

# The Application of Locomotors Motion Demonstration Method in Developing Early Childhood's Gross Motor Skills in Istiqamah Islamic Playgroup Balikpapan

Budi Rahardjo<sup>1,\*</sup> Rizky Amalia<sup>1</sup> Facrul Rozie<sup>1</sup>

<sup>1</sup> Early Childhood Teacher Education, Universitas Mulawarman, Samarinda, Indonesia

\*Corresponding author. Email: [budirahardjopaud@gmail.com](mailto:budirahardjopaud@gmail.com)

## ABSTRACT

This study aims to (1) determine the design of locomotors motion demonstration method, (2) find out the application of locomotors motion demonstration method and, (3) determine the gross motor development of early childhood in Istiqamah Islamic Playgroup Balikpapan. The type of research is qualitative research with a case study approach. Data collection in this study use observation and documentation. The results of data collection are grouped and then analysed using the Miles & A. Michael Huberman model. The results showed that (1) the teacher designed the learning process activities based on existing curriculum, the teacher also designed locomotors motion demonstration method under the steps of the demonstration method starting with determining the theme, activities, setting the tools and materials, setting the steps of the activity and conducting an assessment, (2) the application of the locomotors motion demonstration method is based on predetermined learning design, beginning with managing the play environment, demonstrating activities and the child would be allowed to try to do what the teacher has demonstrated, and (3) the teacher evaluated the children's motor skills correspond with the predetermined indicators, it is found that the supporting factors and obstacles that are used as guidelines in improving learning process activities.

**Keywords:** *Demonstration Method, Locomotors Motion, Gross Motor*

## 1. INTRODUCTION

Early Childhood Education, hereinafter referred to as PAUD, is a teaching effort aimed at children from birth until the age of six, which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children be ready to enter further education [1,8,9]. Early childhood education (PAUD) aims to develop the full potential of children so that one day they can fully function as a whole human being according to the philosophy of a nation. The development of potential in children can be done through the provision of an appropriate stimulus. Early childhood education potential that needs to be developed includes all aspects of basic abilities, namely religious and moral values, physical motor, cognitive, language, social-emotional and art. Various efforts need to be made to develop aspects of this development which includes the physical development of motor children.

Gross motor development is very important for children because gross motor development affects other developments, such as the physiological development of

children [2-5]. A child's motion skills can develop and improve well if aspects that are the basic movements of a child are developed from the start which includes locomotors motion, non-locomotors motion, and manipulative motion.

Based on a preliminary study conducted by researchers in September 2018 at the Istiqamah Islamic Playgroup in Balikpapan, researcher 5 observed that when a child is walking, the child is walking on tiptoe. The researcher also observed when a child was running in the field while playing with his friends, some children had difficulty in adjusting their balance, so that when the child ran and stopped the child often fell. Besides, when the researcher observed the gross motor warm-up learning, the researcher sees that some children having difficulty jumping on one foot to move and also when children had difficulty lifting their bodies to move. Furthermore, some children also find it difficult to walk on the boardwalk with alternating legs.

Therefore, a teacher as the second educator after parents has a big role in designing and determining

learning methods that are appropriate to the activity, age and the level of child development, so that the gross motor development of the child will be achieved by what is desired. One of the methods used by teachers at Istiqamah Islamic Playgroup in Balikpapan to optimize gross motor development and practice basic movement skills in children is through locomotor motion demonstration methods. Demonstration method is a method used to build knowledge in children by showing or demonstrating a stage of events, processes, and events. Whereas what is meant by locomotors motion is the ability to move the body from one place to another and lifts the body like jumping and hopping, walking, running, gliding, crawling, etc.

This study is strengthened from the results of the research of the Yudho Bawono dan Susana Wahidah (PGPAUD Universitas Terbuka UPBJJ Surabaya Pokjar Kabupaten Madiun) on "The Use of Demonstration Methods to Improve Coarse Motor Ability of Kindergarten Children" Volume 2, Number 1, April 2015 based on the results of the discussion of the cycle 1 and 2 which can be seen that with the demonstration method can improve the achievement of physical development of gross motor skills in Group A students aged 4-5 years, in cycle 1 is proven by the results of the percentage of assessment of children getting an average value of 66% then in cycle 2 the results of the research and the analysis show a noticeable improvement from the increasing percentage of students' abilities reaching 89%. Then reinforced from the research results of Ni Gst Ayu Kadek Fitri Novianti, I Gst Agung Oka Negara, I Md Suara (PG-PAUD Universitas Pendidikan Ganesha, Singaraja) on "The Application of Demonstration Methods Through Engklek Traditional Games to Enhance Coarse Motor Childhood Development of B2 Group 2nd Semester Widya Santhi Kindergarten" Volume 3, Number 1 of 2015, based on the data on gross motor development of the children in the first cycle that is equal to 61.34% and the average learning outcomes based on data on gross motor development of the children in the second cycle that is equal to 84%. This shows an increase in the average percentage of learning outcomes based on the children's gross motor development data from the first to the second cycle of 22.6% 7.

For this reason, the researcher intended to photograph the application of locomotors motion demonstration methods in developing gross motor skills of young children in the Istiqamah Islamic Playgroup in Balikpapan. This research focuses more on the application of locomotors motion demonstration methods given by teachers to students so that the gross motor demonstration methods given by teachers to students so that the gross motor development of the children in Istiqamah Islamic Playgroup can develop optimally.

## 2. LITERATURE REVIEW

The purposes of children's motor development activities are to train children in gross and subtle movements, improve the ability to manage, control body movements and coordination improve body skills and a healthy way of life [6,7]. To develop children's motor skills, the teacher can apply methods that ensure the children do not experience any injury. Therefore, the teacher needs to create a safe and challenging environment, materials and tools that can be used in a good condition and not cause any fear and anxiety [11-13]. Moreover, in selecting the methods for developing children's motor skills, the teacher needs to adjust it to the characteristics of the children who are always on the move, hard to be quiet, have a strong curiosity, like to experiment and praise, able to express themselves creatively, have imagination and like to talk.<sup>3</sup> The appropriate learning methods for developing children's gross motor skills are as follows: (1) The play method, (2) The field trip method, (3) The project or assignment method and (4) The demonstration method.

The demonstration method is a development strategy by providing learning experiences through the act of observing and listening followed by mimicking the work that has been demonstrated. According to Syaiful Bahri Djamarah, the demonstration method is a method used to show the process or the procedure of an object related to learning material. Teaching a subject matter is often not enough if the kindergarten teacher only explains it verbally [13, 14]. In teaching mastery of the students' skills, it is easier to learn by imitating what the teacher does. <sup>5</sup> Therefore, the teacher uses the demonstration method, with the demonstration method the teacher can improve students' understanding through vision and hearing [18, 19]. The students were asked to pay attention and listen carefully to all of the teacher's information so that he understands how to do things. Thus, the students can imitate as exemplified by the teacher [20].

## 3. METHOD

The approach used in this study is qualitative. A qualitative approach is a research approach that is done on natural objects. Natural objects are objects that develop as they are were not manipulated by the researcher and the presence of the researcher does not affect the dynamics of the object. In qualitative research, the instrument is the person or human instrument which is the researcher himself. To be able to become an instrument, the researcher must have a broad theory and insight, so that he can ask questions, analyze, photograph and construct the social situation understudy to be clearer and more meaningful.<sup>7</sup>

The type of this research is case study research. The case study research was chosen because this research aims to examine intensively and in-depth a particular

subject or object. Case studies are the more appropriate strategy to use when the research question concerns "how" or "why". The focus of the research lies in the contemporary (present) phenomena in real life.

The case study was conducted at the Istiqamah Islamic Playgroup in Balikpapan. Istiqamah Islamic Playgroup is located in Sport Gunung Dubbs Street, Balikpapan. The time regarding this research is from January 2019 until March 2019. The data used in this study are primary and secondary. Primary data in this study are direct data obtained from 10 relevant informants in the application of locomotors motion demonstration methods in developing children's gross motor skills in the Istiqamah Islamic Playgroup. Primary data obtained were based on the results of in-depth interviews and participatory observation, while secondary data are processed data that has been presented at the study site. In this case, the documentation data needed to describe the general condition of the Istiqamah Islamic Playgroup/Kindergarten Balikpapan, such as the school's vision and missions, profiles of the students and the educators, syllabus (curriculum) which are summarized in document 1 and 2.

Data sources in this research are (1) Principal of Istiqamah Islamic Playgroup/Kindergarten Balikpapan, (2) Teacher of Istiqamah Islamic Playgroup and (3) Students of Istiqamah Islamic Playgroup. Data collection techniques used in this study were observation, interviews, and documentation. The reason that the researcher chose these techniques was the phenomenon can be well understood if an interaction with the subject was done through in-depth interviews and observations in the setting, where the phenomenon takes place and to complete the data required documentation.

The data analysis techniques used were divided into two stages, namely: (1) Analysis before the field: Analysis was carried out on the results of the preliminary study or secondary data which will be used to determine the focus of the study. However, the focus of this research is still temporary and will develop after the researcher gets involved and while in the field. (2) Analysis while in the field: The data analysis technique used in this study is the analysis phase of the Miles & A. Michael Huberman model. There are four stages in analysis data activities which are data collection, data reduction, data presentation, and data conclusion/verification.

Examination or checking the validity of the data was carried out to obtain accountable research. The researcher checked the validity through four criteria suggested by Moleong<sup>8</sup>, namely: (1) credibility, (2) transferability, (3) dependability and (4) confirmability.

## 4. RESULT AND DISCUSSION

### *4.1. The Design of Locomotors Motion Demonstration Methods in Developing Gross Motor Skills of Children Aged 3-4 Years in The Istiqamah Islamic Playgroup Balikpapan*

Based on observations made by the researcher at the Istiqamah Islamic Playgroup/Kindergarten design the learning process with teams so activities that are implemented every Saturday can be well planned. The learning process was designed under the 2013 Curriculum using a scientific approach. The scientific approach is based on facts/phenomena that can be explained with logical thinking, inspiring children to think critically, analyzing and appropriately identify, understanding and solving problems. The scientific approach includes activities: (a) Observing, carried out to find out objects using senses. (b) Asking, children are encouraged to ask questions about objects and other things that they want to know. (c) Gathering information carried out through ways of doing, trying, discussing and summarizing results from various sources. (d) The reasoning is the ability to link information perceived with newly acquired information to get a better understanding. (e) Communicating, activities conveying things that have been learned in various forms.

Ten of the results of the implementation of daily learning process design made by teachers in Istiqamah Islamic Playgroup Balikpapan is quite good, but from the preparation of the RPPH, activities should be included at the core of the reasoning stage, because according to the Minister of Education Regulation 146 of 2014 on 2013 Early Childhood Education Curriculum, the communication stage is the stage of communicating to convey things that have been learned in various forms. Likewise, with the components in RPPH, it is better to add learning material and add detailed demonstration method design by the teachers to RPPH. There are several steps undertaken by the Istiqamah Islamic Playgroup teachers in designing the demonstration method, namely: (1) Determining the theme, (2) Determining the activities, (3) Determining the tools and materials, (4) Arranging activity steps and (5) Determining the assessment. Similarly, in designing the demonstration method activities, the teacher needs to pay attention to several things including the following: (1) setting the objectives and themes of the demonstration activity, (2) determining the chosen form of demonstration, (3) determining the materials and tools needed, (4) establishing steps of the demonstration activity and (5) determine the evaluation of the demonstration activities.

It can be seen that in designing the method of demonstration of Istiqamah Playgroup teachers have been very good in terms of determining tools and

materials, preparation of activity steps and in determining the assessment but in terms of activities should be adjusted to the existing theme.

#### ***4.2. The application of locomotors motion demonstration methods in developing gross motor skills for children aged 3-4 years old in the Istiqamah Islamic Playgroup Balikpapan***

The application of the demonstration method in developing children's gross motor skills in Istiqamah Islamic Playgroup is divided into several stages, namely:

##### ***4.2.1. Prepare the playing environment***

At this stage, what the teacher does is prepare the play environment that will be used following the schedule of activities that have been arranged for the child.

##### ***4.2.2. At the time of playing***

At this stage, the teacher gives an example or demonstrate the activities that have been designed by the teacher, after which the child is asked to practice what has been demonstrated by the teacher.

##### ***4.2.3. After playing***

At this stage, the teacher supports the children. The teacher would encourage children to interact in questions and answers session about activities that have been practiced. Children will be asked to convey back the movements that have been made.

Out of all the activities in Istiqamah Islamic Playgroup, the demonstration method is very suitable for optimizing the gross motor skills of children especially in locomotors motion, according to what was revealed that three groups of gross motor coordination skills must be developed, namely manipulative skills, non-locomotors, and locomotors skills. The three skills refer to one of three groups of coordination skills by the teacher at the Istiqamah Islamic Playgroup Balikpapan.

Play activities related to optimizing the gross motor skills of children with demonstration methods allow children to do body building activities that help to flex the body during sports [4, 12]. Move other limbs. According to the teacher with the demonstration, the method is very instrumental in developing children's gross motor skills, because at the time of the demonstration method, the teacher would give the example of movements then the teacher guides them to do the activity. Teacher readiness in preparing learning and the play environment needs to look good. This can be seen and proven from the arrangement when the teacher prepares tools that will be used during activities that can optimize gross motor skills [21]. The teacher arranged outdoor playgrounds and classrooms with tools

that will be used during gross motor activities and the teacher's efforts in developing children's gross motor skills when the gross motor learning activities are taking place [18, 19].

#### ***4.3. Gross Motor Skills Development for children aged 3-4 years old in the Istiqamah Islamic Playgroup Balikpapan***

Under the teacher's role in implementing the demonstration method, children can mimic what has been demonstrated or exemplified by the teacher. Based on the opinion of Moeslichatoen that the demonstration method is an activity that can improve children's understanding through sight and hearing. The child is asked to pay attention and listen carefully to all the teacher's information to have a better understanding of doing things. Thus it is necessary to apply a demonstration method to improve the development of gross motor sustainably and intensively.

From the research findings, it can be seen that by using the demonstration method, locomotor motion increase in the achievement of children's gross motor development before and after the application.

## **5. CONCLUSION**

The learning design in Istiqamah Islamic Playgroup Balikpapan has been carried out based on the curriculum and following the planning steps of the locomotor motion demonstration method starting with determining themes, activities, tools, and materials, compiling activity steps and determining assessments. The learning plan was done one week before starting the learning process. This aims to ensure that all teachers can coordinate well and can discuss well.

The application of locomotors motion demonstration method is based on the learning design that has been designed, the child is allowed to try to intimate what the teacher has demonstrated. The application of locomotors motion demonstration methods in developing gross motor skills of children is very well used, the teacher carried out activities that have been previously designed. In the demonstration method practiced by the teacher, the teacher demonstrates the activities with enthusiasm, the teacher also demonstrates slowly, if there are children who cannot imitate, the teacher will repeat the activity [15, 16]. Before the activity begins the teacher first prepares a playing environment. It is intended that children can freely move when activities begin. When the teacher prepares a playing environment, the teacher prepares tools and materials for the activities on that day.

Demonstration methods in Istiqamah Islamic Playgroup in Balikpapan are suitable to use to be able to develop the gross motor skills of young children. This can be seen from the achievement of developments after

the demonstration method was given and before the demonstration method was carried out.

## 6. RECOMMENDATION

There are several recommendations can be gained from this research. First, it is expected that the school principal and teachers continue to improve various activities to optimize children's gross motor skills. Second, it is expected that the teacher gives more creative exercise movements and provides new movements so that children do not get bored with the exercise movements given by the teacher. Third, it is hoped that the school principal and teachers so they are not complacent with what is routinely done, teachers need to manage the learning process to be more variable so that the children's motor development can develop optimally. Lasty, it is hoped that other researchers will be able to review and re-examine this problem because the results of this research are far from perfect. This is due to the limited knowledge possessed by the author, however, hopefully, the results of this study can be used as a reference for further research.

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