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Parental Stimulation in Gross Motor Development at 3-4 Years Old at KB Aisyiyah 08 Kranji Lamongan

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ABSTRACT	ARTICLE INFO
<p>The purpose of this study is to describe parental stimulation regarding gross motor development in 3-4-year-old children at PG Aisyiyah 08 Kranji, Lamongan Regency. This research utilizes a qualitative descriptive approach. The location of the study was determined using purposive area sampling, and informants were selected using purposive sampling. Data collection methods included observation, interviews, and documentation. Data validity techniques employed were prolonged engagement, persistent observation, and triangulation. Data analysis involved data reduction, data display, and data verification. Based on the findings, parents of students at PG Aisyiyah 08 Kranji do not specifically organize activities to stimulate their children's gross motor development, but they provide toys that can support it. Some parents accompany their children during play, while others do not. Collaborative participation between parents and teachers occurs through regular meetings initiated by teachers to discuss child development. Students at PG Aisyiyah 08 Kranji are capable of performing locomotor and non-locomotor movements well, though not all of them excel in manipulative movements</p> <p>© 2024 UPI Journals and Publications Office</p>	<p>Article History: <i>Submitted/Received 25 July 2024</i> <i>First Revised 30 July 2024</i> <i>Accepted 23 Aug 2024</i> <i>First Available online 30 Aug 2024</i> <i>Publication Date 30 Aug 2024</i></p> <hr/> <p>Keyword: <i>childhood, gross motoric, Parental stimulation</i></p>

1. INTRODUCTION

Parents have a major role as a controller for children's motor development, one of which is by providing effective stimulation (Mitayani, 2015). The more knowledge parents have about good stimulation, the better and correct their way of providing stimulation to their children (Putra, et al. 2018). The mastery of gross motor skills in children must be considered (Dini, 2022). It is very important for parents as families to create an environment where children can develop their motor skills comfortably and safely (Latifah, 2020). To stimulate motor development, there is a need for social interaction between parents and children and parental participation (Satillah, 2024).

Stimulation carried out by parents includes education in the family environment for children (Anggraini, 2021). Such stimulation has a great impact on children's motor, cognitive, emotional, and social development (We, A. Y., & Fauziah, P. Y. 2020). Every stimulation must be appropriate and appropriate to the age of the child (Solichah, et al. 2022). Stimulation of early childhood is needed for the growth and development of children in the future, because early childhood is the most sensitive period for children when they receive stimuli (Yusuf, et al. 2023). One of the developmental aspects that needs to be stimulated is motor skills (Mahmud, 2019). Stimulation is important to support children's development, because children who regularly receive stimulation can develop their gross motor skills, especially the ability to walk, run, jump, and go up and down stairs (Multahada, et al., 2022).

Motor is all movements achieved using body skills, while motor development is a process in which children develop the ability to move their bodies (Farida, 2016). Motor development in preschool age involves the ability to move along with the development of children's nerves and muscles. Aspects of motor development are divided into 2, namely gross motor and fine motor. Gross motor is a movement that involves large muscles and requires a lot of energy such as walking, jumping, and running (Rahman & Khadijah, 2023). While fine motor involves the ability to control small movements, such as writing, drawing, or grasping (Karmila, 2022). Early childhood gross motor skills are very important because they can be the basis for more complex physical skills in the future.

The preschool age (3-4 years) is a critical period for children's growth and development and is called the golden age. This is because the brain develops faster up to 80% at this age (Mahmud, 2019). During this period, parents have a very large opportunity to increase their child's potential. The provision of stimulation will help children develop in all aspects of their development according to their age stages. However, currently there are still many parents who do not know how to stimulate children's growth and development properly, so that children experience developmental delays.

The ability of preschool-age children (3-4 years old) according to the Child Development Achievement Level Standard (STPPA) is to be able to do various physical activities such as running while carrying the ball, walking on the board, imitating animal movements, standing on one leg, going up and down stairs, and playing throwing and catching the ball well. However, in KB Aisyiyah 08 Kranji there are still some children who are not able to do these movements properly. This can happen due to several factors, one of which is a lack of stimulation from the surrounding environment. Children who do not get stimulation will feel distress when playing the above games because they are not used to doing these movements.

Achieving age-appropriate developmental milestones in children is crucial because each stage of development has its own characteristics and achievements that children need to attain. Each age stage has developmental standards that include motor, cognitive, language, social-emotional, and adaptive aspects. When children achieve these developmental

milestones according to their age, they possess the necessary skills to adapt and learn at subsequent stages. For example, gross motor development such as walking and running during the preschool years serves as the foundation for more complex physical skills in the future, like sports or other physical activities (Santrock, 2011). Santrock also states that age-appropriate developmental achievements help children build a foundation for more complex subsequent developments. Therefore, ensuring that children reach age-appropriate developmental milestones is a key factor in maximizing their potential for the future.

Moreover, achieving age-appropriate developmental milestones is essential for early detection of developmental delays or disorders. By understanding developmental standards, parents and educators can more easily identify if there are any discrepancies or delays in a child's development. Early detection is critical because the sooner developmental issues are identified, the sooner appropriate interventions can be implemented (Papalia, Olds, & Feldman, 2008). Research conducted by Papalia, Olds, and Feldman (2008) indicates that early intervention is highly effective in helping children overcome delays and achieve expected progress. Similarly, Guralnick's (2011) research emphasizes that early intervention in children showing signs of developmental delays can significantly improve developmental outcomes. Thus, monitoring and supporting children's achievement of age-appropriate milestones not only ensures optimal growth but also provides necessary interventions to support their overall development.

2. METHODS

The type of research used in this study is qualitative descriptive. The determination of the location of this study uses a *purposive area technique* located in KB Aisyiyah 08, Kranji Village, Lamongan Regency. The technique for determining informants in this study is *purposive sampling*. The collection of research data in this study uses observation, interview, and documentation techniques. The data validity techniques used in this study are by extending participation, observation diligence, and triangulation. The data analysis stage in this study uses data reduction, *data display*, and *data verification*.

3. RESULTS AND DISCUSSION

The existence of social interaction results from social contact and communication. Parent-Child Interaction is a way for adults to reach out to Children to guide, provide direction, and educate so that Children grow and develop (Kamila, 2023). Therefore, the interaction between parents and children is a powerful way to stimulate children (Sari, 2020). In KB Aisyiyah 08 Kranji, the interaction between parents and children can be seen when parents give directions to make movements and encourage children to do an activity. Parents provide playground equipment that can be used to stimulate children's gross motor development such as balls, mazes, puzzles, bicycles, legos, and others. However, not all parents accompany their children when playing the game.

Participation is voluntary involvement that involves awareness and responsibility for the interests of the group for the common good (Irawan, 2020). In this study, parents collaborated with Aisyiyah 08 Kranji KB educators by attending regular meetings to discuss child development, but there were also some parents who were not present when regular guardian meetings were held. This is due to several factors, including the busyness of parents and work demands that make parents unable to attend the meeting (Prabhawani, 2016). In

addition, there are parents who consider the meeting unimportant so the parents choose not to attend.

The children at KB Aisyiyah 08 Kranji have been able to perform locomotor movements well. While at school, the teacher stimulates the child's locomotor movement by doing several activities. Among them are walking on a walkway, creeping over obstacles, climbing, jumping, gymnastics, playing obstacle courses, and walking on compound stairs. Children feel happy and excited when doing these various activities. When at home, parents give children the freedom to play. Among the games that children usually do at home are playing chase, hide and seek, engklek, walking by pulling cars, and jumping from one place to another. When seeing children running, parents remind children to be careful and then watch children from a distance.

Non-locomotor movements are physical movements that use large muscles or the whole body that are influenced by the maturity of the child (Rismayanthi, 2013). Non-locomotor movements can improve the development of motor coordination, muscle growth, endurance and strength, and can make children feel happy (Triyanti, 2021). In this study, the activities carried out to train children's non-locomotor movements were singing by touching the limbs, imitating animal movements, playing cars, playing ball, gymnastics, playing compound stairs, playing hula hoop, and many more (Pradipta, 2017).

The manipulative movement ability of students of KB Aisyiyah 08 Kranji has on average been able to perform manipulative movements well, but there are still three children who are not able to perform manipulative movements properly. Games that are usually done by children and can support the development of their manipulative movements are playing throwing and catching balls, playing paper planes, kicking balls, repelling bullets, riding tricycles, rolling hula hoop, and playing musical instruments (Imani, et al., 2020).

Research by (Baumrind,1991) shows that parents who have good knowledge of child development tend to be more effective in nurturing and supporting their children. Baumrind identified that a responsive and developmentally supportive parenting style can enhance overall developmental outcomes in children. Furthermore, research by (Sanders and Morawska,2014) highlights the importance of parenting education programs designed to improve parents' competence in understanding and monitoring child development. These programs have been proven effective in increasing parents' knowledge of child development and their ability to implement parenting practices that support age-appropriate child development.

Additionally, a study by (Bornstein, 2002) emphasizes that parents' competence in understanding child development is closely related to positive developmental outcomes in children. Bornstein revealed that parents who have a good understanding of child development are able to provide timely and appropriate stimulation, which is crucial for supporting children's achievement of developmental milestones according to their age. Therefore, the development of competency standards for parents is essential to ensure that they have the skills and knowledge needed to support child development in an effective manner that aligns with the developmental needs of each age stage.

Parents can achieve competence in understanding child development according to age through various ways, such as participating in parenting education programs, reading literature related to child development, and joining support groups or communities focused on parenting and child education. According to (Bandura,1977) in his social learning theory, parents can develop competence by observing and imitating effective parenting behaviors and practices from models who are perceived to have the desired skills. Through this

process, parents learn to apply parenting strategies that support age-appropriate child development.

Research by (Sanders,2008) supports the importance of evidence-based parenting education programs, such as the Triple P-Positive Parenting Program, which is designed to enhance parents' competence in raising children. This program provides training and resources for parents to help them better understand the stages of child development and how to provide appropriate stimulation. Sanders found that participation in these programs significantly increases parents' knowledge of child development and strengthens their ability to implement parenting strategies that support child development.

Additionally, (Bronfenbrenner,1979), through his ecological theory of child development, emphasizes that the interaction between parents and a supportive environment can strengthen parental competence. Parents who are actively involved in communities and have access to good social support are more likely to develop the knowledge and skills needed to support their children's development. This aligns with findings from research by (Cowan and Cowan, 2002), which show that parents who receive support from groups or social networks are more confident in their parenting role and are better able to provide appropriate stimulation for their child's development.

Therefore, parents can achieve the necessary competence through education, observation, social support, and active participation in programs designed to enhance parenting knowledge and skills. Support from experts, evidence-based resources, and a conducive environment play important roles in helping parents achieve this competence.

Educators also play a crucial role in supporting age-appropriate child development, and to achieve this competence, they need to have a deep understanding of child development theories, appropriate teaching strategies, and skills in observing and evaluating child development. According to Vygotsky's theory (1978), educators can act as the "more knowledgeable other," providing support and scaffolding in the learning process, helping children achieve their optimal developmental potential through structured interactions and appropriate guidance.

Research by Pianta, La Paro, and Hamre (2008) using the CLASS (Classroom Assessment Scoring System) shows that the quality of educator-child interactions significantly affects child development, particularly in social-emotional and cognitive aspects. Educators' competence in understanding stages of child development and applying appropriate teaching strategies has been proven to significantly improve children's learning outcomes and overall development. Pianta et al. emphasize the importance of training and professional development for educators to strengthen their understanding of child development and teaching techniques that support the developmental needs of children according to their age.

Furthermore, according to Epstein (2010) in his theory of school, family, and community partnerships, effective educators do not rely solely on classroom teaching but also collaborate with parents and the community to create an environment that supports holistic child development. These partnerships enable educators to understand the context of child development beyond the school environment and provide more relevant and effective support.

Moreover, the National Association for the Education of Young Children (NAEYC, 2009) recommends that educators engage in ongoing professional development that includes training on child development, responsive teaching strategies, and appropriate child development assessments. Educators also need to have skills in conducting accurate

observations and providing constructive feedback to children and parents, so that child development can be monitored and supported more effectively.

Therefore, educators can achieve the necessary competence through training, continuous professional development, and collaboration with parents and the community. Support from educational policies and access to relevant resources and training is also crucial in helping educators achieve competence that supports age-appropriate child development.

Educators play a crucial role in supporting age-appropriate child development by understanding child development theories, applying appropriate teaching strategies, and possessing skills in observing and evaluating child development. According to Vygotsky (1978), educators can serve as the "more knowledgeable other," providing support and scaffolding in the learning process to help children reach their optimal potential through proper guidance. Research by Pianta, La Paro, and Hamre (2008) emphasizes that the quality of interactions between educators and children significantly impacts children's social-emotional and cognitive development, making it essential for educators to continually enhance their competencies through training and professional development.

Moreover, partnerships between schools, families, and communities are crucial in creating an environment that supports holistic child development. Epstein (2010) states that effective educators do not solely focus on classroom teaching but also collaborate with parents and the community to understand the broader context of child development outside of school. Recommendations from the National Association for the Education of Young Children (NAEYC, 2009) also highlight the importance of continuous professional development for educators, including training on child development and responsive teaching strategies. With support from educational policies and access to relevant resources and training, educators can achieve the necessary competencies to effectively support age-appropriate child development.

4. CONCLUSION

Based on the interaction between parents and children at KB Aisyiyah 08 Kranji, it is evident that parents play a crucial role in supporting their children's gross motor development through direct involvement, encouragement, and provision of play tools. While parents actively encourage their children through body gestures and facial expressions during activities, not all parents consistently accompany their children during play. Additionally, parents collaborate with teachers by attending parenting counseling and meetings to discuss child development. The children at KB Aisyiyah 08 Kranji have generally developed their locomotor and non-locomotor skills well; however, there is still a need for further support as not all students have mastered manipulative movements effectively. This highlights the importance of continuous and active parental involvement in all aspects of motor development to ensure comprehensive progress in children's physical abilities.

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