

## EFFECT OF ACTIVE PLAY METHOD ON PRE-SCHOOL CHILDREN SOCIAL AND FINE MOTOR DEVELOPMENT

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### Abstract

*Playing activities made children enjoy themselves and are carried out independently and involve various aspects to respond to and develop their social. This study aimed to determine the effect of active play on preschool-age children's social and fine motoric development at Miftahul Ulum Kindergarten, Tegal Regency. The design used in this research was a pre-experimental design with a pre-post test design, which aimed to determine the effect of independent variables on the dependent variable. Data analysis was performed using non-parametric statistical tests using the Wilcoxon test. The study results obtained  $p = 0.016$ , which shows active play affects preschool-age children's social and fine motoric development. Thus, this study's results can be used to increase knowledge and knowledge about the effect of active play on pre-school children's social development.*

**Keywords:** Active Play, Social Development.

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### 1. Introduction

One of the early childhood education institutions is in the form of Kindergartens. Kindergarten is an Early Childhood Education institution that must optimize the achievement of child development. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 stated that "Early Childhood Education is implemented in an educational institution in the form of Kindergarten/ Raudatul Athfal/ Bustanul Athfal, Playgroup, daycare, and Similar Unit". As one of the institutions, kindergarten acts as the institution for children before entering elementary school. Children's readiness will have a role in achieving optimal

child development, which can be achieved when they graduate from kindergarten. Children who already have readiness in school will make them able to follow and understand learning better, increase their interest in learning, and are directly proportional to better academic achievements <sup>[1]</sup>.

Various methods can optimize early childhood development—one of the methods that quite effective was the play activity approach. Playing had various ways, such as using the media to monitored child development as motor, emotional, social, and physical can be monitored and developed. Playing was also a means of learning in preparing children to the next level, which tends to

be a new form.

Media playing tools in child development were used to stimulate children's development. So that all aspects of child development can be monitored. Also, it was hoped that other development such as social skills would develop optimally [2].

Previous studies found that playing using blocks as media help improve children's social development. Child development is critical so that innovation and other treatments are needed to support existing conditions [3].

## 2. Method

This study used a pre-experimental method with a pre-post test design approach [4]. Researchers made preliminary observations using the DDST sheet, then giving intervention two times a week for four months. Furthermore, researchers conducted re-observations to assess children's development. The sample used in this study were ten children aged 5-6 years. Collected data analyzed using Wilcoxon.

## 3. Results and Discussion

### a. Age

**Table 1.** Distribution of Respondents by Age

No.	Age (years old)	F	%
1.	5	5	50
2.	6	5	50
Total		10	100

Table 1 shows no difference in the respondents' age were respondents aged 5 and 6 years have the same proportion, namely 50%. By playing, they can express themselves without coercion and cause feelings of joy, positively affecting their development.

### b. Sex

**Table 2.** Distribution of Respondents by Sex

No.	Sex	F	%
1.	Boys	5	50
2.	Girls	5	50
Total		10	100

Table 2 shows no difference in the sex of male and female respondents as much as 50%.

### c. Pre and Post Test Child Social Development

**Table 3.** Distribution of Children's Social Development Pre and Post Active Play

No.	Development Stage	Pretest				Post-Test				Total	
		Yes	%	No	%	Yes	%	No	%	n	%
1.	Play snake and ladder	3	30	7	70	6	60	4	40	10	100
2.	Dress without help	3	30	7	70	6	60	4	40	10	100
3.	Brush your teeth without help	2	20	8	80	5	50	5	50	10	100
4.	Name a friend	1	10	9	90	5	50	5	50	10	100
5.	Take food	1	10	9	90	5	50	5	50	10	100

**Table 4.** Pre-Post Test Children's Social Development

No.	Social Development	F	%
1.	Increase	7	70
2.	Not increasing	3	30
Total		10	100

Table 4 shows seven respondents (70%) had increased in social development. Playing for pre-school age children will indirectly affect their development. A play that helps stimulate children should be related to children's children's daily activities such as wearing their clothes without assistance, brushing their teeth, and taking food without assistance. Playing in a group also plays effectively for children, such as playing snakes and ladders or other games to provide social interaction experiences and increase children's motor skills. Playing together in a group will indirectly create mutual

respect, help each other, cooperate, and discuss <sup>[5]</sup>.

Three children did not experience increased social abilities after being treated with active play. The researcher continued this finding by conducting a further exploration of several aspects that influenced it. Based on the interviews conducted with parents, it was found that the child's parents were cautious and limited their interactions. Children cannot play freely with their peers in daily activities, except direct parental monitoring and supervision. It affects the loss of freedom and pleasure to express play for children because children will tend to feel afraid, anxious, and feel watched by their parents. This condition should be a concern for parents; by playing freely with their peers, children naturally express their feelings and desires <sup>[6]</sup>.

#### d. Pre and Post Test Children's Fine Motoric Developmentt

**Table 5.** Distribution of Children's Fine Motor Development Pre and Post Active Play

No.	Development Stage	Pretest				Post-Test				Total	
		Yes	%	No	%	Yes	%	No	%	n	%
1.	Imitating	4	40	6	60	6	60	4	40	10	100
2.	Listening to Others	5	50	5	50	4	40	6	60	10	100
3.	Imitating and demonstrated	3	30	7	70	3	30	7	70	10	100
4.	Choose a longer line	4	40	6	60	8	80	2	20	10	100
5.	Imitating (.)	4	40	6	60	7	70	3	30	10	100
6.	Drawing of people	6	60	4	40	7	70	3	30	10	100
7.	Copy circle	5	50	5	50	6	60	4	40	10	100
8.	Wiggle your thumb	3	30	7	70	4	40	6	60	10	100
9.	Mimic a cube	5	50	5	50	6	60	4	40	10	100
10.	Mimics a vertical line	3	30	7	70	6	60	4	40	10	100

**Table 6.** Distribution of Respondents Based on Fine Motoric Development in Pre-Post Test

No.	Social Development	F	%
1.	Increased	6	60,0
2.	Not Increased	4	40,0
Total		10	100,0

Table 6 shows six people (60%) had an increase in fine motor development. After the intervention, four children did not experience significant development. It could be due to a factor in the child's parents' parenting style like limiting children's playtime, rarely giving or introducing toys that help stimulate children's development, such as puzzles, block toys, etc. The child's development will experience a slowdown, especially in the fine motoric aspects. Children seem to be stiffer when playing games with peers <sup>[7]</sup>.

e. Social and Fine Motoric Development

**Table 7.** Effects of Active Play on Social and Fine motoric Development of Children

No.	Variable	n	Mean	p-value
1.	<b>Social Development</b>			
	Pre-test	10	6.00	0.016
	Post-Test	10	7.60	
2.	<b>Fine Motoric Development</b>			
	Pre-test	10	14.20	0.027
	Post-Test	10	15.90	

Table 7 shows seven people (70%) experienced an increase in social development. Table 7 shows the data test results using the Wilcoxon test, which shows the value of  $p = 0.016$ , which means active play affects children's social development. The effect also found in

fine motor shows development ( $p = 0.027$ ).

The social aspect that has seen a decline can be handled by involving parents or teachers at school. Collaboration between parents and teachers was expected to increase children's expected social development by providing effective methods such as certain games.

The social aspect that has seen a decline can be handled by involving parents or teachers at school. Collaboration between parents and teachers was expected to increase children's expected social development by providing effective methods such as certain games. The freedom to express during playing is significantly affecting children's development. This finding is in line with Rahma, Lestari, and Nugroho (2018) research. In this study, it can be seen that children who take part in the homeschool program experience poor social and motor development, such as being less able to accept diversity and have a low tolerance for others <sup>[8]</sup>. Meanwhile, according to Novitawati and Khadijah (2018), previous studies showed that children involved in direct learning at school have better social and emotional development. <sup>[9]</sup>

#### 4. Conclusion

The social and motor skills of children seem to improve after being given active play therapy. It can be seen that 70% of respondents experienced an increase in social development, and 60% experienced an increase in fine motor development after being given active play therapy. The authors suggest that active play has a significant effect on social and fine motor development in children.

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