

The Improvement of Gross Motor Skill on Rhythmic Gymnastics Activities of Kindergarten Student

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ABSTRACT

This study aims to improve children's gross motor skills (GMS) on rhythmic of gymnastics activities in kindergarten school. This type of research is a classroom action research and was conducted in two cycles. The steps in this study follow a classroom action research procedures, namely: (1) planning, (2) implementation of action, (3) observation and evaluation, and (4) reflection. Data on student GMS results were collected based on the results of the movements' assessment in two cycles. The assessment uses four levels for ten aspects of the skill being assessed. The data analysis results showed that the achievement of the first cycle was 55% or from the ten aspects assessed, only one aspect met the target. In the second cycle, the GMS of students increased. There are 85% of students who achieve the required skills, or seven aspects meet the target.

Keywords: *Gross motor skill, learning achievement*

1. INTRODUCTION

Kindergarten is one type of early childhood education that develops students' abilities in five aspects: moral and religious, social-emotional, physical-motor, cognitive, and language [1]. This educational facility provides a form of learning that is fun and by the needs of early childhood. Children have enormous potential to optimize all aspects of development, including motor development. Human abilities develop according to their potential. As young as five, children can move symbolically, arouse their ideas, feelings, or emotions when moving [2], [3]. Therefore, kindergarten students can also express feelings or experiences by dancing, funny games, or movement games.

Early childhood physical development includes the development of the nervous system, the development of strength and motor skills, the appearance of patterns and behavior patterns, and the growth of body structures [4]. Children's motor development is by the growth of a coordinated muscle sequence from one another. Early childhood has not been able to show coordination between nerves and muscles at the learning stage so that children still make a lot of mistakes and inaccuracy in movement [5]. Therefore, early childhood should be

given stimulation to develop gross motor activity through physical exercise.

The physical-motoric aspect consists of gross motor and fine motor. Gross motor skills (GMS) are a person's ability to activate the large muscles and limbs [6]. At the same time, the ability demonstrates fine motor skills to the ability to coordinate small muscle movements. Children develop this ability by involving the toes, fingers, mouth movements with eye coordination. The early childhood education in kindergarten develops both skills.

Gross motor skill development on children is influenced by nutrition, health, and the environment [7]. Students with good nutrition can display a variety of movements perfectly, while children who are malnourished tend to show low movement skills. In addition to developing motor skills, children can also develop the ability to observe and remember. The child can observe the movements made by his friends or who have been trained on them, then remember the motor movements that have been made to improve his movements. Activities that develop GMS will stimulate students to produce feedback on the trainer's message. A movement in rhythmic gymnastic was repeated, and mutually sustainable will stimulate the children's skill.

The rhythmic of gymnastics is a series of movements performed with musical rhythms or free exercises performed rhythmically. This movement can be done with or without tools. The exercise is a movement that is repetitive and uninterrupted and accompanied by music that can develop their flexibility and coordination. of their movements. Besides, rhythmic of gymnastic activities aim to increase the vocabulary of motion in children by playing music that is often heard.

Gymnastics is an effective physical activity to optimize growth and develop children's skills. Gymnastics movements are very suitable to fill the physical education program. Its movements stimulate the development of physical fitness components, such as strength and endurance of muscles from all parts of the body [8], [9]. In addition, gymnastics also has the potential to develop basic movement skills, as an important foundation for mastering the technical skills of a sport [10]. Sukmawati et.al (2020) revealed rhythmic of gymnastics is a form of movement that emphasizes notes and rhythm, flexibility in movement, and continuity of movement [11]. Rhythmic of gymnastics are gymnastic movements performed with music exercises or free exercises performed rhythmically. As the name implies, gymnastics' rhythmic adjust their movements to a rhythm and usually the rhythm of the music. However, this exercise can also be done without musical rhythm accompaniment, which is to the count's regular rhythm.

This research develops a rhythmic gymnastic training model that aims to improve the Gross motor skills of a kindergarten student. Stages of research involving students and teachers in schools will be a physical education model in early childhood.

2. METHOD

This research is classroom action research. Classroom action research is an examination of learning activities in the form of action. This classroom action research is one of the efforts that teachers can do to improve the quality of teachers' roles and responsibilities, especially for the management of learning outcomes. By carrying out classroom action research, teachers can continuously

improve their performance and find problem-solving that arises from their classrooms by effectively applying various relevant theories and learning techniques. This research was conducted in Excellent Kindergarten in Kendari City, South East Sulawesi, Indonesia. This research was carried out, in the academic year 2018/2019, in September 2019. The research subjects were 20 children who obtained 11 boys and nine girls.

The procedure of conducting this research will be carried out in cycles that starting with the first cycle; if the first cycle is

unsuccessful, it can be carried out with the second cycle. This second cycle is determined from the first cycle results, which consists of action planning activities, implementation of actions, observations, and actions. The researcher used interview and observation method to collect data.

The outcome indicator in this study is an assessment of the ability to improve children's gross motor skills on rhythmic of gymnastics activities. The guidelines for grading in a kindergarten education, namely stars (*) = undergrowth, stars (**) = Starting to growth, stars (***) = growth by expectation and stars (****) = growth by excellent at least to 85% both individually and classically.

Data analysis uses quantitative methods with descriptive and percentage techniques. The result description used tables and graphs to describe the calculation and improvement of learning outcomes.

3. RESULTS AND DISCUSSION

3.1. Preparation of Activities

Learning preparation began in consultation with the class teacher about the appropriate learning time. The consultation results led the researcher to prepare a lesson plan with a duration of 4 x 30 minutes before students entered the classroom. The learning objective is to increase the gross motor skills of students in ten aspects. A description of the implementation of learning at first to the fourth meeting is presented in table.1.

Table 1. Implementation of Rhythmic Gymnastics Learning

Monday			Tuesday		Wednesday			Thursday	
Standing up straight	Spread arms	Mark Time	Moving the hand up	Rotating the hips or arm wrapping	Jumping	Jumping to the left or right	Jumping back with open and close legs	Standing on one foot	Push the hands up

Improvement of children's gross motor skills in rhythmic gymnastics held in two stages: first, the teacher demonstrates the correct movements. The second stage is students follow the teacher's movement. Researchers involved two teachers as guides. Furthermore, for assessment, researchers involved four observers. Student

skills assessment refers to the Assessment Guidelines at Kindergarten Education. There are four performance levels, namely stars (*) = undergrowth, stars (**) = Starting to growth, stars (***) = growth by expectation, and stars (****) = growth by excellent. The learning

target is at least 85% of students who have the expected skills.

3.2. Student Skills in the First Cycle

The first cycle consists of planning, implementation of actions, observations, and reflections. The things that are prepared are as follows: (1) create a learning scenario in the form of a semester program, and a daily program for the first cycle at the first meeting to the third meeting,

which refers to learning to improve children's gross motor skills; (2) preparing a tool that will be used to do rhythmic of gymnastics activities; (3) make observation sheets of teacher and child activities during the learning process as a reference to see about the learning process as a planned; (4) provides an evaluation tool to see the first cycle.

The first cycle of research shows the results that most students have good GMS, which is described in table 2.

Table 2. Results of GMS measurements in Cycle I

Number	Gross Motor Skill (GMS)	Undergrowth	Starting to Growth	Growth by Expectation	Growth by Excellent	Total of Student
1	Moving the hands up	0	0	12	8	20
2	Rotating the hips or arm wrapping	3	12	3	2	20
3	Standing on one foot	6	8	4	2	20
4	Standing up straight	1	4	13	2	20
5	Jumping to the left or right	5	6	7	2	20
6	Jumping back with open and close legs	15	3	2	0	20
7	Spread arms	1	7	9	3	20
8	Mark Time	2	6	9	3	20
9	Push the hands up	6	8	4	2	20
10	Jumping	1	5	11	3	20
Total		40	59	74	27	
Percentage		20	29.5	37	13.5	

In general, learning outcomes in cycle one show that 37% of students are in growth by expectation, and 13.5% of students are in Growth by Excellent. These results indicate that 50.5% of students showed the GMS that was as expected. The best skills of children are shown in moving their hands up with none of the students who don't know this movement. The lowest skill is Jumping back with open and close legs. In this skill, there are only two students who demonstrate skills that match expectations.

Learning outcomes become the reflection material of researchers to develop learning methods. The fact that

there are still many students who get two stars (**) or just growth is the basis for considering the implementation of the two cycles. Skills that are still low are the focus of attention in cycle two.

3.3. Student Skills in Second Cycle

The implementation of learning in the second cycle is similar to cycle one. The different thing is the duration of learning on specific skills added. The rhythmic gymnastics learning results in the second cycle give better results than in the first cycle described in table 3.

Table 3. Results of GMS measurements in Cycle II

Number	Gross Motor Skill (GMS)	Undergrowth	Starting to Growth	Growth by Expectation	Growth by Excellent	Total of Student
1	Moving the hands up	0	0	6	14	20
2	Rotating the hips or arm wrapping	0	4	7	9	20
3	Standing on one foot	2	4	12	2	20
4	Standing up straight	0	1	15	4	20
5	Jumping to the left or right	2	1	11	6	20
6	Jumping back with open and close legs	3	3	7	7	20
7	Spread arms	0	3	12	5	20
8	Mark Time	0	2	11	7	20

Number	Gross Motor Skill (GMS)	Undergrowth	Starting to Growth	Growth by Expectation	Growth by Excellent	Total of Student
9	Push the hands up	0	2	6	12	20
10	Jumping	0	3	12	5	20
Total		7	23	99	71	
Percentage		3.5	11.5	49.5	35.5	

Learning outcomes in the second cycle showed that there were 49.5% of students in Growth by Expectation and 35.5% of students in growth by excellent. These results indicate that 85% of students show the GMS that is as expected. It can be said that teacher teaching activities in this classroom action research have achieved maximum results. The percentage of students who

showed a excellent GMS was 85% or according to the learning target. In the seven aspects reviewed, none of the students were at the undergrowth level.

The results showed that an increase in GMS from cycle one to cycle two (Figure 1)

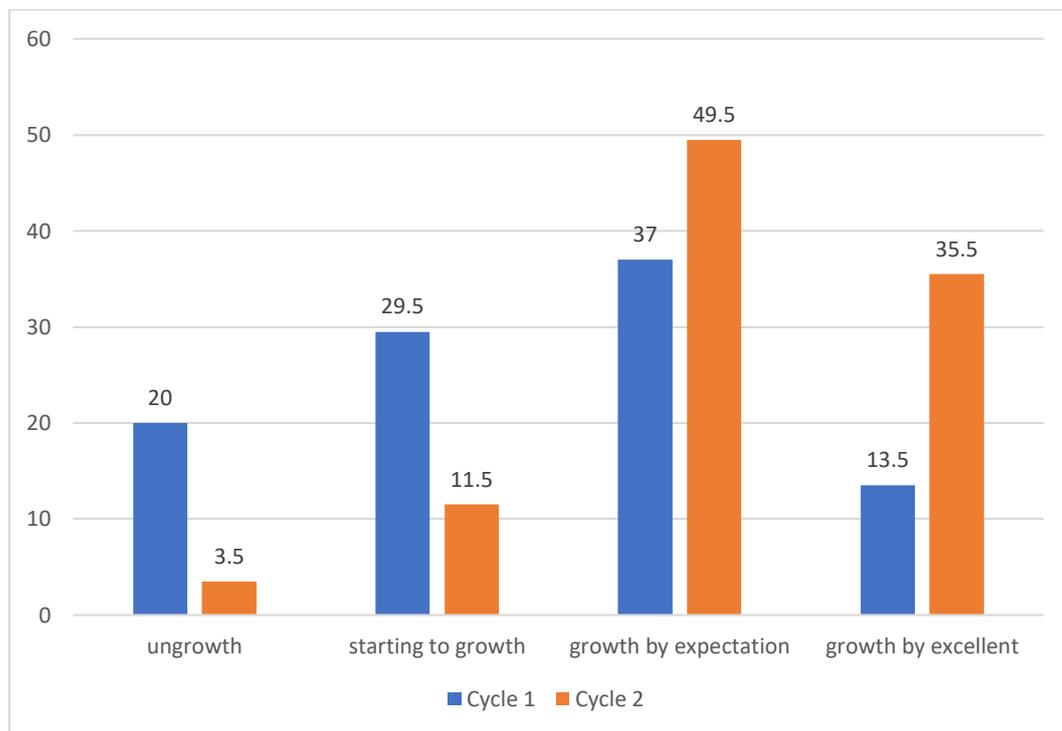


Figure 1 Increased GMS in Cycle 1 and Cycle II

A significant increase in GMS is shown at the level of growth by expectation and growth by excellent. The percentage of undergrowth decreased, while the percentage of growth by excellent increased.

4. DISCUSSION

The presence of music supports the role of rhythmic gymnastics in developing student GMS. Music rhythm encourages students' attention and maintains children's enthusiasm throughout learning. The results of previous studies showed that the concentration power of children when learning takes no more than 20 minutes. While the implementation of learning for 30 minutes [12]. This is the basis for consideration for researchers to choose music that is liked by children of preschool age.

GMS achieved is capital to develop students' kinesthetic intelligence. Flexible training, agility, and balance of students are the main goals in physical education in early childhood [13]. With rhythmic exercise exercises, students cannot only model the teacher's movements, but also develop student confidence and social skills during training. This is also supported by outdoor methods that make students freer to move.

This learning model uses the concept of a sensory-motor strategy or the use of the child's five senses in learning and developing physical relationships with the environment. Students imitate the teacher's movements while listening to music. Also, environmental conditions outside the classroom are more enjoyable for early childhood.

5. CONCLUSION

Based on data analysis, the first cycle produces a percentage achievement to 55% or one aspect of 10 aspects that meet the target. In percentage, there are still 20% of students who do not have a good GMS. In the second cycle, the GMS of students increases. There are 85% of students who achieve the required skills, or seven aspects meet the target. Rhythmic gymnastic activities effectively improve the GMS of kindergarten students.

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