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EFFECTIVENESS OF SPORTS GAME METHODS ON FINE MOTOR DEVELOPMENT OF EARLY CHILDHOOD

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Abstract. The golden age period in children is very important for a child's life in the future, this is the basis for teaching children cognitive, motor, social, and language skills. Fine motor development at an early age will be beneficial now and in the future. Children who have poor fine motor coordination or who do not develop perfectly tend to experience frustration, failure, and rejection. Fine motor skills are basic skills that need to be built at an early age. Learning while exercising can help children improve coordination and fine motor skills. This study is to determine the effectiveness of the sports game method on the development of fine motor skills in early childhood. The Study case literature review method is practiced in this writing. Children's fine motor skills were measured using sports game techniques on two respondents who received intervention; the data was then evaluated three times, namely in the first week; second; and fourth. The results of the observations were carried out for four weeks. Observations were conducted before and after the intervention. The results of observations after the intervention showed an increase in the ability and development of children's fine motor skills. The conclusion is that the method of playing sports effectively improves fine motor skills in early childhood, it is hoped that parents and teachers can apply sports game techniques both at home and at school.

Keywords: Motoric; learning model; fun health; skills

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INTRODUCTION

Physically or bodily development occurs, one child is very different from another even though they are the same age and have the same economic situation. Physical fitness is a person's ability to achieve certain sports goals optimally. The results of sports or physical training for children will certainly differ depending on the time and habits of training their physical bodies. The more often and routinely they exercise, the higher the child's productivity and fitness will be (Pranata 2022). The growth and development of early childhood changes along with the nutritional intake and development simulations provided. Therefore, growth measurement and development detection in early childhood need to be carried out and analyzed so that if obstacles are found in the growth and development of children, they can be immediately addressed through the fulfillment of balanced nutrition, intensive examination and treatment, and stimulation according to the child's needs (Ndeot 2022). On the other hand, the growth of children of different races also shows striking differences. This is what causes unbalanced nutrition, the living environment, how parents treat their children, and their lifestyle.

The development of children's motor skills is related to their motor development. The stages of fine and gross motor skills are different. Gross motor skills involve large muscles, while fine motor skills involve small muscles. Physical motor development plays an equally important role as other aspects of development, motor development can be used as the first benchmark for determining a child's growth and development (Ilmi 2023). Children prefer to move when they make movements that involve muscles. Children prefer to play games that require a combination of movements from sports while playing that require a lot of energy but they do not feel the fun element of the game so they do not feel tired and do not feel satisfied quickly with sports games. The development of other aspects is assisted by muscle development. Because all muscles, regardless of size, are involved in movement. The definition of gross motor skills is body movements that use large muscles or most or all of the body parts which are influenced by the maturity of the child himself (Mahmud 2019).

Activities in large motor skills require coordination, such as various types of sports or even tasks such as jumping forward. Gross motor skills are types of sports or physical activities that require coordination, such as jumping and running. Children's fine motor development is greatly influenced by the amount of stimulation they receive. This

is because the child's muscles are not yet mature, both large and fine muscles. Sufficient exercise will help the child in controlling muscle movements, leading to smooth and flexible fine movements.

The development of children's fine motor skills is influenced by how their parents raise them. Children who have good and optimally developed fine motor coordination will be more easily able to adapt to daily activities that involve physical activity. Conversely, children who have poor and optimally developed fine motor coordination will be more easily frustrated, fail, and rejected. Situations like this will Influencing hi, such as character, fine motor development from an early age is very important to do, of course if it is done with activities that are fun for children and in accordance with the child's development stage. The low quality of fun sports education services will certainly result in a decrease in fitness levels and a lack of awareness to carry out sports activities independently. The first problem of partners will certainly not be solved immediately, but at least it can be resolved gradually by providing a sports education service program in the form of traditional games.

The introduction of traditional games will foster high motivation to exercise and independent awareness of exercise can increase so that fitness levels will increase by themselves (Hendrawan 2018). Fine motor delays can have a negative impact on motor skills in physical education learning at school. This has an impact on being lazy to move, moving comfortably and not feeling it, uncomfortable and irregular sports games, difficulty moving and inconsistent motor skills, difficulty regulating movement, and difficulty doing sports learning that has developed With sports play, train small muscles in the palms of his hands, because he has to keep opening and closing his hands. Muscles trained by playing activities are also what children use when they are moving, walking or doing anything with the grip of both hands. Its can train and improve the ability to use eye-hand coordination in children, besides also encouraging children to use motor coordination. This means that children can use both sides of their bodies at the same time. This study is to determine the effectiveness of the sports play method on the development of fine motor skills in early childhood.

METHOD

This study uses qualitative with *a study case literature review research method* that measures before and after the intervention so that it can see the effectiveness between

the situation before and after the intervention and to get a more accurate picture of the results of the intervention. Of the 20 kindergarten children who are studying at Hidayah Grenden Puger Kindergarten, the sample taken in this study was 2 (two) kindergarten children aged 5 years with differences in development assessment based on the results of the KPSP. Respondent 1 (An. Z) is a child with questionable development, while respondent 2 (An. F) is a child with appropriate development. After informed consent was conducted, an initial assessment was conducted, then a pre-test, preparation stage, continued with sports activity intervention, and the final stage was the final assessment. The assessment of cutting ability used a checklist sheet while the assessment of fine motor development used the *Bayley Scales of Infant and Toddler Development observation sheet* (Aklofske 2010).

RESULTS AND DISCUSSION

Data were collected by observing both respondents for four weeks. Observations were carried out by teachers, parents and researchers using the observation sheets provided. The results of midwifery care provided to respondent 1 are presented in the following table:

Table 1. Results of playing sports for Respondent 1 An. Z

Evaluation			Result	
Respond 1	Week to	Score KPSP	Sports playability assessment (5-20)	Assessment of fine motor development (21-63)
Methods of playing sports	1	8 (before the intervention)	10	54 (Before the intervention)
	2	9	11	56
	3	(After the intervention)	11	(After the intervention)
	4	9	15	61

The results of this study indicate that respondent 1, who had questionable development before the intervention, showed results of increased cutting ability and increased fine motor development after being given a sports playing method for 4 weeks.

Table 2. Results of playing sports for Respondent 1 An. F

Respondent 1	Week to	Score KPSP	Sports playability assessment (5-20)	Assessment of fine motor development (21-63)
Methods of playing sports	1	10 (Before the intervention)	10	57 (Before the intervention)
	2	10	13	61
	3	(After the intervention)	15	(After the intervention)
	4	10	15	61

Based on table 2, it can be seen that respondent 2, who had appropriate development before the intervention, showed results in the form of increased cutting ability and increased fine motor development after being given the sports playing method for 4 weeks.

Table 3. Results of playing sports in Respondent 1 and Respondent 2

	Before intervention			After the intervention		
Respondents	Score KPSP	Sports playability assessment	Assessment of fine motor development	Score KPSP	Sports playability assessment	Assessment of fine motor development
1	8	10	54	9	15	61
2	10	10	57	10	15	61

Based on table 3 Results of playing sports in Respondent 1 and Respondent 2 who have different developments with the intervention of the Sports play method on improving motor development. Based on table 3, it can be seen that respondent 1 who has doubtful development can have the same fine motor development as respondent 2 who has appropriate development after the intervention of the sports play method for 4 weeks. The results of the study showed based on the assessment that had been carried out in 4 weeks of observation on 2 respondents who were given the same intervention, but had different developments, namely respondent 1 who had doubtful development with respondent 2 who had appropriate development, starting from January 16-19, 2025 TK Hidayah Grenden Puger. The results that there was progress in fine motor development in both respondents by carrying out the sports play method. When playing sports, significant development was seen in respondent 1 where the game played seemed to be more fun to move and in accordance with the dotted line. From the results of observations made by the teacher and parents of respondents 1 and 2, they had better scissor holding abilities and were more focused in doing them. In respondent 1 who had questionable fine motor KPSP results, there was an increase in scores in the 3rd and 4th weeks, while in respondent 2 the fine motor KPSP score was indeed appropriate.

This is related to research conducted by Nafisah Anisfiyah, which showed that the scissoring play method is more effective for the development of fine motor skills in group B children (Purnamasari 2020). The purpose of playing sports is to prepare early childhood for further education, including writing skills, because writing requires finger muscle strength and eye-hand coordination, both of which can be trained by cutting (Purnamasari 2020). The results of observations made in the first week, where fine motor

skills were assessed before the intervention was given, showed that respondent 1 had motor skills that were not as good as respondent 2. However, development was seen after week 3. This is in accordance with research findings showing that children can improve their fine motor skills gradually because sports activities are taught gradually according to learning steps (Nugraheni, 2021).

During sports activities, as seen by respondents 1 and 2, both experienced an increase in scores on sports playing ability and fine motor development. Similar to the study, Subject MDA got a score of 2 on the pre-test and a score of 4 on the post-test, which shows that sports playing activities have increased. The researcher also conducted an analysis using the Wilcoxon test in SPSS. This is shown in the N section, which shows that both subjects got higher scores on the post-test compared to the pre-test (Ummah 2019). In this observation, what is interesting is that respondent 1 can improve his fine motor skills so that he has the same score as respondent 2 who already has appropriate development, even from the results of observations both have the same fine motor skills after the intervention. When viewed from the results of the observation, the thing that still requires help from others is respondent 1, respondent 1 still has limitations in holding the ball and throwing, but after practicing sports for 4 weeks, respondent 1 experienced an increase in his ability in sports games. Then when asked to button up his shirt, respondent 1 also could not finish it quickly, as well as tying shoelaces and hooking the ball into the ring still needed help from parents.

There is a difference with respondent 2, where respondent 2 is more independent, but is not yet perfect in tying shoelaces and throwing the ball. Fine motor movements are body movements that involve small muscles such as the fingers and wrists. Fine motor movements, especially those involving the fingers and hands, usually require high coordination, perseverance, and accuracy between the eyes and small muscles. Children can be creative with better fine motor movements, such as throwing, pushing, moving the body, walking, (Asmara, 2020). By doing sports activities, children will train their concentration and how to stay focused on doing something. Based on the results of interviews with teachers, respondent 1 is one of the students who has difficulty focusing on doing activities while at school, so that playing sports can help children learn to focus on doing something. Playing requires expertise and a process of repeated practice. There is a need for coordination between the hands and eyes working together. This is important

because stimulation with several senses clearly helps the development of the brain of early childhood.

Therefore, when using the ball, you must stay focused. coordination between the eyes, right and left, and all hands. throwing this can be one of the treatment options if you have a child who has difficulty concentrating (Najmudin 2023). With the results of this observation, the school will try to train students to cut and encourage parents to continue the activity at home. The two respondents have different characteristics, which have an impact on their fine motor development. The first difference is gender. Fine motor skills of boys and girls, fine motor skills of boys on average increase as expected with good values in motor activities of playing sports, walking, running, and forming traditional game movements. While the fine motor skills of girls in fine motor activities of jumping, walking, hitting and forming play movements are able to carry out activities with very good development, namely good values, based on the results of the values above that the fine motor skills of girls are better than boys, because boys are more interested and interested in gross motor activities (Robingatin 2022). Age is the second difference. Fine motor development says that age is one of the factors that can affect the development of motor movements, especially fine motor skills. Age has a significant influence on a person's motor activity. Motor skills are not the same for babies, children, adolescents, adults, and the elderly. Because the nervous system regulates the motor movements of the human body, age differences also affect the development of the nervous system. as well as the physical ability to move. A person's physical ability greatly influences their motor development, so that children with normal physical abilities have better motor development compared to children with physical disabilities (Andini 2024).

In this case, Respondent 1 and Respondent 2 have a 5-month age difference, which is quite influential on the development of fine motor skills in both respondents. The last characteristic difference is the mother's occupation. Respondent 1's mother is a teacher while Respondent 2's mother is a housewife. In the relationship between knowledge and mother's occupation with the level of development of toddlers, it was found that there is a relationship between the mother's employment status and the level of development of toddlers. Working mothers have limited time to provide emotional support and encouragement to improve their children's fine motor development, in contrast to children who have housewives. Housewives have more free time and can

supervise their children directly, which means they can help their children's fine motor development better than working mothers.

CONCLUSION

Research, data processing and discussion, effective sports playing methods in improving fine motor skills of early childhood . There is an increase in motor skills after intervention for 4 weeks and there is fine motor development in children with doubtful or appropriate KPSP values. Thus, it is suggested for parents and teachers to continue playing sports so that children can improve their fine motor skills. By playing while exercising, children become happy and cheerful, which causes movements that stimulate motor movements in the body so that children who are lazy to move can be overcome. It requires encouragement from physical education teachers and parents.

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