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Improving Rough Motor Skills of Kindergarten Children through The Game Hoop

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Abstract: This research aims to improve the motoric skills of the student at group B TK PGRI Plumbungan, Karangmalang, Sragen by using hoop games. The kind of research that operates in this research is collaborative action class research. This research is the students of TK PGRI group B, Plumbungan, Karangmalang, Sragen. There are 15 students, which consist of 9 boys and six girls. The object of the research is to develop motor skills by using simple games. It is take place at PGRI Kindergarten, Plumbungan, Karangmalang, Sragen. The study collects the data by using an observation sheet. The information that has been collected was analyzed by descriptive, qualitative, and quantitative. The criterion of success in this research is 80% of students can do the game correctly. This research showed progress in students' motor skills at group B TK PGRI, Plumbungan, Karangmalang, Sragen. Motoric skill in Pre-cycle is 35.4% and cycle I 61.4%. It is showed that there is progress. Meanwhile, motor skill in cycle II is 85.4%, it is demonstrated that the achievement is > 80%. It concludes that the simple game can develop the motoric skills of the students at group B TK PGRI Plumbungan Karangmalang Sragen.

Keyword: Motoric skill, hoop game.

Introduction

Education is a basic human need that must be met; education is an effort to humanize humans. This means that good humans are expected to be born (Bustomi 2012: 11-13). Law Number 20 of 2003 concerning the National Education System Article 1 number 14 states that: "Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness to enter further education."

Children's intelligence is not only measured in terms of neurology (optimization of brain function) but is also measured in terms of psychology, namely the stages of development or smart growth. Intelligent children are not only those whose brains are developing fast, but also fast in growth and development in other aspects (Suyadi 2010: 65). The elements in question are physical motor, language, cognitive, social, emotional, and religious moral values. Among them is physical-motor development; motor development is the development of controlling physical movements through coordinated activities of the nerve center, nerves, and muscles. Before this development occurs, the child will still be helpless. The opportunity to move all body parts, stimulation, and encouragement to children accelerates the achievement of motor skills. Abnormal motor development can be caused by a lack of opportunity to practice using his limbs and the presence of excessive protection. Physical-motor development It consists of two types, namely gross motor and fine motor. Gross motor movements are whole movements, while fine motor movements are detailed skills.

One of them, namely gross motor, is the movement of limbs or body movements that use large muscles or most or all of the limbs that are influenced by the maturity of the child himself. According to Berk in Suyadi (2010: 67), the more children get older and more robust, the more perfect their movement style will be. This results in muscle growth getting bigger and stronger by increasing the strengthening of these muscles. New abilities are constantly emerging and increasingly complex. According to the Ministry of National Education (2008: 2), the functions of gross motor development of kindergarten children are as follows: **[1]** Train flexibility and muscle coordination of fingers and hands., **[2]** Stimulate growth and development of physical/motor, spiritual, and health of children., **[3]** Shape, build, and strengthen the child's body.,**[4]** Train children's movement and thinking skills/talent.**[5]** Improve children's emotional development Improve children's social development. **[6]** Cultivate feelings of enjoyment and understanding of personal health benefits.

A hoop is a sizeable ring-shaped tool made of *fiberglass,* or if it is for use by children, it can be made from a single bamboo or rattan blade joined at both ends to form a circle One aspect of this activity is basic movement. Besides being able to train basic movements through exercises, the ability to child swing his hands can also channel the need to move expressively and creatively. Hoops as an essential medium in developing children's gross motor skills that significantly contribute to children's gross motor development. Hoops can be used as a medium for playing, practicing, and learning for early childhood.

When the researchers surveyed kindergarten, the researchers found that most of the children's gross motor skills were still lacking; it could be seen from the children who tended to be passive when a teacher gave a signal for the child to run and then jump during gymnastics. At the same time, childhood was the most rapid growth. Tremendous and busy at the same time. At this time, the child already has the skills and abilities, although not perfect, and is a fundamental phase that will determine his life in the future. For this reason, the gross motor development of children is considered necessary.

This researcher refers to previous research relevant to the research that will be carried out and examined. The following are some of the research results that are used as consideration for researchers. Some of them are as follows: Previous

a. Research on gross motor development has been carried out by Asep Deni Gustiana with the title The effect of modified games on gross motor and cognitive abilities of early childhood (quasi-experimental study in group B Kartika Kindergarten and TK Lab. UPI). This research was conducted based on empirical findings that showed various symptoms of boredom and under-exploitation of children's gross motor and cognitive abilities when learning Physical Education. These problems require the need for an approach or learning model to handle them. The purpose of this study was to produce a fun and effective early childhood Physical Education learning model. The learning model developed is a modified game. (Gustiana, 2011: 191).
b. Sinta Hapsari's research entitled Efforts to Improve Gross Motor Skills Through Playing Hoops in Group B TK Puspasiwi II concluded that playing hoops could improve gross motor skills, namely agility, strength, balance, and coordination.

The research above can be concluded that early childhood students are Kindergarten children in the development process, namely. In the development of various aspects of the child's personality, physical, intellectual, social, emotional, and language. Teachers in Kindergarten help their students to adjust to the situation by providing several learning methods. That is by playing hoops can improve gross motor skills in children.

Method

This research uses Classroom Action Research (CAR). CAR can be interpreted as action research (research-*action*) which is carried out to improve the quality of the process and learning outcomes of a group of students (Mulyasa, 2011: 10). Classroom action research is the existence of specific interventions or treatments to improve performance in the real world (Sanjaya, 2009: 25).

This research process is carried out through several preparations made in learning so that the learning process can be carried out following the research objectives to be achieved. The research model used in this study is the spiral model developed by Kemmis and Mc Taggart (Suharsimi Arikunto, 2010: 130). This classroom action research was conducted in 2 cycles, with the stages of research implementation in each cycle carried out through several steps ranging from planning, action, observation, and reflection. Each process was carried out for three meetings.

The subjects of this research were B grade students of PGRI Plumbungan Karangmalang Kindergarten, Sragen. With the number of students, 15 students consist of 9 boys and six girls. The researcher chose group B because the children of this class had started to have problems with gross motor development. Data collection methods used are Observation and Documentation. Observation is a technique of collecting data by observing every ongoing event and recording it with an observation tool about the things to be observed or researched. About student activities, observations can be made to collect information about student behaviors as the influence of the teacher's actions. While documentation is It collected data by viewing or recording an already available report (Sanjaya, 2009: 86).

The data analysis method used in this research is comparative descriptive and interactive descriptive. Relative explanatory model is by comparing the results of observations with the results of subsequent comments; interactive descriptive is having 3 components, namely (1) data reduction, (2) data presentation, (3) concluding. The activities are carried out in an interactive form while the data collection process is still ongoing. (Patilima, 2005: 97-100)

Research instruments are tools or facilities used by researchers in collecting data so that their work is more accessible and the results are more accurate, complete, and systematic (Suharsimi Arikunto, 2010: 203). In this study, the research instrument used was an observation sheet. The thing that is closely related to the research instrument is preparing an instrument design known as the instrument grid. The assessment criteria are in the form of the percentage of conformity (Suharsimin Arikunto, 2010: 44), namely:
Conformity of criteria (0%) = 25 – 49 = Less Conformity of criteria (0%) = 50– 74 = sufficient Compliance of criteria (0%) = 75 – 100 = Good
With the following calculations:

Results and Discussion

Table 1: the results of inter-cycle research:

Cycle	Total Percentage of All Children	Number of Children	Average
Pre-Cycle	554.16%	15	36.94%
Cycle I,	650 %	15	43.33 %
Meeting I			
Cycle I, Meeting II	%	15	58.61 %
Cycle I, Meeting III	929.13 %	15	61.94%
Cycle II, Meeting I	1033.38 %	15	68.9 %
Cycle II, Meeting II	%	15	73.05 %
Cycle II, Meeting III	%	15	84.16% The

following is a discussion of the results of the inter-cycle research:

a. Pre-cycle

The results of the pre-cycle show that the gross motor skills of children in group B are still lacking, judging from the average gross motor skills of children in the five indicators, which is 36.94%. This is due to the lack of children's gross motor learning carried out at school so that children's gross motor skills are less developed to the maximum.

b. Cycle I

1) Meeting I

The results of a cycle I meeting I above show that the gross motor skills of group B children are still lacking, seen from the average gross motor skills of children on the five indicators, which is 43.33%.

2) Meeting II

The results of the first cycle of meeting II above show that the gross motor skills of children in group B have started to increase; namely, the excellent category saw from the completeness of children's gross motor skills on the five indicators reaching 58.61%.

3) Meeting III

The results of the cycle I was meeting III above show that the gross motor skills of group B children began to increase, namely in the sufficient category with a completeness level reaching 61.94%, indicating that the gross motor skills carried out in the first cycle have not reached the specified target of 80% of children can play games with hoops in the excellent category. The average gross motor skills of children are still in the variety of lack of completeness value of 61.94%.

c. Cycle II

1) Meeting I

Based on the results of the research cycle I meeting, I showed the level of mastery of students has increased, reaching 68.9%; this means that the gross motor skills of children in the excellent category.

2) Meeting II

Based on the research in cycle II, meeting II showed an increase in children's gross motor skills, indicated by the completeness score reaching 73.05% in the excellent category.

3) Meeting III

Based on the results of the research cycle II, meeting III showed the completeness of children's gross motor skills, which reached 84.16% in the excellent category. Therefore, the researchers did not research the next cycle because it showed that the gross motor skills of children in process II had already

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reached the target on the specified success indicator, which was 80% of children had scored 3, so this cycle was terminated.

Table 2 : Comparison of Gross Motor Ability Percentage in Pre Cycle, Cycle I, and Cycle II

Cycle	Completeness Level (%)
PARTICLE	36.94
CYCLE I	61.94
CYCLE II	84.16

Thus, it can be stated that research using games with hoops can improve gross motor skills in group B children; it can be seen based on the results of observations from Pre-Cycle to Cycle II actions.

Conclusion

Based on the results of the research and discussion, it can be concluded that playing with hoops can improve. The gross motor skills of children in group B in the 2nd semester of PGRI Kindergarten in the 2016/2017 academic year. This can be seen from the increase in the Pre-Cycle, Cycle I, and Cycle II. The gross motor skills of children in the pre-cycle are 36.94%, and the first cycle is 61.94%, which shows an increase. While the gross motor skills in the second cycle, as much as 84.16% offer the value of completeness> 80%. Thus, research using games with hoops can improve gross motor skills in group B children.

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