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Improving Early Childhood Motor Skills Through Stimulating Varied Games

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ABSTRACT

In general, the purpose of this study is to improve students' basic movement learning outcomes through game stimulation in basic movement learning (walking, running and jumping) for Bunda Anih Ismail Jakarta Kindergarten students. In addition, this study was conducted to obtain in-depth information about the application of learning models with various game variation stimulation models. This study uses the Action Research method. The subjects in this study were 22 kindergarten students. This study was conducted with six meetings consisting of two cycles, each cycle 3 meetings. The first cycle, which was realised through actions, gave results to students; the results were that the average value of students in basic movement learning (walking, running and jumping) was 61.59 or 61%. The second cycle, which was realised through actions, the results of reflection from cycle 1 gave results to students with an average result of 75.09 or 75%, and had reached and even exceeded the set learning completion standards. Based on the results of the study, it can be concluded that: With the application of the game variation stimulation model, students' basic movement learning outcomes increased and motivated students to be active in participating in the learning process.

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A. Conception and design of the study;
B. Acquisition of data;
C. Analysis and interpretation of data;
D. Manuscript preparation;
E. Obtaining funding

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INTRODUCTION

Learning movement is actually just as important as mathematics, language, and other subjects taught to students. However, many students are still unaware that optimally improving movement skills can strengthen the foundation for further movement development. These movement skills must be developed from an early age, following specific principles appropriate to the child's growth and developmental stages. Movement skills acquired through the development of physical and motor activities in early childhood are highly useful for supporting physical activity in daily life. Every early childhood school can play a crucial role in stimulating the development of physical and motor activities multilaterally by developing a variety of games appropriate to the child's world, using a learning-by-play and play-by-learning approach. Stimulation is the activity

of adequately stimulating a child's basic abilities so they grow and develop optimally according to their age group. According to early childhood learning standards, one component that must be stimulated is physical motor skills, which consist of basic locomotor, non-locomotor, and manipulative movements.

According to Asriansyah (2018), the characteristics of early childhood are still considered to be happy with playing, because the world of children is a world of play, therefore it is attempted that every material that will be given or designed must have elements of play that are fun, but do not leave the main material about what is to be achieved in learning. Playing is one of the media for students in learning to express the results of their thoughts through their surrounding environment, so that students can find various experiences, and one of them is physical and motoric experiences.

Learning physical and motor activities in early childhood students plays an important role in developing students' potential and movement experience. Hasanah (2016) stated that in the implementation of early childhood school learning, students can be trained to develop basic non-locomotor, locomotor, and manipulative movements. These three basic movement skills can later be developed according to the child's talents. Hakimeh Akbar, Behroz (Akbari, Abdoli, & Shafizadeh, 2009) also said, "Basic motion skills consisting of locomotor, non-locomotor, and manipulative are skills that are generally considered as the basis for further movement skills and special sports skills." This means that basic movement skills consisting of locomotor, non-locomotor, and manipulative are general skills as a basis for further movement skills and special sports skills. In line with this, Fadilah & Wibowo (2018) stated that basic movements are the elements that underlie a series of movements. Mastery of these basic movement skills can form movement skills in sports. These basic movement skills must be developed from an early age, by following certain principles according to the child's developmental stages.

The learning approach in learning basic movements can be done through a play approach, because playing is a fun activity for children and can provide benefits for the level of development of children's movements, in addition to playing having an impact that can improve the development of physical, motoric and social relationships of children. (Huang & Reynoso, 2018) Said that the design of activities in physical education must focus on game-based teaching, so that students have high motivation and learning participation to participate in learning activities. Rules and game designs must be designed by developing interactions between students and considering different cognitive levels. One form of play that can be applied to early childhood school students is through the development of various forms of game variations that can stimulate aspects of physical and motoric development.

METHODS

This research was conducted on students at Bunda Anih Ismail Kindergarten in Jakarta in April 2025 using the Action Research method. This study used cycles, where each cycle had systematic steps consisting of action planning, implementation,

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observation, and reflection. A more detailed explanation of the research design is shown in the following figure:
Equation and Formula

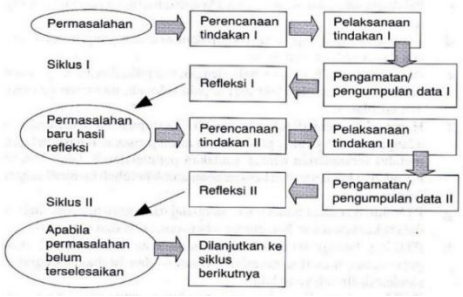

Figure 1
Kemmis and McTaggart's Action Research Design

RESULTS AND DISCUSSION

This research was conducted with six meetings consisting of two cycles, each cycle 3 meetings, the first cycle realized through the action of providing results to students, the result is the average value of students in learning basic movements (walking, running and jumping) 61.59 or 61%. The second cycle, realised through the action of the results of reflection from cycle 1, provides results to students according to the plan and learning model. The result is an average of 75.09 or 75% of students completed because they have achieved or even exceeded the learning completion standards that have been set.

Based on the research results, it can be concluded that: (1) With the play approach model for basic movements (walking, running and jumping), student learning outcomes increase; (2) With the play approach model, students are actively motivated to follow the learning process. Regarding the achievement of basic movement learning outcomes (walking, running and jumping) before using both cycle I and cycle II, this can be seen in the graph below.

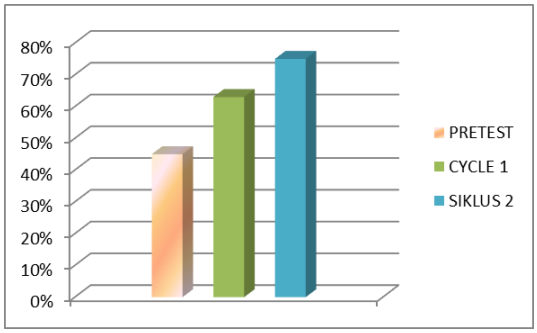

Figure 2.
Results of learning basic movements before using Cycle I and Cycle II

Furthermore, the discussion should relate the results section to the current understanding of the scientific problems being investigated in the field. The discussion section provides an opportunity to critically assess the findings of other studies.

CONCLUSION

The findings of this study indicate that implementing varied and stimulating games significantly contributes to the improvement of early childhood motor skills, both in gross and fine motor domains. Engaging children in diverse, playful, and age-appropriate activities fosters not only physical development but also supports cognitive, social, and emotional growth. The variety of games provided opportunities for repeated practice, exploration, and creativity, which enhanced children's coordination, balance, agility, and hand–eye coordination. This approach proves to be an effective, enjoyable, and sustainable method for early childhood education settings, highlighting the importance of integrating structured and unstructured play into daily learning activities.

ACKNOWLEDGMENT

Based on the research results that have been presented in general, it can be concluded that the application of learning with a play approach model for basic movements (running, walking, and jumping) is effective in improving learning outcomes. And the play variation approach model can attract students' motivation and interest in learning. And recommendations include: Elementary school physical education teachers can use this basic movement learning model based on traditional Acehnese games as a learning medium for basic movements for both upper and lower grades. For academics and education practitioners to be able to continue further and in-depth research related to traditional Acehnese games. For the Aceh Provincial Government and Regency and City Governments throughout Aceh to be able to create policies to be able to include traditional Acehnese games at least as local content in the elementary school curriculum.

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