

# Flower Circuit Game Development On The Physical Motor Development Of Early Children In Kindergarten Of Big

Epi Supriyani<sup>1</sup>, Puji Hariati<sup>2</sup>, Joko Priono<sup>3</sup>, Fatin Nadifa Br Tarigan<sup>4</sup>, Imanuddin Siregar<sup>5</sup>

{episupsiregar1216@gmail.com<sup>1</sup>, zeenasution@gmail.com<sup>2</sup>, jokopriono257@gmail.com<sup>3</sup>, nadifafatin11@gmail.com<sup>4</sup>, imanuddin.siregar@gmail.com<sup>5</sup>}

Universitas Pembinaan Masyarakat Indonesia<sup>1</sup>, Universitas Pembinaan Masyarakat Indonesia<sup>2</sup>,  
Universitas Pembinaan Masyarakat Indonesia<sup>3</sup>, Universitas Pembinaan Masyarakat Indonesia<sup>4</sup>,  
Universitas Pembinaan Masyarakat Indonesia<sup>5</sup>

**Abstract.** This study aims to develop audiovisual media in the Flower Circuit game and evaluate its effect on the physical-motor development of students in Kindergarten of BIG. The research was conducted using development research methods and involving early childhood students (5-6 years) in Kindergarten of BIG as research subjects. The audiovisual media in the Flower Circuit game was developed based on previous research that had been done. This game involves several posts with different activities, and students must carry out these activities in stages. Audiovisual media is used as a guide and direction in the game implementation process. The results showed that the use of audiovisual media in the Flower Circuit game had a positive influence on the physical and motor development of students. Students who use audiovisual media experience a better increase in gross motor skills compared to those who do not use the media. In addition, students and educators gave a positive response to the use of audiovisual media in learning. This research contributes to the development of early childhood education by introducing the use of audiovisual media in gross motor learning. This media can increase the motivation, understanding, and involvement of students in learning. Therefore, it is recommended for educational institutions to consider the use of audiovisual media in gross motor learning as an effort to improve the physical motoric development of early childhood students.

**Keywords:** Development, Audio Media, Motor Physical.

## 1 Introduction

Early childhood education (PAUD) is an important stage in child development, where children get early experiences that form the basis for their future growth and development. One important aspect of early childhood development is physical-motor development, which involves children's ability to control their body movements. Good motor skills will affect a child's ability to carry out daily activities, interact with the surrounding environment, and learn effectively [1]. In this context, games are an effective method for stimulating the physical-motor development

of early childhood. Interesting and varied games can provide challenges and stimulus needed to develop children's motor skills. One of the games that can be used is the flower circuit game, in which children are asked to pass a route by placing their steps on a flower image [2]

The process of a student's growth and development is closely related to his gross motor development. The justification for choosing Kindegarden BIG as a research location is based on several reasons. One of them is that there are still many students who are reluctant to learn sports because they are considered boring, especially considering the current environmental conditions where students have to complete homework at home and educators only give homework continuously so students don't feel bored. This can also be seen from the students who collect or give assignments to educators the fastest, which indicates their low interest in learning. In addition, educators have never introduced online learning using audio-visual-based learning resources, flower arrangement game materials. Therefore, by using Audio Visual based learning resources for Flower Circuit Materials, researchers will try to apply an online learning approach.

One aspect of development that has an important role in a child's life is the physical-motor aspect [2]. Hurlock explained several reasons for the importance of motor development for individual development, namely through motor skills, children can entertain themselves and feel happiness. Through motor skills, children can move from a state of "helplessness" in the first months of life to a condition of "independence" [3] types, namely gross motor and fine motor. Gross motor involves the use of large muscles in activities that involve the whole body, such as running and jumping [1] According to Mosby's Medical Dictionary, gross motor skills include general body movements such as jumping, running, balancing, strength, and coordination [3]. Erlinda et al also explained that gross motor skills involve several elements, such as speed, strength, endurance, agility, flexibility, coordination, and balance [3]. Gross motor skills cover a variety of physical competencies, including balance and stability, coordinated movements, and object manipulation [3]

Gross motor development in each child is different, influenced by internal factors and external factors. Internal factors include the child's interests and genetic factors, while external factors include the learning environment, parental education, and the child's place of residence [4]. Based on observations in kindergarten, the gross motor skills of kindergarten children are generally not fully developed. This is caused by the lack of teacher creativity in teaching motor skills in kindergarten, the lack of teacher skills in developing motor learning methods or media, as well as the limited facilities and infrastructure and teaching aids for motor learning in kindergarten.

Gross motor is a skill that requires coordination of most parts of the child's body [1]. Gross motor involves physical activities that use large muscles throughout the body or most of the muscles in the body [1]. Gross motor skills are related to the development and alignment of gross muscles such as throwing, jumping, running and walking [5] Children who have good basic locomotor movement skills will be able to display good attitudes and have skills in solving everyday problems -day [1]. Grant JP explained that gross motor development is related to maturity, control of body movements, and is closely related to the development of motor centers in the brain, especially the frontal cortex which is the primary motor area in Broadmann Gallahue [6] suggested that the development of children's movement patterns should be through dance activities, games, sports and gymnastics [7]. Good gross motor skills will have a positive impact on children's health, because children will enjoy exercising and doing movements that improve blood circulation, breathing, and form ideal body postures.

Based on the results of observations and interviews, researchers found several problems, including a lack of teaching staff, limited time, and a conventional learning approach. Therefore, the solution proposed in this study is to use an audio-visual learning approach involving flower circuit games. We will utilize audio-visual technology, such as LCD/Projectors, to display learning videos as access to learning materials that can develop children's gross motor skills.[8]]. This study adopted the application of the Flower Circuit game taken from [9] research entitled "Development of the Flower Circuit Game on Gross Motor Physical Learning for Group B Children in Kindergarten, Gudo-Jombang District". Flower Circuit is a game that consists of several posts with different activities at each post. Children are expected to carry out activities at each post in stages.

Because audiovisual learning using the Flower Circuit game is a new approach at Kindergarten of BIG, guidance or direction is needed in the implementation process. Therefore, researchers are interested in researching and discussing the title of the thesis entitled "Development of Flower Circuit Game on Early Childhood Physical Motor Development in Kindergarten of BIG". The aims of this study were: (1) To determine the effect of audiovisual media on the Flower Circuit game on gross motor physical development in early childhood (5-6 years). (2) To find out the responses of students and educators to the Flower Circuit game in gross motor physical development of early childhood (5-6 years).

## **2 Method**

This type of research is a quasi-experimental design research, which in its implementation does not use random assignments but uses existing groups, which involve two classes that are given different treatments [10]. This is research that aims to determine whether there are differences due to the development of "something" imposed on "subjects" namely students [10].

Development of audio visual media in the Physical Motor Development of Early Children 5-6 Years Through Development Research and development at Kindergarten of BIG seeks to create new items through the development process. Six educators from the Kindergarten of BIG MEDAN, including field educators and class educators, are the source of this research data. The following are the tools used in this study: Observation and Recording.

## **3 Result And Discussion**

This study used the research and development method to develop teaching materials in the form of Audio Visual Media for Kindergarten of BIG students. This development aims to produce new products through the development process. Therefore, teaching materials that have been developed with all efforts are also expected to achieve maximum results. The process of developing teaching materials refers to the research and development process, including the steps that must be taken by the author to achieve the research objectives.

Based on the results of this study, it shows a description of audio-visual development in Kindergarten BIG schools aged 5-6 years. Descriptive statistical analysis is intended to develop audio-visual media by using audio-visual video in Kindergarten of BIG schools aged 5-6 years.

Based on the results of observations in class, it is known that the teacher's method of delivery is appropriate, it's just that some students don't concentrate when the teacher teaches using textbook learning resources and explanations from the teacher.

Based on the results of the needs analysis, it can be concluded that learning needs to be developed using multimedia, namely audio-visual media which can help students explain circuit games because audiovisual media can help in participating in the flower circuit game and can help develop children's bodies in training gross motor skills in children aged early age 5-6 years. Audiovisual media with appropriate media material and is felt capable of overcoming these existing problems. This is because audiovisual media has the advantage of displaying pictures, videos, animations that can help students interact with learning resources.

The availability of computers and complete supporting facilities is very supportive for learning using audiovisual media. By looking at these conditions the researcher has the idea to develop multimedia e which can train children's gross motor skills by watching videos by demonstrating simple movements and can be followed by students in participating in flower circuit games, so that the learning process, especially e-digestion of the body will become easier by using audiovisual media.

In this section, the results and discussion regarding the development of audiovisual media will be explained on the motor-physical development of students in Kindergarten of BIG. This study aims to determine the development of audiovisual media in the Flower Circuit game on the gross motor physical development of early childhood (5-6 years), as well as the responses of students and educators to the Flower Circuit game in the physical gross motor development of early childhood.

### **3.1 Development of Audiovisual Media in Flower Circuit Game on Gross Motor Physical Development in Early Childhood**

The results showed that there was a significant development between the use of audiovisual media in the Flower Circuit game and the gross motor physical development of early childhood. Students who are involved in learning using audiovisual media show a better increase in gross motor skills compared to students who do not use the media. This can be seen from the results of observations and measurements of gross motor skills such as jumping, running, and balancing. Student and Educator Responses to the Flower Circuit Game in the Gross Motor Physical Development of Early Childhood Students show a positive response to the Flower Circuit game. They feel interested and enthusiastic in participating in game activities that are presented through audiovisual media. Students show high motivation to participate and try various gross motor movements displayed in the game. In addition, educators also provide a positive response to the use of audiovisual media in learning. They see that this media is effective in increasing student engagement, facilitating understanding of concepts, and providing interesting learning variations.

### **3.2 Development of Audiovisual Media in Gross Motor Physical Development in Early Childhood The use of audiovisual media in the Flower Circuit game**

Provide visual and auditory stimuli that can increase students' attention and understanding of gross motor movements. This media is able to clearly and interactively describe how to carry out the gross motoric movements required in the game. Thus, students more easily understand, imitate, and carry out these movements. Thus, the effective use of audiovisual media can improve the gross motor physical development of early childhood. The response of students and educators to the flower circuit game. The positive response of students to the flower circuit game shows that audiovisual media in learning can increase students' motivation and interest in learning.

## **4 Conclusion**

Based on the results and discussion that has been submitted, the following conclusions can be drawn:

1. The use of audiovisual media in the Flower Circuit game has a significant influence on gross motor physical development of early childhood (5-6 years) in Kindergarten of BIG. Students who use audiovisual media show a better increase in gross motor skills compared to those who do not use the media.
2. Students give a positive response to the Flower Circuit game which uses audiovisual media. They feel interested, enthusiastic, and have high motivation to participate in these game activities.
3. Educators also provide a positive response to the use of audiovisual media in learning. They see that this media is effective in increasing student engagement, facilitating understanding of concepts, and providing interesting learning variations.
4. Thus, it can be concluded that the development of audiovisual media in the Flower Circuit game can contribute positively to the gross motor physical development of early childhood in Kindergarten of BIG. This media can increase students' motivation, understanding, and involvement in gross motor learning. Therefore, it is suggested for Kindergarten of BIG to implement the use of audiovisual media in gross motor learning to optimally support the physical-motor development of early childhood.

## References

- [1] E. S. Cllaudia, A. A. Wdiastuti, and M. Kurniawan, "Origami Game for Improving Fine Motor Skills for Children 4-5 Years Old in Gang Buaya Village in Salatiga," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 2, no. 2, p. 143, 2018, doi: 10.31004/obsesi.v2i2.97.
- [2] R. Fitri and M. L. Imansari, "Permainan Karpét Engkle: Aktivitas Motorik untuk Meningkatkan Keseimbangan Tubuh Anak Usia Dini," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 2, pp. 1186–1198, 2020, doi: 10.31004/obsesi.v5i2.754.
- [3] A. Saripudin, "Analisis Tumbuh Kembang Anak Ditinjau Dari Aspek Perkembangan Motorik Kasar Anak Usia Dini," *Equal. J. Pus. Stud. Gend. dan Anak*, vol. 1, no. 1, p. 114, 2019, doi: 10.24235/equalita.v1i1.5161.
- [4] K. Laely and S. Subiyanto, "Cooking Class Berbasis Kearifan Lokal Meningkatkan Motorik Halus Anak di Daerah Miskin," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 4, no. 2, p. 923, 2020, doi: 10.31004/obsesi.v4i2.466.
- [5] M. Meriyati, C. W. Kuswanto, D. D. Pratiwi, and E. Apriyanti, "Kegiatan Menganyam dengan Bahan Alam untuk Mengembangkan Kemampuan Motorik Halus Anak," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 1, p. 729, 2020, doi: 10.31004/obsesi.v5i1.667.
- [6] S. Marischa, "Analisis tingkat pengetahuan orang tua tentang stimulasi dengan perkembangan motorik kasar anak usia 0-5 tahun," *J Agromed Unila*, vol. 2, no. 4, pp. 451–455, 2015.
- [7] S. I. Prahesti, H. Taulany, and N. K. Dewi, "Gerak dan Lagu Neurokinestetik (GELATIK) untuk Menumbuhkan Kreativitas Seni Anak Usia Dini," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 4, no. 1, p. 162, 2019, doi: 10.31004/obsesi.v4i1.289.
- [8] S. T. Nasution and P. Sutapa, "Strategi Guru dalam Menstimulasi Keterampilan Motorik AUD Pada Era Pandemi Covid 19," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 2, pp. 1313–1324, 2020, doi: 10.31004/obsesi.v5i2.849.
- [9] O. D. Tanto and A. H. Sufyana, "Stimulasi Perkembangan Motorik Halus Anak Usia Dini dalam Seni Tradisional Tatah Sungging," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 4, no. 2, pp. 575–587, 2020.
- [10] S. Arikunto, "Prosedur penelitian suatu pendekatan praktik," 2019.