

STUDY ON STUDENTS GROSS MOTOR SKILLS KINDERGARTEN DISTRICT SIJUNJUNG WEST SUMATERA

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Abstract: The problem in this study is the lack of gross motor skills of kindergarten children are visible from the ability to run, jump, throw and catch when they play poorly. It happened due to lack of games for the formation berfariasinya form. This research is descriptive. The population is all kindergarten located in District VII Koto Sijunjung district totaling 14 kindergarten. Samples with random sampling techniques, the importance of the sample number 5 pieces of kindergarten. Data were collected using the test gross motor tests that include jumping, walking, running, balance drills, throwing, and catching the ball (Gusril, 2008). Techniques of data analysis is descriptive analysis. The results showed that: The state of gross motor skills students Kindergarten (TK) in District VII Koto Sijunjung district are in good classification, namely with an average score of 14.32%.

Keywords: *Gross motor skills*

INTRODUCTION

Indonesian national development objectives is the development of a complete Indonesian nation, physically and mentally healthy. The construction is a series of activities that will build every aspect of Indonesian life in order to reach a fair and prosperous society based on Pancasila. The most important areas to realize the full development of Indonesian society is education. Education based on Pancasila aims to improve the quality of the Indonesian nation physically and mentally healthy.

Undang-Undang No 3 Tahun 2005 bab 1 Pasal 1 ayat 11 of the National Sports System that "Sports education is physical education and sport are implemented as part of the process of regular and ongoing education to acquire knowledge, personality, skills, health and physical fitness". Within the scope of pre-school, physical education is very important and gives a great influence on intelligence, knowledge, and forming the child's personality, and through sports activities children are required to move so that it will create a lot of physical fitness is good for the health of children. With the creation of physical fitness in children then all physical and non-physical activities can run, so as to stimulate the affective, cognitive and psychomotor child.

Gross motor development is very important for young children, especially children with play groups and kindergarten / kindergarten. Actually, the notion that the development of gross motor skills will automatically develop with increasing age of the child, is a false assumption. Gross motor development in

children need the help of educators in early childhood education institutions that assisted in terms of what, how to help the right, what kind of exercise is safe for children according to age and stage of how physical activity a fun gross motor skills of children. Ability to perform physical movements and actions related to a child's self-esteem and self-concept formation. Therefore, the development of gross motor skills is as important as other aspects of the development of early childhood. Catron and Allen in Sujiono (2010: 22) states that there are six (6) musty early childhood development that is "personal awareness, emotional development, build socialization, communication development, cognition, and motor Traffic is very important and should be considered sebagaifungsi interaction". Kindergarten is one form of early childhood education programs, but kindergarten education is not mandatory, but provide benefits to preparing children to enter elementary school.

In general, learning in kindergarten for the developmental aspects of the physical / motor more focused to the development of fine motor skills, for example, children were given lessons on drawing and writing, etc., whereas gross motor less attention. Though the development of gross motor skills of early childhood educators also need guidance from. Gross motor development for children ages kindergarten include throwing and catching a ball, walk on the plank (balance of the body), runs with different variations (back and forth on top of the line), climbing and swinging (swinging), jump over the ditch or bolsters, and so on. Should gross motor movements practiced by kindergarten children under the guidance and supervision of an educator/teacher, so expect all aspects of development can develop optimally.

Gross motor development is as important as other aspects of the development, due to the inability of the child to physical activity will make the child less confident, even lead to a negative self-concept in physical activity. And if the child is assisted by educators, it is very likely to overcome such inability and become more confident. Based on the above explanation and observations by the author in some kindergartens are there in Kenagarian Limo Koto Koto subdistrict Sijunjung District VII, researchers looked still unclear child gross motor skills, gross motor skills unclear kindergarten children who visible from the ability to run, jump, throw and catch the next time they play. It happened due to lack of facilities and infrastructure began to play for the child who finally makes children lazy to move and play, as well as the development of technology at the present time, the development of which should have a positive impact but kids tend to play online games that make they forget the time that happens in technological progress it self.

Today, children are often spoiled by parents to always deliver their children to school where it has indirectly limit the movement of the child as well as motor development. Because it is still unclear gross motor skills in Sijunjung District, the authors are interested in knowing about the gross motor skills of kindergarten children in Sijunjung District. Through this study are expected to be obtained answers about the problems that occur in the field. The results of this study can also be used as input and consideration for the manufacture of children's gross motor development program for the future.

THEORY STUDY

Before we discuss about the gross motor skills of students in kindergarten, first we have to know what is the purpose of motor skills. According Kiram and Gusril (2009: 10) motor concept is: "The appearance concrete intention is movement as something that can be observed, while the motor is a process that can not be observed and is the cause of motion". Kirkendal in Gusril (2009: 13) argues that: "the quality of motor skills is the ability of someone who can facilitate the movement skills". Further Gusril (2007: 11) points out: "motor skills can be seen as the cornerstone of success in the future in performing the task motion. Someone who has the ability to move higher is expected to quickly succeed in completing the task of motion ".

This opinion is in Gusril support by Burton (2007: 10) who says that: "motor skills is the ability of the underlying individual performance in a variety of motor skills". Based on some of the above quote, it can be concluded that the acquisition of motor skills is the ability to perform activities of motion is influenced by several factors, such as strength, speed, endurance, and coordination, which will better facilitate the movement skills. Motor development in kindergarten students include the development of gross and fine motor Traffic. In connection with this Sujiono (2007: 13) argues that "gross motor movement is the ability that requires the coordination of most parts of a child.

Gross motor movement activities involving large muscles such as the hand muscles, leg muscles and the entire body of the child "to be continued Sunardi and Sunaryo (2007: 113-114) also explains that:" Gross motor skills is the ability to use gestures that big muscles, most or all of a limb gross motor skills necessary for children to sit, kick, run, go up and down stairs and so on ". Gross motor development of the child's first fine motor skills, for example, children will first hold objects larger than the size of a small size. Because children are not able to control the movement of his fingers for fine motor skills, such as scratch, cutting and others.

Gross motor movements involving muscle activity hands, feet, and whole body of the child. The movement relies on maturity and coordination. Various gross motor movement is achieved son would be very useful for their future lives. For example, children are taught to be skilled in the running, jumping or climbing, if they had more beasar later they will be happy in the exercise. There are three types of movements that can be done in a coarse hatched, namely locomotor movement, motion and motion nonlokomotor manipulative.

RESEARCH METHODOLOGY

This study aimed to determine the gross motor skills of students Kindergarten. This research was conducted at the 5 kindergarten in Sijunjung District VII. The population in this study were all kindergarten students as many as 165 children in Sijunjung district with a sample of 165 children. Sampling technique in this study were taken in total sampling, where the entire population used in this study were sampled as many as 165 children with 83 men and 82

women. Here is a blank format of Motor Skills Test. There are 3 category assessment is: Can (Bs), can with the help of (BDB), and can not (Tb). Each movement was given a chance 2 repetitions for each child.

Table 1. Format of Motor Ability Assessment Rough

No	Indikator	Kategori		
		Can	Able to Help	Cannot
1	Jump forward on two legs			
2	walk on tiptoe with fingertips			
3	Running in a straight line			
4	motion plane (one foot is lifted, then slowly stretched hand to these two bodies bent			
5	Throw the ball with one hand			
6	Catch the ball with two hands			

Gusril (2008)

RESULTS AND DISCUSSION

Based on the research data to the data kindergarten gross motor skills Sijunjung District obtained the lowest score and 13 the highest score 15. From the analysis of the data found the average score of 14.32, standard deviation 1.23, median 14, and 14. The mode of data frequency distribution gross motor skills kindergarten Sijunjung district as shown in the following table:

Table 2. Frequency Distribution of Motor Skills kindergarten in Sijunjung district

No	Class Interval	Frequency	
		Absolut	Relatif (%)
1	12 – 13	41	24,85%
2	14 – 15	94	56,97%
3	16 – 17	30	18,18%
Amount		165	100%

Based on the calculations shown in the table above, it appears that the category of gross motor skills kindergarten in District VII Koto Sijunjung district is in a class interval 14-15, as many as 94 people (56.97%), as many as 41 people (24.85%), is in a class interval 12-13, and as many as 30 people (18.18%), is in a class interval 16-17.

DISCUSSION

Guided by the results of the study, gross motor skills for data kindergarten Sijunjung district obtained the lowest score and 12 the highest score 17. From the analysis of the data found the average score of 14.32, standard deviation 1.23, median 14 and mode of 14. From the average obtained it can be concluded that the state's gross motor skills kindergarten Sijunjung district is in both categories. Gross motor skills of children in Sijunjung District contained in the classification either because at the present time many diatar children to school by parents and begin to lack of facilities and infrastructure bermaian in kindergarten. If the child is accustomed to self and children's play facilities and infrastructure to refine motor skills a child will be further enhanced. The details of the classification of gross motor skills kindergarten Sijunjung district are as follows: most are in the good category, as many as 94 people (56.97%), as many as 41 people (24.85%), in the category being, and as many as 30 people (18.18%), is at once both categories.

Motion is a key element in the development of gross motor skills of children, therefore the motor development of the child will be able to be seen clearly through various movements and games they can do. Sujiono (2005: 1.3) points out: "If the kids are moving the more real benefits when he was more skilled children to master fine motor movements. In addition to the healthy condition of the body as well as the child moves benyak, he also became more confident and independent, the child becomes more confident in doing all the activities because he knows his physical abilities. Children who either motor development, usually also have physical skills ".

Implementation of this research effort has been made carefully based on the methods and procedures appropriate to this kind of research, but the perfection of the result is something that is not easy to achieve. This is the best result today, although with limitations and weaknesses found during the research process. The source of the limitations and weaknesses in this study include: Implementation of a gross motor skill test performance and need explanation. Before the tests have been given an explanation of the implementation of the test gross motor skills so that students have the earnest and seriousness in doing so. But there are still children who are less motivated to carry out the tests, so it is possible the results of the research data obtained is not optimal.

As argued by Burton in Gusril (2007: 10) who says that: "The acquisition of motor skills is the ability of the underlying individual performance in a variety of motor skills". Based on the above quote is said that the motor skills of the children to be good in order to bias support the child's motor skills that can create a child to be agile and be more confident in his playing environment. To realize a good motor skills a child needs attention from parents and teachers for children's motor development can be optimized so well, as with memfariasikan gross motor learning method for children to become more excited and can optimize the ability of children.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

Based on the research findings and discussion of research results can be summarized as follows:

- 1) The state of gross motor skills of students kindergarten (TK) N. I Limo Koto be in good classification, namely with an average score of 14.83
- 2) The state of gross motor skills of students kindergarten (TK) TK Lubuk Sipunai be in good classification, namely with an average score of 14.57
- 3) The state of gross motor skills of students kindergarten (TK) TK Banyan to be in good classification, namely with an average score of 14.77
- 4) The state of gross motor skills of students kindergarten (TK) Aisiyah are in the classification being that with an average score of 13.80
- 5) The state of gross motor skills of students kindergarten (TK) Orchids are in good classification, namely with an average score of 14.1
- 6) The state of gross motor skills of students kindergarten (TK) in Kenagarian Limo Koto Koto District VII District of Sijunjung be in good classification, namely with an average score of 14.32

SUGGESTION

Appropriate conclusion of the study, it can be argued some suggestions as follows:

- 1) Kindergarten Teacher, is expected to develop and improve the gross motor skills of students kindergarten where the teacher works with more memfariasikan learning method for children to learn more bersemangan.
- 2) The parents, in order to improve the nutritional quality of children consumed so rough motroik keterampilan of the child can be increased.
- 3) Parents and teachers, in order to see the children's play activities both at school and at home.
- 4) Head of the kindergarten, in order to have a program to provide facilities and infrastructure in terms of increased physical motor abilities of children.
- 5) Department of Education and the District of West Sumatra generally Sijunjung in particular, in order to provide optimal support to the process of learning in Kindergarten

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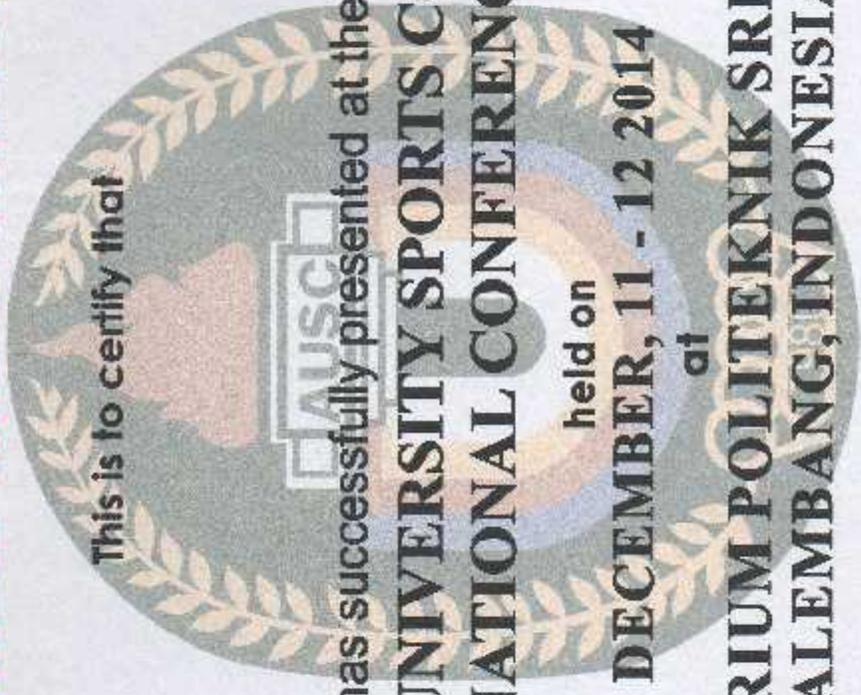
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