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THE EFFECTIVENESS OF OUTBOUND GAMES TO IMPROVE GROSS MOTOR SKILLS AND COURAGE OF CHILDREN AGED 5-6 YEARS

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Abstract. Outbound is a training and recreation activity carried out in the field or in the open consisting of various games and challenges, and each game has certain goals. Outbound games are a physical game model that can be used by educators to improve gross motor skills and early childhood courage. This study aims to find out: (1) the effectiveness of Outbound games on improving gross motor development in children aged 5-6 years; (2) the effectiveness of outbound games on increasing courage in children aged 5-6 years. The type of research used in this study is quasi-experimental research with a quantitative approach. In this quasi-experimental research using one group Pretest-posttest design, namely by providing outbound play activities to determine gross motor skills and children's courage in completing activities. The population in this study is early childhood in TK Negeri Pembina Tasikmadu Karanganyar with a total of 50 children. The sample in this study was children aged 5-6 years in TK Negeri Pembina Tasikmadu Karanganyar totaling 30 children. The sampling technique used is convenient sampling, selection of samples that are appropriate to the age of the child to be studied. The instrument used is to measure children's gross motor skills and courage through outbound game activities. The data analysis technique used is SPSS 25. The results showed that: (1) Outbound games have high effectiveness against increasing gross motor development in children aged 5-6 years, as evidenced by n-gain values of 0.76. (2) Outbound games have high effectiveness against increasing courage in children aged 5-6 years high, as evidenced by n-gain values of 0.90. So from the results of the study, it can be concluded that outbound game activities have a significant impact and have a high effectiveness value on gross motor skills and courage of children aged 5-6 years.

Keywords: Outbound Play, Gross Motor, Courage, Early Childhood

I. INTRODUCTION

Early childhood education is a coaching effort aimed at children from birth to 6 (six) years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (Wanti et al., 2019). Some aspects of development that need to be stimulated to early childhood are physical motor, cognitive, moral religious values, language, social emotional, and art. Physical motor is one of several aspects that need to be developed and stimulated in early childhood (Maryuqoh & Sutapa, 2022).

Motor is a translation of the word "motor" which, according to Gallahue in Samsudin's book, is a biological or mechanical basis that causes motion. In other words, movement is the culmination of an action based on the motor process. Meanwhile, according to (Noviarti & Ismet, 2021)

motor development includes gross motor and fine motor development. Gross motor skills / abilities, namely movements resulting from the ability to control large muscles, examples are walking, running, jumping, rolling (Rizkiyah et al., 2018).

Children's motor development is divided into two parts, namely gross motor and fine motor. Gross motor is formed when children have coordination and balance almost like adults (Purwanto & Baan, 2022). Gross motor is an ability that requires coordination of most of the child's body. To stimulate children's gross motor can be done by training children to jump, climb, run, tiptoe, walk and so on. Gross motor is an activity using large muscles, including basic locomotor, non-locomotor and manipulative movements (Ilhami & Khaironi, 2018). Gross motor is a movement that occurs due to the coordination of large muscles (Sistiarini, 2021). The level of achievement of abilities in gross motor

for children aged 4-5 years according to (Patry Hes et al., 2024), namely 1) imitating animal movements, trees blowing in the wind, airplanes, etc., 2) doing hanging movements (hanging), 3) doing jumping, jumping, and running movements in a coordinated manner 4) throwing something in a directed manner 5) catching something accurately, 6) doing anticipatory movements, 7) kicking something in a directed manner, 8) utilizing playing tools outside the classroom.

The level of achievement of gross motor development abilities in children aged 4-6 years based on the opinion of (Rohma Saputri et al., 2017) as follows: 1) Agility and coordination include, moving the ball from box to box, passing through a circle, jumping, rolling sideways on the floor, jumping in / out of the circle, 2) balance includes, walking forward on the line, walking backward on the line, jumping with one foot into the circle, standing and sitting while holding the ball in the head, jumping in/out of a hoop, 3) reaction time includes, catching a ball, catching a ring, 4) power includes, jumping rope, jumping in/out of a hoop, 5) speed includes, jumping sideways on a rope, moving a ball from box to box, 6) accuracy includes, throwing a ball at a target, and moving a match.

Early childhood education is important for children to train and stimulate children's development by learning to learn while playing (Rahman et al., 2020). Efforts to develop and improve children's gross motor development are usually carried out through games. Games can improve children's social behavior by being done repeatedly so that it becomes a habit. According to (Paspiani, 2015) revealed that game activities are expected to be able to develop aspects of child development well according to developmental goals, therefore, kindergarten teachers must master games to train children's basic movements, and if the teacher lacks mastery of the game, child development can be hampered (Bontia, 2019).

According to (Mayangsari et al., 2017) play is a fun activity that is carried out for the benefit of the activity itself. And through the game the child gets joy from what the child has done himself. While Outbound is an outdoor activity, the activities are more play (Indriyani et al., 2021).

Based on the results of observations made by researchers who have conducted a survey at an institution of TK Negeri Pembina Tasikmadu Karanganyar, it shows that there are 30 students where the students have been determined by researchers according to the criteria, namely early childhood with an age range of 5-6 years. So that researchers get the final data of 30 students who are divided into 12 boys and 18 girls. From the final data obtained by the researcher, it was found that there were only 10 students who had developed as expected, and the remaining 12 children began to develop and 8 children had not developed in terms of students' gross motor skills. Then of the 30 students there are still many students who do not dare to participate in activities or complete the activities given. This is a big task of an educator in providing maximum stimulus, because the task of an educator besides being a teacher is as a facilitator and

motivator for students in order to achieve a maximum teaching and learning process.

From the results that have been obtained from a problem that exists in TK Negeri Pembina Tasikmadu Karanganyar, of course due to several factors that influence the lack of gross motor development and courage in these early childhood, one of which is a relatively monotonous learning process that makes children feel bored, the lack of awareness of an educator in providing motivation and learning resources, as well as the lack of creativity possessed by educators in the course of a learning process. So that the thought of the researcher is formed to provide a stimulus for an out-of-school education-based learning, namely Outbound.

Outbound is a training and recreational activity carried out in the field or in nature which consists of various games and challenges, and each game has certain objectives (Muharrir Syahrudin et al., 2022). Outbound is a self-development method through a combination of a series of psychomotor, cognitive, and affective activities in an experiential learning approach. According to (Ilhami & Khaironi, 2018) outbound is a learning activity carried out in nature based on the principle of learning through direct experience which is presented in the form of games, simulations, discussions, and adventures as a medium for delivering material. Outbound uses an experiential learning approach.

In line with this, it is supported by research researched by (Ramdani & Azizah, 2019) in his research which examines the improvement of children's gross motor development through Outbound games, it can be concluded that there is a significant influence on children's gross motor development before and until the treatment of Outbound activity treatment is given. So that the researcher hypothesizes that there will be a significant influence on children's gross motor development through Outbound games at the State Kindergarten Pembina Tasikmadu Karanganyar agency.

Teachers have a very big role in the success of learning. The interests, talents, abilities, and potentials possessed by learners will not develop optimally without the help of teachers (Rocmah, 2012). Teachers need to pay attention to learners individually, because between one learner and another has a very basic difference, one of which is a form of encouragement to the learners themselves through motivation.

Furthermore, research researched by (Siregar, 2022) at the University of Medan Area Thesis research on the effect of the traditional game "tarik upih" on children's courage and social development showed the results that through the traditional game of tarik upih, the courage of early childhood at Husnul Husna Kindergarten increased. In line with the above research, research researched by (Latif and Aziz, 2018) regarding children's cooperation and courage through outbound activities can be concluded that after the application of outbound activities, children's cooperation and courage abilities increase.

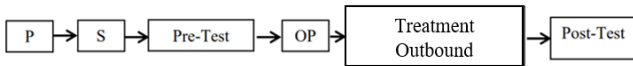
Based on the background that has been stated above, the researcher is interested in conducting research with the title

“The Effectiveness of Outbound Games to Improve Gross Motor Skills and Courage of 5-6 Year Old Children”.

II. METHOD

The type of research used in this study is quasi-experimental research with a quantitative approach. In this quasi-experimental study using a one group pretest-posttest design, namely by providing outbound play activities to determine the motor skills and courage of children in completing activities. This research design was carried out Pre-test before being given treatment and carried out posttest after being given treatment to children. The design of the one group Pretest-posttest is as follows:

Picture 1. one group pretest – posttest design



The population in this study were early childhood at TK Negeri Pembina Tasikmadu Karanganyar with a total of 50 children. The sample in this study were children aged 5-6 years at TK Negeri Pembina Tasikmadu Karanganyar, totaling 30 children. The sampling technique used is convenient sampling, namely the selection of samples according to the age of the child to be studied. In the data collection technique in this study using observation. Data collection is done by measuring gross motor skills and children's courage using outbound games. The data analysis technique used in this study is to use the Prerequisite Test, Homogeneity Test using T-Test and N-Gain Test, and Hypothesis Test with the help of SPSS 25.

III. FINDINGS AND DISCUSSION

The results of the research and discussion are presented in sequence, including: (1) research data, (2) prerequisite test analysis, and (3) hypothesis testing.

1. Research data

Table 1. Pretest and Posttest of Gross Motor Ability Variables

Statistik	Pre-test	Post-test
<i>N</i>	30	30
<i>Mean</i>	7,37	12,90
<i>Median</i>	8	13
<i>Mode</i>	8	13
<i>Std. Deviation</i>	2,236	1,807
<i>Minimum</i>	4	9
<i>Maxium</i>	11	16
<i>Sum</i>	221	387

Based on the table above, it shows that the gross motor skills of children aged 5-6 years at TK Negeri Pembina Tasikmadu Karanganyar at the time of the pre-test obtained an average score of 7.37 and at the time of the post-test the average score was 12.90 which had been given outbound games.

Table 2. Pretest and Posttest of Courage Variable

Statistik	Pre-test	Post-test
<i>N</i>	30	30
<i>Mean</i>	0,83	3,60
<i>Median</i>	1	4
<i>Mode</i>	1	4
<i>Std. Deviation</i>	0,791	0,814
<i>Minimum</i>	0	1
<i>Maxium</i>	3	4
<i>Sum</i>	25	108

Based on the table above, it shows that the courage of children aged 5-6 years at TK Negeri Pembina Tasikmadu Karanganyar during the pre-test averaged a result of 0.83 and during the post-test the average result was 3.60.

2. Prerequisite Test Analysis

The results of the Prerequisite Test analysis and hypothesis testing are presented as follows.

a. Normality Test

The data normality test in this study used the Kolmogorov-Smirnov formula, with processing using SPSS 25. The results are presented in the table as follows.

Table 3. Normality Test

Kelompok	<i>P</i>	<i>Sig.</i>	<i>Ket</i>
<i>Pre-test Gross Motor Ability</i>	0,075	0,05	Normal
<i>Post-test Gross Motor Ability</i>	0,062		Normal
<i>Pre-test Courage</i>	0,063		Normal
<i>Post-test Courage</i>	0,071		Normal

From the results of the table above, it can be seen that all data have a p value (*Sig.*) > 0.05, so the pre-test and post-test data are normally distributed.

b. Homogeneity Test

The data homogeneity test in this study used the Levene Test, with processing using SPSS 25. The results are presented in the table as follows.

Table 4. Homogeneity Test

Kelompok	<i>df</i> ₁	<i>df</i> ₂	<i>Sig.</i>	<i>Ket</i>
<i>Pre-test-posttest Gross Motor</i>	1	58	0,972	Homogen
<i>Pre-test-Post-test Corage</i>	1	58	0,142	Homogen

From the results of the table above, it can be seen that all data have a p value (*Sig.*) > 0.05, so the population has a similar variant or is homogeneous.

c. Hypothesis Test

1) The Effect of Outbound Games on Children's Gross Motor Ability Variables

Research hypothesis testing is carried out based on the results of data analysis and interpretation of the T-Test and N-Gain Test. The following hypothesis test results are presented in the table below.

Table 5. T-test Results of Pre-test and Post-test of Children's Gross Motor Variables

Variabel	Sig (2 tailed)	Taraf Sig.	Keterangan
Pre-test-Post-test Gross Motor	0,000	0,05	Signifikan

From the t-test results above, it can be seen that the significance value is $0.000 < 0.05$, so this result shows that there is a significant difference.

2) Effectiveness of Outbound Games on Children's Gross Motor Ability Variables

Table 6. N-Gain Test Results Pre-test and Post-test of Children's Gross Motor Variables

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
NGain_Score	30	.42	1.00	.7619	.14861
NGain_Percent	30	41.67	100.00	76.1918	14.86087
Valid N (listwise)	30				

From the results of the N-Gain test above, it can be seen that the N-Gain value is 0.7619, so the results of the effectiveness level of the gross motor variables of children using outbound games are high.

Discussion

The abilities of each child are different, but the abilities possessed by children are very important to be given a stimulus so that children can improve their abilities, so that children have provisions for their future. Ability is an ability that exists in humans that can be obtained from heredity or innate and obtained from exercises that can support to develop their potential. One of the abilities that exist in early childhood is gross motor skills. Physical motor development is considered very important, this is because physical motor development is the basis for each individual to achieve maturity in other aspects of development (Talukder & Kumar, 2024). Gross motor ability is a physical skill that involves large muscles (Pollarolo et al., 2024). Gross motor is a movement that appears or occurs due to the ability of large muscles in a person including children (Pasicznik, 2021).

Gross motor activities in children such as running, walking, kicking, jumping, throwing, catching and so on. The importance of developing gross motor skills in early childhood, there needs to be a stimulus so that the ability develops optimally. The stimulus that can be given to children is to provide physical activity to children. From some research results, it is explained that physical activity carried out with various movements will help children to develop gross motor skills in children aged three years and over (Oliver-Barcelo et al., 2024). Gross motor skills can be implemented through physical education, in learning to improve gross motor skills can be provided through an approach using various games involving physical activity (Adamčák et al., 2023). One of the games that uses physical

3) The Effect of Outbound Games on Children's Courage Variables

Table 7. T-test Results of Pre-test and Post-test of Children's Courage Variable

Variabel	Sig (2 tailed)	Taraf Sig.	Keterangan
Pre-test-Post-test Corage	0,000	0,05	Signifikan

From the t-test results above, it can be seen that the significance value is $0.000 < 0.05$, so this result shows that there is a significant difference.

4) Effectiveness of Outbound Games on Children's Courage Variables

Table 8. N-Gain Test Results Pre-test and Post-test of Children's Courage Variable

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
NGain_Score	30	.25	1.00	.9000	.20342
NGain_Percent	30	25.00	100.00	90.0000	20.34191
Valid N (listwise)	30				

From the N-Gain test results above, it can be seen that the N-Gain value is 0.90, so the results of the effectiveness level of the children's courage variable using outbound games are high.

activity is outbound games. Through outbound games will make children feel happy, enthusiastic and children can move freely in participating in activities and can face challenges in the game (Salavera et al., 2024). In learning activities teachers can also utilize games to stimulate the ability of early childhood in exploring and exploring the potential of children with innovative, creative and fun that can trigger children's motivation to take part in learning activities, so that indirectly children can improve their gross motor skills and courage.

Courage needs to be instilled in children from an early age. A brave attitude indicates that children can develop independently. Children will be more prepared if they meet other people or dare to talk to the people they meet, and dare to do various kinds of things such as daring to play and try children's play tools (Marunung et al., 2024). Guiding children to be brave requires an active role from parents. The environment where children hang out and grow becomes a place to motivate children to be brave. There are many things that parents can do to children, so that children will have a brave attitude and become confident, children are easy to socialize and dare to perform. Support from parents, teachers and the environment they play in can be the main source to train children to have a brave attitude.

Evidence shows that basic movement skills in this case, namely gross motor skills in children can be improved through programmed games. The results of the research conducted were significant between the results of gross motor skills before being given treatment using outbound games and after using outbound games. Children's courage after going through outbound activities has increased.

This is because the outbound games carried out in this study were made in accordance with the gross motor abilities of children aged 5-6 years. Children will feel happy and interested when learning is carried out outside the classroom. The impact of this mini outbound game can also be seen from the teacher's perspective in choosing learning activities. Teachers consider games that are carried out outdoors to be effective in providing opportunities for children to move freely and explore many things. Teachers change their old thinking that outdoor games are difficult to implement due to limited tools and materials and the need for preparation for activities. The fact is that outdoor games can be implemented in a simple way using modifiable tools and materials found in the school or around it.

Seeing the importance of gross motor movements and courage for early childhood should be a concern for early childhood education teachers in every school by encouraging the gross motor potential and courage of children with various approaches and learning methods, for example by utilizing outbound games, traditional games (engklek) and even through hulahoop game media (Sienkiewicz & Adamiak, 2023).

Modification of basic movement games with a circuit training approach gives a challenging impression for children to complete movement tasks. Children feel challenged to complete all motion tasks that vary and have different forms of motion. Modification with a game approach will stimulate children to move actively with pleasure (Turvill et al., 2024). This is a creative strategy to utilize existing facilities and infrastructure to stimulate children's creative movements to develop children's gross motor skills. As explored by (Ostrowska-Tryzno & Pawlikowska-Piechotka, 2022) on the effect of children's creative movement on the pattern of children's gross skill development, the results of children who move creatively have significantly better gross motor skills than children who move conventionally.

The implications of modifying basic movement games with a circuit approach must pay attention to the intensity of children's movements, children will have a high urge to do fun physical activities (Vartiainen et al., 2024) without paying attention to fatigue factors that have an impact on other learning activities. Physical activity carried out by children will have an impact on enjoyment if done with the encouragement of themselves and the surrounding environment (Nielsen et al., 2023). Physical activity in the modification of basic motion games with a circuit approach will indirectly provide strengthening of children's character and instill game values in children. So that the modification of basic motion games with a circuit training approach provides a solution for the development of motor skills and courage of kindergarten children.

The selection of outbound activities should be appropriate for the age and developmental level of children aged 5-6 years. The activities should be challenging, but still safe and fun for children. Before starting the outbound activity, provide an introduction and explanation to children about what will be done, the purpose of the activity, and the

importance of facing challenges with courage. During the activity, provide guidance and support to the children in facing challenges. Encourage them to try new things and praise them for their efforts and courage.

IV. CONCLUSION

Based on the results of the above research, it is concluded that simple outbound activities at Tlatar Tourism Objects prove that fun and challenging learning can positively affect the development of children at an early age. Seen in the results of the influence of Outbound games on increasing gross motor development and courage of children aged 5-6 years. The t-test results show that the significance value is $0.000 < 0.05$, which indicates that there is a significant difference in children's gross motor skills when given outbound activities compared to before being given outbound activities. The n-gain test results show an n-gain value of 0.76, which indicates that the level of effectiveness of this outbound game is high to improve children's gross motor skills. The t-test results can be seen that the significance value is $0.000 < 0.05$, which indicates that there is a significant difference in children's courage when given outbound activities compared to before being given outbound activities. The n-gain test results show an n-gain value of 0.90, which indicates that the level of effectiveness of this outbound game is high to increase children's courage.

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