

## Gross Motor Improvement through HulaHoop Games

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### Abstract

This study aims to improve gross motor skills through hulaHoop games aged 5-6 years at RA Yaspikh Depok in the even semester of the 2022/2023 academic year. This research method uses classroom action research that follows the model of Kemmis and Taggart. The cyclical research procedure is carried out in 2 cycles where each cycle consists of four stages, namely planning, implementation, observation and reflection. The study will be conducted from March to May 2023. With the research subjects carried out from March to May 2023 with 9 students, while the data was collected through interviews and observations. The results showed that there was a significant increase in gross motor skills learning outcomes in early childhood learners aged 5-6 years. This is evidenced by the average result of the test score of each cycle increased, namely in the Precycle=3.4, Cycle I=48.3, and Cycle II=83.3 and the results of interviews conducted concluded that gross motor learning through playing hulaHoop is fun for learners. This study concluded that through playing hulaHoop can improve the ability of learners.

Keywords: Gross motor skills, HulaHoop game, Skill enhancement.

## 1 INTRODUCTION

Gross motor is an ability related to the movement of large muscles in controlling body movements through locomotor, non-locomotor, and manipulative abilities (Verawati, Dewi, & Sitorus Pane, 2022; Komaini et al., 2022; Sutapa & Suharjana, 2019). Gross motor is defined as body movements that use large muscles or most or all of the limbs that are affected by the child's own safety (Cornejo et al., 2021; Yeniningsih et al., 2021). Children who have good gross motor skills will also have good mental development because children are able to adjust to the surrounding environment so that children's self-confidence continues to increase and will have a positive effect on cognitive motor skills. The main elements that play an important role in children are teachers and parents. Teachers provide stimulation in the form of activities that involve the rough muscles of children at school, at home parents stimulate with activities that can be done by children every day.

Based on the level of gross motor development achievement for the age group of 5-6 years, the group in the 2013 curriculum writes that the achievement indicators of gross motor development of children aged 5-6 years carry out activities that show children are able to perform coordinated movements of the eyes, hands, feet, head in a coordinated manner in imitating various regular movements (gymnastics and dance), carry out activities that show children are able to do physical games with the rules in RA Yaspikh Depok in Gross motor development includes morning exercises, which are carried out on Thursdays offline, as well as gross motor activities for children playing outside the classroom, for example playing ball and running around in the school yard, seesaws, swings, and slides. The existence of traditional games is currently less favored by children, this is because modern games are more developed and everyone can do it easily for example, gadgets, tabs, squishy, aimo clocks. These modern games will have an adverse

impact on the gross motor development of children. Children's daily behavior becomes lazy to move because they are too engrossed in playing gadgets and aimo clocks.

Based on the results of preobservations conducted in groups at RA Yaspikh Depok for one week, the learning objectives in developing gross motor skills have not been maximized. There were 9 children from group B, who had difficulty in developing gross motor skills 7 children with problems. The first is the lack of teacher ability to design fun learning for children, especially in learning activities to develop children's gross motor, the learning media used by teachers in developing children's gross motor is less varied and less interesting, lack of stimulation when children are at home because of limited play, so parents prefer children to play inside while watching television and smartphones. One game that can improve children's gross motor skills is hula hoop play.

Hula hoop is a circular object that is usually played by rotating at the waist, this hula hoop is made of rattan or plastic that can be used for movement activities or individual or group games (Novitasari, Nasirun, & Delrefi, 2019).

Included in one of the activities at school based on the problems previously described, it is hoped that after implementing the hula hoop game at RA Yaspikh Depok there will be even more improvement in terms of gross motor skills such as flexibility of body balance and agility. Therefore, the author is interested in raising the title "Increasing gross motor skills through hula hoop games in RA Yaspikh Depok".

## 2 RESEARCH METHODS

The method used in this study is the class action research method. In this class action research there are two activities carried out, namely first action activities and second observation activities. Classroom action research is research conducted in the classroom using an action to improve the quality of the teaching and learning process in order to obtain better results before. This needs to be planned so that it can be implemented as well as possible. Action planning is directed at the learning process in the classroom using a learning model of playing with hula hoop games. In this class action research used to extract the Kemmis and MC Taggart models with one device consisting of four components, namely Planning, action, Observation and reflection. The following cycle takes the form of the research setting from Kemmis and MC Taggart models.

## 3 RESULT AND DISCUSSION

Based on the results of children's gross motor skills with hula hoop games in cycle 1, an average of 9.7 (48.8%) was obtained to present the results of the analysis of children's gross motor skills through hula hoop games. Based on the results of children's gross motor skills through hula hoop games that have been assessed in cycle II, an average score of 10 was obtained. For more details, researchers present the results of the analysis of gross motor skills through hula hoop games in Table 1.

Table 1. Gross Motor Skills through Hula hoop Games

Code Name	Pre Cycle	Cycle I	Cycle II
R1	50%	60%	100%
R2	50%	60%	100%
R3	25%	45%	75%
R4	25%	45%	75%
R5	25%	45%	75%
R6	40%	50%	75%
R7	25%	45%	75%
R8	45%	50%	100%
R9	25%	40%	75%

## 4 CONCLUSION

Based on the results, researchers concluded that the learning given by hula hoop play teachers can improve the gross motor skills of early childhood 5-6 years in RA Yaspikh Depok are other sports. The hula hoop game itself is a game that requires children to actively move part or all of their body and it is very in accordance with the character of today's generation of children Based on their physical development, making them active participants in various game activities is beneficial for their continuous physical development. The impact of the research results include: (1) students increasingly understand gross motor, (2) student interest and motivation increase, (3) students try to have a study group, (4) Students can adapt learning to the existing environment, (5) Parents support providing learning facilities.

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