

Physical Motor Development Of Early Childhood Through Games

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Abstract – This article will describe the physical motor development of Early Childhood through games. The game that is done is something that is considered mandatory as a means for physical motor development for early childhood. Physical motor development develops in line with the maturity of nerves and muscles. Therefore, every movement that children make, no matter how simple, will produce complex interaction patterns from various parts and systems in the body that are controlled by the brain. These motor skills can be grouped according to the size of the muscles and related body parts, namely gross motor skills and fine motor skills. Games will help early childhood physical motor development, especially traditional games. Traditional games are no longer played in modern conditions like today. Various traditional games can directly contribute to Early Childhood including the development of children's lives including (1) Children learn sportsmanship. (2) Train children's physical abilities. (3) More sociable. (4) Explore creativity. (5) Learn the meaning of working together (6) Increase children's self-confidence Self-confidence. (7) Learn to manage emotions. (8) Teach children to appreciate the achievements of others, and (9) Learn to be democratic.

Keywords – Physical Motor, Games, Early Childhood.

I. PRELIMINARY

Education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. From an early age, humans need education in the process of their development into adulthood. The development of children in the first years is very important and will determine their quality in the future. Children are individuals who are different, unique, and have their own characteristics according to their age stages. Therefore, early childhood development efforts should be carried out through learning and playing (Novan Ardy Wiyani dan Barnawi, 2012:72).

The early childhood education unit is one form of education that focuses on laying the foundation for growth and development, namely, moral and religious values (spiritual), physical (fine and gross motor coordination), cognitive (thinking power and creativity), social-emotional (attitude and behavior as well as religion), and language according to the uniqueness and stages of development passed by early childhood, "the purpose of learning in PAUD or kindergarten is to help lay the foundation for the development of attitudes, knowledge, skills, and creativity needed by students in adapting to their environment and for further growth and development" (Yeni Rachmawati dkk 2011:1).

Early childhood grows and develops thoroughly naturally. If the growth and development is stimulated it will reach. Aspects of motor development is one aspect of development that can integrate the development of other aspects. According to

Law Number 20 of 2003 Chapter I Article 1 Paragraph 14 concerning education that: Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Early childhood education is very important to carry out as the basis for the formation of the human personality as a whole, namely the formation of character, noble character, intelligent, cheerful, skilled, and pious, to God Almighty. (Permendiknas Number 58, 2009:3). Regulation of the Minister of National Education of the Republic of Indonesia Number 58 of 2009 states that "the purpose of Kindergarten Education is to help students develop various potentials, both psychological and physical, which includes the scope of development of religious and moral values, physical motor, cognitive, language, and social emotional independence"(Permendiknas Nomer 58, 2009:4).

Mursid (2015) revealed that early age is a golden opportunity for children to learn, so it is called the golden age. At this age, children have extraordinary learning abilities.

PAUD is also a golden period in the growth and development of children, therefore it is important to direct and guide children by building positive characters in children and balancing all aspects of their development so that they develop according to their age stages. the target group of children aged 0-6 years which is often referred to as the golden period of development (Latif, 2013:3).

Every lesson that is prepared for early childhood must adapt to the level of child development, characteristics of children, and talents that exist in children. It is stated that dynamic balance is an important skill in all age groups and is required for routine daily activities such as walking, running or other physical activities that require dynamic movement control child and adult (Gallahue & Ozmun, 2006; Arslan, 2018).

Learning also needs to be prepared according to the needs of the child. Each child is different in each stage of child development. Therefore, educators must be able to adapt to groups of early childhood (Ahmad, Susanto, :17).

Every parent wants their child to grow up to be a smart, healthy, independent, creative child. To make this happen, parents or educators need to know and understand well about their children's world. Because the world of children is different from adults. Children's world is play. And basically the role of parents or educators is to direct these children as superior generations.

Education is one of the programs in increasing the level of parental knowledge about natural growth and development as well as knowing the indicators that hinder the development experienced by children (Hasan Sabah, 2019).

Early education is one that requires more attention from parents it is becoming apparent that children spend less time playing outside and parents should also provide continuous play encouragement in their child's educational growth (Ceciliani, Andrea & Alessandro, 2013).

The existence of a motor skill development program for early childhood is often forgotten or even ignored by parents or educators. This is because they do not understand that motor skills development programs are inseparable in early childhood education.

Based on the background as described, the things that become the reference in this research. This study describes the importance of games in developing physical motor skills for early childhood

II. LITERATURE REVIEW

A. Motor Physical Development

According Agoes Dariyo (2007: 43) argues that the most prominent and visible in the individual is the occurrence of physical changes. This is evidenced by the existence of individual physical changes that occur very quickly, namely from the time of conception to the time of birth. Then followed by infancy, children, adolescents and adults. Physical or the human body is a complex organ system and very amazing. All these organs are formed in the prenatal period (in the womb).

With regard to physical development according to Kuhlen and Thompson in Syamsu Yusuf (2014:101) argued that the physical development of individuals includes four aspects, namely: (1) the nervous system, which greatly affects the development of intelligence and emotion; (2) the muscles, which affect the development of strength and motor skills; (3) Endocrine glands,

which cause the emergence of new behavior patterns, such as at the age of teenagers developing feelings of pleasure to be active in an activity, which partly consists of members of the opposite sex; and (4) physical structure which includes height, weight and proportion.

Motor movement is a term used to describe the behavior of movements carried out by the human body. Motor control is usually used in the fields of psychology, physiology, neurophysiology and sports. The process of growth and development of a child's ability to move. Basically, the development of motor development is this develops in line with the maturity of the nerves and muscles of the child. Thus, every movement, no matter how simple, is the result of a complex interaction pattern of various parts and systems in the body that are controlled by the brain.

Motor skills are movements of the body or body parts that are intentional, automatic, fast and accurate. These movements are a coordinated series of hundreds of complex muscles. These motor skills can be grouped according to the size of the muscles and related body parts, namely gross motor skills and fine motor skills.

Gross motor skills, including the skills of the large muscles of the arms, legs, and trunk, such as walking and jumping. Meanwhile, fine motor skills include small muscles throughout the body, such as touching and holding (Desmita, 2013: 97-99).

B. Early Childhood

According to the NAEYC (National Association for The Education of Young Children), early childhood is children who are in the age range 0-8 years, who are covered by educational programs in day care, and pre-school education. Meanwhile, the Law of the Republic of Indonesia Number 20 of 2003 states that early childhood is a child from birth to 6 years.

Early childhood education is a very appropriate solution to help the golden period of its development, apart from being the main task of parents as the first and foremost educational institution. The circumstances and signs of early childhood can be identified from the following:

1. Children approaching the age of 5 years, are very energetic and do not know silence. They always want to move, run, jump, climb, and so on.
2. The desire to put oneself for everything is growing (egocentric). Children begin to develop awareness of the existence of private property rights, social relations grow rapidly, begin to be critical, but participate more.
3. Games that ask for cooperation are most liked by children. Children want to play with other age groups, younger or older. But he wants to be bigger, more skilled, and so on than anyone else.
4. Children really like games through body movements and games that use action. The use of imagination or imagination can be seen when the child is playing. Happiness with laughter is often a form of close relationship (communication).

C. Game

The Nature of the Game

Games are one of the dominant forms of social activity in early childhood. This is because children spend more time outdoors playing with their friends than engaging in other activities (Desmita, 2013:141).

Every child in this world has the right to play. Play is also the main activity of children. By playing, children gain knowledge and experience that helps their development to prepare themselves for the next life. Education experts consider that playing is an activity that has practical value, meaning that play is used as a medium to improve certain skills and abilities in children. Play is a bridge for children from informal to formal learning.

By playing, children can carry out activities so that all aspects of development can develop optimally. Playing is not only a pleasure, but also a need that must be fulfilled. According to Cony Semiawa, in playing activities, all stages of child development can function and develop properly and the results of good development will appear and be seen when the child enters adolescence.

Benefits of Playing

In fact, children who move a lot and play continuously will increase their intelligence and experience in adulthood. As for a child who is silent, aloof and does not move, it is possible that the child is not normal. Usually such a child has difficulty adapting to society, feels afraid and embarrassed (Abdullah, :190).

Learning in early childhood is directed at student centered, not teacher centered. Through playing, children are free to engage in activities to develop their imagination and skills, while the teacher acts as a facilitator and provides assistance when children need it. While playing, all of the child's senses are active. All the information captured by the child's senses is conveyed to the brain as a stimulus, so that brain cells actively develop to form wiring. A lush brain due to many wires will help develop better abilities.

III. RESEARCH METHODOLOGY

Literature studies are all efforts made by researchers to collect information relevant to the topic or problem that will be or is being studied. This information can be obtained from scientific books, research reports, scientific articles, theses and dissertations, regulations, statutes, yearbooks, encyclopedias and other written and printed sources (Setiawan, 2017).

By conducting a literature study, researchers can take advantage of all the information and thoughts that are relevant to their research. To conduct a literature study, the library is an appropriate place to obtain relevant materials and information to be collected, read and studied, recorded and utilized.

IV. RESULTS AND DISCUSSION

Findings In detail the results and studies of these aspects are described as follows:

1. Early Childhood Physical Motor Development

Motor skills develop in line with the maturity of nerves and muscles. Therefore, every movement that a child makes, no matter how simple, is actually the result of a complex interaction pattern from various parts and systems in the body that are controlled by the brain. In early childhood (0 to 3 years), the physical coordination of every part of the child's body is not perfect. In terms of doing motor activities, children still move muscles that are not needed.

Rapid progress will be achieved by children both in terms of gross motor skills and fine motor skills, so that children's motor development is more mature at the age of 4-5 years. When they reach the age of 6-8 years, children have been able to use their limbs well. The following is a table that lists the motor development of pre-school age children, namely at the age of 3-4 years and at the age of 5-6 years

Table 1. Developments Motor Children Ages-4 years.

1.1 Rough motor	1.2 Fine motor
<p>1) Catch a big ball with hands straight in front of the body.</p> <p>2) Stand on one leg for 5 seconds.</p> <p>3) Riding a tricycle through wide bends.</p> <p>4) Jump as far as 1 meter or more from the original standing position.</p> <p>5) Pick up small objects on the feet without dropping them.</p> <p>6) Using the shoulders and elbows when throwing the ball up to 3 m.</p> <p>7) Walk down the board placing one foot in front of the other.</p> <p>8) Jump on one leg.</p> <p>9) Stand with your heels together, hands by your side, without losing your balance.</p>	<p>1.3 1) Cut the paper into two parts.</p> <p>1.4 2) Wash and</p> <p>1.5 Wipe your own hands.</p> <p>1.6 3) Stir the liquid with a spoon.</p> <p>1.7 4) Pouring water from the teapot.</p> <p>1.8 5) Hold the fork by gripping.</p> <p>1.9 6) Carry something with tongs.</p> <p>1.10 7) If an incomplete drawing of the head of the human body is given, he will be able to add at least two organs.</p> <p>1.11 8) Unbutton and remove belt.</p> <p>1.12 9) Draw a circle, but the shape is still rough</p>

Table 2 . Developments Motor Children Ages 5-6 years.

1.13 Rough motor	1.14 Fine motor
<p>1) Run and kick the ball straight away.</p> <p>2) Jumping with alternating feet.</p> <p>3) Toss a tennis ball with one hand and catch it with two hands.</p> <p>4) Walk on a predetermined line.</p>	<p>1) Tie shoelaces.</p> <p>2) Put the letter in the envelope.</p> <p>3) Spread the jam on the bread,</p> <p>4) Form various objects with clay.</p>

5) Stand on tiptoe with hands on hips.	5) Wash and dry your face without getting your clothes wet.
6) Touch your toes without bending your knees.	6) Insert the thread into the eye of the needle.
7) Swing one leg forward or backward without losing balance.	

2. Early Childhood Physical Motor Development through Games

According to Catron and Allen in Yuliani Nurani Sujiono (2009: 145) argues that basically playing has the main goal of maintaining optimal development and growth in early childhood through a creative, interactive play approach that is integrated with the children's play environment.

The emphasis in play is on the creativity of the children. All early childhood has creative potential but the development of creativity is very individual and varies from one child to another. In addition, one student from Vygotsky described four principles of play, namely: (1) in playing children develop systems to understand what is happening in order to achieve more complex goals; (2) the ability to put the other person's perspective through the rules and negotiate the rules of the game; (3) children use replicas to replace real objects, then they use new, different objects. The ability to use symbols is included in the development of abstract thinking and imagination; (4) caution in playing may occur, because children need to follow the rules of the game that have been determined with their playmates.

The game is an activity related to the child's whole self, not only partially, but through play (when the child is playing) the child will be encouraged to practice his skills that direct the child's cognitive development, child's language development, psychomotor development, and physical development. The experience of playing will encourage children to be more creative. Starting from the development of emotions, then leads to creativity in socializing. There are several principles of play based on children's behavior, namely: the game is something fun, outside of everyday events. Games are a means of experimenting in various ways, open without limits. The game is something that is active and dynamic, not static so it is not limited by space and time. The game also applies to every child throughout the ages, has the context of social and spontaneous relationships, play is also a means of communication with peers and the environment (Ismatul Khasanah, 2011: 94).

Learning activities carried out by playing can provide a wide space for children to explore and find meaningful experiences for themselves. Jean Piaget said: Children should be able to do their own experimenting and their own research. Teachers, of course, can guide them by providing appropriate materials, but the essential thing is that in order for a child to understand something, he must construct it himself, he must re-invent.

According to Desmita (2013: 141) explains that the game has a very important meaning for the development of children's lives including (1) Children learn sportsmanship. (2) Train children's physical abilities. (3) More sociable. (4) Explore creativity. (5) Learn the meaning of working together (6) Increase children's self-confidence Self-confidence. (7) Learn to manage emotions. (8) Teach children to appreciate the achievements of others, and (9) Learn to be democratic.

Traditioal Game

According to Sukirman in Edy Waspada (2014: 16) that the definition of traditional games is children's games from simple materials according to cultural aspects in people's lives. In addition, traditional games, also known as folk games, are recreational activities that not only aim to entertain themselves, but also as a tool to maintain relationships and social comfort.

Gross motor is the ability to move the body in using large muscles, part or all of the gross motor parts of the body are needed so that a person can sit, hold, run, kick, climb trees, climb stairs, and so on. Types of traditional games to improve motor skills in early childhood, including:

1) Congklak Game

that.

Playing Congklak can also train children to be good at counting. In addition, children who play congklak must be good at making strategies in order to win the game. This game, called dakon in Javanese, is usually played by two girls. The congklak game uses a money board called the congklak board. The size of the board consists of 16 holes for storing congklak seeds. The sixteen holes are facing each other and 2 large holes on both sides. Then the children also need 98 congklak seeds. Congklak seeds that are usually used are shells, seeds, rocks, marbles or plastic. The two large holes belong to each player to store the property of each player to store the congklak seeds he collects.



Figure 1. Congklak Game

From being able to develop various aspects that will be developed in children, including the following:

- a) Train fine motor skills. When holding and playing congklak seeds, the most important role is the child's fine motor skills, namely the fingers. For individuals whose subtle gross abilities are not very good, then they cannot run the game quickly and it is possible that the congklak seeds will be scattered and released from their grasp. Fine motor skills are very useful for children to hold and grip writing instruments. With good fine motor skills, children can write and even type well and quickly.
- b) Practice patience and thoroughness (emotional). This game requires a lot of patience and accuracy. Especially when players have to distribute congklak seeds into the holes in front of them. If the player is impatient and not careful then the player will not go well and the player who is not playing must wait patiently for the turn of the player who is playing to fall.
- c) Train the spirit of sportsmanship. In this game, you need the ability to accept defeat because this game is only done by 2 people, so it will be clear whether you win or lose. Defeat will be felt when the winner will leave only one congklak seed.
- d) Train the ability to analyze (cognitive). To be a winner, the ability to analyze is very necessary, especially when the opponent gets a turn to play. For those who are able to analyze well, he can win the game by leaving only one congklak seed.
- e) Establish socialization contacts. This factor is the most important thing in this game because it is done together it will establish a social contact between the players. Various kinds of information can be conveyed when this game is done, often jokes and laughter are heard when this game takes place.

2) Jump Rope

Jumping rope or playing rubber was popular among children in the 70's to 80's. This jumping rope game is a favorite game when playing at school or at home. Usually the rope used for this jumping rope game is made of rubber bands. This sharpens a child's creativity in weaving rubber that will be used in the game.



Figure 2. Jump Rope Game

The aspects that can be developed in the jump rope game above are as follows:

- a) Gross motor. By playing jump rope, gross motor skills will be stimulated. Physically, it will make children more skilled because they learn how to jump and jump techniques which in this game require special skills. Over time, he grew into a nimble, agile and dynamic child. His muscles were solid and contained, strong, agile and well trained. Jumping rope can reduce obesity in children.
- b) Emotions. Jumping rope can also train children's emotions. To do a jump with a certain height requires courage from the child. It means that emotionally he is required to make a big decision.
- c) Accuracy and accuracy. A child with this jump rope can also learn to see a precision and accuracy. When the rope is swung he must be able to jump so forgetful that he cannot get caught in the rope by trying to follow the rhythm of the swing.
- d) Socialization. To play rope in groups, children need friends by means of providing opportunities to socialize. He can also learn foursome, take turns, obey the rules and others.
- e) Intellectual. When making a jump, sometimes children need to calculate mathematically so that the jump matches the amount specified in the rules of the game.

3. Teacher's role in developing Physical

Children's Motor

Teachers have an important role in children's physical motoric development which can be done through play. Through play, children's physical/motor development and sensitivity can be developed. Play activities carried out by children are adjusted to their growth and development. Teachers also play a role in growing children's interest in various motor activities, such as various types of sports, drawing, folding paper or making necklaces from various materials. Of course, children's interest in a type of gross motor activity or fine motor skill is very diverse. To help improve children's motor movements, the teacher can do the following:

- a) Provide equipment or an environment that allows children to practice their motor skills.
- b) Treat children the same. Do not compare the abilities of one child in front of another because every child is unique.
- c) Introducing various types of motor skills, the more children practice various types of skills, the better their motor skills will be.
- d) Increase the teacher's patience because each child has their own timeframe in mastering a skill.
- e) Physical activity given to children must be varied, namely physical activity to play and have fun while moving the body.
- f) Give children physical activities that allow children to enjoy and can achieve the expected abilities according to their development. The success of the child in doing an activity will make him more confident in his abilities.
- g) When doing physical activities that place the child with several other children, the child should be given direction to be

able to accept the presence and cooperate with other children.

V. CONCLUSION

From the description above, it can be seen how early childhood really enjoys playing games and will continue to do so wherever they have the opportunity. Playing is an activity that is often done by children and can cause pleasure/satisfaction for a person. Play activities can help children get to know about themselves, with whom they live and the environment in which they live.

Games actually have many benefits for children. Indirectly, children will be stimulated by creativity, agility, leadership, intelligence, and breadth of insight through traditional games and modern games. Psychologists consider that traditional toys are actually able to shape children's motor skills, both gross and fine. Traditional games are in the form of: (1) Congklak and (2) Jump Rope with children's motor skills that the physical motor skills of early childhood will not develop without motor control maturity, and the motor will not be optimal if it is not balanced with limb movements without proper motor control. physical training.

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