

IMPROVING GROSS MOTOR ABILITY USING THE PLAYMAT METHOD IN GROUP B2 AT SEJAHTERA KINDERGARTEN CITEKO PURWAKARTA DISTRICT

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Abstract. This research to improve children's gross motor skills through playing playmat activities in group B2 children at TK Sejahtera Citeko Plered for the 2022-2023 academic year. Based on the background of the problems in this study, there was low gross motor development in the school, so the researchers created learning media in the form of a playmate that could be used to improve the gross motor aspects of children aged 5-6 years. This type of research is classroom action research (CAR), the subject of this research action is group B2, which consists of 13 children. This research is collaborative between researchers, class teachers, and school principals. Data collection uses observation, documentation of children's work and field notes. This classroom action research was conducted in 2 cycles, each cycle consisting of 2 meetings. The procedure in this research consists of four stages, namely planning, implementing, observing, and reflecting. Data were analyzed using comparative/comparative techniques, namely comparing the results achieved by children with performance indicators. The research results show. that there is an increase in children's gross motor skills through playing playmat activities in each cycle. The children's gross motor skills increased from pre-cycle 40.25% to 54.58% in cycle I. In cycle II, their abilities increased to 72.54%. The conclusion of this study is that through play mat activities can improve children's gross motor skills.

Keywords: Gross motor skills, play mat, early childhood

INTRODUCTION

The world of early childhood education is a world that cannot be separated from play and games. The game is one of the right ways to develop a variety of children's skills, both in terms of cognitive, affective, and psychomotor according to their age stage. Interesting games can be used as a medium for children to learn many things, but in reality at this time many teachers in kindergarten do not understand suitable activities so that children can develop their skills optimally, for example by using activities that only use kindergarten magazines (Mualli et al., 2022). Learning that uses magazines cannot fully maximize student development,

because magazines cannot explore aspects of child development and children feel bored with these activities. It is better if learning activities are carried out in a more varied manner so that children can more easily absorb the learning being taught and if the media being taught is in accordance with the theme, then the child will explore more with various kinds of activities (Martinis Yamin, 2013). In carrying out learning in Early Childhood Education (PAUD) learning should be oriented towards children's needs where learning activities are always oriented towards children's needs, then learning in early childhood is also inseparable from play activities because through play children can explore, discover, utilize, observe, ask, and make decisions (Saroinsong et al., 2022). In addition, learning in early childhood must also be supported by a conducive environment, educators should create a pleasant environment for children by paying attention to safety and comfort that can support learning activities through play. Learning should always use educational media that can make children feel happy in participating in learning activities at school (Wiyani, n.d.).

Based on observations made on children aged 5-6 years at Sejahtera Citeko Kindergarten, children's gross motor skills are not fully developed, this can be seen from the majority of children when carrying out activities. Children do not use gross motor skills, namely using muscles, such as running, jumping, climbing, kicking and so on. Whereas in developing gross motor skills it is very rarely done, in developing gross motor skills the things that are usually done by teachers are activities such as gymnastics, dancing. With only that thing to do the children also feel bored so when given activities like that the children are just playing around and don't do it properly (Gunarsa, 2008). The gross motoric development of Citeko Prosperous Kindergarten children is still low, this is indicated by the children running and jumping to pick up objects or hold objects that still need assistance. This is very visible when children do running competitions (Seriadi, 2019). There are several stimulations, seeing from the fact that the gross motor skills of children in the Citeko Prosperous Kindergarten are still low, the researchers will conduct a study entitled Improving Gross Motor Abilities Using the Playmat Playing Method in the Prosperous Citeko Kindergarten.

Playmat Educational Teaching Aid is a game media designed for the benefit of children's education and learning. This game is designed from flexi china material with a size of 3x4m which will be used as a learning medium that functions to improve gross motor skills from early childhood to school age (4-12 years) (Hasan et al., 2021). Children's gross motor development is the ability to grow and develop in children's movements, which is also in line with the maturity of children's nerves and muscles. This development will continue to develop according to the age of the child. Children's gross motor skills are an important part of the child's development process. The results showed that almost 45% of children under five in developing countries experience disorders and delays in growth and development on the motor side, both gross and fine motoric which results in disruption of coordination, control and relationships of the body's muscles (Asmuddin et al., 2022).

RESEARCH METHOD

This study uses a class action research design (CAR). The determination of the research design was based on the researcher's desire to improve the mathematical abilities of Citeko Prosperous Kindergarten children. This type of research is Classroom Action Research (CAR) (Sugiyono, 2012). Classroom action research is intended to improve the quality of action through the process of diagnosis, planning, implementing, monitoring, and studying the effects it causes. The subjects of this study were group B2 children aged 5-6 years at Sejahtera Kindergarten Citeko, totaling 13 children, consisting of 8 boys and 5 girls. This research was conducted on group B2 children in the 2022/2023 school year.

This research was conducted in 3 cycles. Each cycle consists of 4 stages, namely: Action Planning, Action Implementation, Observation/Observation, and Reflection (Fitrah, 2017). The pre-cycle will be held in October 2022. The teaching and learning activities have carried out group activities. Before carrying out the pre-cycle, the researcher made a Daily Learning Implementation Plan which was attached, an observation sheet, a checklist sheet for measuring children's fine motor skills, observing children's activities and teaching and learning activities from the time the child entered to school. Before carrying out the research action (cycle), the researcher made initial observations (pre-cycle), so the average score of the child was obtained, namely 33.58, with the lowest score being 22 and the highest score being 48. In this pre-cycle, the percentage of children's learning completeness was as many as 2 children (16.7%) have completed and as many as 10 children (83.3%) have not completed. From the results of pre-cycle observations, it shows that the target percentage of learning completeness is 90%, so researchers will continue research and teaching and learning activities to improve children's fine motor skills with CAR steps through play mat activities.

The Implementation of Cycle I was held in 3 meetings. In this study, learning was carried out in two cycles. To further develop gross motor skills individually, each cycle was carried out in three meetings. The planning stages in cycle I include the following: 1) Before carrying out actions or learning activities, researchers and class B2 teachers (collaborators) have made preparations. Researchers have prepared daily learning implementation plans, observation sheets of children's activities, assessment sheets of children's motor skills as well as tools and materials used in playmat playing activities; 2) Implementation of learning is done with a scientific learning model and demonstration methods, lectures and questions and answers. The class teacher also functions as an observer when the researcher invites the children to play palymat; 3) Observation of Cycle I Actions Based on the actions taken conducted in cycle I three times. The results of the gross motor skills assessment of group B2 Sejahtera Kindergarten Citeko obtained in cycle I, namely, the number of children who completed were 5 children and the number of children who had not completed were 8 children.

Implementation of Cycle II was held 3 meetings to further develop gross motor skills individually. Subjects of Classroom Action Research which were carried out at Sejahtera Citeko Kindergarten Semester I of the 2022/2023 Academic Year. There were 13 students in group B2 consisting of 8 boys and 5 girls. The object of Classroom Action Research in Citeko Prosperous Kindergarten is group B2 aged 5-6 years, totaling 13 children.

RESULT AND DISCUSSION

Children's gross motor skills before action is not optimally developed. By implementing the action of playing playmat activities using playmat media by combining them, it has increased. The percentage of children's completeness has reached 90%, which means that the gross motor skills of children in cycle II have met expectations so that learning does not need to be continued in cycle III.

It can be seen that the average score in the Pre-Cycle is 33.58 with a classical learning mastery of 16.7% with very low criteria. In Cycle I it increased to an average score of 41.38 with classical learning mastery of 41.66% with moderate criteria. In Cycle II it increased with an average score of 49.94 with a classical learning mastery of 91.66% with very high criteria. Thank God, in cycle II, everyone played meronce so that the children at the Citeko Prosperous Kindergarten were enthusiastic about playing the playmat, and their results increased from the previous results. After seeing the results of the children's gross motor skills above, it can be

concluded that playing playmat activities using playmat media by combining them can improve children's gross motor skills. The increase is seen in each cycle. This research was a class action research conducted in two cycles, namely cycle I and cycle II. Each cycle consists of planning, action, observation and reflection. Each cycle consists of 3 meetings. Cycle II is an improvement from cycle I. The gross motor skills of group B2 TK Sejahtera Citeko children at their initial ability or before action is taken have not developed optimally. Based on the results of research that has been carried out in 2 cycles, each cycle of 3 meetings in group B2 TK Prosperous Citeko, totaling 13 children, it can be seen that the average score in the Pre-Cycle is 33.58 with classical learning completeness of 16.7% with very low criteria. In Cycle I it increased to an average score of 40.25 with classical learning mastery of 54.58% with moderate criteria. In Cycle II it increased with an average score of 49.94 with a classical learning mastery of 72.54% with very high criteria. The results showed that there was an increase in children's gross motor skills in the pre-cycle, cycle I and cycle II. The increase obtained has reached the learning completeness target of 90%. Through playmat activities in learning, children are very enthusiastic about doing it, children have independence and are not scrambling when queuing at the starting point.

CONCLUSION

Based on the results of the study it can be concluded that through Playmat activities it can improve the gross motor skills of the children in Group B2 TK Sejahtera Citeko. Based on the results of observational data that has been obtained that the gross motor skills of children in each cycle experience development. This can be seen from the average score in the Pre-Cycle, which is 33.58 with a classical learning mastery of 16.7% with very low criteria. In Cycle I it increased to an average score of 40.25 with classical learning mastery of 54.58% with moderate criteria. In Cycle II it increased with an average score of 49.94 with a classical learning mastery of 72.54% with very high criteria.

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