

THE ROLE OF MARBLE GAMES IN IMPROVING GROSS MOTORIC IN EARLY CHILDREN

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Abstract. Physical motor development is a very important factor in overall individual development. The effectiveness of using traditional games (marbles) in stimulating children's gross motor skills is because in these traditional games children will use their physical abilities in playing. Apart from that, traditional games (marbles) can be used as cultural heritage, because so that they know that this traditional game of marbles is an original game from their ancestors, and this game of marbles must be preserved so that this traditional game of marbles does not become extinct and forgotten. This research aims to find out the role of the traditional game of marbles in improving gross motor skills in young children. To answer these big questions, the author uses a descriptive qualitative research methodology with data search methods using observation, documentation and interviews. Next, the data obtained will be analyzed using data analysis techniques. The results of the research show that: Traditional games (marbles) play a very important role in improving the gross motor skills of young children. To improve students' gross motor skills on an ongoing basis, educators continue to hone students' gross motor skills by continuing to create various variations.

Keywords: *Traditional games, gross motoric, marble games*

INTRODUCTION

Early childhood education according to Law Number 20 of 2003 Chapter I Article 1 Paragraph 14 is a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness in enter further education. Early childhood education is very important to be implemented as a basis for the formation of a complete human personality, namely the formation of character, noble character, intelligence, cheerfulness, skill and devotion to God Almighty. Early age is a golden opportunity for children to learn, so it is called the golden age. At this age, children have extraordinary learning abilities (Uswatun Khasanah, 2016). Understanding children is the beginning of success in education. Early childhood is synonymous with play. The learning concept that is often introduced in early childhood learning is learn through play. As one of the initiators of learning through play. Playing is a need for children equal to the need for work for adults. Many games have been created by the community to meet children's play needs. Even though some of these games are also used by adults, the word play is synonymous with activities carried out by children. Games are developing rapidly in line with the development of advances in science and technology. The game was initially simple and then developed into a game that uses elements of technological and scientific developments. Current games can be grouped into traditional games and modern games (Masganti Sit, Fibri Rakhmawati, 2022).

Furthermore, the Indonesian nation has various kinds of children's games that are rich in value. The game in question is a traditional children's game. Traditional games can stimulate children's growth and development and can be used as a means of education for children. Traditional games are often also called folk games, namely games that grew and developed in the past, especially in rural communities. Traditional games grow and develop based on the needs of local communities. Most traditional games are influenced by the natural environment so that these games are always interesting and entertaining according to the conditions of society at that time. Traditional games are generally recreational because they require a lot of children's creativity. This game usually reconstructs various social activities in society. For example, the market imitates buying and selling activities, jaranan imitates people traveling on horseback, the menthok-menthok game symbolizes laziness, and so on. Traditional games are strongly influenced by local culture so that they undergo changes, in the form of replacements, additions or reductions, according to local conditions. Thus, traditional games, even though the names of the games differ between regions, have similarities or similarities in how they are played.

Traditional games teach children about the importance of protecting the environment, respecting others, and love of God. Apart from that, it is also close to nature so it can contribute to increasing children's natural intelligence, as well as children's personal development. This traditional game can be made by yourself so that it can train children's creativity and responsibility (Novi Mulyani, 2016). Early childhood experiences comprehensive growth and development naturally. If growth and development are linked then it will be achieved. One of the abilities in early childhood that develops rapidly is physical motor development. According to Hurlock, children's motor development is a maturational process related to differential aspects of form or function, including social-emotional changes. Motor processes are movements that directly involve muscles to move and are process requirements that enable a person to move their body parts (hands, feet and body parts).

Next, the motor development aspect is one aspect of development that can integrate the development of other aspects. Aspects of developing children's gross motor skills are categorized into three, namely locomotor abilities, non-locomotor abilities, and manipulative abilities. According to Sujiono, the gross motor skills of children aged 5-6 years are: (a) Running, (b) Jumping up and down with alternating legs, (c) Walking in a predetermined line, (d) Moving one leg forward or backward without lose balance (Veryawan dkk, 2022).

Thus, to improve the physical development of children's gross motor skills, researchers will apply visual media using marble games. Marbles are small objects produced from factories. The game of marbles is one of the games that most boys are interested in starting from the age of 5 years. Marbles are played together by children. In this game there are benefits that can develop developmental aspects, one of which is gross motor development. One of the goals to be achieved in playing marbles is for children to be able to hold them according to the rules (Intan Wulansari dkk, 2022).

RESEARCH METHOD

The type of research used in the research is descriptive qualitative, namely research that describes, tells and interprets existing data and produces descriptive data in the form of written or spoken words from people and behavior that can be observed. According to Jasa Ungguh Muliawan, the descriptive method is a research method that contains a description or depiction of something. In general, the descriptive method contains lengthy descriptions and explanations regarding the object being studied. This research includes field research because researchers must go directly into the field to study intensively about the background conditions and environmental interactions of a social group, individual or community institution so as to obtain a more comprehensive picture. With qualitative research, researchers can describe how to improve gross motoric skills through the traditional game of marbles in early childhood.

RESULT AND ANALYSIS

1.1 Definition of Traditional Games

Play is one of the dominant forms of social activity in early childhood. This is because children spend more time outside the house playing with their friends than engaging in other activities. Every child in this world has the right to play. Playing is also a child's main activity. By playing, children gain knowledge and experience that helps their development to prepare themselves for the next life. Education experts consider play to be an activity that has practical value, meaning that play is used as a medium to improve certain skills and abilities in children. Playing is a bridge for children from informal to formal learning.

By playing, children can carry out activities so that all aspects of development can develop optimally. Playing is not only fun, but also a need that inevitably must be fulfilled. As for play activities, all stages of a child's development can function and develop well and the results of this good development will appear and be visible when the child reaches adolescence. Playing, or play as an activity is related to the child's whole self, not just a part, but through play (when the child plays) the child will be encouraged to practice skills that direct the child's cognitive development, child language development, psychomotor development and physical development. Playing experiences will encourage children to be more creative. Starting from emotional development, then leading to social creativity. There are several principles of play based on children's behavior, namely: play is something fun, outside of everyday events. Play is a means of experimenting in various things, open without limits. Games are something active and dynamic, not static so they are not limited by space and time. Play also applies to every child throughout the ages, has a context of social and spontaneous relationships, play is also a means of communication with peers and the environment.

Next, the definition of traditional games is children's games made from simple materials according to cultural aspects in people's lives. Meanwhile, traditional games, also known as folk games, are a recreational activity that is not only aimed at entertaining oneself, but also as a tool for maintaining relationships and comfort. Social (Uswatun Hasanah, 2016)

1.2 Gross Motoric Physical Development in Early

Gross motor skills are activities using large muscles, including basic locomotor, non-locomotor and manipulative movements. Gross motor movements are part of activities that include large muscle skills, with emphasis on physical strength and balance. Gross motor skills relate to movements that require coordination of body parts, muscles and nerves. Gross motor skills include skills in the large muscles of the arms, legs and trunk, such as walking and jumping. Gross motor movements are movements of body parts roughly or violently.

According to Berk, the more a child gets older and stronger, the more perfect his movement style becomes. Gross motor movement coordination skills include activities of the whole body or part of the body. Gross motor coordination skills include endurance, speed, flexibility, dexterity, balance and strength. Gross motor coordination skills are divided into three groups, namely, having knowledge and skills about knowing the names and functions of body parts, how to care for them, the need to keep body parts healthy, being able to carry out various coordinated movements in a controlled, balanced manner, training gross motor skills and strength, stability, balance, flexibility and agility.

Gross motor development for early childhood has the aim of introducing gross movements, practicing gross movements, improving the ability to manage, control movements and coordination, as well as improving skills and healthy lifestyles. The benefits of developing gross motor skills for early childhood are to improve the ability to manage, control movement and coordination, as well as improve skills and healthy lifestyles so that they can support children's strong and skilled physical growth.

Motor development is related to the child's movement abilities, this will be clearly visible through various movements in the game. Motor skills in the form of games need to be trained so that they can develop perfectly, because the more children move, the more benefits they will have in mastering their motor movements. In general, Sujiono divides the stages of motor skill development in early childhood into three parts, namely cognitive, associative and autonomous stages. At the cognitive stage, children try to understand what motor skills are needed to carry out movements. The emphasis at this stage is on training the child's mental awareness, always trying to develop strategies for remembering movements that have been carried out. In the associative stage, children try to try various tools for movement skills. At the autonomous stage, the movements displayed by the child are a more efficient response to minimize errors in movement, so that the child displays the movements automatically (Ai Sutini, 2013).

The achievements of gross motor development during childhood can be briefly described in terms of age in children, namely:

- a) Age 2 to 3 years: walking on tiptoes, jumping forward and backward on two feet, throwing and catching a ball, dancing to a rhythm, going up and down stairs or higher/lower places by holding on.
- b) Age 3 to 4 years: running while carrying something light (a ball), going up and down stairs or higher places with alternating feet, climbing on a fairly wide board, jumping down from a height

of approximately 20 cm (below child's knee height), imitating simple gymnastic movements such as imitating the movement of a tree, a rabbit jumping).

c) Age 4 to 5 years: imitating the movements of animals, trees blowing in the wind, airplanes, making hanging movements (hanging), making jumps, jumps and running in a coordinated manner, throwing things in a directed manner, catching things precisely, making anticipatory movements, kicking something purposefully, using play equipment outside the classroom (Addriana Bulu Baan, dkk, 2022).

Apart from achieving gross motor development, it also has characteristics that go through four stages, namely:

1. Unconscious, unintentional and directionless movements.

The child's movements at this time are solely due to existence encouragement from within. For example: put your hand in your mouth, blink eyes, and other movements that are not caused by external stimuli.

2. The child's movements are distinctive. The movements that arise are caused by stimuli that are not compatible with the stimulus. For example: if a child puts an object in his hand, then the object he is holding is not in accordance with the object's use.

3. The child makes movements en masse, almost his entire body moves in response to the stimulus that comes. For example, if a child is given a ball, it must be accepted with both hands.

4. The child's movements are accompanied by other movements that are not actually needed (Ahmad Farid Ustman, dkk, 2018). The aspects that develop children's gross motor skills are categorized into three, namely:

a) Locomotor abilities are abilities that are useful for moving from one place to another, for example walking, running, jumping and sliding.

b) Non-locomotor abilities are abilities that are useful without moving or only moving in place, for example bending and stretching, pushing, pulling, walking in place, jumping in place, standing on only one leg, and pedaling alternately.

c) Manipulative abilities are abilities that develop when children are able to master many objects, these abilities mostly deal with the feet and hands such as throwing, hitting, kicking, accessing objects, turning ropes, and bouncing or dribbling the ball (Veryawan dkk, 2022).

The explanation above is a way to optimize the gross motor development of young children, through traditional games such as playing ball, playing marbles, crank crank, rubber jumping, playing war games, including dancing.

1.3 Early Childhood Marbles Game

Marbles are round and varied toys that are often played by children and adults, but we often see this game among children. Another definition is that marbles are a type of toy that is generally very old. This toy has been known since Ancient Egyptian times, 176 3000 BC. In those days marbles were made from stone or clay. Meanwhile, the oldest marbles in the collection of The British Museum in London date from 2000-1700 BC. Marbles are small, round toys made of glass or clay.

Based on the definition above, it can be concluded that playing marbles is a form of fun activity for one's own benefit so that one can interact with the world using the medium of marbles, namely a circle-shaped children's toy made of glass (Siti Umi Maisaroh, 2022).

This marble game really requires skill. This game can help children develop gross motor skills. Where this marble running game involves biting the tip of a spoon and placing the marble on the surface of the spoon then carrying it by running to the finish line. This game is played in a relay manner, children run to their friends to give them marbles so they can get to the finish line. There you will see the child's gross motor skills when playing marbles. Next, the way to play this marble game is as follows:

a) Try pressing your middle and index fingers with your thumb to form the number zero.

b) Place the marble between your index finger and thumb.

c) Then press and push the marble firmly with the help of your thumb then release.

The rules for playing this game are that it basically depends on the player how to punch or throw marbles with their fingers in order to recognize other marbles. Other names for this marble game include pot-potan, ban-banan or clockwork.

With activities that use marble running games, it makes for fun game activities for children. Children become more enthusiastic and enthusiastic in carrying out play activities outside the classroom. This game of marbles can affect gross motor skills in young children

CONCLUSION

Traditional games are children's games made from simple materials according to cultural aspects in people's lives. Meanwhile, traditional games, also known as folk games, are a recreational activity that is not only aimed at entertaining oneself, but also as a tool for maintaining social relationships and comfort.

Traditional games can develop gross motor skills in young children. The definition of gross motor skills is activities using large muscles, including basic locomotor, non-locomotor and manipulative movements. Gross motor movements are part of activities that include large muscle skills, with emphasis on physical strength and balance. Gross motoric skills relate to movements that require coordination of body parts, muscles and nerves. Gross motoric skills include skills in the large muscles of the arms, legs and trunk, such as walking and jumping. Gross motor movements are movements of body parts roughly or violently. Ways to optimize the gross motor development of young children, namely through traditional games such as playing ball, playing with marbles, crank, rubber jumping, playing war games, including dancing.

With activities that use marble running games, it makes for fun game activities for children. Children become more enthusiastic and enthusiastic in carrying out play activities outside the classroom. This game of marbles can affect gross motor skills in young children.

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