

Early Childhood Motor Development Through Traditional Games in Children Aged 5-6 Years at Erwita Educare Center Kindergarten

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ABSTRACT

The study aims to determine the motor development of children aged 5-6 know in kindergarten Erwita Educare Center Kec. Medan at a glance, Setia Budi. This research method is qualitative, which uses observation instruments, interviews, and documentation. Analysis of the data used is data collection, data reduction, data display and draw conclusions. The research findings point to (1) the development of children's motor skills through well-developed traditional games, (2) the teacher with his creativity developing gross motor and fine motor skills with some traditional games (3) there are some traditional games that develop fine and gross motor skills for example traditional games that can develop gross motor skills such as playing squatting, dampug, galasin, jumping rope, and traditional games that can develop fine motor skills of children are congklak, marbles, bekel. The obstacle in children's motor development is that children rarely attend school and children who are introverted and moody.

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1. INTRODUCTION

According to (William and Monsama: 397) motor can be defined as a movement that uses small or large muscles. Sukintaka believes that motor development is a quality movement that is born by an individual, movements that are good when exercising or movements that are carried out every day. The better a person's motor development, the better the person's working capacity will be or vice versa. So, movement ability can be a benchmark for someone who is successful in carrying out a movement ability task.

According to Oxendine in Setyo Nugroho's book (2005:9) he defines motor ability as a skill that directs humans to move the human body. Motor skills are developed through activities that can influence these motor skills. Biological factors are the main factors that play a role in basic human motor development. Motor skills play an important role in the development of these skills.

Sukandiyanto (2005:58) defines motor skills as a person's ability to make basic movements to more complex movements. Some motor skills are automatic, accurate and fast. Every trained movement is a coordinated series of hundreds of complex muscles that must have movement signals that are interconnected between movements. Skills that involve fine motor skills must also involve hundreds of small muscles that are connected and continuous with each other.

Motor skills are the development of a person's maturity in controlling their body movements and using the brain as the center for controlling movement. Movement is divided into 2 movements, namely movements that use large or gross muscles and movements that use small or fine muscles. The environment around children has a big influence on the development of children's motor skills, especially the environment around the house. Motor skills also mean the development of body movements which make the brain the control center in carrying out movements or the muscles, nerves and brain coordinating with each other to produce one movement (Aswin, 2003).

Motor development is a process in which a person develops through responses that produce coordinated, organized and integrated movements. So motor skills can be seen as the basis for a person's success in performing motor skills. Motor skills are divided into fine & gross motor skills. Gross motor movements are movements that use large muscles and require a lot of energy, such as running, walking and jumping. Meanwhile, fine motor skills are body movements that use small muscles, and require concentration between the eyes and hands, such as folding, cutting and rolling (Moeslichatoen R, 1999: 156)

From the various opinions above, the author draws the conclusion that motorism is a body movement in which the brain is the center or control in controlling the movement. Motor skills are divided into gross motor skills, namely movements that require a lot of energy, and only use large muscles, nerves, muscle maturity and brain control are needed when carrying out these movements. Fine meotics are movements that require control of the eyes and pliers as their support, and the brain is the control center for these activities, such as cutting, drawing and rumbling, as well as activities in general that require coordination between the hands and eyes.

Motor development is the development of the body that gives rise to movement. Movement is an activity produced by the body with coordination between nerves and muscles. Motor development is seen from a person's maturity in developing their body. Gross motor skills are movements that involve large muscles and nerves and require practice to develop. A person's maturity is needed to optimize these movements. Gross motor skills are movements that use eye coordination in carrying out a movement, in this case experience in carrying out fine movement activities is needed so that fine motor skills become more optimal (Maxim, George W, 1993: 157).

The brain is very important in a person's motor development. When a person's brain develops well, the nerves and muscles will develop well. There is coordination between the muscles and muscles to produce movement, which is fully controlled by the individual's brain system. Therefore, a child's very simple movements are a complex coordination of the brain, nerves and muscles of the human body.

The child's brain is the control center for the child's movement activities. The brain processes the information it receives continuously and simultaneously. The brain together with nerve networks forms a central nervous system which produces five control centers and will drive every activity carried out by the child. Motor development is related to a child's movement abilities. Movement is the most important element in children's motor development.

Children must be given a variety of different types of physical activities to make them move. If children do physical activities or movements well or successfully then for the next activity the child will become more confident in carrying out an activity or the child will want to participate in physical development activities. A child should be allowed to find activities he likes on his own or choose physical activities that are suitable or appropriate to his development and abilities.

Important principles in motor development:

1. Maturity

In maturity, children who have good neurological maturity will produce good movements

2. Order

In terms of motor development, the sequence of movements must be an important thing to be aware of, for example being aware of undirected movements, to complex movements that are controlled by the child.

3. Motivation

In carrying out development in children, strong motivation is needed from within, and from parents or the child's environment, because motivation can make children more confident and more confident in the movements they make.

4. Experience

Children need to be given exercises to develop these movements, the exercises that children need are exercises that arouse feelings of joy in carrying out these movements.

5. Practice

All children's movements must be practiced and demonstrated so that teachers or parents can guide the development of children's motor skills (Sujiono, 2005: 56-60)

Basically, the early childhood learning curriculum must consider several aspects of development, for example, physical, motoric, cognitive, emotional, moral, religious,

independent and artistic in children, so learning must focus on developing these aspects, so that they are in line with the child's development. So that children can receive higher education.

Children's physical development is one of the important developments in the early childhood stages. Where teachers and parents should work together to develop motor skills. Teachers and parents should stimulate children with various games that are fun and foster a sense of enjoyment in children, so that children are interested in playing with them, and most importantly, by playing these games, children without realizing it develop their motor skills.

In this case, training is needed so that the child's nervous system becomes more mature and can be optimal when carrying out movements that he likes. So that when the child becomes an adult, his physical growth and motivation develop as expected or develop optimally, so that it is easier for him to do the various things he likes.

The basic motor competencies of early childhood that are expected to be assisted and optimized by teachers in kindergartens are that children are expected to be able to:

1. Carry out body activities with coordination to ensure the child's readiness in writing, agility, courage and balance in moving
2. Expressing oneself and creating creativity by combining imagination and using materials or media to produce a work of art.
3. In developing motor skills, teachers must prepare methods, media and infrastructure that can support the child's motor development.

2. METHODS

The research conducted was qualitative research. This research was conducted to describe all things related to motor development at the Erwita Educare Center Kindergarten for children aged 5-6 years, Kec. Medan Selayang Setia Budi. This

research was conducted from January 13, 2023 to March 26, 2024. The data source in this research is primary data sources, namely data sources taken directly, namely directly observing children's activities, interviewing teachers and school principals. Erwita Educate Center. This research also used secondary data, researchers collected school information such as school profiles, school infrastructure, children's motorbike records, and everything related to children's motor skills at the Erwita Educare Center Kindergarten. The instruments of this research are observation, interviews and documentation. The data analysis technique carried out by researchers is the stages of data collection, data reduction, data display and drawing conclusions (Sugiono, 2014).

3. FINDINGS AND DISCUSSION

A. Motor Development and Motor Ability in Children

Motor development is the process by which children move their bodies. According to Seefel in the Father and Mother Series, the three motor skills of a child include:

- a. Locomotor movements: walking, jumping, sliding and running.
- b. Non-locomotor movements: pushing, lifting, sticking, swinging and pulling.
- c. The child's ability to move in catching or throwing an object.

In developing children's motor skills, children also develop skills in observing, remembering experiences they have had and their experiences. A child must have a basic skill so that he can combine it with a more complex motor activity. In general, there are two movements, the first is gross motor movements and fine motor movements.

a. Gross motor movements in children

Children's motor development is divided into two, namely gross motor movements and fine motor movements. Gross motor movements are formed when children have greater coordination with their bodies. Therefore, gross motor

movements require more energy, because they are done with large muscles. Motor development requires the coordination of certain muscles so that they can jump, run, climb, ride a bicycle, and stand on one leg.

To optimize children's motoric development, this can be done by training children by jumping, climbing, squeezing, whistling, making various facial expressions, such as happy, sad, joyful faces, and doing activities, running, tiptoeing, walking on one foot on the footpath, and Another case.

Movements that use large muscles are motor skills, which involve the muscles of the hands, feet and all parts of the child's body. These gross motor movements depend on a person's maturity in coordinating with their body. Exercises that can train gross motor skills include teaching children to stand on one leg.

Children's motor development is considered very important, because if their motor development develops optimally, it will indirectly influence the child's daily behavior. So if the child's physical growth develops optimally, the child's movement activities will become more mature and better. And children will be more confident in doing things because their motor skills are developing optimally.

b. Fine motor movements in early childhood

Fine motor movements are movements that only involve small muscles in the body, such as skills in using the fingers and precise movements made by the wrist. Fine motor movements that can be done by young children include brushing teeth, opening and closing clothing zippers, combing hair, tying shoelaces, buttoning clothes, and eating using a spoon or hands.

Children's fine motor movements also require assistance such as physical assistance and mental maturity, which is useful for making children more confident in doing various things, for example drawing. Children's fine motor skills develop optimally at the age of 3 years. However, at the age of 4 years, children can already hold crayons or colored pencils to color a picture. Gender influences the motor

development of early childhood. Girls usually do more dance movements to make their bodies more flexible, then boys do more activities using large muscles, such as catching or throwing a ball, and boys tend to behave more in a way that emphasizes their strength and speed. .

Several activities can develop a child's motor movements, namely: walking on a catwalk, sports, playing drama or dancing.

Motor Development Activities for Children Aged 5-6 Years

No	Fine motor skills	No	Rough motoric
1.	Tie shoelaces without adult help	1.	Running while kicking a ball
2.	Put the letter in an envelope	2.	Jump using alternating legs
3.	Spread jam on bread	3.	Throw the ball up and using one hand and catch it with both hands
4.	Create a picture	4.	Walk in balance with a predetermined line
5.	Wash your face and perform ablution without wetting your clothes	5.	Stand on tiptoes for 15 seconds
		6.	Touch your toes with your legs straight forward
		7.	Rowing a two-wheeled bicycle

2. Play to develop motor skills

Motor is a term used to describe work carried out by the human body. Motor development is sometimes always used in the fields of neurology, psychology, physiology and is even always used in the world of education, especially in the world of early childhood

The physical development of early childhood can be identified through several characteristics, namely:

1. At the age of 2 years there is very rapid muscle development. So that children can perform basic movement skills such as jumping, running, throwing, catching, developing according to their own rhythm
2. When large muscle processes begin to develop, strength also begins to develop well in children.
3. The development of the hands and feet is very rapid compared to the development of other body parts so that activities that use the hands and feet are more visible.
4. Body balance and increased movement coordination occur quickly
5. Able to carry out various physical movements that can stimulate recognition of the basic concept of an object, cause and effect.

It can be said that a child's personal development is influenced by the development of the child's motor skills, which influence each other.

Early childhood motor skills are divided into two, namely

1. Gross Motor Skills (gross motor skills), namely skills that use large muscles such as hands, feet, body, examples of activities: walking, running, jumping.
2. Fine Motor Skills, namely activities that use small muscles throughout the body such as hand and eye coordination, for example holding activities. Grasping, feeling.

B. Play in Gross Motor Development

Movements that show muscle work are called motor. In the world of children, motor skills are divided into two groups, namely fine motor skills and gross motor skills. Gross motor skills are movements carried out using most of the large gross muscles of the body and require a lot of energy.

The development of gross motor movements also requires coordination of certain muscle groups in children so that they are able to jump, run, stand on one leg, ride a tricycle, climb also stated that his opinion regarding the development of basic movements is a process where children acquire basic movements that always develop based on:

1. Heredity also influences the process of nerve and muscle development.
2. As a result of previous movement experience
3. Current motion experience
4. Movement is explained through its relationship to a specified movement pattern.

Basic movement patterns are basic forms of movement which are usually divided into three forms of movement, namely:

1. Locomotor movements (moving movements) where certain parts of the body move or change places, for example walking, running, jumping, etc.
2. Non-Locomotor Movement (movement that does not change places) where the movement is only carried out by certain parts of the body that move but do not move to another place, for example, pulling, turning, pushing, bending
3. Manipulative movements where something is moved, for example throwing, Expressed his opinion that the characteristics of gross motor development for children are as follows:
 - a) Shows movements with varying rhythms.
 - b) Hanging or climbing
 - c) Rolling or jumping over a ditch

- d) Gymnastics (free movement)
- e) Running
- f) Catch the ball and throw
- g) Walk on the plank
- h) Walk with all kinds of styles

Gross motor maturity is determined by the child's increasing age. But for rough agriculture to develop very well, children must also be given good opportunities by parents, the environment and teachers/schools and the most appropriate opportunity for optimal development is by playing, moving freely and making things with their games. In early childhood learning there are games that support gross motor development, especially in the area of physical development, such as jumping, kicking, crawling, skipping, climbing, dancing, breaking through, running, crawling, walking, command gymnastics, fantasy gymnastics, and rhythmic and pantomime.

Playing that is done outdoors or outside the classroom essentially emphasizes gross motor development, namely muscle coordination of the legs, arms and body flexibility. Usually the tools provided outside the room or classroom are globes, catwalks, compound ladders, slide boards, semi-circular stairs, bridges, swings, seesaws, rocking horses, water tubs, sandboxes, crawling boards, diving boards.

C. Types of games to develop gross motor skills

The types of games and their steps that can develop gross motor skills are as follows:

1. Jump Rope

Jumping rope or playing with rubber is quite familiar among children. This game is a very popular game and is often played at school and anywhere. The tools used in this game are made from woven glass rubber and various types of rope. Popular game around the 70s. This is also a creative game for children in making these braids.

How to play :

This jump rope is played by a minimum of 3 or more people. 2 people are tasked with holding the rope/rubber, then the other participants jump over the rope. The standard rope/rubber is adjusted to the height of the player, with the agreed terms of play starting from below the ankles and continuing until finally reaching the head with the help of the hand placed above the head to raise the rope. One of the provisions of the game is that if a player touches the rubber or gets entangled, the player will be replaced with a rope/rubber holder. And if the player is able to complete the last jump then the game starts from the beginning and so on.

In this rope jumping game, the aspects that can be developed are:

- a. Rough motoric. This game can provide gross motor stimulation for children. Children will be more skilled, nimble, agile, because they learn to jump.
- b. Emotions. To play this game, the child gets the challenge of courage to jump higher, which means deciding the outcome.
- c. Accuracy. Be careful to jump so as not to touch or get entangled.
- d. Socialization. Joining in a game. And learn to be able to interact between friends.
- e. Intellectual.

The next thing you need to pay attention to in this game is that the place/room for playing can be done in a closed or open place, the important thing is that it can be reached when the player jumps. However, it is best to do it in an open and spacious place.

2.DAMPU

Dampu or in other areas is known as the Engklek game. This game can be played by more than 2 people, both men and women. This Dampu or Engklek game does not use tools. Instead, it only uses a large field or land that can be drawn with chalk or

paint in the shape of a grid. Or a combination of rectangular, triangular or circular plot images.

After the drawing is complete, the next rule is to determine which turn it will be to play. After that, the game starts by throwing a flat stone into the squares, don't let the stone cross the line of the square and start jumping over the squares or pictures, unless there are stones you can't jump. If someone jumps over a square with a stone then the game ends or if someone throws a stone into the desired square but crosses the line the game also ends and the friend continues after their turn. Each person must throw stones at the squares in the order of the squares from bottom to top.

3. GALASI

Another name for this traditional game is also known as gobak sodor, main galah, main adang-adangan in other areas. Usually this game is a team game. Good cooperation is essential in this game. The essence of this game is to prevent the opponent from crossing the line and not returning to the starting line.

4. Squatting

Squatting is a game that can be played by children in a place that uses a large area. Both girls and boys in numbers of more than 2 people. The more people participate in this game, the more exciting it is. Because this game is essentially a chase. The way to play is to first determine the guard. After that, the other children will run away because they will be chased by the guard. When running, you must not leave the designated area. To avoid being caught by the guard, the child must squat. If you are caught because you didn't have time to squat, the child who was caught will replace the guard

C. Playing in Developing Fine Motor

After we know about gross motor skills, we also have to understand fine motor skills. Fine motor skills are a child's ability to use small muscles such as fingers and synchronization with their eyes. So for fine motor skills there is coordination between

the child's hand muscles and the child's eyes. Activities that use fine motor skills include cutting, painting, crumpling paper, holding a pencil, drawing, arranging blocks, putting grains in a bottle, opening the lid of an object, pouring water, using brushes, crayons and markers, and folding paper or an object.

The characteristics of children's fine motor development emphasize more on specific body movements such as writing, drawing, cutting and folding. Children's fine motor development needs to be stimulated and trained so that it develops well. Actions in providing stimulation are carried out based on the principle that the stimulation is an expression of attention and affection, playing with children, carried out gradually and continuously.

Fine motor movements are movements that use specific parts of the body carried out by small muscles, such as how to use the fingers and the right wrist movements. This movement certainly requires careful eye and hand coordination. Fine motor movements that we can observe at an early age are children being able to brush their teeth, undress themselves and so on.

Early childhood motor development is a process in acquiring children's skills and movement patterns. For example, to understand a child's gross motor skills is when children practice moving most or all of their body parts. Meanwhile, to understand children's fine motor skills is by learning precise hand and eye coordination. Children also try to learn to move their wrists so they are flexible and children learn to be creative and imagine on their own.

So the physical development of fine motor skills is an activity that requires careful coordination that uses small muscles in certain parts of the body. In every child's individual development, motor development is very important. If the child gets the right stimulus or stimuli, his motor development will go well by providing lots of opportunities, practice and continuous guidance.

Learning that develops children's fine motor skills needs to pay attention to principles including:

1. Activities aimed at developing fine motor skills should be adapted to the child's developmental stage and oriented towards the child's needs.
2. Learning by playing is fun for children, because the world of play is the world of children.
3. Creative and innovative. In discovering new things and increasing knowledge, the activities created can produce great curiosity in children and encourage critical thinking.
4. Conducive, an environment that influences learning activities so that a comfortable environment is created.
5. Thematic, children's learning activities should start from those around the child so that it is easier for children to understand them
6. Development of life skills, for example children know how to help each other, love each other and so on.
7. Carrying out integrated learning activities, this learning is very effective because it uses a theme so that children are enthusiastic and interesting in learning fine motor skills.
8. Activities refer to the principles of child development, namely if psychologically the child feels safe and secure and his physical needs can be met then the child can learn well.

Basically, the principle of fine motor development is through playing activities. Learning activities provided by teachers should use principles that are encouraging and enjoyable for children. So active learning will enable children to understand, understand, search and even discuss together so as to provide good knowledge for children.

4. CONCLUSION

- a. From the various opinions above, the author draws the conclusion that motorism is a body movement in which the brain is the center or control in controlling the movement. Motor skills are divided into gross motor skills, namely movements that require a lot of energy, and only use large muscles, nerves, muscle maturity and brain control are needed when carrying out these movements. Fine meotics are movements that require control of the eyes and pliers as their support, and the brain is the control center for these activities, such as cutting, drawing and rumbling, as well as activities in general that require coordination between the hands and eyes.
- b. Important principles in motor development: Maturity, Order, Motiinasi, experience, Practical, There are several types of games that can develop gross motor skills, including: Jump Rope, Dampu, Galasin, and Squatting Plot.

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