

Efforts to Improve Gross Motor Ability through Circuit Game Modification

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Abstract

This research aims to find out how modified circuit games can improve the gross motor skills of class B1 students at PAUDQu Al Falah Kosambi, Tangerang Regency. This research method uses classroom action research which follows the Kemmis and Taggart model. The cyclical research procedure was carried out in 2 cycles, where each cycle consisted of four stages, namely planning, implementation, observation and reflection. The research was carried out from May to June 2023 with 12 students as research subjects, while data collection was carried out through interviews and observations. The results of the study showed that there was a significant increase in gross motor skills in early childhood students aged 5-6 years. This is proven by the results of the average test score which increases each cycle, namely in Pre-action=56%, Cycle I=72%, Cycle II=83% and the results of interviews conducted conclude that learning gross motor skills through a series of games is fun and can improve students' gross motor skills.

Keywords: Circuit games, Early childhood, Gross motor.

1 INTRODUCTION

Gross motor skills need to be developed by every early childhood education institution, so that children's growth and development develops optimally (Waskita, Surya, & Febriana, 2022; Mu'mala & Nadlifah, 2021). One of the learning activities to improve children's gross motor skills is through games. By playing, children can develop their gross motor skills, therefore the implementation must be done in an interesting, varied and fun way.

In the Early Childhood Development Achievement Development Level Standards (STPPA) gross motor development of children aged 5-6 years is to carry out body movements in a coordinated manner to train flexibility, balance, and agility; coordinating eye-foot-hand-head movements in imitating dance or gymnastics; play physical games with rules; skillful use of the right and left hands; carry out personal hygiene activities.

Lack of innovation in learning and excessive use of gadgets in children is an example of an obstacle to learning. Learning becomes monotonous so that students become less enthusiastic about learning. Based on the researchers' observations of 12 group B1 students at PAUDQu Al Falah Kosambi Tangerang Regency, the observations showed that their gross motor skills were still weak, seen during several game activities such as walking forward and backward in a straight line, walking on tiptoe, jumping, catching and throwing the ball. There were (33.3%) or 4 out of 12 students who managed to do it quite well and there were (66.7%) or 8 out of 12 students whose gross motor development aspects were not optimal. such as some students cannot balance when walking on tiptoe, some students still fall when jumping, most students cannot throw on target, and most students cannot catch the ball.

The modified circuit game in this research is a game designed like the letter U which consists of 6 game posts, with each post the students carry out different game activities.

The first post is walking on a footbridge, the second post is jumping from a footbridge, the third post is walking on tiptoes, the fourth post is jumping with both feet, the fifth post is zig-zag running, and the sixth post is catching and throwing the ball.

Gross motor skills are abilities that involve large muscle activities such as moving the arms and walking (Hanum & Rohita, 2021). Gross motor skills are movement activities of the whole body or most of the body by using various kinds of coordination of certain muscle groups, children can learn to crawl, throw, jump, coordination, balance, agility, flexibility, strength, speed, and resilience (Monicha, 2020). Gross motor skills are the control of physical movements through coordinated activities of the nerve centers, nerves and muscles (Saripudin, 2019). This control comes from the development of reflection and mass activity that exists at birth. Before this development occurs, the child will remain helpless (Fatmawati, 2020; Arifin, Ummah, & Alim, 2022).

Gross motor development is a body movement that relies on large muscles or entire body parts which is influenced by the child's own maturity which is characterized by physical activity and the release of large amounts of energy, such as walking, running and climbing (Supeni, Syaikh, & Alsaudi, 2020). This is in line with Beaty's opinion, he said that gross motor development is the gross motor ability that an early childhood child should have in the age range of 4-6 years, this component is divided into 4 aspects, namely: Walking (walking), such as walking up or down stairs using both feet, walking in a straight line, and standing on one leg. Running, as if showing strength or running speed. Jumping (jumping), such as jumping forward, backward and to the side. Climbing, such as climbing up or down stairs and climbing trees (Kamelia, 2019). From the opinions of several experts above, it can be concluded that gross motor skills are body movement abilities that involve large muscle activities, including muscle activities in the legs, hands and the whole body, which prioritizes personal maturity.

Circuit play is a form of play consisting of a series of games in sequence, designed to develop physical fitness and skills related to certain sports (Zuhra, Dewi, & Syarifah, 2022). Circuit games are generally carried out in a place that is large enough and representative to support the implementation of the game (Riyadi, 2017). Circuit game training is a training program that combines several training items whose aim is that carrying out an exercise will not be boring and will be more efficient (Sutapa, 2022). Circuit training aims to increase muscle strength, muscle endurance, flexibility, agility, balance, and cardiovascular and pulmonary endurance. Circuit games usually have 6 to 15 game posts, where each post is given a rest time of 15-20 seconds to prepare the players to play at the next post (Anggorowati, Or, & Susilawati, 2020). Circuit training can simultaneously improve the overall fitness of the body, namely the components of power, endurance, speed, flexibility and other components (Khadijah & Armanila, 2017).

In circuit games there are several components, including: 1) Strength is the ability of muscles to generate tension against a resistance. 2) Endurance is a state or condition of the body that is able to train for a long time, without experiencing excessive fatigue after completing training. 3) Speed is the ability to carry out similar movements in succession in the shortest possible time, or the ability to cover a distance in the shortest time. 4) Flexibility is the ability to move within the range of motion of a joint. Apart from the range of motion of the joints, flexibility is also determined by the elasticity of the muscles, tendons and ligaments. 5) Coordination is a very complex biomotor ability. Closely related to speed, strength, endurance and joint flexibility, and is a very important component for learning and developing techniques and tactics. 6) Balance is the ability to maintain our neuromuscular system in a static condition, or control the neuromuscular system in an efficient position or attitude while we move (Subarjah, 2013).

From the opinions of several experts above, it can be concluded that circuit games are a form of game that consists of several series of games designed to increase endurance, speed, strength, flexibility and body balance. Circuit training is a timeless and evolving training program. The term circuit refers to a number of carefully selected exercises arranged sequentially (Gotshalk, Berger, & Kraemer, 2004).

2 RESEARCH METHODS

The method used in this research is the Classroom Action Research method. This study uses the Kemmis & Mc Taggart model design (Altrichter et al., 2002), which includes four stages, namely planning (plan), implementation and observation (act & observe), and reflection (reflect). This research was conducted in May-August 2023, the subjects in this classroom action research were group B1 students aged 5-6 years PAUDQu Al Falah Kosambi Tangerang Regency, with a total of 12 students. According to E Mulyasa, the criteria for success in action is 75% of the number of students. The data collection techniques used in this research are observation notes, interview notes and documentation. Observation notes consist of what the researcher saw, heard and thought in order to collect data. Interview notes were conducted with school principals, educators and students in the B1 PAUDQu Al Falah Kosambi group, Tangerang Regency. Documentation in this research is in the form of photos and videos containing information about students' gross motor skills.

The instrument grid is taken based on the Developmental Achievement Level Standards for Children aged 5-6 years and developed through conceptual and operational definitions which explain that gross motor skills are movements that involve part or all of the body parts which include locomotor, non-locomotor, manipulative movements in each component aspects of balance, strength, speed, coordination, flexibility and endurance. The occurrence of each aspect is recorded by researchers and collaborators in the observation sheet by providing a checklist (√). The assessment criteria used include Very Well Developing (BSB) = score 4, Developing According to Expectations (BSH) = score 3, Starting to Develop (MB) = score 2, Not Yet Developing (BB) = score 1. From the instrument gross motor skills were obtained the child's gross motor skills development score per cycle, then the scores are compared to see the improvements that occur in each cycle. The data analysis used is qualitative data analysis and quantitative data analysis. Qualitative data analysis by analyzing data from observation notes, interviews and documentation during research using data reduction, data display and data verification steps. Meanwhile, quantitative analysis with descriptive statistics is comparing the results obtained from pre-action, cycle I and cycle II.

3 RESULT AND DISCUSSION

Based on the results of data from activities to improve students' gross motor skills through modified circuit games carried out from pre-action, cycle 1 and cycle II, it increased quite significantly. This can be seen in Table 1.

Tabel 1. Research Results

Category	Pre-Action	Cycle I	Cycle II
Sum	56%	72%	83%

Based on the data in graph 1 above, it shows that the average level of achievement of students in the pre-action to cycle II gross motor skills of students continues to increase. This was shown based on the results of data analysis from the pre-action before being given the action to get an average of 56% of 12 students there were 11 students who had not reached 75%, therefore it was necessary to give action in cycle 1.

After the implementation of cycle 1, the average student score increased by 72%. Even though in cycle 1 there was an increase, there were still students who had not reached 75%. As for the results of data analysis cycle II, between cycle 1 and cycle II the average percentage increase was 83%. The increase produced in this study in both cycle 1 and cycle II increased by an average of 83%. As the researcher had expected that the success

criterion was 75%, thus this research was said to be successful, the researcher stopped the research until cycle II.

4 CONCLUSION

Based on the results of the research conducted, the data concluded that the comparison of the results of observations that had been made on the pre-action carried out at PAUDQu Al Falah Kosambi Tangerang Regency was concluded as follows:

It is proven that the use of the method of playing through circuit games can improve students' gross motor skills, the results of observing the learning process through circuit games can be seen an increase in the average pre-action value of 56%, cycle I of 72% and cycle II of 83%. There is a difference in the results between the pre-action value, the pre-action value and the first cycle value, the first cycle value and the second cycle value.

The initial ability of students in pre-action obtained the highest score of 79% for one student and the lowest score for 40% for one student. Whereas in cycle I the highest score was 85% for one student and the lowest score was 60% for one student. Because it had not been achieved, the circuit game continued to cycle II and the results increased, namely with an average of 83%. Thus, from pre-gross motoric actions, group B students in PAUDQu Al Falah Kosambi Tangerang Regency experienced an increase of 27% with circuit games. Therefore, the average value and completeness of learning after meeting the specified standard is 83%, so the research is not continued in cycle III.

Improving students' gross motor skills through group B1 circuit games at PAUD Qu Al Falah Kosambi Tangerang Regency makes students more enthusiastic and confident in carrying out learning activities. Research to improve gross motor skills through circuit games for children 5-6 years old group B1 at PAUD Qu Al Falah has motivated students to coordinate eye, hand and leg movements through large muscles, so that students are more confident and enthusiastic in doing anything. Gross motor development of students is as important as other aspects.

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