

THE RELATIONSHIP BETWEEN ACTIVE PLAY WITH GROSS MOTOR DEVELOPMENT OF CHILDREN AGED 4-6 YEARS IN TK RA CUT NYAK DIEN GENDINGAN VILLAGE, TULUNGAGUNG

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ABSTRACT

Active play affects the gross motor development of children aged 4-6. Assessment of children's gross motor development can be seen from the type of children's play, namely active play; with children who play actively, children's gross motor development will develop well or normally. This research aims to determine the relationship between active play and gross motor development for children aged 4-6 years. RA. Cut Nyak Dien, Gendingan village, Kedungwaru district, Tulungagung regency on 6-8 February 2015. The research design used a cross-sectional method. They are using a total sampling technique with research subjects, namely one of the parents or guardians of the student and their child aged 4-6 years who are registered at TK RA.Cut Nyak Dien Gendingan village Kec.Kedungwaru Kab.Tulungagung, who met the inclusion criteria. Data collection techniques using a questionnaire to determine the type of children's play and DDST (the Denver Development Screening Test) form to determine the level of gross motor development of children. Then the data were analyzed using it to determine the percentage of respondents. Furthermore, the collected data was processed using a statistical test with SPSS version 16 with Spearman rank (ρ) with a probability linkage level $\alpha = 0.05$. The results of the data analysis showed that out of 72 respondents, almost all of them had a type of active play with appropriate gross motoric development of children, as many as 61 respondents, 84.7%, while with the type of passive play with appropriate development, namely 0 respondents or (0%). The results of the Spearman rank statistical test (ρ) show that the value of $p = 0.000 < \alpha = 0.05$ (significantly related) is obtained. Thus, H_0 is rejected, and H_1 is accepted, meaning that there is a relationship between active play and gross motor development of children aged 4-6 years. It can be concluded that active play indicates the status of appropriate gross motor development of children. Therefore, it is essential to give counseling and motivation so that parents can provide a type of play appropriate to the gross motor development of children aged 4-6 years.

Keywords: *Active play, gross motor development of children aged 4-6 years.*

I. INTRODUCTION

Children are not miniature adult humans who have to think, speak and act like adults. Games, pictures, and television shows that children's need is exceptional and different from adults. They need a friendly environment and atmosphere, body and soul to grow. Children have the fundamental right to growth and development humanely, physically, and socially. By law, the rights and protection of children by adults, parents, and even the government should not be seen as a joke or a game of irresponsible exploitation of children for their own sake. Children are not games; children must play in their development. Physically, traditional games can also train children's physical, motor, and sensory skills from an early age. How children walk, jump, jump, or run will form strong and healthy body muscles. A well-built body will make children agile, skilled, and nimble. (Nanang, 2012)

Lack of play activity results in children's motor development underdevelopment; through playing, motor development can be stimulated to develop optimally. In recent years, various problems with child development disorders, such as motor and language delays, have increased; the incidence in the United States ranges from 12-16%, in Thailand 24% and Argentina 22%, and in Indonesia between 13% -18%. (WHO 2002)

In 2005 at Dr. General Hospital. Soetomo in Surabaya had 323 children who experienced developmental disorders, which can be described as follows: there were 190 cases of language disorders and 133 cases of gross motor, fine motor, and social development disorders (Jelsoft, 2007). Compared to Western countries, the development of gross motor skills in Indonesian children still needs to be improved.

Based on data from the Tulungagung District Health Office in 2013, there were 20,220 children or (17.5%) of 3.5 million children in 2013. With details of 2500 children (12.4%) experiencing physical development disorders and 1600 children (8%) experiencing diversity disorders. (Health Office of Tulungagung Regency, 2013)

Based on a preliminary study conducted by researchers on December 20, 2015, at the Kindergarten Education Institute RA Kindergarten Cut Nyak Dien Kedungwaru District Tulungagung Regency in preschool-age children should have normal gross motor development to socialize with other children, there were four children out of 32 children or (12.5%) whose gross motor development was not good tended to be passive, only likes to draw, write than other children who actively play outdoors.

The impact of disturbed motor development tends to be less strong limb muscles, resulting in a lack of skills in sports and strenuous activities that require considerable muscle power.

The effort to overcome motor development that is less than optimal is by developing learning in kindergarten children by focusing on free movement exercises, which can be done by inviting children to play outdoor games so that children can master basic movements that are free so that children can master movements. the basis for further growth and development. They are trained to be able to use their muscles properly so that children are more agile in their movements such as hide and seek, go back Sodor, jirak, dir-diran (nekeran), benthik, bekelan, dakon, gangsingan, plinthengan, and many others. In other tribes and communities, many have similar games but different names or terms. According to Awi Muhadi Wijaya (2009)

II. RESEARCH METHODS

Based on the classification, the research design or design that the researchers carried out was to use a cross-sectional approach, namely a type of research that emphasizes the time of measurement/observation of independent and dependent variable data only once, at one time. In this type, the independent and dependent variables are assessed simultaneously at one time; in this type, the independent and dependent variables are assessed simultaneously at one moment. This study will obtain the prevalence or effect of a phenomenon (the dependent variable) associated with the cause (the independent variable) (Nursalam, 2003).

The population in this study were all parents or guardians of students and their children aged 4-6 years who were enrolled in kindergarten. RA. Cut Nyak Dien, Gendingan Village, Kedungwaru District, Tulungagung Regency.

The sample for this study was some parents or guardians of students and their children aged 4-6 years who were enrolled in kindergarten. RA. Cut Nyak Dien, Gendingan Village, Kedungwaru District, Tulungagung Regency, met the inclusion criteria when the study was conducted.

In collecting data used for research measuring instruments are questionnaire sheets and DDST forms (*Denver Development Screening Test*).

The sample size in this study was taken from all parents or guardians of students and their children aged 4-6 years who were enrolled in TK RA. Cut Nyak Dien, Gendingan Village, Kedungwaru District, Tulungagung Regency, and 72 respondents met the inclusion criteria.

This research was conducted in. RA. Cut Nyak Dien, Gendingan Village, Kec. Kedungwaru, Tulungagung Regency on 6-8 February 2015.

In analyzing the Relationship between active play and gross motor development of children aged 4-5 years in TK RA. Cut Nyak Dien Desa Gendingan, Kedungwaru District, Tulungagung Regency in 2015, using Spearman rho statistic test. When *a value* < 0.05 is said to be significant, which is a hypothesis if the $p\text{-value} \leq 0.05$, then H_0 is accepted, and H_a is rejected. That is, there is a relationship between the variables of active play and gross motor development of children aged 4-6 years. Meanwhile, H_0 is rejected if the $p\text{-value} \geq 0.05$, and H_a is accepted. That is, there is no relationship between the variables of active play and gross motor development of children aged 4-6 years.

RESULTS

1. Types of Child Play

Table 1 Frequency Distribution of Types of Children's Play

No	Types of Child Play	Amount	Percentage (%)
1	Active	61	85
2	Passive	11	15
	Amount	72	100

Source: 2015 respondent questionnaire

Based on Table 1, it can be seen that from 72 respondents, almost all types of active play, with 61 respondents or 85%.

2. Gross motor development of children aged 4-6 years

Table 2 Frequency Distribution of Gross Motor Development in Children

No	Gross Motor Development	Amount	Percentage (%)
1	In accordance	61	84.7
2	Doubtful	10	14
3	deviation	1	1,3
	Amount	72	100

Source: Respondent's observation in 2015

Table 2 shows that of the 72 respondents, almost all gross motor development was appropriate, namely 61 respondents or 84.7%.

3. Relationship between active play and gross motor development for children aged 4-6.

Table 3 Relationship between active play and gross motor development in children

Play	Gross Motor Development			Total
	In accordance	Doubtful	deviation	
	total (%)	total (%)	total (%)	total (%)
Active	61 (84.7%)	0 (0%)	0 (0%)	61 (84.7%)
Passive	0 (0%)	10 (14%)	1 (1.4%)	11 (15.3%)
Total	61 (84.7%)	10 (14%)	1 (1.4%)	72 (100%)

Statistical test results spearman rank (rho) $p = 0.00 < \alpha = 0.05$

Source: Questionnaire and observation of respondents in 2015

Based on Table 3, it is known that of the 72 respondents, almost all of them have a type of active play with appropriate gross motoric development of children, namely 61 respondents (84.7%), while with a type of passive play with appropriate development, namely 0 respondents or (0%).

Spearman rho statistical test results, the value of $p = 0.000 < \alpha = 0.05$ (significantly related). Thus, H_0 is rejected, and H_1 is accepted, meaning that there is a relationship between active play and gross motor development of children aged 4-6 years.

III. DISCUSSION

A. Active Play for Children Aged 4-6 Years

Based on the results of the study in Table 1, 72 respondents show almost all of the criteria for active games were 61 respondents (85%) and passive patterns were 11 respondents (15%).

According to (Tedjasaputra, 2001), various research results, it was found that active games, namely types of games that involve a lot of body activity or body movements that can stimulate children's motor development, including free and spontaneous play, this play activity is carried out anywhere, there are no rules as long as he likes and can do it.

Referring to the facts and theories above, the researcher argues that active play for children aged 4-6 years is more dominant; active play is an easy activity for children of that age; they can express themselves through the movements they like according to what is in them. Their minds, as well as being able to stimulate motor development according to their age.

B. Gross Motor Development of Children Aged 4-6 Years

Based on the results of the study in the table of 72 respondents, it was found that the appropriate gross motor development criteria were 61 respondents (84.7%), doubtful as many as ten respondents (14%), deviations by one respondent (1.3%).

Development is the addition of more complex body structures and functions in gross and fine motor skills, speech, and language, as well as socialization and independence (Depkes RI, 2005).

As said (by Elizabeth B. Hurlock 2007), a developmental psychologist and observer of child problems, gross motor development is physical movement through coordinated nervous, muscular, and autonomic activity. Aspect or gross motor movement is the movement of the limbs roughly, or at least it is done with rather complex movements.

For example, they are walking, going up and down stairs, throwing and catching a ball offered to them.

Based on the theory of factors that influence child development (Soetjingsih, 2002) argues that the home atmosphere, parenting style (how to raise children), and the Environment inside and outside the home (playing activities) play an essential role in a child's growth.

Based on the theory and facts above, the researcher argues that children's development will be more appropriate or better if supported by a good home atmosphere, parenting style (how to raise children), and the Environment inside and outside the home (playing activities).

C. Analysis Results Relationship between active play and gross motor development for children aged 4-6 years.

Based on Table 3, the test results show that out of 72 respondents, almost all of them played actively with appropriate gross motoric development of children, namely 61 respondents (84.7%), while with passive play types with appropriate development, namely 0 respondents or (0%). From the results of the Spearman rank statistical test (ρ), a significant value was obtained of $p = 0.000 < \alpha = 0.05$, so H_0 was rejected, which means there is a relationship between active play and gross motoric development of children.

According to (Soetjingsih, 2002). Factors - factors supporting child development, including: Fulfilling the nutritional needs of the child, Active role of parents, Environment that stimulates all aspects of child development, Active role of children (activities, play), Parental education

According to the theory of Joseph (2004), the Fulfillment of independent activities, play activities, and skills in kindergarten education will be maximal and good if accompanied by good motor development.

This is when associated with the theory (Ismail, 2006). Children's play at every age involves motor coordination. What will be done and the time to play depends on their motor development. Reasonable motor control allows children to engage in active play. The results of the study showing that active play is more dominant than other games proves that there is a relationship between gross motoric development of children.

In this study, most of the children who did active play then these children had appropriate gross motor development. Based on theory and facts can be concluded that children who do active play, the better gross motor development. This proves a relationship

between active play and children's gross motor development. Thus, it is the right and obligation of parents as the main person in charge of educating their children. They must be able to choose the appropriate play type for their children so that the child's development is good as expected.

IV. CONCLUSION

This study concludes that there is a relationship between playing and gross motor development of children aged 4-6 years. With the results of cross-tabulation, there were 61 respondents, 84.7%, whereas with this type of passive play with appropriate development, namely 0 respondents or (0%). Moreover, the results of the Spearman rank statistical test (ρ) obtained a value of $p = 0.000 < \alpha = 0.05$ (significantly related). Thus, H_0 is rejected, and H_1 is accepted, meaning that there is a relationship between active play and gross motor development of children aged 4-6 years.

SUGGESTION

Based on the results of research conducted to determine the relationship between active play and gross motor development in children aged 4-6 years, the researchers suggest:

1) Practical Advice

Teachers who are parents of students at school need to increase their knowledge about children's gross motor development and influencing factors. They can also apply correct or appropriate games to enhance and spur gross motor development in their students.

2) Theoretical Suggestions

a. For Further Researchers

It is suggested that the next researcher conduct research with more aspects over a longer time. It can use this research as information or reference material to obtain more perfect results.

b. For Educational Institutions

By conducting this research, it is hoped that educational institutions will further improve facilities and infrastructure for research activities, such as by adding sources of knowledge (references) to be used as a reference in conducting research.

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