SEULANGA : Jurnal Pendidikan Anak
Homepage : https:// journal.iainlhokseumawe.ac.id/index.php/seulanga
Email : jurnalseulanga@iainlhokseumawe.ac.id
DOI : 10.47766/seulanga.v5i2.2996
P-ISSN : 2747-1624
E-ISSN : 2775-3921

Enhancing Gross Motor Skills In Early Childhood Through Group Play

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Abstract. Penelitian ini berjudul Kemampuan Motorik Kasar Melalui Permainan melompat Pada Anak Di kelompok B Di Tk Negeri Pembina Kelurahan Kutaraya Kecamatan Kayu Agung Kabupaten Ogan Komering Ilir, Program pengabdian masyarakat ini atas dasar kerjasama mahasiswa Kuliah kerja Nyata Universitas Islam Negeri Raden Fatah Palembang. Penelitan ini bertujuan untuk mengembangkan motorik kasar anak dalam bermain kefokusan dalam daya ingatnya. Metode penelitian ini kualitatif deskriptif. Teknik yang dipakai dalam penelitian ini adalah teknik jenis observasi dan dan dokumentasi, dari teknik dan dokumentasi menunjukkan bahwa kegiatan melompat sesuai warna yang disebutkan dapat meningkatkan motorik kasar anak dan kefokusan dalam bermain di TK Negeri Pembina Kelurahan Kutaraya Kecamatan Kayu Agung Kabupaten Ogan Komering Ilir, Tahun Ajaran 2023/2024.

Keywords: *Motorik Kasar, Kegaitan Simulus*

Abstrak. *This research is entitled Gross Motor Ability through Jumping Games in Children in Group B at the Pembina State Kindergarten, Kutaraya Village, Kayu Agung District, Ogan Komering Ilir Regency. This community service program is based on the collaboration of Real Work Lecture students at Raden Fatah State Islamic University, Palembang. This research aims to develop children's gross motor skills in playing and focusing on their memory. This research method is descriptive qualitative. The technique used in this research is an observation and documentation type technique. The technique and documentation show that jumping activities according to the colors mentioned can improve children's gross motor skills and focus in playing at the Pembina State Kindergarten, Kutaraya Village, Kayu Agung District, Ogan Komering Ilir Regency, Year Teachings 2023/2024*

Kata Kunci: *Rough Motoric,Simulus Activities*

Introduction

Children between the ages of four and six are particularly sensitive. Children become more sensitive to various efforts aimed at developing their full potential. The sensitive period is the period during which physical and psychological functions mature and are ready to respond to environmental stimuli. This is the time to lay the groundwork for developing physical abilities, cognitive, language, social-emotional, self-concept, discipline, independence, art, morals, and religious values. As a result, it is necessary to provide conditions and stimulation that are appropriate for children's needs in order to achieve optimal growth and development.

Gross motor physical ability is defined as the ability to control physical movements through coordinated nerve center, nerve, and muscle activity. This control stems from the development of reflection and mass activities that occur at birth. Before this development, the child will be helpless (Hurlock, 2006: 150). Gross motor skills are one aspect that children must develop (Fadlillah, 2012). Children's gross motor development deserves more attention from parents and teachers because it has a significant impact on the child's future life (Beaty, 2013).

Children's gross motor skills at TK Negeri Pembina, Kutaraya Village, Kayu Agung Subdistrict, Ogan Komering Ilir Regency, have improved significantly. Differences in gross motor skills in teacher instructions and children's memory influence each child's ability to receive and process information. Some children have not concentrated on jumping games based on the colors mentioned because their bodies are unbalanced and they fall while playing, causing them to cry.

Gross motor skills of children aged 5-6 years at TK Negeri Pembina Kelurahan Kutaraya are seen from the aspects of walking forward on a straight line, walking on a footbridge, walking while tiptoeing, which can be seen from the indicators, namely the child is able to walk, the child is able to walk forward on a straight line, the child is unable to maintain the balance of his body when walking on a footbridge, the child frequently falls when walking on tiptoe, the child is able Development is a qualitative change process that takes place in a person's physical body and cannot be measured or repeated. Motoric is derived from the word motor ability, which means the ability to move.

Hurlock contends that motor is a development of control over the body carried out by nerves and muscles coordinated with nerves, or more specifically, a development in controlling the body carried out by nerves that coordinate with one another. According to William and Monsama, motor can be defined as a movement that uses both small and large muscles. Sukintaka contends that motor development is a quality movement inherited by individuals; the better a person's motor development, the better the person's working power, and vice versa. As a result, movement ability can be used to assess someone's ability to complete a movement task successfully.

According to M. Yudha et al (2005: 114), the purpose and function of motor development is the mastery of skills, which is reflected in the ability to complete certain motor tasks. Motor development is divided into two categories: fine motor and gross motor. Gross motor development is defined as movement that involves large muscles

throughout the body, such as jumping, running, pedaling a bicycle, and other activities that require almost complete body movement. Fine motor development is a movement that involves specific parts of the body and is performed by small muscles with the fingers of the hand and a precise wrist. Cutting, sticking, tearing, folding, and writing are examples of activities that use small muscles.

Furthermore, according to NAEYC (National Association for the Education of Young Children), a child is an individual who experiences rapid development and growth that is critical for later life (Sujiono & Yuliani, 2013). Education and science are critical for children to face challenges in today's global era of modernization and technological advancement. Appropriate educational stimulation has a significant impact on children's overall and optimal developmental outcomes. The implementation of early childhood education is a form of laying the foundation for physical growth and development (coordination of gross motor and fine motor), intelligence (thinking ability, creative ability, emotional intelligence, spiritual intelligence), socio-emotional (attitude and behavior when performing an action), language and communication, according to the uniqueness and stages of development that are passed based on the needs of children (Suryono and Mahyudin, 2015)

Therefore, in order to develop children's gross motor skills, the teacher must tailor the selection to their characteristics and age stages. According to the review of research results (Yosinta, 2016), gross motor skills are movements that require coordination of the majority of a child's limbs. Gross motor development includes the ability to jump, walk, run, and throw. The child's body influences their development in order to achieve optimal gross motor skills; it requires stimulation.

Metodologi

This study employs descriptive qualitative methods utilizing observation and documentation techniques. Participants in which the researcher is actively engaged throughout the research process, from inception to the presentation of findings in a report, utilizing the Kurt Lewin model, which comprises four stages: planning, action, observation, and reflection. This educational model utilizes a central learning framework, wherein the learning process transpires in circular sessions and play centers. The participants of this study were children aged 5 to 6 years from TK Negeri Pembina, Kutaraya Village, comprising 19 students in the 2023/2024 academic year.

Results and Discussion

The development of motor skills is the ability to control coordinated physical movements between nerve centres, nerves, and muscle groups. Physical development refers to the growth and changes that occur within a person's body. According to Hurlock, motoric is the development of control over the body by nerves and muscles that work in tandem. He also claims that motor development is a progression in body control carried out by nerves that coordinate with one another, and play lays the groundwork for a lifetime of learning.

Play is tailored to children's development, beginning with playing while learning (the play aspect) and progressing to learning while playing (the learning aspect is greater). Children believe that play can bring them joy while also serving as a learning process for various aspects of development. According to Santrock in (Suryono & Mahyudin, 2015), Defining Play (play) is a term that is used so freely that its true meaning may be lost. Play is defined as any activity performed solely for the sake of happiness, with no regard for the end result. Play is done voluntarily, without coercion from outside parties.

According to Smith (in Yohana, 2011), the best thing about play is that it can provide ideas and contributions to real-world activities without any orders or coercion. Games that teach children specific abilities, whether individually or in groups, are ideal for early childhood. The activities provided can help children gain a better understanding of the real world, which will be useful in their lives. Play is an activity that is inherent in the lives of children. In essence, play can be defined as an activity that is follower, spontaneous, process-focused, intrinsically rewarding, enjoyable, and flexible.

Contextual evaluation

Based on my observations, this activity was effective because the children focused on the jumping game. As a result, the children enjoyed the game that I taught and followed my instructions to jump according to colour.

Process Evaluation

According to observations made in the field, group B children's teapot gymnastics activities are filled with laughter and joy. Researchers discovered that when children engaged in jumping activities while playing and singing by tightening their hands to form a large circle, they were less focused and appeared preoccupied with themselves.

Product Evaluation

Children enthusiastically follow the jumping game while playing, and some children are preoccupied with their own busyness during the teacher's instructions in class, so that the focus in the jumping game while playing initially focuses on the color mentioned, but eventually does not focus because a child is engrossed in himself.

Documentation

Figure 1.1 Circle playing activities

Figure 1.2 Jumping Games

Figure 2.1 TKN Pembina

Figure 2.1 Teachers and Staff

Conclusion

The implementation of the program aimed at enhancing gross motor skills at TK Negeri Pembina in Kutaraya Village, Kayu Agung District, Ogan Komering Ilir Regency, reveals that the children's gross motor abilities remain inadequate, as they lack focus on the directives provided by the teaching researcher. It is hoped that this game, which emphasizes children's memory, will facilitate improved motor development in the future and foster ongoing progress.

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