

DEVELOPMENT OF GROSS MOTOR SKILLS THROUGH SPINNING TOP GAMES

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Abstract. Skills motor rough is matter fundamental for development physique child, and do activity based game like top can become effective and fun method for increase Skills This. Study This referring to the review comprehensive relevant literature from various source academic, and journal scientific. Overview this started with give description about importance skills motor rough in development child age early, highlighting impact to well-being physique and abilities cognitive in a way whole. This part then dig framework theory development motor, stress role play in push acquisition skills motor. Focus main from review This is on utilization game top as method for increase skills motor rough, exploring role educators, parents, and caregivers in facilitate integration game top to in environment child age early. Report this consider potency associated challenges and benefits application the activity with emphasize necessity variation suitable game with age and environment play safe. By understanding base theory and implications practical from application game these, educators, parents, and researchers can contribute to development holistic children and fostering health physique .

Keywords: early childhood education, traditional games, fine motor development

INTRODUCTION

Early childhood education is a crucial period that requires attention and intervention as early as possible. One of the developing abilities in early childhood is motor skills. The ages of 3-6 are considered a golden period for children, requiring stimuli to aid their development and prevent hindrances. Various aspects of a child's development can thrive with proper stimuli during this golden age, encompassing physical, motor, cognitive, language, social, emotional, self-concept, discipline, and independence skills (Asmuddin, 2022).

One specific aspect of child development is gross motor skills. Developing gross motor skills in children is essential to help them acquire the physical skills needed for daily activities, sports, and cognitive functions (Bonita, 2018). The development of a child's motor skills can be observed through various movements and physical play activities. Therefore, mastering gross motor skills is crucial for children to engage in everyday activities such as running, jumping, pushing, throwing, catching, kicking, and more (Denok, 2022).

An effective way to develop gross motor skills is through play, such as spinning top games. Spinning tops are toys that can rotate on an axis and balance at a specific point (Wayan, 2016). Played by winding a string around the top's neck, swinging it towards the ground or the spinning top arena, and rapidly releasing the string, the top will start spinning. The top usually spins for a while until the interaction of its bottom with the ground makes it stand upright. After spinning upright for some time, the top eventually falls roughly to the ground. Traditional spinning top games often have rules, with the top that spins the longest declared the winner (Arsyad, 2016).

These traditional spinning tops are typically crafted from bamboo, wood, or similar materials. Wood is carved and shaped to form the body of the spinning top, while the string is commonly made of nylon, and sometimes from tree bark (Sri Mulyani, 2013).

As described above, the implementation of traditional spinning top games can contribute to the development of gross motor skills in children, as evidenced by the research conducted by Dwi Haryanti and Asrul Faruq titled "Perkembangan Fisik Motorik Anak Usia Dini Melalui Permainan Tradisional Gasing Ambung Kelapa (Studi Kasus di PAUD Islam Terpadu Biruni Kec. Sungailiat Kab. Bangka)." This study focused on the physical motor development of young children using spinning tops made from coconut shells. Additionally, the research by I Wayan Widarma, A. A. Kt. Agung Cahyawan, and I Nyoman Piarsa titled "Rancang Bangun Game Tradisional "Adu Gasing"

pada Platform Android” focused on creating a digital game based on spinning top games, while this study concentrates on the development of gross motor skills using spinning tops made from wood and bamboo.

RESEARCH METHOD

The method employed in this study is the Literature Review method, involving the examination and analysis of various literature sources, including articles, journals, and books related to spinning tops and gross motor skills in early childhood. The purpose is to ascertain whether spinning top games can indeed contribute to the development of gross motor skills in young children. Conducting a literature review is essential to provide readers with information on how to enhance gross motor skills through spinning top games in early childhood. The data sources for this study are secondary, consisting of relevant literature and reviews aligned with the topic of this article—specifically, the use of spinning tops to develop gross motor skills in young children. The data collection technique employed is documentation, involving the collection of notes and events derived from articles, journals, and other online sources pertinent to the article's topic. The obtained results will be utilized by the author to identify spinning tops as a tool for developing the gross motor skills aspect in children.

RESULT AND ANALYSIS

Early childhood education aims to provide stimulation through facilities for the comprehensive growth and development of children. The early years constitute the most crucial and fundamental period within the entire span of human growth and development. This period is marked by various significant stages that lay the foundation for a child's subsequent life until the end of their developmental phase. One distinctive characteristic of early childhood is the Golden Age, a period marked by rapid development and foundational experiences that shape a child's future (Loeziana, 2017). It is imperative to pay close attention to this period to provide optimal stimulation aligned with a child's development. Various concepts and facts explain the golden period of early childhood, where all a child's potentials develop most rapidly. Concepts associated with early childhood include the exploration phase, identification/imitation phase, sensitivity phase, and play phase.

In Indonesia, early childhood education has seen significant development within the education system, recognized as a crucial component for the nation's progress. As societal awareness grows, it becomes evident that early childhood education can cultivate competencies in children from an early age, fostering physical, mental, and emotional growth (Husna and Eva, 2023).

The acknowledgment of the importance of early childhood education by both society and parents aligns with government policies, such as the enactment of the Child Protection Law (Law No. 23 of 2002) and Article 28 of the National Education System Law (Law No. 20 of 2003). Additionally, the establishment of the Directorate of Early Childhood Education further underscores the government's commitment to early childhood education (Istiqomah, 2016).

Motor skills refer to body movements generated by actions, and motor development can be described as the maturation and control of bodily movements (Yuliansih, 2015). This development is the process of growing and evolving a child's movement capabilities, involving the coordination of central nervous system activities, nerve fibers, and coordinated muscles. Motor development progresses in tandem with nerve and muscle maturation, as well as cognitive abilities (Damayanti & Nurjannah, 2016). Motor skills are divided into two categories: 1) gross motor skills, and 2) fine motor skills (Baan A B et al, 2020).

In the context of early childhood education, one significant aspect of development is the refinement of gross motor skills. This aspect refers to a child's ability to engage in activities using their larger muscles. For children aged 5-6 years, the expectation is that they can perform coordinated body movements to enhance agility, strength, balance, and flexibility. Developing gross motor skills is crucial for a child's physical growth, improving their body balance, training flexibility, speed, agility, eye-hand and foot coordination, and fostering the ability to hop on one foot (Ningrum et al, 2023).

Optimizing gross motor skills in early childhood is essential for maximizing overall physical and developmental growth, which, in turn, supports the optimization of other aspects. Encouraging outdoor play is one technique to stimulate gross motor skill growth in children. Outdoor play not only stimulates physical development but also contributes to mental well-being. Traditional games involving physical activity play a significant role in this stimulation. Play serves the primary purpose of nurturing optimal development and growth in early childhood through a creative, interactive, and environment-integrated approach. Every movement is the result of a complex interaction pattern involving various body parts and systems controlled by the brain. Traditional game movements also contribute to the formation of physical, mental, moral, and social skills in children (Hasanah, 2016).

The development of gross motor skills in early childhood aims to introduce gross movements, train gross movements, enhance the ability to manage and control movements and coordination, and improve skills and a healthy lifestyle (Samsudin, 2008). The benefits of developing gross motor skills in early childhood include enhancing the ability to manage, control movements and coordination, and improve skills and a healthy lifestyle, contributing to strong and skillful physical growth (Sujiono, 2010). Wiyani (2014) identified five factors influencing optimal gross motor skill development in children: nutrition, culture, physical readiness, gender, and stimulus. Providing nutritious food to active children is crucial for energy, growth, and development. Adequate nutrition stimulates organ growth and development.

Briefly describing the achievement of gross motor skill development in children:

- 1) Ages 2-3 years: walking while tiptoeing, jumping forward and backward with both feet, throwing and catching a ball, dancing to rhythm, climbing up and down stairs or raised platforms with support.
- 2) Ages 3-4 years: running while carrying something light (a ball), climbing up and down stairs or raised platforms with alternating feet, balancing on a wide board, jumping down from a height of about 20 cm (below the child's knee height), imitating simple gymnastics movements like mimicking a tree or a jumping rabbit.
- 3) Ages 4-5 years: mimicking animal movements, trees swaying in the wind, airplanes flying, hanging movements, coordinated jumping, leaping, and running, directed throwing and accurate catching, anticipatory movements, directed kicking, utilizing play equipment outside the classroom (Baan A B et al, 2020).

Stimulating gross motor skill development from an early age follows development principles, especially those related to a child's gross motor skills. Learning activities should be conducted through play, both indoors and outdoors, as play enhances knowledge and experience, particularly when the game is presented attractively. Traditional games can be played both indoors and outdoors, and their selection should consider factors such as proximity to a child's life, the child's interests or tendencies, vocabulary development, and adherence to cultural values within the child's environment.

One such traditional game that can be chosen is spinning tops. Spinning tops are toys that can rotate on an axis and balance at a single point. Spinning tops are considered one of the oldest games and continue to be recognizable today. Most spinning tops are made of wood, and various materials are now used to create different designs. Playing spinning tops involves holding the top with the left hand while holding the string with the right hand. The string is tightly wound around the top, and on the count of three, the top is thrown to the ground simultaneously. The top that spins the longest is declared the winner (Sri Mulyani, 2013).

Spinning tops come in various shapes, evolving with the times, and can be cylindrical, conical, or spherical. In Indonesia, spinning tops have been present for a long time. Some regions in Indonesia even actively develop spinning tops to compete with modern games that have displaced traditional ones (Aisyah Fad, 2014). There are different types of spinning tops, such as the heart-shaped top, which is named for its resemblance to a human heart and is easier to make and play. Another type is the jar-shaped top, similar to the heart-shaped top but with an oval waist. The spinning top with a light shape and a low belly is called the lamp top. The Eiffel top is flat, lower, and has a low tail. This top is popular because it has a strong spin resistance (Djuaringsih, 2017).

Engaging in spinning top activities helps children develop gross motor skills as they enhance their throwing abilities, practice jumping and running, and train precision, hand-eye coordination, and control over hand movements.

CONCLUSION

The development of gross motor skills in early childhood through spinning top games holds significant potential. A literature review indicates that spinning tops not only reflect cultural heritage and traditional values but also provide an effective platform for engaging a child's large muscles. In the context of early childhood education, spinning top games can serve as an interesting and beneficial strategy to stimulate physical growth and the development of gross motor skills in children. This study provides a foundation for further research that can detail the positive effects of utilizing spinning top games in early childhood education.

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