86%, meaning Very Good Development (BSB). Based on the analysis conducted by the researcher, the gross motor skills of the traditional jumping rope game in children increased after the action was taken. Indicators of success have been achieved well. This can be seen from the percentages obtained in two cycles, namely, cycle I and cycle II. Therefore, implementing gross motor improvement activities through traditional jumping rope games for group B children is appropriate. It is the same with the goals in Permendikbud number 137 of 2014 concerning Standards for Growth and Development for Children aged 5-6 years as a reference for students and teachers who conduct research. It can be concluded that traditional games can improve gross motor skills in early childhood. Several factors, namely as follows cause this.

First, traditional games can improve gross motor skills in early childhood because it causes a high sense of enthusiasm. The stimulation given to children is maximized because the stimulation is given using suitable media. The right learning media can also increase students' enthusiasm for learning (Anwariningsih & Ernawati, 2013; Diyantari, Wiyasa, & Manuaba, 2020; Hosen et al., 2021). Playing is an activity that is very liked by children (N. K. Dewi et al., 2018; Nurani & Mayangasri, 2017). Playing and learning will increase students' enthusiasm, affecting students' abilities (Nurjannah, 2018; Rahmatia et al., 2021). The game that children often play is jumping rope. Jumping rope is a game that involves one or more people jumping over a swing rope from under the feet to the head. This game can be helpful for children to train speed, agility, and physical endurance. In this game, all body movements move. Children run to the jump, tiptoe, jump, and jump. This causes motor skills in children to improve. The play method can create a fun learning atmosphere for students (Pebriana, 2017; Perdina et al., 2019; Setyawati et al., 2017).

Second, traditional games can improve gross motor skills in early childhood because they create a fun learning atmosphere and make it easier for students to develop. *Gross motor* is an activity that requires the coordination of the child's body. The play method requires body coordination in children to train children's motor skills (N. K. Dewi et al., 2018; Nurani & Mayangasri, 2017). *Gross motor skills* involve the activity of large muscles, such as when a person moves their hands and walks (Darmiatun & Mayar, 2020; Syafi'i, 2021).

Children's gross motor development needs to be considered so that children can develop well. Sufficient motor skills will make the nervous system coordinate body movements and follow certain rhythms so that children will be skilled, active, and agile. By using the method of playing traditional games can create a fun learning atmosphere. The findings of previous research also revealed that games could increase students' enthusiasm and enthusiasm in learning (Ayu, 2019; Fika, Meilanie, & Fridani, 2020; Puspitasari & Murda, 2018). Other research also states that the play method can improve student learning outcomes (Perdina et al., 2019; Susiani, Pudjawan, & Renda, 2013; Widnyana, Sujana, & Putra, 2017). It can be concluded that the play method is very liked by children and can create fun learning. This research implies that applying traditional games to be able improve gross motor skills in early childhood. In addition, this method can also increase the enthusiasm of students in learning.

4. CONCLUSION

The application of the traditional game of jumping rope causes an increase in learning outcomes that can be seen after the actions in cycle I and cycle II. It can be concluded that traditional games can improve gross motor skills in early childhood. It is recommended for teachers to use this learning method to increase gross motor skills in students.

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