Improving Children's Motor Skills with Experiential Learning-Based Games

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ABSTRACT
The purpose of this study was to see the effect of experiential learning-based play activities to improve children's motor skills. The choice of play activities based on experiential learning is because through this activity children experience direct experience and benefit from these activities. This type of research is a quasi experiment. This research was conducted by giving treatment in the form of a play program which was arranged by using the experiential leraning method. The treatment was carried out for 2 weeks. The number of games based on experiential learning that is given is 6 types of games. This research is a Quasi Experimental research type. The samples were 20 students of TK Mekar Sari Padang. Motor skills data were collected using motor skills tests. Furthermore, the data were analyzed using the t-test formula. The findings of the study concluded that there was an effect of experiential learning-based playing activities on the improvement of children's motor skills as evidenced by the results of calculating data for thit (6.15)> ttab (1.729). This shows that experiential learning-based play activities have a positive impact on improving motor skills.

Keywords: *Motoric, experiential learning*

1. INTRODUCTION

Motor development occurs sequentially. This is consistent with what Morrison explained, which describes the main principles that govern the development of motion: the development of motion occurs in sequence. The maturation of the movement system occurs from gross (big) to subtle (small) behavior. The development of motion starts from the cephalo (head) to the caudal (tail) - from the head to the feet. This process is known as cephalocaudal development. The development of motion starts from proximal (midsection) to distal (feet and hands), which is known as proximodistal development (Morrison, 2012: 193).

Sukintaka (2001: 81) provides an explanation of the classification and percentage of motor skills of pre-kindergarten and kindergarten children as shown in table 1.

From the table, it can be seen that in Kindergarten age 20-30% of the total movement ability is owned by children, 20-30% of rhythmic activities are carried out, 10-15% of child development activities, and children's play activities at age TK 20-30%, and self-test ability of 20-30%.

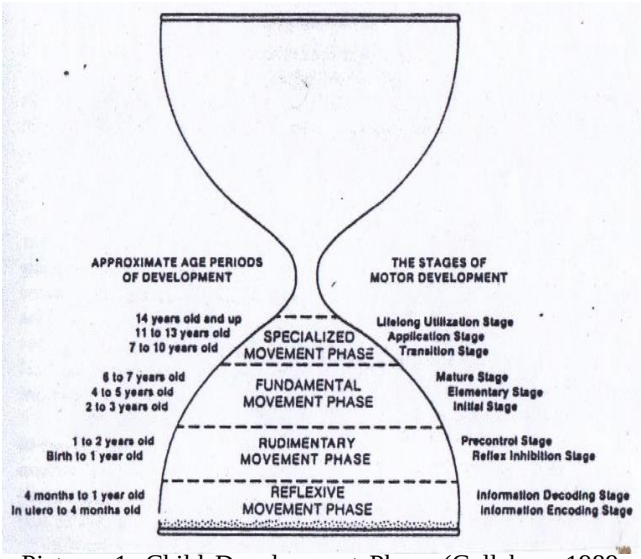
Tabel 1. Classification and Percentage of Motor Skills for Pre-Kindergarten and Kindergarten Children

Activity	Pre-Kindergarten (%)	Kindergarten (%)
Learned motion	10-20	20-30
Rhythmic activity	20-30	20-30
Developmental activities	5-10	10-15
Played	10-20	20-30
Self Test	20-30	20-30

Source: Sukintaka, (2001: 81) Physical Education Theory

Motor development leads to the development of control of physical movement through coordinated activity of nerve centers, and muscles, some of the most important developmental tasks for children in kindergarten and in the early school years, consisting of motor development based on the coordinated use of different muscle groups. (Hurlock, 1978: 150).

The stages of motion development are adjusted to the age level or age as shown in the following figure:



Picture. 1. Child Development Phase (Gallahue, 1989: 47)

Motor learning aims to increase the physical and motor potential of children so that they can be useful for children's daily activities. The motor learning process can be done through physical activities such as running, jumping and jumping or other playing activities. One of the effective motor learning processes is by playing. Playing is an activity that is most liked by children because by playing children will feel relaxed and not burdened. The types of games intended for kindergarten students must match the children's abilities, provide education, and stimulate children's development according to the physical stages. The provision of play activities that are not in accordance with the child's abilities will have a negative impact on children's development both physically and mentally. Gusril (2009; 103) argues that playing is an activity that provides physical freshness and pleasure to the psyche through physical activity. The joy arises when the person playing or all the playing is really doing it. If the playing member does not do it seriously it means that he is not happy to play or maybe his physical condition is not healthy.

The concept of playing activities according to Patmonodewo (2003: 103) is: As a play activity where children have the opportunity to make various choices of games with or without tools, and they can choose how to use these tools. Furthermore, Semiawan (2002: 20) argues that: For children, playing activities are serious, but fun activities, through play activities, various jobs are realized. Playing is an activity that is chosen by the child because it is fun, not because it is rewarded or complimented, playing is one of the main tools used for growth, if a child plays freely at will or at his own pace, then he trains his ability.

One learning model that can be used in children's learning at an early age is experiential learning. Experiential learning-based learning activities are learning through direct experience which is carried out by playing activities, or in the form of simulations, and adventure as a medium for delivering material. In the sense of playing activities, children can be actively involved in all learning activities carried out by Pamungkas, et al (2018: 2).

Experiential learning theory offers a fundamentally different view of the learning process from a theory of learning behavior based on empirical epistemology or a more implicit learning theory that underlies traditional educational methods, methods that are largely based on rational, idealistic epistemology. From these different perspectives appear very different recipes for the conduct of education; the proper relationship between study, work, and other living activities; and the creation of knowledge itself. (David A. Kolb, 2015: 1).

The problem in this study is that the motor skills of early childhood are classified as low. One of the solutions given is to treat play activities. The play activity program that will be given is based on Experiential Learning, this type of game is expected to be able to encourage students in their activities to be more active and learn the types of activities carried out.

2. METHODOLOGY

In accordance with the problems posed, this research is classified as a Quasi Experimental research. This study aims to determine and investigate the extent to which the effect of experiential learning-based playing activities on the improvement of motor skills. The treatment was carried out for 2 weeks. The number of games based on experiential learning that is given is 6 types of games. This research is a quasi-experimental research type (Quasi Experiment). The samples were 20 students of Mekar Sari Padang Kindergarten. Motor skills data were collected using basic motion skills tests. Furthermore, the data were analyzed using the t-test formula.

3. RESULTS

The research data are presented in the following section. The data taken is motor skills test data as measured by motor tests. The data in this study consisted of pre-test and post-test data. The research data processing is presented sequentially as follows:

Table. 2
Description of Research Data

No	Variable	N	Mean	Std.dev	Max	Min
1	*Pre test*	20	90,60	6,82	100	71
2	*Post test*	20	94,60	4,43	100	84

The pre-test resulted in the highest score being 100, the lowest score being 71, the average (mean) 90.60, the standard deviation (standard deviation) 6.82. For the final test (post test), the highest score was 100, the lowest score was 84, the average (mean) 94.60, the standard deviation (standard deviation) was 4.43. Data normality test analysis was performed using the Liliefors test. The results of the analysis of the normality test show that when the initial test data the value of Lo = 0.183 <L tab = 0.190, this means that the initial test data is declared normal. Likewise, the final test data obtained data Lo = 0.111 <L tab = 0.190 this also shows that the final test data is normally distributed.

Furthermore, hypothesis testing is carried out. Based on the results of data analysis analysis where ttab at the significant level α (0.05) = 1 - 0.05 = 0.95 and degrees of freedom (dk) = n -1, 20 - 1 = 19 obtained ttab (1.729), meaning thit (6.15)> ttab (1.729), meaning that the hypothesis is accepted and there is an effect of experiential learning-based play activities on the improvement of children's motor skills.

4. DISCUSION

The results of the study concluded that the provision of regular and continuous play activities and by using experiential learning based games will improve children's motor skills. Children's motor development will be more optimized if the environment in which children grow and develop supports them to move freely. Childhood is a period of relatively stable growth when compared to babies and adolescents. Outdoor activities are the best choice because they stimulate muscle development.

Motor development is one of the most important factors in the development of the individual as a whole. Some of the effects of motor development on the constellation of individual development are described by Hurlock (1978) as follows: a) Good health b) Emotional catharsis, c) Independence d) Self entertainment, e) Socialization, f) Self-concept. Martinis (2012: 213) says that: Playing is often said to be the most natural and widespread phenomenon and plays an important role in the process of child development. The development of children's motor skills can be seen clearly through the various movements and games they can do, therefore increasing children's physical skills is also closely related to playing activities. The stronger and more skilled the movement of a child makes the child happy to play and not tired to move all his limbs while playing.

The function of play according to Santrock (2007: 216) is to help children master anxiety and conflict. As tension loosens up in play, the child can face life's problems. Play allows the child to channel excess physical energy and release suppressed emotions, which increases the child's ability to deal with problems.

Basic movement skills of children can be honed through children's play activities, children who are actively moving tend to have good basic movements compared to children who are less active in movement (Komaini, 2017: 54). Through playing, a child will get various benefits including the maturity of the physical, motoric, cognitive, social, language and emotional aspects as well as personality, as well as learning various things that can broaden insight, knowledge and skills that can be used as an adult. The function of playing activities can also be done with the concept of developing physical education, this is in accordance with the results of research by Lemos et al. (2012: 17) which states that: two groups of children showed equal motor skill scores before enrolling in any activity, at the beginning of the year. Different, after being given in their respective activities, children who were given physical education showed a higher standard motor skill score than children who were given recreation. These results explain that regular physical education, arranged in a structured manner, improves motor skills of children at a young age such as in kindergarten.

5. CONCLUSIONS

The results of the study concluded that there was an effect of experiential learning-based playing activities on the improvement of children's motoric play activities based on experiential learning had a strong influence on motoric improvement.

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