



## **The Effect Of Youtube Content Development Traditional Games In The Motor Development Of Early Children In The New Normal Era**

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### **Abstract**

The research we conducted was motivated by the findings in the field that children still know little about traditional games. So children are still not familiar with traditional games, there is a lack of direction in playing traditional games and the people around these children know little about the benefits of games for children's motor development. Parents more often allow their children to apply gadgets or smartphones, so that children socialize less with other friends. The purpose of this study was to find out the development of traditional game YouTube content in motor development in early childhood in the new normal era at TPQ Baiturrahman Jatisari. The method used is an experimental research method. The experimental design uses a quasi experimental design. The instruments used include observation sheets, pre-test and post-test. Data analysis by grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, then presenting data on each variable studied, performing calculations to answer the problem formulation, then performing calculations to test the hypotheses that have been proposed. The results showed an average score of 81.60% before and after the traditional game treatment. So, it can be said that the activity of children while playing affects the motor skills of early childhood. The development of YouTube content through traditional games has an effect on the motor skills of children aged 5-6 years. This means that traditional games can be applied in schools with a level of effectiveness through consideration as an effort to improve motor skills in early childhood. The N-Gain test has reached the expected indicator of 81.60%. This shows that the use of YouTube content development methods through traditional games can improve the motor development of early childhood. Besides that, it can be used as an alternative teacher in an effort to introduce traditional games to early childhood.

### **How to cite**

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## INTRODUCTION

### Background

Early Childhood Education is education that is held to develop skills and is also basic education, as well as full development according to the principle of education as early as possible and for the rest of life. There are several aspects of development in early childhood education, one of which is motor development. This motor development can be developed through play activities. According to Hurlock (1978: 320) Play is any activity carried out for the pleasure it generates, without considering the end result.

Traditional games are children's games that have been passed down from generation to generation, and have variations in each region, because each region has traditional games, but the names and ways to play them are slightly different. According to Sukirman, traditional games have cultural elements, because they have an influence on the mental development, nature and social life of children. Traditional games are also referred to as free sports, because most of them only use objects around them, not buying expensive tools.

Traditional games have been around since our parents were born, of course parents are able to teach their children through these traditional games, so parents don't feel confused anymore about providing their children's activities during this pandemic. Sometimes it's not because parents don't want to teach their children traditional games, especially if the parents are career parents so they rarely have time to teach their children especially in physical motor activities.

At the beginning of March 2020 there was a covid pandemic that hit Indonesia, all sectors of life were very affected by the covid pandemic. One of the affected sectors is the education sector, especially early childhood education. Especially in the realm of Early Childhood education where normally children can get to know the formal school environment freely and get to know more friends at school, now they are only allowed to do activities at home, only a little time is spent learning to do assignments from the teachers. When Early Childhood learning is diverted at home, parents suddenly have to act as teachers for their children at home. The task is to help develop all aspects of child development and also children's character education. But there are still many parents who do not understand how to educate appropriate methods for Early Childhood (Pancawati, 2020).

One of the effects of online learning for

children is that their motor development is reduced, because they do less physical activity. Even though the motor skills of early childhood are rapid development and are also clearly visible to the eye, one of them when they are doing movement and playing activities.

Bambang Sujiono, et al (2009: 3) children's motor skills at the age of 4-6 years have differences from their parents in terms of (1) how to hold, (2) how to walk, (3) how to kick/kick. In children, the method of holding is done carelessly, while adults hold objects in a special way, so that they can be used optimally. Then today's children prefer to apply gadgets rather than doing physical activity to play. In fact, if given directions and given facilities to play while learning, there are lots of games that are educational and can develop the child's motor skills.

Dwi (2020) in his research revealed that learning activities in the new normal era are certainly a challenge for kindergarten teachers. Because, this is something new in the learning process where everything needs careful preparation to carry out the learning process, so that parents don't feel anxious about their child's education. Integrating the use of offline and online traditional learning resources is a democratic decision to bridge the swift flow of electronic learning resources (e-learning) and the difficulty of breaking away from the use of learning resources used in the classroom.

Problems in the field, children still know little about traditional games. So children are still not familiar with traditional games and they also lack direction in playing traditional games. So far, TPQ has only focused on memorizing, reading, writing hijayah letters, practicing prayer. Even though TPQ in some communities is an educational institution, it would be better if it was focused on other aspects, especially on motoric aspects. What's more, the people around these children know little about the benefits of games for children's motor development. Then parents more often allow their children to apply gadgets or smartphones, so that children socialize less with other friends. Then the people exposed to the Covid-19 virus in the Jatisari sub-district have increased until now, as a result the activities carried out are of course limited. TPQ Baiturrahman activities continue every day using health protocols. Teaching and learning activities at TPQ Baiturrahman were also shortened including PAUD classes (ages 4-6 years).

From the background above, the authors took the title in this study "The Influence of Traditional Game Youtube Content Development in

Early Childhood Motoric Development in the New Normal Era at TPQ Baiturrahman Jatisa-ri”.

### Research purposes

To find out the effect of developing traditional game YouTube content in developing early childhood motor skills in the new normal era.

## LITERATURE REVIEW

### Motor Physical Nature

Nurkamelia (2019) analyzes that the physical-motor development of early childhood is a continuous process, where there is significant bone formation, growth and development of muscle and nerve movements according to the age range which will affect children's skills in moving. Development that takes place sequentially is what will become the basis of a child's motor skills in interacting in everyday life. Physical motor is one aspect of intelligence in the Standards for the Level of Achievement of Child Development (STPPA), according to Permendikbud No. 137 of 2014.

In the range of children aged 4-6 years have gross motor development characteristics, including: running and kicking the ball immediately, jumping on alternating feet, tossing a tennis ball with one hand and catching it with two hands, walking in a predetermined line, stand on tiptoe on hands on hips, touch toes without bending knees, swing one leg forward or backward without losing balance.

While the characteristics of fine motor development include: tying shoelaces, putting letters into envelopes, spreading jam on bread, forming various objects with clay, washing by drying your face without wetting clothes, inserting items into a needle's eye.

### Youtube

Youtube is one of the media that is very popular with young people today. One of the reasons for the popularity of YouTube is related to the fact that content on digital media in the form of videos is mushrooming (Nielsen, 2016; Vollmer, 2017; We Are Social, 2017). With YouTube the teacher can make interactive learning videos which are uploaded to YouTube. Children can access the video via YouTube, whose address has been shared by the teacher. However, the most fundamental thing in discussing early childhood education is also bearing in mind the current pandemic situation requires the role of parents. Therefore, parental assistance while

children are interacting with YouTube is the key to the effectiveness of the stimulation that occurs. (Warsyah, 2015) states that the use of gadgets for early childhood really needs parental assistance accompanied by dialogic communication.

One very important way to avoid the influence of negative content is to increase positive content. As for one form of positive content is content that has a theme related to education, both formal and non-formal

### Traditional game

The game is a playing situation related to certain rules and goals that produce activities in the form of purposeful actions (Misbach, 2006:5). Play applies to all children at all times, has a context of social and spontaneous relationships, and also as a means of communication between peers and their environment. Traditional is a formula, method or concept that was first born which was used by many people in their time (Intima: 2007). Traditional games are a concept of playing that is carried out spontaneously and of course there is a mutual agreement in the rules and traditional games are the legacy of the ancestors which contain social human values, foster cooperation, and have an influence on the emotional, socialization, accuracy, physical-motor aspects, intellectual (Yuliani, 2010). The other understanding of traditional games is a unique and distinctive type of game originating from a regional area (Erwan Juhara et al: 2005).

Traditional games provide a lot of benefits, namely, easy-to-obtain game tools, make creative children take the game tools around them, make creative children make their own game tools, children can hone their social skills when interacting with their friends, and train motor skills in child. Examples of traditional games include: gobak sodor, cublak-cublak suweng, bekelan, dakhon/congklak, dragon snake, clog/teklek racing, mushroom, rangku pestle, crank/Sundanese crank, and catfish sticks.

### Early Childhood Education Programs

According to Law No. 2 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that it actively develops its potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, as well as the skills needed by himself or the surrounding community.

Early childhood is classified as a child at the pre-operational stage, at this stage the child is not yet required to think logically. The character of early childhood is that they like to explore,

thus it is a way of learning to gain knowledge. In building knowledge, the things that are very influential are the way of thinking, creativity, and also the confident attitude of a child.

Early childhood education is a means for early childhood to gain knowledge and prepare children for the next level of education. As for the aspects that are developed in early childhood education, namely the social-emotional, moral and religious aspects, all of these are the development of habituation. The aspects in developing basic abilities include cognitive, language, and physical-motor aspects (Suriati, 2019).

### Covid-19 Pandemic

A pandemic is a disease outbreak that occurs simultaneously everywhere, covering a wide geographical area (all countries/continents). In other words, this disease has become a common problem for all citizens of the world (Ratna Dhel- va I.W:2021).

WHO (World Health Organization) has determined the corona virus or what is now commonly called the Covid-19 virus (Corona Virus Disease) which is the cause of the current pandemic because this virus has spread to various countries and is even called global. The disease caused by the Covid-19 virus is an infectious disease caused by the acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The disease was first identified in December 2019 in Wuhan, China. Then after that it spread globally until now.

The Covid-19 pandemic can have an impact on early childhood development, especially in motor development. Because since the onset of the pandemic, community activities have been limited, especially children, activities outside their homes are also very limited to playing with their friends. Children are also very limited in their school learning activities, even at the beginning of the Covid-19 pandemic children were given learning activities from home with their parents. This means that the Covid-19 pandemic has had a major impact on the development of early childhood, especially children whose parents work, they are not getting enough learning assistance from their parents.

### New Normal

New normal is a step to accelerate the handling of the Covid-19 pandemic in the health, economic and social realms. The language body has given the Indonesian term, namely 'New Normal'. The word Normal is actually English which has become a noun then becomes New Normal. Then the body of language makes the

equation, namely Normality, because the word normal is an adjective adjective to become New Normal. The explanation comes from the linguist Prof. Dr. Rahayu Surtiati Hidayat, University of Indonesia. New normal is a new order of life in which people can return to normal activities as before the Covid-19 pandemic, but there are still limits or things that must be considered because the Covid-19 pandemic is still there.

In this New Normal, people, especially children, are invited to get used to clean and healthy living habits, and to implement health protocols. So activities are no longer as limited as what happened at the start of the pandemic. So in this author's research, children can continue to play activities while still implementing health protocols. With the implementation of the health protocol, it is hoped that children's playing activities will not take too many risks.

### RESEARCH METHODS

The experimental design used in this study is a quasi experimental design. The type of research design used in this study is "One-Group Pre- test-Posttest Design", namely a research design that has a pre-test before being given traditional game training in the new normal era, and is given a post-test after being given traditional game training in the new normal era.

The research location was carried out at TPQ Baiturrahman Jatisari, Jl.Sumbermulyo RT.02/ RW 01, Jatisari Village, Mijen District, Semarang City, Central Java 50218. The implementation time is from 28 February to 28 March 2022 (held 3 meetings every week). This research was carried out offline.

The number of population taken is as many as 16 children. The sampling technique used is total sampling, meaning that the entire population will be used as the research sample, namely 16 children. The subjects in this study were children aged 4-6 years where these children were at the stage of motor development. As for the children who were the subject of research at TPQ Baiturrahman Jatisari Semarang City with a total of 16 children.

The independent variable in this research is Traditional Game YouTube Content Development in the New Normal Era. Meanwhile, the dependent variable in this study is the motor development of early childhood.

The research instrument used is as follows:

#### 1. Observation Sheet

The observation sheet in this study is used

to obtain supporting data on the learning process. The data obtained in the instrument is summarized at the end of each lesson. In this observation the researcher made direct observations of the research object.

## 2. Pretest and Posttest

The pre test was given to find out whether any of the research subjects already knew or even understood the activities to be given. The pre test can also be a reference for testing the level of knowledge of the subject. In conclusion, the pre test is used to determine the subject's initial ability to the activity to be given. The results of the pre test will determine the delivery of activities to be carried out later. While the post test is an evaluation after the activity is carried out. The purpose of being given a post test is to find out whether the subjects under study can carry out and understand the activities that have been given. Then the results of the pre test and post test are compared, it will be seen whether there is an influence from the activities that have been carried out.

## Data collection technique

### 1. Observation

According to (Arikunto, 2006), observation is a narrow activity, namely paying attention to something with the eyes. Meanwhile, according to psychology, observation is observation which includes the activity of loading attention on an object by using all the human senses. This observation activity is supported by using a format or list containing items about events that are likely to occur at the research location. The tools used in observation activities are: Observation notes/formats, and ballpoint pens.

### 2. Documentation

This technique is used in research to obtain data sourced from documents in the form of writing or pictures that are in the research area. The tool used in documentation activities is a cell phone camera. The documentation that has been obtained is photos of research activities, a list of names of children/students, TPQ Baiturrahman facilities, TPQ Baiturrahman operational permits.

## Data Collection Analysis

Data analysis in quantitative research is an activity after data from all respondents has been collected (Sugiyono, 2018: 147). The activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, then pre-

senting data on each variable studied, performing calculations to answer the problem formulation, then performing calculations to test the hypotheses that have been proposed.

The series of data collection carried out to analyze data based on data collection techniques and research are as follows:

### 1. Hypothesis Test

The hypothesis is an assumption about what we observe in an effort to understand it (Nasution: 2000). As for testing this hypothesis using the n-gain score test.

### 2. Prerequisite Analysis Test

The normality test was carried out to determine whether or not a distribution was normal by using the Shapiro-Wilk test on IMB SPSS21. The homogeneity test is a requirement for the second parametric inferential statistical test. This homogeneity test was carried out to test the similarity of the data group variants using the Levene test on IMB SPSS 21.

### 3. Influence Test

Analysis is used to test the effect on the research that has been done, namely to find out the variables. This means that the effect that occurs can apply to the sample population by using the n-gain score test. The use of the n-gain score test is because researchers want to measure the increase in skills between before and after learning through the use of YouTube content in early childhood motor development. Do not use the t-test because this t-test is to test for significant differences between two groups or populations and this test assumes that the data tested has a normal distribution (or close to normal) and has the same variance.

## Research procedure

This research process has several stages, starting with observation and selecting subjects, namely the PAUD class (age 4-6 years). Then proceed with the pretest before being given traditional game treatment in the new normal era. Then the treatment of traditional games in the new normal era, namely with the news and videos of traditional games that have been made by researchers that have been uploaded to Youtube, shown videos of 6 meetings.

Then given the treatment of traditional games in the new normal era directly from the results of watching YouTube videos. Activities to play traditional games in the new normal era are carried out approximately 6 times in meetings

and at one meeting carry out 2 types of traditional games in the new normal era.

Then after being given traditional game treatment in the new normal era, the children were given a posttest. The purpose of giving a post-test is to measure whether there is an influence of traditional games in the new normal era on the motor skills of early childhood (4-6 years) at TPQ Baiturrahman.

## RESEARCH RESULT

### Descriptive Analysis Results

Based on the results of a descriptive analysis of 16 respondents related to the motor development of early childhood 4-6 years. The average (mean) pretest respondent score is 66 and the post-test average (mean) is 113. The smallest (minimum) pretest result is 62 and the largest (maximum) value is 69. While the smallest (minimum) posttest result is 110 and the largest (maximum) value is 117.

### Normality Test Results

Based on the results of the normality test above, it is known that the significance value before treatment is 0.910, so the data is normally distributed. While the significant value after treatment is 0.200 and shows normal distribution of data. So it can be concluded that the results of the normality test both significant values before and after treatment the data is normally distributed.

### Homogeneity Test Results

Based on the results of the homogeneous test, it is known that the sig value is 0.432. Then the sig value is greater than the sig level ( $\alpha$ ) which is 0.432  $\alpha$  0.05. So that it can be said that the sig value is greater than the sig( $\alpha$ ) level, meaning that  $H_a$  is accepted,  $H_o$  is rejected. So it can be concluded that the pretest-posttest scores are homogeneous.

### N-Gain Test Results

Based on the results of the N-Gain test, the average value of the N-Gain score is 81.60%, including the high effectiveness category. Thus, it can be concluded that based on the N-Gain score, the average value after the traditional game treatment and before the traditional game treatment is higher, so it can be said that the development of YouTube content for traditional games has an effective effect on the motor development of early childhood in the new normal era.

## DISCUSSION

Traditional games can also be called a very valuable culture for children in fantasy, creativity, sports, skills, dexterity, politeness. In traditional games children can practice creating game strategies, solving problems, working with others, embodying emotions in positive terms. In this new normal era, there is no reason to continue to develop the culture inherited from our ancestors, especially traditional games. As stated by Yulia-ni, 2010 that traditional games are the work of our ancestors, which contain human values or messages, cooperation, and provide emotional, socialization, accuracy, physical-motor, intellectual aspects.

Physical-motor development is the basis for increasing cognitive development when children are in their early teens. So therefore to deprive children of the opportunity to participate in physical activity is to deny them the opportunity to match the joy of energetic development, well-being and self-confidence with exercise.

As Piaget (1950) stated that from the early school years, children use their bodies to find out about their general environment. This was also said by Olufemi & Musa (2016) in their research that at that age they really need physical activity to develop strength, coordination, and also self-confidence which will encourage them to live healthily through further control of how active they are.

Meanwhile, according to Nurkamelia, (2019) states that the physical-motor development of early childhood is a continuous process, which occurs significantly in bone formation, growth and development of movements of muscles and nerves according to the age range which will affect children's skills in moving.

Physical motor development aims to develop and train gross and fine movements, improve the ability to control, manage, body movements and coordination, as well as improve body skills and a healthy way of life, so that they can support the growth of a strong, healthy and skilled body. Physical-motor development is also something that is basic in improving cognitive abilities in early adolescence. That way it is very important if physical motor development is optimal at a young age. In carrying out physical motor activities, of course the environment around the child must support and stimulate these activities. This is as stated by Hery Rahyubi (2012: 228), that the motoric development of early childhood is more optimal if the environment where the child's growth and development supports them to

move freely.

Often the motor development of early childhood is ignored by their parents, mentors, or even their teachers. This is because they do not understand, as stated by Gustina (2011) that motor development is a very important and inseparable part of early childhood life.

From the several theories put forward, it can be concluded that motor development is very important, especially in the process of Early Childhood Education. Motoric development in the first year of early childhood determines the quality of children in the future. If a child experiences motor development that is not optimal then it will greatly affect the quality of life of the child in the future, both in terms of physical and cognitive abilities in children. The motoric development of early childhood is also influenced by the surrounding environment, if the environment strongly supports the motoric development of a child then it will also produce good values for the child's development.

YouTube content is made for the formation of attitudes, the formation of attitudes that occur is a positive attitude with the intention that the audience is happy, wants to try the things that are in the content. The same thing was said by Anisah (2014) that the application of audiovisual media has an influence on children's interpersonal skills, it can be said that YouTube media is one of the media for stimulating children's development during the current pandemic. In making this content, of course, involving children and also the community around an educational video, through traditional games that are around us. So that the existence of new media via YouTube can be used as a means to develop traditional games and also stimulate the motor development of early childhood.

The results of the descriptive analysis test showed that the average (mean) value of the pretest respondents was 66 and the average (mean) posttest was 113. The smallest (minimum) value of the pretest results was 62 and the largest (maximum) value was 69. While the smallest (minimum) value of the posttest results were 110 and the largest (maximum) value was 117.

The results of the normality test show that the sig value before treatment is 0.910, so the data is normally distributed. While the sig value after treatment is 0.200 and shows normal distribution of data. So it can be concluded that the results of the normality test, both the sig values before and after treatment, both data are normally distributed. The results of the homogeneity test showed a sig value of 0.432. Then the sig value is

greater than the sig level ( $\alpha$ ) which is  $0.432 > 0.05$ . So it can be said that the sig value is greater than the sig level ( $\alpha$ ) means that  $H_a$  is accepted,  $H_0$  is rejected. So it can be concluded that the pretest-posttest scores are homogeneous.

While the results of the N-Gain score test say that the average N-Gains core value is at least 76% and a maximum of 88%. Meanwhile, the average N-Gain score of 81.60% is included in the high effectiveness category. Thus, it can be concluded that the development of YouTube content for traditional games has an effective effect on the motor development of early childhood in the new normal era.

## CONCLUSION

The conclusion in this research is that the use of YouTube content in the new normal era in the motor development of early childhood TPQ Baiturrahman is said to be influential. Children's gross motor and fine motor skills are well developed, children are more enthusiastic about being shown traditional games in the new normal era before the games are put into practice. Children are enthusiastic in playing, able to channel their emotional, language, and cognitive.

## Suggestion

### 1. For teachers

a. Traditional games should be used more often to avoid monotonous activities in the learning process and to give children new experiences with traditional games.

b. It is better to add and develop knowledge and insight to introduce alternative games, especially traditional games in playing activities.

### 2. For researchers

The results of this study are experience and knowledge which are still limited in study, it is hoped that in the future it can be further developed, especially for early childhood learning and development.

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