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## **Teacher Strategies in Developing Early Childhood Gross Motor Skills in the New Normal Era**

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### **Abstract**

This study's purpose was to describe teachers' strategies in implementing gross motor development activities in children aged 5-6. The research method is a descriptive and qualitative approach—the data collection using interview techniques, observation, and documentation. The source data was obtained from the kindergarten class teacher. The results of this study indicate that kindergarten teachers prepare a variety of strategies that can be used in the implementation of the development of gross motor skills of children. It starts from designing a learning plan, designing activities according to the theme and sub-theme of learning, preparing media based on the selected theme by utilizing items around the house, and giving talks, demonstrations, and direct practice. In this method, the teacher explains the purpose of the activity first to the child and then practices it with the child. Based on the research results, it can be concluded that teachers become more creative in preparing materials and media.

**Keywords:** gross motor skill development, teacher's strategy, new normal

### **Abstrak**

*Tujuan penelitian ini ialah untuk mendeskripsikan strategi guru dalam pelaksanaan kegiatan pengembangan motorik kasar pada anak usia 5-6 tahun. Metode penelitian ialah metode dekriptif dengan pendekatan kualitatif. Pengumpulan data menggunakan teknik wawancara, observasi, serta dokumentasi. Sumber data diperoleh dari guru kelas Taman Kanak-kanak. Hasil dari penelitian ini menunjukkan bahwa guru Taman Kanak-Kanak menyiapkan berbagai strategi yang bisa digunakan dalam pelaksanaan pengembangan keterampilan motorik kasar anak, yang dimulai dari membuat perencanaan pembelajaran, merancang kegiatan sesuai tema dan sub tema pembelajaran, menyiapkan media berdasarkan tema yang dipilih dengan memanfaatkan barang-barang di sekitar rumah, serta menggunakan metode pemberian tugas, demonstrasi, dan praktek langsung. Dalam penerapan metode tersebut guru menjelaskan tujuan kegiatan terlebih dahulu kepada anak kemudian ikut mempraktikkannya bersama anak. Berdasarkan hasil hasil penelitian dapat disimpulkan bahwa guru menjadi lebih kreatif dalam menyiapkan bahan dan media.*

**Kata kunci:** pengembangan keterampilan motorik kasar, strategi guru, new normal

## **A. Introduction**

One of the phenomena nowadays is a concern is an increase in child obesity. Obesity cases in Indonesia are now increasingly worrying. A survey conducted by the National Institute of Nutrition and Health Survey in Indonesia reported that in the period 1976-1980 and 2003-2006, the prevalence of obesity continued to increase dramatically. For example, in the age group of 2-5 years, the prevalence has increased from 5% to 12.5%.<sup>1</sup> Meanwhile, basic health research conducted by the Indonesian Ministry of Health in 2013 reported no less astonishing. The prevalence of overweight and obesity in children aged 5-12 reached 18.8%, with the percentage of obese at 10% and obese at 8.8%. It is an increase from 2012, which was found to be 9.2%.<sup>2</sup>

Since the Covid-19 pandemic hit Indonesia, school activities and other mass activities have been banned. Children spend a lot of time at home. The child's physical activity is also reduced. The results of research confirm by Anggraini et al. that 77.7% of students gain weight of more than equal to 5 kg while studying from home. 67.8% of students do physical activity 1-3x a week. The research also concluded a link between studying at home and weight gain in students.<sup>3</sup>

One of the factors that cause obesity is the lack of movement and physical inactivity of children. On the other hand, the consumption of energy-containing foods is relatively high. It causes the energy expended is also lower. Yussac et al.'s research also reinforce this assumption that low energy output can be caused by low body metabolism, physical activity, and the effects of food thermogenesis determined by Food Composition.<sup>4</sup> Therefore, one of the essential solutions encouraged is physical activity in children to increase the body's metabolism to be healthier.

Education is an essential provision from early childhood. The child's future life experience can be influenced by education at an early age. Developing aspects of child growth and development through education needs to be implemented as comprehensively as possible so that children can develop and grow following the level of growth and development. Therefore, educational institutions also play an essential role in the physical maintenance of early childhood to stay healthy and support early childhood

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<sup>1</sup> Genis Ginanjar Wahyu, *Obesitas Pada Anak* (Yogyakarta: Benteng Pustaka, 2009).

<sup>2</sup> "Riset Kesehatan Dasar," 2013.

<sup>3</sup> Nourmayansa Vidya Anggraini et al., "Hubungan Belajar Dari Rumah Dan Peningkatan Berat Badan Pada Anak Usia Sekolah Di Masa Pandemi COVID 19," *Jurnal Keperawatan Muhammadiyah* 6, no. 4 (2021): 16-22.

<sup>4</sup> Muhammad Artisto Adi Yussac et al., "Prevalensi Obesitas Pada Anak Usia 4-6 Tahun Dan Hubungannya Dengan Asupan Serta Pola Makan," *Journal of The Indonesian Medical Association Majalah Kedokteran Indonesia* 57, no. 2 (2007): 47-53.

growth to be optimal. Under The Regulation Of The Minister Of National Education No. 137 of 2014, six aspects of child development need to be fostered, including cognitive, physical-motor, language, social-emotional, art, religious, and moral values.<sup>5</sup>

Among the various aspects of child growth and development mentioned above, there is the physical-motor aspect. Developing children's physical-motor skills from an early age is very important. The changes that occur in the nerves and muscles require strengthening the body's movement, and we need exercises. Accordingly, Stodden et al. argue that the development of motor skills is the primary mechanism that promotes the involvement of children in physical activity.<sup>6</sup>

Motor skills include two aspects, namely gross motor and fine motor. Gross motor is a movement created through large muscles. Fine motor is a movement created through small muscles and does not require much effort. According to Wang, fine motor skills include finger dexterity, wrist flexibility, arm, and hand steadiness, and finger speed. In contrast, gross motor skills include static and dynamic balance, strength and agility, and general limb coordination.<sup>7</sup> Adequate motor skills are essential for children to participate in physical activity as they age. In this regard, gross motor skills play a more serious role in maintaining a sufficient level of physical activity throughout the child's life.<sup>8</sup>

However, the teaching and learning process in the new standard period has changed slightly compared to learning activities before the Covid-19 pandemic. Now learning activities in schools are required to pay more attention to implementing health protocols and can be implemented by adjusting how they are implemented, both online and offline. For this reason, the right strategy needs to be prepared by the teacher so that the implementation of learning activities that correlate with gross motor development can take place optimally. To support children's gross motor development, teachers must develop exciting learning strategies involving children's physical activity to the maximum. The purpose of this study is to describe the strategy of teachers in a kindergarten in Pasaman, West

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<sup>5</sup> "Peraturan Menteri Pendidikan Dan Kebudayaan RI Tentang Standar Nasional PAUD," Pub. L. No. 137 (2014).

<sup>6</sup> David F. Stodden et al., "A Developmental Perspective on the Role of Motor Skill Competence in Physical Activity: An Emergent Relationship," *Quest* 60, no. 2 (2008): 290–306, <https://doi.org/https://doi.org/10.1080/00336297.2008.10483582>.

<sup>7</sup> Joanne Hui-Tzu Wang, "A Study on Gross Motor Skills of Preschool Children," *Journal of Research in Childhood Education* 19, no. 1 (2004): 32–43, <https://doi.org/https://doi.org/10.1080/02568540409595052>.

<sup>8</sup> A. Laukkanen et al., "Relationship between Habitual Physical Activity and Gross Motor Skills Is Multifaceted in 5- to 8-Year-Old Children," *Scandinavian Journal of Medicine & Science in Sports* 24, no. 2 (2013): e102–10, <https://doi.org/https://doi.org/10.1111/sms.12116>.

Sumatera, to implement gross motor development activities for children aged 5-6 years in the new normal.

## **B. Method**

This research is qualitative descriptive type. The data search was conducted in a kindergarten located in Pasaman regency, West Sumatra, Indonesia. This research was conducted at the end of September 2021, collecting data using observation, interview, and documentation techniques. In the new average period, researchers observed the implementation of school strategies to develop children's gross motor skills. Informants of the study consisted of class teachers and parents of students. Documentation techniques are carried out to collect relevant documents, such as those related to Lesson Planning.

To account for the results of the study, it takes data validity techniques which researchers use data validity techniques are triangulation techniques. Triangulation is a technique of checking the validity of data by utilizing something else outside the data itself to check or compare the data with other data, including source, time, and method triangulation. Researchers also perform the technique of extending the observation time to complete the required data and ensure the validity of the data..

## **C. Result and Discussion**

The new normal teaching and learning activities process has changed quite a lot compared to normal learning. This learning period must be under government regulations, which comply with health protocols such as wearing masks, wearing hand sanitizers, and maintaining a distance that aims to avoid contracting the coronavirus or Covid-19. For the passage of the new normal teaching and learning process, teachers certainly prepare strategies that will be implemented to run the learning process and the development of aspects of Child Development optimally, especially in aspects of children's gross motor development. That way, this class teacher implements strategies that start before the implementation of gross motoric development activities. Before the implementation of gross motor development of children aged 5-6 years, teachers first plan learning. Teachers design weekly and daily learning implementation plans by determining the theme, learning objectives, and activities undertaken.

The learning planning process includes the creation of an annual curriculum, syllabus, semester curriculum, learning implementation plan, and Evaluation program. Planning the learning process in the Five programs is the most critical teacher preparation for learning.

The implementation of activities for developing children's gross motoric in the new normal era still involves the implementation of health protocols, wearing masks, and maintaining distance, as recommended by the

Indonesian government. After planning, the teacher designed joint physical activities such as gymnastics and dance movements. Because it is still in the new-normal period, learning activities are carried out online and offline.

In doing physical activity together, the teacher first gives a direction or explanation of the instructions the child will follow. Furthermore, the teacher will practice getting children when doing these activities so that children can imitate as exemplified. Then the child will practice it under his understanding. That way, the teacher will see and try to maximize the movements made by the child according to the learning instructions.

In every stage of physical activity, the ability of children to imitate well is needed. Children also become challenged to try new movements that can train muscle strength and collaboration of their limbs. Relevant to this, Decaprio mentioned that strategies for developing gross motor skills go through several stages. First imitation. Children imitate every movement presented properly and correctly, although the imitation is still incomplete and global. The second is manipulation (mastery of concepts). Teachers give instructions, and children carry out instructions. The third is accuracy. Educators should pay special attention to each child's posture and motor activity—stage four (articulation). Articulation means stringing. This step is the coach's effort to emphasize the Coordination of the series of movements or movement skills, making the sequence correct and obtaining results—the fifth is the experience (naturalization). Experience is the highest skill of motor learning. At this stage, the teacher must turn each motor skill into a habit inherent in the self.<sup>9</sup>

As part of the teacher's strategy to develop children's gross motor skills, creating and providing learning media following the theme and sub-theme is essential. It can be seen, for example, in the sub-theme about drinks, the activities carried out by the appropriate children are holding a glass containing water above their heads. And so on, children are asked to practice certain positions that are relevant to the chosen theme. In the activity, the teacher relates activities in the development of gross motor skills of children according to the theme of learning. The children followed him enthusiastically.

Teachers make the learning media as attractive as possible so that children are interested in activities that feel exciting with gross motor learning and utilizing items around children. For example, teachers use rubber rope as a medium in jumping rope activities. Besides being easy to find, rubber games are also one of the traditional games that have remained developed from era to era. Children can also use other objects easily found around the house, such as water bottles, used cardboard boxes, barbells

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<sup>9</sup> Richard Decaprio, *Aplikasi Teori Pembelajaran Motorik Di Sekolah* (Yogyakarta: DIVA Press, 2013).

from sand, stones, milk cans, and others. The teacher's strategy in terms of learning methods includes methods such as independent assignment (inquiry), demonstration, and direct practice methods. The explanation is as follows:

### 1. Independent assignment method

It is in line with the opinion of Masnipal that one of the methods of skill development in children is giving tasks.<sup>10</sup> The assignment method is a learning method in which children are given tasks individually, in groups, or in collaboration with parents. Giving tasks makes children trained to be responsible for completing their obligations, working hard, and appreciating their efforts—evaluating the student's task not only on the result but also on the process. For the independent task, the teacher asks the children to look for examples of physical movements that involve the entire limb to train gross motor skills. Children can design these movements with the assistance of parents.

The application of gross motor learning is still preferred offline, provided that teachers and students implement health protocols. It differs from the results of research conducted by Putra that online learning was done more during the pandemic by making proof videos of learning activities at home and sharing them via Whatsapp. During the online interaction session, the teacher made a live call via video call while simulating the movements followed by the children from home.<sup>11</sup>

### 2. Demonstration

The demonstration is an appropriate technique for demonstrating or demonstrating a habit or skill. One of the purposes of the demonstration method is to teach students a process or procedure that must be done or mastered.<sup>12</sup>

### 3. Direct practice/project-based.

Educators use this method to train children to practice following directions and steps when the material is given. Teachers sometimes ask children to try a new project-based activity at home. As proof of the implementation of the project, parents were asked to record a video of the activity.

In evaluating the success of physical activity in children, teachers use several techniques, including the rating scale technique and anecdotal notes. A rating scale or rating scale is an assessment technique after making

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<sup>10</sup> Masnipal, *Menjadi Guru PAUD Profesional* (Bandung: Remaja Rosdakarya, 2018).

<sup>11</sup> Andhika Yahya Putra, "Strategi Pembelajaran Motorik Kasar Pada Anak Usia Dini Era Pandemi Covid-19," *GOLDEN AGE: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 5, no. 4 (2020): 159–66, <https://doi.org/https://doi.org/10.14421/jga.2020.54-01>.

<sup>12</sup> Yudho Bawono and Susana Wahidah, "Penggunaan Metode Demonstrasi Untuk Meningkatkan Kemampuan Motorik Kasar Anak Usia Taman Kanak-Kanak," *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini* 2, no. 1 (2015): 7–17, <https://doi.org/https://doi.org/10.21107/pgpaudtrunojoyo.v2i1.1807>.

observations. The results of these activities are poured into a step scale because the observation process must be done first. The assessment scale Format can use the help of a checklist that applies descriptive scales such as BB, MB, BSH, and BSB to classify the stage of development in each item. In addition, the descriptive scale can also be converted into a numerical form of a numerical rating scale by affixing scores 1, 2, 3, and 4 (1=BB; 2=MB; 3=BSH; 4=BSB).

According to Hartati & Zulminiati, anecdotes capture all the facts and tell what happened in the situation regarding daily actions to determine progress according to the daily learning implementation plan Matrix.<sup>13</sup> Here are examples of anecdotal records used:

**Table 1. Anecdotal Notes**

<b>Name:</b>		
<b>Group:</b>		
<b>Date/Time/Place</b>	<b>Behavior</b>	<b>Development Notes</b>

#### **D. Conclusion**

Based on the study results, the researchers concluded that teachers in implementing the strategy of children's gross motor development activities during this new normal period by implementing rules that require complying with health protocols. Teachers design learning, such as preparing a weekly learning plan, with the determination of themes, sub-themes, learning materials, and activity plans for 1 Week of learning. During the implementation of activities, the teacher first explains or directs the child about the activities to be carried out. Learning activities always use Media associated with the sub-theme of learning. The Media is made and provided by the teacher as attractive as possible and utilizes simple items around the child. The methods used vary and are combined as needed, such as assignment, demonstration, and direct practice.

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<sup>13</sup> S. Hartati and Z. Zulminiati, "Fakta-Fakta Penerapan Penilaian Otentik Di Taman KanakKanak Negeri 2 Padang," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2020): 1035–44, <https://doi.org/10.31004/obsesi.v5i2.521>.

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