

**DEVELOPMENT OF MOTORIC CHILDREN AGES 5-6 IN ISLAMIC  
KINDERGARTEN IBNU QOYYIM KEC. MEDAN SELAYANG  
SETIA BUDI ACADEMIC YEAR 2019/2020**

Fatma Gustina

*Universitas Islam Negeri Sumatera Utara*

*Fatmasiregar48@gmail.com*

**ABSTRAK**

Penelitian ini dilaksanakan di TK IT IBNU QOYYIM, Jalan setia budi, pasar II Tj. Sari, Kec. Medan selayang kota medan. Pada tanggal 11 November 2019 sampai 21 Februari 2020, Jenis penelitian yang dilakukan adalah penelitian Kualitatif Deskriptif. Metode penelitian yaitu data dalam bentuk deskriptif yang diperoleh dari hasil Observasi atau pengamatan dan hasil informasi tentang perkembangan motorik anak .

Penelitian ini bertujuan untuk mengetahui : Tujuan dari penelitian ini adalah untuk mengetahui Perkembangan Motorik anak usia 5-6 tahun dan cara mengembangkan motorik anak usia 4-5 tahun di TK Islam Ibnu Qoyyim T.A 2019/2020

Hasil penelitian menunjukkan Berdasarkan penelitian yang dilakukan, Perkembangan motorik anak kelas B usia 5-6 tahun sudah berkembang baik. Mereka mempunyai fasilitas untuk mengembangkan motorik anak, dan hampir semua anak perkembangan motoriknya baik, karna di stimulus dengan baik. Dari penelitian ini, penulis menyimpulkan perkembangan motorik di sekolah tersebut sudah berkembang dengan baik dan dengan penelitian yang menunjukkan anak sudah berkembang motoriknya.

**Kata kunci** : Motorik, Anak Usia Dini

**ABSTRACT**

*This research was conducted at TK IT IBNU QOYYIM, Jalan setia budi, Pasar II Tj. Sari, Kec. Medan as glimpse as the city of medan. On November 11, 2019 to February 21, 2020, the type of research carried out was descriptive qualitative research. The research method is data in descriptive form obtained from the results of observations or observations and the results of information about children's motor development.*

*This study aims to determine: The purpose of this study is to determine the motor development of children aged 5-6 years and how to develop motoric development of children aged 4-5 years in Ibnu Qoyyim T.A Islamic Kindergarten 2019/2020.*

*The results showed that based on the research conducted, the motor development of class B children aged 5-6 years had developed well. They have facilities to develop children's motor skills, and almost all children have good motor development, because they are well*

*stimulated. From this study, the authors conclude that motor development in these schools has developed well and with research that shows children have developed motor skills.*

**Keywords:** Motor, Early Childhood

## INTRODUCTION

Febria Lismanto (2017:3) Motor development means controlling physical movements through coordinated activities of the nerve center, nerves and muscles. Motor development is related to growth and development. As previously explained, growth is a quantitative change in size and structure. Changes can be measured such as height, weight, head circumference and tooth gain. While development is a qualitative change that is becoming better, more complex, and more coordinated.

Motor development is the process of growth and development of a child's ability to move. Basically, this development 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 development is divided into two parts, namely gross motor and fine motor. Gross motor skills are formed when children begin to have almost the same coordination and balance as adults. Gross motor skills are abilities that require the coordination of most of the child's body. To stimulate children's gross motor skills, it can be done by training children to jump, climb, run, tiptoe, walk and so on (veny, 2015: 249). While fine motor skills are movements that use fine muscles which are heavily influenced by learning and practice opportunities, such as moving objects from the hands, scribbling, arranging blocks, writing and others.

Low motoric physical activity will have an impact on the development of children's motor skills. Teachers need to approach, so that children can be active and confident in the movement, so that children have higher participation. Some researchers have found that motor physical activity is very

important in developing children's skills, thus children must be physically active to develop new motor skills, through motor movements.

Sujiono stated that physical activity will also increase children's curiosity and make children pay attention to objects, catch them, try them, throw them, or drop them, pick up, shake, and put things back in their place. Physical motor development activities include activities that lead to activities to train gross motor skills consisting of walking, running, jumping, gymnastics, skills with balls, skills using equipment, dancing, rhythmic exercises with combined motion.

Hurlock explained gross motor skills as controlling body movements through coordinated activities between the nervous system, muscles, brain, and spinal cord, namely abilities that are needed from the age of toddlers as part of a child's growth and development. Meanwhile, Sage explained the importance of children's gross motor development as one of the most important aspects of development, that gross motor skills are individual

capacities related to performance in performing various skills acquired since childhood.

There are several activities that can develop children's gross motor movements, such as walking on a board, sports (jumping rope, swimming, soccer, badminton, gymnastics, cycling, dancing, or playing drama). These activities are not only fun for children but can also train children's self-confidence. There are many ways to develop children's physical motor skills, one of which is gymnastics. Gymnastics is one of the physical activities that children can develop. Gymnastic movements can support children's physical development such as muscle strength and endurance. The method that can be used by teachers in improving children's gross motor skills is through gymnastics.

According to Hibana, a gymnastics movement aims to develop gross motor skills in children. Children can observe the movements made by their friends or those who have been trained to them, then remember the motor movements that have been done to improve their movements. Before being able to

integrate complex motor activities, children must also have basic skills first with children being able to move according to their child's abilities.

#### Fine Motor Movements AUD

What are fine motor movements if the movement only involves certain body parts and is carried out by small muscles, such as the skill of using the fingers and proper wrist movements. The fine motor movements seen at kindergarten age, among others, are that children begin to be able to brush their teeth, comb, open and close zippers, put on their own shoes, button clothes, and eat by themselves using a spoon and fork.

In performing fine motor movements, children also need other physical support and mental maturity, such as drawing skills. Children's fine motor movements have begun to develop rapidly at the age of about 3 years. However, when the child is 4 years old, he can already hold colored pencils or crayons to draw. Gender differences affect the motor development of kindergarten children. Girls are more

likely to practice skills that require balance, such as skipping or jumping with a big ball (hoping). Meanwhile, boys prefer to practice throwing, catching and kicking ball skills or behaving in a manner that emphasizes speed and strength.

There are several activities that can develop children's motor movements, such as walking on a board, sports (jumping rope, swimming, soccer, badminton, gymnastics, cycling), dancing, or playing drama. The following is a table that lists the motor development of kindergarten age children, namely at the age of 3-4 years and 5-6 years.

#### Motor Development for Children 3-4 Years

##### Old Gross

##### Motric Fine Motor

1. Catching a big ball with straight hands in front of the body.

- 1 Cut the paper into two halves

- 2 Stand on one leg for 5 seconds.

- 2 Washing and wiping your own hands

- 3 Riding a tricycle through wide bends.

- 3 Stir the liquid with a spoon
- 4 Jump 1 meter or more from the original standing position.
- 4 Pours water and pitcher
- 5 Picks up small objects from tray without dropping them
- 5 Holds a fork by gripping
- 6 Uses shoulders and elbows when throwing a ball up to 3 m
- 6 Carrying something with tongs
- 7 Walks down the board placing one foot in front of the other
- 7 If given a picture, the child will color it
- 8 Jumping on one leg
- 8 Unbuttoning and releasing the belt
- 9 Standing with both heels together, hands on the side, without losing balance
- 9 Draw a circle, but the shape is still rough

Motor Development for Children  
Age 5-6

Gross

Motor Fine Motor

- 1 Run and kick the ball
- 1 Tie shoelaces

- 2 Jump up and down with alternating feet
- 2 Put a letter in an envelope
- 3 Throw a tennis ball with one hand and catch it with both hands
- 3 Spread jam on the inside on bread
- 4 Walk in a predetermined line
- 4 Forming
- 5 Stand on tiptoe with hands on hips
- 5 Wash and dry face without getting clothes wet
- 6 Touching toes without bending knees
- 7 Pedal one leg forward or backward without losing balance

In the competency standards of the Kindergarten curriculum it is stated that the purpose of education in Kindergarten is to help develop various potentials of children both psychologically and physically which includes moral and religious values, social emotional, cognitive, language, physical-motor, independence, and the arts to enter basic education.

For the development of children's basic abilities seen from their physical or motor abilities,

kindergarten teachers will help improve children's physical or motor skills in terms of introducing and practicing children's gross and fine motor movements, increasing the ability to manage, control body movements, and coordination, and improve skills. body and a healthy way of life so that it can support strong, healthy and skilled physical growth.

Meanwhile, the basic motor competencies of kindergarten children that are expected to be developed by teachers when children enter school/kindergarten institutions are children who are able to:

perform coordinated physical activities in the context of flexibility and readiness to write, balance, agility, and train courage. express themselves and be creative with various ideas and imagination and use various media/materials to become a work of art.

To develop the motor skills of kindergarten children, teachers can use various learning methods.

## **METHODS**

The type of research conducted is qualitative research.

This study was conducted to describe all matters relating to motoric development in Islamic Kindergarten Ibnu Qoyyim for children aged 4-5 years, Kec. Medan Selayang Setia Budi. This research was carried out on October 7, 2019 to November 27, 2019. The data source in this study was primary data source, namely data sources taken directly, namely directly observing children's activities, interviewing teachers and the principal of Ibnu Qoyyim Kindergarten. This study also uses secondary data, researchers take school information such as school profiles, school infrastructure, children's cognitive records, and everything related to children's cognitive at Ibnu Qoyyim Islamic Kindergarten. The research instruments are observation, interview and documentation. The data analysis technique carried out by the researcher is the stages of data collection, data reduction, data display and drawing conclusions.

## **RESULTS AND DISCUSSION**

TK IT IBNU QOYYIM is at JL. Setiabudi Psr II Ujung No 37 Tanjung Sari, Medan Selayang. This school was founded in 2012. The

people of Laut Dendang Village really need basic level education, namely education for the elementary level, as is the case with the Kindergarten Education Foundation (TK). early childhood, this kindergarten is here to make it easier for children around the faithful to gain knowledge and Islamic knowledge.

Over time this school has increasingly experienced an increase in the number of students who initially only numbered a few, then every year it has increased until now. At first this school only opened for class B, then in the following year it increased, as now this school opens classes, starting from Play Group, TK A, and TK B classes. To support student learning in daily activities there are several game facilities outside the classroom in the form of swings, slides, piggybacks, boost boards, and so on, there are also game tools in the classroom in the form of plasticine, cooking, lego, puzzles, swivel fables and so on. Children also use children's creativity books or textbooks such as worksheets to train children's cognitive and fine motor skills, this

package book is a basic medium to support daily learning activities.

Motoric development of children in Ibnu Qoyyim Islamic Kindergarten, aged 5-6 years using an assessment instrument as a measure of children's motor development. Walking, the children here are able to walk smoothly without help, they can also tiptoe up to ten steps or more, here the children can also walk on tiptoe as you can see here the children are agile. The children here are indeed able to walk without help, Sis, they really don't need any help when they walk. Running "If the children are here, thank God they run, especially if it's here for motor development, we always tell children to run races with their friends, never fall, but we always tell them to be careful. The children here are always running, Sis, maybe because they can balance their bodies. Jumping, the children here can jump too, just like we told them to jump 10 times in a row they can. Eye and hand coordination. Children are able to coordinate their eyes and hands, for example, when I was researching, I saw children wearing socks and wearing their own

shoes. Children here are indeed eye and hand coordination has developed well, because they can eat alone and wear their own clothes or pants. Holding, the child can hold it, such as when holding a cup with one hand, and drinking with one hand. the children here are holding it well, because they can hold plates, hold cups and others with one hand. Squeezing, Children at this school when squeezing paper is strong, and can squeeze paper. pattern to be imitated they can already. It's normal for children to fold memes, because in one day they will have paper folding activities.

Cutting, the children cut almost neatly, following the pattern or shape made by the teacher. The children here cut almost neatly, but they are still being watched, afraid of danger and getting their hands on them.” Plagiarizing, the child can already trace the circle and can imitate what the teacher made. the children here are able to copy according to the teacher's directions. Drawing, Children are able to draw humans, write the alphabet and other things well. If children at this school really draw, they can already have

their own imagination, and they just need to direct it.

## **CONCLUSION**

Based on the research conducted, the motor development of class B children aged 5-6 years has developed well. They have facilities to develop children's motor skills, and almost all children have good motor development, because they are well stimulated.

From this study, the authors conclude that motor development in the school has developed well and with research that shows children have developed their motor skills.

The obstacle in motor development is that when a child is shy and a child who rarely goes to school, the child will experience motor development delays because they feel less confident in what they are doing.

Researchers took a sample of 8 people from class B aged 5-6 years, from the research conducted 90% of the children had developed their motor skills, because the school as a facilitator stimulated the children well so that the children's motoric skills had developed.



## REFERENCES

- Asep Deni Gustiana, "Pengaruh Permainan Modifikasi Terhadap Kemampuan Motorik Kasar dan Kognitif Anak Usia Dini (Studi Kuasi Eksperimen Pada Kelompok B TK Kartika dan TK Lab. UPI)". Edisi Khusus, No. 2.
- Aswin Hadis, Fawzia (2003). *Perkembangan Anak dalam Perspektif Pendidikan Anak Usia Dini*. Buletin PADU Vol. 2 No. 01, April 2003, ISSN 1693-1947
- Bambang Sujiono, *Metode pengembangan Fisik*, (Jakarta, Universitas terbuka : 2005.
- Endang sukamti, *Perkembangan motorik*, (Yogyakarta, UNY, 2007).
- Fauziah, Yusrika, "Gambaran Pengetahuan Dan Sikap Ibu Tentang Perkembangan Motorik Kasar Dan Halus Pada Anak Balita Di Puskesmas Kuta Baro Kabupaten Aceh Besar". SEMDI UNAYA, (2017).
- Febria Lismanto, "Gambaran Motorik Kasar Anak Usia Dini 4 - 5 Tahun Di Taman Kanak - Kanak Kecamatan Bangkinang Kabupaten Kampar Provinsi Riau". Jurnal Pesona Dasar, Vol. 5 No. 2, (2017).
- Imam Bukhari, Kitab Shahih Buhari, *Bab al-Jana'iz, bab ma qila aulad al-musyrikin*, Juz. 5, h. 181, No. 1296.
- Khadijah (2015). *Media Pembelajaran Anak Usia Dini*. Medan: Perdana Publishing.
- Khadijah (2016) *Pendidikan Prasekolah*, Medan: Perdana Publishing.
- Khadijah (2016). *Pengembangan Kognitif Anak Usia Dini*. Medan: Perdana Publishing..
- Khadijah. (2016). *Pendidikan Prasekolah*, Medan: Perdana Publishing.
- Khadijah.(2015). *Media Pembelajaran*, Medan: Perdana Publishing.
- Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: PT. Remaja Rosdakarya.
- M. Quraish Shihab. (2002). *Tafsir Al-Qur'an*. Jakarta: Lentera Hati.
- Maisarah (2018). *Matematika dan Sains Anak Usia Dini*. Medan: Akasha Sakti.
- Masganti (2015). *Psikologi Perkembangan Anak Usia Dini*. Medan: Perdana Publishing.
- Masganti. sitorus (2015). *Psikologi Perkembangan Anak Usia Dini*, Medan: Perdana Publishing.
- Maxim, George W. (1993). *The Very Young. Guiding Children From Infancy Through The Early Years*. 4th Edition. New York: Macmillan Publishing Compan
- Menteri Pendidikan (2009). *Peraturan Mendiknas No. 58 Tentang Standar Pendidikan Anak Usia Dini*. Jakarta: Departemen Pendidikan Nasional.
- Menteri Pendidikan dan Kebudayaan (2014). *Peraturan menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 Tentang Standar nasional Pendidikan Anak Usia Dini*, Jakarta: Menteri Pendidikan dan Kebudayaan RI.
- Menteri Pendidikan Nasional (2009). *Peraturan Menteri Pendidikan Nasional Nomor 58 Tahun 2009 Tentang Standar Pendidikan Anak Usia Dini*. Jakarta: Menteri Pendidikan Nasional,

- Moeslichatoen R. (1999). *Metode Pengajaran di Taman Kanak-kanak*. Jakarta: Rineka Cipta.
- Nasution, *Metode Research (penelitian ilmiah)*, Jakarta: Bumi Aksara, 2003.
- Nur Ahmadi Bi Rahmani, *Metodologi Penelitian Ekonomi*, Medan: FEBI UIN-SU PRESS.
- Nur Indriantoro dan Bambang Supomo, *Metodologi Penelitian Bisnis Untuk Akutansi dan Manajemen*, Yogyakarta: BPFE, 2002.
- Nurul Zuriah, *Metodologi Penelitian Sosial Dan Pendidikan*, Jakarta: PT. Bumi Aksara, 2006
- Ria Susanti, Syafrimen Syafril, Rifda El Fiah Titik Rahayu."Enam Cara Pengembangan Motorik Halus Anak Melalui Metode Pemberian Tugas", *Procedia - Social and Behavioral Sciences* 00 (2016).
- Rusydi Ananda (2016). *inovasi Pendidikan*. Medan:CV. Widya Puspit.
- Samsudin, *Pembelajaran Motorik di Taman Kanak-Kanak*, ( Jakarta : Prenada Media Group, 2008) .
- Semiawan, Conny R. (2003). Pengembangan Rambu-rambu Belajar Sambil Bermain pada Pendidikan Anak Dini Usia, *Buletin PADU* Vol. 2 No. 01, April 2003, ISSN 1693-1947.
- Seri Ayah Bunda. (2001). *Balita dan Masalah Perkembangannya*, Jakarta: Gaya Favorit Press.
- Sermal Pohan, (Editor: Asrul dan Ahmad Syukri Sitorus), (2016). *Strategi Pendidikan Anak Usia Dini Dalam Membina Sumber Daya Manusia Berkarakter*, Medan: Perdana Publishing.
- Soenarjo. (2003). *Al Qur'an dan Terjemah*. Jakarta: Departemen Agama RI.
- Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung: Alfabeta, 2014.
- Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2010.
- Sugiyono, *Memahami Penelitian Kualitatif*, Bandung: Alfabeta.
- Veny Iswatiningtyas, Intan Prastihastari Wijaya, "Meningkatkan kemampuan Motorik Kasar Anak Usia Dini Melalui Permainan Tradisional Gerobak Sodor". *Jurnal PINUS*, Vol. 1. No. 3, (201

