Improving Gross Motor Skills in Early Childhood Through Throwing and Catching Games Catch Football in Group B RA Darussalam NW Pungkang Academic Year 2024/2025

Rukyah[1] Baiq Halimatuz Zuhrotul Aini,[2] Ismayadi[3]
Program Studi PIAUDI, Fakultas Tarbiyah, Institut Agama Islam Hamzanwadi Pancor Lombok Timur
Email : ismayadi@iaihnwpancor.ac.id

Abstract

This study is entitled Improving Gross Motor Skills of Early Childhood Through Throwing and Catching Ball Games in Group B RA Darsussalam NW Pungkangng in the 2024/2025 Academic Year. This study aims to develop gross motor skills of children aged 5-6 years through throwing and catching ball games in group B RA Darsussalam NW Pungkangng. Formulate the research problem as follows: "Can throwing and catching the ball develop children's gross motor skills in Group B RA Darsussalam NW Pungkang in the 2024/2025 Academic Year. This study uses the Classroom Action Research (CAR) model, with two cycles, where each cycle consists of four stages, namely: planning, implementation, observation, and reflection. The research subjects were 16 children consisting of 8 boys and 8 girls in group B aged 5-6 years. The methods used were: observation, interviews, and documentation, the results of children's abilities through games. The results of this study quantitatively are in the aspect of balance 54.16% in cycle 1, meeting 1, increased by 62.5% in meeting 2. The aspect of strength in cycle 1, meeting 1 0.5208% increased by 0.5625% in meeting 2. The aspect of flexibility in cycle 1, meeting 1 0.5208% increased at meeting 2, namely 0.625%. While in cycle 2 meeting 1 79.16% experienced a decrease in the 2nd meeting 0.7916%. The strength aspect at meeting 1 cycle 2, namely 68.75%, experienced an increase in the 2nd meeting, namely 75.00%. The flexibility aspect at meeting 1 cycle 2 had a value of 70.83% and experienced an increase of 79.16% at the 2nd meeting.

***Keywords**: Gross Motor Development, Games, Child Development*

INTRODUCTION

Early Childhood Education (PAUD) is the most basic education and occupies the position of the golden age (*golden age*) and is very strategic in the development of human resources. Development in early childhood includes physical or motoric, cognitive, social-emotional, language and religious moral development. At this time, children already have skills and abilities, although not perfect. The child's age at this time is the most basic level (*fundamental phase*) which determines his life in the future. For that, we must understand the development of early childhood, especially physical and motor development.

Referring to the approach *Developmentally Appropriate practice* (DAP), early childhood education aims to develop the full potential of children so that in the future they become whole human beings through fun, educational, democratic learning activities that are appropriate to the child's development level and needs.

In general, there are three stages of motor skill development in children at an early age, namely the cognitive, associative and autonomous stages. At the cognitive stage, children try to understand motor skills and what is needed to perform a certain movement. At the associative stage, children learn a lot by trying to make improvements to their appearance or better movements. At the autonomous stage, the movements displayed by children are more efficient responses with fewer errors.

Movement learning is an activity in playing while learning and learning while playing, activities carried out through throwing and catching balls are expected to please children while touching motor development, self-confidence, and the courage to take risks. Therefore, there needs to be an activity that can train early childhood educators in providing stimulation

Gross motor development in children is related to the ability to use whole body movements to express ideas and feelings and the skill of using hands to create or change something. Gross motor development includes specific physical abilities such as coordination, balance, skill, strength, flexibility, speed and power to receive stimuli, touch and texture.

Movement activities carried out by playing for early childhood are a fun thing. Playing is something that is very much enjoyed

by early childhood. Playing in improving children's gross motor skills can be done in various forms, for example playing macro roles, playing marbles, running zigzag, and throwing and catching balls.

Throwing and catching a ball is a play activity that uses a ball as a medium. This throwing and catching ball activity is often applied to early childhood with the aim of developing gross motor skills. This study used a ball medium that was light and not burdensome for children in playing, throwing and catching a ball at RA Darussalam NW Pungkang in group B. The ball media was used as an aid to help develop gross motor skills; the ball media also functioned as a stimulus so that children were interested in playing activities.

Seeing the importance of improving gross motor skills in early childhood, Early Childhood Education (PAUD) should maximize its role to help develop various needs of students in the process of improving gross motor skills. Because, the gross motor skills of children aged 5-6 can provide control when starting movements, stopping and turning quickly and being able to use running skills effectively in play activities.

Based on the pre-survey data, it was found that the list of students of RA Darussalam NW Pungkang contained 45 students registered as students at RA Darussalam NW Pungkang. Of the 45 students, the objects of this study were 33 class B students. Where the children who were the objects of this study had different gross motor skills.

Based on observations at RA Darussalam NW Pungkang, children in group B showed that children were less able to maintain body balance when running, children's physical endurance was very weak, children tired easily when doing activities that involved all parts of the body, and children looked less agile.

The main cause of this suboptimality is that children are only given activities that stimulate fine motor skills and cognitive skills, without paying attention to activities that involve the child's strength and physical endurance.

The use of methods to develop children's creativity in improving throwing and catching abilities with learning media used by teachers is still lacking.

Education in RA in the implementation of learning teachers must have the ability to adjust the method to the characteristics and goals of the children given learning. The method that the researcher uses is the demonstration method where demonstration means showing, doing and explaining. So, in the demonstration method the teacher shows and explains how to do something. Through demonstrations children are expected to know the steps in carrying out activities.

Demonstrations have an important meaning for early childhood learners, including being able to show concretely what is being done or demonstrated and then being able to communicate ideas, concepts and principles through demonstrations so that they can help develop abilities, observe carefully, to do all work carefully, precisely and precisely, with agility and strength of the body's muscles and help develop the ability to imitate and recognize accurately.

In this game all the child's body parts can move. Students will do activities such as running to get from one place to another. With the stimulation done through this game is expected to develop the gross motor skills of early childhood.

The teaching and learning process will be successful if what we convey can be understood by the child and the child feels happy with the way we convey the learning material. In this case gross motor learning through throwing and catching games can be a good medium for children to learn to improve gross motor skills in children.

Based on the background above, the author raised the title of this study, namely Improving Gross Motor Skills of Early Childhood Through Throwing and Catching Ball Games in Group B at RA Darussalam NW Pungkang in the 2024/2025 Academic Year.

METHOD

Classroom action research is a research activity carried out by teachers in the classroom in the form of self-reflection through actions carried out in a planned, systematic, and repeated manner in the action cycle. The goal is to

improve and enhance the teaching performance of teachers and the process and results of student learning.

Action research involves systematically collecting data about everyday practices (such as teaching and learning activities in schools) and analyzing them to make decisions in solving practical problems (improvement or enhancement) in schools.

The purpose of action research is to contribute to solving practical problems.

and urgent, such as the teaching process and student learning processes and outcomes, as well as creating synergy between teachers through collaboration within an ethical framework that interacts with each other in schools.

This action research uses the Kemmis and Mc Taggart cycle developed by Kurt Lewin in Suharsimi Arikunto's opinion, which states that in general there are 4 stages that are passed through, namely: 1). Planning (*Plan*), 2). Action (*Act*), 3). Observation (*Observe*), and 4). Reflection (*Reflect*). According to Suharsimi Arikunto, et al. "classroom action research model (*Classroom Action Research*) or PTK.

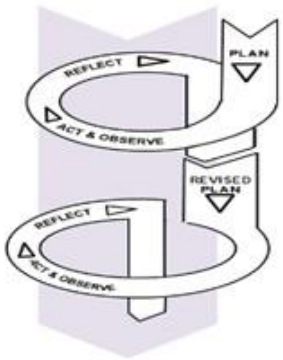

Figure 1. Kemmis Mc Taggart Classroom Action Research Model

This cycle does not only take place once, but several times until the expected goal is achieved in the classroom process. The expected goal in the learning process is to increase student activity by using cooperative *learning* and student learning outcomes in the form of learning outcome scores in cycle I compared with learning outcome scores in cycle II.

This classroom action research was conducted in August-October of the 2024 Academic Year. This classroom action research was conducted at RA Darussalam NW Pungkang. Administratively, RA Darussalam NW Pungkang is included in the area of West Aikmel Village, Aikmel District, East Lombok Regency, NTB. The sample subjects of the research were 33 class B students. Thus, the number of samples of this research object is 33 students.

Primary Data Sources are the main data collected, processed and presented by researchers from the first source orally or in writing obtained from the results of interviews and direct observations. The respondents in the primary data source in this study were the head of RA and teachers to find all available information and directly observe the development that occurs in children, as well as children as research objects.

Secondary data sources are additional data or supporting data obtained from documents and other data that support the primary data. Data originating from written sources are obtained from school documents and archives. Secondary data sources in this study are all forms of school documents and archives.

Research design is used to get a clear picture of the research to be carried out. Explaining research design as a plan and structure of investigation that is arranged in such a way that researchers will get answers to research questions. This research refers to the process of implementing research carried out in cycles or rounds, each cycle consisting of four components, namely planning, action, observation, and reflection.

Figure 2. Research Design of Children's Gross Motor Development

Data collection instruments are tools or facilities used by researchers in collecting data to make the work easier and the results better, completer and more systematic so that they are easier to process. Data collection in this study uses the observation method so that the instrument used is the child's observation sheet. The things that will be observed in the game of throwing and catching the ball are: balance, strength, coordination, agility. The research instruments are arranged as follows:

Table. 1. Core Competencies (KI) and Basic Competencies (KD) of Children's Gross Motor Development

Your Competencies (KI)	Basic Competencies (KD)
KI-3. Recognizing self, family, friends, educators, and/or caregivers. Recognizing the surrounding environment, technology, art, and culture at home, playgrounds, and PAUD units by observing, with the senses (seeing, hearing, collecting information, processing information/associating, and communicating through play activities.	3.3. Know the body parts, their functions, and move them for gross motor development and fine motor skills.
KI-4. Showing what is known, felt, needed, and thought. through language, music, movement, and work in a productive and creative manner, as well as reflect the behavior of children with noble morals.	4.3. Using members body for motor development rough and smooth.

Table. 2. Indicators of Children's Gross Motor Development Achievement

Variables	Sub-sub Variabel	Indicator
Ability gross motor skills	Balance	The child can maintain the position body
	Strength	Children throw and catch on target
	Flexibility	Children throw and catch freely

Next, the data obtained during the learning process was analyzed using a percentage technique to improve children's fine motor development using the formula put forward as follows:

$$P = \frac{F}{N} X 100$$

Figure 3. Gross Motor Development Analysis Formula for Children

Information:
P = Percentage result
F = Number of students who completed
N = Amount of frequencies / number of individuals
100% = Fixed number

Children's motor development activities are said to increase if the percentage of children's activity results increases from the results of subsequent observations. The increase in children's activities is determined based on the following criteria:
75%-100% : Very Well Developed (BSB)
50%-75% : Developing as Expected (BSH)
25%-50% : Starting to Grow (MB)
0% -25% : Not Yet Developed (BB)

RESULTS AND DISCUSSION

Findings Data

Precycle

Pre-cycle in the context of classroom action research (CAR) or research involving cycles, means the stage or activity carried out before the first cycle begins. The goal is to understand the initial conditions that will be the

baseline or starting point for comparing research results with conditions after the action or intervention is implemented.

This observation was conducted to find problems experienced by students in the development of children's gross motor skills. The results of the observation showed that the learning carried out did not make students active, even some students looked bored and began to not pay attention to what the teacher explained.

The initial conditions before the action were taken showed that the child's gross motor skills were relatively low. The results were obtained from observations, the results of the observations obtained were as follows:

Table 3. Observation Results of Gross Motor Development of Pre-Cycle Children

Aspect	BSB (4)	BSH (3)	MB (2)	BB (1)
Balance	0%	18%	28 %	35%
Strength	0%	16%	25 %	30%
Flexibility	0%	16%	28 %	35%

The results of the observations above can be concluded that the value of the gross motor aspect of children with a total of 33 children in group B in RA Darussalam NW indicates the criteria are not yet developed with a value of more than 16% - 35%.

Graphically it can be presented as follows:

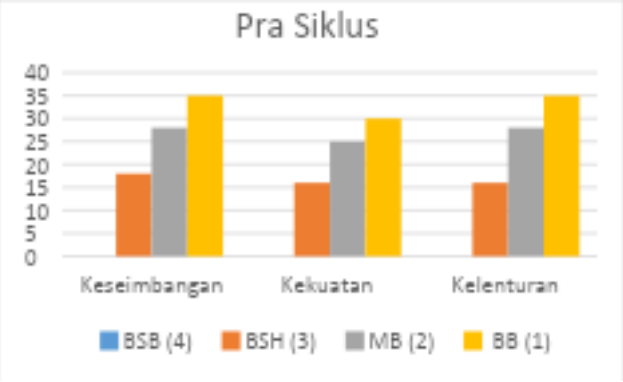

Figure 4. Results of Observations on Gross Motor Development of Pre-Cycle Children

Cycle 1

Actions in Cycle I were carried out in two meetings. Learning was carried out for 2 lesson hours (2x 60 minutes) starting at 7.30 WIB. This cycle uses four stages, namely planning, implementation, observation and reflection. The results of this reflection are used as a basis for determining corrective actions in the next cycle.

Table. 4. Results of Children's Gross Motor Development in Cycle 1

Aspect Rated	Criteria (Score)	S1 P1	S1 P2
Balance	BSB (4)	0	0,1667
	BSH (3)	50%	41,67 %
	MB (2)	16,67 %	16,67 %
	BB (1)	33,33 %	25%
Rate-rate		2	2,5
Presentation		54,16 %	62.5%
Strength	BSB (4)	0%	8,33%
	BSH (3)	41,67 %	33,33 %
	MB (2)	25%	33,33 %
	BB (1)	33,33 %	25%
Rate-rate		2,08	2,25
Presentation		52,08 %	56,25 %
Flexibility	BSB (4)	0%	16,67 %
	BSH (3)	41,67 %	41,67 %
	MB (2)	25%	16,67 %
	BB (1)	33,33 %	25%
Rate-rate		2,08	2,5
Presentation		52,08 %	62,50 %

Cycle 2

Actions in Cycle II were carried out in two meetings. Learning was carried out for 2 lesson hours (2 x 60 minutes) starting at 7.30 WIB. Learning activities were carried out according to the RPPH. This cycle uses four stages, namely

planning, implementation, observation and reflection. The results of this reflection are used as the basis for determining corrective actions in the next cycle.

Table 5. Results of Children's Gross Motor Development in Cycle 2

Aspect Rated	**Criteria (Score)**	**S2 P1**	**S2 P2**
Balance	BSB (4)	0,3333	0,4167
	BSH (3)	42%	33,33 %
	MB (2)	16,67 %	25,00 %
	BB (1)	8,33%	-
Rate-rate		3,16	3,16
Presentation		79,16 %	0,7916
Strength	BSB (4)	25%	33,33 %
	BSH (3)	33,33 %	33,33 %
	MB (2)	33%	33,33 %
	BB (1)	8,33%	-
Rate-rate		2,75	3
Presentation		68,75 %	75,00 %
Flexibility	BSB (4)	25%	41,67 %
	BSH (3)	41,67 %	33,33 %
	MB (2)	25%	25,00 %
	BB (1)	8,33%	-
Rate-rate		2,83	3,16
Presentation		70,83 %	79,16 %

The results above can be illustrated with a diagram, to clarify the increase and decrease of each aspect in each cycle and meeting that has been done. The increase and decrease diagram can be seen as follows:

Figure 5. Results of Observations on Gross Motor Development of Pre-Cycle Children

DISCUSSION

Based on the table and cycle graph above, the results of children's gross motor achievement in the aspect of balance in paying attention to their body position from 33 children obtained an increase of 37.5%, which means that in each cycle and each meeting the criteria with the highest score increased. For the strength aspect in the entire cycle and meeting there was an increase of 37.5%, and in the flexibility spec there was an increase of 39.66%. Each aspect is explained to have experienced a fairly high increase, in the aspect of balance for the BSB criteria there was an increase of 25%, meaning that the child's balance developed very well, which initially the child's balance score was 1.66 at the end of the meeting they obtained an average score of 3.16. In the second aspect, namely strength for the BSB criteria, there was an increase of 25%, meaning that the child's strength developed very well, which initially in the pre-cycle obtained an average value of 1.58 at the end of the meeting, there was an increase with an average value of 3. And for the third aspect, namely flexibility for the BSB criteria, there was an increase of 25%, meaning that the child's body flexibility developed very well with an average value obtained of 3.16 from the initial average value of 1.58.

This shows that playing activities with the method of demonstration of throwing and catching balls can improve children's gross motor skills. This is in line with Sunarmi's opinion, that throwing and catching balls is one of the games that can be used to improve children's gross motor skills. A similar thing was also stated by Sukamti, that to improve children's body balance, educators or parents can use activities of

throwing balls, catching balls, and walking on a bridge.

Improving gross motor skills in catching and throwing games is also very useful for increasing children's physical strength. This is in line with Ginting and Ray's opinion that in playing throwing and catching games, children are trained to use arm and hand strength and are trained to coordinate several elements of movement. Indriana argues that learning through playing can also improve children's motor skills, both in terms of balance, strength, and flexibility of the muscles of the limbs.

In addition to flexibility and strength, throwing and catching the ball also increases the flexibility of the child's body. This is supported by Novitasari's opinion that training the strength and balance of the child's body can be done by training the child through games that involve movements.

In terms of flexibility, improving gross motor skills can also be done by playing games that require body movement. This is supported by Mutiah's opinion, games can contribute to improving children's motor skills, both gross motor skills and fine motor skills. Interesting games according to Peters are also very much needed by children, this can improve kinesthetic intelligence in early childhood.

CONCLUSION

Playing throwing and catching balls is very beneficial for children's development, especially motor development. Children can see direct examples from teachers in playing and throwing balls. These benefits include: 1) Playing catching and throwing balls can improve children's body balance in carrying out daily activities, by playing throwing and catching balls children are trained to balance their bodies in playing so as not to fall by looking at the position of their feet and hands. 2) Playing catching and throwing balls can improve children's arm and hand strength, because by playing throwing and catching children's arms and hands practice carrying loads. 3) Playing catching and throwing balls can also improve children's muscle flexibility. By practicing movements, children's muscle flexibility increases every day.

The results of this study quantitatively are that in the balance aspect, 54.16% in cycle 1, meeting 1 experienced an increase of 62.5% in the 2nd meeting. The strength aspect in cycle 1, meeting 1 0.5208% experienced an increase of 0.5625% in the 2nd meeting. The flexibility aspect in cycle 1, meeting 1 0.5208% experienced an increase in the 2nd meeting, namely 0.625%.

While in cycle 2 meeting 1 79.16% experienced a decrease in the 2nd meeting 0.7916%. The strength aspect at meeting 1 cycle 2, namely 68.75%, experienced an increase in the 2nd meeting, namely 75.00%. The flexibility aspect at meeting 1 cycle 2 had a value of 70.83%

and experienced an increase of 79.16% at the 2nd meeting.

SUGGESTION

Based on the research results, conclusions and implications, There is some suggestions can be submitted researcher :

1. To develop motor skills in early childhood, activities can be implemented through games.
2. Learning through games makes young children enjoy and enjoy following the lesson material presented by the teacher.
3. Teachers should be more creative in creating new forms of games so that children are not fed up with the games being played.
4. For children who successfully play or actively participate in the game, the teacher gives a reward, for example in the form of magic words or an award in the form of a gift.
5. Build and guide more intensively for children who are shy or lazy to move.

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