



Enhancing Gross Motor Skills in Children Aged 5-6 Through Outbound Games

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Abstract

Gross motor skills are the ability to carry out activities with large muscles. This study aims to determine the effect of outbound games on the gross motor skills of children aged 5-6 years. This research used a PTK type of research carried out in 2 cycles with research subjects of 10 children aged 5-6 years. The success criterion is 80% as the basis for whether the research carried out was successful or not. The results of the research show that in the pre-cycle, children's abilities on average develop very well with indicators that children can carry out balance movements, control and agility, children can play games with rules, children can coordinate eyes, hands and feet, children can walk according to directions. with an average percentage obtained of 20%, in cycle I it increased to a percentage of 48% with very well developed criteria (BSB) and in cycle II it was obtained at 81.4%, an increase because it had reached 80%, so this research was.

Keywords: Gross Motor, Early Childhood, Outbound Game.

Abstrak

Motorik kasar merupakan suatu aktifitas yang menggunakan otot besar. Tujuan penelitian untuk mengetahui pengaruh permainan outbound untuk kemampuan motorik kasar anak usia dini. Penelitian ini menggunakan jenis penelitian PTK dilakukan 2 siklus dengan subjek penelitian 10 anak usia 5-6 tahun. Kriteria keberhasilan sebesar 80% sebagai dasar bahwa penelitian yang dilakukan berhasil dan tidak berhasil. Hasil penelitian pada pra siklus kemampuan anak rata-rata berkembang sangat baik dengan indikator anak dapat melakukan gerakan keseimbangan, ketunturan dan kelincahan, anak dapat melakukan permainan dengan aturan, anak dapat melakukan koordinasi mata, tangan dan kaki, anak dapat melakukan berjalan sesuai arah dengan presentase rata-rata yang diperoleh 20%, pada siklus I meningkat dengan presentase 48% dengan kriteria berkembang sangat baik (BSB) dan pada siklus II di peroleh 81,4% meningkat karena sudah mencapai 80% maka penelitian ini diberhentikan

Kata Kunci: Motorik Kasar, Anak Usia Dini, Permainan Outbound

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INTRODUCTION

Children's education is a form of action in developing their growth and development (Bisma et al., 2023; Latifa et al., 2023; Mulyanti & Bayan, 2022; Wahyuni et al., 2023). There are 6 aspects including religion and morals, motor physical, cognitive intelligence, socio-emotional and finally language, followed by the physical and developmental stages of the elderly group that children go through (Sari et al.,

2022; Wicaksana & Rachman, 2018). One of the growth and development developments is motor skills, where motor development is the development of controlling body movements with activities that are connected between the brain, nerves and muscles (Idris et al., 2022; Warmansyah et al., 2024). Early childhood children do not have good motor development like elementary school children, therefore to improve good motor skills they need to be trained through activities that are appropriate to the child's motor development stage (Hadi et al., 2017; Ridwan et al., 2022; Roslianti et al., 2022).

Basically there are two motor skills, namely gross and fine motor skills. This is different from fine motor skills which focus on more subtle adaptive movements, such as finger dexterity, while gross motor skills are body movements that use large muscles or most of the body, or all parts of the body which can be influenced by the child's own maturity (Lorenzo & Trujillo, 2018; Warmansyah et al., 2021a). The development of gross motor skills really requires help from educators in the environment around the child. Gross motor development really needs guidance from educators (Pradipta & Dewantoro, 2019; Warmansyah et al., 2023). Gross motor skills are a form of activity in children that allows them to maintain coordination in their gross motor skills, such as the ability to walk, move from one place to another, and catch with their hands (Baan, 2020).

The ability to walk, move from one place to another and catch can be done with a game activity, for children they have the right to play. Because playing activities children will gain knowledge and experience to help children's development so that children are able to prepare themselves for their future lives, one of which is with outbound (Astuti & Leksana, 2021). Outbound activities are one way to find oneself with fun and challenging things to find and develop potential within oneself, leaving old events, being in the present, unusual challenges, challenging one's limits and providing challenges to oneself regarding our abilities to have more than we think (Anggraini & Syafril, 2018). Outbound is learning done in an open environment, doing so by providing good support for children's learning success. Outbound activities are effective enough to hone children's understanding of ideas and build behavior. Outbound is a learning activity that can make a child have a timid, shy nature in order to have courage and self-confidence (Himmah, 2019).

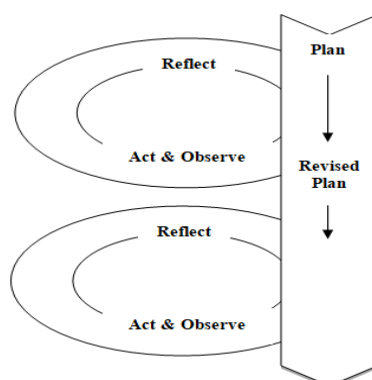
Improving the quality of gross motor skills requires efforts so that children's gross motor skills can develop optimally. One effort that can help is by preparing educational activities in the form of games that can improve children's gross motor skills, one of which is the game of putting water into bottles using a sponge. This game is a game that can be played simply. In this game, children will be participants whose role is to fill the bottle with water using a sponge until the bottle is full. By implementing this game, it is hoped that children's gross motor skills will increase or develop optimally. In efforts to develop gross motor skills, children need assistance from teachers and researchers as a professional role.

The lack of gross motor skills in children is caused by children not being able to balance their bodies and the learning strategies used by teachers are only learning to write, color and stick. Based on this background, the author is interested in studying this problem in a classroom action research with the formulation Enhancing Gross Motor Skills in Children Aged 5-6 Through Outbound Games.

METHODS

The subjects of this research were group B students aged 5-6 years consisting of 10 children, 5 girls and 5 boys at RA Al-Hijrah, Hampalit Village. This research method was classroom action research (PTK), which in this research based on the learning activities of group B children RA Al-Hijrah Hampalit Village. The research method used is the Kemmis and Mc models. Taggart, whose concept of action research is a tool consisting of 4 components, namely: planning, action, observation and reflection.

The implementation of cycle I will be carried out on Friday, 15 September 2023 and cycle II will be carried out on Friday, 13 October 2023. During the research implementation process starting from the pre-action stage, Cycle I and Cycle II, children can take part in the outbound game activities that have been prepared.



Picture 1. Research Flow Kemmis dan Taggart

RESULTS AND DISCUSSION

Based on the results of the research carried out, gross motor skills through outbound games from pre-cycle, cycle 1 and cycle II can be presented in the table:

Pre-Cycle Activities

Table 1. Percentage Of Gross Motor Ability Results At The Pre-Cycle Stage

No	Assessment Indicators	BB	MB	BSH	BSB	Number Of Children
1	Perform movements body a coordinated	20%	30%	30%	20%	100%

	manner to train flexibility, balance and agility						
2	Coordinate eye-foot-hand-head movements	20%	20%	40%	20%	100%	
3	Playing a physical game with rules	30%	30%	20%	20%	100%	
4	Skilled in using both right and left hands	40%	20%	20%	20%	100%	
5	Walk in various direction with various paths	20%	30%	30%	20%	100%	
	Everage	26%	26%	28%	20%	100%	

From the results of the percentage table above, the researcher determined that the average number of children categorized as very well developed (BSB) was 20% and the researcher also found several problem points that the children used as material to determine planning for subsequent learning activities. The problem determined by the researchers was the child's lack of agility in playing outbound games and the hands and eyes were still not focused enough for the child to squeeze water into the bottle using the sponge. Researchers in the outbound game activity filled bottles with water using a sponge as a figure or direct medium for the teacher to master the technique. So the results I got were not as expected.

Cycle I

Planning. The planning stage for cycle I met on Friday 13 October 2023. At this stage the researcher consulted with the teacher regarding the activities carried out. Planning is also carried out in relation to outbound games to improve the gross motor skills of group B1 children at RA Al Hijrah. Implementation of outbound games is carried out through several stages. The following stages are explained, namely; 1) Prepare a learning implementation (RPPH); 2) Coordinate ; 3) Prepare tools and materials for outbound games related to the research object; 3) Prepare the steps for the outbound game; 4) Prepare observation instrumen as a means of obtaining data from the results of research instruments, observation data and suggestions from teachers; 5) Prepare complete documentation

Action Implementation Stage. This stage carries out activities that have been prepared and agreed upon by the class teacher. Observations were made when learning activities took place while children were playing games. In cycle I, the researcher used a game of putting water into a bottle using a sponge, the implementation was as follows:

Opening Activities: a) go to class; b) opening greetings; c) before starting, children are intited to pray; c) read short prayet hadits and short surat; d) ask for news; e) singing ; f) Learn to stick; g) directing children; h) warm up before

starting the *outbound* game; i) the teacher or researcher explains how to play the *outbound* game; j) explain the rules of the *outbound* game.

Core Activities; a) Prepare tools and materials for buckets, sponges, bottles and tables; b) The teacher forms 2 teams, namely 5 men and 5 women, then plays the game; c) The researcher convey the rules at the time; d) The teacher asks the children after they have finished playing; e) Give children time to rest.

Closing Activities; a) The teacher asks again about your feelings after playing; b) Ask again the name of the game; c) Pray

Observation. Based on the initial data produced during the pre-action, the gross motor skills of the children were still very poor. During the activity process in cycle 1, the first meeting took place, the teacher and researchers made observations and evaluated the process when the children carried out the activities. Based on the results of observations and during the activity, researchers are required to direct the children to remain brave when the activity is carried out. The observation process obtained in cycle I is that it shows an increase in gross motor skills with very good development, an increase of up to 48%. Therefore, in the observations made In cycle I, the average results obtained in the meeting were obtained and with aspects that were still less than the results that had been determined, therefore action needed to be taken in cycle II.

Cycle II

Planning Stage. Planning for cycle II activities on Friday 3 November 2023 The researcher conveyed the obstacles that emerged in cycle I for correcting these obstacles researchers and teachers held discussions, results: **a)** The teacher prepare a strategy so that children are more enthusiastic about playing *outbound* games; **b)** Researchers first prepare outbound media such as buckets, water, tables, bottles and sponges; **c)** Prepare an assessment sheet; **d)** Prepare additional requirements for obtaining data during the research, such as cellphones

Level of Action Implementation. Opening Activities; a) Enter; b) Salam ; c) Reading short chapters and the angels of Allah SWT; d) Ask how the child is doing; e) Children are told to leave the classroom to prepare for *outbound* activities; f) Warm up before going *outbound*.

Core Activities; a) Form 2 groups ; b) Give 8 minutes for the game; c) Ask the child how he feels; d) Researchers Provide Prizes; e) Rest

Closing Activities; a) Talking; b) Pray

Observation. The observation process obtained in Cycle II showed gross motor skills with very well developed criteria, namely 81.4%. Therefore, in the observations carried out in Cycle I, the average results obtained during the two meetings had reached the same results. has been determined to be 80%, therefore this research is considered successful and terminated.

Reflection Stage. After observing and observing during the action in Cycle II, we can describe that the implementation of the outbound game method to improve the gross motor skills of B1 children at RA Al-Hijrah, Hampalit Village, in the reflection phase II, was declared complete. The results of the reflection in stage II on the outbound activity of putting water into bottles using a sponge, children showed a significant increase in gross motor skills, children looked more focused and very enthusiastic in carrying out outbound activities and showed aspects of gross motor skills such as running according to directions, doing physical game with rules, skilled in using the right and left hand.

A child's gross motor development can develop well, so the child must be given good opportunities, one of which is from parents, the school environment and the environment around the child, ways that can be given to children so that their development is optimal, namely by playing and providing opportunities for children to create creativity and new innovations Furthermore, gross motor movements are divided into two, namely locomotor and non-locomotor movements. First, locomotor movements are activities that move the body from one place to another, for example stepping, running, jumping and walking. Secondly, non-locomotor movements are activities carried out by the body but only in one place, for example sitting, lying face down, and maintaining balance on a fulcrum (Baan et al., 2020).

This outbound game carried out at RA Al-Hijrah Hampalit Village is an outbound game activity in the form of improving children's gross motor skills, including walking according to directions, hand-eye coordination and running. This activity can train the muscles in children. Besides useful in building children's muscles and training their physique, this game activity is carried out outdoors and is a fun learning tool for children, as well as an introduction to the school environment. Gross motor development in children must be taken into account, because the growth and development of children affects their.

Balance is a complex integration of the somatosensory (visual, vestibular, proprioceptive) and motor (musculoskeletal, muscles, soft tissue joints) systems whose overall work is regulated by the brain to the body's internal and external responses or influences. The parts of the brain that regulate it include the basal ganglia, cerebellum, association areas. Balance is the ability to maintain the center of gravity on support, usually when in an upright position. Balance is divided into 2, namely static and dynamic (Febrialismanto, 2017:21).

Coordination of the feet, hands and head occurs due to the coordination of movements between these organs. Hand-eye coordination occurs because there is harmony between the impressions obtained from vision and the muscles and nerves that move the hands. Furthermore, eye and foot coordination will be created if a person gets an impression of the direction, head, hand and foot coordination is a person's ability to coordinate head, hand and foot movements into a series of coherent, comprehensive and

continuous movements quickly and precisely in rhythm controlled movement (Astuti & Leksana, 2021; Djuanda & Adipura, 2020; Nisa & Suwardi, 2021).

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CONCLUSION

Based on research conducted at RA Al-Hijrah Hampalit Village, it can be concluded that outbound games significantly improve the gross motor skills of children aged 5-6 years. In the first cycle, children's abilities in coordinating body movements, eye-foot-hand coordination, and head movements showed notable development, and by the second cycle, these skills were very well developed. Overall, the use of outbound games effectively enhanced children's flexibility, balance, agility, and coordination.

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