

Improving Children's Gross Motor Development Through Indang Dance Movements

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Abstract

This research was motivated by children's low gross motor development, including the following. First, children like to run around without rules, so injuries often occur to themselves and their friends. Second, the child's lack of interest in being active. Third, teachers have not found the proper method for creating exciting learning activities for children. Fourth, the child does not want to do dance movements. Shows that the child's gross motor development condition is deficient. Based on this, the researchers implemented dancing activities. This research aims to improve children's gross motor development. This type of research is Classroom Action Research (PTK). The subjects of this research were group B children, which consisted of 12 children from Dharma Wanita Lubuk Gadang Kindergarten, Sangir District, South Solok Regency. This research was carried out in two cycles, each with 2 meetings. The stages in this research are planning, action, observation, and reflection. There was an increase in children's gross motor development from cycle I to cycle II. In cycle I, meeting 1, the increase in children's gross motor development was 55.5%, and 74.9% in meeting 2. In cycle II, meeting 1, the increase in children's gross motor development was 83.3%, and 88.8% in meeting 2. Classroom Action Research using activities dancing has worked out well. Implementing learning with dancing activities can also train children's gross motor development well.

Keywords : Language, learning media, audio visual, video, ICT based.

1. Introduction

Law Number 20 of 2003 Article 1, point 1 concerning the National Education system states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state. According to the Republic of Indonesia government regulation no. 27 of 1990 concerning Preschool education Chapter 1 article 4 paragraph 1, "Kindergarten is a form of preschool education that provides educational programs for early childhood children, aged four years until bare education age.

Development in early childhood is significant to pay attention to. This is because the brain and physique experience rapid development, and stimulation of all aspects of development significantly influences further development. By providing appropriate stimulus, encouragement, and guidance, it is hoped that all aspects of

children's development can be improved. Based on Permendikbud 146 of 2014 concerning the PAUD curriculum article 5, the PAUD curriculum contains 6 aspects of development, namely religious and moral values, physical motoric, cognitive, language, social, emotional, and artistic. Gross motor skills are one of the essential things to develop in PAUD.

Gross motor skills are physical or bodily activities using large muscles such as the arms, hand, shoulder, leg, waist, and abdominal muscles, which are influenced by the child's physical maturity (Bishop, 2014). Gross motor skills include walking, tiptoeing, jumping, running, and rolling. Each child's motor development varies according to age and development.

Sukintaka in Khadijah & Armanila (2017) think that motor development is a quality movement born by the individual, which is good to do when exercising or 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 successful in carrying out a movement ability task.

Fatmawati (2020) states that motor development is a change in body shape in early childhood, which affects the body's ability to move and the movements that the whole body must carry out. Motor development is a change that occurs progressively in control, and the ability to carry out movements obtained through the interaction between maturation factors and training or experiences during life, which can be seen through the changes/movements made (Susilowati & Suwarjo, 2020).

Mahendra and Saputra in Masrurah & Khulusinniyah (2019) explained that motor development is greatly influenced by nutrition, health status, and movement treatment appropriate to the development period. In Reswari, Lestaringrum, Iftitah, & Pangastuti (2022), Escolano emphasizes that motor development is an inseparable component of cognitive development.

2. Research Method

The research method used was Classroom Action Research (PTK), carried out at Dharma Wanita Lubuk Gadang Kindergarten, South Solok Regency, in the odd semester of the 2023/2024 academic year. The research subjects consisted of 12 group B students, aiming to improve learning outcomes. Planning includes preparing schedules, RPPM, RPPH, tools and media, and observation instruments. The research was carried out through the opening, core, and final stages in accordance with previously prepared plans. Observations are made directly during the learning process with the help of observation sheets. Reflection is carried out at the end of each

cycle to evaluate the achievement of success indicators, with the decision to stop or continue the next cycle depending on the evaluation results.

3. Results and Discussion

3.1 Cycle I Meeting I

A recapitulation of the results of children's motoric development through Indang dance movements in cycle I of meeting I can be seen in the following table.

Table 1. Recapitulation of Children's Gross Motor Development Through Indang Dance Movements at Dharma Wanita Lubuk Gadang Kindergarten Cycle I Meeting 1

No	Assessed Indicators	Value				Number of Children (n)		Action Results
		BSH		BSB		Total	P (%)	
		Total	(%)	Total	(%)			
1	Children make coordinated movements to see flexibility, balance and agility	7	58.3	0	0	7	58.3	
2	Children coordinate their movements, eyes, feet, hands and head when performing the dance	6	50	0	0	6	50	
							55.5%	
3	Accuracy in imitating Indang dance movements.	5	41.2	2	16.7	7	58.3	

Based on the table above, you can see a recapitulation of children's gross motor development in cycle I, meeting I. In the indicator of carrying out coordinated body movements to train flexibility, balance, and agility, 2 children with 16.7% in the Not Yet Developed category and 3 children with a percentage of 25% in the Starting to Develop category. 7 children with a percentage of 58.3% in the Developing As Expected category, 0 children with a percentage of 0% in the Very Well Developing category.

In the indicator of coordinating eye, hand, and head movements in imitating dance, there are 2 children with a percentage of 16.7% in the Not Yet Developing category, 4 children with a percentage of 33.3% in the Starting to Develop category. 6 children with a percentage of 50% in the Developing According to Expectations category, 0 children with a percentage of 0% in the Very Well Developing category.

In the indicator of accuracy in imitating Indang dance movements, there were 2 children with a percentage of 16.7% in the Not Yet Developed category. 3 children with a percentage of 25% in the Starting to Develop category, 5 children with 41.6% in the Developing As Expected category, and 2 children with 16.7% in the Very Well Developing category.

3.2 Cycle 1 Meeting 2

A recapitulation of the results of data analysis on children's motoric development in Indang dance movements in cycle I, meeting 2, can be seen in the following table.

Table 2. A recapitulation of the results of data analysis on children's motoric development in Indang dance movements in cycle I, meeting 2, can be seen in the following table.

No	Assessed Indicators	Value				Number of Children (n)		Action Results
		BSH		BSB		Total	P (%)	
		Total	(%)	Total	(%)			
1	Children make coordinated movements to see flexibility, balance and agility	4	33.3	6	50	10	83.3	
2	Children coordinate their movements, eyes, feet, hands and head when performing the dance	5	41.6	5	41.6	10	83.3	74.9%
3	Accuracy in imitating Indang dance movements.	4	33.3	3	25	7	58.3	

Based on the table above, a recapitulation of children's gross motor development in cycle I, meeting 2. In the indicator of carrying out coordinated body movements to train flexibility, balance, and agility, 0 children with a percentage of 0% in the Not Yet Developed category, 2 children with a percentage of 16.7% Starting to Develop category. 4 children with a percentage of 33.3% in the Developing According to Expectations category, 6 children with a percentage of 50% in the Very Well Developing category.

In the indicator of coordinating eye, hand, and head movements in imitating dance, there are 0 children with a percentage of 0% in the Not Yet Developing category and 2 0 children with a percentage of 16.7% in the Starting to Develop category. Five children with a percentage of 41.6% in the Developing According to Expectations category, and 5 children with a percentage of 41.6% in the Very Well Developing category.

In the indicator of accuracy in imitating Indang dance movements, there were 2 children with a percentage of 16.7% in the Not Yet Developed category. 3 children with 25% in the Starting to Develop category, 4 children with a percentage of 33% in the Developing According to Expectations category, and 3 children with 25% in the Very Well Developing category.

3.3 Cycle II Meeting 1

A recapitulation of the results of data analysis on children's motoric development through Indang dance movements can be seen as presented in the following table.

Table 2. Through Indang Dance Movement at Dharma Wanita Kindergarten Lubuk Gadang Cycle II Meeting 1

No	Assessed Indicators	Value				Number of Children (n)		Action Results
		BSH		BSB		Total	P (%)	
		Total	(%)	Total	(%)			
1	Children make coordinated movements to see flexibility, balance and agility	4	33.3	6	50	10	83.3	
2	Children coordinate their movements, eyes, feet, hands and head when	4	33.3	6	50	10	83.3	

	performing the dance						
3	Accuracy in imitating Indang dance movements.	6	50	4	33.3	10	83.3

Based on the table above, a recapitulation of children's gross motor development in cycle II, meeting 1. In the indicator of carrying out coordinated body movements to train flexibility, balance, and agility, 0 children with a percentage of 0% in the Not Yet Developed category, 2 children with a percentage of 16.7% in the Starting to Develop category. 4 children with a percentage of 33.3% in the Developing According to Expectations category, 6 children with a percentage of 50% in the Very Well Developing category.

In the indicator of coordinating eye, hand, and head movements in imitating dance, there is 1 child with a percentage of 8.3% in the Not Yet Developing category, 1 child with a percentage of 8.3% in the Starting to Develop category. 4 children with a percentage of 33.3% in the Developing According to Expectations category, 6 children with a percentage of 50% in the Very Well Developing category.

In the indicator of accuracy in imitating Indang dance movements, there are 0 children with a percentage of 0% in the Not Yet Developed category. 2 children with a percentage of 16.7% in the Starting to Develop category, 6 children with a percentage of 50% in the Developing According to Expectations category, 4 children with a percentage of 33.3% in the Very Well Developing category.

3.4 Cycle II meeting 2

A recapitulation of the results of data analysis on children's motoric development through dance movements can be seen as presented in table 21 below.

Table 4. Recapitulation of Children's Gross Motor Development Through Indang Dance Movements at Dharma Wanita Lubuk Gadang Kindergarten Cycle II Meeting 2

No	Assessed Indicators	Value				Number of Children (n)		Action Results
		BSH		BSB		Total	P (%)	
		Total	(%)	Total	(%)			
1	Children make coordinated movements to see flexibility,	3	25	9	75	11	91,6	88.8%

	balance and agility						
2	Children coordinate their movements, eyes, feet, hands and head when performing the dance	2	16.7	8	66.7	19	83.3
3	Accuracy in imitating Indang dance movements.	2	16.7	9	75	11	91.6

Based on the table above, a recapitulation of children's gross motor development in cycle II, meeting 2. In the indicator of carrying out coordinated body movements to train flexibility, balance, and agility, 0 children with a percentage of 0% in the Not Yet Developed category, 0 0 children with a percentage of 0% in the Starting category Develop. 3 children with a percentage of 25% in the Developing According to Expectations category, 9 children with a percentage of 75% in the Very Well Developing category.

In the indicator of coordinating eye, hand, and head movements in imitating dance, there are 0 children with a percentage of 0% in the Not Yet Developing category, 2 children with a percentage of 16.7% in the Starting to Develop category. 2 children with a percentage of 16.7% in the Developing According to Expectations category, 8 children with a percentage of 66.7% in the Very Well Developing category.

In the indicator of accuracy in imitating Indang dance movements, there are 0 children with a percentage of 0% in the Not Yet Developed category. 1 child with a percentage of 8.3% in the Starting to Develop category, 2 children with 16.7% in the Developing According to Expectations category, and 9 children with 75% in the Very Well Developing category.

Based on the research results achieved in cycle I, changes have increased compared to the initial conditions before action was taken. In the initial condition, only 1 child got a BSH score with a percentage of 8% out of 12 children. This means that only 8% of children achieve good development scores. See the table below for more clarity on gross motor development in cycles I and II.

Table 5. Comparison of the Results of Children's Gross Motor Skills Through Indang Dance Movements at Dharma Wanita Kindergarten Lubuk Gadang Cycle I and Cycle II

No	Assessed Indicators	BB				MB				BSH				BSB			
		S1		S2		S1		S2		S1		S2		S1		S2	
		P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2
1	Carrying out exploration with tools and ronce activities	16.7	0	0	0	25	16.7	16.7	0	58.3	33.	33.	25	0	50	50	75
						7					3	3					
2	Melonce according to your own pattern or idea	16.7	0	8,3	0	33.	25	8.3	16,	50	41.	33.	16.7	0	41.	50	66.
						3		7			6	3			6		6
3	Eye and hand coordination when performing ronce activities	16.7	16.	0	0	25	25	16.7	8,3	41.6	33.	50	16	17	25	33	75
			7								3						

4. Conclusion

Implementing dance movements can improve children's gross motor development at Dharma Wanita Lubuk Gadang Kindergarten, Sangir District, South Solok Regency. There was an increase in children's gross motor development from cycle I to cycle II. In the first cycle, meeting I increased the child's gross motor development by 55.5% and 74.9% at meeting II. In cycle II, children's gross motor development was 83.3% at meeting I and 88.8% at meeting II. Classroom Action Research using Indang dance movements has been successful. Implementing learning using Indang dance movements can also train students' activity well.

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