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IMPROVING GROSS MOTOR SKILLS THROUGH SOUTH SULAWESI'S TRADITIONAL GAMES (Action Research in Group B Children at Al Abrar Islamic Kindergarten Makassar, 2014)

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Abstract

This study aims at finding out and reviewing the process of improving gross motors skills through traditional games mangbaktikan and lambasena to class B children of Al Abrar Islamic Kindergarten Makassar, South Sulawesi. This research was conducted in Al Abrar Islamic kindergarten Makassar, South Sulawesi. The subjects in the study were 17 children i.e., nine girls and eight boys. The methodology used in this research was that a participatory and collaborative action research. This action research is one of the efforts made by the researcher to improve children's gross motor skills through lambasena and mangbaktikan games. This action research includes four stages items, namely planning, action, observation, and reflection. The design used in this study was the Kemmis and Taggart model.

Keywords: Gross Motor Skill, Traditional Games, Action Research

Introduction

The early age (0-8 years) is the crucial age for further human growth and development. This is because brain development during this period is accelerated up to 80% of the adult brain. Thus, this period is also called as *the golden age*.

The period of early childhood is the golden opportunity for parents to optimize the potential of the child. Giving good stimulation will help children to develop all of their development aspects. This is the reason of the importance of detecting child's abilities at early age.

Stimulation in early childhood is very important for further development of the child. This is because the early childhood period is a sensitive period for children in receiving stimuli. One of the aspects that should be stimulated in early childhood is the gross motor skill. This ability is related to the child's skill in moving large parts of his body, such as hands and feet. Walking, running, jumping, body balance and motor coordination are forms of gross motor development in children.

Gross motor development in children is one of the important aspects that must be considered by teachers and parents. Children who have good gross motor skills will be more flexible in dealing with his friends. This of course will affect

the child's self confidence when socializing with friends. This is confirmed by the statement of Alzena Masykouri that children having good gross motor skills will be more nimble and sprightly. Their movements become more coordinated and their performance becomes more confident. This will make the children able to be flexible in the interaction. In addition, good movement coordination will help them to perform good planning. This will make the children more skilled in solving everyday problems that they face.

Stimulation of gross motor skills in children is not necessarily done in a large area. Teachers can take advantage of the existing playing area by providing a game that does not require extensive field. One of the ways is through the traditional games of South Sulawesi. Traditional game is one of the nation's cultural heritages that have now started to be forgotten. Most of the children today are using modern games that are supported by advanced technology, such as online gaming. In fact, most of the traditional games have a variety of movements that are assumed to be able to contribute to the children's gross motor skills, while the modern games tend to make children become lazy to move, and only interact with the game tools. In addition, traditional games can train aspects of development in children.

One example is the traditional game *lambasena* from South Sulawesi. The game is commonly called jumping rope. The game features a variety of movements, namely walking, running, and jumping. Activities undertaken in this game can practice gross motor skills in children. This game also makes children learn how to socialize, exercise emotional intelligence, and so on.

Gross Motor Skill

There are some experts who put forward the notion of skill; among them is Semiawan that defines 'skill' as the ability to do an action as a result of the exercise disposition. Winkel also pointed out that skill is the ability or the capability to perform well in school. Based on some of these definitions, skill can be defined as a person's ability or proficiency in performing an action in order to achieve certain goals. The skill or ability can be achieved through a training process.

This skill is usually associated with the physical condition of a person. Physical or human body is a complex organ system which is very amazing. All these organs are formed since the individual is in the womb. A person's physical condition is also often associated with the motor ability. Motor ability is the ability to learn a new skill. Lutan suggested that the motor ability cannot be separated with intelligence in the context of a person's learning ability.

George H. Sage also suggests that motor skills are the capacity of individuals related to the performance in doing a variety of skills acquired since childhood. These skills are the basis to perform various tasks. The skills in doing something are learned through practice and rely on the abilities that underlying them, like balance. There are several examples of activities involving gross motor skills, namely sitting, kicking, running, jumping, walking, going up and down stairs, and so on. When children can master their motor movement, their body condition will be healthier because it is always moving. This will certainly affect the children's independence and self-confidence. Children are easier to socialize

because they can compensate for the movements and activities undertaken together with their peers. It is also stated by Gallahue that gross motor skills are closely associated to the work of the big muscles in the human body. These skills are typically used by children to do sports activities. They are also related to the children's proficiency in performing various movements. Gallahue divides motor skills into three categories, namely locomotor, non-locomotor, and manipulative skill.

Playing

Elizabeth Hurlock defines playing or games as the activities to obtain pleasure. Playing is the opposite of working. Playing is done with great pleasure and happiness, while the work is not necessarily done with happiness. This is in line with the recreation theory put forward by Moritsz Lazarus, that the purpose of playing is to restore depleted energy at work because it is draining and cause a reduction in power. This energy can be recovered by performing activities that are very different from the work, for example through playing activities. Other experts who give an explanation about 'playing' are psychoanalysts, Sigmund Freud and Erik Erikson. Both argued that playing is a tool to release the children's emotions. Playing is also seen as a means to develop a sense of self-esteem when children cannot master his body, objects, as well as a number of social skills.

One of the experts of cognitive theory, Jean Piaget, also gave his views about playing. Piaget argued that children create their own knowledge about their world through interaction with people who are nearby. Children practice to use the information they already know by combining new information with familiar skills.

Gallahue also defines playing as a direct and spontaneous activity in which a child uses other people or objects around it happily and voluntarily, and imaginatively use his feelings, his hands, or entire limbs. Usually the children do playing to know and experience the world around them in order to develop a relationship with the surrounding world. Playing is the main tool to achieve its growth, as a medium in which children try out themselves not only in just a fantasy, but also in real action.

Desmita also suggests that playing is one of the dominant forms of social activity carried out on childhood because children spend more time to play. Through playing children learn to develop psychomotor, social, emotional, and cognitive skills as well as other developmental aspects. This is also described in the Developmentally Appropriate Practice (DAP). In the DAP, some principles of child development and learning are explained. One of the principles is to make the playing activity as an important means to stimulate aspects of child development, such as physical, social, emotional, cognitive and other developmental aspects.

Sociocultural development leader, Lev Vygotsky, also gave his views of playing. Vygotsky's theory suggests that the important things that affect children development is a process of centralization of social relations. This is because children first discover knowledge in their social world.

The application of the theory proposed by Vygotsky can be seen in some games. The games can be different in some ways because they adapt different

local culture but are actually the same in purpose. For example, the *jamuran* game which is commonly played by children who live in the area of Java. Children in South Sulawesi call this game as game *cincing penne* (Bugis) or *cincing banca* (Makassar). The way to play the game is the same, but the lyrics are different for it is adjusted to everyday language used by children.

One example of the traditional games of South Sulawesi that can be used in the learning process to train the child's gross motor skills and is rarely played by children today is *mangbaktikan* game. Another traditional game that can be used to improve the gross motor skills of children is *lambasena*. Children today know it as the jumping rope game. This game is more popular in the '80s. These games are usually played in groups by 3-10 children. *Lambasena* game does not require expensive cost to play it. Children only use rubber bands which are woven till it they reach 3-4 meters in length.

There are several studies on gross motor skills including early childhood studies conducted by Leah E. Robinson, E.Kipling Webster, S.Wood Logan, W.Amarie Lucas and Laura T.Barber. These studies relate to teaching practices that can improve gross motor skills in early childhood. Twenty motor teachers who have attended training were asked to design and implement a teaching program to improve gross motor skills of children at early age. The results of the studies indicated that through guidance and training, teachers can design and implement a learning program to improve gross motor skills of children. In addition, these studies also showed that children's motor skills can be enhanced through an exercise program.

The study on the improvement of gross motor skills of children through traditional games of South Sulawesi is still very few. There are some studies on the use of traditional games as a medium to improve the gross motor skills of children, including the research conducted by Yuhelmi. The research title is "action research on improving gross motor skills through traditional games in Group B children of Angkasa Lanud kindergarten Padang West Sumatra Province". In this study, the researcher used one of the Minangkabau traditional games, namely *sipak Tekong* game. The results from this study indicate that the gross motor skills of children improved after following the traditional game of Minangkabau has been applied by the researcher.

Research Methodology

This study aims at reviewing and finding out the process in the effort to improve gross motor skills through traditional games *mangbaktikan* and *lambasena* for class B children of Al Abrar Islamic Kindergarten Makassar, South Sulawesi. The research was conducted in Class B Mina of Al Abrar Islamic Kindergarten Makassar, South Sulawesi. The subjects in this study were 17 children, nine girls and eight boys. Gross motor learning process by using traditional games in Class B of Al Abrar Islamic Kindergarten Makassar, South Sulawesi will be adjusted to the schedule and themes that students will learn in the classroom.

The method used was participatory and collaborative action research. This action research is one of the efforts made by researcher to improve gross motor skills of children through *mangbaktikan* and *lambasena* games. This action research includes four stages, namely planning, action, observation, and reflection. The design used in this study was the Kemmis and Taggart model.

The criteria used to measure the success of the treatment in this study is an increase in gross motor skills of class B Mina of Al Abrar Islamic kindergarten Makassar, South Sulawesi. It had to reach 71% to be considered successful. This criterion had been agreed by a team of researchers and collaborators. Administration of actions in this study is also said to be successful if every child had shown gross motor skills that have been developed as expected or developed very well.

Source of data in this research is class B of Al Abrar Islamic Kindergarten Makassar South Sulawesi consisting of 17 children. This data will be used for purposes of data analysis in order to obtain an overview of the increase in gross motor skills of children. In addition, the sources of the data in this study were principals, classroom teachers, and parents. Therefore, the researchers will also conduct interviews with principals, teachers, and parents.

Data collection can be performed by a variety of sources, settings, and various ways. The data collection techniques used in this study were gross motor skills tests, interviews, and observations. Validity testing used in this study is the content validity. Handini argued that the content validity is the ability of measuring instruments used in the research to measure the definitions contained in the concept to be measured. Based on these definitions, the validation of the content is done through experts' judgment.

Data validation techniques used in this study referred to the theory revealed by Egon Guba's saying that there are four data validation techniques, namely credibility, transferability, dependability, and confirmability. The data analysis techniques used in this research were descriptive quantitative and qualitative data analysis. Qualitative data analysis employed Miles and Huberman data analysis techniques.

Finding And Discussion

In this study, the treatments of the first cycle were conducted for nine times with duration of 45 minutes per meeting. In this first cycle, the children play *mangbaktikan* and *lambasena* games. After conducting the first cycle, researchers and collaborators conducted an assessment to see the development of gross motor skills of the children. The results showed that there were three or 17.65% of the children who have gross motor skills that already developed very well, 11 or 64.71% of the children develop as expected, and 3 or 17.65% of the children began to develop. Based on the assessment results after the implementation of the first cycle, the obtained percentage in achieving gross motor skill development was 82.36%.

The second cycle was conducted at the request of the principal who wants to continue the action to the second cycle despite the success of the action criteria

has been achieved. This was done with the purpose of increasing gross motor skills of children more maximally because there were three children who were still in the category of began to develop.

Implementation of the second cycle is done for 6 meetings with time duration of 45 minutes each. In the second cycle, children were given the activity of the same game, namely *mangbaktikan* and *lambasena* game. However, in this second cycle, the children were given more opportunity to try to play the game.

The results obtained after the implementation of the second cycle of the child was 7 or 41.18% of the children had gross motor skills which are developing very well and 10 children or 58.8% have been developed as expected. Based on the results the percentage of achievement of the children after the implementation of the second cycle, then it can be concluded that the treatment had been successful because the target of achieving 71% has been reached. In addition, all children also have been in the category of developing very well and growing as expected.

Conclusion

Based on the results of data analysis and discussion of this study, it can be concluded that:

1. The increase of gross motor skills in Group B children of Al Abrar Islamic Kindergarten Makassar can be achieved through the *mangbaktikan* and *lambasena* games. This traditional game is from South Sulawesi. The game uses rubber. The children jump over several hurdles with various heights in accordance with the agreement of the players. This game is fun and good to train the physical-motor aspects of development in children of early age. The process of improving gross motor skills through the game for the group B children in Al Abrar Islamic Kindergarten Makassar involves three stages. The stages that children go through when performing the process are the cognitive, associative, and automatic stages. In the cognitive stage, children get information on how to perform movements in the game. Children get that information through demonstrations, instruction, and video.
2. The second stage is the associative stage; children begin to learn to try to make a move that has been learned. At this stage children begin to connect the information obtained to the activity they are doing. At this stage the children frequently make mistakes at the time of the playing the game. The last stage of the process is automated stage. At this stage the children do the movement repeatedly and has been able to control their movements. The number of mistakes made by children when moving has begun to diminish.
3. Traditional games *mangbaktikan* and *lambasena* can improve gross motor skills of Group B children of Al Abrar Islamic Kindergarten Makassar. This can be proven by the data pre-intervention and the implementation of the first cycle and second cycle. Data from the implementation of the action showed that there is an increase in gross motor skills of children on some aspects to be improved, namely aspects of walking, running, jumping, and balancing the body. Each child has increased his/her gross motor skills in accordance with the criteria of success that has been agreed between the researcher and his

team of collaborators, namely the children have shown gross motor skills which are very well developed or developed as expected.

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