

STIMULATION OF CHILDREN'S GROSS MOTOR SKILLS THROUGH TRADITIONAL ENKLEK GAMES IN GROUP B OF BINA ANAPSARA KINDERGARTEN, SAMARAN VILLAGE, TAMBELANGAN DISTRICT, SAMPANG REGENCY

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ABSTRACT

Children's motor skills develop from birth, so they require continuous stimulation to support their growth and development. Traditional games are said to be one of the effective ways to stimulate the development of gross motor skills in children. This study aims to analyze the stimulation of children's gross motor skills through the traditional game of engklek in group B at Bina Anapsara Kindergarten, Samaran Village, Tambelangan District, Sampang Regency. The background is the low physical activity of children due to excessive use of technology, so active and fun learning methods are needed. This study uses a qualitative approach with a descriptive method. Data collection techniques are carried out through observation, interviews, and documentation. The subjects of the study were 19 children in group B. The results of the study show that engklek games can improve children's gross motor skills, especially in terms of balance, muscle strength coordination, and agility. In addition, it has a positive impact on children's emotional aspects. Thus, the traditional game of engklek is effective in being used as a learning medium in developing gross motor skills in early childhood.

Informasi Artikel

Kata Kunci:

Motorik kasar, permainan tradisional, engklek, anak usia dini

ABSTRAK

Keterampilan motorik anak berkembang sejak lahir, sehingga memerlukan stimulus yang berkelanjutan guna mendukung tumbuh kembang anak. Permainan tradisional disebut-sebut sebagai salah satu cara efektif dalam menstimulus perkembangan keterampilan motorik kasar pada anak. Penelitian ini bertujuan untuk menganalisis stimulasi keterampilan motorik kasar anak melalui permainan tradisional engklek pada kelompok B di TK Bina Anapsara Desa Samaran Kecamatan Tambelangan Kabupaten Sampang. Latar belakang ini adalah rendahnya aktivitas fisik anak akibat penggunaan teknologi yang berlebihan, sehingga di perlukan metode pembelajaran yang aktif dan menyenangkan. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data di lakukan melalui observasi, wawancara, dan dokumentasi. Subjek penelitian adalah anak kelompok B yang berjumlah 19 anak. Hasil penelitan menunjukan bahwa permainan engklek dapat meningkatkan kemampuan motorik kasar anak, terutama dalam hal keseimbangan, koordinat kekuatan otot, dan kelincahan. Selain itu, mendapatkan dampak positif terhadap aspek dan emosional anak. Dengan demikian, permainan tradisioanl engklek efektif di gunakan sebagai media pemebeljaran dalam mengembangkan motorik kasar anak usia dini.

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1. Introduction

Early childhood development includes important aspects, one of which is gross motor development. Sujiono, Y. N. (2020) states that gross motor skills involve large muscles in activities such as running, jumping, and maintaining balance. This development needs to be optimally stimulated because it influences a child's physical health and readiness to undertake daily activities.

Santrock (2019) states that the school and sports environments become important as children age. In a child's early years, the home is the primary environment, but as children age, their growth and development become increasingly important, and the environment becomes crucial for their survival. In Bronfner's (1981) ecological theory, family, peers, school, and neighborhood are components of the microsystem. This microsystem is the environment closest to the child, influencing and shaping their life. In other words, this environment significantly influences child development, especially from early childhood through adolescence. In the microsystem, there are numerous direct interactions between social agents, namely parents, peers, teachers, and neighbors. This social environment has a significant impact on the development of children's fundamental motor skills. Therefore, it is crucial to create a child-friendly environment to support optimal child growth and development. Optimal child growth and development can be seen, among other things, in children's age-appropriate activity and their development of fundamental motor skills.

However, recent research indicates that children's physical activity is decreasing due to increased gadget use. This condition impacts children's gross motor skills. Therefore, innovations in learning that encourage active movement are needed.

Terutama pada anak usia dini sampai remaja. Pada sistem mikro terjadi banyak interaksi secara langsung antara dengan agen sosial, yaitu orang tua, teman sebaya, guru dan tetangga. Lingkungan sosial ini sedikit banyak berpengaruh pada perkembangan gerak dasar pada anak. Oleh karenanya penting untuk menciptakan lingkungan yang ramah anak guna mendukung tumbuh kembang anak secara optimal. Tumbuh kembang anak secara optimal salah satunya dapat dilihat dari keaktifan anak sesuai dengan tingkat usianya dan keterampilan gerak dasar pada anak. Sejalan dengan temuan sebelumnya Sibel Balci & Berat Ahi (2021) menyebutkan bahwa permainan yang dimainkan di area terbuka memberi anak-anak kesempatan untuk mengeksplorasi masyarakat dimana mereka tinggal, memungkinkan mereka untuk belajar tentang dunia. Lebih lanjut Sibel Balci & Berat Ahi menyebutkan bahwa permainan anak-anak bukan hanya tentang menghibur anak-anak, tetapi memiliki fungsi penting lainnya dalam kehidupan anak-anak seperti menjembatani dunia internal dan eksternal anak-anak. Beberapa temuan ini jelas merujuk pada permainan tradisional sebagai jenis

permainannya. Keterampilan motorik anak berkembang sejak lahir sehingga memerlukan stimulus yang berkelanjutan guna mendukung tumbuh kembang anak.

Seiring dengan meningkatnya jumlah penelitian ilmiah yang dilakukan dibidang pendidikan anak usia dini, jumlah penelitian yang berfokus pada permainan dengan anak-anak juga meningkat (Koçyiğit et al., 2007). Terlepas dari meningkatnya jumlah penelitian, permainan dan mainan adalah area yang harus terus dieksplorasi secara ilmiah. Selain itu permainan bagi anak-anak dianggap sebagai hal yang penting dalam proses tumbuh kembang anak. Sibel Balci & Berat Ahi (2019) menyebutkan bahwa untuk mewujudkan perkembangan anak yang sehat, permainan sama pentingnya dengan nutrisi, cinta, dan perawatan.

Furthermore, this study adapts the implementation of the game to the characteristics and developmental stages of early childhood, thus providing a new contribution to the use of traditional games as an alternative, effective, engaging, and contextual learning medium amidst the dominance of modern games.

One effort that can be made to address this problem is through fun play activities, such as the traditional game of "anglek," which involves jumping, maintaining balance, and body coordination. This game has the potential to be effective in stimulating children's gross motor skills, but is currently rarely used in learning.

Based on this background, this study aims to examine how the game of "engklek" can stimulate the gross motor skills of group B children at Bina Anapsara Kindergarten, Samaran Village, Tambelangan District, Sampang Regency.

1. Research methods

This study used a descriptive research method with a qualitative approach. Qualitative research aims to obtain a complete picture and seeks to understand a particular situation based on the researcher. According to Ghony and Almanshur (2019, p. 25), qualitative research is research that produces findings that cannot be achieved using statistical procedures or quantification methods. Therefore, qualitative research prioritizes the process rather than the results. Data collection techniques used in this study were through field observations, interviews, and documentation studies. The sampling technique used in this study was purposive sampling. Purposive sampling is a technique for determining samples with certain considerations (Sugiyono, 2020, p. 124). Data analysis was carried out using qualitative procedures, starting from data reduction, data display, data verification, and drawing conclusions. To test the credibility of the data, the researcher used data source triangulation. This means that the researcher compared information obtained from one source with another. The research location was

at Anapsara Kindergarten, Samaran Village, Tambelangan District, Sampang Regency. The research was conducted from February to May 2026.

2. Results and Discussion

3.1 Result

Observation results show that before implementing hopscotch, most children had suboptimal gross motor skills, particularly in maintaining balance and coordinating movements.

After regularly playing hopscotch, there was an improvement in balance and coordination.

3.1.1 Children were able to hop stably on one leg

3.1.2 Body movement coordination improved

3.1.3 Leg muscle strength increased

3.1.4 Children were more active and enthusiastic in learning activities.

3.2 Discussion

Stimulating gross motor development in children through the traditional game of Engklek is important to achieve maximum benefits. Engklek is expected to be used not only as an entertainment activity for children but also to stimulate gross motor development in children. Children's physical development is in line with their gross motor skills, so the traditional game of Engklek can be a means to train dexterity and body balance in children. Based on the results of observations conducted by researchers, information was obtained that in playing Engklek, some children were still stiff when jumping and maintaining balance. After being identified, this occurred due to two things: the children's unfamiliarity with the game of Engklek and the lack of a "warm-up" before playing, so the children could not maintain their balance and fell in the middle of the game. Therefore, the supervising teacher tried to design a "warm-up" activity before the game of Engklek. The ways to stimulate the development of gross motor skills in children through the traditional game of Engklek are as follows:

3.2.1 Simple Movement Exercises

Simple movement exercises are commonly taught in classrooms. These movements are simple yet meaningful. Teachers play an active role in training children's motor skills through simple movements, such as encouraging them to line up, march on the spot, stand on their tiptoes, and jump on the spot. Observations revealed that the children followed the teacher's instructions well and cheerfully, as these movements were accompanied by clapping and singing, making them more enthusiastic in following the instructions and movements demonstrated by the teacher. These simple movement exercises can be used to familiarize themselves with light physical activity before engaging in classroom learning. This familiarization can clearly

facilitate children's jumping and maintaining balance while playing hopscotch.

3.2.2 Directional Clapping Method

During the first observation, the researcher found that the children were still stiff and confused in distinguishing between right, left, front, and back. So the teacher took the initiative to teach the children using the directional clapping method. First, the children were divided into three groups of lines, then called each group to come to the front. Second, the teacher explained the difference between right and left and front and back using hand clapping instructions according to the intended direction. The clapping method training was packaged as interestingly as possible, so the supervising teacher added the sentence *ser ... serrr ...* to each child's jump that must be said by the child. Then the class supervising teacher instructed the children to step according to the directional clapping command. For example: "jump to the left and left!" then the children jump to the left while responding "serrrr serrrr", if the command is "jump to the right" then the children jump to the right while responding "serr serr", likewise with the command "jump front and back" then the children will jump forward and back while responding with the same words. After several practice sessions with the help of the class teacher, the children at Anapsara Kindergarten were finally able to jump from left to right, and from front to back, although they didn't yet have perfect jumping reflexes. This directional clapping method was found to be quite effective in encouraging children to jump according to instructions.

3.2.3 "Ditch" Jump Exercise

Once children are able to distinguish directions, left-right, front-back, the next exercise is the "ditch" jump exercise. First, the teacher makes two lines 50 cm long, resembling a ditch. Then the children are asked to cross the lines and jump over them. That is why it is called a "ditch" jump because the length of the lines created is called a ditch. However, if the two 50 cm long lines, resembling a ditch, are considered too wide, they can be changed to 30 cm, adjusted to the ability of the children who will jump over them.

As the world continues to change and evolve, the games played by children have also evolved. Engklek, a simple traditional game, is still frequently played by children at Anapsara Kindergarten. Previous research has reported that preschool-aged children demonstrate a strong relationship between gross motor development and moderate to vigorous physical activity (Williams et al., 2020). Engklek is one of the traditional games.

These movements demonstrate the coordination between the brain and hand muscles, enabling children to develop precise throwing skills. Accurate throwing of the *gacok* is essential in engklek. This is because if a player throws the *gacok* too far, or goes beyond the boundary line, the player is

disqualified and cannot continue the game.

In engklek, simple movements are needed as a warm-up for children's body movements. These movements promote flexibility and readiness for play, making it easier for the body to move. During engklek, the movements required include jumping forward and to the right quickly. This movement certainly requires stable balance from the player, because when jumping forward, the player's left leg must be lifted until the player has completed the game line. All of the child's motor skills are activated to complete the game correctly. Therefore, the game of hopscotch is also referred to as a game that encourages functional behavior. Functional behavior involves simple or repetitive motor movements, such as jumping, climbing, etc. Furthermore, the "ditch" jump is also considered an important simulation for the game of hopscotch. This is because there is a rule in hopscotch that the jumps made by the player must not touch the boundary line. Jumps must be fast and precise, according to the checkered lines in the game. If the jump is too far or goes beyond the boundary line, the player is considered to have lost, cannot continue the game and can repeat the game after the other players have finished.

Three methods that can be used through simple movement exercises, the clapping method, and the "ditch" jump, aim to create a fun, safe, and highly beneficial game as part of a way to stimulate children's gross motor skills. Apart from the game of hopscotch, which is usually played outdoors, outdoor play certainly has various benefits besides safety issues to avoid injuries compared to playing in the classroom. Several studies have reported similar findings. They report that the natural environment, which is not too restrictive, can provide complex play opportunities for children, which will encourage them to move actively, engage in risk-taking behavior, make decisions, and solve problems.

3.3 conclusion

Based on the findings above, the conclusions of this study are as follows:

3.3.1 Simple movement exercises are needed as an initial "warm-up" for children's physical movements. Physical activity will encourage children's flexibility and readiness to play, making it easier for the body to move in hopscotch;

3.3.2 The directional clapping method is considered quite effective in stimulating children to jump according to instructions. Therefore, when guiding this method, the supervising teacher must be adept at reading the situation, identifying the child's abilities, and presenting the method as attractively as possible;

3.3.3 The "ditch" jump and the zigzag line jump are considered important simulations for hopscotch. This is because the rules in hopscotch require players to jump quickly, consistently, and without crossing the designated line.

Based on the conclusions above, the recommendations in this

study are: a) there is a need for collaboration and support from various parties, especially teachers and parents, regarding the preservation of hopscotch as a traditional game that positively contributes to children's gross motor development; b) schools should collaborate with parents in creating a variety of conducive and safe outdoor play environments; and c) professional training for kindergarten teachers on how to stimulate motor skills in children that are appropriate to the child's condition and age level is a necessity, considering that many research results report that the benefits of traditional games are not only good for the physical and psychological health of children.

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