

Improving Children's Gross Motoric Through Rhythmics In Class B-1 At Al-Muchlisin Batuang Kindergarten Bajawek Sub-District Koto Parik Gadang Diateh Solok Selatan District

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Article Info	ABSTRACT
Corresponding Author: Name of Corresponding : Jeni Afrianti E-mail: infostkip.wi@gmail.com	<p>This research is motivated by the problems that researchers found in Class B-1 TK Al-Muchlisin Batuang Bajawek. When making observations, it was found that there were problems, namely the children's learning outcomes about rhythmic gymnastics were not as expected. This study uses a classroom action research methodology, namely to improve the constraints faced by teachers during learning activities. In practice, the researcher will collaborate with the teacher who acts as observer 1 and colleagues as observer 2. This activity is carried out with 10 students of class B-1 with 2 meetings for each cycle. The results of the study after being given action using the Rhythmic Gymnastics model in cycle I and cycle II showed an increase. Increasing children's creativity in the initial conditions in rhythmic gymnastics activities that scored BSH + BSB indicators of imitating movements according to the child's imagination, cycle I by 30% increased in cycle II to 80%, indicators demonstrating animal movements accompanied by music cycle I by 20 % increased in cycle II to 90%, the indicator of doing animal movement exercises from start to finish without the help of the teacher cycle I by 10% increased in cycle II to 80%. This proves that Rhythmic Gymnastics can improve student learning outcomes in Class B-1 TK Al-Muchlisin. the indicator of doing animal movement exercises from start to finish without the help of the teacher cycle I by 10% increased in cycle II to 80%. This proves that Rhythmic Gymnastics can improve student learning outcomes in Class B-1 TK Al-Muchlisin. the indicator of doing animal movement exercises from start to finish without the help of the teacher cycle I by 10% increased in cycle II to 80%. This proves that Rhythmic Gymnastics can improve student learning outcomes in Class B-1 TK Al-Muchlisin.</p> <p>Keywords: Indicators, Learning Outcomes, Class B-1 Students</p>

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INTRODUCTION

Children are the next generation of the nation. Awareness of the importance of a quality next generation requires educators to provide children with a good education so that children become whole human beings and become a better generation than their predecessors. Currently, early childhood education plays a very important and decisive role in the history of subsequent child development, because early childhood education is the basic foundation for a child's personality (Fatmawati, 2020).

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Early childhood education (PAUD) is education provided for children aged (0-6 years) which is carried out through the provision of various stimuli to help growth and development both physically and spiritually so that they are ready to enter the next level of education (Aprian & Firda, 2021). There are six aspects of development in early childhood that need to be developed, namely cognitive, social-emotional, artistic, language, religious values, and moral and physical motor aspects (Amira, 2021). Therefore motor skills in children really need to be developed in kindergarten. Whether it's a child's gross motor or fine motor. Gross motor skills are movements that use smooth muscles or certain parts of the body to make small movements, such as hand movements. Gross motor stimulates children's cognitive and gross muscles to run together. So that later, children can develop very well.

Based on observations made by researchers at Al-Muchlisin Kindergarten Batuang Bajawek, South Solok Regency, researchers found problems that occurred in local B-1, namely the gross motoric development of children had not met expectations. There are several causes for children's gross motor development not meeting expectations, namely the teacher's lack of skills in developing children's gross motor skills, the child's disinterest in carrying out gross motor activities, the teacher's direction is unclear, the child is not focused during the teaching and learning process and the teacher develops children's fine motor skills more often such as paper folding, drawing, and cutting instead of developing children's gross motor skills.

The gross motor skills of children in local B-1 Kindergarten Al-Muchlisin Batuang Bajawek, South Solok Regency are still low, this can be seen by the percentage of children who have not yet developed (BB) is more dominant than children who are starting to develop (MB), thus indicating that children's gross motor skills are still low and still not progressing as expected. As for addressing the above, researchers will offer solutions to improve children's gross motor development, namely through rhythmic gymnastics activities. Rhythmic gymnastics activities can train children's gross motor skills with eye coordination and hand muscles as well as children's concentration. Based on these conditions, the purpose of this study was to improve children's gross motor skills through rhythmic gymnastics in class B-1 TK Al-Muchlisin Batuang Bajawek, Koto Parik Gadang Diateh District, South Solok Regency.

METHODS

This type of research is Classroom Action Research (CAR). Classroom action research is essentially to improve the quality, process and results of learning in class, teachers can find solutions to problems that arise in class ().

Data collection is done through observation, interviews and documentation. This research is a Classroom Action Research (PTK) which uses two cycles and has four stages, namely planning, implementing, observing and reflecting.

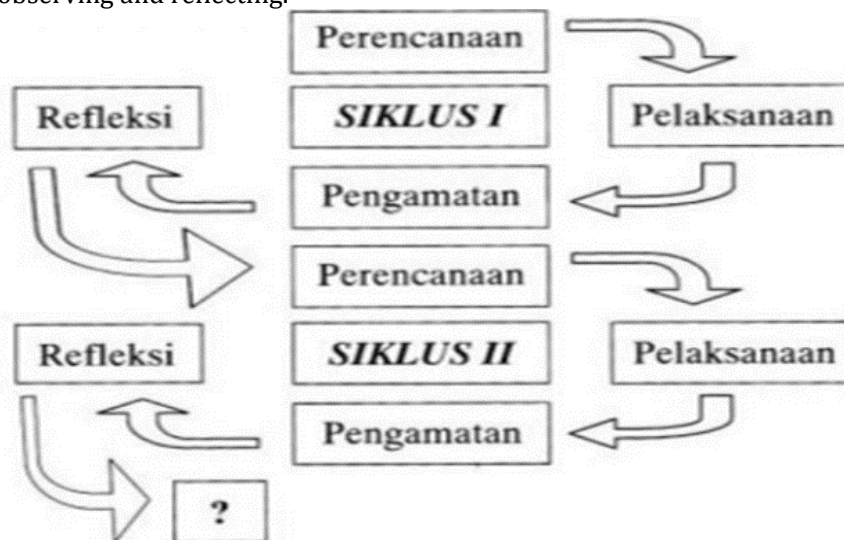


Figure 1. Research Flow

RESULTS AND DISCUSSION

The research was conducted at Al-Muchlisin Kindergarten located in Batuang Bajawek Nagari Pakan Rabaa Utara, Koto Parik Gadang Diateh District, South Solok Regency. Located right on the edge of the Batuang Bajawek highway. Learning in TK Al-Muchlisin uses the 2013 curriculum with a group learning model.

1. Cycle I

Based on these observations, the researchers found obstacles, namely not all children could do gymnastic movements well, there were still children who did not want to do gymnastic movements and there were children who were not focused when doing gymnastic movements. From these obstacles, the increase in children's creativity is still low and has not yet reached indicators of success, namely as follows:

- a. The indicator imitates movements according to the animal theme, namely children who develop according to the expectations of 2 people with a percentage of 20%. Children who develop very well 0 with a percentage of 0%.
- b. The indicator of demonstrating animal movements accompanied by music is a child who develops according to the expectations of 1 person with a percentage of 10%. Children who develop very well 0 with a percentage of 0%.
- c. The indicator of doing animal-themed rhythmic gymnastics from start to finish without the help of a teacher is a child who develops according to the expectations of 1 person with a percentage of 10%. Children who develop very well 0 with a percentage of 0%. 58 Seeing some of the obstacles in cycle I, it is necessary to improve in action and refinement in cycle II to increase children's gross motor creativity to achieve predetermined success indicators.

So that researchers and observers will continue this research into cycle II with the following steps.

- a) The teacher will give rewards to children who do gymnastic movements well
- b) The teacher will help children who have difficulty in rhythmic gymnastics by providing motivation and guidance to children so they want to do gymnastic movements.

2. Cycle II

Based on the actions that have been taken in the implementation of cycle II the teacher has provided examples and videos of various animal movements by giving children the opportunity to witness or watch the video directly, then the teacher guides the children one by one to adjust the movements to music and the teacher gives rewards in the form of praise, and applause to the children who want to perform rhythmic gymnastics in front of the class without the help of the teacher. Thus showing an increase in the creativity of children.

The research results from cycle II can be reflected as follows:

- a) The indicator of imitating movements based on animal themes, namely children who develop according to the expectations of 4 people with a percentage of 40%. Children who develop very well 4 people with a percentage of 40%.
- b) The indicator demonstrates the movements of various animals accompanied by music, namely children who develop according to the expectations of 4 people with a percentage of 40%. Children who develop very well 4 people with a percentage of 40%.
- c) The indicator of doing animal-themed rhythmic gymnastics from start to finish without the help of a teacher is that children who develop according to the expectations of 4 people with a percentage of 40%. Children who develop very well 4 people with a percentage of 40%.

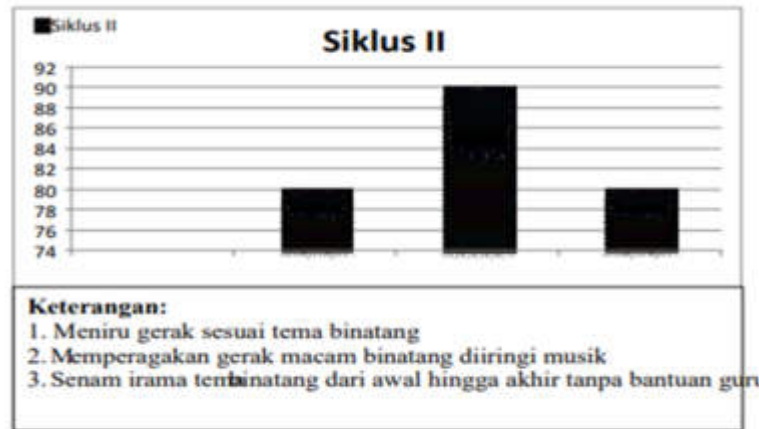


Figure 2. Increasing children's creativity

From the results obtained, it can be seen that there is an increase in children's creativity in group B-1 TK Al-Muchlisin. Thus it can be said that through rhythmic gymnastics activities can increase children's creativity. Besides that, rhythm art activities can improve children's gross motor skills, train body muscles and can train children's interests and talents.

CONCLUSION

Based on the results of the research described in chapter IV, it can be concluded that rhythmic gymnastics used in learning animal themes can improve student learning outcomes in class B-1 TK Al-Muchlisin Batuang Bajawek, Koto Parik Gadang Diateh District, although not thoroughly. The research used was Classroom Action Research, where in this study there were II cycles consisting of 2 meetings in each cycle. In cycle I the steps taken were planning, then implementation followed by observation activities ending with reflection. It is at this reflection stage that it is known that the student's score has not met the completeness standard of 75%, so it is continued to cycle II. Student learning outcomes in rhythmic gymnastics learning have increased, this can be seen in imitating movements according to the theme of animals, the initial value of students is 0% then the first cycle is carried out and gets a percentage of 30% and increases in the second cycle, namely 80%. Likewise with the indicators of practicing animal-type movements accompanied by music, the value in cycle I was 20% which then also increased in cycle II, namely 90% and the indicator was doing rhythmic gymnastics with animal themes from start to finish without the help of the teacher, the value in cycle I was 10% and increased in cycle II to 80%. From the results of the research that the researchers have done using Rhythmic Gymnastics, it can improve student learning outcomes on indicators of imitating movements according to animal themes, indicators of practicing various animal movements with music, and indicators of doing rhythmic gymnastics on animal themes from start to finish without the help of a teacher.

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