

## Improving Learning Activities and Gross Motor Skills Blended Learning with the Home Visit Method

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**Abstract:** This research is a type of research (action research), aimed at collecting data on whether blended learning with the home visit method can increase learning activities and gross motor skills of group B. The formulation of the problems in this study is: 1) whether blended learning with the method home visit can improve children's gross motor skills? 2) Can blended learning with the home visit method increase children's learning activities? 3) How is the blended learning process learning with the home visit method can improve gross motor skills and learning activities of children in group B? Based on the findings of action research (action research), 1) the researchers drew the conclusion that blended learning with the home visit method can increase learning activities and gross motor skills of group B students. Students' gross motor skills in cycle 1 by 25%, cycle 2 by 30%, and in cycle 3 it increases to 75%. 2) while in student learning activities cycle 1 by 25%, cycle 2 by 40%, and in cycle 3 it increases to 80%. The blended learning process with the home visit method that has been implemented properly and proven to be the right alternative can improve the ability of children's learning activities and gross motor skills in group B. The effectiveness of blended learning can be seen from the increase in children's learning activities in each cycle and gross motor skills.

**Keywords:** Learning activities, Gross motor skills, Blended learning, Home visit method.

### Introduction

Physical development has a very important role for the child's life. Either directly or indirectly. Directly the physical development of a child will determine the child's skills in moving. Meanwhile, indirectly, growth and physical development will affect the child's perspective on himself and the child's perspective on others. Physical development goes hand in hand with motor development.

Gross motor development is a movement that occurs due to the coordination of large muscles. Educators can optimize gross motor skills for early childhood through a variety of interesting and fun activities. One of the activities that can be given to develop motor skills in children is through activities that involve the feet, hands, and the entire limb, therefore parents or teachers need to provide space and time for children to carry out activities that can train the child's rough muscles and provide items and equipment for the child that can be pushed, removed, thrown or carried, to train brain growth in children.

During the current Covid-19 Pandemic, most early childhood education services including EARLY CHILDHOOD EDUCATION cannot carry out face-to-face learning as usual, as an effort to prevent the Covid-19 Pandemic, the government issued a policy for schools to ask their students to study at home by establishing online and offline learning methods, to improve gross motor skills and children's learning activities, implementing online learning begins with the signing of a parent agreement letter containing an agreement on online learning, parents are expected to be able to assist online learning at home.

From the results of the child development assessment report card, it was found that the results of children's learning activities and gross motor skills had not achieved maximum results. So the researchers used the activities of various ana k activities at home with the home visit method.

## **Theoretical Review**

### **Gross Motor Ability**

#### **a. Motor Definition**

At the beginning of the growth period, a child will do a lot of movements as his movement activity. The child vents his energy through movement by going through play activities. Muhibbin (Samsudin, 2008: 11) argues motor is referred to by the term "motor" which is defined as a term that indicates in a thing, a state and activity that has involved the muscles as well as its movement, as well as its elenjar-glands as well as its secretion (discharge of fluid or sap). Briefly the motor can also be understood as any state that increases or produces stimulation or stimulation to the activities of physical organs.

Morrison (Aaron, 2009: 109), reveals that motion will also contribute to the intellectual development and skills of the child in later lifetimes.

As for the motor development of children, it can be seen from the change in motor skills from birth to the age of five which involves various aspects of behavior and motor skills. (Riza & Swaliana, 2018, pp. 42-51).

From the above opinions, it can be concluded that motion is a very important activity in the process of growth and development which is not only able to develop the ability to move but also serves to develop intellectual, body organs and physical growth.

#### **b. Definition of Gross Motor**

Gross motor is the ability to move the body using large muscles, most or all of the gross motor limbs are necessary so that the child can sit, kick, run, go up and down stairs and so on (Sunardi and Sunaryo, 2007: 113-114).

Bambang Sujiono (2007: 13) argues that gross motor movements are abilities that require coordination of most parts of the child's body. Gross motor movements involve the activity of large muscles such as the muscles of the hands, leg muscles and the whole body of the child.

According to Endang Rini Sukanti (2007: 72) that activities that use large muscles include non-locomotor skill movements, locomotor movements, and manipulative movements.

Non-locomotor movements are the activity of motion without moving the body to another place. For example, pushing, folding, pulling and bending. Locomotor movement is a mobile activity that moves the body one to another. For example, running, jumping, walking and so on, while manipulative movement is the activity of motion 10 manipulations of objects. For example, throwing, herding, catching, pushing, and kicking.

Bonita Mahmud (2020, pp.76-87) explains that gross motor ability is related to a child's ability to move large parts of his body, such as hands and feet. Walking, running, jumping, body balance, and coordination of movements are all forms of gross motor development in a child.

Thus what is meant by gross motor in the study is the ability that requires coordination of parts of the child's body such as eyes, hands and leg muscle activity, in balancing the body and leg strength when walking on a titian board.

#### **c. Stages of Children's Motor Development**

The three stages of pending in the gross motor development of the child; cognitive is the stage in which the child seeks to remember the movements that have been performed before. Associative, which is the stage in which the child performs "trial and error" activities the child will try various movements, repeat the movements, and autonomously, that is, the child can automatically display or perform movements with the few mistakes he made.

Experts group gross motor movements into basic ti ga, namely the locomotor stage, which is movements that result in displacement of places, such as walking, running, jumping and sliding. Non-locomotor stage, which is a movement that does not require a displacement of place, such as lifting, pushing, pulling, and swinging. Next is the projecting stage, which is the stage of projecting an object such as throwing and catching movements, this

can be seen from the child's ability to play catch the ball. Aspects of a child's gross motor development are basic gerak that can be developed from the beginning, and are related to the child's health and physical fitness (Bambang Sujiono, 2014 pp. 1-3).

#### **d. Gross motor learning objectives**

Gross motor development in ECCE aims to introduce and train rough movements, improve the ability to manage, control body movements and coordination, and improve body skills and healthy ways of life, so as to support healthy, strong and skilled physical growth. In accordance with the purpose of physical development, students are trained in basic movements that will help their motor development in the future (Depdiknas, 2004: 2).

The development of children's basic abilities is seen from their motor skills, so ecce teachers need to help develop children's motor skills in terms of introducing and training children's gross motor movements, improving the ability to manage, control body movements and coordination, as well as improve body skills and healthy ways of living so that they can support strong, healthy and skilled physical growth.

#### **Principles of Gross Motor Learning in Early Childhood.**

According to Anita Yus (2011: 67) there are ten principles of early childhood learning, namely:

- 1) Learning through play
- 2) Oriented to the development of the child.
- 3) Oriented to the needs of the child
- 4) Child-centered
- 5) Active learning
- 6) Oriented to character values
- 7) Oriented towards the development of life skills.
- 8) Supported by a conducive environment.
- 9) Oriented towards democratic learning.
- 10) Utilization of learning media, learning resources and resource persons.

To develop the child's motor, the teacher can apply methods that will ensure that the child does not injure the child and adapt it to the characteristics of the ECCE child. The things teachers need to do in choosing methods to improve the gross motor skills of ECCE children are to create a safe environment and challenging activities, provide a place, bahan and tools that are used in good condition, and guide children to participate in activities without causing fear and anxiety in using them.

### **Learning Activities**

#### **a. Definition of Learning Activities**

Learning is a continuous process, which never stops and is not limited to the walls of the classroom. Learning is not the activity of memorizing a concept or understanding of a subject matter.

Syaiful Bahri Djamarah (2006: 10) states that belajar is a process of behavior change thanks to experience and practice. In essence, learning is inseparable from doing an action or action that causes changes for the person who does it.

Slameto (2010: 2) states that learning ialah the process of efforts made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment.

Harold Spears (Agus Suprijono, 2010: 2), "learning is to observe, to read, to imitate, to try something, themselves, to listen, to follow 11 direction". In other words that learning is observing, reading imitation, trying things, hearing, and following a certain direction.

Sardiman (2010: 95) states that the principle of learning is to do, "learning by doing". What is meant here is to do to change behavior or to carry out an activity.

Dimiyati and Mudjiono (2002: 45) suggest that activeness is multifaceted in its forms. From physical activities to psychic activities. This is in line with the assumption from Vienna Sanjaya (2010: 132) which states that activity is not intended to be limited to physical activity, but also includes activities of a psychic nature such as mental

activity. So everything that is done or those activities that occur both physical and non-physical, is an activity. The intended activities are activities related to learning activities.

From the description above, it can be argued that the definition of learning activity is a series of activities or activities carried out by students during the learning process, both physical (physical) and psychic (mental) that can bring changes in themselves, it occurs because it is part of the results of experience and practice.

### **b. Types of Learning Activities**

Learning activities involve the senses or sensory devices that humans have to do something that includes the senses of sight (visual), hearing (listening), speaking (oral), all other physical activities as well as mental and emotional.

Paul B. Diedrich who is quoted in Nanang hanafiah and Cucu suhana (2010: 24) stated, learning activities are divided into eight groups, namely:

- 1) Visual activities (visual activities) namely reading, seeing pictures, observing experientials.
- 2) Oral activities, namely expressing a fact or principle, connecting an event asking questions, giving suggestions, expressing opinions, interviewing discussions and interruptions
- 3) Listening activities are listening to the presentation of material, listening to conversations or group discussions, or listening to the radio.
- 4) Writing activities (writing activities) writing stories, writing reports, checking essays, copy materials, making outlines or summaries, and doing tests and filling out questionnaires
- 5) Drawing activities (drawing activities) namely drawing, making graphs, diagrams, maps and patterns
- 6) Motor activities (motor activity) namely conducting experiments, choosing tools, carrying out exhibitions, making models, organizing games, and dancing and gardening
- 7) Mental activities (mental activity) namely reflecting on remembering, solving problems, analyzing factor, seeing relationship relationships, and making decisions
- 8) 8 ) Emotional activities are interest, difference, courage, calm, feeling bored and nervous.

### **c. Forms of Learning Activities**

David P. Ausubel and Floyd G. Robinson put forward four forms of the teaching and learning process, namely learning to accept, learning to find, learning to be meaningful, and learning to memorize (Sukmadinata, 2003: 183).

### **d. Factors Affecting Learning Activities.**

In a global way the factors that influence student learning can be twofold:

- 1) Internal factors are factors that come from within the students themselves both physically and mentally. Internal factors are divided into two aspects, namely:
  - a. Aspects of Physiology, which are related to physical health.
  - b. The Psychological Aspects, which relate to the state of one's psyche, include; Intelligence, attention to the material being taught, interest in learning, talent, and motivation.
- 2) External factors are factors that come from outside the siswa self, divided into two, namely:
  - a. Social Environmental Factors  
such as the teachers, the administrative staff, and their friends.
  - b. Non-social factors in the form of school buildings
  - c. Factors of learning methods, all means or strategies used by students in supporting the effectiveness and efficiency of the learning process of certain materials.

### **Blended Learning**

Etymologically, Blended Learning consists of two words, namely Blended and Learning. The word blend means blend, together to improve the quality to improve (Collins Dictionary) or the formula of a combination or fusion alignment (Oxford English Dictionary) (Heinze and Procter, 2006). While learning has a general meaning, namely learning, thus blended learning contains the meaning of learning patterns that contain elements of mixing, or combining one pattern with another.

Bhonk and Graham (2006) that blended learning:

- a. Combining instructional modalities or delivery media and technologies (traditional distance education, Internet, Web, CD ROM, video/audio, any other electronic medium, email, online books, etc.).
- b. Combining instructional methods, learning theories, and pedagogical dimensions.
- c. Combining blended e-learning and face-to-face learning.
- d.

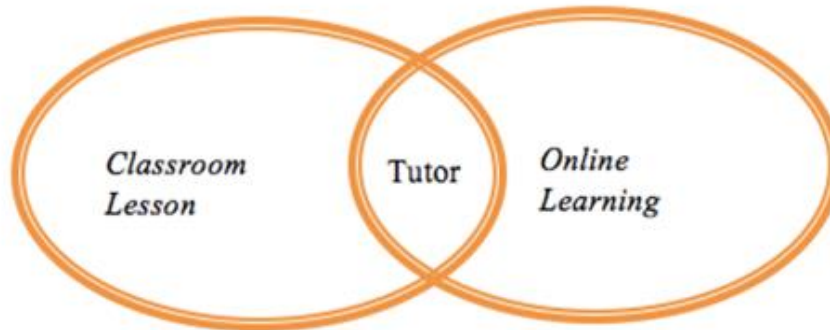


Figure 1. Blended Learning rusman, et al ( 2012:242 )

Heinze and Procter (2004) The history of the journey of blended learning occurs if the higher the technology used, the longer the time used online learning. At first, traditional learning was face-to-face, then the higher the technology, the longer the learning time switched to using pure electronic (pure blended e-learning) in the form of online. Their explanation of the concept of blended learning is explained in the following figure:

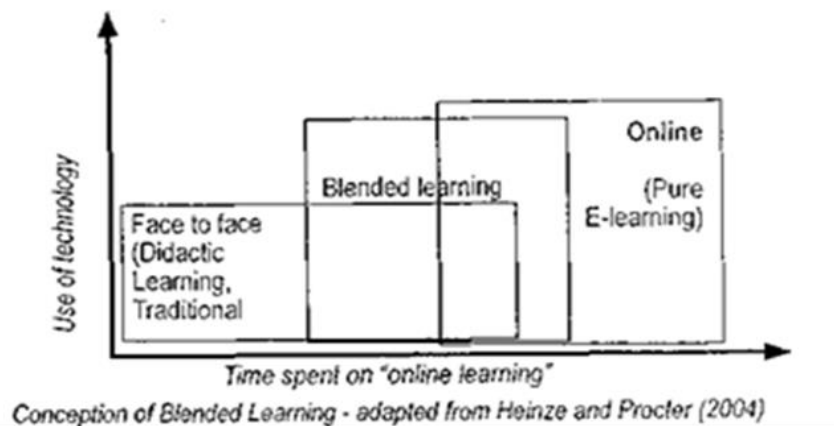


Figure 2. Pure Blended e-learning

From the definitions described above, it can be said that simply blended learning is a combination or combination of methods of aspects of blended e-learning in the form of web-based instruction, video streaming, audio, synchronous and asynchronous communication with face-to-face learning including teaching methods, learning theory, and pedagogic dimensions.

Blended learning is now widely used by open and distance education providers. If in the past only Open Universities were allowed to organize distance education, now with the issuance of the Decree of the Minister of National Education NO.107 / U / 2001 (July 2, 2001) concerning 'Implementation of Distance Higher Education Programs', the tertent u universities that have the capacity to organize open and distance education use blended learning, has also been allowed to host it. Non-formal educational institutions such as courses, have also taken advantage of this blended learning advantage for their programs

### Home Visit

Linguistically, the word home comes from the noun, namely home (where students live with parents or guardians of students). While visit comes from the noun, namely visiting, visiting, visiting, coming to visit. In

terms, home visits or home visits are efforts in guidance or counselor services carried out by supervisors or counselors to find out family conditions in relation to problem students Sudrajat (2011).

## Research Methodology

In general, this study aims to collect data on whether blended learning with the home visit method can improve the ability of children's learning activities and gross motor skills for early childhood at PAUD Pelangi Bogor aged 5-6 years in the second semester.

This research was carried out with 3 cycles, each cycle there are several stages or steps, namely:

1. Planning stage;
2. The stage of implementation of the action;
3. Observer stage and interason;
4. Analysis and reflection stage

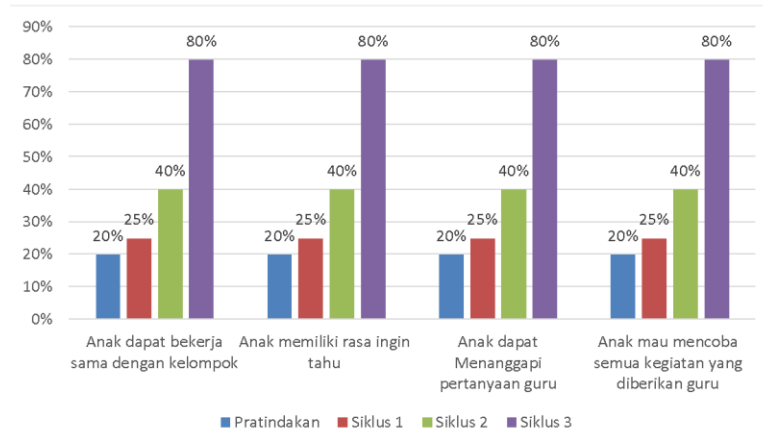
## Research Results

The results of the researchers' actions carried out were to increase the ability of learning and gross motor activities in offline learning with the home visit method. Overall, the success of the action is seen from the increase in ability obtained from the results of observations during the implementation of research actions.

**Tabel 3.4. Instrumen kemampuan Motorik Kasar dan Aktivitas Belajar Melalui Pembelajaran Luring Dengan Metode Home Visit**

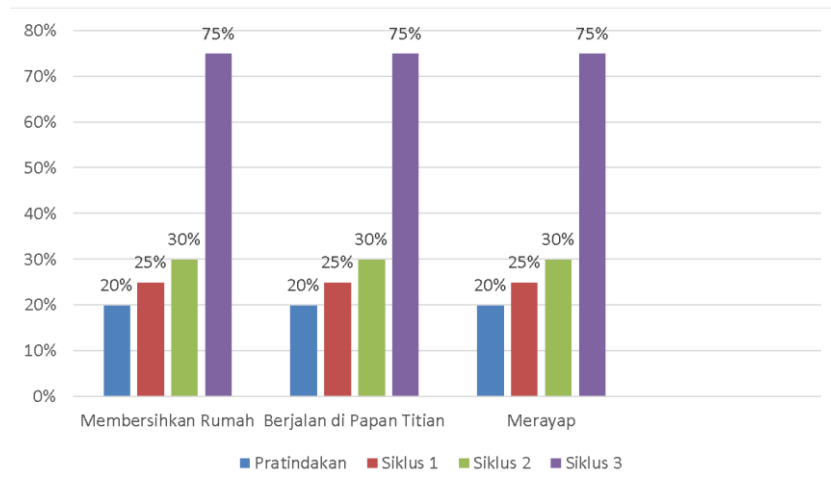
Dimensi	Aspek yang di amati
Menyiapkan perencanaan pembelajaran	1. Guru merumuskan tujuan pembelajaran
	2. Guru menyusun materi pembelajaran
	3. Guru mempersiapkan alat dan media yang akan digunakan
	4. Guru mempersiapkan alat evaluasi
PIJAKAN LINGKUNGAN MAIN	5. Menyiapkan alat dan bahan bermain yang akan digunakan
PIJAKAN SEBELUM MAIN	6. Mengenakan media yang akan digunakan kepada anak tentang kegiatan yang akan dilaksanakan
PIJAKAN KETIKA MAIN	7. menjelaskan aturan main pada anak
	8. menjelaskan permainan/pembelajaran hari
	9. Membimbing anak dalam pembelajaran sehingga mengerti apa yang harus anak lakukan
	10. Mengarahkan anak untuk melakukan kegiatan sesuai dengan aturan main
	11. Memberikan contoh dalam menggunakan media pembelajaran
	12. Memberikan kesempatan kepada anak untuk mencoba menggunakan media
	13. Mengamati/ mengobservasi anak pada saat kegiatan berlangsung
	14. Melakukan tanya jawab dengan anak terkait pembelajaran motorik kasar
	15. Memberikan respon atas jawaban atau pekerjaan yang telah anak lakukan
	PIJAKAN SETELAH MAIN
17. Memberikan kesempatan kepada anak untuk menceritakan kembali tentang kegiatan apa yang sudah dilakukan	
18. Memberikan penghargaan kepada siswa yang telah mengikuti kegiatan hari ini dengan baik	
19. Memberikan pengetahuan kepada anak tentang manfaat yang bisa kita peroleh dari pelajaran hari ini	
20. Mengingatkan kepada anak-anak terkait dengan ayat alquran atau hadits yang terkait dengan kegiatan hari ini.	
21. Menutup kegiatan dengan mengucapkan salam	

Gambar 4.8. Rekapitulasi Data Aktivitas Belajar



The recapitulation of the learning activity data above is a graph of very good development (BSB) improvement, from pre-action observations to elbow action 3. Namely in the pre-action the classical value develops very well at a percentage of 20%, in cycle 1 it increases to 25%, in cycle 2 to 40%, and in cycle 3 it increases again at 80% the value classically of the teaching activity of group B children of Rainbow Paud in each indicator.

Gambar 4.4. Rekapitulasi Data Kemampuan Motorik Kasar



The above recapitulation of gross motor ability data is a graph of Very Well Developed (BSB) improvement, from pre-action observations to elbow action 3. Namely in pre-action the classical value develops very well at a percentage of 20%, in cycle 1 increases to 25%, in cycle 2 to 30%, and in cycle 3 increases again at 75% the value of classically gross motor children of Group B Paud Pelangi in each indicator.

## Conclusions and Suggestions

### A. Conclusion

1. Based on the findings of the find research(action research), the researchers drew the conclusion that blended learning with the home visit method can improve the ability of learning activities and gross motor skills and students of group B paud Pelangi Megamendung Bogor Regency.
2. Learners of blended learning with the home visit method can increase student learning activities as shown from the percentage of each learning activity indicator, namely: (1) indicators that children can work together with groups; (2) indicators of the child having curiosity; (3) indicators that the child can respond

to the teacher's questions; (4) indicators of children willing to try all activities provided by teachers are very well developed (BSB).

3. Blended learning process with the home visit method that has been implemented properly and proven to be the right alternative can improve gross motor skills and learning activities of children in group B paud Pelangi Bogor. The effectiveness of blended learning with the home visit method looks gross motor and child learning activities in each cycle.

## **B. Suggestion**

Based on the conclusions above, the suggestions that need to be followed up include:

1. Increasing teacher creativity in managing blended learning as an effort to increase student motivation and enthusiasm. By cultivating self-confidence in students, it will automatically give students a sense of optimism and appreciation in increasing their potential.
2. Quality learning outcomes are obtained through good learning management. The home visit method is one of the teachers' efforts in improving students' motor skills and learning activities.
3. The home visit method is one of the alternative efforts of teachers who can be followed up to be applied to different research objects with different groups.
4. To be able to develop the potential of teacher abilities optimally, schools need to facilitate in the form of teacher training or workshops.

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