

The Effect of Makdanda Traditional Game On Children's Rude Motorcycle Capability

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Abstract. The purpose of the study was to determine the effect of traditional games on the gross motor skills of children. The approach used in this study is a quantitative approach with a type of simple experimental research (pre-experimental designs). The research design is One Group Pretest-posttest design with a population of 14 children. Data collection techniques are carried out by conducting observation and documentation techniques. The procedure for collecting data is planning, pretesting, giving treatment, giving posttest and analyzing results. The data analysis technique used is nonparametric statistics using the Wilcoxon Signed Rank Test analysis. The results of hypothesis testing using the Wilcoxon different test show that there is an influence of gross motoric abilities of children by using traditional makdanda. The table of T-count values obtained is 102 and T-table is 21, then the results of t-count (102) > T-table (21), H1 are accepted and H0 is rejected, which means there is an influence of traditional play on the gross motor skills of children.

Keywords: Traditional Games, Gross Motor Skills, Makdanda.

1. Introduction

Early childhood education is the level of education before the level of basic education. In this case it is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help growth and physical and spiritual development. So that children have readiness in entering further education, which is held on formal, non-formal, and informal channels. At the age of 2-6 years is the golden age (the golden age) for a child, where the development and growth of children in the future is strongly influenced by life at the age of 2-6 years. This period will make a major contribution to future developments. One very important thing to note is the extent to which children are in mastering motor skills. This is because mastery of motor skills in childhood will greatly affect the subsequent development.

Motor Development is the development of controlling body movements through coordinated activities between the nervous system, muscles, brain, and spinal cord. Motor development is the development of the ability to do / respond to things, increasing age also increases motor skills. To develop motor skills, children carry out various activities. These activities can be done formally or informally, examples of formal activities such as gymnastics at school, and examples of their informal activities are various games performed by children. Zellert (Jenice, 2013). Coarse motorism can develop through movements such as jumping, running and playing in which there are movements that can stimulate the development of large muscles such as traditional games down which depict cultural values. Cultural values are orientations and guidelines for behavior that animates a culture in the form of morals, ethics, attitudes, mental, behavioral patterns that perpetuate in people's daily lives. According to Kuntjaraningrat (1980) in every society both complex and still simple there are a number of cultural values that are related to one another so that it is a system and system as a guideline of ideal concepts in culture that provide a strong driver of the direction of people's lives the community (Hafid, 1997).

In essence folk games are a form of folklore. Folklore itself is a traditional culture of a community group that is inherited verbally and is anonymous. The outline of folk games can be divided into two, namely children's games and adult games. According to Hafid (Brunvand, 1968) folk games can be categorized based on gestures such as running and jumping or based on simple social activities such as chasing, hiding and fighting which stimulates large muscles working in the body of children who can develop gross motor skills of children. This study will discuss the gross motoric development of children as we know that gross motor skills are very important for the growth of children in the present and future. Gross motor skills can make children more confident in the level of action they do, helping children to be more independent and able to show their physical skills.

Based on observations in children and interviews conducted with educators in kindergarten some children have difficulty with their gross motor skills. Children have difficulty moving their bodies, they have not been

able to follow the movements exhibited by educators. Some activities that are still difficult for children to do include jumping while holding the waist, balance the child is still lacking when standing on one leg and slow to move when playing both outdoors and indoors, the researchers concluded that the low gross motor skills of children due to learning focusing on gesture coordination is rarely done. This is because it rarely gives an activity that can train a child's body pattern, besides that children are rarely interested in doing a pattern of movement. Children are not used to doing movements that coordinate their hands and feet. Therefore, the researchers took the initiative to provide traditional games that can improve the gross motor skills of children, considering traditional games that are rarely played by children today who spend more time playing with increasingly modern technology.

2. Research Methods

The approach used in this study is a quantitative approach. There are two variables examined in this study, namely the independent variable and the dependent variable. The independent variable, which is the variable that influences the traditional game, and the dependent variable is the variable that is influenced by the gross motor skills of the child. This study uses an experimental research design, One Group Pretest-Posttest Design with the aim of comparing the conditions after treatment with the conditions before treatment.

3. Result And Discussion

3.1. The gross motoric abilities of children before performing traditional games are a sign

The results showed that for the jumping movement while holding the waist there were 6 children with a percentage of 43% of children who were still unable to do jumping things can be seen when the child jumped the child also tended to take off his hand. And 8 children with a percentage of 57% are able to make a jump movement while holding the waist. For the movement to walk forward while holding the waist, there are 3 children with a percentage of 21% who are still unable to do the movement properly. Seen when observations are made, children often release their hands to the side to focus on their feet to walk. They have not been able to do both movements simultaneously. However, 11 children with a percentage of 79% have been quite capable of doing the movement, even though the child still needs direction from the educator.

In one leg standing motion for 10 counts, there are 2 children with a percentage of 14% who are less able to do the movement properly. Can be seen when the child has not been able to hold his body for 10 counts standing on one leg, the foot that is lifted is still often because the child occasionally almost falls. However, 12 children with a percentage of 86% have been able to do the movement well. This can be seen when the child has been able to hold his body by standing one foot without falling. In a bent motion while holding the toe, there are 4 children with a percentage of 29% who are less able to do the movement. This is seen when the child has not been able to bend the body properly and the hand has not been able to hold the toe until the specified time limit. However, there were 10 other children with a percentage of 71% who were quite capable of carrying out the movement even though to bend their body was still assisted by educators.

In the movement of swinging the hand sideways without changing places, there are 10 children with a percentage of 71% who are still not able to do the movement well because the child is still unable to direct and control his hand to the side. However, 4 children with a percentage of 29% had been able to do the movement enough. Seen when the child is directed to swing his hand to the side, the child is able to control his hand and not only move the body left and right. In a motion resting on one leg and resting on the knee, there are 8 children with a percentage of 57% who are still not able to do the movement well. Children still have difficulty in stretching their legs, they often lose balance when they want to hold their knees. However, 6 children with a percentage of 43% have been able to carry out the movement enough, this is seen from observations made indicating that the child has been able to hold his body on his knees. From the description above, it can be seen that out of the 4 items of activity that have been given to the child at the pretest stage, the child can be categorized as still unable to do some gross motor movements.

3.2. The gross motoric abilities of children after performing traditional games are a sign.

Data obtained from the final observations were carried out (posttest) after administering the treatment with several times performing traditional games on the subject. The results show that In the jumping movement while holding the waist, there are still 4 children with a percentage of 36% with a category quite capable of doing the movement. Look at the way the child is observed, the child is still guided by the educator to make a jumping motion while holding the waist. Besides that, there are 10 children with a percentage of 71% who are classified as capable of doing the movement even though the child still needs the help of the educator to be able to make a jumping motion while holding the waist.

For the movement to walk forward while holding the waist, there are 4 children with a percentage of 29% that is sufficient, visible from the way the child makes a walking motion with and examples from the educator. However, 10 children with a percentage of 71% have been able to do the movement, even though the child still needs direction from the educator. For non-locomotor abilities, in one foot standing movement there were 12 children with a percentage of 86% who were able to do the movement well. Seen from the way the child stands, they are able to hold the body for 10 counts without falling. Besides that, 2 children with a percentage of 14% were also quite capable of carrying out the movement even though still with the help and guidance of educators. In the movement of appealing and resting on the knees, there are 2 children with a percentage of 14% who are quite capable of doing the movement. this can be seen when the child demonstrates it, the child is able to spread his legs while holding his knees without falling. Besides that, 11 children with a percentage of 79% were able to do the movement well without the help of educators. And 1 child with a percentage of 7% who have not been able to make a movement based on the knee for 10 counts. From the description above, it can be seen that there are differences in the percentage results of the gross motoric abilities of the children at the time of the pretest and posttest giving a noticeable increase in the percentage that occurred during the posttest. This shows the effect of increasing the gross motoric skills of children when given treatment in the form of traditional "makdanda" games that require children to move and generally train the child's hand and foot coordination.

4. Conclusion

There were differences in the results of observations from the research conducted when giving pretest and posttest. These differences indicate an increase between the results of observations made before giving traditional games with the results obtained after giving the game makdanda. The increase obtained showed that the gross motoric abilities of children increased after the child was given treatment by performing traditional games on the subject. After analyzing the data from the observations that have been made.

5. References

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