# IMPROVING GROSS MOTOR THROUGH "HEALTHY GEMBIRA" GYMNASTICS ACTIVITIES IN CHILDREN AGED 4-5 YEARS AT IT CENDEKIA PURWAKARTA KINDERGARTEN

1st Wiwin Winarti[1], 2nd Annisa Purwani[2]
{winwinarti256@gmail.com1, fasa.ap@gmail.com2}

STAI DR. KH.EZ Muttaqien Purwakarta, West Java[1,2]

**Abstract.** This study aims to determine the increase in gross motor skills through gymnastic activities at TKIT Cendekia Purwakarta. The background of this research is because learning activities are only carried out in the classroom, and the teacher's lack of awareness in stimulating gross motor development in children so that gross motor skills in children are less than optimal or still low. This study uses the PTK method, namely Classroom Action Research. This classroom action research was conducted in 2 cycles, each cycle consisting of 4 stages, namely planning, implementing, observing and reflecting. The subjects of this study were group A children aged 4-5 at TKIT Cendekia. Based on the research results that have been obtained that children's gross motor skills in each cycle experience development. This can be seen from the average score in the Pre-Cycle which is 20%. In cycle I increased to an average score of 40%. And in cycle II it increased with an average score of 90%. It can be concluded that the improvement of gross motor skills through happy healthy exercise activities has increased significantly and can be implemented in TKIT Cendekia.

**Keywords:** Gross Motor, Gymnastics, 4-5 Years Old Children.

## INTRODUCTION

Children are the nation's next generation who play an important role in the progress of a nation, realizing the importance of a quality next generation requires educators to provide children with a good education so that children become fully human and become a better generation. Early age is the initial and main foundation for children's development in all aspects of their growth and development. In the development of early childhood, one of which is physical development. Physical development will have a direct impact on children's skills and abilities in forming variations in motion. Children's motor development will play a very important role in supporting children's fitness because doing intense movements in everyday life will indirectly train them physically to become fitter (Sujiono, 2012)

Motor development is divided into two parts, namely gross motor and fine motor. Gross motor skills are formed when children begin to have coordination and balance almost the same as adults. To stimulate children's gross motor skills can be done by training children to jump, climb, run, tiptoe, walk and so on. There are many ways to develop children's gross motor skills, one of which is gymnastics. Gymnastics is one of the physical activities that children can develop. Gymnastic movements can support children's physical development such as muscle strength and endurance. Gymnastics is a form of physical exercise that is carried out in a systematic, orderly and planned manner by carrying out specific movements to obtain benefits for the body (Asmuddin et al., 2022)

Gross motor movements are abilities that require coordination of most parts of the child's body. Therefore, it usually requires energy because it is carried out by larger muscles. The development of gross motor movements also requires the coordination of certain groups of children's muscles that enable them to jump, climb, run, ride a tricycle and stand on one leg.

Children who have difficulty in gross motor skills that are not well developed can cause damage to attention to the environment, therefore an increase in gross motor skills is needed. Children's gross motor skills will develop properly if given stimulation according to their age stages (Ulfah et al., 2021).

Gymnastics is a good activity for the development of courage, self-confidence and confidence. Gymnastics is a form of planned body movements arranged regularly with the aim of improving body attitude and shape, fostering the development of skills and a harmonious personality (Karlina, 2021). Happy healthy gymnastic activities are gymnastic activities to stimulate children's gross motor skills with movements and music that have been planned so that children can be motivated to follow gymnastic movements. The essence of healthy and happy gymnastic activities is that children are able to coordinate leg and hand movements simultaneously, children are able to remember gymnastic movements, and children are able to follow gymnastic movements from warming up to cooling down (Ulfah et al., 2021).

From the results of observations made by researchers at TKIT Cendekia Purwakarta, 70% of children still have difficulty coordinating arm and leg movements when doing gymnastic activities. When the teacher gave an example of walking on the spot while raising both hands, the children still had difficulty, some only moved their feet and some only raised their hands. The gross motor skills of children at TKIT Cendekia Purwakarta are still low, looking at gymnastic activities, children still have difficulty coordinating leg and hand movements simultaneously. There are several gross motoric stimulations for children, one of which is with gymnastic activities. Gymnastics is one of the physical activities that children can develop. Gymnastic movements can support children's physical development such as muscle strength and endurance. Seeing from the observations that gross motor skills in children aged 4-5 years at TKIT Cendekia Purwakarta are still low, the researchers will conduct a study with the title "Improvement of Gross Motor through Happy Healthy Gymnastics Activities for Children Aged 4-5 Years at TKIT Cendekia Purwakarta".

## RESEARCH METHOD

This research was conducted at TKIT Cendekia Purwakarta. The subjects of this study were children in group A, which consisted of 10 children consisting of 4 boys and 6 girls. Based on gross motor skills that are still quite low, with this condition, interesting children's learning activities are needed for children to improve their gross motor skills.

This research was designed with a class action research design (CAR). The class action research is (classroom action research) which is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together (Sa'dun Akbar, 2008). The purpose of this classroom action research is to solve real problems that occur in class and increase the real activities of teachers in their professional development activities. Classroom action research is the development of teacher skills based on the learning problems faced by teachers in their classes, and is not aimed at achieving general knowledge in the field of education (John, 2013). The classroom action research planning model used refers to the design of the kenmis and target models with 2 cycles, each cycle consisting of 4 stages: 1) Planning; 2) Implementation; 3) Observation; 4) Reflection. In this study, data collection techniques were carried out using observation, interview and documentation techniques. While observation is a data collection technique by observing every ongoing event and recording it with an observation tool about the things to be studied (Sugiyono, 2012). Data analysis is an activity after data from all respondents or other data sources are collected (Sugiyono, 2012). Data analysis here is the process of systematically searching for and compiling data obtained from interviews, field notes and other additions so that it can be easily understood and the findings can be informed to others. To find out the effectiveness of a method in learning activities, this class action research used qualitative descriptive analysis. Qualitative description data analysis, namely a research method that aims to determine how far the physical-motor development of children is stimulated through "healthy, happy" gymnastic activities.

## RESULT AND ANALYSIS

In the initial stage, the researcher met the class teacher of the An-Nahl group to convey the research objectives and all plans for the stages of the research process that would be carried out at the sports center. After doing this activity, the next step is to carry out observations at the sports center for the An-Nahl group. The results of the pre-cycle research showed that in the An-Nahl group stimulation was still required for their physical-motor development. It can be seen that during the gymnastic activities, 20% of the children from the An-Nahl group were able to walk in place and raise their hands simultaneously. The results of the study show that there are several things that must be prepared in cycle I. The preparation includes making a daily learning implementation plan (RPPH), preparing the methods to be used, and preparing observation tools to determine children's physical-motor improvements.

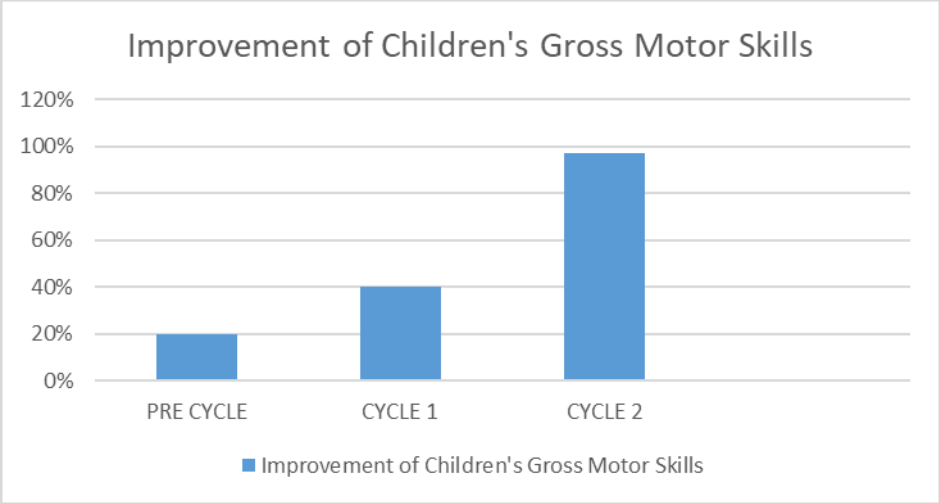
Cycle I was carried out in 2 meetings, with the hope that it could stimulate the stages of physical-motor development for children to develop more. In Cycle I the children were given an explanation of the media to be used that day, the teacher conveyed the rules of gymnastic movements and gave an example first. Furthermore, the child was asked to take part in gymnastic activities, and the practitioner who at that time was a teacher at the sports center made further assessments and observations. In cycle I, the first meeting, the children only participated in warm-up exercises, including inhaling and exhaling, stretching the right and left arms, then moving the body left and right while clapping. Furthermore, at the second meeting the children followed the warm-up movements and core movements including walking in place, moving the hands on the waist and turning the head to the right and left alternately, moving the head up, down, to the right and left, shaking the body to the right and to the left , holding the head, shoulders, knees, and lifting the right and left hands alternately. And followed by a cooling movement in which the movements are made more relaxed, namely inhaling and exhaling while raising and lowering the arms alternately with 3 repetitions.

The results of the study after the first cycle of action showed an increase in the stages of children's physical-motor development. Children who are already in the assessment are developing according to expectations as many as 4 out of 10 children or 40%. At the assessment stage, as many as 2 out of 10 children or 20% begin to develop, and at the undeveloped stage as many as 4 out of 10 children or 40%. Referring to the performance indicators used, the results of cycle I have not reached the expected completeness, because in cycle I only 4 out of 10 children achieved 40% with the Expected Developing criteria and no one had yet achieved the Very Well Developed criteria. These results indicate that there are improvements that must be made at this stage of the cycle. The results of the researcher's reflection found several deficiencies in cycle I such as the child was not able to move his legs and arms simultaneously, the child still had difficulty understanding gymnastic movements, and the child was still confused about following the instructions from the teacher. This requires several improvements in the research phase. Reflections from cycle I the teacher must give a foothold to the child by using language that is easily understood by the child, the teacher encourages the child and the teacher provides the stages of gymnastic movements, starting from warming up, core and cooling down followed by the children.

After the preparation for reflection in cycle I was over, the research in cycle II was carried out with 2 meetings. The first meeting in cycle II, the children followed all a series of gymnastic movements from warming up to cooling down. Warming up movements include inhaling and exhaling, stretching the right and left arms, then moving the body left and right while clapping. Furthermore, the child follows the warm-up movements and core movements including walking movements in place, hand movements on the waist and head looking to the right and left alternately, moving the head up, down, to the right and left, shaking the body to the right and left, holding movements head shoulders knees feet, and the movement of lifting the right and left hands alternately. And followed by a cooling movement in which the movements are made more relaxed, namely inhaling and exhaling while raising and lowering the arms alternately with 3 repetitions. At the second meeting the children followed a series of gymnastic movements from warming up to cooling down with balanced leg, hand and body movements. Warming up movements include inhaling and exhaling, stretching the right and left arms, then moving the body left and right while

clapping. Furthermore, the child follows the warm-up movements and core movements including walking movements in place, hand movements on the waist and head looking to the right and left alternately, moving the head up, down, to the right and left, shaking the body to the right and left, holding movements head shoulders knees feet, and the movement of lifting the right and left hands alternately. And followed by a cooling movement in which the movements are made more relaxed, namely inhaling and exhaling while raising and lowering the arms alternately with 3 repetitions.

The following are corrective steps as part of a reflection study: the teacher must provide a foothold for children by using language that is easily understood by children, the teacher encourages children and the teacher provides stages of gymnastic movements, starting from warming up, core and cooling down followed by children. Based on the data obtained in cycle II, the physical-motor abilities of children who have reached very good development are 9 out of 10 or 90%, 1 out of 10 children who are still starting to develop. Improving children's physical-motor abilities can be said to be successful because of the 9 children studied, only 1 person was still starting to develop, the rest had reached very good development.The following is a bar chart of the results of the final research observing children's development in improving children's gross motor skills through "healthy, happy" gymnastic activities.




**Pig. I.** Improving Gross Motor Through
“Healthy Gembira” Gymnastics Activities In Children Aged 4-5 Years.

Referring to the results of this study, since the pre-cycle, it was shown that 20% of children whose physical motor development stages began to develop, then in cycle I experienced an increase to 40% of children who developed as expected. In cycle II as many as 90% of the children developed very well, 10% of the children who got started to develop. This shows that the child has experienced a significant increase in physical-motor abilities. Another conclusion that can be drawn is that this action has been achieved so that this research was carried out only up to cycle II.

The results of this study can be seen that children have started to be able to control their every movement and have started to be able to coordinate between their hands and feet in gymnastic activities. The "healthy, happy" gymnastic media is said to be very effective for stimulating the stages of physical motor development in children aged 4-5 years. Besides that, because this activity is carried out together, the "healthy, happy" gymnastic media can also stimulate the stages of children's social-emotional development and social-emotional development child cognitive.

## CONCLUSION

Based on the results of research at sports centers in the An-Nahl group aged 4-5 years for two cycles, it can be concluded that the "healthy, happy" exercise media can stimulate the stages of children's physical motor development. With pre-cycle results obtained 20%, in cycle I there was

an increase in children's gross motor development, namely by 40%, and in cycle II there was a very good increase, namely 90%.

After this research activity, the practitioner hopes that the teacher can present more activities or media games that can stimulate each child's development, especially children's physical-motor development, because if a child's physical-motor development is hampered, other activities will also be hampered.

## References

Asmuddin, A., Salwiah, S., & Arwih, M. Z. (2022). Analisis Perkembangan Motorik Kasar Anak di Taman Kanak – Kanak Buton Selatan. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(4), 3429–3438. https://doi.org/10.31004/obsesi.v6i4.2068

John, D. (2013). Metodologi Penelitian Pendidikan dan Aplikasinya. Kencana Perdanamedia.

Sa’dun Akbar. (2008). Penelitian Tindakan Kelas. Cipta Media Aksara.

Sugiyono. (2012). Metode Penelitian Kuantitatif Kualitatif dan R&D. Alfabeta.

Sujiono, Y. N. (2012). Konsep Dasar Pendidikan Anak Usia Dini.

Ulfah, A. A., Dimyati, D., & Putra, A. J. A. (2021). Analisis Penerapan Senam Irama dalam Meningkatkan Kemampuan Motorik Kasar Anak Usia Dini. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 5(2), 1844–1852. https://doi.org/10.31004/obsesi.v5i2.993.