

Improving Gross Motor Skills Through Playing Jump Rope in Early Childhood at Ar Rahma Kindergarten

Elis Mahmudah¹, Lia Kurniawaty², Lily Yuntina³

^{1,2,3}Program Studi Pendidikan Anak Usia Dini, Universitas Panca Sakti Bekasi, Indonesia
e-mail: elismahmudah6@gmail.com

Abstract

Gross motor skills involve body movements that are important for early childhood development. Early childhood education institutions play a role in providing services that suit children's needs. Research on gross motor skills was conducted on children aged 5-6 years at ARRAHMA, focusing on the jumping rope game activity. The research method used is classroom action research. This research involved two cycles and 10 meetings with 10 children. Data was collected through interviews and observations. The research results show that jumping rope activities can improve gross motor skills, as evidenced by the percentage increase in each cycle. In cycle I, there was an increase of 10%, while in cycle II, there was excellent development of 80%. Based on these results, it can be concluded that the rope jumping activity effectively improves gross motor skills in children aged 5-6 years at ARRAHMA.

Keywords: *Early Childhood, Gross Motor, Jump Rope*

INTRODUCTION

Physical activity during a child's early years of development is an important skill for building a healthy lifestyle in the future (Tandon et al., 2020). Most children's activities require motor skills, so an environment that supports physical activity and opportunities to move during a child's growing years is an important opportunity for their health and early learning (Tangse et al., 2022).

Early childhood education is education at the basic level. This education is a coaching stage that stimulates children to develop their potential. Educators in early childhood education institutions must expand children's abilities to prepare them to face the creative challenges of the future (Saputra, 2018).

They experience a golden period during early childhood when they begin to be sensitive to various stimuli. Each child's sensitivity level varies along with their individual development and growth. The sensitive period is when physical and mental functions reach maturity so that the child is ready to respond to stimuli from the surrounding environment. This period is also important because the foundations are developed for children's cognitive, motor, language, socio-emotional, religious, artistic, and moral abilities (Saripudin, 2019).

Children's motor skills can increase their self-confidence and emotional stability (Farida, 2016). Physical development directly affects children's skills and abilities in various movements. Children's motor skills play an important role in supporting their fitness because intense physical activity in daily life will automatically train the body to become fitter (Sepriadi, 2017).

Children's physical and motor development usually follows a similar pattern, so you can see whether they are developing normally or experiencing obstacles. However, there are differences in the rate of development between one child and another, so no two children are completely the same in terms of their physical growth and motor development. Muscle and nerve maturity influences Children's motor abilities, so they may have difficulty demonstrating certain skills before reaching that maturity (Ulfah, 2021).

Motor development refers to the body and brain's ability to control movement. It includes both gross and fine movements. The surrounding environment, especially the family, greatly impacts children's motor development. Apart from that, motor development also involves physical control through coordinated cooperation between nerve centers, nerves, and muscles. Gross motor skills are closely related to the use of large muscles in the human body and are often used by children in sports activities. It includes the child's ability to perform various movements, as Gallahue defined in

three categories. One of them is locomotor ability, which involves body movements from one place to another, such as walking, running, jumping, and sliding. Non-locomotor abilities are abilities that are carried out without body movement or movement in place. Non-locomotor abilities include bending and stretching, pushing and pulling, walking in place, jumping in place, standing on one leg, and alternating moving the legs. Manipulative abilities develop when children master various objects, usually by using their hands and feet. Examples include throwing, hitting, kicking, catching objects, spinning a rope, and bouncing or dribbling a ball (Saripudin, 2019).

Play has been a topic of interest to educators, psychologists, philosophers, and many others over the past few decades. They are interested in understanding the meaning of play and how it relates to human behavior. The concept of play is challenging to understand because it appears in various forms. In addition, play is visible not only in children's behavior but also in adults and even more widely (Mu'mala, 2019). To obtain educational values effectively, game strategies must be designed and adapted to the child's developmental age. In this way, games serve as entertainment and an educational tool for children (Andini, 2022). In games that have agreed rules, children will be trained in solving problems and learning to face challenges (Mardiana et al, 2017).

Traditional games are types of games that originate from certain regions and are part of the culture that needs to be preserved. Some examples of traditional games include jump rope, ankle, songkok, ball bezel, and hide and seek (Paradise, 2017). When playing, the role of adults is very important to ensure children's safety. Many cases show that children who are not supervised while playing are more at risk of having accidents (Susanti, 2021).

Traditional games are a form of culture. According to Muhammad Zaini, traditional games originate from a certain area and are based on the local culture of that area (Putri, et al). Traditional games can train children's various abilities, such as reading body movements, moving the body, and increasing dexterity and agility in playing (Masitha et al, 2021). Apart from that, this game also improves communication skills and the ability to plan strategies, helps children release emotions, and helps them learn to collaborate in groups. Children will appear more active in developing their physical motor skills and show high interest and motivation when playing with pleasure. For example, a child's motor development involving jumping can be improved through activities such as jumping rope. Playing is an important need for children, and one of the principles of early childhood education is learning through play (Fauziddin, 2017).

Playing jump rope helps improve children's gross motor skills, improving their physical skills by learning jumping techniques specific to this game. Over time, with consistent practice, children can become more agile, nimble, and energetic. Apart from improving physical fitness, this game also develops children's ability to jump high and improves their understanding of body movements. Through the use of the traditional game of jump rope, children can improve their motor skills while increasing their interest and motivation in fun-filled physical activities (Saripudin, 2019).

Based on the results of the explanation above, the researcher is interested in conducting research with the title "Improving Gross Motor Skills Through Jump Rope Play Activities in Children Aged 5-6 Years at AR RAHMA Setu Kindergarten Bekasi".

METHOD

This research is a type of classroom action research. Classroom action research sequentially begins with action planning, observation, and reflection, followed by the second stage, which begins with planning, action, observation, and reflection; the stages continue to repeat until the intervention carried out is deemed successful or shows changes in behavior. Thus, this research was carried out to directly affect the problems that occur in addition to finding solutions to the problems faced; through this method, it is hoped that it can improve gross motor skills through jumping rope games in children aged 5-6 years.

RESULTS AND DISCUSSION

Table 1. Recapitulation of Improving Gross Motor Skills Through Playing Jump Rope Cycle I

Criteria	Meet 1	Meet 2	Meet 3	Meet 4	Meet 5	Average
BSB						
BSH	20%	20%	20%	20%	30%	11%
MB	20%	20%	30%	30%	50%	15%
BB	60%	60%	50%	50%	20%	24%

Likert Scale:

Indicator description:

BB: Not Yet Developed

MB: Starting to Grow

BSH: Developing According to Expectations

BSB: Developing Very Well

Table 2. Recapitulation of Improving Gross Motor Skills Through Playing Jump Rope Cycle II

Criteria	Meet 1	Meet 2	Meet 3	Meet 4	Meet 5	Average
BSB	10%	10%	20%	60%	80%	18%
BSH	40%	40%	50%	30%	10%	17%
MB	40%	40%	20%	10%	10%	12%
BB	10%	10%	10%	10%		4%

The results obtained at the first meeting of the first cycle of children who received the criteria for developing according to expectations (BSH) were 20% or 2 children out of 10 children, starting to develop (MB) as much as 20% or 2 out of 10 children, and not yet developing (BB) as many as 60 % or 6 children out of 10 children.

At the second meeting of the first cycle, 20% of children met the criteria of Developing according to expectations (BSH) or 2 children out of 10, 20% starting to develop (MB) or 2 out of 10 children and not yet developing (BB) 60% or 6 out of 10 children out of 10 children.

At the third meeting of the first cycle, 20% of children with the criteria Developed according to expectations (BSH), or 2 children out of 10, started to develop (MB) as much as 30% or 3 out of 10 children, and not yet developed (BB) as much as 50% or 5 out of 10 children.

At the fourth meeting of the first cycle, 20% of children met the criteria of Developing according to expectations (BSH) or 2 children out of 10, 30% starting to develop (MB) or 3 out of 10 children and not yet developing (BB) 50% or 5 out of 10 children. 10 children.

At the fifth meeting of the first cycle, 30% of children with the criteria Developed according to expectations (BSH), or 3 children out of 10, started to develop (MB) as much as 50% or 5 out of 10 children, and not yet developed (BB) as much as 20% or 2 out of 10 children.

Based on the results of action observation data in cycle I to gross motor skills through playing jump rope in cycle I, which was carried out from April 22 to May 1, 2024, the results of observations of actions carried out to improve gross motor skills through playing jump rope in cycle I can be seen concluded that there were still many obstacles in Cycle I so the researchers carried out the research again in Cycle II.

The results of the research at Meeting II using the observation sheet instrument stated that the ability to obtain data was that no out of 10 children developed very well (BSB), 40% of them developed according to expectations (BSH), or 4 out of 10 children began to develop (MB) as many as 40% or 4 children from gross motor skills through playing jumping rope activities 10 children, Not yet developed (BB) as many as 10% or 1 in 10 children.

At the second meeting, data was obtained in the form of the percentage of abilities in children aged 5 - 6 years. At the second meeting, data was obtained from the results of the action, namely children who developed very well (BSB) as much as 10% or 1 child out of 10 children, developed

according to expectations (BSH) as much as 40% or 4 children out of 10 children, starting to develop (MB) as much as 40% or 4 out of 10 children and the underdeveloped category (BB) as much as 10% or 1 out of 10 children.

The results of the third meeting obtained data where 2 children or 20% of 10 children were developing very well (BSB), 5 children, or 50% of 10 children, while the criteria for developing according to expectations (BSH) were 2 children or 20% of 10 children, the criteria are starting to develop (MB), the criteria are not yet developing or (BB) as many as 1 Children or 10% of 10 children.

At the fourth meeting, data was obtained in the form of the percentage of gross motor skills through playing jump rope in children aged 5 - 6 years. At the fourth meeting, data was obtained from the results of the action, namely 60% of children who developed very well (BSB), or 6 children out of 10 children, developed according to expectations (BSH) as much as 30% or 3 children out of 10 children, starting to develop (MB) as much as 10% or 1 out of 10 children and the category not yet developing (BB) does not exist.

The results of observations at meeting V obtained data Where out of 10 Children data were obtained with very well developed (BSB) as much as 80% or 8 out of 10 children while the criteria for developing according to expectations (BSH) were 10% or 3 out of 10 children, the criteria were starting to develop (MB) as much as 10% or 1 in 10 children.

After carrying out research actions in the second cycle which was carried out on 6 - 15 May 2004 on 10 children with 5 gross motor skills meeting through the activity of playing jump rope, in cycle 2 we obtained an average increase in the number of children with data on the average percentage of children who are developing very well (BSB) 80% or 8 children out of 10 children while the percentage of children who develop according to expectations (BSH) 10% or 1 child out of 10 children, starting to develop (MB) 10% or 1 child out of 10 children and not yet developing (BB) does not exist. 8 So in Cycle II, on average, there was an increase in very well-developed 5 children or 80% and 1 child or 10% developed according to expectations, then there was an increase of 80% or 8 children with the increase in the number of children showing that gross motor skills through rope playing activities in children aged 5 - 6 years at the ARRAHMA Setu Bekasi Kindergarten, they have achieved optimal results, namely they have achieved a success indicator of $\geq 80\%$ of children through the activity of playing jump rope and developing very well.

CONCLUSION

Based on the results and discussion above, it can be concluded that playing jump rope can improve gross motor skills in children aged 5 - 6 years at AR RAHMA Kindergarten. Increasing gross motor skills through playing jump rope in children aged 5 - 6 years at TK AR RAHMA Setu Bekasi after taking action in each cycle, an increase was obtained in each cycle, namely in cycle I stage 20% and cycle II 80% so that the increase was It can be stated that the activity of playing jump rope can improve gross motor skills and was successful in cycle 2 because it met the criteria for success in increasing the implementation of playing jump rope to improve gross motor skills. It was declared successful in cycle 2 because it met the criteria for success.

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