

3Ps-Based Educative Game Tool (APE3P) as Alternative Media to Develop Early Child's Motor Skills

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3Ps-BASED EDUCATIVE GAME TOOL (APE3P) AS ALTERNATIVE MEDIA TO DEVELOP EARLY CHILD'S MOTOR SKILLS

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Abstract

The purpose of the study is to find out the development of the early child's motor skills implementing 3Ps (Provision, Protection, and Participation)-Based Educative Game Tool (APE3P). This study is conducted in Early Childhood Education in Semarang. The subject of the study is early children between the age of 4-6 years old of Aisyah Kindergarten Semarang. The total number of them is 20 children. The data was collected through an observation. In this case, the observation was done to know the motor skills development of the early children through the implementation of 3Ps (Provision, Protection, and Participation)-based Educative Game Tools (APE3P). The qualitative data was then analyzed by reducing the data, displaying the data and making conclusion. The study can be concluded that 3Ps (Provision, Protection, and Participation)-Based Educative Game Tool (APE3P) can develop early child's motor skills, gross and fine motor skills.

Key words: child-friendly learning, APE3P, early child motor skills development

INTRODUCTION

The development of early child becomes an interesting topic to be discussed. Early children categorized between 0-8 years old are labeled as golden age because they are fast learners, and they can imitate what they see or listen easily. Seeing the uniqueness of the development of early children, many researchers seem to be interested in conducting the researches on motor skills development of early child. The first previous research on this topic was Alawiyah (2014). She concerned on classroom action research applying Banten traditional games for students of Play Group. Early children's gross motor skill improved through the games. Moreover, Rostami, Hemayattalab, and Sheikh (2015) conducted the research on the development of fine motor skill of students with learning disability through selective physical training. The result of the study shows that fine motor skill of boys got higher levels than girls. Then Patmawati et al. (2013) found that nutritional status closely related to fine and gross motor skills of children. Suggate, Pufke, and Stoeger (2018) also conducted the research on early children concerning fine motor skill. They found that fine motor skill did not significantly develop children

literacy skill.

From those previous researches on the development of motor skills both fine and gross motor skills in early childhood education, it seems that they have various discussions and results. In addition, among those researches, none uses educative game tools which can help stimulate early child's fine and gross motor skills. This current study focuses on the implementation of 3Ps (Provision, Protection, and Participation)-Based Educative Game Tools (APE3P). APE3P is an educative game tool which is developed from the game "Snake and Ladder". In developing APE3P, the writers try to keep and fulfill those three-early child rights including provision, protection, and participation rights which had been discussed by Senowarsito et al., 2013; Senowarsito et al., 2016; Nugrahani, Senowarsito, & Musarokah, 2016; Senowarsito & Werdiningsih, 2017; Muhdi, Senowarsito, & Hidayati, 2010. Therefore, APE3P is developed with considerations that the educative game tool can facilitate the children to have knowledge. In other words, the child right of provision can be fulfilled through APE3P. Moreover, in fulfilling the child right of protection, the safeness of the APE3P also becomes the

consideration. Furthermore, the next consideration in developing APE3P is participation right of child. In this case, the children participate not only in using the APE3P but also in preparing things needed in teaching learning process. Even the children are also involved in making the rules of the game tool.

This study aims at describing the development of early children's motor skills both fine and gross motor skills through the implementation of 3Ps (Provision, Protection, and Participation)-based Educative Game Tools (APE3P) and at describing the problems encountered by the teacher in implementing APE3P.

METHOD

The subject of the study is early children between the age of 4-6 years old of Aisyah Kindergarten Semarang. The total number of them is 20 children. The data was collected through an observation. In this case, the observation was done to know the motor skills development of the early children through the implementation of 3Ps (Provision, Protection, and Participation)-based Educative Game Tools (APE3P). The qualitative data was then analyzed by reducing the data, displaying the data and making conclusion.

RESULT AND DISCUSSION

Motor Skills Developed through 3Ps-Based Educative Game Tools (APE3P)

In implementing 3Ps-Based Educative Game Tools, the teacher used three phases, namely opening, main, and closing activities. In opening activities, the teacher started it with prayer together, and she asked the students to mention the name of animals, fruits, and numbers which they had known. After that, she told the learning objectives on that lesson. In the main activities, the students were divided into two groups, each of which consisted of ten students. After that the teacher implemented 3Ps-Based Educative Game Tools (APE3P). In the last phase, closing activities, the children and the teacher mentioned names of animals, fruits, vegetables, and numbers they had learned. Then they concluded the material.

During the implementation of APE3P, the writer observed and noted that there are two kinds of motor skills which can be developed through APE3P, namely gross and fine motor skills. "Gross motor skills are movements which involve the use of the large musculature of the body" (Cools et al.;

Gallahue & Ozmun; Haywood & Getchell; Schmidt & Lee quoted in Gaul, 2014). In addition, Gallahue and Ozmun (quoted in Gaul, 2014) define fine motor skills as the use of small muscles involved in movements that require the functioning of the extremities to manipulate objects.

Gross motor skills that can be developed through the use of APE3P are such as 1) moving their body from the side of the board to the other side of the board, 2) lifting the box containing the pictures and sticks, 3) raising the hand of the sign they dared to do what the teacher asked, and 4) clapping hands when the other friends were able to direct the handle of the game towards the pictures.

In addition, Fine motor skills which can be developed through APE3P include 1) moving the handle of the game tool from the "Start" to the pictures according to the instructions given to her/him using the children fingers, 2) leading his friend's hand toward the targeted picture because his friends faced difficulty in finding the direction to the targeted picture, 3) holding sticks made of paper-coated straws, 4) attaching the pictures to the sticks together, 5) removing the pictures from the stick, 6) taking the pictures from inside the picture storage box, 7) putting and returning the pictures and sticks to the container after the game was over.

Problems Encountered by the Teacher in Implementing APE3P

In implementing APE3P, the teacher encountered three problems. The first problem was that the sticks to attach the pictures are easily broken because they are made of straws wrapped in papers. The second problem encountered by the teacher was that some of vegetable pictures are less clear, so the students could not differentiate between eggplant and cucumber. The last problem was that there was an active student who wanted to try to play the game and did not give other friend opportunity to play the game.

CONCLUSION AND SUGGESTION

In conclusion, the motor skills which can be developed through 3Ps-Based Educative Game Tools (APE3P) are gross and fine motor skills, and there are three problems encountered by the teacher in implementing APE3P; two of them are related to the game tool, and the other is related to the student.

Therefore, it is necessary to revise the APE3P, so the weaknesses of the APE3P can be

minimized. The teacher should also inform or make rules that they will play the game alternately.

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