

APPLICATION OF SNAKES AND LADDERS LEARNING MEDIA IN IMPROVING GROSS MOTORCYCLE IN EARLY CHILDREN

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Abstract

Man is equipped with knowledge so that he realizes his nature as a human being who has rights and obligations that can account for it. The debriefing provided is not only about the ability to gain knowledge but also about "behaving well by norms and values" and soft skills. That is the function of education. The purpose of this study is to find out whether Snakes and Ladders learning media can improve early childhood gross motor skills and to find out what factors affect early childhood gross motor development in Suri Tauladan Kindergarten in Pagar Alam City. The type of research used in this study is classroom action research (PTK), which, in English, is called classroom action research (CAR) and is a study conducted in the classroom. The qualitative analysis approach (assessment analysis) was used in this study. Data collection techniques include interviews, documentation, interviews, and observations. In cycle I, the gross motor category of lace students for rubber students who develop very well and develop as expected, while in cycle II, it increases. Early childhood gross motor improvement in Suri Tauladan Kindergarten in Pagar Alam City can be proven by the results of the research. In cycle I, the category of students developed very well and developed as expected, reaching 36.36%, increasing in cycle II to 81.81%.

Keywords: Learning Media, snakes and ladders, gross motor children

Abstrak

Kemampuan memahami hak dan tanggung jawab diri sebagai manusia merupakan anugerah ilmu pengetahuan yang dianugerahkan kepada manusia. Selain membahas tentang "berperilaku baik sesuai norma dan nilai" dan "soft skill", pembekalan juga mencakup kemampuan memperoleh informasi. Itulah tujuan sekolah. Penelitian ini bertujuan untuk mengetahui pengaruh media pembelajaran Ular Tangga terhadap perkembangan kemampuan motorik kasar awal anak di TK Suri Tauladan Kota Pagar Alam, serta untuk mengetahui unsur-unsur yang mempengaruhi keterampilan tersebut. Penelitian ini menggunakan penelitian tindakan kelas (CAR), yang merupakan singkatan dari "penelitian kelas di Kenya" (PTK), suatu metode melakukan penelitian di ruang kelas yang sebenarnya. Dalam penelitian ini digunakan analisis penilaian, yaitu metode analisis kualitatif. Wawancara, dokumentasi, observasi, dan wawancara merupakan beberapa metode yang digunakan untuk mendapatkan data. Siswa karet kategori motorik kasar yang berprestasi baik pada siklus I dan tumbuh sesuai rencana mengalami peningkatan pada siklus II. Temuan penelitian menunjukkan bahwa Taman Kanak-Kanak Suri Tauladan Kota Pagar Alam merupakan program yang efektif untuk meningkatkan keterampilan motorik kasar anak usia dini. Kelompok siswa ini berprestasi baik dan

dapat diprediksi pada siklus I, meningkat menjadi 36,36 persen; pada siklus II angka tersebut melonjak menjadi 81,81 persen.

Kata kunci: *media pembelajaran, ular tangga, motorik kasar anak*

INTRODUCTION

Education is an effort to humanize humans through creation, taste, and charities (Albany, 2021; Sha'baniah, 2019). Education is an effort to humanize humans (Alfiyanto et al., 2023). Man is equipped with knowledge so that he realizes his nature as a human being who has rights and obligations that can account for it. The debriefing provided is not only knowledgeability but also attitude (behaving well by norms and values) and soft skills (Istiq'faroh, 2020; Susilowati et al., 2023). That is the function of education.

Education is the main pillar in developing the quality of human resources (Sanga & Wangdra, 2023). Education is a modifier of attitudes and behaviors of a person or group of people in the process of maturing themselves through teaching and training (Sari & Sinthiya, 2022). Education is also a process that humans do to become better. Education can be anywhere, anytime, and with anyone (Novitasari & Fauziddin, 2022). Through education, humans can grow and develop by the education provided so that they become useful humans for the nation and state (Ikhwan et al., 2023; Said, 2022).

Fundamentally, education is meant to help students transform their behavior—be it moral, intellectual, or social—so they can live freely as social beings and people (Mahani, 2022). Teaching strategies and learning resources are two crucial components of the teaching and learning process (Jagat et al., 2022). These are two closely similar elements. The selection of instructional strategies will influence the educational resources employed. But there are still a lot of factors to take into account when selecting media, like learning objectives, learning resources, and student profiles (Eliyantika et al., 2022).

Early childhood education (PAUD) is the first kind of education that kids have to get. PAUD is the fundamental education that is given to kids between the ages of 0 and 6 in an attempt to maximize stimulation from a young age (Alfiyanto, 2020). Early Childhood Education (ECCE) plays a critical role in helping children develop their personalities and become ready for the next level of schooling (Bazaz et al., 2023). The primary goal of early childhood education (ECCE) is to prepare kids by introducing different concepts, viewpoints, and enjoyable behaviors. ECCE is a lovely, cozy, and joyful playground where kids may interact with their classmates.

The success of education is certainly inseparable from the role of a teacher who is very influential in the ongoing learning process, and teachers must actively communicate with students in the learning process. Teachers must have methods of teaching that can attract students' interest in learning (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022). Early childhood is when an individual has unique traits in the process of growth and development. Early childhood has potential that exists in each child, so educators must

help explore the potential that exists in children who have aspects that must be developed from an early age, one of which is aspects of motor development (Multahada et al., 2022).

Gross motor movements are those that include the use of big muscles or all or most of the limbs that are influenced by the child's maturity (Ellinawati et al., 2021). The capacity to utilize the body's major muscles for activities like walking, running, and climbing is known as gross motor abilities. Gross motor abilities, which include using big muscles to run and leap, are an area in which preschoolers are excelling (Ngaisah et al., 2023). The capacity to utilize the body's major muscles for activities like walking, running, and climbing is known as gross motor abilities. Gross motor abilities, which include using big muscles to run and leap, are an area in which preschoolers are excelling (Rahman & Khadijah, 2023). From this explanation, it can be seen that gross motor understanding refers to a child's capacity to execute motions of their body using their major muscles, which are jointly influenced by their age. Children move between different positions, for instance, walking, running, jumping, and sitting.

Teaching strategies and learning resources are two crucial components of the learning process. These are two closely similar elements. The selection of instructional strategies will influence the educational resources used. But there are still a lot of factors to take into account when selecting media, such as learning goals, learning resources, and student profiles (Abdullah, 2017). To engage students in the learning process, instructors in formal education must be proactive, imaginative, and creative in their approach. This includes using a variety of teaching strategies, mastering techniques, and learning resources to pique students' interests (Maryance et al., 2022). The media serves as a bridge to facilitate the achievement of learning goals. Using the right material may help the learning process go more smoothly (Agustina et al., 2023). Teachers and students will find it simpler to accomplish learning objectives as a result. As is well known, educational media come in a variety of forms. Using the appropriate learning medium is essential for an effective teaching and learning process. To ensure that learning goals are met effectively and efficiently, instructors must be able to choose media that align with the course topics.

Things that need to be considered in the selection of learning media, especially for early childhood (Zaman et al., 2010), are a) Understand the characteristics of learning media; b) By the objectives to be achieved; c) By the teaching methods we use; d) By the material we communicate; e) Functioned to develop various early childhood developments; f) By the situation and environmental conditions, ease of obtaining media; g) According to the teacher's skills in using it; h) Time availability in using it; and i) According to the student's level of thinking. One of the interesting learning media is the snake and ladder media.

A board game called Snakes and Ladders Media is meant for two or more players. Snakes and Ladders is not a typical board game. Everyone can design their board with varying quantities of ladders and snake boxes (Royani & Suryana, 2023). Additionally, according to Wikipedia, Snakes and Ladders is a board game that two or more people may play for

children. The game board is split up into little squares, and there are drawings of "snakes" or "ladders" in some of the boxes that link the squares to other boxes (Laily, 2023). Snakes and Ladders is not a set board game; each player may design their board using a variable quantity of squares, snakes, and ladders. After placing their piece in the first square, each player takes a turn rolling the dice. The amount of dice points that appear does not determine how it is carried out.

From the initial observations made by researchers conducted by TK Suri Tauladan Kota Pagar Alam on November 2-15, 2023, it was found that teachers who teach are still monotonous and have not used varied learning media. This can be seen during the initial observation made during the learning process and, in addition, based on the results of interviews conducted with school principals that teachers who teach at Suri Tauladan Kindergarten in Pagar Alam City still use less qualified methods, especially to develop children's gross motor skills, which has an impact on children who are passive and less active in the learning process.

From the results of initial observations made by researchers, students are more active in playing than learning, the use of media and learning methods is still very lacking by teachers, and there is no innovation from teachers who teach so that children's gross motor development is only seen during morning exercise together on Friday. Snakes and ladders are one of the alternative learning media that can be used by teachers in the learning process to improve early childhood gross motor skills in Suri Tauladan Kindergarten in Pagar Alam City. So according to researchers, snakes and Ladders learning media is one of the media that is very superior and effective in developing early childhood gross motor because Snakes and Ladders media is a fun and active medium for both individual students and groups of students with unique relationship patterns shown by individuals and groups.

METHOD

This research employs a quantitative methodology using Classroom Action Research (PTK), often known as Classroom Action Research (CAR) in English. This study used qualitative analysis research, often known as evaluation analysis. Three approaches are used in data gathering techniques: documentation, observation, and interviews.

RESULTS AND DISCUSSION

This research is a classroom action research that aims to make improvements and improve the quality of learning carried out in several cycles. Each cycle consists of stages of planning, execution, observation, and reflection. This research consists of Cycle I and Cycle II. Each cycle is held once a meeting. Based on the results of interviews with the principal of Suri Tauladan Kindergarten in Pagar Alam City and teachers who teach, as well as the observations of researchers in the field, it shows that the improvement of student's gross motor through hammering snakes and ladders goes well. The results of the study provide a clear picture of data on students' gross motor improvement through the medium of snakes and ladders. The presentation of students' gross motor skills through

the medium of snakes and ladders in the implementation at Suri Tauladan Pagar Alam Kindergarten.

1. Precycle

Based on the results of observations, the gross motor improvement of students in Suri Tauladan Kindergarten in Pagar Alam City can be said to be undeveloped. This is shown in the initial data from observations about students' gross motor skills. Fourteen students reached the undeveloped category with a percentage of 63.63%, and the category began to develop; there were 5 students with a percentage of 22.72%. The category developed as expected. There were 3 students with a rate of 13.63%, and the category of very well-developed did not exist. Based on the results of the study, there are still many children who are less enthusiastic, give up easily, and show an unhappy atmosphere during learning activities. Therefore, researchers used snakes and ladders media to improve the gross motor skills of students in Suri Tauladan Kindergarten, Pagar Alam City.

2. Cycle I

a. Gross Motor Improvement of Students

The gross motor improvement of students in cycle I showed a fairly optimal improvement. From before the action, the child's ability at least reached the category of developing according to expectations by 22.72% (category of developing very well and developing according to expectations) increased to 36.36% (category of producing very well and growing according to expectations). In cycle I, the children are quite enthusiastic about participating in learning activities using snake and ladder media. However, there are still children who lack concentration when participating in activities and are embarrassed by their friends. Some children still ask for the teacher's help in doing games using snake and ladder media. In addition, students are interested in the media used, namely snakes and ladders and dice media that they play. Students are interested in something new. Children's interest can be known when students follow learning using snake and ladder media.

b. Implementation of Snakes and Ladders Media

- a. The teacher gives the rules of the game in every activity
- b. The teacher always gives the rules of the game before every activity begins so that the children carry out the activity in an orderly manner.
- c. The teacher introduces the media to be used in the activity and its benefits.
- d. The teacher divides the class into groups of 4-5 people
- e. Each group gets 1 set of games along with a question card
- f. The teacher conveys the rules to the students, that is, they cannot walk according to the number of dice that come out, but before shaking the dice, students must answer the questions on the question card first. If they can answer correctly, they can shake the dice. If they answer wrong, they cannot shake the dice. The determinant of the right or wrong answer is a group mate. If you are still in doubt about the answer, ask the teacher.

- g. The teacher signaled the game to start.
- h. The game is over if one of the students makes it to the finish.

3. Cycle II

a. Gross Motor Improvement of Students

Looking at the results in cycle I, researchers in cycle II made improvements so that students' gross motor skills experienced a significant increase. The gross motor improvement ability of cycle I students at least reached the category of developing as expected by 68.09%, increasing in cycle II to 90.01% (category developing as expected and developing very well). Improvements in actions taken by researchers support this.

b. Implementation of Snakes and Ladders Media

- a. The teacher provides the rules of the game in each activity. At any time of the cycle, in cycle II, the teacher always gives the rules of the game every time before the activity begins so that the children carry out the activity in an orderly manner.
- b. The teacher introduces the media to be used in the activity and its benefits. Like cycle I, before the activity begins, the teacher explains in advance the snakes and ladders media that will be used and the benefits of the press.
- c. The teacher provides the rules of the game in each activity.
- d. The teacher always gives the rules of the game before every activity begins so that the children carry out the activity in an orderly manner.
- e. The teacher introduces the media to be used in the activity and its benefits.
- f. The teacher divides the class into groups of 4-5 people.
- g. Each group gets 1 set of games along with a question card.
- h. The teacher conveys the rules to the students, that is, they cannot walk according to the number of dice that come out, but before shaking the dice, students must answer the questions on the question card first. If they can answer correctly, they can shake the dice. If they answer wrong, they cannot shake the dice. The determinant of the right or wrong answer is a group of friends. If they are still in doubt about the answer, ask the teacher.
- i. The teacher signaled the game to start.
- j. The game is over if one of the students makes it to the finish.
- k. They are using media that is not harmful to children. In cycle II, the media used is still like in cycle I, so children are not afraid of danger.

CONCLUSION

The implementation of learning using snakes and ladders media is proven to improve early childhood gross motor skills in Suri Tauladan Kindergarten in Pagar Alam City. In cycle I, the gross motor category of lace students for rubber students who develop very well and develop as expected, while in cycle II, it increases. Early childhood gross motor improvement in Suri Tauladan Kindergarten in Pagar Alam City can be proven by the results of the research. In cycle I, the category of students developed very well and developed as expected, reaching 36.36%, increasing in cycle II to 81.81%.

Factors that affect the improvement of students' gross motor skills include the environment, be it family, school, or social community. Teachers who are less active and creative in choosing media or learning methods to improve students' gross motorists, teachers who do not involve students practice in learning, and teachers who give appreciation to students taught, there is motivation and innovation from teachers and teachers evaluate the results or values of the learning process.

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