



IMPLEMENTATION OF THE COMBINATION OF EXPLICIT INSTRUCTION MODEL, DRILL METHOD AND MEDIA BOWLING IN DEVELOPMENT MOTOR ROUGH AT GROUP A KINDERGARTEN

Muhammad Galih Asyari^{1*}, Deasy Arisanty²

Universitas Lambung Mangkurat¹², Banjarmasin Indonesia

Email: Galihrocket29@gmail.com^{1*}, deasy.arisanty@ulm.ac.id²

Abstract

The problem of this research is the low on motor rough in using the right hand and left hand in throwing in a directional manner. This is because the child has not been able to show the attitude of throwing on target, the presentation of learning activities carried out by the teacher is less attractive. The research method used is a literature study by collecting articles related to the research. The effort to improve activities and learning outcomes through explicit instruction model learning methods, drill methods and bowling media. The purpose of this study was to determine the teacher's activity steps, children's activities and the result of children's development in the ability to throw directed at group A children. It can be concluded that using an explicit instruction model, drill method and bowling media through directed throwing activities using the right and left hand can develop teacher and children's activities, and develop children's motor rough skills in group A Kindergarten.

Keywords: Motoric, Explicit Instruction, Drill Method, Media Bowling

INTRODUCTION

Education plays a crucial role in preparing superior generations in the future, as well as being one of the capitals to enter the era of globalization. Education, especially in Indonesia, has a very important role to produce quality individuals in cognitive, affective, and psychomotor aspects. Suriansyah and Aslamiah (2011: 86) Early Childhood Education (PAUD) is basically intended to help the growth and development of the psychological aspects of students who are carried out inside or outside school. Therefore, in essence this education aims to prepare the individual as a whole and the Indonesian people as a whole.

PAUD aims to guide & develop the potential of each individual to be able to develop optimally according to the type of intelligence possessed by the child. Thus,

educators must have a good understanding of special needs & individual needs. The limiting factors that cannot be changed in children are genetic factors. Therefore, PAUD aims to facilitate each individual through the right environment and learning guidance in order to develop the child's personality according to his genetic capacity (Al-Tabany, T. I. B. & Trianto, 2015).

PAUD is a form of education that focuses on the growth and development of children covering physical aspects (fine and motor rough coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behavior and religion), language and communication, according to the uniqueness and stage of early childhood development, one of the important aspects is motoric (Sujiono,



2013:6). Farida, A. (2016) In the development of a child, the physical state of the motor is very important become a concern and become a discussion, because the process of child development will affect their future life. So that you know physical development of children, maximizing children's physical development and the importance of Physical development of children is a must to be studied and understood.

Movement skill can improve optimally if the basic movement aspects of the child are developed as early as possible, such as locomotor, non-locomotor, and manipulative movements. On this basis, educators are the main key to successful learning by building a meaningful learning process. The development of the physical motor aspect of children is characterized by the management of body control skills and movements, such as body control movements, both fine and gross movements (Partini, 2010: 2).

Motor rough movements refer to the ability to change variations in body position by utilizing large muscles, such as running, walking, or jumping (Masganti, 2015: 91). Meanwhile, according to Desmita (2015: 98) motor rough skills, consisting of the skills of the large muscles of the arms, legs, and trunk, such as jumping and walking.

Indicators of the level of achievement of motor rough development of children aged 4-5 years that must be achieved in the learning process. The indicators are determined based on the standard level of achievement of children's development (STPPA), as intended in Permendikbud 137, 2014 STTPA on aspects of physical motor development at the age of 4-5 years, namely: 1) Imitating animal movements, trees blown by the wind, airplanes, etc. ; 2) Performing a hanging

motion (hanging); 3) Perform coordinated jumping, jumping, and running movements; 4) Throwing something in a direction; 4) Catch something right; 5) Perform anticipatory movements; 6) Kick something purposefully; 7) Utilize game tools outside the classroom.

Cinta Mulia Kindergarten Barito Kuala, on the motor rough aspect of playing activities to throw things in a directed manner. The conditions that are expected for children to be able to develop as expected are 82%, learning takes place in a pleasant atmosphere, children can throw in a directed and targeted manner.

Based on the observation of learning activities in the second semester of the 2018/2019 academic year on March 28, 2019 in group A TK Cinta Mulia Barito Kuala, in playing throwing ball activities. The results of children's abilities in developing motor rough skills have not developed as expected. This is evident from the results of the development of 10 children with details of 4 boys and 6 girls. 10% (1 child) had very good developmental achievements, 20% (2 children) had developmental achievements that developed in accordance with expectations, 50% (5 children) had developmental achievements starting to develop, 20% (children) had undeveloped achievements)

From observation, it is known that 70% of children do not have good motor rough skills in playing ball throwing activities, and complete child development only reaches 30%. The problem that the researcher got was that motor rough development had not developed optimally and the child had not been able to show throwing attitude on target. In addition, the learning process presented by the teacher is less attractive and the lack of giving examples of throwing in a precise direction.



Teacher needs to have the right learning strategies in an effective and efficient and fun learning process in order to achieve optimal results. As well as learning media that is still monotonous so that it has an impact on children's enthusiasm, children get bored easily and are less interested in the game. If this continues, it will hinder the child's motor development, especially motor rough skills and the child will tend to find it difficult to use both his right and left hands, less fast in carrying out daily activities.

The purpose of this research is to improve the motor rough aspect of the ability to throw in a directed manner through explicit instruction model, drill method and bowling media.

METHODOLOGY

Qualitative research is a literature study or literature study using the main sources in the form of books and other literature. Literature research is carried out by only referring to written works, such as research results that have been or have not been published (Embun, 2012).

Literature study research does not require researchers to go out in the field and obtain data from respondents. The data required is obtained through library sources or documents. According to Zed (2014) the first step to prepare a research design and utilize these sources to obtain research data. The method used in discussing this research is a qualitative descriptive method. With a qualitative descriptive research design, the researcher want to describe how the teaching steps taken by the teacher and the child's response to the application of the explicit instruction model, the drill method and bowling media on fine motor development in directed throwing activities in Group A Kindergarten, as well as describe the success a combination of explicit instruction model

methods, drill methods and bowling media in developing motor rough skills with directed throwing abilities.

This study aims to obtain information and a clearer picture, as well as provide convenience for researchers to carry out research. In this study, researchers used qualitative data. According to Sugiyono (2017) qualitative data is data in the form of words, sentences or pictures, while quantitative data is presented in the form of numbers or qualitative data that has been scored (made into numbers).

The source of data in this study is the subject from which the data was obtained. If the researcher uses a questionnaire or an interview, then the source of the data is the respondent. Respondents are people who answer or respond to researcher questions, either written or oral (Arikunto, 2014:172). Meanwhile, according to Lofland (Sugiyono, 2017:157) the main data sources in qualitative research are sentences and actions, the rest are additions such as documents and others.

DISCUSSION

It was concluded that there are 8 steps of teacher activity in teaching and 5 steps of children's activities to participate in learning to develop motor rough aspects with the ability to use the right hand and left hand in throwing in a directed manner using a combination of explicit instruction models, drill methods and bowling media as well as the application of strategies. Learning can improve children's motor rough development according to their stage of development.

The teacher's activities in teaching with a combination of explicit instruction models, drill methods and bowling media in developing motor rough skills using the right and left hands in throwing directed at



group A Kindergarten, then from the exposure of the data in the findings of sub focus 1 the researchers draw conclusions the plan for the steps of the teacher's activities in teaching as follows (a) the teacher conveys the competencies to be achieved and prepares students (EI and D), (b) the teacher prepares the materials or tools needed for learning, (c) the teacher demonstrates knowledge and skills (how to throw in a direction) on bowling media (EI), (d) the teacher repeats step by step and explains the reasons for each stage (how to throw in a direction) on bowling media (D), (e) the teacher guides the exercise gradually starting from the simple one then increasing to a more complex level according to the prepared scenario (D), (f) the teacher asks the child about the material to find out the child's understanding and provides feedback (EI and D), (g) the teacher provides opportunities for children for advanced practice (direct throwing) on bowling media (EI), (h) the teacher invites children to make conclusions from what they have learned (EI and D).

The reason the researchers took steps for teacher activities in teaching to develop motor rough skills using the right hand and left hand in throwing in a directional manner as above, based on research conducted by Risyanti (2019) showed that there was an increase in the results of teacher activities through the following steps: the combination of explicit instruction model, talking stick model and demonstration method at meeting 1 got a score of 13 (not good), meeting 2 got a score of 19 (pretty good), meeting 3 got a score of 25 (good) and meeting 4 got a score of 32 (very good).

In line with research by Zubaidah (2019), which showed that there was an increase in the results of teacher activities through the steps of a combination of

explicit instruction models, demonstration methods and assignments at meeting 1, they scored 10 with a percentage of 50% (good enough), meeting 2 got a score of 13 with percentage 65% (good), meeting 3 got a score of 17 with a percentage of 85% (very good), meeting 4 got a score of 19 with a percentage of 95% (very good).

The result of Susanti (2019) showed that there was an increase in the results of teacher activities using a combination of demonstration models, explicit instructions, and course review horay models at the first meeting with a score of 17 with a percentage of 61% (good), the second meeting with a score of 20 with a percentage 71% (good), the third meeting got a score of 23 with a percentage of 82% (very good), the fourth meeting got a score of 26 with a percentage of 93% (very good).

In line with research by Yunidya (2019) showed that there was an increase in the results of teacher activities through the combination steps of the explicit instruction model, drill method, and role playing model at the first meeting got a score of 20 (good enough), the second meeting got a score of 26 (good), the third meeting got a score of 32 (very good).

Research also conducted by Jamilah (2019) showed that there was an increase in the results of teacher activity in Cycle I meeting 1 obtaining a score of 62 (quite good), Cycle I meeting 2 obtaining a score of 78 (good), Cycle II meeting 1 obtaining a score of 94 (very good). The increase in teacher activity results is influenced by the outdoor learning method combined with the assignment method and the drill method.

The finding of how the steps of children's activities in participating in learning using a combination of explicit instruction models, drill methods and bowling media in developing motor rough



skills using the right and left hands in throwing directed at group A Kindergarten, namely: (a) children pay attention to the explanation of the material and demonstrations made by the teacher, (b) children practice how to throw in a directed manner using bowling media, (c) children continue to practice (repeat the practice of throwing in a directed manner using bowling media) in order to better master the material, (d) the participation of children in making conclusions together (e) children's enthusiasm in participating in activities (training how to throw in a direction using bowling media).

The reason the researcher took the steps of the teacher's activity in teaching to develop motor rough skills using the right hand and left hand in throwing in a directed manner as above, based on research conducted by Risianti (2019) showed that there was an increase in the results of children's activities in following learning through steps. - the combination steps of explicit instruction model, talking stick model and demonstration method in the category of classical assessment of children meeting 1 get a percentage of 25%. (less active), meeting 2 got a percentage of 43.75% (quite active), meeting 3 got a percentage of 66.70% (active), meeting 4 got a percentage of 93.75% (very active).

Zubaidah (2019) showed that there was an increase in the results of children's activities in participating in learning through the steps of a combination of explicit instruction models, demonstration methods and giving assignments in the classical assessment category of children in cycle 1 obtaining a percentage of 15% (less active), cycle 2 gets a percentage of 65% (active), cycle 3 gets a percentage of 80% (active), cycle 4 gets a percentage of 90% (very active).

Yunidya (2019) showed that there was an increase in the results of classical children's activities through the steps of a combination of explicit instruction models, drill methods, and role playing models at the first meeting getting a percentage of 48.3% (quite active), meeting 2 getting a percentage of 68 % (active), meeting 3 obtained a percentage of 83% (very active).

Research also conducted by Jamilah (2019) showed that there was an increase in the results of children's activities that were influenced by outdoor learning combined with the assignment method and the drill method in painting activities, at the first meeting the percentage was 58%, the second meeting was 70%, at the third meeting the percentage was obtained. percentage 81%. Along with this increase, the outdoor learning method combined with the assignment method and the drill method can improve the results of children's activities in participating in learning.

Research also conducted by Nurfajariah (2019) showed that there was an increase in the results of children's activities influenced by a combination of explicit instruction models, drill methods, image media, at the first meeting the percentage was 34% (less active), at the second meeting the percentage was 75% (quite active), meeting 3 obtained a percentage of 100% (very active).

Then Prastika, Yeni & M. Dani Wahyudi (2017) stated that the results of the assessment of motor rough development in cycle 1 meeting 1 obtained a percentage of 15%, cycle 1 meeting 2 obtained a percentage of 70%, cycle 2 meeting 1 obtained a percentage of 100%. So, the researcher can conclude that there is an increase in motor rough skills through the application of an explicit instruction model that is varied with traditional games by 75%.



Data sourced from Julianidar (2015) states that the results of the assessment of motor rough development in Cycle 1 there are 5 children or a percentage of 29.41%, Cycle 2 there are 10 children or a percentage of 58.82%, Cycle 3 there are 15 children or a percentage of 88.24 %. So, the researcher can conclude that there is an increase in motor rough skills through the application of the exercise method by 58.83%.

Dewi, et al. (2014) stated that the results of the assessment of fine motor development in cycle 1 obtained a percentage of 65.00%, cycle 2 obtained a percentage of 89.00%. So, the researcher can conclude that there is an increase in fine motor skills through the application of the drill method by 24%. Then Harista (2016) stated that the results of the assessment of motor rough development in the pretest with an average of 47.9%, while in the posttest with an average of 77.8%. So, the researcher can conclude that there is an increase in motor rough skills through the application of bowling games by 29.9%.

Dewi, R. K., & Hasibuan, R. (2015). concluded that the bowling game had a significant effect on the motor rough skills of children in group B. It can be seen from the results of changes in better scores after treatment with bowling games, from the results of calculations before treatment, the average score before treatment was 4.7 and an average the average value calculation result after treatment is 7.5 then there is a difference before and after being given treatment. So, the researcher can conclude that there is an increase in motor rough skills through the application of bowling games by 2.8%.

CONCLUSION

Based on the results of the study, it can be concluded that there are eight steps in

the teacher's activity to teach using a combination of explicit instruction models, drill methods and bowling media in developing motor rough skills with the ability to use right and left hands in directed throwing which will be applied in group A Kindergarten. Then, there are five steps of children's activities in participating in learning using a combination of explicit instruction models, drill methods and bowling media in developing motor rough skills with the ability to use right and left hands in throwing in a direction that will be applied in group A Kindergarten. The use of explicit instruction models, drill methods and bowling media in learning has succeeded in improving motor rough skills with the ability to use the right and left hands in throwing in a directed manner which will be applied in group A Kindergarten.

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