

## IMPROVE THE SENSORY AND MOTOR ABILITIES OF CHILDREN USING EDUCATIONAL GAMES AGE 5-7 YEARS IN PRIMARY SCHOOL 24 RAMBUTAN

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### Abstract

This service was carried out at the State Elementary School 24 Rambutan, Durian Gadis Village, Banyuasin district. Data collection techniques using observation, documentation, action, and reflection are used to collect data. The child's learning results and the analysis of the sensory and motor skills of the child in learning with the learning of numbers and letters through the combination of educational learning models and play models are carried out to know the speed of development by observing the child after being given home tasks in accordance with the rules that have been determined. The results showed an improvement in fine motor, auditory, visual, and gross motor skills in which the child's activity meets the criteria of being highly active and the development of the sensory motor aspects of the child reaches the expected indicators of success. The results of this dedication show that the child's development in the State Elementary School 24 Village Durian Gadis Prefecture district of Banyuasin has been optimal.

**Keywords:** Sensory-Motor, Educational Games, Elementary School Children

### INTRODUCTION

Early childhood is the golden age of a child, or what is commonly called the Golden Age. According to Suyanto (2005), the characteristics of early childhood development are also quite unique. Early childhood will begin to display a variety of characters that reflect themselves. With their unique characteristics, each child's development is different. But they generally have the same tendency. One of the stages of child development is sensory-motor development. Motor and sensory skills allow children to use their muscles. For example, moving hands, holding objects, and so on. By the time a child is 5-7 years old, he or she is usually already in school. At this age, children tend to start to be able to control themselves, express their emotions, and be more enthusiastic about trying new things. One of them is learning and playing, which can make the child's sensory and motor skills active. Students are happy and active in learning and can fulfill their potential when teachers know how to plan and teach students according to the characteristics of student development. These developments include physical and sensory motor development as well as perception. Physical development refers to the height and weight, proportions, and shape of the body, while motor sensory development

refers to the student's ability to move to be active in learning in everyday life. Meanwhile, the development of student knowledge is related to the student's ability to know the environment.

Motor sensory development, often referred to as motor sensory skills, According to Desmita (2007), sensory motor skills are deliberate, automatic, fast, and accurate movements of the body or body part. Primary school children's motor skills improve with their physical growth, allowing them to perform their motor skills in a more coordinated way. Roughly, motor skills such as throwing, catching, running, standing on one leg, jumping, cycling, and swimming are already there. They also master fine motor skills such as writing, drawing, curling, and sewing. Motor skills are a fun activity for elementary school children. This is because their muscles begin to find their function or develop, so they can't sit still for a long time. Following the Wahab statement (1998–1999), it was argued that elementary school students also had better body control, which allowed them to sit longer and focus on something longer.

Some parents who are in the village of Durian Gadis complain that their children are less active moving or speaking too focused on mobile phones. In addition, children aged 3-5 years rarely attend formal education such as TK or PAUD. Some of her parents taught her at primary school. Therefore, this activity needs to be done to help the children of the village of Durian Gadis, especially the primary school children in Class 1. This is done so that children become sensory and motorically active through teaching and educational and traditional games.

## **MATERIALS AND METHODS**

This dedication uses qualitative methods. The analysis and acuity of qualitative dedication are heavily influenced by the sensory and motor forces used. Therefore, Basri (2014) concluded that the focus of qualitative dedication is on the process and meaning of results. Qualitative dedication focuses more on people, objects, and institutions, as well as the relationship or interaction between these elements, to understand an event, behavior, or phenomenon.

The steps taken in the collection of data are as follows:

1. This service is carried out in the primary school 24 Rambutan, village of Durian Gadis district of Banyuasin.
2. This activity is carried out in classes 1-2 in the primary school, 24 Rambutan.
3. The dedication procedure is a series of stages from beginning to end. Data collection techniques use observation, documentation, action, observation, and reflection techniques.

As for the methods carried out by the author in carrying out the devotion for 3 months in the village of Durian Girl, as follows:

1. The question answer method is a format of interaction between the teacher and the student through the questioning activity carried out by the teacher to obtain a verbal response from the student so that it can grow new knowledge on the student.
2. The method of assignment of tasks is a form of learning interaction that is characterized by the presence of one or more tasks assigned by the teacher. These tasks can be done individually or in groups according to the instructions given by the teacher.

3. Demonstration method is a form of teaching learning interaction that is intentionally designed to demonstrate, illustrate, a movement of a process or procedure carried out by a teacher or other person to the whole student or part of the student.

According to Siyoto & Sodik (2015), data analysis is a technique that analyzes dedicated data to prove a hypothesis that has been formulated. In dedicated activities in the classroom, data analysis is based on observations of educational learning activities, and the results of this data analysis are used as reflection material for activities at subsequent meetings. The child's analysis techniques at the observation and evaluation stage of learning start to the end, core and closing through educational learning evaluation of teacher performance and using the evaluation form of observation. Information about the child's learning outcomes and the analysis of motor sensory development of the child is carried out to know the speed of development by observing the child's learning results after given homework according to the rules that have been determined.

## **RESULTS AND DISCUSSION**

Prior to completing the first cycle, the researchers first performed an excessive amount of preparation, namely, searching for and collecting basic data on the child's fine motor development, which was studied through observation and direct discussion with class teachers. Based on the results of the study of children's interest in fine motor skills, children aged 5-7 years in the primary school of the State 24 Rambutan Village Durian Gadis district of Banyuasin are not optimal. Based on the results of the implementation of the dedication carried out in the primary school of the State 24 Rambutan Village Durian Gadis district of Banyuasin district in carrying out the learning of fine motor activity that always increases on each meeting from the Meeting of Class I, Class II, Class III, Class IV and Class V, The implementation stage is as follows:

1. Class I

Fine motor skills, learning games involving the use of their fingers to count objects showed a significant improvement in their fine motor abilities, to students/children of class 1-2 in the Negri primary school 24 Reception with a time of about 60 minutes

2. Class II

Hearing skills learning to know letters and read, and then giving questions that involve listening to letters and reading loudly, which involves listening and then answering the questions, to students in Grades 1-2 in Negri Primary School 24 Rambutan, with a time of about 60 minutes, Demonstrate a significant improvement in their hearing processing skills.

3. Class III

Visual skills a question game involving searching for objects in images showed a significant improvement in their visual attention skills. to students of class 1-2 in the Negri primary school 24 Rambutan with a time of about 60 minutes.

4. Class IV

Provide basic calculation training questions to children and also open questioning sessions for students/graduates of Negri primary school 24 Rambutan with a duration of approximately 60 minutes.

## 5. Class V

Learning sports involving running, jumping, and joint gymnastics showed a significant improvement in their brute motor skills. To students/graduates of Negri elementary school 24 Rambutan every Friday morning.



**Picture of 1. Learning to know the alphabet and read.**



**Picture of 2. Learning to know numbers and count.**

Educational games can also help children develop a number of other important cognitive skills, such as problem-solving, memory, and attention. In addition, this education can also help children learn about various concepts and ideas, as well as develop their creativity and imagination as a whole.

Dedication shows that educational games can have a positive impact on the motor and sensory development of children aged 5-7 years. However, it is important to note that the effects of educational games, vary depending on the particular game of the individual characteristics of the child, and the amount of time the child spends playing. It is important to note that educational games are not a substitute for physical activity or a live learning experience.

Children need to have the opportunity to move their bodies and interact with the world around them to develop their motor and sensory skills. Educational games can be a fun and exciting way for children to learn, but should not be the only way children learn.

This dedication suggests that children with strong fine motor skills (the ability to control small muscle movements in the hands and fingers) are more likely to have better early math skills, such as the ability to recognize numbers and count. They also tend to have better early literacy skills, such as letter recognition and phonological awareness.

Another possibility is that fine motor skills are required for some early skills that form the basis for learning to count and read. For example, fine motor skills are required for tasks such as holding a pencil, patching shapes, and manipulating objects. These tasks help children develop eye-hand coordination and visual-spatial skills that are essential for early math and literacy learning.

## **CONCLUSION**

Sensory and motor skills are essential for children's development and learning. In the early years of school, children develop their fine motor skills, which are the ability to control small muscle movements in the hands and fingers. In addition, children who have strong sensory and motor skills tend to have better scores at school. This is because sensory and motor skills are essential for a variety of academic tasks, such as writing, reading, and problem solving. It can be concluded that the activity of children and the development of fine motor skills of children on learning by doing the learning of numbers and letters through a combination of explicit learning model and model play in children aged 5-7 years in the primary school of the State 24 Rambutan Village Durian Gadis district of Banyuasin district Demonstrate improvement in fine motor, hearing, visual, and crude motor skills where the child's activity meets the criteria of being highly active and the development of the sensory motor aspects of the child reaches the expected indicator of success. Besides, puzzles are the right educational material for providing support to children's emotional, social, motor, language, and cognitive aspects, and while also developing skills and creativity in self-care, they also provide teaching at the same time they learn. Thus, the use of teachers' puzzles to encourage the child's development process and academic abilities is crucial. Given the findings obtained from this dedication, it can be suggested that this teaching of educational learning is more controlled over a longer period of time.

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