

IMPROVING CHILDREN'S GROSS MOTOR SKILLS THROUGH MOVEMENT AND SONG ACTIVITIES AT THE AGE OF 5-6 YEARS AT TK SEJAHTERA CITEKO, PURWAKARTA REGENCY

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Abstract. This research to know the increase in gross motor skills in group B1 children at Sejahtera Citeko Kindergarten, Purwakarta Regency for the 2021/2022 Academic Year through motion games and songs. This research is a class action research (CAR). The subjects in this study were group B1 students at Sejahtera Citeko Kindergarten, Purwakarta Regency, 2021/2022 Academic Year. This research was conducted in two cycles in four meetings. There are four stages in this research procedure, namely planning, implementing, observing, and reflecting. Data on children's gross motor skills were collected through observation and documentation methods. This study uses a triangulation method by seeking data from various data sources. Based on the results of the actions in cycles I and II that have been carried out, it shows an increase in the gross motor skills of group B1 students at Sejahtera Citeko Kindergarten, Purwakarta Regency, for the 2021/2022 Academic Year. Prior to the implementation of the cycle, the child yield was 40.83%, the first cycle reached 66.60% and the second cycle reached 85.90%. The conclusion from this study is that movement and song activities can improve gross motor skills in group B1 children at Sejahtera Citeko Kindergarten, Purwakarta Regency, 2021/2022 Academic Year.

Keywords: gross motor skills, song, early childhood education..

INTRODUCTION

Education is needed from various walks of life who care about children's education. One of them is with education given to children from an early age. This can be seen in the community environment that cares about education to children who provide learning provisions to children since childhood starting from a family environment that is closer to the child. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education that early childhood education is a coaching effort aimed at children from birth to age 6 years which is carried out through the provision of stimuli by education to help physical and spiritual growth and development so that children have readiness to enter further education (Mualli et al., 2022). In early childhood education there are developmental aspects that include religious and moral values, physical-motor, cognitive, language, social-emotional and artistic. aspects are mutually sustainable to stimulate the child at each stage of the child's age. In this study, the developmental aspects developed for children are the physical-motor aspects.

The physical-motor aspect consists of the motor that the child has, namely fine motor and gross motor (Sujiono, 2012)

Learning activities given to children by working on worksheets and activities carried out only in class can make children bored. In learning activities that involve movement, especially gross motor skills, it is only carried out in gymnastics activities that are carried out every morning. To get used to gross motor activities, not only gymnastics, but other activities such as moving hands, feet with musical accompaniment to attract children, in this case with movements and songs that can attract children and can make children more excited in activities at school (Asmuddin et al., 2022). Examining these observations, it is known that gross motor activities are carried out less optimally in children's learning activities. So that children do less body movements through songs that are aligned with rhythm. Seeing the problems that exist in the field, it is necessary to take steps to bring up new innovations. In this case, the innovation given to children is song movement. Song movement is a movement accompanied by music. The music used is with children's music. Through song movements, it trains children's activeness and cheerfulness in performing movements. (Asmuddin et al., 2022)

Movement and song activities are very closely attached and cannot be separated, especially in providing learning to early childhood. Movement and song learning is an activity in playing while learning and learning while playing (Asmuddin et al., 2022). According to Widhianawati, it is stated that activities carried out through movements and songs are expected to please children as well as touch language development, sensitivity to musical rhythms, motor development, self-confidence, and courage to take risks (Hasan et al., 2021). It is necessary to have an activity that can train early childhood educators in providing stimulation to children through movement and song. Motion and song play an important role in the growth and development process of a child (Zahari et al., 2022). Music can enrich spiritual life and provide life balance for children. Through music, humans can express their thoughts and feelings and can control their emotional aspects. (Respati et al., 2018). As for singing is part of music, it serves as a tool to pour out thoughts and feelings, to communicate. Thus singing is an activity that is very much loved by children. Learning through motion and song performed while playing will help the child to further develop his intelligence not only in the aspects of his artistic, language and physical development but also in the emotional and cognitive development of the child. Thus motion and song are a method of physical/motor development. Movement and song learning is an activity in playing while learning and learning while playing, activities carried out through movement and song are expected to please children as well as touch language development, sensitivity to musical rhythms, motor development, self-confidence, and courage to take risks (Saroinsong et al., 2022).

Motor development is the process of acquiring skills and movement patterns that children can do, for example in gross motor ability children learn to move the whole body, then the method used is an activity method that can spur all gross motor activities that children need to develop such as children can learn to imitate movements, jump, jump, change places and so on. Through motion and song children can sing and perform gestures because the rhythm of the song can affect and control the nerve center (Prahesti et al., 2019). Through movement and song activities, it can affect children's intelligence, including stimulating children's minds in concentrating, improving cognitive aspects, building emotional intelligence, developing right and left brain functions, developing intellectual and emotional aspects, can solve problems, can make decisions, can improve language intelligence and even improve children's artistic talents. Without realizing it, when listening to music/songs, children will automatically move their body parts. In general, by moving your feet/hands, tapping your fingers, nodding your head and so on. On a large scale the movement can be realized with movement as a song cue, it can even be in the form of dance. This shows that

motion and song have a very close relationship, because the rhythm of the song can influence and control the nerve center. Even from the womb, humans live with a more sensitive rhythm of heartbeat, breathing and rhythm of metabolism and brainwave activity. Therefore, researchers are interested in conducting research on improving gross motor skills through motion and song in Sejahtera Citeko Kindergarten. Based on the results of observations made by researchers that the school is still lacking in learning innovation because learning in rural areas is still very minimal in terms of facilities, then this year children restarted face-to-face learning activities at school, it was seen that children were saturated when doing learning so that researchers made learning innovations through motion and song to improve children's gross motor skills. Therefore, researchers conducted a study on "Improving Gross Motor Ability through Movement and Children's Song Activities in Sejahtera Citeko Kindergarten, Purwakarta Regency" The purpose of this study was to see how to improve gross motor skills through motion and song. Because the child has not been able to control the movements of his fingers for his fine motor abilities, such as meronce, cutting and others. Sujiono argues that "gross motor movements are abilities that require the coordination of most parts of the child's body" (Tangse & Dimiyati, 2021). Gross motor movements involve the activity of large muscles such as the muscles of the hands, leg muscles and the entire body of the child. According to Sukanti that "activities that use large muscles include non-locomotor skill movements, locomotor movements, and manipulative movements". Children with musical intelligence learn through rhythms and melodies. They can learn anything more easily if it's sung, tapped, or whistled (for those who can already whistle). Music for them, helps to learn something new. Therefore, it is very wise for educators to provide musical devices such as songs in cassettes, to help them (Mayar et al., 2022).

RESEARCH METHOD

This research uses the type of classroom action research. Action research emphasizes activities (actions) by testing ideas into practice to improve or change something in order to get a real impact from something. This study uses an action research model that is in the form of a spiral from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection) (Sugiyono, 2012). This research was conducted in TK Sejahtera Citeko, Purwakarta Regency with 11 children, consisting of 7 boys and 4 girls. This research was carried out in two cycles with 2 meetings. Cycle I was held on October 14, 2022, and cycle II was held on November 10, 2022. The data collection methods used in this study were observation, and documentation. The instrument used consisted of the Daily Activity Plan (RKH), observation sheets, namely teacher activity observation sheets, children's activity observation sheets, and children's gross motor skills observation sheets (John, 2013). In the study, following motion and song activities were manifested in sub-indicators, namely: 1. Walking stably. 2. Willingness to follow the movement of the song. To analyze the data on children's discipline and teacher performance and children's activities, in this study qualitative descriptive analysis was used using the percentage formula: $P = \frac{f}{N} \times 100\%$ Description: P = Percentage f = Total Score N = Maximum Value (the total value multiplied by the number of children) (Arikunto, 2002) Furthermore, the percentage results are interpreted based on the following criteria for completeness: 0% - 25% = Very poor 26% - 50% = Less complete 51% - 75% = Fairly complete 76% - 100% = Complete The criteria for the success of children in improving gross motor skills by participating in movement and song activities are children who get 3 stars or 4 stars in each aspect of the observation are declared successful, on the other hand children who get 1 star and 2 stars are declared unsuccessful in each aspect of the observation.

RESULT AND DISCUSSION

The data of this study were obtained from observations during the learning process at TK Sejahtera Citeko, Purwakarta Regency, both cycle I and cycle II. Observations or observations are carried out simultaneously in the learning process on teacher activities, children's activities and children's gross motor skills. After conducting research during Cycle I to Cycle II, it can be seen that there is an increase in the gross motor skills of children in Group B1 at TK Sejahtera Citeko. For more details, the comparison of values in cycles I and II can be seen in the diagram the increase runs stably Imitating the movement of the song. Improvement of children's gross motor skills In Cycle I, the completeness value reached 44% or 4 children who participated in movement and song activities and had increased their gross motor skills. Each indicator also scored below the specified target.

Before conducting the research, the researcher made observations to find out how the gross motor skills possessed by children aged 5-6 years at TK Sejahtera Citeko. This observation activity was carried out on October 15, 2016. Based on the results of observations made to children regarding gross motor skills in children aged 5-6 years in the Citeko Prosperous Kindergarten, it is still not optimal. In terms of walking with various variations and combining arms and legs together, children aged 5-6 years at the Sejahtera Kindergarten, Citeko, still experience difficulties. This can be seen when the children line up in front of the class. Before entering class, the children line up in front of the class while singing songs. Here it is still clear that the child still has difficulty walking with variations such as walking in place, walking to the right and left and walking back and forth and combining hands and feet. There are still many children who are silent and do not move their legs, arms and body according to the teacher's instructions. When the teacher gives an example of walking in place while clapping their hands, there are still many children who experience difficulties. There are children who only walk forward and don't want to go backwards, there are children who only move their feet, there are children who only clap their hands and there are also children who just stay silent. Based on the data above, the writer then carried out pre-action activities before carrying out the first cycle to determine the child's initial ability to carry out creative dance activities. The following is an explanation during the pre-action activities: This activity is carried out in the Apple classroom for children aged 5-6 years. The number of children who took part in the creative dance in the pre-action activities was 9 children. Learning activities begin when starting to enter the classroom. The teacher greets, and leads the reading of daily prayers, study prayers and asks how the child is doing. After that the teacher takes the child's attendance sheet. The teacher informs the children that on that day they will learn dance with the writer. Next, the class teacher introduces the writer to the children, the writer says hello, and asks how the children are doing that day, then introduces himself that today the writer will teach dance to the children. Then the children are asked to line up and stretch their arms so that during the dance they do not collide with each other. At this pre-action meeting, the writer and the teacher taught dance movements to children without prior music accompaniment. This is because children know and recognize dance movements. The movement that was first taught was the walking movement in place with both hands on the waist and turning the head to the right and left.

The next movement is the right hand on the right ear as if picking up the phone and the left hand on the left waist, then swinging both arms and legs to the right and left, then both hands showing three fingers and swinging their arms and body while walking to the right and left. Then the feet walk in place, the right hand is swung forward, then the body faces to the right and the right and left hands are like holding a hoe and are swung back and forth like a person hoeing, the legs are moving forward and backward according to the movement of the hand hoeing. The next movement is to walk in place then the two forefingers point towards the

shoes, then the three fingers right and left are placed on the ears while the feet are on tiptoe, the body is facing left, the left hand is swung forward and moves like washing clothes. The count used is one to four. Movement is repeated until all children imitate. Furthermore, both hands on the waist while turning the body backwards clockwise and vice versa, then the right and left hands are swung and rotated to the right then the left hand is swung to the left and rotated. The last movement of this creative dance activity is to repeat the movement from the beginning until the washing clothes stop. After completing the dance movements, the activity is closed with greetings.

The first indicator is running stably as much as 78% and the second indicator is imitating the movement of the song as much as 66%. After carrying out the first cycle, the research results did not meet the standards of children's learning success, so corrective actions were carried out again in the second cycle. The results obtained from Cycle II, the completeness value reached 77% or 7 children met the criteria to be included in the very good criteria. Each indicator has a value of 94% running stably and 77% imitating the movement of the song. In Cycle I, the observation data of the learning activities carried out by the teacher was 73%, while from the observation data on the behavior of children obtained by the researcher, the value obtained was 66%. Completeness of learning in children's gross motor skills reached 44%. Then after the improvement in Cycle II began to appear there was an increase. In Cycle II, the score on teacher activities was 85%. The results obtained from the observation of children as much as 77%. The gross motor skills of children in Group B1 of TK Sejahtera Citeko, Purwakarta Regency, before the action was carried out were relatively low, only reaching 33% or out of 9 children only 3 children were actively participating in movement and song activities. After the action was taken, there was an increase, namely the change in results from cycle I to cycle II.

Event dance creations in this study is the provision of treatment (treatment) is performed continuously 12 times. Treatment in the form of teaching the movements in the dance given in the experimental group. One of the dance movements that give the movement of hands swayed back and forth to the right and to the left alternately, moving the right hand to the right and left hand to left by moving your feet to the right and to the left alternately, raise your hands to rotate driven and both hands on the head. The purpose of giving this treatment is to see and find out if the art of dance creations were able to improve gross motor development of children aged 5-6 years. The results of this study can not be separated from the concept that gross motor movement is performed involving most parts of the body, thus requiring greater exertion (Astuti, 2013). The results of this study are also consistent with the theory of Tjateri (Rohmah, 2013) stating gross motor development of children can be affected by several factors, including factors that skilled, effect on certain motor skills, can be body size, physical growth, nervous system, strength and body weight and environmental factors, effect on the development of motor skills, the motivation to move, due to stimulation from the environment.

CONCLUSION

Based on the results of research that has been carried out by researchers in the learning process, it can be concluded that: 1. Through movement and song activities can increase teacher activity in improving children's gross motor skills in Group B1 TK Sejahtera Citeko, 2. Through movement and song activities can increase activity children in improving children's gross motor skills in Group B1 TK Sejahtera Citeko Purwakarta Regency. 3. Through movement activities and songs can improve the gross motor skills of children in Group B1 TK Sejahtera Citeko. Based on the results of research that has been done that the increase in gross

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motor skills of early childhood in TK Sejahtera Citeko can be increased by movement and song activities. This can be seen from the comparison of the results of observations that have been made in the pre-action, cycle I, and cycle II whose results have increased significantly. From the results of the study showed an increase in %. Completeness of learning in children's gross motor skills reached 44%. Then after the improvement in Cycle II began to appear there was an increase. In Cycle II, the score on teacher activities was 85%. The results obtained from the observation of children as much as 77%. The gross motor skills of children in Group B1 of TK Sejahtera Citeko, Purwakarta Regency, before the action was carried out were relatively low, only reaching 33% or out of 9 children only 3 children were actively participating in movement and song activities. After the action was taken, there was an increase, namely the change in results from cycle I to cycle II.

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