



Physical Motor Development of Early Childhood (Standards for the Level of Child Development Achievements) The Urgency of Gross Motor Development in Early Childhood Development

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Abstract

Age 0 - 8 years is the golden age. In this age the child's brain is like a sponge, which is all things that are seen, heard, and felt by children absorbed well by the child. Therefore at this time the child must get the right stimulation in every aspect of his development. One aspect that must be stimulated is gross motoric. This aspect relates to the child's ability to move the large parts of his body, such as the hands and feet. Some activities that can be given to children related to gross motoric skills are jumping, walking, running, and throwing a ball. The disruption of the development of gross motoric aspects in children can affect the development to other aspects. Therefore, the gross motoric aspect must be the one of teachers and parents' concerns as a result the child's development tasks can be achieved according to his age.

Keywords: *Stimulation, Gross Motoric, Early Childhood*

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INTRODUCTION

The long process that children go through in their growth and development. Growth and development are an integral part of shaping the pace of a child's development day by day, month by month, and year by year. We recognize that both are important for a child's development. Simply put, we understand that growth relates to observable physical changes, while development relates to a child's abilities. Both have their own functions and roles in supporting a child's development. They proceed hand in hand and are interrelated.

The joy of exploration and fearlessness means that all movements taught to children will be considered fun games. The first five years of a child's growth and development are referred to as the golden age because during this period, children's physical condition and abilities develop rapidly. The rapid physical development experienced by children is a sign that they are active individuals, and as parents, we must know how to guide their motor

activity.

Observing a child's growth and motor development is very interesting. Many things happen in the process of a child's physical growth and development, starting from lying down and crying, then he begins to grow and develop.

His body gets bigger, he begins to be able to tilt, lie on his stomach, sit and crawl. The baby then turns into a cute little child who can stand, walk and eventually jump and run. This demonstrates the child's activity and undoubtedly holds significance in shaping their development.

In a child's development, physical motor skills are indeed a major focus and topic of discussion, as the process of growth and development will influence their future lives. Therefore, understanding a child's physical development, maximizing their physical development, and recognizing the importance of physical development are essential areas that must be examined and understood.

Based on the above explanation, the author aims to present information about children's gross motor development, the characteristics of children's gross motor skills, and the urgency of children's gross motor development.

METHOD

This research uses a descriptive analytic approach, designed with a case study using observation and interview methods to analyze and describe the physical-motor development of early childhood, the stages and tasks of physical-motor development, as well as the role of the environment in the physical growth and motor intelligence of early childhood. The subjects of this research are children aged 4-5 years who have achievements related to the physical-motor development of the subjects.

RESULTS AND DISCUSSION

Result

Concepts and Theories of Physical-Motor Development in Early Childhood

a. Definition of Physical-Motor Development in Early Childhood

Syamsu Yusuf LN states that development can be defined as a progressive and continuous change in an individual from birth to death (The Progressive and continuous change in the organism from birth to death). Another definition of development is 'the changes experienced by an individual or organism towards its stage of maturity or maturation that occur

systematically, progressively, and continuously, concerning both physical (bodily) and psychological (spiritual) aspects. Development is a concept that encompasses both quantitative and qualitative changes involving mental/psychological aspects. A child's ability to respond to parental conversations, the laughter of adults, crawling, walking, holding an object, and so forth are all processes of a child's development in responding to their environment. Growth. Physical growth in children is not always the same; some children experience rapid growth while others grow slowly. In addition to changes in weight and height, children also experience physical changes.

In addition, as stated by Syamsul, development during early childhood, which is ages 2-6 years. The crisis that occurs is initiative vs. guilt. Descriptively, children show abilities and motor skills and become more interested in social interaction with those around them. As physical development matures, children's motor skills can already be well coordinated. Their movements are in harmony with their needs or interests. Children tend to show agile and nimble motor movements, such as writing, drawing, painting, swimming, playing soccer, and athletics. In psychology, the term motor refers to activities that involve muscles and their movements, or motor refers to any state that enhances or produces stimulation to physical organ activities. Therefore, motor skills are movements of the body or its parts that are performed deliberately and in a controlled manner organized like releasing the hands, moving the legs to walk.

According to the cephalocaudal principle, the sequence of maturation and physical growth begins from the head region (cephalic region) to the tailbone region (caudal region). The body progressively changes from infancy to adulthood. Height and weight increase, especially in the first two years. Generally, physical development in children follows the principles of cephalocaudal and proximodistal. A newborn baby's head appears more elongated. This baby's head is 70% of its adult head size and represents 25% of its entire body length. According to Yuliani, physical development is a process that occurs systematically, not randomly. Baby development is marked by changes in non-active activities. controlled becomes controlled activity. Movements that are done intentionally and controlled will also be organized in a pattern, such as pulling oneself up exactly to the standing position, releasing the hands, and moving the feet to walk. As the child develops further, the process of crawling and eventually walking or running will become a pattern for the child's physical development.

Indicators of Physical-Motor Development Achievement Levels of Early Childhood (AUD). In accordance with (Standards of Child Development Achievement Levels)

To understand the level of child development, we need to classify it by using the age-stage approach. The age approach is the traditional approach most often used by experts. In simple terms, a child's development can be assessed through age, behavior, and physical or other conditions.

As quoted by Suyadi, Benjamin Bloom states that the range of psychomotor mastery is shown by movements that are rigid to fluid or flexible movements. Dave developed this Bloom's theory by classifying the psychomotor domain into five categories: imitation, manipulation, precision, and naturalness

Table 1. Indicators of Perfection of Physical-Motor Development Achievements of Genius Children at an Early Age. According to Suyadi Age Range 3-6 Years

Age Range (Years)	Physical-Motor Development Indicators	Description
4-Mar	Gross Motor Skills	Running smoothly, jumping forward, climbing simple objects, balancing briefly on one foot.
	Fine Motor Skills	Manipulating small objects, drawing basic shapes, stacking blocks.
	Coordination	Coordinating hand and eye movements in simple tasks like catching or throwing a ball.
5-Apr	Gross Motor Skills	Walking on a balance beam, hopping on one foot multiple times, throwing and catching with more accuracy.
	Fine Motor Skills	Using scissors to cut paper, beginning to write or trace letters, assembling puzzles.
	Coordination	Improved bilateral coordination, ability to perform two tasks simultaneously (e.g., running and carrying).
6-May	Gross Motor Skills	Skipping, running with changes in speed and direction, riding a tricycle or bicycle with training wheels.
	Fine Motor Skills	Writing simple words, tying shoelaces, detailed drawing.
	Coordination	Complex hand-eye coordination tasks like throwing and catching accurately, rhythmic movements in dance or games.

Table 2. Indicators of Perfection of Physical-Motor Development Achievements of Genius Children at an Early Age. According to Suyadi

Development Area	Indicators of Physical-Motor Development	Description
Gross Motor Skills	Running, jumping, climbing, balancing	Smooth running, jumping forward, climbing objects safely, balancing on one foot for a few seconds
	Hopping, skipping, changing direction quickly	Ability to hop on one foot multiple times, skip, and change running direction smoothly
Fine Motor Skills	Coordination of large body movements	Ability to catch, throw, and kick balls with increasing accuracy
	Manipulating small objects, drawing, writing	Holding and using crayons/pencils correctly, drawing basic shapes, beginning to write letters
	Cutting, pasting, assembling puzzles	Using scissors with control, pasting materials, assembling simple puzzles
Balance and Coordination	Hand-eye coordination	Improved coordination in tasks like stringing beads or buttoning clothes
	Maintaining balance on different surfaces, coordinating movements involving multiple body parts	Balancing while walking on a line, climbing stairs alternately, coordinating hands and feet
Speed and Agility	Quick movement, ability to stop and start, directional changes	Moving quickly with control, stopping promptly, responding to changes in play or environment

Table 3. Gross Motor and Fine Motor Development 4 years - ≤ 6 Years old

Age	Gross Motor Skills	Fine Motor Skills
4years	- Can hop on one foot 4-6 times consecutively	- Can copy simple shapes like circles and crosses
	- Walks up and down stairs using alternate feet	- Holds a pencil or crayon with fingers, not fist
	- Throws and catches a ball with some coordination	- Cuts paper with scissors following a straight line
	- Balances on one foot for about 5 seconds	- Can button and unbutton large buttons
5years	- Can skip using alternate feet	- Can draw a person with some details
	- Runs smoothly with changes in speed and direction	- Copies more complex shapes like squares and triangles
	- Rides a tricycle or balance bike	- Begins to write some letters and numbers
6years	- Jumps forward 10-15 inches	- Uses scissors with better control
	- Can skip and hop with good balance	- Writes simple words
	- Throws, catches, and kicks balls with improved accuracy	- Ties shoelaces
	- Can ride a bicycle without training wheels	- Draws detailed pictures
	- Balances on one foot for 10 seconds or more	- Uses utensils properly (fork, spoon)

Discussion

Based on the theory of physical-motor development stages in children aged 4-5 years, there is a correlation with the condition of the children studied by the author. Both the interview and observation results summarize the physical-motor development of the subjects.

Latifa's development at the age of 4-5 years, both physically and motorically, has begun to develop optimally. Gross motor development, which involves large muscle movements, such as walking, throwing, running, balancing, climbing, jumping, and so on, is also progressing well. Researchers agree with the theory presented by Herdina Indrijati, who states that by the age of 5, children are physically very flexible and interested in gymnastics and certain sports. They develop better motor skills. They engage in many physically demanding activities such as running, skipping rope, and climbing. A similar point was made by Dadan Suryana, who stated that children aged 4 years old greatly enjoy physically demanding activities that involve some risk. This is evident in Latifa, who enjoys engaging in gross motor activities. Active and eager to engage in challenging activities, such as climbing and swinging on the mango tree in the front yard of her house, or on the multi-step playground equipment outdoors at the school playground. The strength of her hand and leg muscles, along with her ability to suddenly stop while running, are indicators of her physical motor skills developing and growing well. Additionally, the child's kinesthetic activities at school are trained through swimming and dancing.

Meanwhile, Latifa's fine motor skills, which involve the movement of fine muscles, have developed optimally. Latifa dances, moving the flexibility of her fingers, arms, legs, and body in sync with her art teacher's dance movements. Her focus of attention, through her eyes, follows the movements of the teacher's feet and arms as they dance, working effectively. Dance education has a significant impact on a child's development, particularly in terms of both gross and fine motor skills. Dance education can help develop a child's movement skills and coordination.

Based on observations, children will behave in the same way as their parents or other adults around them. According to the interview, Latifa has good motor skills, which she acquired because before she turned 5, she often accompanied her mother to school to watch and participate in various motor activities at the school where her mother taught.

For other fine motor activities, Latifa is skilled at using scissors, writing neatly, drawing, folding various origami shapes, and doing finger painting activities such as making collages, mosaics, crumpling newspapers, and gluing. All these fine motor activities require

the readiness of fine muscles, leading to arm and hand reflexes and finger flexibility. Latifa's development aligns with Dadan Suryana's statement that between the ages of 5-6, a child's fine motor coordination develops rapidly. At this age, children have developed visual-motor coordination, such as coordinating eye movements with hands, arms, and the body simultaneously. This is evident when children write or draw.

CONCLUSION

Gross motor skills are the process by which a child learns to skillfully move their limbs. To this end, children learn from teachers about various movement patterns they can perform to develop agility, speed, strength, flexibility, and hand-eye coordination. Elements of gross motor skills such as strength, coordination, speed, balance, and agility are components that form or support the development of gross motor skills. Furthermore, the development of gross motor skills in children is very important because incomplete gross motor skill development can lead to a lack of self-confidence in children and cause emotional instability due to feelings of low self-esteem experienced by the child.

Motor skills are one of the aspects of intelligence in the standard level of child development achievement in accordance with Permendikbud No. 137 of 2014. The physical-motor growth and development of each child progresses individually and varies from one child to another. Many factors influence the physical-motor growth and development of young children. Among these are exclusive breastfeeding, nutritious food, a conducive environment, and the attention and attitudes of the adults around them.

Good physical growth naturally stimulates a child's motor intelligence. Gross motor skills depend on the growth of large muscles, followed by fine motor skills based on the growth of small muscles. The stages of physical-motor movement progress according to procedure. It begins with two patterns of physical growth: cephalo-caudal and proximo-distal, with gross motor development occurring first before fine motor development.

In this study, the physical-motor development of the subject was more prominent than most other children at school, as evidenced by the subject's frequent participation in competitive activities such as dancing. The subject's gross physical motor development was also very agile and developed well. Regarding the subject's motor development, support from parents and teachers enabled the child to develop well and steadily.

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