



Improving Early Childhood Gross Motor Development Based on Locomotor Activities

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Abstract

This research aims to determine the development of children's gross motor skills, find out the process of activities through locomotor activities in children and find out the extent to which children's gross motor skills have improved. This type of research is Classroom Action Research. The research subjects were children from the B3 group at Pertiwi Padang Panjang Kindergarten, in the even semester of the 2021/2022 academic year, totaling 6 boys and 11 girls. Data collection techniques in this research are observation and documentation. In this research, meetings were held in 6 meetings, conducted in two cycles, cycle I was held in 3 meetings and cycle II was held in 3 meetings. The results of this study show that children's gross motor development increases through locomotor activities. This is shown by the percentage of success of children per cycle. In cycle one, 3 meetings were held with a final result of 45%. The second cycle was carried out in 3 meetings with a final result of 86%. Based on the results of research on teacher activities in the first cycle and second cycle of learning, there was an increase of 41%. In the first cycle it was 60% and in the second cycle it was 92%, the increase was 32% of the cycle increase carried out, so it can be concluded that this research was successful in increasing children's gross motor skills through locomotor activities.

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INTRODUCTION

Early childhood is an individual who is undergoing a rapid and fundamental development process for later life. Early childhood is in the age range 0-8 years. At this time the process of growth and development in various aspects is experiencing a rapid period in the development span of human life (Syahrul & Nurhafizah, 2021).

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The learning process as a form of treatment given to children must pay attention to the characteristics of each stage of the child's development. One of the subjects that students need to study in elementary school is the subject of Islamic Religious Education. Islamic Religious Education is an effort and process of continuously instilling knowledge between teachers and students with morals as the ultimate goal. The instillation of Islamic values in the soul, feelings, thoughts, as well as daily life and balance is the main character (Aprily et al., 2021; Rahman et al., 2023).

Based on Law Number 20 of 2003 concerning the National Education System relating to Early Childhood Education, it is written in article 28 paragraph 1 which reads "Early Childhood Education is provided for children from birth to six years and is not a prerequisite for attending basic education". Furthermore, in Chapter I, paragraph 14, it is emphasized that Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education (Ulyah, 2021).

Physical development of gross motor skills is the coordination of most of the muscles of the human body. Meanwhile, Siti Aisyah, stated that gross motor skills are: "body movements that use large muscles or the whole body which are influenced by the child's own maturity. The development of a child's gross motor skills is also influenced by the child's inner maturity because the maturity process of each child is not the same (Setyawan et al., 2018; Lestaringrum, 2019).

The problem that researchers will focus on to solve through this research is the low gross motor development of children at PERTIWI Padang Panjang Kindergarten. Based on the results of the researcher's pre-observation, there were 15 children who had not yet moved according to the developmental stages at that age and 2 more children had just progressed through their developmental stages. In overcoming this problem, researchers want to conduct research by implementing locomotor activities to help the stages of gross motor development of children in the B3 group of TK PERTIWI Padang Panjang. Based on the problems described above, the researcher formulated the title of this thesis "Increasing Children's Gross Motor Development Through Locomotor Activities in Group B Children at PERTIWI Padang Panjang Kindergarten".

The aim of this research is that the strategy that researchers use can become an interesting new method for children when used in the learning process and that teachers can use it well as a teaching method. As well as Locomotor Activities, researchers chose this as a learning strategy because it has never been used as an object of study in research related to Early Childhood Islamic Education.

METHODS

This research is field research, namely research carried out in real life. This research is quantitative in nature and meets concrete/empirical, objective, measurable, rational and systematic scientific principles (Hasanah, 2019; Wahyuni, 2022; Binti et al., 2022). This research was carried out on May 30 2022- June 18 2022 at PERTIWI Padang Panjang Kindergarten. This research was conducted on children in the B3 group of PERTIWI Kindergarten Padang Panjang. in the even semester of the 2021/2022 academic year, totaling 6 men and 11 women. Data collection techniques in

this research are observation and documentation. In this research, meetings were held in 6 meetings, conducted in two cycles, cycle I was held in 3 meetings and cycle II was held in 3 meetings.

RESULT AND DISCUSSION

Hurlock states that development is a series of progressive changes that occur as a result of maturational activities and experience. Daele, as quoted by Hurlock, stated that "development means qualitative change." Development includes changes in organisms towards maturity and usually cannot be measured by measuring instruments.

According to the Big Indonesian Dictionary (KKBI), gross motor skills in early childhood are skills that involve movement of the whole body. Activities that require core muscles such as the arms and legs are included in gross motor skills. Children will develop various abilities when using gross motor skills. Their balance, coordination and brain will work and develop well (Herwiningsih, 2019).

Development is basically a stage of progressive change and this occurs within the life span of humans and other organisms, without differentiating between the aspects contained in these organisms (Ibrahim, & Muhsyanur, 2021).

A child's gross motor skills can be driven through the development of physical movement control through coordinated muscle activity, the development of reflection and mass activities that exist at birth. Children can control rough movements involving large parts of the body used in walking, running, jumping, after the age of 5 years, developments occur that come from better coordination control (Fitriani & Adawiyah, 2018; Djuanda & Agustiani, 2022)

Locomotor movements are movements that go anywhere. So perhaps children will place limits on this term. In fact, the limits given to children are not wrong, although they may be too narrow in meaning. Experts define locomotor movements as movements that cause the body to move or wander in various spaces, so in English it is called *Travelling*. This is of course the opposite of non-locomotor movement, which does not cause the body to move from one place to another (Dahliah et al., 2019; Aryanti et al., 2022; Ma'mun & Asroriyah, 2022)

Locomotor activity is one of the activities that can improve the results of children's development stages, where this activity can be used as a method by teachers when teaching.

The first meeting

The first stage which will be carried out on May 30 2022 is self-introduction and discussion of how to play locomotor activities as well as a series of activities that will be carried out using locomotor activities. Next, the teacher and children carry out locomotor activities at each face-to-face meeting 6 times. The instruments used in this research are: RPPH, research indicators for children's activities and research indicators for teacher activities.

Steps for Locomotor Activities: The first stage in daily learning is for the researcher to say hello. Then the researcher introduced himself by inviting the children to sing an introductory greeting. Then the researcher led a prayer and asked the children to pray together before starting learning. After that, the researcher absented the child. At the beginning of this meeting, the researcher explained the steps for locomotor activities in a day. The researcher presented 4 locomotor activities and there were also 2 activities. Each activity carried

out by the researcher introduced how to play and determined the rules of the game that would be carried out during the activity. After that, the teacher (researcher) and children started by warming up their body parts and doing locomotor activities, where in the first step of the meeting the researcher brought 4 locomotor activity games. The names of the games were:

Various street games The aim of this game is to train the strength of movement muscles such as the legs. Footwork strength is built when children carry out various activities of jumping, running, walking with various movements according to the teacher's instructions. The steps are: The children line up on the field. The teacher divides the children into 2 groups. Then the children will follow the teacher's instructions according to the activity being carried out. The children will get groups to jump, walk backwards, walk zigzag, run over obstacles, walk forward. back off.

Plate walking game The aim of this game is to train body flexibility, by doing this activity children will make body movements according to their balance, strength and body flexibility. Steps: The children will be divided into two groups. When the children have received a group, each child will move according to the teacher's instructions. The teacher will accompany the children while directing the movement through the existing obstacles.

Conductor statue game, The aim of this game is to train the balance of the body's limbs, by carrying out these movements the child will be able to synchronize the limbs with the activities at hand. Conductor Statue Game: The teacher becomes the instructor at the front and then the children line up neatly in the school yard, Children will follow the movements according to the music and instructions of the teacher accompanying them

Animal walk game: The aim of this game is to understand movement according to directions and the various types of activities available, so that it will make children more interested in the existing activities. The steps are: Children and teachers make a circle while singing the song of the animal whose movements they will imitate, Then the child will demonstrate movements according to the name of the animal being sung

Second meeting

This activity was held on Saturday, June 4 2022. There were 2 types of activities that the researchers presented at this second meeting. At the beginning of today's meeting the researcher opened the class by saying hello, reading a prayer and asking how he was doing and providing motivation. On this day, the researcher conveyed the rules of the game which were almost the same as the previous meeting and also conveyed how to play locomotor activities again.

High game: The aim of this game is to train balance, strength of limbs, when doing this activity the child will try to achieve the predetermined target, The steps are: Children line up and queue for their turn, The child will pass the board while coordinating his movements

Nature dance game: The aim of this game is to train the agility of body movements by using music that directs the movements. The steps are : Children line up on the field, The child moves with the movements he hears according to the music and is demonstrated by the teacher.

Third meeting

On Monday, June 6 2022. The activities carried out on this day are hide and seek and rope jumping. On this day, the researcher opened the class by saying hello, then asking how the students were and singing together. After that, the researcher asked the students to pray in their hearts, then the

researcher explained the rules of the game and showed the media that would be used today, as well as how the media that would be used in the learning process today would work. After that, the researcher and students left the classroom and did a hompimpa to find who would guard the pole and hold the rubber.

Hide and seek game: The purpose of this game is to train the agility, speed and strength of the limbs, with this activity the child will try to move according to the instructions and steps of the game. pole and close their eyes while counting 1-10 or according to the set number, Then the other friends look for a place to hide, After the count is finished and everyone is in their hiding place, then the loser looks for it, When the one hiding can come out of hiding then he will touch the pole that he succeeded.

Jump rope game: The aim of this game is to train strength, balance, agility of the limbs. The steps are : Children are divided into 2 groups and in one group there are 9 and 8 children. Then the teacher holds the rope and the children try to jump over it. There is also a rope jumping activity with children holding the rope themselves while jumping.

Fourth meeting

On Saturday 11 June 2022. Before starting learning on this day the researcher asked the children to straighten their seats and clothes first.

The researcher opened the class by saying hello and asking the children to pray individually. After that, the researcher asked the students about their readiness to start the activity and then invited the children to hear the researcher read a story book. After that, the researcher explained the rules of the game and showed the media that would be used in the game in today's learning process.

Cat and mouse game: The purpose of this game is to train agility, speed and balance of body parts. The steps are: The child plays a game to choose who will be the mouse and the cat, And after knowing who will be the cat and the mouse, the other children form a circle while holding hands to protect the cat, And the child who becomes the mouse is outside the circle who tries to get a child who becomes a cat in a circle, other friends who make a circle also try to protect the cat who is in a circle

Fishing game: The purpose of this game is to train speed, agility, strength, and balance of the limbs. The steps are: The children are divided into 2 groups, one of the leaders of each group performs gambreng, After knowing who won and lost will continue the game, the loser will be a fish with his group and the winner will be a fishing rod to catch the loser

Fifth meeting

On Monday 13 June 2022. Before starting learning on this day the researcher asked the children to run around the school field. The researcher opened the class by saying hello and asking the children to pray. After that, the researcher asked the students about their readiness to start the activity and then invited the children to hear the researcher read a story book. After that, the researcher explained the rules of the game and showed the media that would be used in the game in today's learning process.

*Train ride games:*The aim of this game is to train children's strength, agility and speed. The steps are: Children choose who will be the chimney. After getting who will be the chimney, the children together sing the train ride song, Who will caught when the singing lyrics are finished, they will choose the option given by their friend.

Crank game: The aim of this game is to train strength, agility and balance of limbs. The steps are: The child does a gambreng and queues. The child will jump where the crank is located according to predetermined criteria.

Sixth Meeting

On Saturday, June 18 2022. The activities carried out on this day are the salty pole game and the plate breaking game. On this day, the researcher opened the class by saying hello, then asking how the students were and singing together. After that, the researcher asked the students to pray in their hearts, then the researcher explained the rules of the game and showed the media that would be used today, as well as how the media that would be used in the learning process today would work.

*Salty pole game:*This game aims to train agility, strength, balance and flexibility of the limbs, Steps: Children are divided into 2 groups and the group leader will do the gambreng, The child who loses will guard the line and the child who wins will try to reach the finish line together

*Plate breaking game:*This game aims to train balance, strength, flexibility and agility of the limbs. Steps: Children will be divided into 2 groups and become pairs. The child and their partner will place the balloon

Table 1. Observation Results and Average Gross Motor Ability of Children Through Locomotor Activities

Cycle	Children's Activities			Researcher Activities		
	Meeting I	Meeting II	Meeting III	Meeting I	Meeting II	Meeting III
I	25%	33%	45%	20%	43%	60%
II	74%	81%	86%	75%	88%	92%

The results of the study showed that there was an increase in children's gross motor skills through locomotor activities from cycle I to cycle II, namely 25% at the beginning of cycle I, 45% at the end of cycle I and 74% at the beginning of cycle II, 86% at the end of cycle II.

The research results showed that there was an increase in teacher activity in learning from cycle I to cycle II, namely 20% at the beginning of cycle I, 92% at the end of cycle II.

The child's development in carrying out learning activities with locomotor activities indicates the child's interest when the teacher demonstrates. So that children become increasingly interested in practicing it immediately. In carrying out learning activities with locomotor activities, the teacher explains that movement requires agility, flexibility and balance of body parts. If there is alignment, the body parts can move properly with flexibility, balance and agility. If a body member makes a wrong movement. This will have a fatal impact on the body parts, so when moving we must be able to balance, align the movements with the existing instructions, and protect the body parts with maximum strength. In this way, children will be stimulated to determine movement strategies that improve gross motor skills.

In each meeting the teacher finds many games that make students want to do all of them, so that children will move happily without any pressure from the teacher or their classmates. For example, on the first day the teacher played various walking games, plate walking, conductor statues and animal walking games. Every time they play, children play enthusiastically, trying as hard as possible to demonstrate the movements according to the instructions given by the teacher. Children don't want to miss any games played by the

teacher. They try to carry out all activities by paying attention to agility, flexibility and balancing their respective body parts.

At the next meeting the games are played differently, from there the children learn how to synchronize their body movements and try to win the team that has been divided by the teacher. If there are children who cannot do the movements, the team tries together to help teach the movements so that the children who cannot do the movements are enthusiastic about doing the movements well. With so many children playing these games, they try to carry out the movements well. Based on these observations, teachers and colleagues conclude that children are able to complete gross motor skills with games and locomotor activities that make them enjoy doing these things.

So children's gross motor skills need to be considered in child development. Through locomotor activities carried out at school and at home. There are many ways or methods so that children's gross motor development develops, one example is by having locomotor activities that are routinely carried out at school which will make children's gross motor development develop well.

CONCLUSION

From the research data above, it can be analyzed that the application of locomotor activities can improve children's gross motor skills, and is suitable for use in solving learning problems that researchers face. A child's fine motor skills whether they are good or not can be seen at every meeting when they start playing games in the field with their friends. As well as recording and collecting data from the movements performed by children when carrying out their play activities.

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