

# Management of Grossmotor Development in Kindergartens in Kuranji, Padang City

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**Abstract**— During the kindergarten and early years of elementary school, children need to have plenty of opportunities to engage in physical / gross motor. Early Childhood spend a lot of time learning to read and count rather than learn through playing and exploring, exercising and using their imagination. This violates the principles of child development and good teaching and sacrifices children's health and their long-term prospects for success in school. This study aims to determine the development gross motor of early childhood in kindergarten Kuranji sub-district, Padang City. The type of research is descriptive quantitative with survey method. The research was conducted in July 2018 in Kuranji sub-district, Padang city. The sample of this research is all head of kindergarten located in Kuranji sub-district, Padang city. The results showed that the head of kindergarten in kuranji sub-district has developed motor activity of kindergarten children in Kuranji sub-district. Most Heads of Kindergarten have always planned the development motor activity of kindergarten children at least once a week. The methods and media used are also varied widely, but some heads are not many media to development gross motor early childhood. Suggestion of this research is research continued by using kindergarten teacher in Kuranji sub district as respondent.

**Keywords**— *grossmotor; management; kindergarten.*

## I. INTRODUCTION

While in kindergarten children need to have many opportunities to get involved in physical / motor activities. They still need more movement than sitting, they can sit quietly for a short period of time like listening to a story. The principle of learning in kindergarten that learning through playing. The purpose of playing: is (1) intellectual development, through children's play developing organizing and problem solving skills, creative thinking and creative problem solving, getting information through experience; (2) social emotional development, children will collaborative learning, reduce selfishness, and as a therapy for negative emotions such as anger and sadness through playing social drama, pretend play with peers; (3) physical development, play can develop gross and fine motor skills and control their body [1].

According to Miller and Almon [2], kindergarten in America now spends far more time being taught for numeracy,

reading and learning than learning through playing and exploring, exercising and using their imagination. This violates the principles of the development of children and good teaching and the sacrifice of children's health and their prospects for success in school. This is contrary to the principle of early childhood learning. Principles in the process of learning early childhood in kindergarten: (1) starting from the concrete and simple; (2) departing from what children have; (3) recognition of the important role of children; (4) challenging; (5) playing and playing; (6) nature as a source of learning. Nature is an unlimited source of learning; (7) sensory, the child acquires knowledge from sensory or senses, namely feeling, kissing, hearing, seeing and feeling everything; (8) learning to equip life skills; (9) focus on processes not on products [3]. Moeslichatoen explains that there are seven learning methods for early childhood namely 1) playing method, 2) field trip method, 3) conversational method, 4) storytelling method, 5) demonstration method, 6) project method, and 7) method of giving assignments [4]. Sanjaya explained that the media is divided into three views from its nature, namely: audio media, visual media, and audio-visual media [5].

The development of the human brain in general follows the development of its biological age. Brain physical growth reaches 50% at the age of 2 years, and 90% at the age of 6 years, and reaches optimal growth (100%) at the age of 12 years. Whereas for the intellectual development of the brain reaches 50% at the age of 4 years, then at the age of 8 the child's intellectual development reaches 80%. The optimal condition of intellectual development is achieved at the age of 18 years. Here we can see the rapid growth of physical brain and the development of children's intelligence at the age of 0-8 years. Therefore it is often called the golden age because it is very important for us to stimulate the brain until the optimal brain condition can be achieved at this time [6]. Neurologists that the characteristics of almost all brain systems, including for language, hearing, visual, and attention, are shaped by experience. The implication [7] in early childhood learning is that teachers must form a student learning environment. In connection with this, it is very important to present an environment that is able to stimulate students to be able to activate their brains. One of them is by activating the child's

movement by developing a child's motor development. Physical or motor development activities can have an impact on intelligence as it pertains to the nervous system, where the movement giving stimulus to the brain to stimulate neuron cells. Children experience a variety of motor skills in early childhood is very meaningful for the child's development. Children who in their childhood have various experiences of basic motion patterns and various activities, it will be easier to carry out various motor skills. Movement generated by individuals is also derived from cognitive process results that occur in the motor cortex and reflexive activity in the central nervous system [8].

Human development can be divided into several developmental aspects, namely physical development, emotional social development, cognitive development and language development, but the four are developments that take place holistically. Cognitive can also be interpreted as a process that occurs internally in humans in the central nervous system when humans think. Cognitive abilities develop gradually, in line with physical development and the human brain [6]. Physical or motoric development of children involves two important areas namely gross motor development and fine motor. Physical development of children depends on biological and environmental factors. Research on the brain encourages the importance of the need for physical exercise for optimal children's development [9].

Zulkifli in Samsudin said motor is everything that has to do with body movements [10]. He further explained that in motor development there are three elements that determine it, namely the muscles, nerves and brain. These three elements carry out each of their roles in a positive interaction, meaning that one element is interrelated, supporting each other, complementing each other to achieve optimal motor conditions. Movement generated by individuals is also derived from the results of cognitive processes that occur in the motor cortex and reflexive activity in the central nervous system.

The age of children from four to five years and at the age of six years, reaches considerable fine motor skills and gross motor mastery together with playing skills and dexterity, allowing for the emergence of new skills and more diverse forms. These children are often involved in climbing, jumping, running, jumping (especially women), and chasing (especially boys). Some small children ride bikes, jump rope (especially women) and do acrobatics

According to Papalia, gross motor skills in four- year - olds: (1) have more effective controls to be able to stop, start running, and turn; (2) can jump with a distance of 61-83cm; (3) can go down the stairs using legs alternately if assisted; (4) can jump 4 to 6 steps using 1 foot. 5 year olds: (1) can run, stop effectively in the game; (2) jumping while running as far as 71-91 cm; (3) going down the stairs to help use the legs alternately; and (4) easily jumping a distance of 48.8cm [11]. Child four years old it was able to control his body so that it can walk backwards, walk forward, walk sideways, and walk together. They are also good runners, jumping on two legs. At the age of five, children can jump high, jump away and if

trained they can make creative moves. Fine motor development is demonstrated by the ability to control drawing and writing equipment, using scissors with controls and hammerheads [9].

The motor development of children aged four to five years is: (1) walking in a straight line; (2) standing on one leg; (3) climbing trees and playing equipment; (4) jumping at a distance of 5-6 inches or jumping 12.5 to 15 cm high with two legs landing together; (5) run, start and stop easily; (6) building a building with 10 or more blocks; (7) making clay objects; (8) can write letters and shapes; and (9) more accurate cutting [12]. Whereas according to Brewer [1] children aged five and six years showed the following developments: (1) jumping on alternating feet; (2) balance up; (3) riding on a self-playground equipment park; (4) catch the ball with an extended arm; (5) walk backwards and tiptoe; and (6) holding the crayon with a finger. While the motor development of children aged 5 and 6 years is (1) standing on one leg; (2) using two-wheeled bicycles; (3) throwing objects accurately enough; (4) catch the ball by hand; (5) can turn upside down; (6) participate in games that require physical skills; (7) increased development of eye-hand coordination; (8) improvement in fine motor control; (9) can use a hammer, pencil, scissors; (10) can copy geometric numbers; (11) cut in a straight line; (12) printing several letters; and (13) the use of hands has been well formed. The experience of children's motor skills will be the basis of new motor learning. Motor skills experience for early childhood is important, researchers conducted a study of motor learning kindergarten in Kuranji District, Padang City.

## II. METHOD

This research is descriptive quantative. Descriptive quantitative method aims to see how the condition of research variables by looking at the indicators that explain these variables. This study aims to describe the motor stimulation carried out in kindergartens in Kuranji sub-district, Padang City. The study was conducted in July 2018 with a sample of 31 kindergarten heads in Kuranji sub-district. Instruments community service activities are questionnaires for kindergarten heads to see gross motor stimulation that has been carried out by teachers in the Kuranji sub-district kindergarten. "Distribution frequency" is used to analyze the results of the initial survey. The research data was collected by observations tabulated into the table and it was seen the percentage then narrated by the conditions found so that the condition of the gross motor stimulation of the children was interpreted and concluded in the study discussion.

## III. RESULT AND DISCUSSION

The planning dimension as part of management / management consists of 4 statement items consisting of frequency of implementation, utilization in indoor space, utilization in out door space, and variations in activities. The results of the study show that 77.43% of respondents always plan gross motoric learning for children, 12,90% of

respondents often plan rough motoric learning for children and 9.67% sometimes plan for gross motoric learning for children. The results of this study corroborate the results of Sukadiyanto's research [13] that the implementation of learning certainly can be prepared carefully by a teacher. Another thing that needs to be improved is the willingness and creativity of teachers with various forms of variation in learning fun movements so that they can stimulate the growth and development of children's movements. The lowest score on this indicator is obtained in the item using in door study rooms. Data obtained only 2.5, 75% of which is always tapped kindergarten classrooms in door, development gross motor of children. This also means that the use of out-door learning facilities is more in demand. This is in accordance with the results of Febrialismanto's study [14] which states that the highest indicator is utilizing game equipment outside the classroom with a percentage of 85.17% which has a very good developing criteria.

The results of the study of rough motoric learning show that the 3 items of questions surveyed, to find out the implementation of children's gross motor learning, obtained a score with a very high category, namely the use of play methods, namely 48.80% kindergartens heads always use the play method in children's gross motor stimulation. This is in line with Moeslichatoen [4] explaining that there are seven learning methods for early childhood namely 1) playing method, 2) field trip method, 3) conversation method, 4) storytelling method, 5) demonstration method, 6) project method, and 7) assignment method.

Sanjaya explained that the media is divided into three views from its nature, namely: audio media, visual media, and audio-visual media [5]. From the results of this study showed that 67.74% of kindergarten heads sometimes made their own gross motor stimulation media, only 3.23% who always made their own media. The use of variations in the gross motor learning method gets a score of 80.00%. The highest score was obtained in item number 15 which was 48, 38% of respondents always determined the method of gross motor stimulation. The method that is rarely used by kindergarten heads to develop children's gross motor skills is a method of tourism. Only one kindergarten head answered always from 31 respondents surveyed or only 3.23% . Use of media in motor learning 70.58. The highest score is obtained on item 24, namely the use of various kinds of media balls. A total of 19.35% of kindergarten heads use various kinds of balls. The lowest score was obtained by item 27, none of the respondents always used skipping media to stimulate the gross motoric skills of children. Even though according to Sari [15] the gross motor skills of children can be improved through jump rope activities. Sukadiyanto provides suggestions to overcome the limitations of facilities and tools, teachers must be creative to maximize the tools owned by schools and use tools that are not used as a medium for children's motor learning [13]. Results of categorization of kindegartens gross motor stimulation management in Kuranji discribe at table 1.

TABLE 1 RESULTS OF CATEGORIZATION OF MANAGEMENT OF GROSS MOTOR STIMULATION MANAGEMENT IN KURANJI IN 2018.

NO	Statement	Results
1	The frequency of activities in 4 times a month	Very high
2	Use of in-door space	High
3	Use of outdoor space	High
4	Variation in gross motor activities	High
5	Use of the play method	Very high
6	Use of motion and song methods	Is being
7	Use of tourist methods	Is being
8	Media for yourself	Is being
9	Media purchased	High
10	Using hullahop	Is being
11	Various balls	High
12	Media CD	Is being
13	Media VCD	Is being
14	Media Skipping	Is being
15	Media Big Globe	Is being
16	Pedestal board	Is being
17	Compound ladder	High

After analysis, based on table 1, the results show that the planning of gross motoric learning for children in Kuranji is categorized as very high in terms of making learning designs from indicators with a minimum frequency of once a week. The results of this study corroborate the results of Sukadiyanto's study [13] that in order to be able to realize the child's basic motion abilities, the kindergarten teachers need to improve preparation before teaching children's movements. The use of the playing method has a very high categorization in the management of the rough motor management of children in Kuranji.

Based on table 1, it can be seen that the management in the gross motor stimulation of the kindergarten heads in Kuranji sub-district, Padang City is as follows:

1. Very high category, namely planning motor learning is designed with f activities in 4 times a month and the use of playing methods.
2. High categories, namely the use of in-door space , the use of out-door space, which are purchased by kindergartens, using various media balls and compound ladders.
3. Is being category, which uses the method of motion and song , uses the method of travel , provides gross motor stimulation to make itself , uses hullahop, uses CDs, VCDs, Skipping, globe, and pedestrian boards.

Active learning or what is commonly called *Active Learning* is all forms of learning that allow students to play an active role in learning, both in the form of interactions between students or students and teachers in the learning process [16]. To realize the kindergarten head learning

learning activities must plan the use of varied media and add a lot of media to support active learning of early childhood. If seen from the results of this study, it is seen that the use of media is not optimal because most are in the medium category.

#### IV. CONCLUSION

The development of gross motor of management early years was research. This can be seen from Most Heads of Kindergarten have always planned the development motor activity of kindergarten children at least once a week. The methods and media used are also varied widely, but some heads are not many media to development gross motor early childhood. Suggestion of this research is research continued by using kindergarten teacher in Kuranji sub district as respondent.

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