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ROUGH IN MOTORCYCLE DEVELOPMENT THROUGH GAMES THROWING AND CATCHING BALLS IN GROUP A PPT MATAHARI GUNUNGSARI SURABAYA

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Abstract : Ball games are an activity to play with ball media that can improve children's gross motor skills. This game is one game that is very easy and loved by children. The purpose of this study was to find out how the implementation of the game of throwing and catching balls in developing gross motoric in group A in PPT Matahari Gunungsari Surabaya. The research method used is classroom action research (CAR), with a number of 2 cycles. The research subjects were group A children in Matahari Gunungsari Surabaya PPT 2017-2018 school year. Data collection techniques include observation and documentation. Data analysis techniques used qualitative descriptive techniques. The results showed that in the pre cycle almost 70% of children aged 2-3 years at Matahari PPT still did not develop as expected. In the first cycle the results are still not maximal, because in its implementation educators still lack interaction with children. Whereas in the second cycle the results are in line with expectations because in its implementation educators use the time of concentration of children.

Keywords ; Rough Motor Development, Ball Games.

Abstract: Ball Games is a playing activity using ball as a medium which can increase the children hard motoric skill competence. This is an easy game and loved by the children. The purpose of implementing that throwing and catching the ball in developing motoric skills in the Gunungsari Surabaya Group PPT Group A of PPT. The research method used by Classroom Action Research is conducting in 2 cycles. The subject research is children of Matahari Group A in PPT Gunungsari Surabaya in academic year 2017-2018. The collection data techniques are observation and documentation. Analyzing techniques used are descriptive descriptive techniques. Research result shows in pre cycle that almost 70% of 2-3 years old children in PPT Matahari Gunungsari Surabaya do not develop as the target. The result in cycle 1 is not good because the researcher does not have interaction with the children. The result of cycle 2 is as a wish, the researcher used the children concentration competence in implementing the game.

Key word : developing of hard motoric skills, ball games

I. INTRODUCTION

Early childhood education (PAUD) is an education that is given to children aged 0-8 years. At this time it was called the "*gold period*" that is the child is in a golden period of growth and development. Early childhood is seen as having a different creativity compared to the ages that follow. This is because the growth and development of children in this period moves quickly and is the basis for the development of the next stage (Jawati, R., 2013).

Growth and development of children during the "*gold period*" moves quickly and is the basis for the development of the next stage. Children cannot be separated from activities that make themselves feel happy. They can express joy, excitement and pleasure through playing, because the child's world is indeed the world of play. But not every parent knows the true benefits of a game. Some parents don't like their children playing because playing according to some parents only spends their time in vain. They always demand their children to study and study. Whereas in fact early childhood should be given a lot of time to play, because the world of children is the world of playing while learning (Jawati, R. (2013)

Early childhood in the PPT Matahari experiences some obstacles in developing

their motor skills. In addition, there are still few schools that have been used optimally, but the learning media used to improve early childhood motorbikes are still small, some games that are supposed to be outside the classroom to support children's activities are also still limited. Children who are older and have greater posture can throw and catch the ball, while children who are younger still look less capable and still need practice and guidance in carrying out,

according to the opinion (Hurlock 1978: 151), in children's learning early age, the material taught by the teacher to students must be in accordance with the existing curriculum or used by the school, due to material mismatch with the existing curriculum, it can influence the lack of optimism of a learning goal. As is known that the hand has an important role for humans, if the hand is not trained properly, the hand may become stiff and not grow optimally if there is no training. So hands must be trained continuously. Various motor activities that use hands, wrists and fingers are predictable developments. Through play it is expected that children can concentrate more on agility skills such as throwing and catching balls where the hands will often be used when playing.

Playing can be done in various forms, one of them is playing throwing

and catching balls. In gross motoric improvement, 2-3 years old children can use playing media that is very easy to find and find in the field, such as *puzzles*, balls and other light objects that are not burdensome to children.

METHODS

This study uses observational Classroom Action Research (CAR) . According to Arikunto (2015: 2) Classroom Action Research or CAR is a type of research that both processes and results, which conduct CAR in its class to improve the quality of learning. Classroom Action Research (CAR) or Classroom Action Research (CAR) can simply be interpreted as research conducted in the classroom (Wardoyo, 2013: 2).

According to McNiff (in Kanca, 2010: 108), looking at "CAR as a form of reference research conducted by the teacher himself, the results can be used as a tool for curriculum development, school development, and development of teaching skills". From some of the opinions above, it can be concluded, the definition of classroom action research (CAR) is research carried out with a variety of specific actions that aim to improve and improve the practice of learning in the classroom.

In this action research using the form of educator as a researcher, the person in

full charge of this research is an educator. The main purpose of this action research is to improve motor skills in children aged 3-4 years, where educators are fully involved in research ranging from planning, action, observation and reflection. In this study researchers did not cooperate with anyone, the presence of researchers as educators and as teachers still carried out teaching and learning activities as usual, so that students did not know if they were being studied.

RESULTS AND DISCUSSION

After observing, evaluating and discussing the two cycles in the CAR (Classroom Action Research) that had been carried out, it was concluded that the increase in the gross motor skills of children in Matahari PPT had met the expectations of the researchers when compared with the child's previous motor skills. Learning in cycle I and cycle II that has been done shows a good indication in improving gross motor skills in the Sun PPT. This can be evidenced by the data obtained by researchers that showed an improvement after the learning process.

Initial conditions there are still many children who do not understand ball games, based on pre-cycle research, the increase in gross motor skills of children in Sun PPT reaches 30% before action is taken. 3 children develop according to

expectations (BSH) and 7 children begin to develop (MB)

In cycle I the increase in gross motoric of children in Matahari PPT still reaches 30% with a value of 2, based on the ability of children to catch the ball, throw the ball as far as 2 meters and throw the ball 3 meter Before conducting an assessment, the researcher prepares the steps to play ball and explains to the children about the activities of throwing and catching the ball. The learning has succeeded 60%. With details of 4 children starting to develop (MB), 6 children developing according to expectations (BSH). The data strongly shows that the ³ gross motor skills of children are included in the criteria of not good. From these results requires a method that is able to provide opportunities for children to experience activities directly that can improve gross motor skills. By doing an action in the form of playing activities the child becomes interested and happy to do activities. The cause of not achieving the assessment criteria in cycle I, children still look stiff and afraid if their throws and catches are not on target, so they do not concentrate when the educator gives an explanation.

In the second cycle the increase in gross motor skills of children in the Sun PPT has reached 80% with a value of 3, this increase indicates the success has

already met the expected criteria. What researchers have done in improving children's gross motorbike in the second cycle is to improve learning by paying attention to the condition of children aged 2-3 years when playing ball. Paying attention to the condition of the child means using the power of concentration of 2-3 years old children who only 10 minutes pay attention to something comfortable.

Through playing throwing and catching a ball, it can stimulate ¹ the child's gross motor skills because the child is playing directly. In rough motoric training children through playing throwing and catching the ball, given learning because the child is still at an early age, because at an early age the gross motor skills of children will increase if given good stimulation. This was corroborated by Hurlock (1978: 156) who said that childhood is often called the "ideal moment" to learn motor skills.

Sun PPT ¹ researchers and teachers discussed how to improve children's gross motor skills by playing throwing and catching balls as an effort ¹ to improve children's gross motor skills that show positive things. Where after the researcher conducted observations and evaluations of the two cycles of action that had been carried out the results showed that through playing throwing and catching gross motor

ball, the child increased. This is evidenced by the increase in gross motor skills of children which increases significantly.

The implementation of learning compiled by researchers in general is almost the same as that implemented by the teacher. At the end of the action the researcher and the teacher discuss each other's observations and then reflect on what steps to take next. The study ended in cycle II because in cycle II the gross motor skills of children had experienced an increase in accordance with the success indicators in this study.

Based on research conducted in the Integrated Sun Post Gunudari Gunungsari Surabaya, a research result can be obtained that in the enthusiastic Pre-Action the child is still not visible, can be seen from the learning process. Furthermore, in the first cycle there are still many children who cannot catch the ball, throw the ball as far as 2 meters and throw the ball as far as 3 meters. But in the second cycle the atmosphere of the learning process is very communicative because of the enthusiasm of students in responding to the ball learning media, so that success criteria can be achieved.

In the learning process starting from cycle I and cycle II students use the method of playing with ball media to be able to improve the child's gross motor skills in catching the ball, throwing the

ball as far as 2 meters and throwing the ball as far as 3 meters. Evidenced by the results that are very different from the first meeting or initial conditions. With the results of a much improved ability shows that through ball games can improve children's motor skills and are very influential on optimal learning outcomes.

Advice Through playing throwing and catching the ball that is applied to learning activities can help in improving the gross motor skills of children, so that the gross motor skills of children experience development in accordance with the stages of development.

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