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**Development of Compact Disc Motion and Song Learning  
to Improve the Physical of Early Children**

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**Abstract**

Early childhood is an individual who is developing a process of growth and development that increases when facing development due to an early age. This study aims to develop a compact disk of learning motion and song to improve the physical motor skills of early childhood. The method used is Research and Development (R&D) with a 4-D model. This research was conducted at TKIT Adzkie III Kuranji in Padang. In this study, the stages of validation, practicality, and implementation were carried out. The validity test results obtained an average of 86.22% through the practicality test the teacher's response reached 92.18% and 94.43 for the observation of children's learning, the effectiveness of the learning activities reached 95.41% and the learning outcomes of the children's learning 87.35%. Based on these results, the developed compact motion learning and song disc media can be used and practically applied in kindergartens.

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## INTRODUCTION

Early childhood is a very important period for the subsequent development of life because at an early age is a sensitive period or the golden age following the opinion (Hurlock, 1980) childhood determines adulthood, as the morning predicted the new day of the first years is a critical time for children's development. Pact of parents and the environment influences early childhood development. (anik tri kustiani, 2019) meanwhile in mufida's opinion in (Sari, 2018), early Childhood is an individual who is undergoing a process of rapid growth and development even said to be a developmental leap because early age is said to be golden age (golden age).

Early childhood education is one form of application of education that emphasizes the basic foundations towards growth, development of physical coordination of soft and hard motor skills, and intelligence (mind, creativity, emotional intelligence, and spiritual intelligence (Rakimahwati, 2014). while development at an early age covers physical and motor development, cognitive, social emotional and language according to ebbeck (Suryana, 2018) is the most intense and busiest growth period, while aspects of development that exist in children include: cognitive, physical motor, and (social) aspects emotional (Yaswinda, Yulsyofrien, 2018) every aspect must be well developed and in accordance with the development stage development aspects and abilities of early childhood consist of the development of physical, cognitive, linguistic, social, religious, moral and artistic abilities.

This time the process of growth and development in various aspects is undergoing a rapid period in the span of development of human life. One aspect that needs to be stimulated in kindergarten is the physical aspects of motorists. Early age is an age that is quite decisive in the growth and development of children. according to law no. 20 of 2003 in the law of teachers and lecturers is: "a coaching effort aimed at children from birth to the age of six years conducted through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education".

Early childhood is a unique individual, which is different from one another, both from the physical, abilities, needs and so forth that makes early childhood a unique individual, in line with opinions (Suryana, 2013); (Widiastuti, 2012) states that the human era has a uniqueness that needs to be considered by adults, early children

are unique in their potential and their services also need to be serious so that each potential can become a foundation in treading the next stage of development.

Early childhood is in the age range of birth to eight years. Early childhood education basically includes all efforts and actions taken by educators and parents in the process of care, care, and education for children by creating an aura and environment where children can explore experiences that provide opportunities for children to know and understand learning experiences that are obtained from the environment through observing, imitating and experimenting which takes place repeatedly and involves the full potential and intelligence of children.

Following the uniqueness and growth of early childhood, the organization of education for early childhood is adjusted to the stages of development experienced by early childhood. early childhood education efforts are not only in terms of education, but the implementation of early childhood education is carried out in an integrated and comprehensive manner. Therefore early childhood is a unique person and passes through various stages of the child's personality development.

Based on the opinion above, the conclusion is that early childhood has an age range from birth to eight years. Early childhood needs supervision and directed education according to its uniqueness because children tend to imitate adult activities. Age education

Physical development is the growth and change that occurs in a person's body. The most obvious changes are changes in the shape and size of a person's body. Motor development (motor development) is a change that occurs progressively in control and the ability to make movements obtained through the interaction between maturation factors (maturation) and training or experiences (experiences) during life that can be seen through changes/ movements made. (Fitriani, 2018)

Motor development is divided into two, namely: gross motor and fine motor. Gross motor is a movement/ activity that uses large muscles or even entire limbs. Fine motor skills are abilities related to physical skills that involve small muscles, (Rakimahwati, 2014). Along with the physical development of children who are mature, the child's motor development can be well coordinated. Every movement is aligned with the needs, therefore the age of 5 to 6 years is an ideal time to learn skills related to motor skills.

The characteristics of motor physical

development of children aged 5 to 6 years are as follows: physical body looks tall, able to walk backwards, jump, run, like to move and eye and hand coordination is greatly improved (K. Eileen Allen, 2010). According to (Samsudin, 2008), there are three categories of movements in gross motor that can be done by children, namely locomotor, non-locomotor and manipulative locomotor ability is used to move the body from one place to another or to lift the body like jumping and jumping. Other movement abilities are walking, running, skipping, jumping, gliding, prancing and running like a running horse.

While non-locomotor the ability to move parts or limbs such as the head, shoulder, arms, waist, legs without moving. this activity can be in the form of movements to push, pull, swing, bend, twist, stretch, lift, bend, lift one leg etc. Manipulative this ability is the ability of children to use objects, tools or media in moving. this tool or media can be treated by throwing, swinging, lifting, pulling, rolling, and others. normal motor physical development will be able to achieve from the characteristics of motor physical development following the stage of the child's age.

Motion and song learning is an activity that is very easy to implement and can develop aspects of learning as well as developing the physical abilities of motor children in early childhood, the significance of motion and song learning will have a positive impact, namely developing intelligence in children (Resa, 2018). The reality is in the field not all motion and song learning is in accordance with the learning theme set by the school, usually all the motion learning activities and songs are taken by the teacher from existing songs even though they are not in accordance with the learning theme, for example, my balloon song while the theme is my family's learning, the second problem for motion and song activities is still using adult songs not in accordance with age and learning themes for early childhood. Motion and songs that are in line with the learning theme will be able to develop physical motor skills of early childhood, Compact disc learning of motion and song is a set of learning that is systematically arranged to help the implementation of early childhood learning processes.

Motion and song learning is an activity in playing while learning and learning while playing, activities carried out through movements and songs are expected to please the child while touching language development, sensitivity to musical rhythm, motor development, self-confidence (Whidiawati, 2011). Meanwhile, according to the opinion (montessori, 2015) doing

movements and songs will produce a breathing exercise that will strengthen the lungs and become a series of exercises such as movement to wear clothes, plant seeds, and others.

Therefore it is necessary to have an activity that can train early childhood educators in providing stimulation to children through movements and songs, namely non-daily movements, among other things, with the spontaneity of their waddle along with the regularity of the songs we sing. or if a child gets an item that is his dream and dreams all day long, so along with the achievement of that item's dream, the child will surely dance.

For this reason, the importance of learning motion and song for early childhood in practicing the sharpness of the child's hearing and concentration power, especially in the aspects of emotional intelligence, musical intelligence, and kinesthetic intelligence. gross motor and fine motor, to improve/ develop the ability to process, control body movements, improve skills and healthy ways of life to support healthy, strong and skilled physical growth learning is a process that provides opportunities for children to develop their potential which is increasingly increasing with the preparation of media and learning resources (Rusman, 2017) learning the process of interaction between teacher and child using learning media (Rusman, 2013).

Learning is to create appropriate teaching materials following needs. In relation to the development of multimedia learning products is to facilitate and improve teacher performance in the learning process (Putra, 2015) meanwhile, according to (rocma, 2012) learning for young children is the laying of the foundation towards the growth and development of physical, language, intellectual, social-emotional as well as all intelligence. Organized early childhood must be able to accommodate all aspects of child development in a pleasant atmosphere and cause children's interest.

Learning is a process carried out by the teacher in interacting and providing opportunities for children to develop all aspects of mining by using media that supports children's growth and development. learning is a process of interaction between teacher and child by using learning media to provide meaningful learning to children.

Compact disc of motion learning and songs for the physical development of motoric early childhood specifically the Compact Disc developed can be described as follows: provide a description of the movements and songs in accordance with the learning theme, produce motion

learning and songs in the form of compact discs, produce motion learning and songs that can develop motor physical kindergarten children. Compact disc learning is a form of multimedia in which there is content learning material presented in the form of audio, video, text, animation, into a synergistic and symbiotic unity that results in better benefits for users (Santosa, 2014).

Learning is to create appropriate teaching materials following needs. Concerning the development of multimedia, learning products is to facilitate and improve the teacher performance in the learning process (Putra, 2015). Based on some of the above opinions, learning disc compact is all forms of multimedia elements in which there are learning materials in the form of videos, animations, and songs that can provide more benefits for learning for children.

## METHODS

Research and development or in English is called research and development research methods used to produce certain products and test the effectiveness of these products. Development research has a purpose in its application as stated by (Setyosari, 2015) explains that the purpose of conducting development research is to assess changes that occur in a period through certain methods and observe a group of subjects for some time. Meanwhile, in the opinion (Sugiono, 2015) development research aims to produce a product that is considered important and shows the interests that are worthy of being produced and carried out. The research design used in this study is a 4-d (four d models) model development research design according to Thiagarajan in (Trianto, 2010). This includes 4 stages, namely the stage of defining (defining), design (design), and development (develop).

## RESULTS AND DISCUSSION

The results of the validation of the motion and song learning compact disc by the validator, validity analysis using a Likert Scale based on a modified validity sheet from (Riduwan, 2009) some opinions from the validator about the products that are validated: 1. Product lighting needs to be improved, choreographed costumes do not match, song music is recommended to use music recorded directly from the recording studio, so that the music on the recording is not interrupted, while for linguists there are several song lyrics are removed, for the motion is in accordance with the song, the product needs to be revised again In

general the results of the validation of teaching materials for the aspect of content eligibility can be an average for each statement between 96.66% are in the valid category, meaning the suitability of teaching materials with competence Core (KI) and Basic Competency (KD), learning compact disc Motion and song themes include themes, Core Competencies (KI), Basic Competencies (KD), indicators, and lesson objectives.

The results of the validation of the linguistic aspects have an average overall validity of 84% with a valid category. Thus it can be said that the motion and song learning compact disc contains the clarity of information contained in the motion and song learning compact disc following the correct and correct Indonesian conventions. The next aspect assessed in the validation stage of the motion and song learning compact disc is the presentation aspect. Validation results for each statement on the presentation aspect have an overall average of 78% with a valid category. The design of the compact disc learning display of motion and song is interesting and not monotonous. The conclusions from the results of the analysis of the compact disc of motion learning and song as a whole to the compact disc of motion learning and song to improve the physical motor skills of young children in kindergarten are valid and ready to be tested.

After the motion and song learning compact disc is declared valid, the next step is to conduct a trial to find out the practicality and effectiveness of the motion and song learning compact disc developed. The practicality of the developed motion and song learning compact disc can be seen from the observation sheet of the learning implementation and the results of the teacher response questionnaire analysis.

The results of observations of the implementation of learning include the initial, core and final activities following the steps of the compact disc learning motion and song with an average of 94.43% included in the category of very practical. Teacher responses are given to find out the opinions of teachers towards the learning tools that have been developed. The retrieval of this response is done by using the teacher's questionnaire response instrument.

The results of the data obtained from each teacher's questionnaire responses to the practicality of compact disc learning of motion and song are in the very practical category with a percentage of practicality 92.18%. This means that the compact disc of motion and song learning developed has practicality. Motion learning and song compact discs make it easier for teachers to attract

children's interest in learning, motion learning, and song compact discs make it easier for teachers to help children understand learning material. Product Effectiveness. The developed learning and motion compact discs are seen based on the results of the questionnaire analysis of learning activities and results in children's learning, motion learning, and song compact discs can be said to be effective if they have good effects or effects on the achievement of learning goals.

The effectiveness test is carried out after the product is declared valid and practical. The effectiveness of the compact disc of learning motion and song in this study, can be seen from the assessment of the results of the questionnaire analysis of learning activities and learning outcomes of children during the learning process, namely in the form of assessment of children's learning activities and outcomes after using the learning and motion compact disc produced. For the learning outcomes of children's learning activities on average 95.41 % whereas for learning outcomes of children with compact discs motion learning and songs an average of 87.35%. It can be concluded that the activities and learning outcomes of children show a very effective category using compact discs of motion and song learning.

The results of this study can be seen from the following table:

Aspect		Percentage	Category
validity	Content	96,66%	Very Valid
	Language	84%	Very Valid
	Affiliation	78%	Valid
Practicality	Implementation of learning	94,43%	Very practical
	Teacher response	92,18%	Very practical
Effectiveness	Learning activity	95,41%	Very active
	Learning outcomes	87,35%	Very active

## CONCLUSION

Based on the development and trials that have been carried out on the motion and song learning compact discs in kindergartens at 5-6 years of age to improve motor physics of early childhood, from the aspect of validity this shows that the motion and song learning compact discs

have valid criteria This is consistent with the results of validation from expert validators and validators from education practitioners. These results illustrate that the compact disc of motion learning and song to improve the physical motor skills of the early childhood that has been developed has been valid and can be used in the learning process.

Practical results show that the compact disc of motion and song learning is very practical. The effectiveness of students shows that the development of motion and song learning compact discs to improve physical motor skills of early childhood for children aged 5-6 years has been declared effective for improving physical motors of early childhood. Based on these results, it can be concluded that the motion and song learning compact disc is declared valid, practical, and effective. Because of this, it is hoped that this motion learning and song compact disc can be used or used as a reference in motor physical development for children aged 5-6 years in kindergarten

This research is a research on the development of compact disc learning motion and song to improve the physical motor skills of early childhood in TKIT Adzkie III Kuranji Padang on the theme of the need for sub-themes Clothing and food. Based on the development, testing, and dissemination conducted, the researcher can conclude several things, as follows: (1) the motion and song learning compact disc produced in this development research is valid and in essence, the learning disc of the motion and song teaching material meets the requirements both in terms of content, language, and design. (2) The motion learning and song compact disc produced in this development research can be stated to be very practical from the results of the teacher response analysis, meaning that the learning and movement song compact disc can already be easily understood by the teacher who will use it. (3) The compact disc of motion and song learning produced in this research development has been declared effective by observing the activities of children with very active criteria. This is evidenced by the results of the increased activity of children in learning activities with the criteria of achieving completeness greater than 75%.

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