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The Influence of Spontaneity Smart Circuit Games on Group A Rough and Social Motor Development of Children in Wiyung District at Surabaya

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ABSTRACT

This research aims to determine the effect of the "Smart Spontaneity" circuit game on the gross motor and social development of group A children in Wiyung sub-district, Surabaya. This research is based not only on the problems that occur in group A children in Wiyung Subdistrict, Surabaya, it is also based on innovations in learning done in kindergartens. This research uses a quantitative approach and uses a type of experimental research. The population in this study used all students in the two schools included in the Wiyung sub-district, namely AT Taqwa Kindergarten and Taman Ananda Kindergarten with almost the same characteristics. Sampling in this study uses cluster random sampling techniques, so the samples used in this study are students A1 and A2 in At Taqwa Kindergarten and A1 and A2 in Taman Ananda Kindergarten. The techniques and data collection used are Pretest and Posttest which have a function to find out the influence of spontaneous intelligent circuit play on the gross and social motor development of group A children. The results of this study are (1) there is the influence of spontaneity smart circuit play on the gross motor development of group A children in Wiyung Subdistrict, Surabaya, (2) there is an influence of games on the social development of group A children in Wiyung Subdistrict, the results were obtained tcount> ttable with a real level of 5% so that 9.2> 0.5 with the average difference in the experimental class and the control class . The average experimental class was 21.4 and the average control class was 13. Based on the results of data analysis, it can be concluded that the circuit game "Smart Spontaneity" affects the gross motor development of children in group A and the game circuit "Smart Spontaneity" affects the social development of children in group A in Wiyung District, Surabaya.

1. INTRODUCTION

Children are the mandate that every parent asks for in prayer and is given to whomever God wants to be guarded and taught. Children are the most beautiful gifts from God that have physical and psychological characteristics that are different from each uniqueness they have. Therefore there are no children who are not smart, all children are smart. Lacking in one thing but experts in various ways, therefore all of us who work as teachers must have intelligence and expertise in developing, directing and motivating children to focus on their strengths. Lack of stimulation and the tendency of parents to behave instantaneously makes children some - times experience obstacles to development that should be optimized in the range of care and education under five years. The teacher's task is to teach and stimulate simultaneously his growth and development from an early age. The things that must be introduced early are knowing God through his creation as aspects of religious and moral values, developing physical motor development (gross and fine motor skills), language, cognitive, social emotional, and artistic development so that the level of achievement of children's development goes with well. The early age is a period of laying the foundation or initial foundation for growth and development that is very decis-

ive for children in the future or also called the golden age (golden age). What is received by children at an early age makes a very large contribution to further growth and development (Suyadi & Ulfah. 2013: 1). Early childhood needs to be stimulated optimally so that growth and development run in a balanced way. In the age of technological advancements like today many parents are in a hurry to stimulate emo with "gadgets" containing cartoon films of English-speaking children who can unconsciously make children at this age unable to understand their mother tongue well, even experiencing delays in speaking or "Speech delay". When the stimulus "gadget" is ongoing then it can affect other development tasks such as motor and emotional social.

Early childhood education is essentially education that is organized with the aim to facilitate and stimulate the growth and development of children in a complex manner so that it can develop optimally. In accordance with Law Number 20 Year 2003 concerning the national education system article 1 number 14 states that Educational childhood is an effort to develop aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and physical growth and development and spiritual/psychological so that children have readiness to enter further education.

The importance of stimulating child development so that it is achieved optimally, can be reached by one form of educational services through kindergarten. Problems with gross motor development in children can be caused by various factors, including external and internal factors. In addition to the problems of gross motor development, emotional social development problems also exist in early childhood learning in Wiyung sub-district, as in the case of learning, social skills of group A in Wiyung sub-district also require good stimulation to improve the social abilities of group A children. This is indicated by the situation (1) children lack confidence when they become leaders when playing together, (2) children tend to give up easily when doing challenging activities, (3) children lack understanding and obey the rules that apply in a game/tend to be on their own. This is very different from the ideal conditions according to some experts, among others, according to Semiawan (2002) states that the game is a tool for children to explore their world with an element of adventure in it.

One way to develop motor development can be through dexterity related to bodily strength and body coordination such as walking along lines, imitating animal movements, jumping, jumping, running, relaying, running forwards and backwards while stretching out arms, walking with heels, one leg jump. All of these are important factors that need stimulus from the teacher to the child. Lack of providing stimulus to children is also one of the factors triggering disrupted child development. Likewise, according to Musfiroh (2009) states that games can strengthen and shape children's social emotional abilities, through children's games can improve social skills because in playing games, they will relate to other children and their environment.

Based on the gap between the ideal conditions and the real conditions above, the researcher would like to introduce as well as examine "The influence of spontaneity intelligent circuit media on the gross motor and social development of group A children" so that children get new experiences and can hone their gross motor development happily . Spontaneous intelligent circuit games can be one alternative game that can be used to hone the development of gross motor skills of children and can be played by children when free play activities both inside and outside the classroom can also be done during body work center activities. Because this spontaneity smart circuit game is placed in every corridor or open area in a kindergarten environment by using interesting symbols and colors with a group or group activity design and is competitive.

2. METHODS

This research uses a quantitative approach and uses the type of experimental research, has a control group and an experimental group. This experimental research provides treatment to the subject or group of subjects that aims to determine whether the treatment that has been given has an impact or influence on the variable. In this study, researchers used an experimental group and a control group that had the same or nearly identical characteristics of students. This study is the independent variable is a game of spontaneous intelligent circuit (X), while the dependent variable is the gross motor development (Y1) and social (Y2). The population in this study used all students in the two schools included in the Wiyung sub-district, namely AT Taqwa Kindergarten and Taman Ananda Kindergarten with almost the same characteristics. Sampling in this study uses cluster random sampling techniques, so the samples used in this study are students A1 and A2 in At Taqwa Kindergarten and A1 and A2 in Taman Ananda Kindergarten. To see the effect of the treatment given to gross and social motor development, it will be explained as follows: (1) validation data analysis using contract validity that is using the opinions of experts in their fields, (2) normality test, (3) homogeneity test and (4) t-test and Wilcoxon which all use SPSS 21 program.

3. RESULTS AND DISCUSSION

Based on the results of the validation of media experts and material experts, the application of spontaneous intelligent circuit games to develop gross motor and social abilities of children in group A is included in the valid category. After going through the validation stage and declared eligible for use. Based on the results of the analysis of the feasibility of spontaneity intelligent circuit games, it is appropriate to use to improve gross motor skills and social abilities of group A children.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
PrePSCS	30	1	12	13	12.20	.074
PosPSCS	30	6	18	24	21.43	.335
PreKon	30	1	12	13	12.73	.082
PosKon	30	2	12	14	13.20	.101
Valid N (listwise)	30					

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1016.817	1	1016.817	555.498	.000
Within Groups	106.167	58	1.830		
Total	1122.983	59			

Test Statistics[a]

	PosSpon - PrePSCS	PosKon - PreKon
Z	-4.807[b]	-3.500[b]
Asymp. Sig. (2-tailed)	.000	.000

The results of normality tests on gross motor skills based on the Statistic Test table output are known to Asymp. Sig. (2-tailed) is worth 0,000, because the value on Asymp. Sig. (2-tailed) 0,000 < 0.05, then the Hypothesis is accepted (H1 accepted). The normality test results of social development based on the Statistic Test table output are known to Asymp. Sig. (2-tailed) is worth 0,000, because the value on Asymp. Sig. (2-tailed) 0,000 <0.05, then the Hypothesis is accepted (H2 is accepted). Homogeneity test of gross motor development research data shows that the Levena statistical value for the pretest and treatment results in the experimental and control groups in the gross motor development were significant at 0.443 and 0.284 (sig> 0.05). Means it can be said that the variance of the two sample groups is the same or homogeneous. Homogeneity test of social development research data shows that the Levena statistical value for the results of the pretest before treatment (posttest) and posttest in the experimental and control groups on social development has significance values of 0.658 and 0.887 (sig> 0.05). Means it can be said that the variance of the two sample groups is the same or homogeneous.

Test of Homogeneity of Variances

Results PSCS

Levene Statistic	df1	df2	Sig.
1.047	1	58	.311

ANOVA

Hasil PSCS

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	248.067	1	248.067	370.185	.000
Within Groups	38.867	58	.670		
Total	286.933	59			

Test Statistics[a]

	PosSpon – PrePSCS	PosKon – PreKon
Z	-4.834[b]	-4.065[b]
Asymp. Sig. (2-tailed)	.000	.000

Based on the data in this study, it was found that children who play by getting treatment *(spontaneous smart game circuit)* will be better than children who play without treatment *(treatment)*. Researchers prove that the average score of the experimental class on social development is higher at 14.3 than the control class of 11.97 and for the gross motor development of the experimental class average value of 21.4 while the control class of 13.2. This is because the experimental group received treatment in the form of a spontaneous intelligent circuit game that was designed to stimulate the gross and social motor development of group A children.

4. CONCLUSION

Spontaneous intelligent circuits play a significant effect on the gross motor development of group A children. This is evidenced by the significant difference in gross motor development between the experimental and control groups, namely the gross motor development of the experimental group is better than the control group of the Asymp value. Sig. (2-tailed) of 0,000 which is less than 0.05, it can be concluded that there is a significant difference in the post-test scores between the experimental and control groups, so that it can be concluded that spontaneous intelligent circuit play has a positive effect and can improve gross motor development in group A children. Spontaneous intelligent circuits play a significant effect on the social development of group A children. This is evidenced by the significant social development differences between the experimental and control groups, ie the social development of the experimental group is better than the control group of the Asymp value. Sig. (2-tailed) of 0,000 which is less than 0.05, it can be concluded that there is a significant difference in the post-test scores between the experimental group and the control group, so it can be concluded that spontaneous intelligent circuit play has a positive effect and can improve social development in group A children.

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