



Gross Motor Skills of The Children's Group A Judging From Demonstration Method of Motion and Song in Kindergarten Pertiwi Nusa Indah

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Article Info

Received April 2016
Accepted May 2016
Published June 2016

Keywords:
methods demonstration
motion and song; gross
motor skills; group a

Abstract

Gross motor skills can be developed through a variety of interesting ways, one of them using a demonstration of motion and song. Demonstration method of motion and the song is a method that combines motion demonstration accompanied by the song to practice gross motor skills of children. The aim of this study was to determine differences in gross motor skills of children in group A in terms of methods of demonstration of motion and song. This study used an experimental method, with samples in TK Pertiwi Nusa Indah as an experimental class and TK Pertiwi Flamboyant as the control class. The method used is the method Quasi-experimental design types of nonequivalent control group design. Results of *t*-test calculation of independent sample *t*-test obtained *t* count equal to -17.318 with Sig. (2-tailed) <0.05, namely 0.00 <0.05. Based on the conclusion that there are differences in gross motor skills of children in group A in terms of methods of demonstration of motion and songs in kindergarten Nusa Pertiwi Indah. The conclusion that *H*₀ is rejected and *H*_a accepted.

INTRODUCTION

According to the law number 20 on the national education system with regard to early childhood education, which is written in Article 28, paragraph 1 which reads "Early childhood education is provided to children from birth to six years and is not a requirement to participate in basic education". A teacher as well as those who were around during childhood has a very important role in the growth and development of children. In the childhood it is the right time to provide important information to equip them to take further education.

In the implementation of early childhood education, teachers should stimulate all aspects of child development. Gross motor is one of the aspects of early childhood development should be stimulated with either. According to Widodo (2008), gross motor skills are body movements that use the large muscles or most or all members of the body that is affected by the maturity of the child. Various gross motor movements that reached the child is very important for later life. Gross motor skills play an important role in human physical movement in everyday life.

Gross motor skills are closely related to the motion. Early childhood should also train movements to be more coordinated and growing as expected. Motion taught in early childhood to improve children's gross motor skills are movements that increase agility, balance, coordination, muscle, and other nerves. The development of early childhood movement will not develop if it is not studied properly. An appropriate stimulus is needed in learning movement in early childhood that can gross motor skills develop well.

This adults, it can be witnessed by many institutions of learning that focuses on calistung. Parents and teachers are many who wish that their children can read, write and count in the earliest possible age. So that important aspects to be developed, such as gross motor aspect often overlooked. As a result, many children who have not mastered the various movements with good gross motor skills. In fact, learning gross motor skills used in early childhood are still using are boring method. It also causes children lazy to move and develop gross motor through the activities given by the teacher. The lack of creativity of teachers to develop gross motor skills of children is also a cause of the gross motor skills of children who tend to be low and not growing as expected.

It is, evident from the observations of the child group A in kindergarten Pertiwi Nusa Indah and in the group A of kindergarten Pertiwi

Flamboyan subdistrict Gebog, Kudus. Still found a teacher learning that utilizes magazines, picture books, book boxes, and pencil. Teachers not provide activities that stimulate children's gross motor skills. Lack of facilities and space to practice gross motor skills of children is also a cause of the lack of gross motor skills of children.

Therefore, the importance of some fun and interesting to train the gross motor skills of children. One activity that is fun and exciting for children is the method of demonstration movement and song. Astini, Gede and Raga (2013) states that: "demonstration activities are activities that can illustrate in explaining information to children". According demonstration activities more attractive and stimulate attention as well as more challenging because children can see immediately when the event occurs. By using the demonstration method is also more effective to increase the power of thought to improve, knowing, remembering, and evaluative thinking.

The provision of demonstration methods of motion and tracks the children in group A was conducted over 12 times conducted before the learning begins. By granting the motion and song demonstrasai method is expected to improve the gross motor skills of children in group A with a method that is interesting and fun. So that children are interested to practice gross motor skills.

Problems in this study is Are there differences in gross motor skills of children in group A in terms of methods of demonstration of motion and song ?. While the purpose of this study was to determine differences in gross motor skills of children in group A in terms of methods of demonstration movement and song.

According Kurniadi (2015) gross motor can develop by media bola tangkup. According Astini (2013), gross motor skills are skills gestures in harmony and instrumental to achieve a balance that support the movement of the child.

According Moeslichatoen (2013) explain the meaning of the demonstration method is a way of showcasing, demonstrating an object, and the process of an event or events. In this method, the teacher gives an example to the students so that the students can imitate the purposes of the teacher, so the teacher will be easier to teach a child. Because a child can see directly, so the child will be easier to understand.

According Soetjiningsih (1995) there are things that must be considered in stimulating gross motor early childhood. These things are:

a. Extra energy

Considerable energy is indispensable in

stimulating gross motor skills of children. By the time children do activities related to gross motor that works is the large muscles, so extra energy is needed in stimulating gross motor skills of children.

b. Time

Sufficient time is needed for children in play activities. Children need quite a long time for children to express themselves with various activities.

c. Plaything

Tool good game for children is a tool that is suitable for his age. Game tools that are used must also be safe.

d. Room to play

The room used to play the child must meet the standards. The room must have a sufficient area to move, safe and convenient for children to express themselves freely.

e. Knowledge of how to play

Children understand ways to play through a variety of sources. Can of his friend while playing, try or imitate the activities of others.

f. Playmates

Friends play must be considered in the child's activities. Friends play a very big influence on early childhood development.

According to Sasi (2011), the basic motion capability is useful and necessary capabilities of children in their everyday lives. Further according to Samsudin (in Sasi, 2011: 47) moves the activity or condition of kindergarten children is very high (dominant) based on the observation of 70-80% of kindergarten children in moving the learning process.

According Wulandari (2011) songs for children aged 4-6 years have differences in the number of words when compared with children aged under. According to him, songs for children aged 4-6 years can use more words than children aged 0-3 years. Demonstration method of motion and movement made the song is based on a song lyric children played. Poems contained in the song will lead children to do the movement is in the song. Movement made an interpretation of children to the songs. With songs, children will be more enthusiasm in doing movement and more keen to move his body. The song used in the method of demonstration of motion and this song is a song gymnastics happy healthy given to children in group A Nusa Pertiwi Indah. The duration of treatment was for 10 minutes at each meeting. The provision of demonstration methods of motion and track learning activities carried out before the core begins.

RESEARCH METHODS

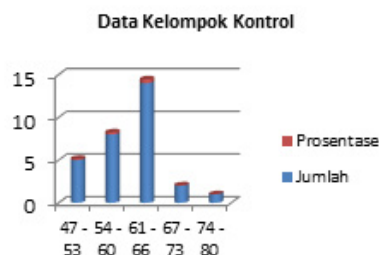
The method used in this study is an experiment, because this study to test the effectiveness of a media in supporting one of the aspects of child development. The design study is Quasi-Experimental Design types Nonequivalent Control Group Design, for researchers to control two different external variables, namely the experimental group and the control group. Sampling using cluster random sampling. Based on the sampling has been done Nusa Indah Pertiwi TK chosen as the experimental group and TK Pertiwi Flamboyan as a control group.

The independent variable in this study is the gross motor skills, while the dependent variable is the method of demonstration movement and song. Researchers method of data collection using participant observation (participant Observation) with active participation methods to collect the data needed in research. Researchers are also documenting that the captured data did not experience an error.

RESULTS AND DISCUSSION

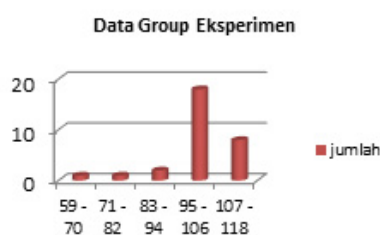
Data obtained from the results of tests performed in the control group. Test data from a control group of data to determine the level of early children's gross motor skills. Research in the control group, performed on a group of children in kindergarten Pertiwi Flamboyan the number of 30 children. Based on research that has been done, the result ability control group of 30 children at a certain scale range. Yield data control group showed 16% of children at a very low criteria for the number 5 children. Followed by a low berkriteria child with a percentage of 27% the number of 8 children. 47% of children berkriteria being the number of 14 children. Then followed the high berkriteria child with a percentage of 7% with the amount of 2 children. And at the very high criteria for the percentage of 3% there is one child. Results of the data acquisition will also be presented in the form of a bar chart as follows:

Diagram 1. Data Control Group



Next, the data in the control group will be compared with the data in the experimental group. Research in the experimental group performed in kindergarten Nusa Pertiwi Indah, Kauman Besito Village, District Gebog, Kudus. The number of respondents who included also the same as the amount that is included in the control group of 30 children. In the experimental group, the researchers only do treatment for 12 times and then tested for gross motor skills to obtain data. Results of the data obtained would be comparable whether there are differences in gross motor skills of children in group A in terms of methods of demonstration movement and song. Based on tests conducted by researchers, it can be concluded there is one child in the criteria for very low percentage of 3%, while in the low criteria are 1 child with a percentage of 3%, followed by 2 children under the criteria of being with a percentage of 60%. And lastly there are 8 children in a very high criteria with a percentage of 27%. Having in mind the test results in tabular form, the researchers will also present the results of the test in the form of the following diagrams:

Diagram 2. Data Group Experiment



Results of the test value data obtained in the control group had a total value of gross motor skills beginning of 1815, while the experimental group number of the total value of 3029. So that the test scores in the experimental group was higher than the control group. Based on the test results, then there is a difference between the experimental and control groups by 1214.

Based on the results of hypothesis testing, test results data between the experimental group and the control group can conclude that there are differences in gross motor skills are significant in terms of the method of demonstration of motion and songs for children group A. This is indicated by a score of gross motor skills in the experimental group more higher than the control group.

In the hypothesis test results, obtained that H_0 is rejected and H_a accepted. This proves that the experimental group experienced an increase in gross motor skills higher than the control group. In the control group gained an average va-

lue of 60.5, while the experimental group gained an average value of 100.97 so, the experimental group had higher scores than the control group.

Analysis of the results of the experimental group and the control group using t-test Independent. With the obtained $t = -17.318$ with Sig. (2.tailed) < 0.05 , namely $0.00 < 0.05$. The difference between the results of the experimental group and the control group is influenced by the treatment performed by the method of demonstration in experimental research. This is in line with research Astini (2013), which states that the application of the method of demonstration through the art of dance can improve gross motor skills of children. Through the method of demonstration, children are more challenged and interested in doing the activities assigned by the teacher.

Motion and song also has granted benefits for the gross motor skills of children. This is consistent with the views expressed by Widhianawati (2011) which states that the activities are carried out through movement and song will delight children while touching the development of language, sense of rhythm, motor development, confidence, and courage to take risks. Activities and track motion has many benefits, according Nurjatmika (in Kamtini, 2005) some of the benefits of motion and the song is to improve gross motor skills, increase creativity, learn to socialize and work together, practicing self-discipline, concentration and train children.

Drawing conclusions from the above theory is also owned by methods demonstration of motion and song influential in developing gross motor skills of kindergarten children Nusa Pertiwi Indah. With the method of demonstration movement and song, children are more interested in developing gross motor skills. Methods granted the motion and song also not boring if children do, because basically children love songs.

Treatment is given in this study refers to the concept of early childhood development skills. Gross motor skills of early childhood should be stimulated properly, because gross motor skills are very closely related to the activities carried out daily. According Sujiono (2007) through the condition of the child's motor skills become more healthy, through the motor development of children become more independent and confident, through the motor development of children become more confident in doing all the activities because he knows his physical abilities. Stimulation of gross motor activity in early childhood must also use an interesting method, so that children are interested in doing what is given by the teacher.

In general, the results of this study suggest that the use of movement and song demonstrations method is able to improve gross motor skills. Demonstration method of movement and song gives a significant difference to the gross motor skills of kindergarten children. This is also shown by the difference in average value of the experimental group was higher than the average of the control group.

CONCLUSION

Based on the description above, it can be concluded that there are differences in gross motor skills of children in group A in terms of methods of demonstration movement and song. This is evidenced by the average score in the experimental group was higher than the average score of the control group. Calculation results of tests Independent Sample T-Test amounted to -17.318 with the obtained t Sig. (2.tailed) <0.05, namely 0.00 <0.05. Based on the conclusion that there are differences in gross motor skills of children in group A in terms of methods of demonstration of motion and songs in kindergarten Nusa Peritiwi Indah.

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