



Developing Wooden Learning Media Into Colorful Bowling Games As an Aspect of Gross Motor Skill Development in Children Aged 5-6 Years

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Abstract

Bowling is a diverse game. This bowling learning model is expected to make learning enjoyable and engaging. Based on the pre-survey results, the use of bowling media at the Hidayatul Mubtadin Natar South Lampung Kindergarten (KOBAR) has not been implemented. Based on the pre-survey conducted on August 16-18, 2022, at the Hidayatul Mubtadin Natar South Lampung Kindergarten, the gross motor skills of children aged 5-6 years are still relatively underdeveloped, and children prefer to play alone. This research is an R&D (Research and Development) study using the Borg and Gall development model. Data collection methods include observation, interviews, documentation, and questionnaires. The results of this study are as follows: The development of colored bowling media for children aged 5-6 years, according to the implementation steps: prepare two packages of colored bowling pins, divide the children into two groups, each group performs hom pim pah to determine the start of play, each child gets the opportunity to throw the ball and knock down the bowling pins three times. Before throwing the ball, the children are asked to sing together to motivate them and also remember to recite Bismillah (In the name of God). The teacher instructs the children to throw the ball according to the predetermined picture. When throwing the ball, the children are asked to use their right hand and then their left hand. After successfully knocking down the bowling pins, the children are asked to rearrange the fallen bowling pins to their original positions, and the game continues until all children have had a turn. The effectiveness of using colored bowling media to improve gross motor development in children aged 5-6 years is evident from the physical motor development in children aged 5-6 years. Before using bowling media, most children's abilities were not yet developed, then after using bowling media, these abilities began to develop.

Keywords: Bowling Game, Physical Ability, Motor Skill



INTRODUCTION

Play is an activity carried out by an individual that is enjoyable, exciting, and pleasurable, which helps individuals achieve holistic development, both physically, intellectually, socially, morally, and emotionally. Play is a relaxing, enjoyable activity without demands (burdens) for children. Play is also an essential need for children. Through play, children can satisfy the demands and needs of their motor, cognitive, creative, emotional, social, value, language, and life attitude development (Elfiadi, 2016: 53).

Games are tools used as a medium to foster children's creativity. Children become more enthusiastic or interested as a result of playing games. Children who learn through play have better critical thinking skills and problem-solving abilities. They may also be better at evaluating efforts to improve outcomes. Children will try to play the game out of curiosity and a desire to try. Children prefer or are more interested in games to learn about new things. Because, in essence, the world of children is play.

Playing tools need to be adapted to the aspects to be developed, the child's age, the benefits of the game, its characteristics, how to play, the materials used to make the game, and its strengths and weaknesses. Therefore, in this study, the author uses the bowling game. Bowling is a game activity designed to aid children's physical, intellectual, social, moral, and emotional development. It involves rolling a ball at ten pins arranged in a triangle when viewed from above (Ni Kadek Dwi Pradnya Sari et al.: 2016). Bowling is one of the most diverse games. With this bowling learning model, it is hoped that learning will be enjoyable and not boring. The researcher uses this bowling learning medium because its materials are easy to find and process. Additionally, this medium has previously existed in schools but with different methods and development objectives. Besides for playing, the researcher also created this game to develop physical motor skills by first encouraging children to play.

Based on the results of the pre-survey at KOBAR Hidayatul Mubtadin Natar, the use of bowling media has not been implemented. Furthermore, the creation of bowling media can be made using wood or scrap boards, making it easily obtainable. Therefore, the author is interested in developing this bowling media. Educational activities greatly benefit from the use of learning media. The educational process will yield greater benefits as a result of the availability of media. Positive outcomes, such as a more conducive learning environment, the incorporation of feedback into the educational process, and the achievement of optimal results, are anticipated from the use of media (Megawati, 2020: 3).

Education for children in the preschool age range is known as early childhood education. The purpose of early childhood education is to help children realize their full potential and grow into normal children. Depending on their age, early childhood education aims to provide intellectual, social, and emotional stimulation to children (Fauziah Ramadani, 2018: 1). Article 28 of Law Number 20 of 2003 also explicitly states that PAUD is conducted before the elementary education level, and PAUD is conducted through formal, non-formal, and informal education channels. Formal PAUD includes kindergartens (TK), Raudhatul Atfhal (RA), or other forms of equivalent and informal PAUD, such as education organized by the community or education organized by the family (Permen RI curriculum 2013, 2014: 1).

The best education to encourage or stimulate children's growth and development so that they are better prepared for school is early childhood education. There are six aspects of early childhood development, namely religious and moral values, physical motor skills, language, social-emotional, arts, and cognitive (Ni Kadek Dwi Pradnya Sari et al: 2016). Essentially, this development progresses in tandem with the maturation of the child's nervous system and muscles. Thus, even the simplest movements are the result of complex interactions between various parts and systems of the body, all controlled by the brain (Lismadiana, L, 2013).

A child's gross motor skills become more refined, more perfect, and better coordinated as

their body weight and strength increase. Children are now able to control and coordinate the movements of their body parts, such as hands and feet, effectively. The muscles in their hands and feet have begun to strengthen, enabling them to perform physical activities like kicking, jumping, throwing, catching, and running with greater accuracy and speed (Desmita, 2009: 79-80).

Based on a preliminary survey conducted on August 16-18, 2022, at the Hidayatul Mubtadin Natar Lampung Selatan playgroup (KOBBER), the gross motor skills of children aged 5-6 years are still considered underdeveloped, as children prefer to play alone. This is evidenced by the following data: The gross motor skills of children aged 5-6 years at KOBBER Hidayatul Mubtadin in South Lampung are still considered underdeveloped. This is evident from the total of 11 children, where 6 children were categorized as underdeveloped and the remaining 5 children were categorized as beginning to develop. Based on the issues described above, the researcher considered ways to create varied games to attract children's attention

METHOD

Research Design

The development of a color bowling learning media to improve the gross motor skills of 5-6 year old children at KOBBER Hidayaltul Mubtaldiin Lampung Selatan refers to the type of research and development (R&D). Sugiyono states that Research and Development is a method used to create and test specific products to see how well they work (Sugiyono, 2013: 407).

The method used in this study is the development model developed by Borg & Gall. Borg and Gall argue that the Research and Development (R&D) approach in education involves ten steps. The primary purpose of this research and development method is to produce a specific product and determine the feasibility of the developed product (Sugiyono, 2013: 408).

The development procedure used in this study to improve children's gross motor skills is based on Borg and Gall's theory, which consists of ten stages (Sugiyono, 2013: 408). The steps for using the Research and Development (R&D) method according to Borg and Gall are as follows.

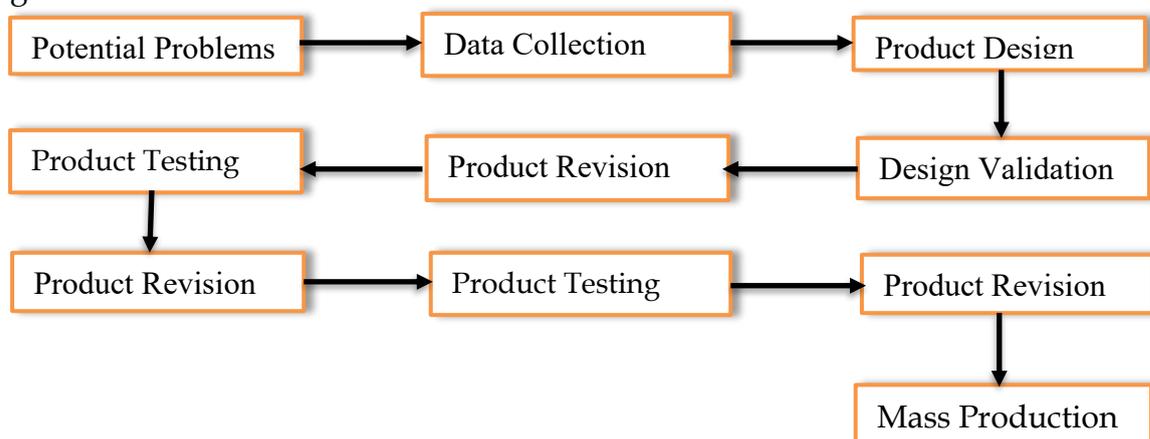


Figure 1. Research and Development (R&D) Chart according to Borg and Gall (Sugiyono, 2013: 408)

Based on the research and development stages developed, the researchers simplified and reduced them to seven stages, namely 1) potential and problems, 2) data collection, 3) product design, 4) first design validation, 5) design improvement, 6)

second design validation, and 7) product revision. This was done due to the limitations faced by the researchers.

Population and Sample

After the bowling game product was validated and revised based on expert input, the next stage was field testing, specifically with 11 children aged 5–6 years at Kober Hidayatul Mubtadiin during the 2022/2023 academic year.

Data Collection Techniques

The researcher will use data collection techniques based on the facts observed in the field. The steps taken by the researcher to collect data are listed below.

a. Questionnaires

Questionnaires are a data collection method conducted by providing a set of questions to respondents, namely students, teachers, and expert teams, to be answered according to user requests (Puji Purnomo and Maria Sekar Palupi, 2016).

Based on the above information, the researcher used expert validation questionnaires, including media expert validation questionnaires and material expert validation questionnaires.

b. Design Validation

Design validation is a process of evaluating product design, in this case media, to determine whether it is rationally effective or not. The validators must meet the following criteria: a) Media learning expert validator criteria, b) Content expert validator criteria (Amy Nilam Wardathi & Anangga Widya Pradipta, 2019: 62).

c. Media expert validation questionnaire

Media expert validation was conducted by Leli Fertiana Dea, M.Pd., an expert in educational media at the Ma'arif Islamic Institute (IAIM NU) Metro. The data obtained was explained and used to revise the educational media development product for bowling. After revising the product, the researcher conducted product validation again to obtain an assessment of whether it was suitable or even highly suitable for use in early childhood education at school.

d. Expert material validation questionnaire

Expert material validation was conducted by an expert lecturer in the field of Early Childhood Education at the Ma'arif Islamic Institute (IAIM NU) Metro, Dr. Muhammad Yusuf, M.Pd.I. The data obtained was explained and used to revise the educational media development product for bowling. After revising the product, the researcher revalidated the product to obtain a rating of "suitable" or even "very suitable" for use in early childhood education at schools.

e. Interview

The second data collection tool, which also serves to collect data in the field, is the interview technique. In this technique, the researcher meets directly with the respondents or research subjects. They ask questions that have been planned in advance (Sukardi, 2003: 79). The interview technique was used to collect data on the importance of applying media development in bowling learning, using a questionnaire containing information about early childhood education. The informants in this study were: 1) the principal of Kober Hidayatul Mubtadiin, 2) teachers of the 5-6 year old group at Kober Hidayatul Mubtadiin.

f. Product Trial Design

There are various types of products produced through research and development (R&D). The products produced are expected to increase educational productivity in the form of numerous, high-quality graduates who meet the needs of the market. This

research will produce learning media developed from waste materials, namely wood waste. At this stage, the researchers evaluated the function of bowling learning media and concluded the results of the evaluation of existing bowling learning media. The researcher obtained the idea to design and develop colored bowling learning media to develop gross motor skills in children. The utilization of existing media that is below standard, before discussing the research subject, we must first discuss the unit of analysis, or the subject that will become the main focus of the research target (Suharsimin Arikunto, 2013: 188).

g. Documentation

The documentation method involves collecting data on various matters or variables in the form of records, transcripts, books, newspapers, magazines, inscriptions, and so on (Suharsimi Arikunto, 2006: 231). Documentation techniques involve collecting data through written records, such as archives, including books on opinions, theories, propositions, laws, and other materials related to the research problem (A Kholik and A Mahrudin, 2013: 25). The documentation used in this study includes photos of media testing, videos of the media usage process, and the effectiveness of the media after using bowling media with digital media.

h. Research Instruments

Research instruments are tools that assist researchers in collecting data. The instruments used to collect data in this study are the researchers themselves as the key instruments or the researchers as the main tools. The instruments or data collection tools in this study are questionnaires, interviews, observations, and documentation.

Data Analysis Techniques

Data analysis is the process of organizing data, distinguishing it from interpretation, which is giving significant meaning to the results of the analysis, explaining descriptive patterns, and finding relationships between dimensions. Data analysis in this study uses qualitative and quantitative analysis techniques. Qualitative data in this study was obtained from validator input during the validation stage, input from subject matter experts, and media experts. Quantitative data, on the other hand, consists of data presenting the results of product development in the form of bowling media. Data obtained through assessment instruments during testing was analyzed using statistics. This method is expected to facilitate further understanding of the data. The results of the data analysis were used as a basis for revising the product to be developed.

The questionnaire was filled out by media and subject matter experts. The response questionnaire contained questions with semi-open answers. The order of writing was the title, the respondent's statement, instructions for filling out the questionnaire, and the question items. The response questionnaire was quantitative and could be processed using a Likert scale as a measurement scale. The Likert scale is a measurement scale developed by Likert. The Likert scale has four or more questions combined to form a score/value that represents individual characteristics, such as knowledge, attitude, and behavior (Weksi Budiaji, 2013). This scale is structured in the form of a statement followed by four responses. It can be calculated using the formula (Lela Nurlaela, 2018).

$$x = \frac{\sum_{i=1}^n x_i}{n}$$

Explanation:

x = average rating from validators

x_i = average score from validator i
 n = number of validators.

With

$$x_i = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

For quantitative analysis purposes, the answers can be scored using the following table:

Table 1. Quantitative Analysis Scores

Strongly Agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

The values assigned are one to four for responses of strongly agree, agree, disagree, and strongly disagree, representing positions ranging from very negative to very positive. The measurement scale used in this study is an interval scale. Neutral responses have been intentionally omitted so that respondents can express their attitudes or opinions toward the statements presented in the questionnaire. The interval data can be analyzed by calculating the average response based on the scoring of each respondent's answer. The results of the assessment scores are then averaged from a number of test subjects and converted into assessment statements to determine the quality and level of usefulness of the product based on user opinions. The conversion of scores into assessment criteria can be seen in the following table (Lela Nurlaela, 2018):

Table 2. Feasibility Analysis Scores

$P > 80\%$	Very Feasible
$61\% < P \leq 80\%$	Feasible
$41\% < P \leq 60\%$	Sufficiently Feasible
$20\% < P \leq 40\%$	Less Feasible
$P \leq 20\%$	Very Unfeasible

Based on the data in the table above, the development of the product will be completed when the assessment score for this educational media meets the feasibility criteria in terms of material suitability, media feasibility, and quality of the bowling media for Early Childhood Education to enhance gross motor skills in the very feasible or feasible category.

The criteria for assessing early childhood abilities are based on the table below (Ministry of Education and Culture, 2015:5):

Table 3. Criteria for Assessing Child Development

No.	Kriteria	Deskripsi
1.	BB	If the child does it, it must be with guidance or demonstration by the teacher
2.	MB	If the child can do it, they still need to be reminded or assisted by the teacher
3.	BSH	If the child can do it independently and consistently without needing to be reminded or demonstrated by the teacher

4.	BSB	If the child can do it independently and can help their peers who have not yet achieved the expected ability according to the indicators.
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There is certainly a lot of data on children's developmental achievements, so that in one indicator, repeated data with different achievement levels may appear. To determine the entries in the developmental achievement column, the best achievement is used, with the understanding that the child's ability is developing (Ministry of Education and Culture, 2015: 19).

RESULTS AND DISCUSSION

Potential refers to anything that, when utilized, can add value, while problems are deviations between expectations and reality. The first step was to identify the potential and problems that existed, as well as the needs of the school, such as teaching materials, methods in the learning process, learning styles, and learning media. This was done through interviews and observations. The potential in this study is that modified bowling media have very important purposes and benefits for young children. The purpose of bowling for young children is to train movement coordination, concentration, and estimating strength to knock down pins.

Meanwhile, the problem in this study is that young children at KOBER Hidayatul Mubtadin Natar Lampung Selatan are still lacking in physical motor skills. This is due to inadequate facilities and infrastructure for learning. Additionally, teachers prioritize reading, writing, and arithmetic activities because parents expect their children to be able to read and write by the time they enter elementary school, rather than focusing on physical motor skill-related learning activities. The gross motor skills of young children at KOBER Hidayatul Mubtadin Natar Lampung Selatan are still considered underdeveloped compared to the achievement levels of other skills in children aged 5-6 years.

Motor skill development is the process of growth and development of a child's movement abilities. Basically, this development progresses in tandem with the maturation of a child's nervous system and muscles. Thus, even the simplest movements are the result of complex interactions between various parts and systems in the body, controlled by the brain. A child's gross motor skills become more refined, more perfect, and better coordinated as their body weight and strength increase. Children are now able to control and coordinate the movements of their body parts, such as hands and feet, effectively. The muscles in their hands and feet have begun to strengthen, enabling them to perform physical activities like kicking, jumping, throwing, catching, and running with greater accuracy and speed.

Bowling is one of the most diverse games. With this bowling learning model, it is hoped that learning will be enjoyable and not boring. The researcher used this bowling learning medium because its materials are easy to find and process. This medium had previously existed in schools but with different methods and development objectives. In addition to playing, the researcher also created this game to develop physical motor skills by first encouraging children to play.

Expert validation of the media was conducted by an expert in the field of Learning Media at Ma'arif Lampung University (UMALA), Leli Fertiana Dea, M.Pd. The data obtained was analyzed and used to revise the bowling learning media development product. After revising the product, the researcher conducted product validation again

to obtain an assessment in the category of suitable or even highly suitable for use in early childhood education at school.

Expert material validation was conducted by an expert lecturer in Early Childhood Education at Ma'arif Lampung University (UMALA), Dr. Muhammad Yusuf, M.Pd.I. The data obtained was analyzed and used to revise the educational media development product for bowling. After revising the product, the researchers conducted another validation to obtain an assessment in the category of suitable or even highly suitable for use in early childhood education at schools.

Product

After researchers test the bowling game learning media, the results will be evaluated by validators. If there are parts of the product that are not as expected, researchers will revise the product to address these weaknesses. After making several improvements following validation, taking into account all feedback from subject matter experts and media experts, the bowling media was revised according to these guidelines.

Table 4. Final Product

Design	Image
<i>Bowling Ball</i>	
<i>Bowling Pin</i>	

Research and development is research used to produce specific products and test their effectiveness. This research can also be interpreted as research used to develop or validate products used in education and learning. The learning process in kindergarten can be carried out in various places, either inside or outside the classroom, as long as it is guided by the development of children's aspects and is done in a fun way. There are many types of games that can be used in kindergarten learning as a means of developing children's developmental aspects, including gross motor skills. One type of game that can be played with children is bowling.

Bowling is a diverse game. With this bowling learning model, it is hoped that learning will be enjoyable and not boring. The researcher used this bowling learning medium because the materials are easy to find and process. This medium had previously existed in schools but with different methods and development objectives. In addition to playing, the researcher also created this game to develop physical motor skills by first encouraging children to play. The researcher wanted to recreate colored bowling pins

with illustrations of fruits in various colors and accompanied by instructions from the teacher, as well as a mechanism for knocking down targets according to the fruit images instructed by the teacher.

The rules of the game are as follows: first, children are asked to arrange the pins neatly in a triangular shape; second, children are asked to roll the ball from a distance of 1.5 m toward the pins until they fall; third, after the pins fall, children are asked to rearrange them; fourth, when a child has finished, the next child continues. The results of this study are not only to develop an existing product but also to discover knowledge or solutions to practical problems. The product developed in this study is a bowling medium to develop the gross motor skills of children aged 5-6 years at KOBER Hidayatul Muhtadin in South Lampung.

1. Development of color bowling media for children aged 5-6 years The following is the daily lesson plan (RPPH) using bowling media at KOBER Hidayatul Muhtadin Lampung Selatan, namely:

This research was conducted on Monday, March 27, 2023, with children aged 5-6 years at Raud KOBER Hidayatul Muhtadin South Lampung with the theme "Plants" and the sub-theme "Fruit Plants."

a. Opening (15 minutes)

During the opening phase, the following activities were conducted:

- 1) Greetings and prayer before the activity began
- 2) Taking attendance
- 3) To start the learning activity in a joyful and pleasant atmosphere, singing, memorization, and free movement activities were conducted
- 4) The teacher then explained the theme "Plants" and the subtheme "Fruit Plants" that would be taught.
- 5) The teacher and students engage in a question-and-answer session about the theme "Plants" and the subtheme "Fruit Plants."

b. Main Activity (60 minutes)

- 1) Prepare two sets of colored bowling pins
- 2) Divide the children into two groups
- 3) Each group plays "hom pim pah" to determine the starting order
- 4) Each child gets the opportunity to throw the ball and knock down the bowling pins three times.
- 5) Before throwing the ball, the children are asked to sing together to boost their spirits and also to remember to say "Bismillah."
- 6) The teacher instructs the children to throw the ball according to the designated image.
- 7) When throwing the ball, the children are asked to use their right hand and then their left hand.
- 8) After successfully knocking down the bowling pins, the children are asked to rearrange the pins that fell back to their original positions.
- 9) If the child has finished throwing the ball three times, they are asked to say Alhamdulillah.
- 10) The game continues until all children have had a turn to play.

c. Recalling (15 minutes)

At this stage, the following activities are carried out:

- 1) Tidying up learning materials
- 2) Discussing feelings during the learning activity

- 3) Sharing and showing reading results
- 4) Reinforcing knowledge gained by the child
- 5) If there is inappropriate behavior, it should be discussed together
- 6) Closing (15 minutes)

During the closing activity, the following are done:

- 1) Q&A about daily activities
- 2) Reciting prayers or storytelling
- 3) Praying after learning

The steps for using bowling equipment with children aged 5-6 years to improve their gross motor skills at KOBAR Hidayatul Mubtadin in South Lampung are as follows: before starting the lesson, the researcher first prepares the bowling equipment, including a baseball and a ball with a different shape, as well as ten wooden bowling pins. This is supported by the results of an interview with Sabta Bela Wahyuni, the teacher of the 5-6-year-old group, who stated that “the teacher prepares the bowling pin media placed on the table, and the media prepared consists of two sets.” This can be seen in the following image:



Figure 1. Bowling Media Equipment

Based on the research, since the researcher only made two sets of bowling media, the researcher divided the children into two groups consisting of 5 and 6 children in each group. This was confirmed by an interview with Sabta Bela Wahyuni, the teacher of the 5-6 year old group, who stated that “because the number of media packages provided by the researcher consisted of two packages, the teacher divided the children into two groups and asked them to line up in a row.”

Before playing the bowling game, the children were asked to play hompimpah to determine the order of play. This was confirmed by an interview with Sabta Bela Wahyuni, the teacher of the 5-6 year old group, who stated that “to determine the order of play, the children were asked to play hom pim pah so that they would not fight over who went first.”

The teacher followed the researcher's instructions to play “hompimpah,” with the aim of preventing the children from rushing to play. Each child had the opportunity to throw the ball and knock down the bowling pins three times. Based on previous observations, the researcher first explained the rules of the game using the bowling equipment, one of which was that each child was given the opportunity to throw the ball to knock down the bowling pins three times. After three throws, the game continued with the next child in line. This was reinforced by an interview with Sabta Bela Wahyuni, the teacher of the 5-6 year old group, who said, “Children are given the opportunity to play

by throwing the ball to knock down the bowling pins three times. This is done so that children understand the game.”

After all children understood the rules explained and demonstrated by the researcher, they were asked to sing together before throwing the ball to boost their spirits and also to remember to recite Bismillah. This was reinforced by an interview with Sabta Bela Wahyuni, the teacher of the 5-6 year old group, who stated that “children are always encouraged to recite Bismillah before doing any activity.”

The steps can be explained as follows: the children were encouraged to sing together to build their enthusiasm before starting the lesson. When throwing the ball, the children were asked to use their right hand and then their left hand. Based on the observation results, the next step was to train the children’s hand muscle skills. The researcher asked the children to throw the ball alternately using their right and left hands. This is reinforced by the results of an interview with Sabta Bela Wahyuni, the teacher of the 5-6 year old group, who stated that “when throwing the ball, children are asked to use their right hand and then their left hand to train their gross motor skills.” After successfully knocking down the bowling pins, children are asked to rearrange the fallen pins back to their original positions.

Based on further research, the next step is that if the child has thrown the ball three times and successfully knocked down the bowling pins, the child is asked to reset the bowling pins as before. If the child has finished throwing the ball three times, the child is asked to say “Alhamdulillah.” After resetting the bowling pins, the child is asked to express gratitude to the Creator by saying “Alhamdulillah.” The game continues until all children have had a turn to play. This learning activity using bowling as a medium continues until all children have had a turn to play. If time permits, the bowling game can be played for two rounds.

The gross motor skill development of children aged 5-6 years before using bowling equipment at KOBER Hidayatul Muhtadin South Lampung is as follows: 6 children in the “Not Yet Developed” category, 5 children in the “Beginning to Develop” category, while no children are in the “Developing as Expected” and “Developing Very Well” categories. The development of gross motor skills in children aged 5-6 years after using bowling equipment at KOBER Hidayatul Muhtadin Lampung Selatan is as follows: no students in the “Not Yet Developed” category, 5 students in the “Beginning to Develop” category, 5 students in the “Developing as Expected” category, and 1 student in the “Developing Very Well” category. Therefore, it can be concluded that bowling equipment can improve the gross motor skills of 5-6-year-old children at KOBER Hidayatul Muhtadin Lampung Selatan.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the development and implementation of colored bowling pin media for children aged 5–6 years at Kober Hidayatul Muhtadin, South Lampung, in the 2022/2023 academic year was carried out systematically through well-defined steps, including preparing two sets of colored bowling pins, dividing children into groups, determining turn order through “hom pim pah,” providing each child three opportunities to throw the ball, motivating children by singing and reciting “bismillah” before playing, guiding them to throw according to visual cues using both right and left hands, encouraging responsibility by rearranging the pins after each turn, and closing each activity with expressions of gratitude by saying “Alhamdulillah.” The effectiveness of this learning media is reflected in the significant improvement in children’s gross motor development, where prior to the intervention most children were in the “Not Yet Developed”

and “Beginning to Develop” categories, while after the use of colored bowling pins no children remained in the “Not Yet Developed” category and several progressed to the “Developing as Expected” and “Developing Very Well” categories. Nevertheless, this study has several limitations related to research location, time, and research subjects; therefore, future studies are encouraged to address these constraints and emphasize the role of teachers as key contributors to the quality of human resources, highlighting that teachers can enhance children’s gross motor development effectively without high costs by optimizing existing facilities and infrastructure to ensure balanced and holistic child development.

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