The Effect of Playing Mpa'a Tapa Gala Game Toward Gross Motor Development on Early Childhood

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Article Info

Abstract

Traditional *mpa'a tapa gala* game was a team game that consist of a playing team and guarding team. *Mpa'a tapa gala* game was modified to determine the comparison level of results and influence to early childhood children in then gross motor development. This study aims to: (1) Recognite the play and game of *mpa'a tapa gala* (traditional and modification) toward the gross motoric development of children; (2) Understanding the difference between the results of gross motor development through playing and the game of *mpa'a tapa gala* (traditional and modification); (3) Knowing the effect of interaction between learning through play and game of *mpa'a tapa gala* (traditional and modification) on increasing gross motor development. This research method was an experiment with the Pretest-Posttest Control Group Design. The sample was selected by using daily group assessment observations. This research method is an experiment with the *Pretest-Posttest control group design* research design. The results of the study show that: (1) There are significant differences in playing and game of *mpa'a tapa gala* (traditional and modification) to the gross motoric development of children. This case can be seen from the percentage test of experimental and control groups playing without traditional *mpa'a tapa gala* and modification of the three movements (locomotor, non-locomotor, and manipulative) achieving completeness individuals above 70 untill 100 so that the classical completeness reaches 100%, statistical analysis of the three average movements of $t_{value} \leq t_{table}$, and sig 2 (tailed) the third average of movement $0.00 \leq 0.05$; (2). There is a significant difference in gross motoric development through *mpa'a tapa gala* playing game (traditional and modification); (3) There is a significant influence on the interaction of learning through playing and the game of *mpa'a tapa gala* (traditional and modification) on the increase in gross motor skills of early childhood.

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INTRODUCTION

Humans will naturally undergo developmental stages, namely from infants, early childhood, adolescents, adults, and elderly. Early age is a crucial developmental period (Latif, 2009). Erikson, who conducted research on the development of children from infants to adulthood, concludes that, childhood is the initial description of humans as human beings.

The big amount of enthusiasm of the community to welcome the birth of PAUD (Early Childhood Education) is very powerful. They flocked to send their children to this new institution with the hope that the golden age of their children could be managed well, so that future cadres emerged competitive, productive, visionary and accountable. Children with different talents, talents, and geniuses that are colorful, and varied will be born amazingly from PAUD (Asmani, 2015).

According to Rahman (2005), early childhood education is the foundation for the basic personality of children. While according to Musbikin (2010), early Childhood Education (PAUD) is a coaching effort at the children from birth to six years of age. It is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to join the further education. It is not only through coaching, playing and the selection of various games that support and that are in accordance with the stages of the child's age can help the teacher in handling various phases of child development by providing stimulation or good stimulation in accordance with its development.

According to Jerome Bruner as quoted by Musbikin (2010), each material can be taught to each age group in ways that are appropriate to its development, the key is in playing and game. Playing and game is the key word for early childhood education, it is as a medium as well as the substance of education itself.

The world of children is the world of playing. Learning while playing is the main infrastructure that children can use to improfe motor development. Through playing activities, all children's senses can be used as a tool to foster educational excitement which is closely related to the child's physical motor development at the early stage of age. Children can do activities and play games with the relevant teaching materials based on the stages of development.

According to Aypay (2016) that all games is functioned to entertaint children. The same idea was conveyed by Nisak (2014). She stated that indeed a game is one of the things that can be used as an instrument to transform knowledge to children. Therefore, when someone plays a game, it means that this game is not a game merely which is only to entertain or do fun activities that are meaningless, but more than that, the game which was played by anyone will educate them and have educational meanings, even though the person who do it does not realize it.

The importance of playing period as a tool of growth for children, the teacher or educator must look for an alternative game that is very fun and happy for early childhood to foster growth and development in childhood. Through playing children can find new things they have not found before. Therefore, playing time means everything for children to nurture their abilities through giving stimuli and discovering their true identity.

Based on the results of interview which had been done by the researcher with the teachers of RA. Al-Muhtadin in Bima, it is found that the stage of assessing learning through play and games on child development especially gross motoric have been doing every Saturday as extracurricular learning. The teacher holds fantasy gym with the same movements every week and every end of learning as intra-curricular activities. Meanwhile, in the class during lesson, the teacher gives "imitate " game. It is tipically games, such as jumping forward, backward, left, and right while mimicking animal sounds and animal traits and jogging around the seating area while mimicking walking and running animals that make children not too enthusiastic to follow them. The teacher also realizes that the game that is applied is too monotonous because it is done almost every day during class hours, and the children sometimes feel bored and cause a boredom with the game because most children

are not dominant in doing well and perfectly so that the development of rough motives of children is less than the expectation. The same case was strenghtened by the opinion of Rupere, et al. (2013) which is stated in his article that repeated games often cause boredom and students (children) tend to forget the goals to be achieved. Finally, the role of a teacher in the game tends to be important in guiding learning.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 (2014), gross motor is an early detection of gross cale sport itself which is done to see barriers related to the balance and coordination of body members by using large muscles. Iskandar (2015) stated that activities for gross motor training include: crawling, walking, running, crawling, tiptoeing, jumping, climbing, hanging, kicking, rolling using controlled movements, balanced and agile in imitating a variety of regular movements (eg gymnastics and dance etc).

Thus, a new breakthrough for the world of education which is addressed to kindergarten children is playing traditional game of *mpa'a tapa gala*, because this game involves children in fighting and striving to win and it aims to be developed as a local cultural preservation because playing and the game *mpa'a tapa gala* is almost extinct among the children and the local community and its benefits so that the value of regional culture culture is maintained and besides it can be used by teachers and children as a tool to support the learning process in schools in improving gross motor early childhood.

Charles et al (2017) in his article stated that traditional game intervention is effective in improving motor performance. It is also supported by Rochmani (2016) statement in his article, she stated that traditional games are games that can develop children's gross motoric. Meanwhile, according to Apriani (2013) in his article, he stated that the results of the increase in gross motor skills of children in learning traditional games was performed. Based on the results of observations the percentages obtained were very effective.

The game that was carried out in this study was traditional and modification mpa'a tapa gala game. Those came from Bima region of NTB. *Mpa'a tapa gala* gamewas a team game that consist of playing squads and guarding squads with locomotor variations (running, walking, jumping), non-locomotor motion (turning, spinning, landing), and manipulative (hitting, stopping, tapping). The game was modified by the researcher to determine comparison level of results and regression on gross motoric development of early childhood.

Kahaba (2014) *mpa'a tapa gala* is the adoption of the "global Sodor" game in Java. In Mpa'a Tapa Gala, the two teams will take turns to become a team that plays and watches. Played by five to six people per team, Mpa'a Tapa Gala uses the arena in the form of lines to form a square. The game ends when all winners succeed safely crossing to the back of the arena and then return to their original point of safety or also when the guarding team manages to capture by touching the opponent's game. Therefore in this game, it is very necessary to move agility in order to easily catch opponents or escape from opponent's obstacles.

However, gross motor as an independent variable that can encourage children's ability to explore play and games that involve large muscles, because childhood is a period of play, so researcher choose to play and play traditional areas. Playing of *mpa'a tapa gala* traditional games besides being used as games for gross motor development, it aims to be developed as a preservation of local culture because of playing and the game *mpa'a tapa gala* is almost extinct among children and its benefits so that the value of regional culture is maintained and can utilized by the teacher as a tool to support the learning process.

METHODS

This research is an experimental research method by using pretest-posttest control group design. In this design, there are two groups selected, they are experimental and control groups. The traditional game *mpa'a tapa gala* was

given a treatment in the experimental group, while in the game *mpa'a tapa gala* modification was given a treatment in the control group. The pretest was carried out in the experimental group and the control group before treatment was given. This aims to determine the child's initial ability in the traditional game mpa'a tapa gala and modification. The posttest in the traditional game *mpa'a tapa gala* was carried out in the experimental group which was given treatment and the control group was not given treatment. Posttest was also carried out in the modified game *mpa'a tapa gala* in the control group after treatment and the experimental group was not given treatment.

This research was conducted in april-may at Ra. Al_muhtadin in Bima NTB. The subjects were kindergarten-B children, while the kindergarten children B-1 class as the experimental group consist of 10 children and kindergarten children B-2 as the control class consist of 10 children. The samples wasselected by using observation group daily assessment of each class.

The independent variable in this study is playing game of *mpa'a tapa gala* (traditional and modification) while the dependent variable in this study is gross motor development in early childhood.

The data analysis technique in this study is the t-test (independent sample t-test) which intends to examine the partial effect of each regression coefficient for each variable studied.

RESULTS AND DISCUSSION

Based on the test results observed from the game, how come the traditional gala and modification in Figure 1, Figure 2, Figure 3, and Figure 4 below, are said to develop individually if it reaches a value of 70-100 and is categorited to develop classically if they fullfiled 75% -100% all of categories.
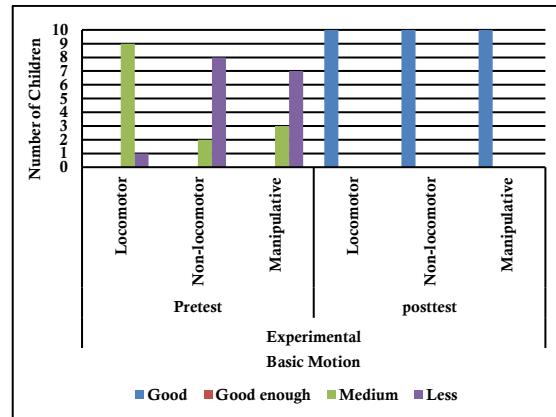

Figure 1. The Percentage Results of Pretest-Posttest of Experimental Group Due to The Absute of Tradisional Game

The pretest test results from 10 total numbers of children in the basic movable control group, showed locomotor motion there were 1 less criteria child (L) and 9 moderate criteria children (M) categorized as 10 undeveloped children with 0% classical completeness. Non-locomotor motion consists of 8 criteria children lacking (L) and 2 children criteria medium (M) categorized as 10 undeveloped children with 0% classical completeness. Manipulative motion has 7 criteria children lacking (L) and 3 children moderate criteria (M) categorized as 10 undeveloped children with 0% classical completeness.

Furthermore, the results of the posttest of the 10 total number of children in the basic movable control group, showed locomotor motion there were 10 criteria good children (G) categorized as 10 developing children with 100% classical completeness. Non-locomotor motion has 10 criteria good children (G) categorized as 10 developing children with 100% classical completeness. Manipulative movements have 10 criteria good children (G) categorized as 10 developing children with 100% classical completeness.
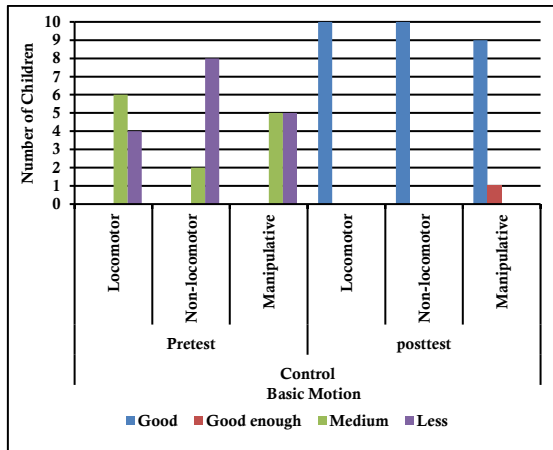
Figure 2. The Percentage Results of Pretest-Posttest of Control Group Due to The Absute of Tradisional Game

Figure 3. The Percentage Results of Pretest-Posttest of Experimental Group Due to The Absute of Modification Game

The pretest test results from 10 total children in the basic movable control group, showed locomotor motion there were 4 less criteria children (L) and 6 moderate criteria children (M) categorized as 10 undeveloped children with 0% classical completeness. Non-locomotor motion consists of 8 criteria children lacking (L) and 2 children criteria medium (M) categorized as 10 undeveloped children with 0% classical completeness. Manipulative movements have 5 criteria children lacking (L) and 5 children criteria medium (M) categorized as 10 children who have not developed with 0% classical completeness.

Furthermore, the results of the posttest test of the 10 total number of children in the basic movable control group, showed locomotor motion there were 10 criteria good children (G) categorized as 10 developing children with 100% classical completeness. Non-locomotor motion has 10 criteria good children (G) categorized as 10 developing children with 100% classical completeness. Manipulative movements have 9 criteria good (G) children and 1 good enough criteria (GE) categorized as 10 developing children with 100% classical completeness.
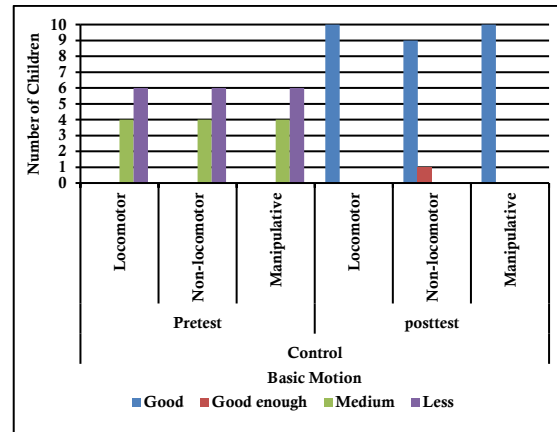
The pretest test results from 10 total children in the basic movable control group, showed locomotor motion there were 6 less criteria children (l) and 4 moderate criteria children (m) categorized as 10 undeveloped children with 0% classical completeness. Non-locomotor motion consists of 6 criterion children lacking (l) and 4 children with moderate criteria (m) categorized as 10 underdeveloped children with 0% classical completeness. Manipulative movements have 6 criteria children lacking (l) and 4 children moderate criteria (m) categorized as 10 undeveloped children with 0% classical completeness.

Furthermore, the results of the posttest test of the 10 total number of children in the basic movable control group, showed locomotor motion there were 10 criteria good children (G) categorized as 10 developing children with 100% classical completeness. Non-locomotor motion consists of 9 criteria good (G) children and 1 good enough criteria (GE) categorized as 10 developing children with 100% classical completeness. Manipulative movements have 10 criteria which are good (G) categorized as 10 developing children with 100% classical completeness.
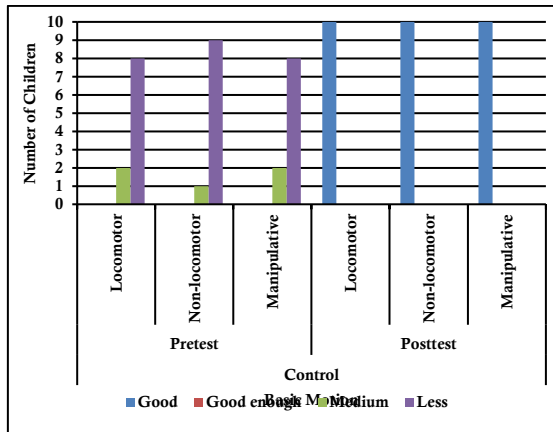
Figure 4. The Percentage Results of Pretest-Posttest of Control Group Due to The Absute of Modification Game

The results of pretest test scores from 10 total children in the basic movable control group, showed locomotor motion there were 8 less criteria children (L) and 2 moderate criteria children (M) categorized as 10 undeveloped children with 0% classical completeness. Non-locomotor motion there are 9 less criteria children (L) and 1 medium criteria child (M) categorized as 10 underdeveloped children with 0% classical completeness. Manipulative motion consists of 8 criteria children lacking (L) and 2 children moderate criteria (M) categorized as 10 underdeveloped children with 0% classical completeness.

Furthermore, the results of the posttest test of the 10 total number of children in the basic movable control group, showed locomotor motion there were 10 criteria good children (G) categorized as 10 developing children with 100% classical completeness. Non-locomotor motion has 10 criteria good children (G) categorized as 10 developing children with 100% classical completeness. Manipulative movements have 10 criteria good children (G) categorized as 10 developing children with 100% classical completeness.

Based on the results of the study of the *pretest and posttest,* scores of the experimental group and control playing game of *mpa'a tala* (the traditional and modification) toward gross motor development of early childhood it has gained some results. The results of the independent analysis of the sample t-test are shown in Table 1, Table 2, Table 3, and Table 4 below.

Tabel 1. Result of Pretest and Posttest Experimental Group Playing Games of Mpa'a Tapa Gala Tradisional

Basic motion	t_{value}		t_{table}	Sig 2 (tailed)
Locomotor	-38.454	$\leq$	2.228	0.00
Non-locomotor	-21.818	$\leq$	2.228	0.00
Manipulative	-23.229	$\leq$	2.228	0.00

Based on the results of the three locomotor, non-locomotor, and manipulative *pretest and posttest*, the basic movements of the experimental group playing and the traditional game of *mpa'a tapa gala*, the gross motoric development of early childhood resulted an average $t_{value} \leq t_{table}$, then the three basic movements H_0 is rejected. H_0 shows that there is no difference in the mean scores of *pretest and posttest* from locomotor, non-locomotor, and manipulative movements of the experimental group playing and the traditional game *mpa'a tala gala* to the early motoric development of early childhood and H_a found there is a difference in the average pretest scores and posttest from locomotor, non-locomotor, and manipulative basic movements of the experimental group to play and traditional game *mpa'a tala gala* to the gross motoric development of early childhood at TK-B Ra. Al-Muhtadin Bima in NTB.

While the results of the sig (2-tailed) of the three basic movements: locomotor, non-locomotor, and manipulative basic movements, the result of *Pretest and posttest* of the experimental group in playing the traditional game *mpa'a tapa gala* affects the gross motoric development of early childhood so there is an average the sig value (2-tailed) $0.00 \leq 0.05$ then the three basic movements are rejected. H_0 reads that there is no difference in the mean scores of *pretest and posttest* in locomotor, non-locomotor, and manipulative basic movements. The experimental group in playing the traditional game *mpa'a tapa gala* affects the gross motor development of early childhood. Based on H_a there is a difference in average values of *pretest and posttest* in locomotor, non-locomotor, and manipulative basic movements of the experimental group to play the

traditional game *mpa'a tapa gala* affects the gross motoric development of early childhood in TK-B Ra. Al-Muhtadin in Bima NTB.

Tabel 2. Result of *Pretest and Posttest* Control Group Playing Games of *Mpa'a Tapa Gala Tradisional*

Basic motion	t_{value}		t_{table}	Sig 2 (tailed)
Locomotor	-26.790	$\leq$	2.228	0.00
Non-locomotor	-17.764	$\leq$	2.228	0.00
Manipulative	-16.127	$\leq$	2.228	0.00

Based on the results of the three locomotor, non-locomotor, and manipulative *pretest and posttest*, the basic movements of the control group playing and the traditional game of *mpa'a tapa gala*, the gross motoric development of early childhood resulted an average $t_{value} \leq t_{table}$, then the three basic movements H_0 is rejected. H_0 shows that there is no difference in the mean scores of *pretest and posttest* from locomotor, non-lokomotor, and manipulative movements of the control group playing and the traditional game *mpa'a tala gala* to the early motoric development of early childhood and H_a found there is a difference in the average *pretest* scores and *posttest* from locomotor, non-locomotor, and manipulative basic movements of the control group to play and traditional game *mpa'a tala gala* to the gross motoric development of early childhood at TK-B Ra. Al-Muhtadin in Bima NTB.

While the results of the sig (2-tailed) of the three basic movements: locomotor, non-locomotor, and manipulative basic movements, the result of *Pretest and posttest* of the control group in playing the traditional game *mpa'a tapa gala* affects the gross motoric development of early childhood so there is an average the sig value (2-tailed) $0.00 \leq 0.05$ then the three basic movements are rejected. Ho reads that there is no difference in the mean scores of *pretest and posttest* in locomotor, non-locomotor, and manipulative basic movements. The control group in playing the traditional game *mpa'a tapa gala* affects the gross motor development of early childhood. Based on Ha there is a difference in average values of *pretest and posttest* in locomotor, non-locomotor, and manipulative basic movements of

the control group to play the traditional game *mpa'a tapa gala* affects the gross motoric development of early childhood in TK-B Ra. Al-Muhtadin in Bima NTB.

Tabel 3. Result of *Pretest and Posttest* Experimental Group Playing Games of *Mpa'a Tapa Gala Modification*

Basic motion	t_{value}		t_{table}	Sig 2 (tailed)
Locomotor	-31.313	$\leq$	2.228	0.00
Non-locomotor	-15.528	$\leq$	2.228	0.00
Manipulative	-20.027	$\leq$	2.228	0.00

Based on the results of the three locomotor, non-locomotor, and manipulative *pretest and posttest*, the basic movements of the experimental group playing and the modification game of *mpa'a tapa gala*, the gross motoric development of early childhood resulted an average $t_{value} \leq t_{table}$, then the three basic movements H_0 is rejected. H_0 shows that there is no difference in the mean scores of *pretest and posttest* from locomotor, non-locomotor, and manipulative movements of the experimental group playing and the modification game *mpa'a tala gala* to the early motoric development of early childhood and Ha found there is a difference in the average pretest scores and posttest from locomotor, non-locomotor, and manipulative basic movements of the experimental group to play and modification game *mpa'a tala gala* to the gross motoric development of early childhood at TK-B Ra. Al-Muhtadin in Bima NTB.

While the results of the sig (2-tailed) of the three basic movements: locomotor, non-locomotor, and manipulative basic movements, the result of *pretest and posttest* of the experimental group in playing the modification game *mpa'a tapa gala* affects the gross motoric development of early childhood so there is an average the sig value (2-tailed) $0.00 \leq 0.05$ then the three basic movements are rejected. H_0 reads that there is no difference in the mean scores of *pretest and posttest* in locomotor, non-locomotor, and manipulative basic movements. The experimental group in playing the modification game *mpa'a tapa gala* affects the gross motor development of early childhood. Based on H_a there is a difference in average values of *pretest and posttest* in locomotor,

non-locomotor, and manipulative basic movements of the experimental group to play the modification game *mpa'a tapa gala* affects the gross motoric development of early childhood in TK-B Ra. Al-Muhtadin in Bima NTB.

Tabel 4. Result of *Pretest and Posttest* Control Group Playing Games of *Mpa'a Tapa Gala Modification*

Basic motion	t_{value}		t_{table}	Sig 2 (tailed)
Locomotor	-64.647	≤	2.228	0.00
Non-locomotor	-20.727	≤	2.228	0.00
Manipulative	-25.905	≤	2.228	0.00

Based on the results of the three locomotor, non-locomotor, and manipulative *pretest and posttest*, the basic movements of the control group playing and the modification game of *mpa'a tapa gala*, the gross motoric development of early childhood resulted an average $t_{value} \leq t_{table}$, then the three basic movements H_0 is rejected. H_0 shows that there is no difference in the mean scores of *pretest and posttest* from locomotor, non-lokomotor, and manipulative movements of the control group playing and the modification game *mpa'a tala gala* to the early motoric development of early childhood and H_a found there is a difference in the average *pretest* scores and *posttest* from locomotor, non-locomotor, and manipulative basic movements of the control group to play and modification game *mpa'a tala gala* to the gross motoric development of early childhood at TK-B Ra. Al-Muhtadin in Bima NTB.

While the results of the sig (2-tailed) of the three basic movements: locomotor, non-locomotor, and manipulative basic movements, the result of *pretest and posttest* of the control group in playing the modification game *mpa'a tapa gala* affects the gross motoric development of early childhood so there is an average the sig value (2-tailed) $0.00 \leq 0.05$ then the three basic movements are rejected. H_0 reads that there is no difference in the mean scores of *pretest and posttest* in locomotor, non-locomotor, and manipulative basic movements. The control group in playing the modification game *mpa'a tapa gala* affects the gross motor development of early childhood. Based on H_a there is a difference in average values

of *pretest and posttest* in locomotor, non-locomotor, and manipulative basic movements of the control group to play the modification game *mpa'a tapa gala* affects the gross motoric development of early childhood in TK-B Ra. Al-Muhtadin in Bima NTB.

From the explanation above, it can be concluded that playing and game as traditional and modification way to develop gross motoric development in early childhood in RA. Al-Muhtadin in Bima NTB is very effective. Because playing and the game *mpa'a tapa gala* was adopted from the "gobak sodor" game, the same thing according to Erdiana (2016) in his research shows that traditional games of "gobak sodor" have an effect on gross motor development. Furthermore, according to Ekayati (2015) she stated that the traditional game of "Gobag Sodor" influences intrapersonal intelligence and interpersonal intelligence. Gobag Sodor traditional games are able to attract children's interest in learning and playing activities.

Lubaba & Rohita (2014) in their research shows that the modified "gobak sodor" game is effective in improving children's gross motor skills. Furthermore, according to Lestari & Ratnaningsih (2016) there is an influence of gross motor skills using modified games. It improves their skills in a fun game.

Applying and playing the traditional game of *mpa'a tapa gala* is modification of the experimental group and the control group were seen from the *pretest and posttest* values both from locomotor, non-blockomotor and manipilative basic movements. The results of the percentage test, t_{table} and t_{value}, and sig 2 (tailed) assessment using the t_{test} (*independent sample t-test*) via SPSS. From the results of the description there are significant differences from gross motor aspects on the pretest and posttest by using play and game of *mpa'a tapa gala* (traditional or modified).

According to Akbari (2009) in his article stated that traditional games show there is an average difference in the development of basic motor skills and also with average differences in locomotor, non-locomotor, and manipulative movements. Significantly traditional games are more effective than everyday activities.

There is an interaction effect of learning through play and traditional mala games, and modifications to improve children's gross motor development. The results showed in the pretest stage on locomotor, non-blockomotor, and manipulation of children with a very low level of developmental scores because they did not master the game after 12 attempts the children began to be enthusiastic so the researchers posttested on locomotor, non-locomotor, and manipilative basic movements to make the score score the level of development of each child greatly increased than before.

CONCLUSION

There are significant differences in playing game of *mpa'a tapa gala* to the gross motoric development of children. This was proved from the percentage test, statistical analysis $t_{value} \leq t_{table}$ and sig 2 (tailed) $0.00 \leq 0.05$. There is a significant difference in gross motoric development through playing and the game of *mpa'a tapa gala*. The modification games of *mpa'a tapa gala* that thet of reach best score of gross motoric than that of traditional ones. I can be concluded that there is a significant influence on the interaction of learning through play and the game of *mpa'a tapa gala* (traditional and modification) on the increase of gross motor skills of early childhood.

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