EFFORTS TO IMPROVE CHILDREN'S MOTIVATION AND RUDE MOTORS THROUGH GAME BANGLING AT SARASWATI PAUD, SURAKARTA CITY

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Abstract

This study aims to improve students' motivation and rough Motoricskills through propeller games at PAUD Saraswati, Surakarta in the 2019/2020 academic year. This research is a classroom action research (PTK) which uses a modified model of Kemmis and MC Taggart, the subjects of this study were 15 students. The data collection methods used were observation and documentation. The data analysis technique used quantitative descriptive. The indicator set is at least 75%. The results showed that the propeller game can improve motivation and rough Motoricskills of students in PAUD Saraswati, Surakarta. This is evidenced in the achievement of very well developed indicators. In cycle I, the students' motivation and gross motoric skills increased as much as 9 out of 15 students or 60% were in the criteria of starting to develop. Meanwhile, in cycle II, the students' motivation and rough Motoricskills increased by 13 students or 86.6% in the criteria of developing very well and developing according to expectations. This research was stopped until cycle II because it met the criteria for success indicators, namely at least 75% of the 15 students. The methods used are: 1) direct learning approach treatment with propeller game, 2) habituation carried out by the teacher. These actions can increase motivation and rough Motoricskills in students.

Keywords: Motivation, Rough Motoric, The propeller game

1. Introduction

Early childhood is a very bright time to be done and given education. Many experts on early childhood have a golden age because at that age children are experiencing very good development physically and psychologically. This is because all aspects of early childhood development will grow and develop optimally through stimulations given by parents and teachers. At that age, children have increased with increasing age.

Apart from this stimulation, it is important to note that nutritious, balanced and intensive food is very much needed for the growth and abilities of early childhood. The growth and abilities of children in all aspects, namely religious moral values, physical motor skills, cognitive, language, social emotional, and art. The six aspects must run in balance. One aspect of early childhood that is rarely or not paid attention to is the aspect of physical motor development of children, which can be seen from various activities when the child is active or playing every day.

Given the importance of children in education and human development in total, early childhood education needs to be provided through various stimuli to assist physical and spiritual growth and development so that they are better prepared to enter further education. One of the stimuli is to offer learning motivation to students.

Factors that affect student learning include boredom and boredom, which results in decreased attention, interest, and motivation to lessons at school. Therefore it is necessary to do various optimization efforts that are beneficial for development so that the motivation of students in learning while playing increases.

Based on the explanation above, the researcher conducted observations and analyzes that occurred in the Surakarta Paraswati PAUD, showing that efforts to improve children's rough Motoricskills have been carried out through various games but have not been maximized. Rough Motoricdevelopment activities are still low and teachers are less varied in the use of various media. From these problems, children are also less motivated by their teachers and tend to be less wise. In fact, many students have difficulty maintaining balance in their bodies, this happens because students are less motivated, so the learning process is not optimal.

So based on this background, the researcher will conduct research on "Efforts to Improve Children's Motivation and Gross Motorism through the Game of Propeller at PAUD Saraswati Surakarta City for the 2019/2020 Academic Year".

2. Literature Review

2.1. Definition of Motivation

According to Pat Beckley (2018) motivation comes from the emotions and feelings we want to do, there are two motivations, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within a person. Intrinsic motivation This is a personal desire to achieve self-determined goals. It means a lot to them and gives them pleasure to do so, whereas extrinsic motivation comes from other people. This extrinsic motivation is to please them or earn some reward for accomplishing something.

Based on the definition of motivation above, it can be concluded that motivation is an encouragement from a person or other person to do something, and also as an encouragement for someone to learn to get an award or encouragement so that their learning achievement increases.

According to Nana Sudjana (2002: 160) argues that motivation in student learning activities can occur if students have attention and encouragement to learning stimuli. According to Winkel, he explained that learning motivation is the entire psychic driving force within students that causes learning activities, ensures learning continuity, and provides direction for learning activities to achieve a goal. From the above explanation, it can be concluded that learning motivation is the driving force or impetus that occurs in the attention of students which causes learning activities to achieve a goal.

2.2. The function of motivation in learning

According to Sardiman (2018: 85), there are three functions of motivation in student learning, namely:

1) Encouraging humans to act, so as a driving force or motor that releases energy.
2) Determine the direction of the goals to be achieved.
3) Selecting actions, namely determining what actions must be carried out in harmony to achieve the goal.

According to Wina Sanjaya (2010: 251-252), the function of motivation in student learning is to encourage students to be active and as a guide. From the description of the motivation function above, it can be concluded that the function

of motivation is as a driving force for efforts to achieve achievement and determine the direction of actions towards the goals to be achieved.

2.3. Understanding gross motor

Rough Motoric skills are gross or hard limb movements. Laura E. Berk explained that as children mature and become stronger, their movement styles are different (Novi Mulyani, 2018). Meanwhile, according to Heri Rahyubi (2016: 222) Rough Motoricskills are movement skills or body movements that use large muscles as the main basis of movement. For example, such as walking, running, kicking, going up and downstairs, jumping, jumping, and so on. In Permendikbud No. 137/2014 article 10 paragraph a. Rough Motoricskills include the ability to move the body in a coordinated, flexible, balanced, agile, locomotor, non-locomotor, and following the rules. (Permendikbud, 2014: 5). According to Aep Rohendi (2017: 27) Rough Motoricskills are movements that involve large muscles.

Many studies have been conducted by experts on children's motor development. For example, a study of children's motor activities using the hand, wrist, and fingers to reach, and grasp, which in fact from this study explains that children's motor development develops in a predictable order. (Hurlock, 1978)

Based on several studies on children's motor development (Hurlock, 1978) explains the five principles of children's motor development, as follows:

1) Motor development depends on the maturity of muscles and nerves. Motor development is greatly influenced by the brain organs that regulate every movement made by children.
2) Learning motor skills does not occur before the child is mature. Until the nervous system and muscles are properly developed, efforts to teach children skillful movements will be futile.
3) Motor development follows a predictable pattern. Predictable motor development is demonstrated by evidence that the age at which the child begins walking is consistent with his or her overall rate of development. For example, a child who sits early will walk earlier than a child who sits late.
4) It is possible to determine the norms of motor development. Since early motor development follows a predicted pattern, based on average age it is possible to determine norms in other forms of motor activity.
5) Individual differences in the rate of motor development. Although in a broader aspect, motor development follows a similar pattern for all children, but in the details of this pattern, there are differences between one child and another. This is inseparable from the difference in the age of the child, in mastering certain motor activities, where there are children who are fast but some are slow.

In the development of children's rough Motoricskills, we can find them in early childhood where children are already able to run rather than cutting, folding, and rapping. This is because the gross motoric development of children develops earlier than fine motor skills. According to Heri Rahyubi (2016: 304), basic motion is a movement pattern that is the basis for achieving more complex movement skills. There are four basic movements, namely:

1) Locomotor motion

   Locomotor motion can be interpreted as a movement or skill that causes the body to move, so it is evidenced by the movement of the body from one point to another such as crawling, walking, running, and jumping, to movements that are already in the form of special skills such as wheeling, rolling, and so on.

2) Non-Locomotor Motion

Non-locomotor motion is the opposite of locomotor motion. This means that non-locomotor movements are movements that do not cause the body to move from one place to another. This movement is carried out with certain parts of the body and does not move places. For example: bending, swinging, twisting, and so on.

3) manipulative motion

Manipulative motion is a movement that requires coordination with the space and objects around it. In manipulative motion, something is moved by hand or foot. For example, throwing, hitting, catching, kicking, bouncing, bouncing, and so on.

4) Non-manipulative motion

Manipulative motion is the opposite or the opposite of manipulative motion, which is a motion that is carried out without involving surrounding objects. For example: turning, turning, flipping, rolling.

Thus from the description above, it can be concluded that what is meant by rough Motoricskills in this study is the ability that requires coordination of the child's body parts, namely the eyes, hands, and feet to balance the body when the child jumps over the obstacles that have been prepared by the researcher. Rough Motoricskills are very important for children because motor movements are a strong foundation in supporting play, learning, socializing, and building children's self-confidence.

2.4.The Elements of Rough MotoricSkills.

According to Heri Rahyubi (2016: 212) Physical is one of the main factors that function to carry out movements. In order for a person to be able to carry out effective and efficient movements, he must be supported by good and excellent physical abilities. There are several physical abilities, including:

1) Strength

Strength is a person's ability to generate tension (tension) against a resistance (resistance). Thus, strength is closely related to the condition of one's muscles.

2) Resilience

Endurance or endurance (endurance) is the body's ability to supply the oxygen needed to carry out activities, especially physical activities.

3) Agility

Agility or (agility) is a person's ability to move quickly. So speed is the main indication of agility.

4) Flexibility

Flexibility or pliability is a quality that allows a segment to move as much as possible. Flexibility is usually determined by the degree of motion of the joints.

5) Sharpness of the senses

Sensory acuity is very helpful for movement skills, especially with regard to sight and hearing functions. With good, fast, and precise eyesight and hearing, it is greatly helped a person to perform skillful and maximal motor movements.

Rough MotoricDevelopment, especially in early childhood, can be optimized if the environment where the child lives or where the child grows and supports them to move freely. Outdoor activities are the best choice because they stimulate muscle development. Also, the provision of outdoor play equipment can encourage children to be creative, experiment with various free and loose movements, and can develop upper and lower body strength. These simulations will assist in optimal

rough Motoricdevelopment. Meanwhile, physical strength, coordination, balance, and stamina can slowly be developed with daily practice. An outdoor environment is a good place for early childhood to build rough Motoricskills.

According to Hurlock (1996) physical motor is a very important factor in the development of the individual as a whole. Through motor skills children can entertain themselves, be able to adjust to the school environment, can support self-confidence, and normal motor development of children.

From the explanation above, it can be concluded that physical motor is one of the most important factors in the development of the individual as a whole. Good and excellent physical abilities such as strength, endurance, agility, flexibility, and sensory acuity will make children more confident.

2.5. Play for Early Childhood

In the Big Indonesian Dictionary, playing is from the basic wordplay which means doing activities or activities to please the heart which makes a child heart happy, comfortable, and excited (M. Fadillah, 2014: 25). Play is a series of activities or activities for children to have fun. Whatever the activity, as long as there is an element of fun or happiness for early childhood, it can be called play. (M. Fadillah, 2017: 6).

According to Eliyyil Akbar (2020: 55), Playing is a variety of activities that provide satisfaction to children, which are non-serious, flexible, and toy materials are contained in activities that are imaginatively transformed in line with the adult world. KBBI states that playing means doing activities to please the heart. Playing has a big influence on children's development, both physically and mentally.

Based on the explanations from experts, it can be concluded that children are active and dynamic creatures. Most of the basic physical and spiritual needs of children are met through play, either alone or together with friends (groups). So, playing is a child's need.

2.6. The benefits of play for early childhood.

Playing is an activity that is synonymous with children. It could be said that the world of children is a world of play. Playing activities will make children feel fun and happy. As teachers, we should be able to give freedom to students to play, but still, be able to provide education in every game. Games in learning can develop motivation for active learning activities. Erwin Widiasworo (2019: 130).

Children need a lot of time to develop themselves through play, apart from being beneficial for physical, cognitive, social-emotional, and moral development, play also has great benefits for the overall development of children. According to Pramono (2015: 29), the benefits of playing for early childhood include:

1) Play triggers activity

A safe and fun play environment, play triggers children to find ideas and use their imagination.

2) Playing is useful for educating the brain.

Playing is a very important medium for children's thought processes, play also helps children's cognitive development.

3) Playing is useful for overcoming conflict

In kindergarten-age children, the behaviors that often come to the surface are behavior that rejects, competes, is aggressive, quarrelsome, imitates, cooperates, is selfish, sympathetic, angry, cranky, and wants, and wants to be accepted by their social environment.

4) Play is useful for practicing empathy

Play is useful for exercising empathy. Empathy is the recognition of other people's feelings, thoughts, and attitudes.

5) Playing is useful for sharpening the senses

The five senses, namely: sight, hearing, smell, pronunciation, and touch are vital tools that need to be honed since a child is a baby. The goal is that children become more responsive and more sensitive to what is happening around them.

6) Playing as a medium of therapy (treatment)

Playing is one way to overcome conflict and anxiety, but not everyone can do it because it requires special skills from those who receive special education and training.

7) Playing is making discoveries

Playing can produce new creations. Children of all ages are creating something new, something that has never been created before.

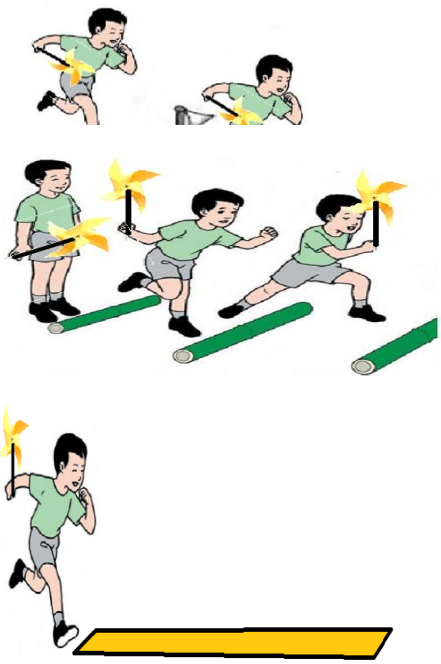
The benefits of playing according to M. Fadillah (2014: 33) Playing for early childhood can learn many things, can recognize rules, socialize, place oneself, organize emotions, tolerate, cooperate, and uphold sportsmanship. Besides that, playing activities can also developmental, spiritual, language, and rough Motoricskills in early childhood. For them playing is a very important learning activity. There are several benefits of play for early childhood:

a) Motor benefits, namely benefits associated with positive values. Toys that happen to the physical child. For example, elements of health, skills, agility, and certain physical abilities.
b) The benefits of affection, namely the benefits of play related to the psychological development of children. For example, instincts or instincts, feelings, emotions, traits, character, character, and personality.
c) Cognitive benefits, namely the benefits of toys for the development of children's intelligence, which include imaginative abilities, the formation of reason, logic, and systematic knowledge.
d) Spiritual benefits, namely the benefits of toys which form the basis for the formation of values of human holiness and nobility.
e) The benefits of balance, namely the benefits of toys that function to train and develop guidelines between the positive and negative values of a toy.

2.7.The Propeller Game.

Propeller Game Forms. The propeller game is a traditional children's game that is very popular in Indonesia. Currently, the propeller game is rarely found, but in one village to be precise in Sawahan village, Ponjong district, Gunung Kidul still preserves the propeller game culture, usually, this game is played during the dry season. The word Bpropeller in Javanese is also called kitiran. (Tribun jogja.com).

In this study, the researcher aims to create a propeller game concept for students at Paud Saraswati to increase motivation and rough Motoricskills. This game activity is a planned, sequential game that has a station or post. Games with several activity posts are carried out sequentially by holding a propeller and students must condition the propeller to rotate while doing the activity. In this propeller game, there are four different activities, namely stepping, zigzagging, jumping, and sprinting with elements of strength, speed, and balance. Here is the concept of a propeller game image.



2.8. The Propeller Game Mode

The propeller game is a game with several post activities carried out sequentially by holding the propeller and students must be able to condition the propeller to rotate while doing activities. The propeller game has four different activities, namely stepping on a pile of bricks, walking zigzags, jumping, and sprinting.

This propeller game is one of the circuit activities. Students carry a propeller that must rotate in a way that is moved however, must also complete activities at the post to be plugged in at the end of the circuit activity. By moving the propeller to rotate, students are required to be able to master the element of coordination because, in addition to completing activities at the post, students are also required to pay attention to the propeller to keep it rotating.

2.9.Benefits of the Propeller Game

The propeller game is useful for children, for example, it is to provide pleasure/happiness, to make the child physically healthy, or the child's physical fitness because this game requires a lot of movements such as jumping and running, training body balance. In the first activity, the benefit is that the child will be sporty, be patient to wait their turn, and obey the rules because this game is played in turns.

From the explanation above, it can be concluded that the propeller game is very beneficial for early childhood, for example, it can provide happiness, is physically healthy, and is also useful in all aspects of development.

3. Research Methods

This research was carried out by PAUD students at Saraswati Surakarta City in the 2019/2020 school year. While the research time is in semester 1 learning which will be held from July to August at PAUD Saraswati Surakarta City for the 2019/2020 academic year.

The design of this study was to use a Classroom Action Research (CAR) design. Classroom action research is research conducted by classroom teachers or in schools where they teach with the improvement of the learning process. (Arikunto, 2013: 128).

The research subjects were PAUD children of Saraswati Surakarta city for the 2019/2020 academic year, with ages 3-4 years totaling 15 students. Which consists of 3 girls and 12 boys.

3.1.Data analysis technique

The data analysis technique used in this study is a descriptive technique with the following explanation:

1. Quantitative data obtained from the learning outcomes sheet is processed using percentage analysis, with the formula:

$$p = \frac{jjs}{js} \times 100\%$$

Information:

P = Percentage

JJS = The number of students in the score

JS = Number of students

2. Qualitative data obtained from the observation sheet, classification based on aspects that are the focus of the analysis.

Qualitative data and data can be used as a quantitative basis to describe the application of various learning media, which have increased participation changes (students in a class).

3.2. Research procedure

Several research procedures can be applied, but in this classroom action research, the researcher uses the research proposed by Kemmis and Mc Taggart. This process was designed by the model of Kemmis & Mc. Taggart whose device consists of four components, namely planning (planning), acting (action), observing (observation), and reflecting (reflection). Classroom action research has several characteristics, namely:

1. Based on the problems faced by teachers in instructional.
2. There is collaboration in its implementation.
3. Researchers as well as practitioners who reflect.
4. Aims to improve and improve the quality of instructional products.
5. Implemented in a series of steps with several cycles.

Based on the explanation above, it can be concluded that CAR is a research conducted by teachers in their own class so that children's learning outcomes can be improved. Meanwhile, the implementation of PTK must be in accordance with the flow. To increase motivation and rough Motoricskills in Saraswati PAUD children in Surakarta in the 2019/2020 school year.

4. Result and Discussion

4.1. Result

Recapitulation of Observation Results Data Pre Cycle, Cycle I, and Cycle II, Motivation Development

No	Kriteria	Pra siklus		Siklus I		Siklus II	
		Jumlah Anak	%	Jumlah Anak	%	Jumlah Anak	%
1	BSB	-	-	2	13,4%	6	40%
2	BSH	-	-	5	33,3%	7	46,6%
3	MB	7	46,6%	6	40 %	2	13,4%
4	BB	8	53,34%	2	13,3%	-	-

Recapitulation of Pre-Cycle, Cycle I, and Cycle II Observation Results Data on Rough MotoricDevelopment

No	Criteria	Pre Cycle		Cycle I		Cycle II	
		Jumlah Anak	%	Jumlah Anak	%	Jumlah Anak	%
1	BSB	-	-	3	20%	7	46,6%
2	BSH	-	-	7	46,6%	6	40%
3	MB	6	40%	3	20%	2	13,4%
4	BB	9	60%	2	13,4%	-	-

According to the recapitulation data on the development of motivation and rough Motoricskills above in the table. Acquisition from the average has reached the target of success previously expected, namely with the above criteria developed very well and a total percentage of 86.6%. This makes researchers arrange learning to stop the cycle in the second cycle in increasing motivation and rough Motoricskills of propeller games in PAUD Saraswati Surakarta City students for the 2019/2020 academic year.

4.2. Discussion of Research Results

The results of the Pre-cycle Research, cycle I, cycle II showed an increase in motivation and rough Motoricskills towards the propeller game in PAUD Saraswati Surakarta City students in the 2019/2020 academic year, this increase occurred at every meeting. According to the recapitulation of the table, in cycle I the motivation of students increased by 5 out of 15 students or 33.3% were in the criteria of developing according to expectations. In rough Motoricdevelopment, 7 out of 15 students or 46.6% were in the criteria of developing as expected.

Based on these data, further action is still needed because the predetermined success indicators have not been achieved, namely 75% with very good criteria. Whereas in cycle II, the motivation of students increased by 13 out of 15 students

or by 86%, which were in the criteria of developing according to expectations and developing very well. In rough Motoricskills, students also experienced an increase as much as 13 out of 15 students were in the criteria of developing according to expectations and developing very well.

From the discussion of these results, it can help students to further explore the abilities that exist in each of them. For students, the propeller game is a form of fun and enjoyable activity. The PAUD students of Saraswati Surakarta City for the 2019/2020 academic year are very excited and enthusiastic about participating in these game activities because these learning and playing activities can generate self-confidence, new ideas and can increase kinesthetic intelligence in students.

5. Conclusions and suggestions

Conclusions

Research using this classroom action research method has the conclusion that the application of the propeller game can increase motivation and rough Motoricskills in PAUD Saraswati Surakarta City students in the 2019/2020 academic year. This is indicated by an increase in the percentage of student learning outcomes in cycle I, motivation and rough Motoricskills have increased by 13 out of 15 students or 86.6% are in the criteria of starting to develop and develop as expected.

Based on these data, further action is still needed because the predetermined success indicators of 75% have not been achieved with the criteria for developing very well. Whereas in cycle II, the motivation and gross motoric skills of students increased by 13 out of 15 students or 86.6% in the criteria of developing according to expectations and developing very well.

Suggestions

Based on the results of classroom action research on increasing children's motivation and gross motor skills through propeller games at PAUD Saraswati Surakarta City for the 2019/2020 academic year, please allow the researcher to provide the following suggestions:

1. The propeller game application is proven to improve the quality of learning in increasing motivation and gross motor skills in students. Therefore, there is a need for application in presenting games to students.

2. Participating students in the learning process is very decisive to produce good quality learning; therefore, teachers as educators will be more innovative and creative in packaging learning activities to foster students' enthusiasm and participation.

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