

Kindergarten's Gross Motor Learning Model Based on Playing Activities as a Basis for Character Building

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Abstract--- *The purpose of this study was kindergarten's gross motor learning model based on playing activities as a basis for character building. The quantitative research used by using quasi experiment. The population of the research 78 students consist of Class A 38 students and Class B 40 students. The research sample were taken by using random sampling and get 38 students Class A from Mutiara Ananda Kindergarten Koto Tengah District. The data collection instruments were observation, interview, questionnaire and gross motor test. Data analysis techniques are using quantitative analysis that is percentage and t test. The results of the study conclude: The Kindergarten's Gross Motor Learning Model Based on Playing Activities as a Basis for Character Building is effective.*

Keywords--- *Kindergarten, Gross Models of Motor Learning, Playing Activities, Character Building.*

I. BACKGROUND OF STUDY

Kindergarten is one of the early childhood education institutions, in formal as contained in the Education Law No. 20 of 20031 that explains that "early childhood education in formal form of Kindergarten. The education itself was aimed at helping students develop a range of potential psychological and physical that includes moral, religious values, social, emotional, cognitive, language, physical/motor skills, self-reliance, and art to be ready to enter primary education. Children's basic motor skills can be honed through children play activities. Children who are active tend to have a good basic motion compared to children who are less active in the move. Thus, the findings of this study support previous findings regarding the effect of the activity of playing on the basic motor skills.

Results of the study said that the physical environment and socio-psychological (experience and the views of parents) influence the motor development of children².

Komaini³ express that an enrichment of gross motor activities is to support the ability of kindergarten children in their activity by using the large muscles. Basic motor skills are divided into three categories, which is loco motor, non loco motor, and manipulative. One of an important component to be developed for kindergarten students is motor development. Gross motor is defined as the quality of the performance/display of someone who can facilitate the movement skills.

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Factors to be closely linked to the gross motor skills of children, is play activities that undertaken by children. Gross motor development of children can be seen clearly through the various movements and games they do. The more powerful and skilful movement of a child, make the children love to play and not be tired to move his limbs while playing. Kindergarten students is a determinant of the future of the nation in a few years to come to be equipped with academic intelligence, physical fitness and the development of the motion. There needs to be an effort to make the students have a good physical fitness and motor development. Motor development of children can be seen on the daily activities done by children when playing.

Play activities can be done indoor or outdoor. Both of them is equally important but have different benefits. Outdoor play typically requires strength and more excited in the physical sense. When playing outdoors kids can run, jump and use bicycles. Play activities is a physical activity that's not only creates a feeling of excitement in children, but it can make the body healthy, fresh and strong⁴.

The function of play activities can also be done with the concept of the development of physical education, through play activities a child obtain various advantages such as physical maturity, motor, cognitive, social, language and emotions and attitudes of personality, as well as learn a variety of things that can broaden their horizons, knowledge and skills can be used as an adult later on⁵.

Play activities not only contain an element of excitement, there are also the values of characters in the play. Character is a character, or so-called morals. Character is an attitude that is able to be produced after the learning process, and every act directed towards good and positive actions⁶. Puspitasari find that the characters embedded in basic education are: serious, honest, tolerant, disciplined, hard-working, independent, democratic, creative, national spirit, love of the motherland, friendly or communicative, likes to read and curiosity.

Gross motor learning are not well prepared is certainly difficult to achieve the basic competencies and standard competence required for students who have a passion to make a play activity. This certainly raises various reactions of learners such as fighting, teasing, because the learning process is not managed well⁴. Additional results of the study concluded there are kindergarten students who can not jump with two feet.

By explanation of the above, it can be concluded that the need for gross motor learning model in kindergarten is to embrace the competencies and interests of learners and the reference for teachers, so that the learning objectives can be achieved according to the expectations. From the author interviews with teachers in Mutiara Ananda kindergarten located in the North Padang region said that the absence of a model-based learning gross motor play activities as build of base capital characters. Therefore, there need to be a design study model physical fields in the form of motor learning model that can help build and develop gross motor skills learners through play activities as the capital base in the character building.

II. METHODOLOGY

The quantitative research used by quasi experiment. The population of the research 78 students consist of Class A 38 students and Class B 40 students. The research sample were taken by using random sampling and get 38 students Class A from Mutiara Ananda Kindergarten Koto Tengah District in Padang.

The instrument used for data collection consisted of a questionnaire that is, (1) play activities; (2) the parent's perception of the motor development of learners; (3) questionnaire teachers' perception towards the development of gross motor skills of learners; (4) the assessment of gross motor skills of children with indicators, jumping ahead by two feet, walking on tiptoe with his fingertips, running in a straight line, the motion of the aircraft, throw a ball with one hand and catch the ball with two hands⁴. Rating (scoring) is given to the test of gross motor kindergarten described as following (a) able category (Bs) is given a score of 3. scores obtained if from 3 times trying to do, at least 2 times a child can do by themselves well; (b) Able with help category (BDB) was given a score of 2. These scores are obtained, if 3 times trying to do, 2 times a child can do with help; (C) not able category (Tb) were given a score of 1. This score is obtained, if 3 times trying to do, 2 times children can not do well despite being assisted. Data analysis techniques are using quantitative analysis that is percentage and t test.

III. FINDINGS

The results of this needs analysis research is learners play activity data as follows: The average value 108.00, Standard Deviation 10.98, the highest value 133, the lowest score 79. Percentage of kindergarten students play activities as follows. Very good 2 (5%), good 6 (16%), sufficient 7 (18%), deficient 7 (18%), very deficient 3 (8%). To conclude, play activities of kindergarten students is in sufficient category.

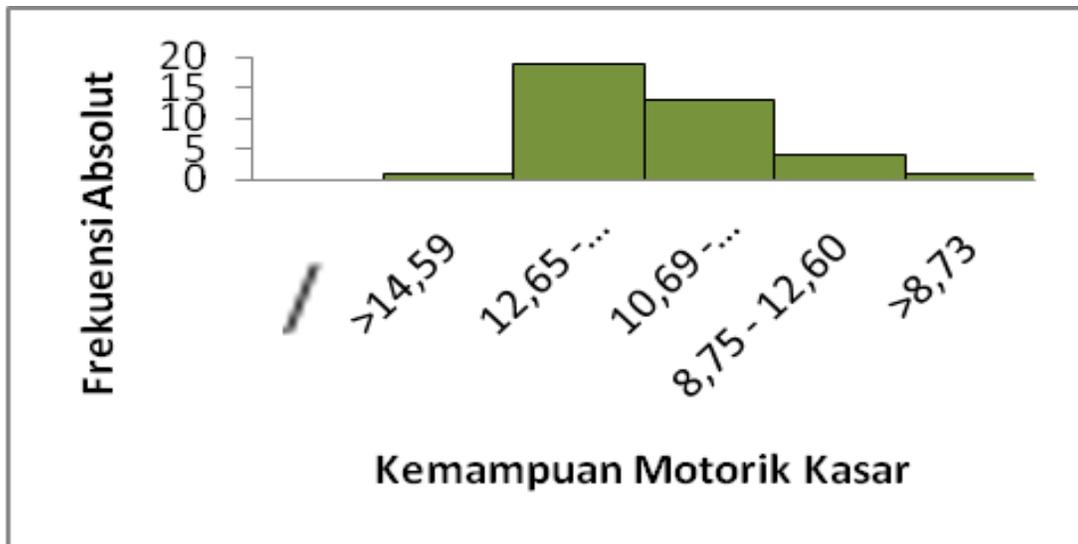
Effectiveness of Activity-Based Rough Motor Learning Model As Basic In Character Building

The effectiveness of the learning model can be seen from the learners' results of the gross motor test. The result of motor pretest before performs a model-based learning gross motor play activities.

Table 1: Gross Motor Frequency Distribution Before Using Gross Motor Learning Model Based on Play Activities as the Basic Character Building

No.	Interval	Frequency	Percentage	Category
1	> 14.59	1	3	Very good
2	12.65 to 14.57	19	50	Well
3	10.69 to 12.63	13	34	Sufficient
4	8.75 to 12.60	4	11	Deficient
5	> 8,73	1	3	Very deficient
		38	100	

Based on the data that has been stated above, the data described pretest that have gross motor scores by interval > 14.59 category Excellent 1 person (3%), the interval from 12.65 to 14.57 in good categories 19 people (50%), the interval from 10.69 to 12.63 in sufficient category 13 people (34%), interval 8.75 to 12.60 in efficient category 4 people (11%), and interval > 8.73 very deficient category 1 person (3%). More details for gross motor kindergarten learners histogram can be seen below.



Gross Motor Ability Figure 1: Gross Motor Histogram Pretest

Gross motor test results after (post-test) perform kindergarten’s Gross Motor Based on Play Activites as a Basic of Character Building can be seen on the following table.

Table 2: Frequency Distribution of Motor Coarse After Using Gross Motor Based on Play Activities as a Basic of Character Building Learning Model

Interval	Frequency	Percentage	Category
> 18.74	22	58	Very good
17.78 to 18.73	7	18	Well
16.81 to 17.77	7	18	Enough
15.85 to 16.80	2	5	Less
> 15.84	0	0	Very less
	38	100	

Based on the data that has been presented in Table 4, which has a gross motor score interval> Excellent category 18.74 22 people (58%), the interval from 17.78 to 18.73 good category 7 (18%), the interval from 16.81 to 17.77 sufficient category 7 (18%), the interval from 15,85 to 16.80 deficient category 2 (5%), and interval> 15.84 category is very deficient 0 (0%). More details for gross motor kindergarten learners histogram post test can be seen below.

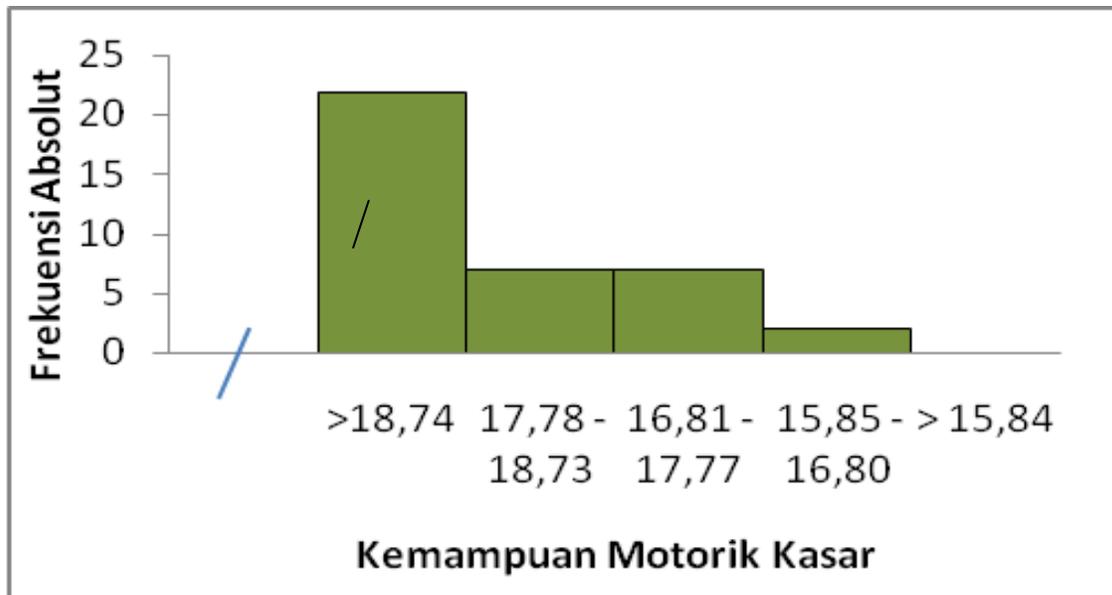


Figure 2: Histogram of Gross Motor Post-test for Kindergarten Students

Here are the results of effectiveness of gross motor learning model based on play activities as a basis for character building Gross Motor Ability

Table 3: The Effectiveness Test Results of Gross Motor Learning Model for Kindergarten Students

No.	Observer	Total students	Total value of Motor	Average Score	Category
1	Before	38	2461	64.77	Effective enough
2	After	38	3650	89.91	Very effective

Based on Table 3, the average scores of gross motor before using kindergarten's Gross Motor Based on Play Activities as a Basic of Character Building is 64.77%, meanwhile after using kindergarten's Gross Motor Based on Play Activities as a Basic of Character Building the average value increase to 89.91% with an excellent predicate.

t-count value -16.868 while t table for $df (n-1) = 37$, $\alpha 0.05 / 2 = 2.101$. Because the value of a small t-count of t value table ($-16.868 < -2.101$) and small sig values of 0.00 from alpha 0.05. In Conclusion. kindergarten's Gross Motor Based on Play Activities as a Basic of Character Building is effective.

IV. DISCUSSION

Kindergarten students is a determinant of the future of the nation a few years to come must not only equipped with academic intelligence but from the aspect of physical fitness and the development of motion should also be noticed, both by parents, teachers and communities. It certainly will not happen if it left unchecked, but there needs to be a step and effort that the students have physical health and good movement development. The motor development in children can be seen on the daily activities carried out by children, as well as play.

Play activities can be done inside or outside the room. Both of them is equally important but have different benefits. Outdoor play typically requires strength and more excited in the physical sense. Playing outdoors requires more space, where children can run, jump and use bicycles or other vehicles. play Activities are a physical activity which is not only creates a feeling of excitement in children, but it can make the body healthy, fresh and strong4.

Children's basic motor skills can be honed through children play activities. Children who are active tend to have a good basic motion compared to children who are less active in the move⁷. Thus, the findings of this study support previous findings regarding the effect of the activity of playing on the basic motor skills. Results of the study by Mori et al say that the physical environment and socio - psychological (experience and the views of parents) influence the motor development of children².

One of the main function of playing activities is to stimulate the sensory-motor development of children, when children get room and time as well as the opportunity to play or activities that involve a lot of physical activity, especially gross motor skills, will make the child's body to be healthy.

The development of kindergarten gross motor learning based on play activities is focused on improving the children's gross motor skills. Humanistic learning process is mean to help children to find out who they really are. In the early stages of the study, researchers conducted a data collection regarding the initial conditions of the implementation of the motor physical learning process in the Mutiara Ananda kindergarten. In accordance with the results of interviews with school principals and teachers council, it is said that the learning of motor physical fields is only expressed in the form of gymnastics and dance, while the gross motor learning model based on play activities does not yet exist. Therefore, researchers made a model of motor learning based on play activities as a basis for the character building that are beneficial to the physical development of motor learners in kindergartens.

Based on the results of the average implementation of the model, in general the implementation of the kindergarten gross motor learning model based on play activities has been well implemented; Effectiveness of kindergarten gross motor learning model based on play activities as basic of character building. For Example: tunnel ball game where learners count themselves how many balls into the basket, then learners decide the winner. This is a form of character building that includes honesty, cooperation, tolerance, discipline, curiosity, sense of responsibility and arouse student pleasure. Character building cannot be obtained instantaneously because it takes a habituation starting from kindergarten students. Character education is an attitude consciously and deliberately to develop the potential that exists within learners one of which is the strength of character. According to Firman, the effectiveness of the learning program is characterized by the following characteristics: (a) successfully led the students achieving instructional objectives which have been set, (B) provide an attractive learning experience, involving students actively to support the achievement of instructional objectives, (c) have facilities that support the learning process. Effectiveness aspects can be done if the product has a valid and practical. Annur⁸ states integrated character education into classroom learning by doing two things: (1) integrate character education into learning not only in writing but more emphasis on exemplary, advice and motivation; (2) included in the program of character education outside the classroom. Effectiveness aspects can be done if the product has a valid and practical. Annur⁸ states character education integrated into classroom learning by doing two things: (1) character education is integrated in learning which is not only in written form but emphasizes on exemplary, advice and motivation; (2) included in the program of character education outside the classroom. Effectiveness aspects can be done if the product has a valid and practical. Annur⁸ states integrated character education into classroom learning by doing two things: (1) integrate character education into learning not only in writing but more emphasis on exemplary, advice and motivation; (2) included the character education in program outside the classroom.

The effectiveness of the developed learning model can be seen from the results of gross motor ability tests. The results of the analysis on the effectiveness test by experiment (t-test with significance level $\alpha = 0.005$) in the kindergarten gross motor learning model based on play activities, shows that the model is effective for increasing the gross motor kindergarten students.

V. CONCLUSION

Based on data analysis, it can be concluded as follows. (1) Students play activities are in sufficient category; (2) The development of the gross motor learning model of kindergarten based on play activities as a basic character building in accordance with play activities, among others: ball tunnel games and students count the incoming balls and then determine the winner; (3) Kindergarten gross motor learning model based on play activities as the basic character building is effective.

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