



**The Development Of Children's Rough Motoric Through BOI
CREATIVE GAME In Batubanawa Village, Mawasangka Timur
District, Central Buton Regency**



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Article Information

Submitted:
June 2021
Approved:
Fuly 2021
Published:
September 2021

Keywords:

Creative Games,
Early Childhood, and
Gross Motor

Abstrak

Tujuan penelitian ini adalah untuk mengetahui perkembangan motorik kasar anak melalui permainan kreasi boi di Desa Batubanawa Kecamatan Mawasangka Timur Kabupaten Buton Tengah. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif, dimana penelitian deskriptif kualitatif adalah penelitian yang mempelajari masalah-masalah yang ada serta tata cara kerja yang berlaku. Hasil penelitian ini yaitu perkembangan motorik kasar anak mengalami perkembangan dari 9 orang anak yang melakukan permainan tersebut ada 8 orang anak yang berkembang sangat baik. Hal ini membuktikan bahwa permainan kreasi boi dapat meningkatkan motorik kasar anak usia 5-6 tahun.

Abstract

This research aimed to know the development of children's rough motoric through Boi creative game in Batubanawa Village, Mawasangka Timur District, Central Buton regency. The method used in this research was descriptive qualitative, where descriptive qualitative research was research that studies the existing problems and working procedures that apply. The results of this research were that the development of children's rough motoric experienced the development; 8 of 9 children who played the game developed very well. This proves that Boi creation games can improve rough motoric skills of children aged 5-6 years.



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ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

DOI: <http://dx.doi.org/10.24269/jin.v6n2.2021.pp132-143>

INTRODUCTION

It is at an early age that the maturation process in children occurs, and it will be clearly seen in the development of physical functions that will be ready to receive a response or stimulation from the environment where the child lives. With the stimulation from the environment where the child lives, all the abilities and potentials possessed by the child can develop optimally, but if at this age the child does not get enough stimulation, the child will lose the most important opportunity in his life history (M. Fitri, 2017). According to Permendikbud Number 146 of 2014, which can be found on page 2 of appendix 4, learning for children may also be done through environment-based learning, because a comfortable atmosphere can help children feel more comfortable when receiving learning.

Pre-research observation were conducted in Batubanawa Village, Mawasangka Timur District, Central Buton Regency, experiencing problems in children due to lack of stimulation in the development of rough motoric aspects in children aged 5-6 years. Furthermore, the media to develop children's rough motoric skills are inadequate, such as the games played in developing rough motoric skills that seem monotonous. The children in Batubanawa village in carrying out activities to improve their rough motoric skills seem very monotonous because the activities they do are only playing football. In addition, the parents of children in Batubanawa village do not really understand the rough motoric development of early childhood. Thus, this makes the researchers interested in conducting research by applying Boi creative games which are considered to be able to help in improving the rough motoric skills of children aged 5-6 years in Batubanawa village by using the right techniques. Moreover, the Boi creative game is not only easy to play but also easy for children to understand how to play. The Boi creative game is very good for children's rough motoric development because there are movements that can develop children's rough motoric skills such as running which can train children's large muscle strength, throwing against opponents which can train eye and hand coordination, and there are still more points in the Boi creative game which are considered to be able to develop children's rough motoric skills.

How is the Rough Motoric Development of Children through Boy Creative Games in Batubanawa Village, Mawasangka Timur District, Central Buton

Regency? This research aimed to know the rough motoric development of children through Boi creative games in Batubanawa Village, Mawasangka Timur District, Central Buton Regency.

Rough Motoric development in children is one of the important aspects that must be considered by teachers and parents. In line with this, Rough Motoric skills can be interpreted as body movements that use large muscles or most or all of the body's limbs that are influenced by maturity itself (Mahmud, 2019).

In physical motoric development on children, both smooth motoric and rough motoric have differences according to the social environment and children's skills (Ratnawati & Kharizmi, 2020). Rough motoric skills are vital in the development of children because in addition to improving rough motoric agility, they may also improve children's self-confidence, allowing them to stand in front of a large group of people without feeling embarrassed or inferior. Rough motoric activity is formed when children begin to have coordination and balance almost like adults. Sujiono (2012) said that rough motoric activity is an ability activity that requires the coordination most of the child's body. Therefore, it requires energy because it is carried out by larger muscles (Farihatun, 2016). According to Arumi Savitri F (2015), game is a medium used by children to play. Games played by children have characteristics that are different from adult games (Fauziddin, 2016). Nur (2013) also said that the game besides used as a tool it is also used to carry out playing activities, games can also be used as a means of socializing for children, it also allows children to interact with their social environment which can teach children to recognize and respect other people (Afrina, 2020).

In line with the above opinion, Afifah (2010) also said that the game is an activity carried out in which the participants are involved in a context with other participants or a group of people subject to a number of rules. (Najibah & Pusari, 2017).

Based on the opinions above, it can be said that the game is an object or tool used to play that has educational value and has different characteristics based on the age level. The game itself has many types, one of which is creative games.

RESEARCH METHODS

Types of research

This research used descriptive qualitative research, where descriptive qualitative research is a research that studies existing problems and applicable working procedures. According to Bogdan and Taylor, as quoted by Lexy J. Moleong, qualitative research is a research procedure that only produces data in written or oral form that can be obtained from people and observed behavior. (Prasanti & Fitriani, 2018).

Site and Time of Research

1. Research Site

This research was conducted in Batubanawa Village, Mawasangka Timur District, Central Buton Regency. The Batubanawa village area is located in the east of Central Buton district. Batubanawa village is a village that is located in the coastal area. The distance between Batubanawa village and East Mawasangka sub-district is about 9 kilometers with a travel time of approximately 45 minutes.

2. Research Time

The time required in this research was approximately one month or 30 days from the time of obtaining written or verbal permission. The research began by collecting primary data and continued with qualitative descriptive research.

Research Subject

Research subject is a source of data that is asked for information in accordance with the research problem. As for the source of data in the research is the subject from which the data were obtained (Suharsimi Arikunto, 2002). This research aimed to determine the rough motoric skills of children through creative games, and therefore based on these objectives, the subjects of this research included the principal and class teacher.

Research Object

The object of this research is early childhood aged 5-6 years in Batubanawa Village, East Mawasangka District, Central Buton Regency.

Data Collection Techniques and Instruments

1. Data Collection Techniques

a. Interview

An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question (Sugiono, 2014). Interview technique was used to obtain data and information from informants regarding rough motoric development of early childhood in Batubanawa village. With interviews, researchers can find out more in-depth things from the sources. The interview guide in this study is attached.

b. Observation

Naution in Sugiono (2014) stated that observation is the basis of all science. Scientists can only work based on data, namely facts about the real world obtained through observation. This observation technique was used, and therefore the researchers could see firsthand the condition of the children in Batubanawa Village related to their rough motoric development through the process of observation and recording. Observation guidelines in this study are attached.

c. Documentation

Documentation means the provision or collection of evidence and information such as pictures, RKH, RPPH, and other reference materials. Document is a record of an event that has passed. This documentation can be in the form of writing, pictures, and monumental works of a person (Jeti, n.d.).

2. Data Collection Instrument

The data collection instrument is a tool used by the author to collect data to make it easier and more systematic. The guidelines used in this research are interview, observation, and documentation guidelines that function as research instruments (Jeti, n.d.).

RESEARCH RESULTS AND DISCUSSION

Research Results

1. Region Description

Batubanawa Village is one of the villages in East Mawasangka District, Central Buton Regency. Batubanawa Village is a division of Bungi Village, East Mawasangka District. Batubanawa village is divided into two hamlets, namely Kolono hamlet and Batubanawa hamlet. Besides, Batubanawa village is a village located on the coast with the majority of livelihoods from the local community, namely fishermen. The border of Batubanawa village in the east is bordered by Gu village, in the west it is bordered by Bungi village, in the south it is bordered by Lolibu village, and to the north it is bordered by Langkomu village.

The Batubanawa village area is a village that has great potential because the area is located on the coast. Even though the Batubanawa community is located on the coast, not all residents in the area make a living as fishermen. There are a small number of people in Batubanawa village who make a living as farmers and traders.

Discussions

Based on the results of a descriptive analysis, this section will describe all the results of observations and interviews from the process of researchers applying these creative games for rough motoric development of children aged 5-6 years which is carried out by each child. The results of observations and interviews conducted can be seen as follows:

1. Performing coordinated body movements to train flexibility, balance, and agility

a. Flexibility Training

From 9 children in Batubanawa village aged 5-6 years, there are 7 children whose body flexibility is very well developed with Boi Creative Game. It can be seen when children play games, they try to rotate their bodies to avoid throwing the ball from the opposing team. It can be seen.

b. Agility Training

From 9 children, there are 6 children whose agility is developed with this Boi Creative Game. The development of the agility of 6 children can be seen when the children with their fast movements in playing games, whether in the

activity of arranging milk cans or in running activities to avoid throwing the ball from the opposing team. It can be seen in the picture below.

c. Balance

From 9 children, there are 7 children whose balance develops with this Boi Creative Game. The development of balance in children is seen when the children try to keep their body balance so they don't fall because they are playing on the sand, it can be seen in the picture below.

2. Playing Physical Games with Rules

Overall, the children in Batubanawa village aged 5-6 years in doing physical games with overall rules can do it. It can be seen when the children play the game, they can do it according to the rules in the game, such as not being outside the field line. If it is outside the field line it will be disqualified or considered lost, then other rules are also like making a suit first before playing to determine whose team starts the game first and whose team is on guard, it can be seen in the image below.

3. Skilled in Using Right and Left Hands

From 9 children, there are 8 children who develop on the indicators of skillful use of the right and left hands. This can be seen when the game is in progress when children have the opportunity to arrange milk cans according to color. The goal is for their team to get points and become winners. It can be seen in the image below.

4. Doing Personal Hygiene Activities

From 9 children, there are 4 children who develop indicators of personal hygiene activities. This can be seen when children try to keep their clothes clean when playing games, such as children immediately clean their clothes that are exposed to sand or try to maintain their balance so they don't fall easily when they are playing. Thus, the clothes worn by children are kept clean.

From the table above, it can be concluded that the Boi Creative Game implemented in Batubanawa Village, Mawasangka Timur District, Central Buton Regency aiming to develop rough motoric skills for children aged 5-6

years is very good to apply because the game can improve rough motoric skills for children aged 5-6 years very well with a very supportive village location.

Then, based on the results of interviews conducted by researchers with one of the group B teachers named Widyastuti teaching in Al-Khair Kindergarten, Batubanawa Village, East Mawasangka District, Central Buton Regency, producing the following data:

1. Can the children perform coordinated body movements to train flexibility, balance, and agility?

“Overall the children in TK Al-Khair Batubanwa village are still lacking in coordinated body movements to train flexibility, balance, and agility because the teachers in activities to train flexibility, balance, and agility are still very monotonous. The current pandemic conditions that make the teachers at the school experience problems in carrying out activities related to the first item.”

2. Can the children play physical games with rules?

“For the activity of doing physical games with the rules, the children at the school have developed enough. It's just that the types of games played by children seem monotonous because children just repeat the same games like playing football and filling water in bottles.”

3. Can the children be skilled in using the right and left hands?

“The children in these schools have varied developments, although overall children have begun to develop. However, there are one or two children who are in the undeveloped category for activities to practice skills using right and left hands”

4. Can the children perform personal hygiene activities?

“The children at the school as a whole are able to carry out personal hygiene activities such as washing hands before and after eating, washing hands after playing outside the room, but the children have not been able to carry out personal hygiene when they do heavy game activities such as playing soccer. They can't keep the clothes they wear clean”

Based on the results of interviews conducted with group B teachers, it can be concluded that the rough motoric development of children in Al-Khair Kindergarten in Banabunawa Village aged 5-6 years needs to be stimulated again in order to develop optimally.

CONCLUSION

Based on the research that has been discussed in the discussion above, the results indicated that the Boi creative game could improve children's rough motoric skills. This can be seen from the results of the activities carried out, namely the rough motoric development of children experiencing development from 9 children who played the game. There were 8 children who developed very good. This proves that Boi creative games could improve rough motoric skills of children aged 5-6 years.

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