

Stimulation of Gross Motor Development in Early Childhood

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Abstract: Gross motor development is one of child development's aspect that needs to be stimulated from an early age. Stimulation of a child's gross motor development requires various forms of activity and learning media that performed in play activities. Gross motor development is the learning process of a child to appear to move the limb. Gross motor development is also a development from an element of maturity and body's movement control that closely related to the center of motor development in the brain. Basically, this development grows in line with the maturity of the child's nerves and muscles, so that any simple movement is the result of complex interaction patterns from various parts and systems in the body that are controlled by the brain. In order to optimally the child's motor develops, hence the role of the teacher is very important to stimulate these aspects of development from an early age.

Keywords: stimulation, gross motor development, early childhood

I. INTRODUCTION

Early childhood is an individual who experiences a healthy and fundamental development process for future lives. At this time, children experience a very rapid process of growth and development. Children have their own world and characteristics that are very different from adults, children are always active and dynamic, enthusiastic and always curious about what they saw and heard (Yuliani, 2009:6).

The age range of early childhood is from the age of birth to the age of eight who experience growth and development. Early childhood is a golden opportunity for children to learn, so it is called the golden age. At this age, children have extraordinary learning abilities where both physical and all abilities are developing rapidly. Considering that early age is a golden age, then the child's development must be optimized at this age. The development of early childhood is holistic, which means that it can develop optimally if the body is healthy, fulfilled nutrition, and educated properly. Children develop from various aspects namely physical development, both gross and fine motor, cognitive development, and also social and emotional aspects. For example, a child's running speed will increase according to the growth of his age. Besides that, physically, the child will also look bigger. At an early age, the development of children's abilities will be seen, one of the abilities in early childhood that is growing rapidly is their physical or motoric abilities. The growth and development process of motor skills will be related to the growth and development process of mobility in children. Children's motor development will be seen more clearly through various movements and the games they can do. Therefore, the improvement of children's physical skills is also closely related to their play activities, which are the main activities of early childhood. More skilled the movement of a child makes children enjoy to play and not getting tired to move all of their limbs while playing. Movement of limbs during play has many benefits for the growth of other aspects of a child's abilities, such aspects

of cognitive development and aspects of a child's social and emotional development. In addition, increasing of child's physical and movement skills will play an important role in maintaining the health of the child's body.

There are many things can be done to help maximize a child's gross motor development, activities and educational games can be used to develop children's gross motor. The skill of using movements in body parts to practice dexterity is a part of gross motor development. Many simple and easy-to-find game tools can be used to maximize gross motor development. For example, a walk to walk while the eyes look straight ahead, the ball as a catch-throw game, children can use the ball to be thrown and caught and so on. Anggani Sudono (2005:54) said that, besides developing media, gross motor development can also be done with direct activities without media or without educational tools. Gross motor development's activities without media can be designed as attractive as possible such as by clapping with various variations, playing dragon snakes by relying on the ability of the movement of the child's legs and arms, running, walking, tiptoeing, imitating animal movements, dancing, and many other interesting activities can be done.

There are at least three important stages in a child's gross motor development. The first stage is the cognitive stage. The cognitive stage is the stage where the child tries to remember the movements that have been done before. The second stage is the associative stage. In this stage, the child does a trial and error activities, children will try various movements, repeat the movements, and correct the movements. The third stage is autonomous, the child has been able to automatically display and make movements with a few mistakes.

Aspects of child motor development that need attention are the aspect of strength. Strength is the ability of a child to be able to use the group of muscles to hold and lift the body. The second aspect is stamina, stamina is the ability to be able to play or doing activities in a sufficient time without experiencing significant fatigue,

such as quick walk and run. The third aspect is speed, speed is the ability of a child to move from one place to another place in a short time, such as run to a certain place in a quick time. The fourth is a balance, balance is the ability of a child to maintain body position and equilibrium while moving in the right state. The fifth is coordination is the ability of a child to connect different types of movements into a single movement effectively, such as bounce the ball to the floor, this coordination needs to be stimulated repeatedly so that it is adept at doing it. The next aspect is agility that is the ability of a child to change position or direction in a short time, such as playing chase and running winding. The last is accuracy, accuracy is the ability to controlling the free movement of an object or target, such as the ability to throw a ball into the basket at a specified distance. All of this gross motor development's aspects can develop optimally with the right stimulation, because basically in the process of children's development, the gross motor will develop first compared to fine motor.

II. THE FUNDAMENTAL OF GROSS MOTOR DEVELOPMENT

The motor is everything that related to general body movements. In general, motor abilities are divided into two types that are gross motor skills and fine motor skills. Gross motor is a movement carried out involving most parts of the body. The gross motor movements require enough energy and are carried out by muscles such as walk, run, jump, etc. Gross motor skills begin with playing which is a rough movement at the age of three. According to the stage of development, children generally able to do most of the gross motor skills. According to Hurlock (1978), the gross motor is body movements that use rough muscles or most or all parts of the body that are affected by the child's maturity. By running, walking, jumping, standing on one leg, climbing, playing soccer, riding a tricycle. Motor development is the development of control of physical movement through coordinated central nervous system, nerve movements, and authorization.

Gross motor is a physical movements which requires balance and coordination between limbs using large muscles, part or all of the body. Gustian (2011) said that gross motor is coordination of physical movements that used rough muscles, such as jump and kick.

Suryana (2016:152) explained that motor development is the development of controlling body movements through coordinated activities between the nervous system, muscles, brain, and spinal cord. Catron and Alledn (in Sujiono, 2009:63), express that basically, motor skills are the opportunities to move, learning experience to find, sensory-motor activity which includes the use of large and small muscles that allow the children to fulfill motor perceptual development. Based on that opinion, shows that gross motor basically is a physical movement that requires balance and coordination between limbs using large muscles, part or all limbs which is the result of complex interaction patterns from various parts and systems in the body that controlled by the brain.

Then, Dahlan (2008), said that gross motor development has different levels in each individual. A

four years old child can easily use scissors while others may be able to do it after they are five or six years old. Certain children may be able to throw and catch the ball easily while others may only be able to catch large or roll over balls. In this case, parents and adults around the child must observe the level of development of the child and plan various activities that can stimulate it.

III. STAGES OF GROSS MOTOR DEVELOPMENT

In developing children's motor skills, the teacher needs to know the stages of a child's development especially those related to their motor skills. This is intended so that there is no mistake in providing stimulation to the child. The stages of motor development in early childhood:

1. Imitation

The ability of someone to imitating something that is seen, heard and experienced. This stage occurs when a child observes a movement where the child begins to respond similarity to what he or she observes, for example, is imitating dance movements, walk, or jump.

2. Manipulation

The ability to use concepts and carry out activities. The manipulation stage emphasizing the development of the ability to follow directions, the appearance of choice movements, and establish an appearance through practice. Example: put the ball into the basket or do demonstration gymnastic movements.

3. Precision

Connect with activities carefully and correctly. Activities at this stage require greater precision, proportion, and certainty in appearance, for example, is walking on a boardwalk.

4. Articulation

Motor skills to interpret various types of continuous movements. Activities at this stage emphasize coordination in a series of movements by making the right sequence and achieving the expected or internal consistency between different movements. Example: dribbling and layout, hoarding and stealing the ball.

5. Naturalization

Movements that are carried out in an internalized and reasonable manner. According to the behavior displayed, this movement releases at least physical and psychological energy. Movement is usually carried out routinely so that it has shown flexibility. For example are playing football, swimming, and cycling.

IV. THE CONCEPT OF STIMULATING AN EARLY CHILDHOOD DEVELOPMENT

A. Understanding of Stimulation

In the regulation of the Minister of Education and Culture Number 146 (2014:1), stimulation is the provision of educational stimuli that provided to achieve competency in attitudes, knowledge, and skills for children aged from birth to six years old, in order to grow and develop optimally. Stimulation can be done by parents, family members, or other adults around the child who are routinely carried out every day at the right time or opportunity to stimulate the sensory system (hearing, sights, touch, smell, and taste). In accordance with

Marison's opinion in Mashar (2015:116), stimulation or enrichment programs play an important role in the early years of a child's life.

Based on the opinions above, it can be concluded that stimulation is an impulse or stimulus that comes from outside the individual. Outside the individual means that stimulation comes from environmental, ie: parents (as the environment or the first and foremost stimulation institutions for children). Stimulation is important to be carried out from the early years of a child's life and routinely by paying attention to the right time or opportunity, where the child is truly ready to receive stimuli that will be given to each of his sensory systems.

B. The Purpose of Stimulating Child Development

Mashar (2015:118) explains that the purpose of stimulation for child development is: (1) accelerating and improving the quality of development aspects; (2) improving the integration mechanism between aspects of development; (3) help children to explore their abilities; (4) protect children from feeling uncomfortable; (5) help children to develop adaptive and directed behavior.

According to Harlock in Mashar (2015), suggests that stimulation is needed for optional development. Giving stimulation is expected to still pay attention to maturity (maturation), especially the critical period of the child. Based on the above opinion that the provision of stimulation in child development aims to develop speed and improve the quality of development, integrating every aspect of development, helping children to explore each stage of its development to be more optimal and directed.

C. Benefits of Stimulating Child Development

According to Mashar (2015:117), stimulation is identical to giving stimuli that come from the environment around the child in order to further optimize aspects of a child's development. Proper stimulation can enhance the ability of development aspects, but if the stimulation that given is not right, it will have a bad effect. Such as providing visual stimulation of the surroundings, but if there are too many stimulations, it will have the opposite effect, attention is reduced and the child will cry.

Children who live in a noisy environment with lots of confusing voices, will not be able to distinguish the necessary of auditive stimulation. And also with the provision of tactile stimulation. The right tactile stimulation will improve social, emotional, and motor skills, but tactile deprivation can lead to aggressive behavior. So, providing stimulation for child development

is very useful for optimizing aspects of child development, namely aspects of religious and moral values, physical and motoric development, cognitive, language, social, and children's art. In giving stimulation, we must pay attention to the situation and condition of the child. Optimizing stimulation does not mean having to do stimulation in an excessive way, with rude behavior and forcing children will only be in vain.

V. CONCLUSION

In order to realize an independent and quality education, as stipulated in Law No 20 of 2003 concerning the National Education System, it is necessary to carry out various strategic and integral efforts that support the implementation of education. Therefore, the efforts to improve the quality of education are very important especially in early childhood who is undergoing a very rapid development process and fundamental to their next life. They have their own world and character that is different from adults. Children are always active, dynamic, enthusiastic, and curious about what they have seen and heard as if they have never stopped learning. Children are also egocentric, have a natural curiosity, a social creature, unique, rich in fantasy, have a short attention span, and the most potential period for learning. For this reason, it is necessary to provide various stimulations on the growth and development of children, so that the tasks of development are achieved optimally. One of the tasks of educators is to stimulate aspects of the gross motor development of children.

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