

APPLICATION OF COLOR TRICK CIRCUIT GAME TO IMPROVE GROUP A GROSS MOTOR ABILITY IN KARTIKA IV-79 KINDERGARTEN, MALANG

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Abstract: This research was conducted to apply a color trick circuit game that aims to improve children's gross motor skills. This study was conducted at TK Kartika IV-79 Malang by using classroom action research using the Arikunto class action research model. The results showed that the color trick circuit game can improve the gross motor skills of children. The results of the increase in gross motor skills from pre-action to cycle I on the elements of strength, balance, and accuracy were 33.33%, and the element of agility was 22.22%. Furthermore, the increase of the action of the cycle I to cycle II on the element of strength is 44.44%, in the element of agility and balance of 55.55%, the element of accuracy is 44.44%. It was concluded, the color trick circuit game could improve the gross motoric abilities of group a children in TK Kartika IV-79 Malang.

Keywords: colour trick circuit, gross motor ability, action research.

INTRODUCTION

Law number 20 of 2003 concerning the National Education System in chapter 1 article 1 paragraph 14 emphasizes that early childhood education is a coaching effort aimed at children from birth until the age of six carried out through the provision of educational stimuli to help physical growth and development and spiritual so that children have the readiness to enter further education (Mursid, 2016). The Regulation of Law number 20 of 2003 concerning the National Education System states that one of the educational stimuli provided for children is physical growth which includes fine motor and gross motor skills. Gross motoric is a physical activity that involves large muscles such as crawling, rolling, crawling, sitting, standing, walking, running, jumping, and various kicking activities, and throwing and catching. The more children become adults, the more varied their ability to move (Nurani & Sujiono, 2010). It can be concluded that the provision of stimulation for the physical development of children is very necessary because the growing growth and development of muscles can affect the gross motor abilities of children at every stage of age.

As for the results of observations made at TK Kartika IV-79 Malang in the fourth week of November 2018, there were several problems. There are 6 out of 11 children who have not reached the elements of strength and balance, 5 out of 11 children have not reached the elements of agility and accuracy. According to the Law on Education and Culture of the Republic of Indonesia that the ideal conditions are characteristic of the level of achievement of gross motor development for children aged 4-5 years including 1. Able to imitate animal movements, wind-blown trees, airplanes, and so on, 2. Perform swinging movements, 3. Doing jumping, jumping, and running in a

coordinated manner, 4. Throwing things in a directional direction, 5. Catching things appropriately, 6. Making anticipatory movements, 7. Kicking things in a directed direction, 8. Utilizing a game outside the classroom. Based on the exposure to real conditions and a series of activities undertaken for motor development, it can be concluded that the gross motor skills of children in group A in TK Kartika IV-79 Malang have not been reached optimally.

Children aged 4-5 years like a game that involves all members of the body to do the desired movements. Bettelheim (in Hurlock, 1978) explains that the game is an activity characterized by rules that are agreed to by the terms and regulations that are held from outside to utilize the activities of the game in the desired way, and in addition to the pleasure of children learning from a game. In this regard, the researchers chose a game that can create a sense of pleasure, increase children's independence, increase knowledge, and improve children's optimal gross motor skills.

Based on the results of research conducted by (Astuti, 2016) on "The Development of Color Trick Circuit Games in Motor Physical Learning of Children 4-5 Years Old in Malang" that this game can improve the physical learning of motor children aged 4-5 years. The results of the study explained that the color trick circuit game with a percentage of 90.47% is easy to do, 100% safe to use, 100% makes children feel happy, and 94.57% can improve children's gross motor skills. One alternative to solving the problem is by applying a color trick circuit game to improve the gross motor skills of children in group A TK Kartika IV-79 Malang. In addition to increasing gross motor skills, this game can also increase children's confidence, independence, and increase children's knowledge by introducing basic colors.

METHOD

Classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together (Arikunto, 2007). The research approach used in this study is quantitative and qualitative. According to (Arikunto 2007) there are four important stages in action research, namely: 1. Planning, is the initial step taken by researchers to design an action that will be carried out to achieve the research objectives, 2. implementation, is the implementation of action planning, 3 observations, stages to observe children's activities in conducting gross motor learning, and 4. Reflection is an activity to restate what researchers have done that aims to process the data obtained at the time of observing. The four stages in the study are elements to form a cycle and the cycle takes place repeatedly. If the first cycle has been carried out, but the teacher still finds new problems or old problems that cannot be resolved, then it can be continued in the second cycle with the same steps in the first cycle.

The subjects of this class action research trial were classroom teachers and children of group A TK Kartika IV-79 Malang. The types of data obtained in this research are qualitative and

quantitative. Qualitative data is data obtained from observations of teacher activities and interviews with class teachers in each cycle, as well as children's field notes. Quantitative data were obtained from the observation sheet of children's gross motor skills classically collected from the child's performance assessment sheet.

Data collection instruments used in this classroom action research were observation sheets of teacher activities, observation sheets of children's gross motor skills, field notes sheets, interview sheets, and documentation. The data analysis technique was carried out qualitatively and quantitatively. Qualitative data is carried out through 3 stages according to Miles and Huberman (Sugiyono, 2015), these 3 stages include 1. Reduction of data which means summarizing, choosing main points, focusing on important things, and simplifying data, until data compilation, 2. The presentation of data is the compilation of information obtained from data reduction that allows the conclusion and action-taking, 3. Drawing conclusions include the search for meaning and meaning of the data being tested as well as explaining. Quantitative data will be obtained from the observation sheet of gross motor skills of children using the formula from Sudijono, 2012 with the modification of researchers as follows:

$$\text{Percentage of class achievement} = \frac{\text{Number of children reached}}{\text{The total number of children}} \times 100\%$$

After getting the results of the data processed using the formula above, the data obtained are matched with the criteria for the class's level of ignorance presented in table 1 as follows.

Table 1. Class Achievement Level Criteria

Interval	Explanation
85%-100%	Very good
70%-84%	Well
55%-69%	Enough
0%-54%	Less

Source: (Arikunto & Safrudin Abdul Jabar, 2010) with modification from researchers

RESULT

Pre-Action

Based on data collection from this class action research the results obtained by the gross motor abilities of children in pre-action are as follows: 1) BSB criteria in the element of strength there are no children who meet the achievement with a percentage of 0%, 2) BSB criteria in the element of agility there is 1 child who meets achievement with a percentage of 11.11%, 3) BSB criteria in the element of balance there are no children who meet the achievement with a percentage of 0%, 4) BSB criteria in the element of accuracy there are no children who meet the achievement with a percentage of 0%. The results of the pre-action data are known that the elements of strength,

agility, balance, and accuracy do not meet the class achievement standards set by the researcher that is $\geq 70\%$.

After observing the pre-action activities, it is known that the gross motor abilities of children which include the elements of strength, agility, balance, and accuracy are still underdeveloped and need an increase. This is because several factors cause gross motor skills have not yet developed including 1) children lack the opportunity to play outdoors in gross motor learning, 2) lack of innovation from the teacher in packaging learning to improve children's gross motor skills, 3) learning activities related to gross motoric activities are only done through morning exercises, relaxing walks on Saturdays, and playing in the classroom. Therefore it is necessary for the first cycle of action with the aim that the elements of gross motor abilities of children especially the elements of strength, agility, balance, and accuracy can develop.

Cycle I

Based on data collection from this class action research the results obtained by the gross motor skills of children in the first cycle are as follows: 1) BSB criteria in the first meeting strength elements there are 1 children who meet the achievement with a percentage of 11.11%, at the second meeting there are 3 children who meet achievement with a percentage of 33.33%, 2) BSB criteria in the agility of the first meeting there are 2 children who meet the achievement with a percentage of 22.22%, there are 3 children in the second meeting who meet the achievement with a percentage of 33.33%, 3) BSB criteria in the balance element there are 2 children in the first meeting who meet the achievement with a percentage of 22.22%, there are 3 second meetings with a percentage of 33.33%, 4) BSB criteria in the accuracy element there are 2 children at the first meeting who meet the achievement with a percentage of 22.22 %, there were 3 children in the second meeting who met the achievement with a percentage of 33.33%.

After evaluating during the first cycle, there are still some shortcomings so there needs to be an improvement in the implementation of the next cycle. Weaknesses in the implementation of the first cycle include: 1) stepping board in the first activity that is jumping using one foot (crank) only amounted to two so that many children are in a hurry when doing these activities, 2) zigzag running routes used at post two are not arranged straight thus making it difficult for children to run in zigzag, 3) the game is done by two children simultaneously becomes not conducive, because children interpret that the game is completed.

Based on the explanation, it can be concluded that the result of class firstness in the first cycle chosen by the researcher for the best value is the second cycle in the first meeting. In the results of the second meeting, it was found that the elements of strength, agility, balance, and accuracy did not meet the class achievement standards set by the researchers, namely $\geq 70\%$. Therefore there

needs to be an improvement for the next cycle with the aim that the elements of the child's gross motor abilities especially the elements of strength, agility, balance, and accuracy can develop optimally.

Cycle II

Based on the data collected from this class action research the results of the gross motor skills of the children in cycle II are as follows: 1) BSB criteria for the strength of the first meeting 5 children meet the achievement with a percentage of 55.55%, there are 7 children in the second meeting meet the achievement with a percentage of 77.77%, 2) BSB criteria in the agility of the first meeting there are 4 children who meet the achievement with a percentage of 44.44%, there are 8 children in the second meeting who meet the achievement with a percentage of 88.88%, 3) BSB criteria in the balance element there are 5 children who meet the achievement with a percentage of 55.55%, there are 8 children in the second meeting with a percentage of 88.88%, 4) BSB criteria in the element of accuracy there are 5 children who meet the achievement with a percentage of 55.55%, there are 7 children in the second meeting with a percentage of 77.77%.

The results obtained from the application of the color trick circuit game in cycle II are as follows: 1) the child has understood the rules and steps of the color trick circuit game very well, 2) the child can carry out the color trick circuit game properly and correctly, 3) the results of the cycle II has a very good learning achievement compared to the results of cycle I. Because it has met the target, the application of the color trick circuit game was stopped on the second cycle meeting two. Based on this explanation, it can be concluded that the results of class obscurity in the second cycle chosen by researchers for the best value are the second cycle in the second meeting. In the results of the second meeting, it was found that the elements of strength, agility, balance, and accuracy had met the class achievement standards set by the researcher that was $\geq 70\%$. So it can be concluded that the gross motor abilities of children in cycle II are already well developed.

RESULT

The color trick circuit game is applied to improve gross motor skills. Activities in this color trick circuit game include 1. Strength, the child jumps using one foot (crank), 2. Agility, the child runs zigzags, 3. Balance walks on the boardwalk and 4. Accuracy runs sticking flags and mentions color names use English. This is reinforced by indicators of aspects of gross motor development of children aged 4-5 years according to Law No. Permendikbud. 146 of 2014 include 1. carrying out activities that show the child can move to jump, jumping, and running in a coordinated manner, 2. carrying out activities that show the child can perform anticipatory movements, and 3. using play equipment outside the classroom. This is in line with the opinion of (Nurani & Sujiono, 2010) that gross motor activities are gestures that involve large muscles such as crawling, rolling, crawling,

sitting, standing, walking, running, jumping, and various kicking activities and throwing and catching activities.

In cycle I, several factors cause the color trick circuit game has not run by the expectations of researchers, including 1. stepping board on the first activity that is jumping using one foot only amounted to two so that many children are in a hurry when doing the crank, 2. zigzag running route used at post two is not arranged straight so that makes children confused through it, 3. the game is done by two children simultaneously becomes not conducive because children interpret that the game competes. After knowing these factors the researchers made improvements including 1. Changes in the way the circuit trick color game is played individually, this is by the opinion of Hurlock (1978) that early childhood prefers individual games because in the type of individual play can improve the ability aspects of development and meet the needs of individual children, 2. Adding 1 stepping board at post 1 so that there are 3 steps, 3. Improving the tube route to be straight to make it easier for children to run zigzags.

After the improvements applied in cycle II, the researchers saw the results of children's gross motor skills including 1. The game made by one child makes the playing environment more conducive than before so that the child's gross motor skills develop optimally, 2. Most children can jump using one foot (crank) properly and correctly after adding a footing board, 3. The children's zigzag running activity at post two has been carried out properly and correctly after the change of the tube route becomes straight. As for the changes in cycle II, the child has understood the steps and rules in the color trick circuit game, besides that it can increase children's confidence, train children to be patient waiting for their turn to play.

As for the results of the increase from pre-action to the first cycle as follows the results for the BSB criteria in the strength element obtained data of 33.33%, in the agility element of 22.22%, in the balance element of 33.33%, and the precision element of 33, 33%. One of the factors that influence the increase is the game that is applied to children as a means to stimulate gross motor skills, especially in the elements of strength, agility, balance, and accuracy. This is by the opinion of (Mutiah, 2010) who explained that children's play is a means to measure the abilities and potentials owned such as using objects that are around and understanding the events that take place.

The following is a data increase in gross motor skills from cycle I to cycle II after the improvement. The results obtained from the BSB criteria on the strength element reached 44.44%, the agility element reached 55.55%, the balance element reached 55.55%, and the accuracy element reached 44.44%. Through the color, trick circuit games can improve the gross motor skills of group A children in TK Kartika IV-79 Malang. This is by previous research conducted by (Astuti, 2016) on "The Development of Color Trick Circuit Games in Motoric Learning for Children 4-5 Years Old in Malang" that this game aims to improve the gross motor skills of children aged 4-5 years

including 1 the element of strength by jumping using one foot (crank) on the footing board three times, this is in line with the opinion of Sajoto (1988) which means that strength is a component of a person's physical condition about his ability to use muscles to accept the burden at work, 2 The element of agility, namely zigzag running through the route that has been provided, according to the opinion of (Mochamad, 1988) which states that agility is the ability of someone to move fast, one of the activities to do fast motion is to run zigzag. 3. an element of balance by carrying out walking activities on a boardwalk, and 4. an element of accuracy, the child is asked to take and stick a color flag into the same tube, then the child is asked to mention English from the color that the child gets.

CONCLUSION

The application of the color trick circuit runs well, this is evidenced by the many children who are enthusiastic, enthusiastic when the game takes place, able to obey the rules and understand the steps of the game properly and correctly. The level of class achievement criteria set by the researcher is if the results of children's gross motor skills have reached a percentage of $\geq 70\%$. The gross motor skills of children in cycle II obtained the results: a. for BSB criteria on the element of strength reaches 77.77%, b. BSB criteria on the element of agility reach a percentage of 88.88%, c. BSB criteria for the balance element reached 88.88%, d. BSB criteria on the element of accuracy reached 77.77%. The results of the second cycle have reached the specified achievement criteria. It was concluded, that after the application of the color trick circuit game, the child's gross motor skills improved.

For the teacher, it is recommended to apply the color trick circuit game to the gross motor learning of group A children by explaining the steps of the game clearly and the rules of the game that are repeated, and adding some interesting and fun activities for the child. For schools, it is suggested to be able to socialize to other PAUD institutions regarding learning models in improving the gross motor skills of group A children by using the color trick circuit game. For further researchers, it is expected to improve media more precisely by adjusting the age level of the child and implementing the type of game that suits your needs.

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