
ROUGH IN THE DEVELOPMENT OF MOTORCYCLE THROUGH THE TOSS AND CATCH BALL GAMES IN GROUP A SOLAR PPT GUNUNGSARI SURABAYA

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Abstract

Ball Games is an activity to play using the ball as a medium that can improve the competence of children's motor skills. This is a game that is easy and liked by children. The purpose of the application is to throw and catch the ball in developing motor skills in PPT Matahari Gunungsari Surabaya Group. The research method used by Classroom Action Research is to do in 2 cycles. The research subjects were children from Matahari Group A in PPT Matahari Gunungsari Surabaya in the 2017-2018 academic year. Data collection techniques are observation and documentation. The analysis technique used is descriptive descriptive technique. The results showed that in the pre-cycle, almost 70% of children aged 2-3 years in PPT MatahariGunungsari Surabaya did not develop as targets. The result in cycle 1 is not good because researchers do not interact with children. The result of cycle 2 is as a desire, researchers use children's concentration competence in implementing the game.

Keywords: *development of hard motor skills, ball games*

Introduction

Early childhood education (PAUD) is education provided to children aged 0-8 years. At this time it was called the "golden period" that the child was in the period of growth and development of gold. Early childhood is seen as having different creativity compared to the age that follows. This is because the growth and development of children in this period moves quickly and is the basis for the next stage of development (Jawati, R., 2013).

The growth and development of children during the "golden period" moves quickly and is the basis for the development of the next stage. Children cannot be separated from activities that make them feel happy. They can express excitement, joy and pleasure through playing, because the child's world is a world of games. But not all parents know the true benefits of a game. Some parents do not like their children to play because playing according to some parents only spend their time in vain. They always demand their children to study and learn. When in fact the early childhood should be given plenty of time to play, because the world is the world's children to play while learning (Jawati, R., 2013) childhood.

Early in PPT Matahari experienced several challenges in developing their motor skills. In addition, there some schools that have been used optimally, but the learning media used to improve early childhood motorbikes are still small, some games that are supposed to be outside the classroom to support children's activities are also still limited, older and have greater posture throwing and catching a ball, while children younger still looks poor and still requires practice and guidance in carrying out,

in the opinion (Hurlock 1978: 151), in early childhood learning, the material taught by the teacher to the student must be in accordance with the curriculum existing or used by schools, due to incompatibility of material with the existing curriculum, da It influences the lack of choice of imism learning goals. As it is known that hands have an important role for humans, if the hands are not properly trained, the hands can become stiff and do not grow optimally if there is no training. So the hands must be trained continuously. Various motor activities that use hands, wrists and fingers are predictable developments. Through the game it is expected that children can concentrate more on agility skills such as throwing and catching balls where the hands will often be used while playing.

Playing can be done in various forms, one of which is playing throwing and catching balls. In gross motor

repair, children aged 2-3 years can use playing media that is very easy to find and found in the field, such as *puzzles*, balls and other light objects that do not burden children.

Research Methods

This study used an Observational Classroom Action Research (CAR). According to Arikunto (2015: 2) Classroom Action Research or CAR is a kind of process and results of research, which carries out CAR in its class to improve the quality of learning. Classroom Action Research (CAR) or Classroom *Action Research* (CAR) can be interpreted as research conducted in the classroom (Wardoyo, 2013: 2).

According to McNiff (in Kanca, 2010: 108), seeing "CAR as a form of research reference conducted by the teacher himself, the results can be used as a tool for curriculum development, school development, and development of teaching skills". From some of the opinions above, it can be concluded, the definition of classroom action research (CAR) is research conducted with a variety of specific actions that aim to improve and improve the practice of learning in the classroom.

In this action research using the form of educator as a researcher, the person who is fully responsible in this research is an educator. The main purpose of this action research is to improve motor skills in children aged 3-4 years, where educators are fully involved in research ranging from planning, action, observation and reflection. In this study researchers did not cooperate with anyone, the presence of researchers as educators and as teachers was still carried out as usual teaching and learning activities, so students did not know if they were being studied.

Results And Discussion

After observing, evaluating and discussing two cycles in the CAR (Classroom Action Research), which has been done, it was concluded that the increase in gross motor skills of children in the PPT Matahari has met the expectations of the researchers. when compared to previous child's motor skills. Learning in cycle I and cycle II that has been done shows a good indication in improving gross motor skills in PPT Matahari. This can be proven by the data obtained by researchers which shows an improvement after the learning process.

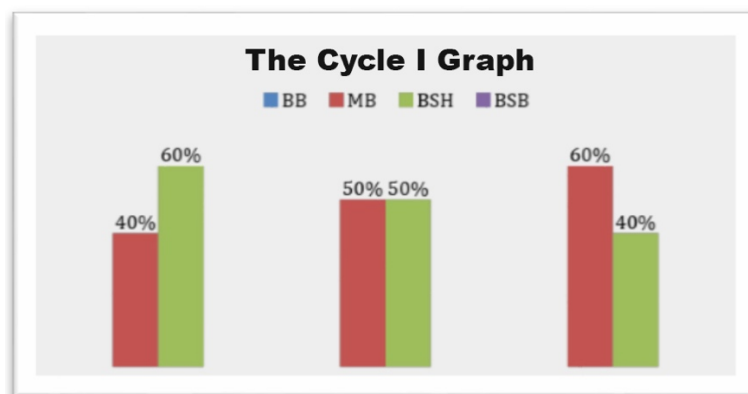


Figure 1. The Cycle I Graph

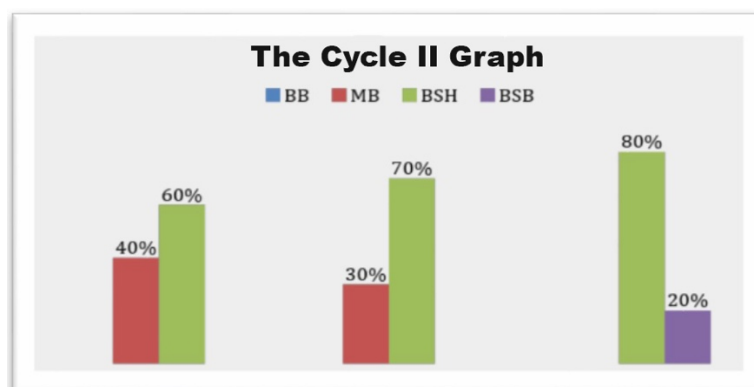


Figure 2. The Cycle II Graph

Description:

Number of children : 10 Children

BB : Not Developing

MB	: Starting to Grow
BSH	: Developing As Expected
BSB	: Developing Very Good

Initial conditions there are still many children who do not understand ball play, based on pre-cycle research, increasing children's gross motor skills at PPT Matahari reaches 30% before action is taken. 3 children develop according to expectations (BSH) and 7 children begin to develop (MB)

In the first cycle an increase in gross motor skills of children in the PPT Matahari still reached 30% with a value of 2, based on the child's ability to catch the ball, throw the ball as far as 2 meters and throw the ball 3 meter Before conducting an assessment, researchers prepare steps to play the ball and explain to the children about the activities of throwing and catching the ball. Learning has succeeded 60%. With details of 4 children starting to develop (MB), 6 children develop according to expectations (BSH). The data shows that the gross motor skills of children are included in the criteria of not good. From these results a method is needed that can provide opportunities for children to experience direct activities that can improve gross motor skills. By taking action in the form of playing activities the child becomes interested and likes to do activities. The cause of not achieving the assessment criteria in cycle I, children still look stiff and afraid if their throws and catches do not meet the target, so they do not concentrate when the educator gives an explanation.

In the second cycle the increase in gross motor skills of children in the PPT Matahari has reached 80% with a value of 3, this increase indicates success has met the expected criteria. What researchers have done in improving children's rough motorbikes in the second cycle is to improve learning by paying attention to the condition of 2-3 years old children when playing football. Paying attention to the condition of a child means using the power of concentration of a 2-3 year old child who is only 10 minutes watching something comfortable.

Through playing throwing and catching the ball, it can stimulate the child's gross motor skills because the child plays directly. In rough motor training children through throwing and catching the ball, given learning because children are still at an early age, because at an early age the gross motor skills of children will increase if given good stimulation. This was corroborated by Hurlock (1978: 156) who said that childhood is often called the "ideal moment" to learn motor skills.

Researchers and PPT Matahari teachers discuss how to improve children's gross motor skills by playing throwing and catching balls in an effort to improve children's gross motor skills that show positive things. Where after the researchers made observations and evaluations of the two cycles of action that had been carried out the results showed that through playing throwing and catching the ball the motor was dirty, the child increased. This is evidenced by the increase in gross motor skills of children which increases significantly.

The implementation of learning compiled by researchers in general is almost the same as that applied by the teacher. At the end of the action, the researcher and the teacher discuss each other's observations and then reflect on what steps to take next. The study ended in cycle II because in cycle II gross motor skills of children experienced an increase in accordance with the indicators of success in this study.

Based on research conducted at the Sun Gunudari Gunungsari Surabaya Integrated Post, research results can be obtained that in the enthusiastic Pre-Action the child is still not visible, can be seen from the learning process. Furthermore, in the first cycle there are still many children who cannot catch the ball, throw the ball as far as 2 meters and throw the ball as far as 3 meters. But in the second cycle the atmosphere of the learning process is very communicative because of the enthusiasm of students in responding to the ball learning media, so that the criteria for success can be achieved.

In the learning process starting from cycle I and cycle II students use the method of playing with ball media to improve the gross motor skills of children in catching the ball, throwing the ball as far as 2 meters and throwing the ball as far as 3 meters. Evidenced by results that are very different from the first meeting or initial conditions.

With a much better ability to show that through ball games can improve children's motor skills and are very influential on optimal learning outcomes.

Advice Through throwing and catching the ball that is applied to learning activities can help in improving the gross motor skills of children, so that gross motor skills of children experience development in accordance with the stages of development.

Conclusions And Recommendations

After conducting a study, discussion and debate about the PTK (measures) which have been implemented, it can be concluded that the increase in gross motor skills of children in PPT Matahari was satisfactory researchers, compared with a previous child's motor ability. Learning in cycle I and cycle II that has been done shows a good indication in improving gross motor skills in the PPT Matahari. This can be evidenced by the data obtained by researchers that show progress after the learning process.

Initial conditions are still many children who have not been known, make a campaign in pre-cycle, the

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In cycle I the increase in gross motoric of children in PPT Matahari still reaches 30% with a value of 2, based on the ability of children, and a ball of 2 meters. Before taking measurements, the researcher composes steps to explain about children about activities and balls. The learning has succeeded 60%. Want 4 children to start developing (MB), 6 children to develop according to expectations (BSH). The data strongly shows that the gross motor skills of children are included in the concept of not good. From these results is a method that is able to provide opportunities for children to carry out activities that can improve gross motor skills. By taking action in the form of playing activities the child becomes interested and happy to do activities. The reason for not creating criteria in cycle I, children still look stiff and afraid if they are not on target, do not touch when the educator gives an explanation.

In the second cycle the increase in gross motor skills of children in PPT Matahari has reached 80% with a value of 3, this increase has been proven according to the expected criteria. What the researchers did in the improvement of children's gross motor in the second cycle was the same condition. Paying attention to the condition of children who use human resources for 2-3 years only 10 minutes from something comfortable.

The ability and ability to stimulate the child's gross motor skills because the child processes directly. In rough motoric training of children through playing responses and hitting the ball, learning is given because children are still in the early stages, because at the first time motor skills of abusive children will increase if given stimulation properly. This was corroborated by Hurlock (1978: 156) who said that childhood is often called the "ideal moment" for the sale of motor skills.

PPT Matahari researchers and teachers discussed how to improve gross motor skills by using and improving children's gross motor skills that show positive things. Anyone who does the exercises and learns about successful actions. This is evidenced by the increase in gross motor skills of children which increases significantly.

Implementation of learning compiled by researchers in general. At the end of the action, the researcher and teacher change each other's observations and then reflect on what steps to take next. The study was completed in cycle II, namely in cycle II gross motor skills of children have experienced an increase with the indicators in this study.

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