



ISSN 0852-601X
e-ISSN 2549-838X

Available online at
<http://www.pancaranpendidikan.or.id>

*Pancaran Pendidikan FKIP
Universitas Jember
Vol. 8, No. 3, Page 15-22, August, 2019*

Pancaran Pendidikan

DOI:
[10.25037/pancaran.v8i3.239](https://doi.org/10.25037/pancaran.v8i3.239)

The Development Efforts of Motor Physical in Children Through Traditional Games and Creations of Used Items at TK Dharma Indria II Jember

Khutobah^{1*}

¹**University of Jember, Jember, Indonesia**

Email: khutobah@yahoo.com*

ARTICLE INFO

Article History:

Received Date: 1th July 2019

Received in Revised Form Date:
10th July 2019

Accepted Date: 15th July 2019

Published online Date 01st August
2019

Key Words:

**Motor physical development in
Children, Traditional games,
Creations of used items**

ABSTRACT

Nowadays, it is rare to see the children playing the traditional games, whereas the traditional games have many benefits in order to develop their motor physical. TK Dharma Indria II is one of the childhood institutions which facilitates various games supporting the children's growth and development, however the games given are mostly adopted from abroad. Therefore, in order to balance the traditional and modern games, a game which is able to improve the motor physical and preserve the traditional culture as well as increase the number of existing traditional games was designed. The research method used the classroom action research which involved as many as 21 children of class B1. Based on the result analysis, the research was able to improve the motor physical in children from the cycle one, in which there were only 14 children who passed the learning, while in the cycle two increased into 19 children who passed the motor physical development, this research was able to develop the motor physical in children, in which 90% of the children's motor physical achieved.

Copyright © Khutobah, 2019, this is an open access article distributed under the terms of the Pancaran Pendidikan Journal license, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited

INTRODUCTION

Early childhood is a unique individual that owns a short concentration compared to adults. According to Sujiono (2009:06) children are small individuals who have potentials which still need to be developed. Children's world is the world of playing in which the children spend most of their time to play. By playing, children are able to absorb the elements of knowledge, skills and experience of life. The levels of creativity and activity of children are also stimulated through their imaginations.

Children are the active learners and learning is the very essential thing to be done by them because in this age, children are in the golden age phase, the golden period in which the growth and development have increased very rapidly. To help maximizing the children's growth and development, therefore it needs stimulations, guidance, assistance and treatments through games, including the traditional games.

The early childhood education is one of education levels with a range of age of birth up to 6 year old. According to the Law Number 20 of 2003 concerning the National Education System Chapter 1, article 1, item 14 states that "Early Childhood Education is the effort of coaching intended for children since at the age of birth up to the age of six which is done through the giving of stimulations of education to assist the physical and spiritual growth and development so that children have readiness to continue to the further education". In fact, the early childhood education is intended to facilitate the children's growth and development optimally. Thus, the institutions of early childhood education should be able to provide games which support the children's needs. The standard levels of developmental achievement possessed by early childhood education are the aspects of understanding religious and moral values, motor physical, cognitive, language, and social emotional (The Regulation of Minister of National Education No 58, 2009).

Learning by playing becomes a concept of early childhood learning in which the children learn through a game that they like. Playing gives them pleasure and its emphasis is on the process rather than outcome. By playing, children are able to take the opportunity to learn about themselves, others, and their environment and it also supports them to imagine, explore, and create a new creativity. Regarding the importance of playing for early childhood, parents and the educational institutions of early childhood are required to supply a variety of educational games. There are a lot of games that can be found and purchased to educate the children and contribute to their growth and development based on their age.

Educational games which are commonly found and widely used in the institutions of early childhood covering block games, puzzles, lego, *bombik*. These games adopted the games from abroad. Nowadays, the existence of traditional games are not widely known among children yet, especially in the institution of early childhood education. On the other hand, there are also used-materials that can be used to develop the children's creativities. In this modern era, the games on phones/gadgets are often being played by most of early childhood; the educational games are no longer on its existence as the games on gadget throw them down. It is in line with what Sujiono (2009) stated that as the time passed by, the traditional games were replaced with a new or modern game.

The traditional game is defined as a game inherited by the ancestors to the generations through word of mouth. This game usually applies the simple rules that every child agrees and uses the objects found around the child as its tools. (Hasanah and Pratiwi: 2017) Traditional game is beneficial as it is able to maximize the performance of the children's muscle movements. It is in accordance with the opinion stated by Decaprio (2013: 15) that motor learning refers to the learning process of movement skills and the refinement of motor skill, as well as the variable which either supports or obstructs the motor skills and its expertise. Thus, a game was designed to be a variable which supported and fostered the motor skills, so that the aspects of physical development were also met through learning by playing as the concept of child learning.

In addition, the traditional game also has its own strengths compared to the modern one, in which the traditional game is capable in developing all aspects possessed by children. Hopscotch is one of the traditional games played on the ground, asphalt, or cement by drawing a picture of boxes on it, in which the children need to jump on one foot from one box to another. This game is able to develop all aspects of children's development. The developed-aspect is motor physical, it occurs while the children are jumping, the language aspect is obtained when they do communication with their playmates, social aspect is obtained when they are able to follow and obey the rules that they previously agreed, cognitive aspect is obtained when they count their leaps while playing hopscotch. This traditional game is expected to be played by the children and to be able to develop the children's physical motor aspect in which their gross motoric is stimulated through the outdoor games. The children's fine motor development is also stimulated through the activities which included their small muscles, such as squeezing, cutting, sticking, and the ones that support their eye and hand coordination. The variation of games is expected to use the materials that are previously used to stimulate the children's motor physical development.

Based on the observation and interview conducted at TK Dharma Indria II in the first semester of 2018-2019 academic year, it was found that kindergarten (TK) often implemented the modern educational games and the printed worksheets were provided by the publisher. Moreover, kindergarten (TK) already had the tools for playing the traditional games, but there were some games that needed to be equipped with certain tools like hopscotch and *engrang batok*. Therefore, it was expected that the children's gross motor skills were developed maximally. More traditional games were needed to be able to enhance the children's interest in playing the traditional games, develop gross motor skill and preserve local culture. Furthermore, in order to foster the children's creativity, a learning was designed to stimulate their development through the creation of used-material by making an attractive, fancy pencil case from a bottle, making a house by using the popcicle sticks that were previously used, and the frame decorations from the waste papers.

Based on the explanation above, an activity that elevates the existence of traditional games and the creations of used items to balance the use of modern and traditional games and as the attempt to improve children's potential development through educative games was conducted, so there were many kinds of games recognized by the children to develop all their potential. Traditional games used in this activity were hopscotch, *engrang batok*, and jump rope.

METHODOLOGY

The type of research used was classroom action research. Classroom action research is a research design conducted by teachers in carrying out their main task that is managing the teaching and learning activities (Arikunto, 2008:43).

This research design used classroom action research model developed by Kemmis and Mc Taggart consisting of 4 components that are planning, acting, observing, and reflecting. The four components are a series of one cycle.

This research was carried out at TK Dharma Indria II Summersari district Jember regency. This research was conducted in the odd semester of 2018/2019 academic year. The subject of this research was children aged 5-6 years or class B1 of TK Dharma Indria II Summersari district Jember regency as many as 21 children consisted of 12 males and 9 females.

The data collection methods used in this research were interview, observation, and documentation. The data analysis techniques used in this research were qualitative and quantitative descriptive analysis. The qualitative descriptive analysis was used to analyze the results of interview, whereas, the quantitative descriptive analysis was used to analyze the results of observation. The analysis of the observation results used the following formula:

$$pi = \frac{\sum srt}{\sum si} \times 100$$

Information:

- pi* : individual achievement
srt : real score reached
si : ideal score an individual can achieve
 100 : constant

To know the percentage of the children's achievement in the learning, the formula of relative frequency can be used as follows:

$$fr = \frac{f}{ft} \times 100\%$$

Information:

- fr* : relative frequency
f : frequency obtained
ft : total frequency
 100% : constant

This research used 2 cycles, however before conducting the all the cycles, the researcher conducted observation and interview to the school party as the guideline in carrying out the cycles and each cycle covered the following steps:

(a) Planning

In this stage, the initial activity done was deciding the focus of event to be observed, and then creating the observation instrument as the tool to record the facts obtained during the action. Planning in this stage covered writing RPPH, preparing the learning material and games facilities as well as the media used in the classroom action research, composing and preparing the observation and evaluation sheet n the children improvement through traditional games and creations of used items, composing the rubric of activities observation, and preparing the media of documentation.

(b) Acting

The implementation of this research was the implementation or application based on the plan that had been arranged according to the focus of the problem. This action was the core of Classroom action research. The action was carried out within the guideline of RPPH that had been made and implemented during the teaching and learning. The researcher did the research activities based on the plan written in RPPH. The researcher was helped by teacher to observe the activities (process and result) of children's learning.

(c) Observing

Observation was done to collect information about the learning process done by the teacher based on the plan arranged. This stage took place with the action altogether. The observation in the activities of improving children's potential through traditional games and creations of used items was done to observe all the potential

owned by the children in the aspect of cognitive, motor physical, language, emotional social, religion moral, and art.

(d) Reflecting

Reflection was done based on the results of the observation and assessment of the children's abilities. The results of reflection in the first cycle were used as the guideline to fix the learning plan, process, evaluation in the next cycle. If the results of the first cycle had not achieved the criteria of success that had been established, then the research would be continued with the next cycle

RESULT AND DISCUSSION

The Implementation process of traditional games and creations of used items at TK Dharma Indria II for class B1 was carried out in 2 cycles. In the first cycle, an introduction to traditional games was carried out. Then, cycle II was done by practice.

The introduction of traditional games was done by explaining the rules of playing traditional games outside the classroom. The implemented games were hopscotch, *egrang* and jumping rope, then the teacher demonstrated how to play the traditional games, the children were asked to pay attention when the teacher did demonstration, then the teacher asked the children to try the game in a way that has been demonstrated by the teacher. The traditional games began with hopscotch and *egrang* by dividing children into 2 groups. Then continued by playing jump rope by dividing children into 4 groups. The next activity was making creations of used items, made pencil cases with butterfly characters, then made house shapes from used popsicle sticks, changed waste paper into photo frame decoration creations. Those activities were carried out to develop aspects of children's fine motor development. Those activities were included in the core learning activities. The used item used was a 600ml mineral water bottle, started by the teacher giving examples of how to make creations from used bottles. Then the children were asked to make a pencil case creations in a way that has been exemplified by the teacher.

The learning results indicated that the data from cycle 1 to cycle 2 experienced significant changes. The data were obtained through observation when children tried to practice the traditional games they played, as well as improving children' fine motor skills by making creations of used items. The data were described as Table 1 below.

Table 1. Data of practice the traditional games

Category	Cycle 1		Cycle s 2	
	Number of Children	Percentage (%)	Number of Children	Percentage (%)
Children complete the motor physical development	14	66,66%	19	90,47%
Children begin to develop	7	33,33%	2	9,53%

The following is a graph of the development of the motor physical aspect of children through traditional games and creations of used items at TK Dharma Indria II, Jember:

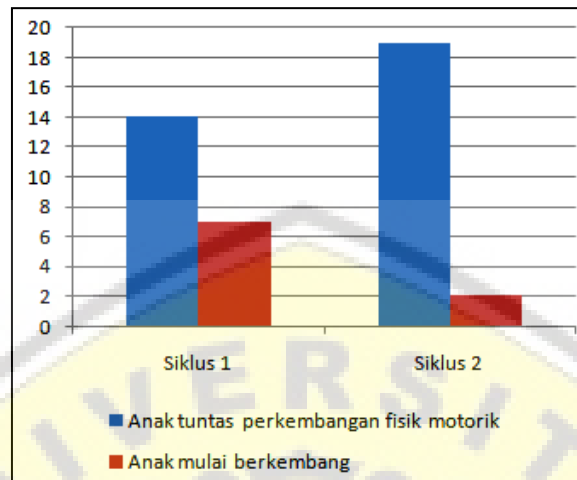


Figure 1. Graph of children's fine motor skills improvement by making creations of used items

Based on the data above, an increase of 23.81% was obtained from cycle 1 to cycle 2, from 66.66% with the number of 14 children to 90.47% with the number of 19 children. Meanwhile, the number of children begin to develop was known to decrease. From 33.33% with 7 children reduced to 9.53% with the remaining 2 children.

This showed that through traditional games and creations of used items improved the physical motor skills of class B1 children at TK Dharma Indria II.

CONCLUSION

Based on the research result and discussion, it can be concluded that efforts to develop children's physical motor skills through traditional games and creations of used items gave positive changes to children. Through traditional games and handicraft from used materials, the percentage of completeness achievement of motor physical development of children from 66.66% increased to 90.47%. And the number of children who were still developing from 33.33% was reduced to 9.53%. So it can be concluded that efforts to develop children's physical motor skills through traditional games and creations of used items improved the children's physical motor development aspect.

Based on the results, the following suggestions are given.

- 1) Suggestions for teachers are: variations in learning should be done using games. Teachers can use traditional games and creations of used items for motor physical development aspect of children in class B as an alternative in children's games that are in accordance with the interests and characteristics of early childhood;

- 2) Suggestions for school principal are: should try to motivate teachers to include traditional games in the design of learning activities made by teachers. Schools can also facilitate teachers in modifying traditional games and innovations in educational game tools (*APE*) from used materials in a competitive event among teachers within the institution until national competencies.

REFERENCES

- Arikunto, S. 2013. *Prosedur Penelitian: suatu pendekatan praktik*. Jakarta: Rineka Cipta
- Decaprio, Ricard. 2013. *Aplikasi Teori Pembelajaran Motorik di Sekolah*. Yogyakarta: Diva Press
- Hasanah, N.I, & Pratiwi, H. 2017. *Pengembangan Anak Melalui Permainan Tradisional*. Yogyakarta: Aswaja Prasindo
- Magsun, H. S. dan Lathief, M. A. 1992. *Pengantar Statistik Pendidikan*. Jember: Universitas Jember
- Musfiroh, T. 2010. *Perkembangan Kecerdasan Majemuk*. Jakarta: Universitas Terbuka
- Martinis Yamin & Jamilah Sabri Sanan. 2013. *Panduan Pendidikan Anak Usia Dini*. Jakarta: Gaung Persada Press Group.
- Sujiono. 2009. *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT Indeks
- Sugiyono, Y. 2013. *Konsep Dasar Penelitian Anak Usia Dini*. Jakarta: PT. Indeks
- Yuliani, S. 2013. *Konsep Dasar Anak Usia Dini*. Jakarta: PT. Indeks

