

c5. Piloting a Model Of Educative and Attractive Physical Activities Based on Children's Dolanan

by Nur Rohmah Muktiani

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PILOTING A MODEL OF EDUCATIVE AND ATTRACTIVE PHYSICAL ACTIVITIES BASED ON CHILDREN'S DOLANAN TO OPTIMIZE KINDERGARTENERS' GROWTH AND DEVELOPMENT

Wawan S. Suherman, Soni Nopembri, and Nur Rohmah Muktiyani

Faculty of Sports Science, Yogyakarta State University, Indonesia
wansuherman@uny.ac.id, sony_nopembri@uny.ac.id, nmuktiyani_fk@yahoo.com

Abstract

One type of the games is *dolanan* (a Javanese word for 'play'), which is an activity inseparable from children world but has not been optimally used in kindergartens. Therefore, the use of children's *dolanan* in teaching-learning at kindergartens needs to be developed. This research and development study at the second stage of three stages is designed to try out a model of educative and attractive physical activities (Majeda) based on *dolanananak* as a means in optimizing kindergarteners' growth and development. This study was conducting the small- and large-scale tryouts.

The study employed the research and development approach by Borg and Gall. The small-scale piloting was conducted at TK/SD Model Sleman and TK PKK Temanggal, Sleman. The large-scale tryout was conducted at TKN Pembina Wonosari, TK ABA Kauman Yogyakarta, TKN Pembina Galur, TKN 1 Sleman, and TK ABA Karangmojo XVII.

The results of the field tryouts showed that the model format needed to be revised into Majeda based on children's *dolanan* consisting of six components, i.e.: (1) concepts, (2) materials/themes-subthemes, (3) learning objectives, (4) syntax, (5) teacher and student activities, and (6) learning outcome assessment. In addition, a guide to use Majeda was revised into one with the following outline and elements, i.e.: (1) introduction, (2) Majeda based on children's *dolanan*, (3) how to use it, and (4) closing. Based on the results of the piloting, it can be concluded that the Majeda based on children's *dolanan* is appropriate for further operational testing.

Keywords: children's *dolanan*, model of physical activities, educative and attractive, kindergarteners.

1. Introduction

Foundationing in physical growth, mindset and personality development of the child will be determined by the acquisition of a learning experience since the child is still early childhood. The experience gained through the process of interaction with the family, community, and educational institutions is a learning process, which is crucial for the growth and development of children. Physical growth and development of knowledge, skills, and attitudes and behavior among children will depend on what is seen and perceived by children from the neighborhood, and what is taught by parents to their children.

Optimization of the golden age of children so that children get adequate facilitation to

experience optimal growth and development and continue to be pursued by the government and society. Efforts are made through improvement of the organization of children's education since early childhood or early childhood education (ECD). One type of early childhood education is kindergarten (TK). Mansur (2009: 127-128) states that TK is one form of early childhood education units in the formal education that organizes educational programs for children aged four to six years.

In the management of kindergarten learning process, teachers need to understand and take into consideration the characteristics of learners. These characteristics, include (1) children aged 4-6 years were divided into group A for ages 4-5 years, and group B for ages 5-6 years of age

(Government Regulation No. 27 of 1990 on Preschool), (2) children who are experiencing growth and development. Significant growth in quantity changes experienced by children, such as height, weight, and body size. Payne and Isaacs (1995: 15-17) states that there are two terms of growth and physical development of the child's motor, ie gross motor movements, and fine motor skills. The development means that the child undergo a qualitative development in a variety of capabilities, namely: Ability gross motor and fine motor skills, cognitive abilities, language skills, psychosocial and socio-emotional sphere, Moral and religious values, and the arts and creativity.

In order for the child's growth, and optimal child development can be achieved, in addition to pay attention to the characteristics of children, kindergarten teachers have to design and implement the learning process in accordance with the characteristics, interests and needs of learners. Therefore, teachers need to choose and use methods and appropriate learning models in the learning process. Selection of methods and learning models should pay attention to learning payload to be delivered, the characteristics of the child, the ability of teachers, and the school's capacity. Moeslichatoen (2004: 24-29) suggested that kindergarten teachers use teaching methods appropriate to the characteristics and the development of kindergarten children. Ministry of Education (2008: 19) states that there are five common learning model implemented in kindergarten. All five models are models of classical learning, group learning model with safety activities, learning model based on the point of activity, area learning model and learning model based centers and when the circle. Although the five learning model has the particularity of each, but the learning models have in common the learning steps, namely: preliminary activity / initial, core activities, breaks / meals, and end / closing activities. In addition, the fifth model of learning pack integrated thematic learning materials in the form of theme and sub-themes that will be presented to the students.

Learning in kindergarten is very close related with the play, because play is the primary vehicle for learning in kindergarten. As said by Morrison (1988: 260) that play cherished values as a learning medium which is suitable for children ages in kindergarten. Willis and Symon-Parker (2010) states that play is an activity that shows how children learn and assimilate new things into the knowledge or skills they already possessed. Saskatchewan Education (1994) outlines that through play children's early

learning can be achieved. Socio-emotional development, intellectual activity can be developed through play. Therefore, the chance to play was a key factor in the learning program in kindergarten. Moeslichatoen (2004: 24-25) adds that the play has an important meaning for the growth and development of children, hence the use of the play is a must for kindergarten, and can not be ignored at all. For kindergarten children learn is play and play is learning. Playing promote meta-skills and competence in perception, memory, language, communication, and representation. Learning is a process of change in skills, knowledge, and competence in stages when children participate in play activities (Wood and Attfield, 2005: 87).

One type of activity that is very well known children's play and has a diversity of types is a traditional children's games or *Dolanananak*. Various types of *Dolanananak* can be chosen by the teacher and implemented in the learning process. *Dolananchild* is one of the popular play activities and loved by children. These games have educational values that are important. ViviWijayanti (2008,12) states that Dolanan derived from the word dolan which means playing. Dolan which means playing gets the suffix -an, thus becoming dolanan. Said Dolanan in the form of the verb is playing (to play), as a noun is a game (game). Poerwadarminta (in ViviWijayanti, 2008: 12) adds that dolanan meaningful (a) play, (b) the means used for fun for kids, and (c) of the game. Dananjaya(1991, 171) states that dolanan-children everywhere in the world are usually distinguished by gesture such as running, jumping or by simple social activities like tag, hide and seek, fighting, or based on basic math or dexterity of the hands such as accounting or throwing stones to ascertain holes, or speculative games.

Dananjaya statement is in line with the thought of Ki Hadjar Dewantara. Ki Hadjar Dewantara (2009: 147-148) states that ... Some kids Java games, such as: boast, gateng, and unclang, which educates children to be careful (bead pratisis), agile, clear the eyesight, and others. Then too the game, such as: dakon, Cublak-Cublak Suweng, and kubuk that educating children about understanding the calculations and estimates. ... In addition, the game of gobak, trembung, raton, cu, geritan, obrog, archery, si, jamuran, jelungan, and others that are sports which would educate children in terms of: the strength and health of the body, dexterity and courage, visual acuity, and others.

Learning in kindergarten is a typical process that implements the process of nurturing

and developing the interests and stages of child development. Therefore, learning in kindergarten is instructive and attractive activity. Activities that are educational, because it is the process of providing the opportunity and facilitation to the child so that the child has a learning process to develop all the potential intelligence to be harmonious, and balanced. Activity is attractive means that the learning process carried out by utilizing the playing children to be interesting, challenging, and fun for children. With characteristics such learning, children will be willing and happy to follow the learning process.

By paying attention to the discussion above, it can be shown that Dolanan anak has the characteristics needed in order to be used in the learning process. Therefore, Dolanan anak placed as a vehicle to deliver learning material presented. In addition, learning to use Dolanan anak is an activity that is both educational and attractive. With these reasons, learning model is then called a model of physical activity-based educational and attractive Dolanan anak and shortened to Majeda based Dolanan anak. Majeda development based on Dolanan anak has entered the second stage of field tryouts. Field tryouts carried out in two stages, namely small-scale tryouts and large-scale tryouts.

2. Research Methodology

This study aims to produce a model of learning in kindergartens, which utilizes Dolanan anak as its base. Therefore, this study uses the approach of research and development. Borg and Gall (1983: 771-772) states that research and development in education is a process used to develop and validate the educational product.

For the purposes of development Majeda Based on Dolanan anak, this research will be done in three stages, namely: (1) Preliminary Study and Design of Model; (2) Testing Model tryouts; and (3) operational testing, revision and preparation of modules, and Dissemination Model. Stages of research done on this occasion is Majeda field tryouts with based on Dolanan anak.

3. Results and Discussions

Experiments of the model implemented, as a follow up on the results of preliminary studies and model development. Experiments of the model is the implementation of the second phase of research of the three stages of research and development that will be done. The first phase of the research to produce a draft Majeda based on Dolanan child, which has five basic components.

This draft was getting validation from an expert, and socialized at kindergarten teachers. After socialization, then conducted the tryout stage, small-scale tryouts and its revisions, and large-scale tryouts and their revision. Test results and discussion are presented as follows.

3.1 Small-Scale Tryout

The first small-scale Tryout was conducted in kindergartens and primary schools Model Sleman, as much as two meetings, on 4 and September 5, 2014. The second small-scale Experiments conducted in kindergarten PKK Temanggal Purwomartani in one meeting on September 13, 2013. The results of pilot scale small indicates that the format of the model needs to be improved to be more adapted to the requirements of a learning model in accordance with the opinion of Joyce, Weil, and Calhoun (2009). Component models become more complete because of the five elements become six components. However, actually the fifth element is substantially similar to the six components of the final model, only the initial model does not yet include the substance of the concept and assessment of learning outcomes.

In addition, teachers in the field giving considerable input for the improvement of the model, which Dolanan anak can be modified without losing its substance so that the children do Dolanan easily. Not required all Dolanan must exist in every stage of the learning activities, Dolanan could be at the beginning of activity, core activities, or at the end of the activity. It is highly dependent on the specified learning objectives and content or theme / sub-themes presented.

By taking into account various input from those involved in small-scale tryouts, based Majeda format Dolanan anak undergo significant changes from the five components into six interrelated components and unity. All six components are: (1) concept that describes what is meant by Majeda Dolanan anak based, (2) Material / theme-subthemes: describe what will be learned by the students on the pembelajaran episode, (3) Learning Objectives: describe about targets to be achieved by students after attending the learning process, (4) Syntax / learning steps: the stages or steps to be done in the implementation of learning, (5) the activities of teachers and students: explaining about what activities are to be implemented by teachers and students during the learning process, and (6) the assessment of learning outcomes: shows how teachers carry out an assessment of the results or performance of the students as a result of learning. With improvements made based on

these inputs, based Majeda Dolanan anak ready to be tested on a large scale.

3.2 Large-scale Tryout

A large tryout Tryout was conducted at five selected kindergartens. Each kindergarten perform one meeting and observed by a team of experts. Implementation of large-scale tryout is State Kindergarten Pembina Wonosari is on 19 September 2014, Kindergarten ABA Kauman Yogyakarta on 23 September 2014, State kindergarten Pembina Galur dated on 26 September 2014, State kindergarten 1, on 2 October 2014, and Kindergarten ABA Karangmojo XVII on 13 October 2014.

Large-scale test results show that the observations by a team of researchers, teachers have been able to implement Majeda based games children in accordance with the concept set out by the research team. In addition, the evaluation experts pointed out that Guru has been able to make the selection of Kids Toys in accordance with the material / themes / sub-themes presented. Teachers have the right to choose the model / learning methods, according to the model / learning methods and values selected in Kid Games, according to the model / learning methods and elements that were developed in the Games of the Child.

Because teachers have the ability to choose games that fit the theme / sub-themes were presented, plus the students understand and comprehend with Children played games, and the number of students in accordance with the rules of the Games of the Child, the learning process can proceed smoothly and well, such as is illustrated in the following description.

Students actively participated in Dolanan anak in learning, and student enthusiasm in the implementation Dolanan anak play, so students seemed happy to play Dolanan anak. Therefore, the class orderly and controlled, although crowded class atmosphere and happy.

Due to large-scale tryout results show that teachers have understood Majeda adequately, then Majeda based Dolanan anak not revised or improvement on substance. Although the results of these studies show that teachers have an adequate understanding of the concept Majeda based on Dolanan anak, but there are still shortcomings which need to be repaired.

When carefully considered from RKH used, and implementation of RKH in the learning process there is still a shortage that has not been in line with expectations of researchers, which is largely Dolanan anak still placed as the opening activity at the start of activities, so it is still slightly Dolanan anak used in core activities.

Therefore, the use of guidelines based on Dolanan anak Majeda need to be updated by adding elements that have not been listed so that manual use of Majeda format based on Dolanan anak. be (1) introduction: background, objectives, and the scope, (2) Majeda based on Dolanan anak: concept, content / theme-subtema, learning objectives, syntax / measures, the activities of teachers and students, and assessment of learning outcomes, (3) how to use: preparation, execution, and reflection, and (4) the cover. Free use of the complete format is presented in the appendix.

Having regard to the tests carried out showed that Majeda based on Dolanan anak has undergone revisions in format and the user guide. The final form of both is as follows. Majeda format based on Dolanan anak has six components, namely (1) concept, (2) the material / theme- sub-themes, (3) learning objectives, (4) syntax / learning steps, (5) the activities of teachers and students, and (6) the assessment of learning outcomes.

Guidance on the use of Majeda based on Dolanan anak have the basic elements: (1) introduction: background, objectives, and the scope, (2) Majeda based on Dolanan anak: concept, content / theme-subtema, learning objectives, syntax / measures, the activities of teachers and students, and assessment of learning outcomes, (3) how to use: preparation, execution, and reflection, and (4) the cover; bibliography; and attachments.

By taking into account the results of field tryouts, which successfully completed Majeda format based on Dolanan anak, and guidelines for its use, the researcher believes that Majeda based on Dolanan anak quite feasible for operational test and tested its effectiveness in the next stage so that the model deserves to be disseminated to the general public.

4. Conclusion

Based on the proposed introduction, description and analysis of the data, and use the results of the discussion, the conclusion that can be drawn are as follows.

1. Small-scale tryouts conducted in kindergarten Model Sleman and kindergartens PKK Temanggal in three meetings, and managed to revise Dolanan anak Majeda based on six components: (1) concept, (2) material / theme-subthemes, (3) learning objectives, (4) the syntax / learning steps, (5) the activities of teachers and students, and (6) evaluation of learning outcomes.

2. A large tryout conducted in Kindergarten School 1 Pembina Wonosari, kindergarten ABA Kauman, State Kindergarten Pembina Galur children, state kindergarten 1 Sleman, and kindergarten ABA Karangmojo XVII of 5 meetings at all schools kindergarten. The result has been established based on DolanananakMajeda which has six components as referred to in paragraph 1. As a result of the implementation has not been satisfactory, the manual use of the pause should be revised, so that guide has a framework with the following elements: (1) introduction: background, objectives and scope, (2) Majeda based on Dolanananak: concept, creative / theme-subtema, learning objectives, syntax / measures, teacher and student activities, and assessment of learning outcomes, (3) how to use: preparation, execution, and reflection, and (4) the cover; a bibliography; and attachments.
3. Majedabased on Dolanananak, based on the results of the tryout have the form of a final conclusion as contained in point 1 and point 2. Therefore, Majeda based on Dolanananak adequate to be applied in the test operation.

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