

EFFORTS TO DEVELOP GROSS MOTOR ASPECTS IN THE COCONUT SHELL STILTS GAME FOR EARLY AGE CHILDREN

Affitri Praptia Barkah

{affialfa@gmail.com}

Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto, Jl. A. Yani No.40A, Karanganjing,
Purwonegara, Kec. Purwokerto Utara, Kabupaten Banyumas, Jawa Tengah, 53126, 085770162575

Abstract. This research aims to find out how to develop gross motor skills in the traditional game of coconut shell stilts. Activities that involve large muscles, such as locomotor, non-locomotor, and manipulative movements that include physical strength and balance exercises are sometimes referred to as gross motor skills. The purpose of gross motor skills is to maintain physical fitness, foster self-confidence, foster good cooperation, foster discipline, foster honesty and foster sportsmanship. This type of research is descriptive library or textual research. The data collection technique used is documentation through the stages of reading, noting, classification, analysis, and conclusion. The results of the discussion in this research are that three skills focus on developing gross motor skills in young children in the coconut shell stilt game, namely balance where children will have the ability to control their bodies, strength, namely children must improve agility and strength skills in conditioning the game and agility. children when they want to be the winner in the coconut shell stilts game.

Keywords: gross motor skills, coconut shell stilts, early childhood

INTRODUCTION

PAUD can be understood as an effort to support the basic development of children from birth to the age of six. This is done by utilizing educational stimuli to support the child's growth and development process, thereby preparing them to later enter formal, informal and non-formal higher education pathways. To ensure the best possible growth and development of children, early childhood education (PAUD) can also be understood as the process of supporting children's growth and development from birth to the age of six as a whole. This process includes six aspects of development: moral and religious, motor and physical, cognitive, social and emotional, language, and art. Learning and development is ongoing (Wiyani, 2022).

The many developmental variables that need to be optimized make researchers only focus on gross motor skills. Activities that use large muscles and a lot of energy, such as walking, running, and jumping, are called gross motor skills. Gross motor skills, according to Hasninda, are body movements that utilize most of the body's components and are determined by the child's development. Further explanation was provided by Sujiono who defined gross motor skills as actions that involve the use of large muscles, such as walking, running, jumping, kicking and crawling (Novitasari, et al, 2019). Activities that involve large muscles, such as locomotor, non-locomotor and manipulative movements which include physical strength and balance training are sometimes referred to as gross motor skills (Fitriani, 2021). Apart from that, the purpose of gross motor skills is to maintain physical fitness, foster self-confidence, foster good cooperation, foster discipline, foster honesty, and foster sportsmanship (Khadijah, et al., 2020).

Playing games is an entertaining and efficient way for children to improve their gross motor development. According to Siedentop, playing games requires the use of combinations, strategies and physical strength. Gaming demands greater concentration than other activities, a stronger energy commitment, and the possibility of winning prizes. Another way to socialize with other people is through games. Because children can learn new skills through play and following rules, games can function as learning laboratories (Kurniawan, 2019). There are two categories of games: classic

games and contemporary games. In theory, both children and adults can play traditional games that are symbolic or symbolic of inherited knowledge with various meanings and purposes. Traditional games are expected to improve learning because they allow children to explore their interests and points of view. They also offer the best environment for learning and help children remember what they have learned. Apart from that, learning through games can be carried out effectively without the need for coercion or fear, so it can lighten the burden on teachers and reduce students' frustration in learning.

This is where educators can be creative in improving children's education. In accordance with the responsibilities and functions of PAUD teachers as outlined in Minister of Education and Culture Regulation Number 137 of 2014 concerning National PAUD Standards, you should be responsible for organizing, implementing and evaluating the learning process in addition to providing guidance to children, care and protection. Children's games should also be chosen taking into account their age. Children will feel freer, gain knowledge from experience, and follow the rules when playing, such as in the classic game of engrang batok. Engrang's whereabouts are not yet known, but the term "Engrang" is known by various names in various places. "Tengkak-tengkak (Limp)", "Ingkau" or in Bengkulu language means bamboo shoes; Central Java with the name "Egrang" means long-legged bird; Meanwhile, Panggung comes from the Lampung language which means sharp bamboo pole. The purpose of this stage game is to fill free time; to improve motor skills, feelings of joy; to improve the quality of fitness; and to improve social skills; Children, teenagers, adults and all groups can play it. Thus, engrang is a traditional game that can develop one aspect of early childhood growth and development, one of which is gross motor skills (Kurniawan, 2019).

Research written by Fitriani and Liza (2021) aim to evaluate how the traditional game of coconut shell stilts helps children at the Babul Ulum Lamteungoh Kindergarten in Aceh Besar develop their gross motor skills. Classroom Actions are used in this type of research (CAR). The tool used was an observation sheet, with a sample of twelve children, and a percentage formula was used to analyze the data. Based on the research results, there were 41.66% (5 children) in the underdeveloped category and 25% (3 children). The category did not perform as expected; on the contrary, its performance is very good, developing by 16.66% (2 children). In cycle II there were no categories of not yet developing (8.33%) or starting to develop (8.33%), development as expected for 2 children (16.66%), and very good development for 66.66% (8 children). These results support the notion that children's gross motor skills can be improved by playing on stilts made from coconut shells. This research is in line with the author's research but there are differences, where in the research written by Fitriani and Liza it can improve gross motor skills in children, while the author places more emphasis on what characteristics are present in developing gross motor skills in children, namely balance.

Arif Hakim, Hani Hamidah, and Ayi Sobarna (2020). Examining how to improve the traditional game of coconut shell stilts for group A students at Bunga Bangsa Kindergarten. The results show that there are three aspects of responsibility studied, namely: protecting oneself from the surrounding environment, appreciating the benefits of others and the desire to share, help and support friends. Two cycles, each consisting of three meetings, constitute the classroom action research used in this research. The subjects of this research were 11 students from group A at Bunga Bangsa Kindergarten, 9 girls and 2 boys, aged 4-5 years. The research was conducted in November and December 2019. Documentation and observation were used as data collection methods. Data analysis was carried out quantitatively and descriptively. The results showed that during two cycles, children's responsible character increased by 81.81%. Through playing coconut shell stilts, children's responsibility in the pre-cycle is demonstrated with an average percentage of 9.09%; increased to 42.42% in cycle I and 81.81% in cycle II, meeting the required success criteria. This research is in line with the author's research but there are differences, where in the research written by Fitriani and Liza it can improve gross motor skills in children, while the author places more emphasis on what characteristics are present in developing gross motor skills in children, namely balance.

Khusnul Laely and Dede Yudi (2015) entitled The Influence of the Coconut Shell Engrang Game on Increasing Children's Kinesthetic Intelligence. This research aims to determine the effect of the traditional game of coconut shell stilts on increasing the kinesthetic intelligence of BA children, Aisiyiah Kalinegoro, Mertoyudan District, Magelang Regency. This research uses an

experimental research design with a One Group Pre-Posttest Design research design by taking initial and final measurements. The variable in this research is group A at BA, Aisyiah Kalinegoro for the 2014/2015 academic year, totaling 15 students. Sampling used the Total Sampling technique. The data collection method uses observation and performance sheets. With the help of SPSS software for Windows version 19.00, the Wilcoxon signed rank test data analysis technique was used. The asymp.sig column contains research findings. For a two-sided test, asymptotic (two-tailed) significance is 0.001. The probability in the case of this one-sided test is $0.001 / 2 = 0.0005$. The probability in this case is 0.05 ($0.0005 < 0.05$). Therefore, either H_0 was disqualified or there was a discrepancy between the child's kinesthetic intelligence measured initially and that measured again after learning the traditional coconut shell stilt game exercises.

RESEARCH METHOD

This kind of research uses descriptive textual or library sources. The type of qualitative research called descriptive textual research is usually carried out only based on written works, including research that is conducted and not published (Evanirosa, Bagenda, 2022). This type of research is usually carried out without going directly into the field to look for data sources. A number of tasks related to library data collection techniques form this library research, which is also called "library research" (Muhamad, 2011: 31). Abdul Rahman Sholeh stated that the aim of this library research was to collect information by utilizing the resources available in the library, including books, periodicals, historical narratives and documents (Abdul Rahman Sholeh, 2005:63). This research looks at how children can develop the coconut shell engrang game to improve their gross motor skills.

Documentation through the stages of reading, noting, classifying, analyzing and drawing conclusions is a technique used to collect data. According to Sugiono (2008), document study in qualitative research is an addition to observation and interview findings. In fact, if documentation studies are included in the research methodology, the credibility of the findings will further increase. The word "document" in the Big Indonesian Dictionary (KBBI) refers to sound recordings, visuals from films, and other materials that support observational research and interviews. One of the benefits of this documentation study is the authenticity and correctness of the data (Poerwandari, 2013). Content analysis is the data analysis method used in this research. (Carney, 1980: 23) suggests that content analysis is a technique for making inferences by identifying special characteristics objectively and systematically. Krppendrof (1980:21) also stated that content analysis is a valid research technique and can be re-examined from data based on its context.

RESULT AND ANALYSIS

1.1 Application of Procedures for the Coconut Shell Engrang Game

To practice playing engrang batok, players must step forward by alternating between one foot and one hand to strengthen the hand and foot muscles and improve body balance. With this coconut shell engrang game, you can pass the time, get fitter, develop gross motor skills, and become more social. When playing the game of engrang batok there are several things that need to be considered, such as: Before the competition starts, you must: 1) determine the age group based on the age limit of each player; 2) divide participants into several groups based on trajectory; 3) hold a draw to determine the order of the competition; 4) The first player must climb the stilts correctly to the back of the finish line and pass it on to the second player or the next player. 5) The team is ruled out if the following things happen: stepping on the track line, stepping on the ground, and intentionally disturbing other players. 6) The winner's performance in each round of competition determines which team will qualify or win the championship title.

Coconut shell engrang is a traditional game that is safe to be played by children who have character values, especially in early childhood. Apart from that, how to play the coconut shell engrang is quite easy. The first step in playing this traditional game is to place two feet directly on each coconut shell, then lift one foot, while the other foot remains resting on the shell on the ground, do these steps as if walking (Hasbulla, et al. 2022). In the discussion I wrote, the gross motor skills that are developed in the coconut shell engrang game are: balance, strength and agility. This research is different from other research, where this research focuses on gross motor skills in the traditional game, namely coconut shell engrang.

1.1.1 Balance

Early childhood children have a greater sense of curiosity, with all new things where children really want to try, know and do. So, as parents or adults, we should instill character and carry out positive activities so that children can develop that character well. Apart from that, it can also develop growth and development processes in children at an early age (Hasan, et al. 2023). This coconut shell engrang game is a positive activity for children. Apart from that, this game can also develop, train and improve one of the factors of growth and development in early childhood, namely gross motor skills. Gross motor skills that can be trained in children with the engrang batok game are balance.

O'Sullivan expressed the definition of balance, namely the ability to maintain the body's position when upright. According to Ann Thomson, balance can be said to be minimal muscle activity in maintaining the body in a static and dynamic state. Balance can also be said to be the ability to control the center of gravity in the fulcrum (Mekayanti, et al. 2015). According to (Jeffry 2023), balance itself is divided into two, namely dynamic and static balance. Dynamic and static balance have different meanings, if dynamic balance is the ability to maintain the body while moving. Then static balance is the ability to maintain a fixed body position. Balance is also needed in maintaining or maintaining a position and stability from one position to another (Suproyanto. 2015).

In the traditional game of coconut shell engrang, the skills in balance can be seen when the child stands on the shell, holds the rope connected to the shell and when walking. When the child stands on the shell, the child will have the ability to control his body. On the other hand, the surface of the coconut shell does not have a flat surface but is curved. The child will adjust the position of his body and legs so that he has balance when standing on the shell. Next, the child holds the rope that connects the shell to the handle for walking. In this position the child must also control and have the ability to maintain a balanced body position. Children must also train their cognition so that physical motor processes in balance run in accordance with the child's brain. Lastly, when the child starts walking. Children in this position must develop in addition to cognitive aspects, gross motor skills and balance combined when the child walks with a coconut shell. Children must control their body, legs and arms in order to walk in balance.

1.1.2 Strength

Children who are active and energetic by doing all kinds of activities. Where children are never tired of doing any activity except sleeping. Especially if children find activities that are new and fun to do (Khairi. 2018). Because of this, children will be very enthusiastic about being active in all the activities that will be carried out, these activities can be indoors or outdoor activities. Says that traditional games can develop character in early childhood. Where traditional games are a form of appreciation and expression of a tradition that exists in a society with fun activities. On the other hand, traditional games can foster interaction between peers and adults by having their own characteristics. Traditional games can build character in children (Retnaningsih, et al. 2022).

Strength or in English, namely strength, has the meaning of the ability to improve human physicality which has an important element in terms of exercise by helping to improve components such as agility, accuracy and speed. According to Pate, strength is defined as energy that can be used to change the situation at the moment of stress or an object. Strength can also be interpreted as the process of muscle contraction to exert maximum force. According to Thomas, there are three types of muscle contractions in humans, namely: static, concentric and eccentric (Chan. 2012).

In this traditional game of coconut shell engrang, strength skills are needed to the maximum. What can be seen when this game starts here is the physical ability to increase to the maximum. Children must improve their agility and strength skills in conditioning the game. In this case, extra energy is needed for children if they want to win. For strength skills, namely: first, leg muscle strength. Leg muscle strength is needed when children pedal coconut shells. The stronger your child's leg muscles are, the easier it will be to apply pressure to the coconut shell and move it quickly. Next, secondly, the strength of the abdominal and back muscles. Strength of the abdominal and back muscles is needed when children maintain balance when playing batok engrang. This power helps players stay upright and avoid falling. Lastly is the strength of the hand and wrist muscles. This muscle strength is needed in controlling or pedaling a coconut shell. These hand and wrist muscles are an important factor in playing coconut shells.

1.1.3 Agility

Islam recommends sharpening gross motor skills in young children with various kinds of sports and games. These gross motor movements depend on a person's maturity in coordinating their body. Children who have the nature of exploratory and active learning will learn to use all their five senses to understand something in the shortest possible time (Khadijah & Nurul Amelia). Nimble, agile and enterprising are the origins of the words agility. Soekarman defined that agility as the ability to change direction quickly and precisely. Agility according to (Nenggala. 2007) can be defined as the body's ability to move quickly without disturbance or loss of balance. According to Nurhasan, agility can also be defined as the ability to move in all directions quickly and easily (Gemaël, et al. 2019).

In the batok engrang game for young children, there are agility skills. In this skill, there are several in the game. Namely children's agility when they want to be the winner in the coconut shell engrang game. At that time the child must have the ability to change direction of movement quickly, precisely, in balance and strongly. Children must also have high concentration in this matter so that children can win the game. Next, when children play games. At that time the child must move the direction of the shell from one place to another using his feet and has high agility. At that time, apart from agility, children are also trained in concentration and balanced motor skills.

CONCLUSION

Based on the explanation above, the author concludes that physical motor development in children is very important in the developmental stages. Strategies that can be used to develop physical motor skills in children can be done in various ways, one of which is the traditional game "coconut shell engrang". In this traditional game, children's motor skills, especially gross motor skills, will really function and develop. This game is liked by many children, the way to play the game is in an easy way, that is, both feet are placed on two coconut shells side by side, then the big toes are inserted into the rope above the coconut shell with the forefinger clamping the rope, while the hand holds the rope and getting ready to walk, the more the child moves, the more it will develop until the child's gross motor development increases. In this traditional game there is a focus on three gross motor skills, namely balance, agility and strength. Based on the research findings examined, researchers recommend examining the effect of coconut shell stilts on six aspects of early childhood development.

References

- Amalia, Rizqi, Thesis: Efforts to Improve Gross Motor Skills with the Engrang Btok Coconut Game Group A at BA Aisyiyah Daleman 1 Kec. Tulung Kb. Klaten Academic Year 2019/2020, (Surakarta: Surakarta State Islamic Institute, 2020), p. 42.
- Fitriani, .2021. "Efforts to Improve Gross Motor Development Through the Traditional Game of Coconut Shell Engrang", Journal of Child Studies, Vol. 2, no. 2.
- Fitriani, et al. 2021. "Efforts to Improve Gross Motor Development Through the Traditional Game of Coconut Shell Engrang", Journal of Child Studies, 2021, Vol. 2, No.02.
- Hamidah, Hani, et al. 2020. "Instilling the Character of Responsibility Through the Traditional Game of Coconut Shell Engrang in Children Aged 4-5 Years at Bunga Bangsa Pengileukan Kindergarten, Bandung", Journal of Proceedings of Early Childhood Teacher Education, 2020, Vol. 6, no. 1.
- Hondriasi, et al. 2023. Learning Media for Early Childhood, Indramayu: Adab, 2023.
- Khadijah, et al. 2020. Physical Motor Development in Early Childhood Theory and Practice, Jakarta: Kencana.
- Kurniawan, Ari Wibowo. 2019. Traditional Sports and Games, Malang: Wineka Media.
- Laely, Khusnul, et al. 2015. "The Effect of the Coconut Shell Engrang Game on Increasing Children's Kinesthetic Intelligence", Journal of Empowerment, 2015, Vol. 3, No. 1.
- Makhmudah, Siti, et al. 2020. AUD Motor Development, Indonesia: Geupedia.

- Novitasari, Reni, et al. 2019. "Improving Children's Gross Motor Skills through Playing with Hulahoop Media in Group B Children of Al-Syafaqoh PAUD Rejang Lebong Regency", *Potentia Scientific Journal*, Vol. 4, No. 1.
- Wiyani, Novan Ardy. 2022. *Basics of PAUD Management Concepts, Characteristics and Implementation of PAUD Management*, Yogyakarta: Arruzz Media.
- Jeffry, Augustine Reffly. 2023. *Motor Development*, Indramayu: Adab Publishers.
- Mekayanti, Ayu, et al. 2015. "Optimizing Flexibility, Balance and Strength of the Human Body Instantly Using Secret Methods", *Virgin Journal*, Vol. 1, No. 1.
- Supriyanto, Eko. 2015. "Physical Activity Balance to Reduce the Risk of Falls in the Elderly", *Journal of Sports Performance*, Vol. 11, no. 2.
- Chan, Faizal. 2012. "Strength Training", *Sifa Smart Journal*, No. 1.
- Nenggala, Asep Kurnia. 2007. *Physical Education, Sports and Health*, Bandung: Grafindo Media Pratama.
- Gemael, Qorry Armen & Febi Kurniawan. 2019. "The Effect of High Intensity and Medium Intensity Agility Training on Dribbling Skills in Football Games", *Journal of Sports Coaching Education*, Vol. 11, no. 3.
- Hasbullah, Habib, et al. 2022 . *Devotion Riau*, Magelang: Pustaka Rumah Cinta.
- Hasan, Muhammad, et al. 2023. *Early Childhood Character Education*, Banten: PT Sada Kurnia Pustaka.
- Retnaningsih, Lina Eka, et al. 2022. *Effective Tricks for Instilling Character Education in Early Childhood*, East Java: Nawa Litera Publishing.
- Khairi, Husnuziadatul. 2018. *Characteristics of Early Childhood Development from 0-6 Years*, *Jurnal Warna*, Vol. 2, no. 2.
- Khadijah & Nurul Amelia. 2022. *Physical Motor Development in Early Childhood Theory and Practice*, Jakarta: Kencana.