



Active Play Beyond the Classroom: How Extracurricular Engagement Shapes Gross Motor Skills in 5-6 Years Old Children

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ABSTRACT

Extracurricular activities are student activities outside class hours which aim to develop children's potential. Gross motor skills are abilities that require coordination of most parts of a child's body. This research uses a qualitative approach and this type of research uses descriptive research. The data collection techniques used in this research are observation, interviews and documentation. The results of this study show that extracurricular activities for the development of gross motor skills in children aged 5-6 years are very good for children. Then the steps that must be considered in extracurricular activities are: facilities and infrastructure, teaching basic movement and hitting skills, providing supervision, evaluation, and involving parents in the activity process. Furthermore, the obstacles faced by children are still being afraid to try and there are still parents who forbid their children from taking part in extracurricular activities.

Keywords: *Extracurricular Activities; Gross Motor Skills; Children.*

INTRODUCTION

Extracurricular activities are activities to develop the interests and talents of a child whose implementation is outside of subject hours. So that a school has an important role in developing the potential, interests, talents, and hobbies of children.¹ Various examples of extracurricular activities that are set are oriented to child development and children's needs. Activities are packaged in games that attract children's interests and talents. Examples of types of extracurricular activities and their benefits are:² Tahsin/tahfidz, painting/drawing, dance, children's drum band, swimming and children's outbound. Gross motor is a movement skill or body movement that uses large muscles as the main basis of its movements.³

In Permendikbud Number 137 of 2014 concerning National Standards for Early Childhood Education Article 8 concerning Standards for Development Achievement Levels, it is stated that the indicators of gross motor development of early childhood aged 5-6 years are: 1) performing coordinated body movements to improve flexibility, balance and agility; 2) practicing the coordination of eye-foot-hand-head movements in imitating dance or gymnastics; 3) conduct physical games with rules; 4) skilled in using the right and left hands; 5) Carry out personal hygiene activities.⁴

Reviewing the results of observation and Field Experience Practice (PPL) for 2 months at Kartika XIV-3 Lhokseumawe Kindergarten, the researcher found that the implementation of extracurricular activities was routine. Through extracurricular activities such as swimming which is carried out 2 times a month and drum band which is carried out every Friday and Saturday for children aged 5-6. During the observation and Field Experience Practice (PPL) at Kartika XIV-3 Lhokseumawe Kindergarten, the researcher found that this drum band and swimming activity is very important in developing gross motor skills in children. Based on the above explanation, the researcher is interested in studying extracurricular activities in Kindergarten Kartika XIV-3 Lhokseumawe, so this study is entitled "Analysis of Extracurricular Activities on Gross Motor Development of Children Aged 5-6 Years at Kindergarten Kartika XIV-3 Lhokseumawe".

¹ Rusmayadi Sri Handayani, Muhammad Akil Musi, 'Implementation of Iqro Extracurricular Activities' at Rahmah Makassar Kindergarten', *THEMATIC: Journal of Early Childhood Education Thought and Research*, 9363, 1–19.

² Erni Munastiwi, 'Extracurricular Management of Early Childhood Education (PAUD)', *MANAGERIA: Journal of Islamic Education Management*, 3.2 (2019), 369–80 <https://doi.org/10.14421/manageria.2018.32-09>.

³ Pangung Sutapa and Suharjana Suharjana, 'IMPROVING GROSS MOTOR SKILLS BY GROSS KINESTHETIC-AND CONTEMPORARY-BASED PHYSICAL ACTIVITY IN EARLY CHILDHOOD', *Jurnal Cakrawala Pendidikan*, 38.3 (2019), 540–51 <<https://doi.org/10.21831/cp.v38i3.25324>>.

⁴ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Tentang Standar Nasional Pendidikan Child Usia Dini* (Indonesia, 2014).



Based on the above background, the research question in this study is how the development, steps and obstacles of extracurricular activities on the gross motor development of children aged 5-6 years at Kartika XIV-3 Lhokseumawe Kindergarten. With the aim of finding out the development, steps and obstacles of extracurricular activities to the gross motor development of children aged 5-6 years at Kartika XIV-3 Lhokseumawe Kindergarten.

METHODS

This research uses a qualitative approach. A qualitative approach is a research that intends to understand the phenomenon of what is experienced by the research subject, such as actors, perceptions, motivations, actions holistically and by way of descriptions in the form of words and language, in a special context that is natural by utilizing various scientific methods.⁵ The researcher uses a qualitative approach, because with a qualitative approach the researcher can decipher the data obtained from the research.

A qualitative approach is an approach in conducting research that is oriented towards symptoms that are natural or naturalistic and cannot be done in the laboratory.⁶ This study examines extracurricular activities on gross motor development of children aged 5-6 years at Kartika XIV-3 Lhokseumawe Kindergarten. This study uses a qualitative descriptive type of research. Descriptive research is research conducted with the aim of describing one or more variables without the need to compare or look for relationships between other variables.⁷

The location of the research conducted by the author is at Kartika XIV-3 Lhokseumawe Kindergarten, the author took this location because in the kindergarten there are extracurricular activities. The implementation of this descriptive research was carried out in the second semester of the 2023/2024 school year.

⁵ Johan Nasution, *Qualitative Research Methodology*, (Bandung: Remaja rosda by offset, 2017)

⁶ Sri Sulastri, 'Application of the Assignment Method in Enhancing Student Learning Enthusiasm in the Subject of Jurisprudence', *Elementaria: Journal of Educational Research*, 1.1 (2023), 54-64 <<https://doi.org/10.61166/elm.v1i1.5>>.

⁷ Kris H Timotius, *Pengantar Metodologi Penelitian: Pendekatan Manajemen Pengetahuan Untuk Perkembangan Pengetahuan* (Penerbit Andi, 2017).

The data sources in this study are primary data and secondary data.⁸ Primary data is data that is obtained or collected by researchers directly from the data source.⁹ Primary data was obtained from the research objectives, namely 11 children from drum band extracurricular activities, 14 children from swimming extracurricular activities, 1 drum band coach, 1 classroom teacher and school principal. Secondary data is information collected or obtained from existing sources such as journals, printed books, theses, and references to legal regulations.¹⁰

In this study, the author uses data collection techniques with three techniques, namely:

1. Observation

Observation is a method of data collection that is carried out systematically and deliberately, starting with making observations and notes on a problem that wants to be investigated by involving oneself in the context being researched.¹¹ This observation was carried out to see the process of early childhood development about gross motor development through extracurricular activities. In data collection, here the author uses an observation sheet instrument.¹²

2. Interview

Interviews are data collection by means of direct communication or dialogue with the parties concerned.¹³ In this case, the researcher will conduct an interview with 1 drum band coach, classroom teacher and principal at Kartika XIV-3 Lhokseumawe Kindergarten which aims to find information about extracurricular activities on gross motor development of children aged 5-6 years.

3. Documentation

Documentation is one of the methods of qualitative data collection by viewing or analyzing document documents created by the subject himself or herself or by others about the subject.¹⁴ The data taken from the documentation was originally data collected from various

⁸ Masahiko Keshav, Laura Julien, and Jessica Miezal, 'The Role Of Technology In Era 5.0 In The Development Of Arabic Language In The World Of Education', *Journal International of Lingua and Technology*, 1.2 (2022), 79–98 <<https://doi.org/10.55849/jiltech.v1i2.85>>.

⁹ Md. Kausar Alam, 'A Systematic Qualitative Case Study: Questions, Data Collection, NVivo Analysis and Saturation', *Qualitative Research in Organizations and Management: An International Journal*, 16.1 (2020), 1–31 <<https://doi.org/10.1108/QROM-09-2019-1825>>.

¹⁰ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology Tools and Techniques* (Bridge Center, 2021).

¹¹ Nuning Pratiwi, 'The Use of Video Call Media in Communication Technology', *Scientific Journal of Social Dynamics*, 1 (2017), 213–14.

¹² Albi Anggito and Johan Setiawan, *Metodologi Penelitian Kualitatif* (CV Jejak (Jejak Publisher), 2018).

¹³ Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2007).

sources at Kartika XIV-3 Lhokseumawe Kindergarten in the form of voice recordings, school profiles, the number of teachers, photos and videos during drum band and swimming activities.

RESULTS AND DISCUSSION

How is the Gross Motor Development of Children Aged 5-6 Years through Extracurricular Activities at Kindergarten Kartika XIV-3 Lhokseumawe.

a. Drum band

Regarding the development of gross motor skills of children aged 5-6 years through drum side extracurricular activities at Kartika XIV-3 Lhokseumawe Kindergarten, data was obtained that drum bands for early childhood children are one of the activities in music education that are usually found in kindergartens. The drumming band activity can be said to be playing in a group, from which the implementation is carried out in a structured and systematic manner. Based on the results of observations made on the extracurricular activities of the drum band on the gross motor development of 5-6 years old Child at Kartika XIV-3 Lhokseumawe Kindergarten, it is known that the gross motor development of 5-6 years old Child is very developed, it can be seen from several indicators that have been achieved by Child.

The following is a table of the results of the observation of drum band activities on the gross motor development of children aged 5-6 years at Kartika XIV-3 Lhokseumawe Kindergarten.

Table 1. Observation Results of Drum Band Extracurricular Activities.

Indicator	Descriptor	Total Child Assessment Results			
		BB	MB	BSH	BSB
Perform coordinated body movements to train flexibility, balance, and agility	Child is able to imitate the teacher's movements	-	1 Child	3 Child	7 Child
	Child is able to hit the drum band precisely while holding it in a standing position	-	-	4 Child	7 Child
	Child is able to maintain body balance when hitting the drum band	-	1 Child	4 Child	6 Child
Playing physical games with rules	Children are able to follow rhythm patterns according to the rules taught	-	-	5 Child	6 Child

Skilled in using both right and left hands	Child is able to hold a stick as a means of playing the drum band	-	-	-	11 Child
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Based on the explanation of the table above, it can be concluded that the gross motor indicators of children aged 5-6 years through extracurricular activities are: Doing body movements in a coordinated manner to train flexibility, balance and agility (Child is able to imitate the movements of the teacher MB:1 Child = 95% BSH: 3 Child = 27% BSB:7 Child = 64%, Child is able to hit the drum band precisely while carrying it in a standing position BSH: 4 Child = 36% BSB : 7 Child = 64%, Child is able to maintain body balance when hitting the drum band MB:1 Child = 9% BSH : 4 Child = 36% BSB : 6 Child = 55 %) Perform physical games with rules (Child is able to follow rhythm patterns according to the rules taught BSH : 5 Child =45% BSB:6 Child = 55%) Skilled in using right and left hands (Child is able to hold a stick as a means of playing the BSB drum band : 11 Child = 100%).

a. Swim

Based on the results of observations made in extracurricular activities swimming on the gross motor development of children aged 5-6 years at Kartika XIV-3 Lhokseumawe Kindergarten, it is known that the gross motor development of children aged 5-6 years has increased and is very slow, it can be seen from several indicators that have been achieved by Children. The following is a table of the results of observation of swimming activities on the gross motor development of children aged 5-6 years at Kartika XIV-3 Lhokseumawe Kindergarten:

Table.2 Observation Results of Swimming Extracurricular Activities

Indicator	Descriptor	Total Child Assessment Results			
		BB	MB	BSH	BSB
Perform coordinated body movements to train flexibility, balance, and agility	The child is able to do warm-up movements before swimming	-	4 Child	3 Child	7 Child
	Children are able to maintain body balance when standing and walking in the water	-	1 Child	3 Child	10 Child
Playing physical games with rules	Children are able to do freestyle swimming movements	-	4 Child	6 Child	4 Child
Skilled in using both right and left hands	Children are able to pedal their right and left hands in the water	-	5 Child	6 Child	3 Child
	Children are able to do the movement of hitting water with their hands	-	-	3 Child	11 Child



Performing personal hygiene activities	Children are able to do personal hygiene activities after swimming	-	-	6 Child	8 Child
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Based on the explanation of the table above, it can be concluded that the gross motor indicators of children aged 5-6 years through extracurricular activities are: Doing body movements in a coordinated manner to train flexibility, balance and agility (children are able to do warm-up movements before swimming MB:4 Children = 20% BSH: 3 children = 21% BSB:7 children = 50%, children are able to maintain body balance when standing and walking in MB water: 1 child =8% BSH: 3 children = 21% BSB: 10 children = 71%) Doing physical games with rules (children are able to do freestyle swimming MB:4 children =29% BSH: 6 children =42% BSB:10 children = 71%) Skilled in using right and left hands (children are able to pedal right and left hands in water MB : 5 children = 36% BSH : 6 children = 43% BSB : 3 children = 21%, children are able to do water hitting movements with their hands BSH: 3 children = 21% BSB = 11 children 75%) Doing personal hygiene activities (children are able to do personal hygiene activities after swimming BSH: 6 children = 43% BSB: 8 children = 57%).

How are the Steps of Extracurricular Activities for Gross Motor Development of Children Aged 5-6 Years at Kartika XIV-3 Lhokseumawe Kindergarten.

a. Drum band

Based on the results of the drum band extracurricular activities, the steps of the drum band extracurricular activities start from providing a special room for drum band extracurricular activities, then the children line up first in front of the drum band room, then the coach gives directions to the children, the coach asks the child to warm up before starting to enter the rhythm and asks the child to follow the coach's movements.¹⁵ Then the coach asked the Major to come forward and invite the Major to give directions on the notes and beats of the rhythm pattern according to the rules taught, the coach also taught how to hold the stick, hit

¹⁵ Hanifatur Rizqi and Eko Adi Sumitro, 'Pelatihan Alat Musik Drum Band Untuk Menambah Kreatifitas Dan Disiplin Pada Siswa SDN Pragaan Laok I Kecamatan Pragaan Kabupaten Sumenep', *ALKHIDMAH: Jurnal Pengabdian Dan Kemitraan Masyarakat*, 2.1 (2023), 69–80 <<https://doi.org/10.59246/alkhidmah.v2i1.676>>.

the drum band correctly while holding it in a standing position, and maintain body balance when hitting the drum band.

b. Swim

Based on the results of swimming extracurricular activities, the steps of swimming extracurricular activities start from the cleaner the day before the child does the swimming extracurricular activity, must clean the pool first, after cleaning the pool, the officer fills the pool water. As for the preparation of children, such as parents, prepare swimming equipment such as towels, swimsuits, swimming goggles and underwear. In the process of swimming activities, the children first warm up before entering the pool after warming up, the teacher asks the children to queue up to go down to the pool one by one, then continue by teaching children to maintain body balance when standing and walking in the water, doing freestyle swimming, paddling the right and left hands in the water, doing the movement of hitting the water with their hands, and teaching children to do personal hygiene activities after swimming.¹⁶

What Are the Obstacles to Extracurricular Activities to the Gross Motor Development of Children Aged 5-6 Years at Kartika XIV-3 Lhokseumawe Kindergarten.

a. drum band

In drum band activities, the obstacles faced are only at the beginning of drum band learning when children still feel reluctant or cry when taken to school, and the coach must persuade them to participate in drum band activities.

b. Swim

Obstacles faced in extracurricular activities on gross motor development of children aged 5-6 years The obstacles faced in swimming activities are some children who are still afraid to go down into the pool. In addition, some parents forbid their children from swimming for fear of skin irritation. In the results of the above research, the researcher has presented the findings during the research, so that in this discussion the researcher will present the findings in accordance with the type of research that has been chosen by the researcher, namely qualitative descriptive by analyzing the data obtained from the results of observations, interviews, and documentation results during the research conducted at Kartika XIV-3 Lhokseumawe Kindergarten. The data obtained and presented by the researcher is in

¹⁶ Agus Mulyana and others, 'Manfaat Pembelajaran Renang Untuk Pertumbuhan Dan Perkembangan Anak Di Sekolah Dasar', *Indo-MathEdu Intellectuals Journal*, 5.3 (2024), 3213–21 <<https://doi.org/10.54373/imeij.v5i3.1251>>.



accordance with the research question, so in this presentation the researcher will clarify into 3 parts, which are as follows:

1. Gross Motor Development of Children Aged 5-6 Years Through Extracurricular Activities at Kartika XIV-3 Lhokseumawe Kindergarten.

Extracurricular activities are activities to develop the interests and talents of a child whose implementation is outside of subject hours. So that a school has an important role in developing the potential, interests, talents, and hobbies of children. Extracurricular is intended to develop one of the areas of study that one child is interested in. For example, sports, art, religion, and various other skills.¹⁷

From the results of research in the field, the researcher found that extracurricular activities on the gross motor development of children aged 5-6 years at Kartika XIV-3 Lhokseumawe Kindergarten have been successful, this can be seen that in each indicator the child is able to perform body movements in a coordinated manner to train flexibility, balance, agility, do physical games with rules, be skilled in using the right and left hands and carry out personal hygiene activities. This is in line with the opinion of the Minister of Education and Culture Regulation Number 137 of 2014, it can be concluded that in the gross motor aspect of children aged 5-6 years is to perform body movements in a coordinated manner to train flexibility, balance, agility, do physical games with rules, be skilled in using the right and left hands and carry out personal hygiene activities.¹⁸

Extracurricular activities on the gross motor development of children aged 5-6 years at Kartika Kindergarten that through extracurricular activities drum band and swimming, children's gross motor development is very developed. Seeing from the children, they are enthusiastic about drum band extracurricular activities and swimming. Extracurricular activities are carried out in order to provide a lot of experience to children, with this extracurricular activity it is hoped that it can improve the aspect of children's gross motor development as much as possible.

¹⁷ Rusmayadi Sri Handayani, Muhammad Akil Musi, 'Implementation of Iqro Extracurricular Activities' at Rahmah Makassar Kindergarten', *THEMATIC: Journal of Early Childhood Education Thought and Research*, 9363, 1–19.

¹⁸ Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning national standards for early childhood education

2. Steps for Extracurricular Activities for Gross Motor Development of Children Aged 5-6 Years at Kartika XIV-3 Lhokseumawe Kindergarten.
 - a. Activity Planning: Determine the type of extracurricular activities that will be held such as drum band and swimming, prepare a schedule of activities that are suitable for the children's learning time.
 - b. Equipment and Facilities Preparation: Ensure all necessary equipment, such as drum band instruments or swimming equipment, are in good condition and safe to use. Provide supportive facilities, such as a clean swimming pool and adequate training space.
 - c. Learning and Routine Training: Teaching the basics of necessary skills, such as how to hold a tool or paddle, doing regular exercises every Friday and Saturday on drum band activities and every 1 month 2 times on swimming activities.
 - d. Supervision and Mentoring: Provide adequate supervision during the activity. For example, while swimming, one teacher is in the pool and another is by the pool.
 - e. Evaluation: Conduct periodic evaluations to measure children's gross motor development.
 - f. Communication with Parents: Involve parents in the activity process by providing regular reports on child development. Educating parents about the importance of extracurricular activities for children's gross motor development.

This is in line with Michael Johanès' opinion. H Louk and Pamuji Sukoco gross motor involves the ability of large muscles and gross motor skills. To provide stimulation for gross motor development, children need a safe environment that is free from obstacles, and requires a lot of encouragement from parents and teachers.¹⁹

Gross motor involves the expansion of large muscles and motor skills that require the use of those muscles. To stimulate gross motor development, children need a safe and obstacle-free environment so that they can move freely. In addition, encouragement and support from parents and teachers are essential. With a supportive environment and the right motivation, children can develop gross motor skills more effectively.

3. Obstacles to Extracurricular Activities on Gross Motor Development of Children Aged 5-6 Years at Kartika XIV-3 Kindergarten Lhokseumawe

¹⁹ Michael Johanès. H Louk and Pamuji Sukoco, 'Pengembangan Media Audio Visual Dalam Pembelajaran Keterampilan Motorik Kasar Pada Child Tunagrahita Ringan', *Jurnal Keolahragaan*, 4.1 (2016), 24 <https://doi.org/10.21831/jk.v4i1.8132>.



Obstacles faced in extracurricular activities on gross motor development of children aged 5-6 years The obstacles faced in swimming activities are some children who are still afraid to go down into the pool. In addition, some parents forbid their children to swim.

As for drum band activities, the obstacles faced are only at the beginning of drum band learning when children still feel reluctant or cry when taken to school, and the coach must persuade them to participate in drum band activities. Therefore, it is important to have support from the family for children, so that children are more courageous and can hone their interests and talents. This is in line with the opinion of Kristanto and Pratiwi that there are several factors that affect children's growth and development, namely hereditary factors (authenticity) and environmental factors. Family factors and customs are: family employment/income, father/mother's education, household stability, father/mother's personality, customs, norms, taboos, religion, urbanization, political life in society that affects the priority of children's interests, budget and others.²⁰

Children's gross motor development is greatly influenced by how the family prioritizes children.²¹ If the family gives good attention and priority to children, then the child's gross motor development tends to develop well.²² On the other hand, if the child is poor and does not pay adequate attention, the child's gross motor development may be hampered. Positive family and environmental support is essential to encourage children's physical activity and gross motor skills.²³

²⁰ Pratiwi, Kristanto, 'Efforts to Improve Children's Gross Motor Ability (Body Balance) through Traditional Engklek Games in Group B', *Journal.Upgris.Ac.Id*, 2015, 18–39 <http://journal.upgris.ac.id/index.php/paudia/article/view/513>.

²¹ Raymundo Cornejo and others, 'Serious Games for Basic Learning Mechanisms: Reinforcing Mexican Children's Gross Motor Skills and Attention', *Personal and Ubiquitous Computing*, 25.2 (2021), 375–90 <<https://doi.org/10.1007/s00779-021-01529-0>>.

²² Huan Wang and others, 'A Follow-Up Study of Motor Skill Development and Its Determinants in Preschool Children from Middle-Income Family', ed. by Zan Gao, *BioMed Research International*, 2020 (2020), 1–13 <<https://doi.org/10.1155/2020/6639341>>.

²³ Pooja Tandon and others, 'The Relationship of Gross Motor and Physical Activity Environments in Child Care Settings with Early Learning Outcomes', *Early Child Development and Care*, 190.4 (2020), 570–79 <<https://doi.org/10.1080/03004430.2018.1485670>>.

CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded that through extracurricular activities on the gross motor development of children aged 5-6 years at Kartika XIV-3 Lhokseumawe Kindergarten has been successful, it can be seen that in each indicator the child is able to perform body movements in a coordinated manner to train relaxation, balance, agility, do physical games with rules, be skilled in using the right and left hands and carry out activities personal hygiene.

The steps of extracurricular activities for the gross motor development of children aged 5-6 years at Kartika XIV-3 Lhokseumawe Kindergarten can be carried out through the following steps: (a) Determine the type of extracurricular activities to be held such as drum band and swimming, prepare a schedule of activities that are suitable for the children's learning time. (b) Ensure that all necessary equipment, such as drum band instruments or swimming equipment, is in good condition and safe to use. Providing supportive facilities, such as a clean swimming pool and adequate training rooms. (c) Teaching the basics of necessary skills, such as how to hold a tool or paddle, practicing routine exercises every Friday and Saturday in drum band activities and every 1 month 2 times in swimming activities. (d) Provide adequate supervision during the activity. For example, while swimming, one teacher is in the pool and another is by the pool. (e) Conduct periodic evaluations to measure the child's gross motor development. (f) Involve parents in the activity process by providing regular child development reports. Educating parents about the importance of extracurricular activities for children's gross motor development.

The obstacles faced in extracurricular activities on the gross motor development of children aged 5-6 years at Kartika XIV-3 Lhokseumawe Kindergarten are swimming activities that there are children who are still afraid to go into the pool. In addition, some parents also prohibit their children from swimming for fear of skin irritation due to the use of chlorine in the pool. As for drum band activities, the obstacles faced are only at the beginning of drum band learning when children still feel reluctant or cry when they are taken to school, and the coach must persuade them to create a pleasant atmosphere so that children want to participate in drum band activities.



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