

THE RELATIONSHIP BETWEEN CHEERFUL GYMNASTICS AND GROSS MOTOR DEVELOPMENT OF EARLY CHILDHOOD AT PERTIWI IV KINDERGARTEN

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ABSTRAK : HUBUNGAN GERAKAN SENAM CERIA TERHADAP PERKEMBANGAN MOTORIK KASAR ANAK USIA DINI

Latar Belakang: Pembelajaran anak usia dini yang digunakan saat ini masih terkesan monoton dan belum mampu mengoptimalkan aspek perkembangan anak dalam meningkatkan perkembangan motorik kasar anak usia dini. Senam Ceria merupakan salah satu kegiatan yang dapat merangsang perkembangan motorik anak pada usia dini, senam yang diiringi dengan musik dan lagu yang gembira dapat meningkatkan semangat bagi anak-anak sehingga aktifitas fisik/jasmani anak lebih baik yang pada akhirnya mampu mencapai perkembangan motorik kasar yang optimal.

Tujuan: Tujuan untuk menganalisis hubungan gerakan senam terhadap perkembangan motorik kasar anak usia dini.

Metode: Rancangan penelitian yang digunakan adalah survei analitik dengan pendekatan cross sectional. Jumlah sampel sebanyak 50 anak usia dini. Instrumen penelitian menggunakan kuesioner. Analisis bivariat menggunakan uji Chi Square.

Hasil: Hasil dari 50 responden terdapat 68% anak yang mengikuti gerakan senam ceria secara sistematis, Untuk perkembangan motorik kasar dari terdapat 38 responden yaitu sebanyak 76% memiliki kategori baik. Hasil uji Chi Square ada hubungan yang signifikan antara gerakan senam ceria terhadap perkembangan motorik kasar anak usia dini ($p = 0,000$).

Kesimpulan: Melalui senam ceria maka gerakan dasar tubuhnya akan terlatih secara ekspresif dan akan memberikan perubahan yang signifikan terhadap anak yang mengalami keterhambatan motorik kasar. Salah satu cara meningkatkan motorik kasar pada anak usia dini dengan mengajaknya untuk melakukan kegiatan senam ceria yang menyenangkan bagi anak di sekolah, dengan gerakan yang sederhana mampu diikuti oleh anak.

Saran: diharapkan senam ceria dilanjutkan secara rutin sebagai kegiatan olahraga setiap minggu di TK Pertiwi IV

Kata kunci: anak usia dini; motorik kasar; perkembangan; senam ceria

ABSTRACT

Background: Early childhood learning currently used still seems monotonous and has not been able to optimize aspects of child development in improving the gross motor development of early age. Cheerful Gymnastics is one of the activities that can stimulate children's motoric development at an early age. Gymnastics accompanied by happy music and songs can increase children's enthusiasm so that children's physical/physical activity is better which in turn is able to achieve optimal gross motor development.

Purpose: The objective to analyze the relationship of gymnastic movements to the gross motor development of early childhood.

Methods: The research design used was an analytical survey with a cross sectional approach. The number of samples were 50 early childhood. Research instruments using questionnaires. Bivariate analysis using Chi Square test.

Results: from 50 respondents showed that 68% of children participated in cheerful gymnastics movements systematically. For gross motor development, there were 38 respondents, namely 76% were in the good category. The results of the Chi Square test showed a significant relationship between cheerful gymnastics movements and the gross motor development of young children ($p = 0.000$).

Conclusion: Through cheerful gymnastics movement, basic body movements will be trained expressively and will provide significant changes to children who experience gross motor skills. One way to improve gross motor skills in young children is by inviting them to do cheerful gymnastics activities that are fun for children at school,

with simple movements that children can follow.

Suggestions; It is hoped that cheerful gymnastics will continue regularly as a sports activity every week at Pertiwi IV Kindergarten.

Keywords: early childhood; gross motor; development; cheerful gymnastics.

INTRODUCTION

Children are unique individuals who require attention from various aspects of life, and one of these aspects is their development. The development process evolves from simple matters to more complex ones. Individuals who experience positive developmental situations in their early years will positively impact their future development in line with the expected development.

One type of development is motor skills, which can be seen in an individual through the coordination of movement and muscles. Individuals with good motor skills can be identified by excellent movement and muscle coordination. In contrast, those with less developed motor skills may exhibit poor coordination and muscle control (Asmuddin et al., 2022).

Early Childhood Education (PAUD) can be defined as a form of educational implementation that emphasizes the foundation for growth and development in terms of motor coordination (fine and gross), emotional intelligence, multiple intelligences, and spiritual intelligence (Hasanah, 2016). PAUD is also fundamental education because early childhood is a critical period for a child's development. Approximately 80% of a child's brain development occurs during the 'Golden Age,' from 0 to 5 years old. Therefore, stimulation for developing gross motor skills should begin in early childhood (Kusumaningrum et al., 2022).

Exercise is one of the activities that can stimulate the motor development of children at an early age. Exercise accompanied by cheerful music and songs can boost the spirits of children. 'Senam Ceria' is a form of exercise beneficial for developing children's potential from an early age. This exercise program for Early Childhood Education (PAUD) was developed by the Organization of Non-Formal and Informal Education Development Center (BPPNFI). Developing this exercise aims to promote overall intelligence, including cognitive, gross motor, and pleasing motor aspects (Subhan & Irfah, 2019).

Based on previous research conducted by Ganjar Rohma in 2017, which involved the observation and documentation of 30 children, the results indicated a positive correlation between the frequency of gymnastics training and the development of children's gross motor skills. Other

studies also showed that 'Senam Ceria' can improve basic motor skills such as walking, running, jumping, rotating, and bending, as well as cognitive skills like solving simple daily life problems, understanding numerical concepts, recognizing patterns, grasping spatial concepts, and understanding measurements, gradually with each cycle (Palmizal et al., 2020).

Saidah (2016) revealed several other factors that influence children's gross motor development, stating that gender differences can affect motor development. Boys tend to develop faster than girls in learning motor skills such as control, but girls tend to excel in locomotor skills such as walking, running, and jumping (Saidah & Puwani, 2016). Another study by Duan (2022) on cognitive motor skills suggested that language development is related to fine and gross motor skills (Duan et al., 2022).

However, regarding physical activities like cheerful gymnastic there needs to be more stimulation in this PAUD Pertiwi IV Kindergarten, leading to insufficient coordination in children's movements. Gross motor skills are trained to enable children to respond to stimulation and provide feedback. This gymnastic exercise focuses on the body rather than equipment or movement patterns because the primary goal is the development and control of physical quality. Cheerful Gymnastics is conducted rhythmically, either accompanied by music or as free rhythmic exercises

RESEARCH METHODS

The research design employed is a cross-sectional study, aiming to analyze the relationship between the independent variable (movements in cheerful gymnastics) and the dependent variable (gross motor development) in early childhood using the chi square test. The methodology entails the collection of data at one specific point in time. The study's sample consists of 50 children, aged 4-5 years, enrolled at TK Pertiwi IV. Purposive sampling was utilized for the selection of participants, with inclusion criteria being: attendance at Pertiwi IV Kindergarten, age range of 4-5 years, participation in cheerful gymnastics sessions more than four times, and consent to participate as respondents. Data was collated using observational sheets and questionnaires derived from the KPSP for the 4-5 years age group, aimed at assessing the gross motor

development of the participants.

RESEARCH RESULTS

Table 1
Distribution of Respondent Characteristics Based on Child Age and Mother's Age

Variabel	Mean	Min-Max	SD
Mother's Age	35	26-58	5,349
Child's Age	4,60	4-5	0,495

Table 2
Distribution of Respondent Characteristics Based on Gender, Eating Pattern, and Parenting Style

Characteristic	Frequency (n=50)	Percentage (%)
Gender		
Male	17	34
Female	33	66
Eating Pattern		
Good	38	76
Adequate	7	14
Poor	5	10
Parenting Style		
Authoritative	10	20
Authoritarian	15	30
Democratic	25	50
Parity Mother		
Primipara	26	52
Multipara	17	34
Grande Multipara	7	14

Table 3
Distribution of Frequency of Gymnastics in 4-5 Year Old Children at Pertiwi IV Kindergarten Year 2023

Cheerful Gymnastics	Frequency (n=50)	Percentage (%)
Systematic Movements	34	68
Movements are somewhat imprecise	13	26
Did not participate	3	6

Table 4
Distribution of Gross Motor Skills Frequency in 4-5 Year Old Children at Pertiwi IV Kindergarten Year 2023

Cheerful Gymnastics	Frequency (n=50)	Percentage (%)
Good	38	76
Adequate	10	20
Poor	2	4

Table 4
Relationship between Gymnastic Movements and Gross Motor Development in Early Childhood (4-5 Years) at Pertiwi IV Kindergarten Year 2023

Cheerful Gymnastics	Gross Motor Skills						Total		P
	Good		Adequate		Poor		F	%	
	F	%	F	%	F	%			
Systematic Movements	34	68	0	0	0	0	34	68	0.000
Movements are somewhat imprecise	4	8	9	18	0	0	13	26	
Did not participate	0	0	1	2	2	4	3	6	

DISCUSSION

Characteristics Of Respondent

Based on the results of the study, it was found the average age of the respondent's mother is 35 years, with a minimum age of 26 years and a maximum age of 58 years. Regarding the child's age, the average pregnancy age is 4,6, which means that, on average, the children are four and six months old.

It can be observed that the majority of children's gender is female, with 33 individuals (66%). Regarding eating patterns, the majority follow a good eating pattern, with 38 individuals (76%). As for parenting style, the highest number of parents follow a democratic parenting style, with 25 individuals (50%). Regarding the mother's parity, the majority are primiparous, with 26 individuals (52%).

Distribution of Frequency of Gymnastics and Gross Motor Skills in 4-5 Year Old Children at Pertiwi IV Kindergarten Year 2023

Table 3 shows that 34 children (68%) perform gymnastic exercises systematically, while 13 children (26%) perform cheerful gymnastics with somewhat imprecise movements. Additionally, three children (6%) did not participate or remained still during cheerful gymnastics. In table 4, it can be observed that 38 respondents (76%) of children have good gross motor skills, while 10 children (20%) have adequate gross motor skills, and two children (4%) have poor gross motor skills.

The results of the research show that with cheerful exercise the students can follow movements systematically and well-coordinated. This is in line with research by Zulfah (2019) which concluded that cheerful exercise increases students' interest in physical motor activities (Zulfah, 2019). The research results from (Subhan & Irfah, 2019) also concluded that implementing cheerful exercise was able to improve gross motor skills in group B kindergarten children. The research results (Nuryanti, Roni, R., & Ismail, 2015) concluded that through cheerful exercise activities, children's gross motor skills increased. Hartini and Abubakar's research also

concluded that cheerful exercise videos are very feasible and very effective as a learning medium for improving the gross motor skills of students with Down syndrome (Hartina & Abubakar, 2018).

Relationship between Gymnastic Movements and Gross Motor Development in Early Childhood (4-5 years) at Pertiwi IV Kindergarten Year 2023

Based on the cross-tabulation table between gymnastic movements and gross motor development in the table above, the analysis using Chi-square resulted in a P-value of $0.000 < 0.05$. Therefore, it can be concluded that there is a significant relationship between 'Senam Ceria' movements and gross motor development in children aged 4-5 years.

During early childhood, one of the best ways to provide stimulation to enhance kinesthetic intelligence in children is through cheerful gymnastics because children love to move, especially when accompanied by rhythmic music and cheerful songs that allow them to express themselves. Gymnastics optimizes physical activity in a child's development (Yunaika, 2020). The development that can be achieved includes improved immunity, agility, intelligence, flexibility, and good body coordination. Gymnastics can be classified as rhythmic or rhythmic gymnastics. Cheerful gymnastics combines various movements with accompanying rhythm, such as claps, beats, tambourines, singing, music, and more (Sudarsini, 2013).

Gross motor skills are crucial for the growth and development of children, both now and in the future. These skills build confidence, independence, and acceptance among children by their peers (Bakaniene et al., 2018). Teachers and parents need to understand the appropriate stimulation to develop their children's gross motor skills, including locomotor skills, non-locomotor skills, and skills for receiving and projecting themselves. Rhythmic gymnastics can be a helpful approach to develop these gross motor skills. This exercise is easy to

perform and optimizes a child's physical growth and development (Bardid et al., 2017). To improve a child's gross motor skills, appropriate exercises tailored to the characteristics of young children are necessary. Gross motor development will be optimal when physical activities stimulate it (Rizkiyah et al., 2018).

Cheerful gymnastics is a combination of movements accompanied by rhythm (Ramadhani, 2018). Cheerful gymnastics activities contribute to children's gross motor skills development. Through rhythmic gymnastics, basic body movements are trained expressively and can significantly improve children who experience motor skill delays. It requires strength and agility, which contributes to improved physical motor skills, making them healthier and more agile (Maghfiroh, 2020). Cheerful gymnastics is divided into three stages: the warm-up, core, and cooling-down. The warm-up stage is performed before the core movements and aims to prepare the body physiologically and psychologically, preparing the respiratory system, blood circulation, muscles, and joints. The core movements in rhythmic gymnastics include gross motor movements that train flexibility, balance, agility, flexibility, and muscle coordination. The cooling-down stage is performed after the core movements to relax the muscles, calm the body, and regulate breathing, allowing the body to relax (Hasibuan et al., 2020).

CONCLUSION

Through cheerful gymnastics, foundational body movements are trained expressively, which can result in significant improvements for children experiencing gross motor delays. One method to enhance gross motor skills in early childhood is by engaging them in cheerful gymnastics activities. Cheerful gymnastics is a delightful activity for school-aged children, and its straightforward movements are easily accessible for children to follow.

SUGGESTION

It is hoped that cheerful gymnastics will continue to be carried out continuously in sports activities every week at Pertiwi IV Kindergarten to improve students' gross motor skills.

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