

## **An Effort of Improving Gross Motor Abilities Through Tarek Pukat Dance in Early Children at Diana Assaffa Islamic Kindergarten Lhokseumawe**

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**Abstract.** Children's gross motor skills have not developed optimally, (1) this can be seen from the children at TKIT Diana Assaffa Islamic Lhokseumawe still not being able to carry out body movements in a coordinated manner and not being able to play physical games according to the rules. The aim of this research is to determine motor improvement rude to children in group B TKIT Diana Assaffa Islamic Lhokseumawe through the tarek pukat dance . Type of research which researcher conducted was classroom action research with a qualitative research approach. The research procedure used is cyclical. Data collection techniques use interview, observation and documentation methods with qualitative descriptive data analysis techniques. The results of research show that tarek pukat dance can improve gross motor skills in group B children at TKIT Diana Assaffa Islamic Lhokseumawe. This can be seen from the increase in the percentage of children's gross motor skills where at the cycle I was still very low, namely 2 children or 12.5% had not yet developed, 9 children or 56.25% were starting to develop, 5 children or 31.25% developed according to expectations. There are still no children who have very good developmental abilities. Then in cycle II it showed that there were no more children who had not yet developed. 3 children or 18.75% are starting to develop, 6 children or 37.5% are developing as expected, 7 children or 43.75% are developing very well.

**Keywords:** *Gross Motor Skills, Tarek pukat Dance.*

## **Introduction**

Early childhood is a child who is in the age range of 0-6 years and a number of child education experts provide a limit of 0-8 years. At this time the child is experiencing growth and development very rapidly, they belong to the *golden age* (golden age) in the development of the stimulus needed or the right stimulus to help the child's growth and development. Early childhood education aims to provide stimuli that educate, develop, nurture and direct children, so that children have readiness to enter the next education. Early Childhood Education (ECD) is described in Law No. 20 of 2003 Article 1 on the National Education System which reads "Early Childhood Education is a coaching effort aimed at children from birth to the age of six years conducted through the provision of educational stimulation to help the development, growth of both physical and spiritual so that the child has a readiness to enter the next education". Therefore, the process of providing education from an early age is very important for the growth and development of children.

Early childhood learning process is not the same as adults because of the limitations of the way of thinking and mental development of children, early age is a golden period for child development, it takes the right way in order to optimize it. One of the right ways is to play while learning, because by playing children learn a variety of knowledge, skills and various other issues. Therefore, coaching and stimulation of children's growth and development should be done with play activities so that their motor skills develop optimally, and every child always wants to play. Play is fun, there is almost no game that makes children unhappy. Sometimes it lingers in one game (Anita Yus, 2011). Therefore, playing can make children do something more fun, through games children can also hone their physical motor skills, especially gross motor.

The development of gross motor skills is very important for early childhood, besides being able to train agility and dexterity, it can also provide motivation to children in interacting with their environment. Even when properly functioned, the development of gross motor skills is able to increase the intelligence of a child. In this case, the child's gross motor skills can be improved with exercises, either through a game or a dance that can improve gross motor skills in early childhood.

Gross motor is a body movement that uses large muscles or most of the muscles in the body or all limbs that are affected by self-maturity. While gross motor learning held in schools is learning physical movements that require balance and coordination of Limbs, Part, or all limbs. For example, running, walking, jumping, kicking, etc.

Sujiono argues that gross motor movement is an ability that requires coordination of most parts of the child's body (Tedjasaputra, 2001:40). Therefore, it usually requires power because it is carried out by larger muscles. Gross motor development also requires coordination of certain muscle groups that can make them able to jump, climb, run, ride a tricycle, and stand on one leg. Gross motor movements involve the activity of the muscles of the hands, feet and the whole body of the child. Based on the description above, it can be concluded that gross motor activities are body

movements that use large muscles or most muscles to perform a body activity (Patria and Iriyanto, 2011:133).

Gross motor aspects can also be developed through play activities. One example, can be observed in a child who runs in a hurry to catch his friend. At first he has not been skilled to run, but by playing chase then the child is interested in doing so and become more skilled (Tedjasaputra, 2001:41). Play activities to some extent depend on the motor development of the child. Both fine motor and gross motor.

Active play activities use more motor skills, especially gross motor skills, such as running, jumping, jumping and others. Passive play, on the other hand, involves less motor coordination. So that children with good motor skills will also do more active play activities, because he is able to perform the motor movements needed in these activities (Tedjasaputra, 2001:92).

Physical development in childhood is characterized by the development of motor skills, both gross and fine. At the age of 5, children are already skilled at using their feet to walk in various ways, such as forward and backward, walking fast, slowly, jumping, prancing, running here and there and climbing. So basically at the age of 5-6 years old children can balance, run far, and swim in water (Desmita, 2005:129).

According to Walkey in Bambang Sujiono et al (2016: 17) states indicators in children aged 5-6 years, namely; imitation of dance movements, walking well, jumping on one leg alternately, crawling and crawling straight forward, gymnastics with the movement of their own creativity, up and down stairs without handles, Gymnastics following the example, walking with various variations, running in place, climbing and hanging.

*Tarek Pukat dance* is one of the traditional dances originating from Aceh. This dance is usually performed by a group of female dancers who dance using ropes as dance attributes. *Tarek pukat dance* is a dance that describes the activities of Acehnese fishermen when catching fish in the sea. This dance is usually performed at various events such as welcoming ceremonies as a distraction after *Ranup Lampuan dance*, traditional events, and cultural events. The name of this dance is *Tarek Pukat*. *Tarek trawl dance* involves movements such as hands, head, feet that can be used to train children's gross motor skills.

*Tarek Pukat dance* is usually pulled by 7 to 9 women, and 4 or 5 men who accompany this dance. Basically, this dance movement is very simple, and easy to learn, where the women stand and sit while stringing a series of ropes that reflect fishing nets, then the men accompany this dance behind the women by demonstrating movements that reflect someone catching fish.

There are several steps in *tarek pukat* dance which include; (1) female dancers kneeling on the floor and men standing firmly behind the Women, (2) female dancers from left to right make a net by knitting rope from one dancer to next dancer. While male dancers dance with various movements such as rowing, pulling trawls and fishing, (3) female dancers at the end of song, with a fast tempo, they simultaneously show the nets that are ready to be knitted in a half-standing position, standing and walking sideways forward or backward while still holding the nets that are lifted to up or down according

to the rhythm of song, while the male dancer moves in a circle around the female dancer as if to reduce the Fish, (4) this dance ends in unison, the female dancer with a half-squatting position while developing the net and behind him the male dancer with a standing position while holding hands that are stretched upwards (Murtala, 2009: 46-49).

In modern times, we see a lot of dances that mix men and women, but in this tarek pukat dance are not mixed because men and women have task of each of men rowing, pulling trawls and fishing, while women have the task of making nets. Creative movement and dancing are carafun ways for young children to express themselves and develop their physical skills. In a family where a child is good at dancing, the flexibility of the movements shown by the child exceeds the flexibility of the movements of other children while dancing. This method will also channel the child's energy, stimulate his imagination, and stimulate creativity (Tuhana Taufiq Andrianto, 2013).

Based on the observations made by researchers at Tkit Diana Assaffa Islamic Lhokseumawe which is located at Jalan Listrik No. 7 Jawa Baru village, Banda Sakti District, Lhokseumawe City on July 25, 2022, that there are children at Tkit Diana Assaffa Islamic who are still many children who have not developed their gross motor skills, this can be seen during morning Gymnastics activities, when children participate in morning Gymnastics activities there are still many children who cannot imitate movements, children also have not been able to move the limbs to the rhythm of the music heard, thus making children less interested and choose to play alone with their friends. At the time of the learning process in Group B in Tkit Diana is also still a lot of children who have not developed in gross motor it is seen at the time of learning activities theme yourself, when the teacher invites children to do a game of jumping in groups according to the teacher's instructions that jump forward, backward, left, right, up and squat. The reality is that there are still many children who cannot perform movements in a coordinated and according to the rules, and some children seem unwilling to cooperate in the game. This causes the development of children's gross motor skills to be less optimally developed according to their age stages. As for the characteristics of gross motor skills of children aged 5-6 years, that is, children can already perform coordinated body movements, children can perform physical games with rules. Looking at the existing reality, the gross motor skills of Group B children in the provision and coordination components are still low, the development of children's gross motor skills is still not well developed according to their age stages.

Based on the above problems, it is necessary to give the right stimulus to improve the child's gross motor development through learning methods such as games or dances. Researchers assume that the dance method is the right method to improve gross motor development in early childhood. Because dancing is one of the activities that is an activity whose activity is a physical movement activity. It is expected that with this activity the child's gross motor skills will be more developed. Based on the background of the problems that have been raised, it is considered quite important by researchers to conduct research on "efforts to improve gross motor skills through *Tarek Pukat* dance in early childhood in Tkit Diana Asshaffa Islamic Lhokseumawe".

## Research Methods

This study uses a qualitative approach with descriptive methods with the type of Class Action Research (PTK). The design of the research model used is the Kurt Lewin model, using a cycle or repetition of the cycle consisting of four stages, namely planning, implementation, observation and reflection. This study will be conducted on children aged 5-6 years in Group B Tkit Diana Assaffa Islamic Lhokseumawe, the subject of research as many as 16 children. There are three data collection techniques, namely; (1) observation, namely by preparing an observation sheet of early childhood gross motor improvement through *Tarek pukat Dance*, (2) interview, the object interviewed is the principal and the teachers of Tkit Diana Assaffa Islamic Lhokseumawe conducted to obtain data on the general picture of the school and how the process implementation of learning using dance method *tarek pukat* in improving gross motor skills in early childhood, (3) documentation, in the form of RPPM, RPPH, teacher observation sheet, photos and videos related to the research process. Sugiyono explained that qualitative data analysis activities include steps, (1) data reduction, (2) data presentation, (3) conclusion/verification (Sugiyono, 2018).

## Results and discussion

Based on the observations made that the increase in gross motor early childhood Group B Tkit Diana Assaffa Islamic Lhokseumawe in pre-action or at the initial observation showed that as many as 2 people or 12.5% developed as expected (BSH), as many as 6 people or 37.5% began to develop (MB) , as many as 8 people or 50% have not growing (BB). and subsequently there were no children who developed very well (BSB). Circumstances like this become a foundation for researchers to take action in order to improve children's gross motor skills through *tarek pukat* dance.

The implementation of actions is carried out in 3 meetings. The 1st meeting on Tuesday, August 23, 2022, the 2nd meeting on Wednesday, August 24, 2022, the 3rd meeting on Thursday, August 25, 2022, based on the results of observations observed about the overall activities of children during learning activities, results were obtained on the improvement of children's gross motor skills. The results of observations on the increase in gross motor skills of children as seen in the following table:

**Table 1 Percentage Increase In Gross Motor Early Childhood Cycle I**

No	Increase In Early Childhood Gross Motor	Cycle I	
		F	%
1.	Very well developed	--	-

2.	Growth as expected	5	31.25%
3.	Start to grow	9	56.25%
4.	Undeveloped	2	12,5%
<b>Total</b>		<b>16</b>	<b>100%</b>

Data source: observation results of cycle I

Based on Table 1 above shows that the increase in gross motor early childhood Group B TKIT Diana Assaffa Islamic Lhokseumawe can be described that there are 5 people gross motor increase with the category of developing as expected with a percentage of 31.25%, 9 children began to develop with a percentage of 56.25%, 2 children have not developed with a percentage of 12.5%. and subsequently there were no children who developed very well.

The implementation of actions is carried out in 3 meetings. The 1st meeting on Tuesday, August 30, 2022, the 2nd meeting on Wednesday, August 31, 2022, the 3rd meeting on Thursday, September 01, 2022, based on the results of observations observed about the overall activities of children during participating in learning activities, results were obtained on the improvement of children's gross motor skills. The results of observations on the increase in gross motor skills of children as seen in the following table:

**Chart 2. Percentage increase in Early Childhood gross Motor Cycle II**

No	increase in Early Childhood gross Motor	Cycle II	
		F	%
1.	Developed very well	7	43,75%
2.	Growth as expected	6	37.5%
3.	Start to grow	3	18.75%
4.	Undeveloped	--	-
<b>total</b>		<b>16</b>	<b>100%</b>

Data source: observation results Cycle II

Based on Table 2 above shows the results of gross motor improvement of children Group B Tkit Diana Assaffa Islamic Lhokseumawe shows no more children who have not developed (BB), began to develop (MB) 4 children with a percentage of 18.75,75%, developed as expected (BSH) 6 children with a percentage of 37.5%, and developed very well (BSB) 7 children with a percentage of 43.75%, so the percentage of success of Cycle 2 is 81.25%.

Based on the results of above research can be concluded that the study has reached the level of completeness of learning outcomes that have been determined in advance, namely according to the limits of classical completeness of children's learning outcomes is 75-80%. So based on the criteria at can be said that the research conducted in Group B Tkit Diana Assaffa Islamic Lhokseumawe can be said to be successful, this is viewed from the results of research in the second cycle which has reached 81.25,25%.

Based on the results obtained in cycle I and Cycle II obtained data from each child after method applied *Tarek pukat* dance to improve gross motor skills of children during 6 meetings, there is an increase in day to day. On the first and second day the children have not been able and have not focused on doing the given activities until the third day the children began to understand little by little, where in the first cycle obtained the percentage of 31.25,25%, there are 2 more children who have not developed with a percentage of 12.5%, as many as 9 children) with a percentage of 56.25%, 5 children who developed as expected with a percentage of 12.5%, the results achieved by children are still in the low category.

Then the ability in gross motor development in the second cycle began to increase, where there were no more undeveloped children, 3 children who began to develop with a percentage of 18.75%, 6 children developed as expected with a percentage of 37.5%, 7 children developed very well with percentage 43,75%. The advantages of this method that *tarek pukat* dance is able to make children more interested in the media provided so that children are so excited. The disadvantage, teachers should be more masterful in managing learning for children, so that children can avoid boredom.

The presentation of the results of research cycle I and Cycle II gives an idea that with the implementation of the method *tarek pukat* dance can improve gross motor skills of children group B Tkit Diana Assaffa Islamic Lhokseumawe, where in cycle I reached 31.25,25% success and in cycle II reached 81.25% success, where an increase from cycle I to cycle II 50%. From the above statement can be seen that the application of the method *Tarek pukat* dance is very suitable for improving gross motor skills group B children or children aged 5-6 years.

The learning method used in *tarek trawl dance* is using hemp rope media and providing videos about *Tarek pukat* dance. At the first meeting the children were still less focused, where there are still many children who do not want to cooperate in doing dance activities, there are some children who are still playing around when doing the *Tarek pukat* dance, so it requires a special strategy so that children want to follow the learning activities. This results in increased gross motor skills of low children in the first cycle.

One treatment that can be used in the first cycle is to focus children on the learning process by giving children praise and the spirit of learning so that children feel more confident when doing dance moves and giving rewards (gifts) to children who do dance moves well, then thus can make children more excited in learning.

In the second cycle, the increase in gross motor skills of children is increased, because the errors found in the first cycle can be corrected. In the second cycle, the child has started to be active during the learning process. At the time of doing the dance, the child is able to follow the movements of the teacher, the child is also able to practice dance movements well. The fourth meeting to the sixth meeting of the child's progress is increasing. The children enjoyed the learning process given by the teacher. Giving rewards (gifts) to children who want to do activities well makes children more eager to improve their dance movements.

Learning activities using the dance method in early childhood is one of the appropriate methods in an effort to improve gross motor skills of early childhood, as expressed by Walkey in Bambang Sujiono et al, (Sujiono et al. 2016: 17) stated indicators of the achievement of gross motor skills in children aged 5-6 years include; imitation of dance movements, walking well, jumping on one leg alternately, crawling and crawling straight ahead, gymnastics with movements of one's own creativity, going up and down stairs without handles, Gymnastics following an example, walking with various variations, running on the spot, climbing and hanging. The statement is in accordance with the results of research that researchers have done, that after doing learning activities using dance movements finally children began to be skilled in practicing gross motor skills well and growing for children. In addition, the method of learning by using dance or dance movements has been widely done by previous researchers, including those conducted by Enno Wardani with the title "efforts to improve gross motor skills of children aged 5-6 years through Creative Dance Activities" in the study stated that after the creation of dance methods in the second cycle of motor development success is very good with a percentage of 75% (Enno Wardani. 2017). This shows that the use of creative dance can improve gross motor skills in early childhood, especially ages 5-6 years. From the results of research conducted by previous researchers revealed that by using the dance method can develop and improve the physical aspects of children's motor, especially gross motor. So that the gross motor skills of early childhood will increase. Therefore, researchers assume that dance method is the right method in improving gross motor skills in early childhood.

## Conclusion

Based on the results of research data conducted in cycle I and Cycle II, it can be concluded that, gross motor improvement through *Tarek pukat dance* in Group B Tkit Diana Assaffa Lhokseumawe can increase, in cycle I there are only 2 more children who have not developed with a percentage of 12.5,5%, 9 children who began to develop with a percentage of 56.25%, and 5 children who developed as expected with a percentage of 31.25%. No child has yet had the ability to develop very well. While in the second cycle shows that there are no more children who have not developed (BB). 3 children who started to develop with a percentage of 18.75%, 6 children developed as expected with a



percentage of 37.5%, and 7 children who developed very well with a percentage of 43.75%. Thus it can be concluded that there is an increase in gross motor children Group B Tkit Diana Assaffa Lhokseumawe through *Tarek pukat* dance.

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