

# Implementation of Motor Learning on Social Skills in Children

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## ABSTRACT

Low motor skills will have an impact on childrens low ability to socialize. The purpose of this research is to improve childrens social abilities through learning motion using educational games. The type of research is classroom action research using a qualitative approach. This research was conducted in two cycles, the subject is a child at Kiddy Land Gym and Preschool with an age range of 2.5 until 5 years. While the second cycle some children have started to be comfortable to play together even though some other children are still accompanied by their parents when the play activity is carried out. The conclusion from the study is that the importance of learning motion through play in children can improve childrens social skills.

**Keywords:** Motor Learning, Social skill, Children

## 1. INTRODUCTION

Early childhood is a child whose age has not yet entered a formal educational institution such as elementary school and usually they remain at home or participate in activities in various pre-school educational institutions, such as play groups, kindergartens, or day care centers [1]. Early age is a golden period or often called the golden age, usually characterized by rapid changes in physical, cognitive, social and emotional development [2]. During childhood all aspects of intelligence development are intellectual intelligence, emotional intelligence and spiritual intelligence have experienced extraordinary development.

Motor physical development becomes a very important thing because motor physical development is very closely related and influences the development of others. The ability to perform physical movements and actions for a child is related to self-confidence and the formation of self-concept. Therefore, gross motor development is as important as other aspects of development for early childhood. Learning correct motion is very important for children, it aims as a contribution to the child's growth and development in the future [3].

Locomotor skills include moving body movements: walking, running, jumping, gliding, rolling, groping, dropping, and cycling [4]. Locomotor skills help develop the child's awareness of his body in space. Through good motor skills, especially gross motor skills, children can do their own independent activities well, can do game

movements such as running, jumping, climbing, and can do sports skills and marching skills taught in kindergarten education that he followed [5].

Non locomotor skills, namely moving the limbs with a still body position in places such as: swinging, lifting, rocking, stretching, hugging, arching, twisting, bending, pushing [4]. This skill is often associated with body balance or stability, that is, movements that require balance to a certain degree. Manipulative ability is the ability that is developed when the child is mastering a variety of objects and this ability involves more hands and feet [6]. Examples of manipulative skills are throwing, hitting, kicking, catching objects, twisting ropes, and bouncing, or dribbling.

The development of physical activities is as important as other aspects of development, because the inability of children to do physical activities will make children less confident, even lead to negative self-concepts in physical activities, so children need to be guided and guided by educators in order to overcome these disabilities and become more confidence [7]. A positive change in moral factors is that through play activities children are required to always act honestly, disciplinely, fairly, not cheating, responsibility, fair play, respecting friends or opponents, all of which lead to good deeds or behavior, so with such habits it can be expected that children will experience changes in behavior that lead to good deeds means that children experience positive moral changes [8].

Children who master social skills, are expected to learn to adjust to group norms, because social skills are one aspect of child development that is very important in determining the success of children to start and have social relationships, besides the child's ability to cooperate is also important for an activity or group association [9]. Children who have good gross motor skills will also have good mental development because children are able to adjust to the surrounding environment so that their confidence will continue to increase and will have a positive effect on cognitive motor skills[6].

The ability to socialize is an important factor that must be possessed by children at an early age. This aims as an effort to prepare children to have good character. A playground is a place for children to improve their social skills, one of which is the ability to communicate with friends. Children's play facilities can also increase self-confidence, independence, and friendship. In addition, through playing children learn to cooperate, share, responsibility and love peace. However, this will be difficult for children who live in big cities.

The high rate of development in the city has an impact on the lack of play ground for children. This has become a problem in big cities, one of which is in the city of Padang. Difficulty for children to play together with their peers is one factor in the low ability to socialize in children. In addition, many parents are busy working and leaving their children with babysitters compared to day care centers. Parents have a reason that babysitters have better security than day care. Children who only play at home with Nany every day will have an impact on their social skills. Children will be less independent and not confident when meeting a new environment, especially when children enter pre-school.

Many problems that include the ability to socialize children are also supported by technological developments that have a negative impact on children. At this time children prefer to play through gadgets such as watching You-Tube, and playing video games rather than playing outside with their friends. So it is not uncommon if some children in the city have the nature of fear of being dirty, timid and picky with friends. This is certainly a problem for children's growth and development in the future. Therefore, the researcher aims to conduct research on the Implementation of Motor Learning Against Social Skills in Children.

## 2. MATERIALS AND METHODS

This research uses a class action research method with a qualitative approach. This study uses the Kemmis and Taggart models where each cycle follows systematic steps in accordance with the rules of research and the needs of research parameters. The stages of

research in the Kemmis and Taggart models include: (1) planning, (2) action, (3) observation, dan (4) reflection. In addition to obtaining more accurate data, researchers also carried out the documentation process (photos and videos) and attachments to daily activities.

This research was conducted at Kiddy Land Gym and Preschool Padang. This research was conducted in July to September 2019. Sources of data in this study are Kiddy Land Gym and Preschool children located on Jln. Asahan No. 07 GOR H Agus Salim, with a sample of 20 children. The research instruments used in this study use types of educational games (motor learning) that can improve social abilities in early childhood.

No	Educational Game Type (motor learning)	Explanation
1	<i>Paper ball</i>	<i>Paper ball</i> is a simple type of game that can be done using balls and paper. The purpose of this game is to improve teamwork and communication with children. How to play it simply put a small ball in the middle of the paper held by the two children.
2	Tower ball	<i>Tower ball</i> is a simple type of game that uses gym ball as a medium of play. The purpose of the game is to enhance teamwork, communication and responsibility. How to play it enough to invite children to gather with their backs and legs up and side by side, then the trainer helps put the gym ball on the child's feet and keep the ball from falling over
3	Recycle games	<i>Recycle games</i> is a type of game using paper waste and leaves this game aims to teach children to maintain cleanliness from an early age by using educational play media. How to play, prepare dry leaves and paper that has been cut into pieces and then united into one place. Prepare 2 color boxes as a separator between paper

No	Educational Game Type (motor learning)	Explanation
		waste and leaf waste. The process of implementing the child while running in separating the garbage.
4	Obstacle games	Obstacle games is a game over obstacles. The purpose of this game is to give children self-confidence, courage and a queuing culture.
5	Mimic motion from a story book	Imitate the movements of a storybook that is read like imitating the movements of elephants, cats, and ducks with instructions from the trainer.

**3. RESULTS AND DISCUSSION**

**A. Research Findings**

In the first cycle, researchers will describe the findings of research on activities in the Kiddy Land Gym and Pre-school Padang. The activities described by researchers are in accordance with the stages of action research.

**1. Planning**

In the first cycle carried out on 12, 14 and 16 August 2019. Implemented with 5-7 children per class. Researchers conduct research processes in different classes as a comparison of children's social abilities through motor learning skills.

**2. Action and Observation**

**a. Warming Up**

In the first cycle the children did warming up in the form of singing together using a baby shark song. Baby shark song is a type of song that is very easily recognized by children. So it is very easy to attract the attention of children to sing and move together.

**b. Paper Ball**

In cycle I, the child does a paper ball game with the help of a trainer meaning that the child collaborates with the child to keep the ball in the paper so it does not fall. The child and the trainer carry the ball placed in the middle of the paper by walking slowly and putting it into a box that is placed far from the initial position of the trainer and the child. Cooperation between children and trainers becomes one of the stages of children communicating especially with older people.

The distance between the start box and finish box is as far as - + 10 meters. The number of balls for each child is 5 balls, so each child is assigned to move the ball with paper assisted by the trainer 5 times.

**c. Tower Ball**

After completing the paper ball movement, the child makes the second game, the tower ball game. The first step the child is collected in a circular form after that instruct the child to lie on the floor with the feet above and close to each other. Then the trainer helps to put the Gym ball on the children's feet. When playing these games indirectly children learn to collaborate, take responsibility and communicate among friends

**After completing two forms of play the children are allowed to drink first before doing the next game**

**a. Imitate Motion Through Story Books**

After the drinking break is finished the children return to the next game that is imitating motion. The trainer shows the picture and then demonstrates the movement according to the picture. The trainer imitates the movements and sounds of the cat and then is followed by the children. Children try to follow the movements of the trainer. The goal is as a medium of communication between children and trainers through storybook media. Imitate motion is one way to attract the attention of children who are still not independent to gather with friends.

**3. Reflection**

The researcher conducts an assessment process based on the results of the action and observer in the class. At the time of circle time the children still need to be directed by the trainer and the children still do not want to follow the trainer's instructions to follow the circle time. In the first cycle the children still do not want to be invited to communicate with the trainer other than that the children still do not want to join hands with each other. However, to take part in a paper ball the child is willing to participate, even though the child is still accompanied by a trainer in conducting activities. When doing tower ball, the children are willing to do tower ball together with friends

In the second cycle researchers will describe the findings of research on activities in the Kiddy Land Gym and Pre-school Padang. The activities described by researchers are in accordance with the stages of action research.

**1. Planning**

In the second cycle carried out on 19, 21 and 23 August 2019. Implemented with 5-7 children per class. Researchers conduct research processes in different classes as a comparison of children's social abilities through motor learning skills.

**2. Action and Observation**

**a. Warming Up**

In the first cycle the children warm up in the form of singing together using the song *if you are happy and*

*you don't it*. The song *if you are happy and you are not it* is a type of song that is very easily recognized by children. So it is very easy to attract the attention of children to sing and move together.

**b. Recycle Games**

At the beginning of the activity the children line up first and then the trainer explains between paper waste and leaf litter. Then the trainer gave an example of how to do the game. After the trainer has finished demonstrating the game, children are instructed to try. The children ran to pick up the garbage and put it in the tray according to the type of garbage (the tray placed on top in the yellow box for paper waste and the tray placed on top of the orange box for leaf litter). The distance between the garbage box and the tray is - + 15 meters. So, in the process of moving trash is done by running.

The trainees are in charge of managing the children when running, and pay attention to the safety of children so as not to collide with each other while running to take garbage into the tray. This game is performed until the garbage provided by the trainer runs out, so the repetition of the game depends on the amount of garbage provided. If the repetition is not much, the amount of waste provided is also a little and vice versa.

**c. Obstacle Games**

In obstacle games first prepare the tools used for the game in the form of circles and boxes that can be passed by children, 3 blocks of beams, 5 wooden boxes as stairs of various sizes, trampoline and several mattresses placed around the trampoline as safety.

This activity begins with the trainer instructing the children to line up, while instructing the children to line up with the trainer assisted by 2 assistants. After the children line up the trainer demonstrates the game witnessed by the children so that later the children can play the game in accordance with the example of the trainer. This game is done 5 times, with a total of 4 obstacles. In the implementation process the trainer still accompanies the children, especially when the child climbs the beams and jumps on the trampoline.

After completing the game the children were assisted by the trainer in a circle and singing together to mark the activity was completed. The songs that are usually sung by children are in the form of *if you are happy and you are not it* and *animal dance*. After finishing the children line up to do high five with the trainer. High five is done as a form of communication between trainers. By doing high five, the child will feel the trainer is his best friend to play.

**3. Reflection**

In the second cycle the activities are carried out outside the classroom (outdoor). Researchers conduct an

assessment process based on the results of actions and observations in class. At the time of singing with the children still need to be directed by the trainer and the children still do not want to follow the trainer's instructions to follow singing together. Same thing with the second cycle, in the second cycle the children are also still difficult to warm up by singing together. In the second cycle some children are willing to be invited to communicate with the trainer besides that some children also want to hold hands with one another.

However, there are some other children who still do not want to follow the direction of the trainer. The children are still busy running and some are still shy, so to do warming up there are still accompanied by parents. In the second cycle the children were more enthusiastic about participating in activities especially in the obstacle games. Although to start the game children are still accompanied by their parents. Assessment of children's researchers is more interested in playing outside the classroom than in the classroom. In addition, when children play outside the classroom, it is easier for children to move freely.

**4. CONCLUSIONS AND SUGGESTION**

**Conclusion**

Motor skills are the ability of children to move and perform physical activity. Motor skills are very important for children's development in the future. The ability to learn children (motor learning skills) can be improved through play, especially games that can hone children's education. In addition through motion learning, children also learn to socialize with their friends. Improving children's social abilities will have an impact on children's confidence in social mingling. Children will more easily explore the surrounding environment and not feel afraid, because everything they do is fun.

**Suggestion**

The importance of motor development in children will have an impact on children's development in the future. Imperfect motor skills will have implications for social actions that lack confidence, which in turn causes children to feel inferior and inferior to friends [2]. If this continues, emotional instability in the child will occur because of the inferiority experienced by the child.

Through motion learning, in addition to children can improve their motor skills children also learn to socialize with peers and with others. Good social skills will have an impact on children's independence and confidence. Children will feel comfortable when meeting new people and dare to show their abilities in public, such as introducing themselves and singing in

front of his friends. So that when children enter primary school age children will find it easier to mingle with friends their age, besides that children will also be easier to learn new things.

The pleasure in exploring and like not knowing fear, then all movements taught to children will be considered as a fun game (Aida Farida. 2011). Children who are in a good social world will support brain growth compared to rigid and harsh environments. Uncomfortable environment will limit children's development. For this reason the importance of the role of parents to improve children's social abilities through play is very important for the development of children in the future.

### **Recommendation**

Motor skills are as important as academic abilities in children. Some parents are still less aware of the importance of learning motion through play as an effort to improve children's ability to socialize. For this reason the importance of the role of parents in the process of learning motion in children will support children's social abilities in the future. Inviting children to children's play groups is one way to get to know children to move and socialize with new environments.

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