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GAME MODEL BASED ON LOCAL WISDOM VALUES AS AN EFFORT TO INCREASE SOCIAL AND GROSS MOTORICABILITIES OF EARLY CHILDHOOD

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Abstract

This research was conducted in an effort to find an alternative model of the right game for early childhood in West Java region. Factually, rapid technological developments have negatively impacted the development of rough social and motor skills of early childhood. Early childhood is more likely to be passive and less interacting with the environment because it is spoiled by various games that have been supported by virtual technology. Given the diverse Indonesian culture, the researchers tried to develop an interesting game model as well as inculcate the value of local wisdom to the next generation of the nation. The results of this study are expected to stimulate the development of children, improve gross motoric skills, providing alternative activities play in harmony with the values of local wisdom, cultivate children to skillfully move and process the body, motivate teachers to create activities and learning experiences appropriate to the child's development and situation, introduce and strive to preserve local wisdom in early childhood. Another hope is to provide opportunities for students to improve their motor skills without losing a joyful childhood through playful learning activities, recognizing and trying to preserve the values of local wisdom. This game model is developed through research and development methods with a combination approach. Data and information digging was done in 4 TK / PAUD located in West Java area using observation technique, questionnaire and documentation study. The research findings obtained at the location of research is 1) the implementation of educational programs for young children in the area of

West Java is still not optimal; 2) the variety of games for early childhood taught by the teacher has not been colored by efforts to recognize and preserve the value of local wisdom; and 3) the trial results of the children game model based on local wisdom shows a significant increase in early childhood social and motor skills in West Java.

Keywords

Early Childhood Game Model; Local Wisdom Values; Social and Gross Motor Abilities

1. Introduction

Early childhood education is one of the toughest tasks, because childhood is the most important time to build a useful educational foundation for the future and the future of a nation. Early childhood education is a shared responsibility not only the responsibility of researchers and schools but the responsibility of all elements of society. Researchers as educators are expected to be able to always find and apply the model of games and learning models appropriate learning and in accordance with the stages of early childhood development.

The background of this research is based on the initial observation found that many children whose social and gross motoric abilities are still undeveloped, which is due to the use of game media and the less attractive method when viewed from the curriculum and the level of child development achievement, activities through games for early childhood is one way to stimulate social and gross motoric skill development in early childhood. So it is necessary to develop a model of learning through the game to further improve the social and motoric skills of early childhood. Thus the development of the game model through the approach of cultural values has a very large relationship with social skills and gross motoric skills of early childhood.

To make students like the lessons, the teacher should be effective in delivering the lessons. The lessons transcend subject boundaries. There was a positive relationship between success of the students who participated in science and mathematics courses and teacher competence (Monk, 1994 on Veloo, 2017: 2124).

Improving social and gross motoric skills in early childhood is not easy; many problems are faced in the reality of the field. These problems include how the condition of early childhood plays activities in the implementation of early childhood education in the city of Bandung? How to model the game through the approach of local cultural values as an effort to improve social skills and gross motoric skills in early childhood? How to apply the implementation of the game model through the approach of wisdom values as an effort to improve social skills and gross motoric skills of early childhood? How is the result of applying the game model through the approach of wisdom values as an effort to improve social ability and gross motoric ability of early childhood? Based on the above, the researcher is interested in doing research about the development ofgame model based on local wisdom values as an effort to increase social and gross motoric abilities of early childhood.

2. Literature Review

2.1 Early Childhood Game

The world of children is a world of play; every second of their lives is mostly used to play. Early childhood should do the activities of play because through playing children learn

about many things. Early children learn all aspects of development through play. Play is also an essential tutorial and need for early childhood. Through child play will be able to concentrate the demands and needs of the development of motor dimension, cognitive, creativity, language, emotion, social, values, and attitude of life.

Through children's play can learn about their social life, where early childhood can get used to friends, sharing and fostering relationships with other children, behaving in accordance with the demands of society, adapting to peers, being able to understand their own behavior, and understanding that each deeds have consequences. Child play activities also train children to coordinate rough muscles, a variety of ways and techniques can be used in this activity such as creeping, crawling, throwing, and so forth.

Whatever the limitations of play, play brings hope and anticipation about a joyful world, and allows children to fantasize like something or someone, a world prepared for adventure and study, a world of children (Gordon & Browne 1985: 265). Through playing children learn how to control themselves, understand a life, and most importantly children learn how they understand their world, so play and play are a reflection of child development. According to Santrock (2002) Game (playing) is a fun activity that is carried out for the sake of the activity itself. Even Erikson and Freud also argue that the game is a form of human adjustment that is very useful to help children master anxiety and conflict. Through the game the child is taught to understand himself and his environment.

Based on the above explanation required the game model is really appropriate with the level of early childhood development and in accordance with the characteristics of early childhood, in accordance with the values of local wisdom adopted by the community that is useful for building the value of social and motor character of children. So that researchers feel the need to raise research on the game model based on the values of local wisdom as an effort to improve social skills and gross motoric skills in early childhood.

2.2 Values of Local Wisdom

Along with the development of the era that impact to the modernization of all aspects of community life, the impact also on the advancement of the ability to think and game tools in early childhood. Modernization also triggers the child to begin to abandon his own noble cultural values. Culture is a formation of the word "*budhi*" derived from the word Sanskrit which have sense *meaning* (Koentjaraningrat, 1974: 80).

As we know Indonesia is known for its diverse ethnicities, all of which have the great values of great local wisdom. According Rahyono (2009: 7) local wisdom is the human intelligence possessed by certain ethnic groups obtained through community experience. That is, local wisdom is the result of certain communities through their experience and not necessarily experienced by other communities. These values will be attached very strongly to a particular society and that value has gone through a long time, as long as the existence of that society.

2.3 Early Childhood Education

Early Childhood Education (PAUD) is the level of education that is held for the preparation of entering the initial class in elementary school (SD). Law number 20 of 2003 on National Education System, article 28 states; (1) early childhood education is held as basic

education level; (2) early childhood education can be conducted through formal, non-formal, and/or informal education channels; (3) early childhood education in formal education in the form of kindergarten, Raudatul Athfal (RA), or other equivalent form; (4) early childhood education on non-formal education channels in the form of Play Groups (KB), Child Care Parks (TPA), or other similar forms; (5) early childhood education on informal channels in the form of family education or education organized by the environment; and (6) provisions on early childhood education are regulated by government regulations.

Teaching and learning science is accepted as an essential element but it is often an overlooked aspect of young children's educational experience. It should be noted that science teaching in early childhood does not refer to transferring scientific knowledge, but rather providing opportunities for kids to learn such knowledge and skills through hands-on and mindson learning activities as they make sense of their world (Evrim at all, 2017: 401).

According Suyadi (2013: 17) Early childhood education is essentially an education that is held with the aim to facilitate the growth and development of children as a whole or emphasize the entire aspect of the child's personality. The same thing is also expressed by Suyadi (2013: 19) which states that the purpose of early childhood education is to provide stimulation or stimulation for the development of potential children to become children who believe and piety towards God Almighty, noble, healthy, knowledgeable, critical, creative, innovative, independent, confident and become a democratic and responsible citizen.

2.4 Competencies to be achieved

Competencies to be achieved by early childhood in learning, are as follow,

a. Moral competence should be seen in early childhood especially religious values and courtesy. Early children are expected to know God and love their fellow creatures.
b. Physical development competencies, early childhood is expected to manage and skillfully move the body; improved fine motor and gross motoric.
c. Competence mastery and language development, because early childhood is expected to improve communication with the researchers, friends, and social environment.
d. Emotional social development competencies, early childhood is expected to be familiar with the environment; the environment in which the early child lives, knows the natural surroundings, living things that live in nature, the benefits of nature, natural potential, biodiversity and biodiversity, social diversity, cultural diversity and the diversity of local wisdom.
e. Early childhood art competence is expected to be able to recognize the beauty in music art, painting, carving dance, performing arts, craft art, and ritual form which is a relic of his ancestors.

2.5 Social Ability of Early Childhood

There are 6 (six) aspects of early childhood development which among others is social aspect. Social ability in early childhood is strongly influenced by the social ability of self and its environment. Social development is a process that uses expressive language in shaping personality or character. A child from day to day will experience the development of social skills, but of course each child does not exactly the achievement, there is a fast adapt to the

environment there are also takes a while. Social development of children always increases with the increasing age of children so that researchers and parents should participate to help provide stimulation tailored to the uniqueness of each child.

In the development of socialization of children according to Hurlock (1978: 250) there are three processes of socialization, namely:

a. Learn to behave socially acceptable

   Each social group has a standard for its members about acceptable behavior. To be able to socialize children not only have to know acceptable behavior, but they also have to adjust the behavior with an acceptable benchmark.

b. Play an acceptable social role.

   Each social group has a carefully defined pattern of habits by its members and is required to be fulfilled.

c. The development of social attitudes.

   To socialize or get along well children should love people and social activities. If they can do so, they will succeed in a good social adjustment and be accepted as members of the social group in which they join.

In the 3-6 year age range children begin social relationships with people outside the home environment. Especially with children of the same age. They begin to adapt and work together in play activities. So the relationship between children and other children begins to increase so that it begins to determine their forward social development movements.

Age ranges from 3-6 years old children begin to recognize more complicated feelings besides pleasure and sadness. He also began to better understand what caused the emergence of a certain feeling in the level of understanding that is still very simple.

Things that need to be taught to children, both at home and school for emotional social growth and develop well are as follows,

a. Develop empathy and caring.

   Children who have the ability to empathize tend to be more social and less aggressive. So this will make the child more easy to get along with his friends, not shy and not easily angry.

b. Optimism.

   Optimism is the result of positive habits, it means looking at things from the good side and condition. This optimistic attitude can make the child to always behave and think well of every incident that happened.

c. Solution to problem

   Parents should teach their children how to solve problems in their own world. Children are taught to solve problems through codes or languages that children understand and can also be taught through challenging games to be solved according to the child's developmental stage.

d. Self-motivation

   Motivation in children will foster an optimistic attitude, enthusiasm, confidence and not easily give up. Motivation itself is something that encourages a person to perform actions

or deeds in order to achieve certain expectations. In generating motivation in children can be inculcated through reading, telling the stories of great people of the world whose success is achieved gloriously or by involving children in the contests (Suyadi, 2010: 115).

2.6 Gross motoric Skills of Early Childhood

In general, motor development can be divided into two parts, namely hard and soft motoric skills. In its development, gross motor develops earlier than fine motor. This motor skill basically develops in line with nerve and muscle maturity. So it can be said that every movement done by a child, as simple as anything, is actually the result of complex interaction patterns of different parts and systems in the body that are controlled by the brain.

The first five years is a golden period for motor development of children. That's because at this age the child's body is still so flexible and easily directed. Coupled with the pleasures of exploration and, like fearless, all movements taught in children will be regarded as a fun game.

According to Kartini Kartono (1995: 83) motor is all factors that can cause movements on all parts of the body. In general, motor development can be divided into two, namely hard and soft motoric skills. The fine motor skills of preschoolers are usually developed by using indoor gaming tools. While the gross motoric development of preschoolers is usually developed with large game equipment that is outdoors.

According to gross motoric Hurlock is defined as part of a motor activity that includes the skills of large muscles, such as concurrent, walking, running, jumping or swimming. Hardmotoric skills include full body movement or large body parts. Coordination of the balance of dexterity, flexibility, strength, speed, and endurance are gross motor activities (Moeslichatoen, 1999: 15-16).

An expert named Seefel shares his motor skills in three classes:

1. Locomotor skills consist of skills; walking, running, jumping, jumping, galloping, gliding, rolling, stopping, starting to walk, flopping, dodging.
2. Non-locomotor skills move parts of the body with children in places: swinging, stretching, turning, lifting, rocking, curving, hugging, pulling, twisting, pushing.
3. Projecting and accepting skills move and capture objects, draw, herd, throw, kick, punch, catapult (Sumantri, 2003: 150).

3. Research Methodology

3.1 Method

This research is based on the focus of problems, objectives, research subjects, and characteristics of the data, the Research and Development (R & D) method used in this study for the purpose of developing the game model based on the values of local wisdom as an effort to improve social skills and motor abilities in children early age. So that can be interpreted research and development method is a scientific way to research, design, produce, test the validity of products that have been produced (Sugiyono, 2015: 30). Data acquisition is done by exploring and drawing conclusions. The conclusion drawing in this research is done by conducting SWOT

analysis accurately and accurately by studying the strengths, weaknesses, opportunities, and challenges or obstacles.

Steps of model discovery in this study through the following activities.

1. Introduction Study Stage

This research data to be found include:

a. Game model that is applied as an effort to improve social ability and gross motoric ability of early child.

b. Characteristics, conditions and abilities of learners before the game activities through the approach of local wisdom values.

c. The planning, implementation, evaluation, and outcomes of the game model based on the values of local wisdom as an effort to improve social skills and gross motoric skills of early childhood.

2. Stages of Library Studies

Library study was conducted with various theories that serve as the basis for thinking in conducting the research.

3. Stage of Conceptual Model Formulation

The conceptual model is the design of the game model based on the values of local wisdom as an effort to improve social skills and gross motoric skills of early childhood.

4. Model Verification Stage

5. Stage Implementation Model

6. Model Evaluation and Development Phase

The stages of evaluation and model development follow the opinion of Anderson (1978) in Sudjana (2000: 277) provide guidance on evaluation and model development, stating that aspects that need to be evaluated are: program preparation; possible follow-up; the possibility of modifying the program; and findings about program support.

7. Implementation Analysis Stage

The results of the implementation of the game model based on the values of local wisdom as an effort to improve social skills and gross motoric skills of early child use the following things:

a. Recommend the findings of the results of model development to be applied as an innovation model for the organization of play activities in early childhood.

b. Provide recommendations and conduct for impact assessment of individuals, namely the development of social skills and gross motoric skills of early childhood.

3.2 Data Collection Technique

In this study using 3 types of data collection techniques namely documentation, observation and interviews.

a. Interview

In this study the authors use interview guidelines in the form of "semi structured". That is the interview with the way it starts with the researcher asks the already structured, then

one by one deepened and extract further information. Thus the answers obtained can be more complete and in-depth. (Arikunto, 2005: 232).

b. Documentation

c. Observation

In terms of implementation, this observation belongs to a type of direct observation. Observations are carried out from the start of the preparation stage, the initial activities, the core activities and the closing activities. In the implementation the researcher acts as a direct observer who records the process of playing activities from the start of the initial activities, core activities, closing and evaluation.

3.3 Data Analysis

The analysis and presentation of the results of the research was conducted qualitatively, referring to the qualitative data analysis model referring to the opinion of Miles and Huberman who proposed a data analysis step consisting of three paths, namely:

a. Data Reduction: the data obtained in the field is written into a detailed description or report.
b. Display Data: data that have been obtained are classified according to the subject matter and made in the form of matrix making it easier for researchers to see the relationship of data with other data.
c. Taking Conclusions and Verification: the researcher makes the conclusion which then conducted the discussion of research result. The discussion is tailored to the purpose of the study. (Sugiyono, 2010: 92-99).

4. Results and Discussion

Educational program in West Java, especially Early Childhood Education provides a descriptive description of the analysis on the local wisdom-based game model seen from the various components of the activity that starts from the planning of learning that involves the model of the game based on local wisdom, the implementation of activities up to the evaluation of the results of activities.

Motorics are all movements that may be done by the whole body, whereas motor development can be called as the development of the elements of maturity and control of gestures. Gross motoric is a body movement that uses large muscles or most or all of the limbs that are affected by the maturity of the child itself. Smooth motor is a movement performed by certain body parts and involves only a small part of the muscles of the body. This movement does not require power, but the need for coordination between the eyes and hands. Subtle motor movement is the result of exercise and learning by paying attention to the maturity of the motor organ function.

In relation to this discussion, the indicators of gross motor development of children aged 5 to 6 years through the game model based on local wisdom, the discussion includes the following indicators:

1. The child can walk forward in a straight line
2. The child can walk sideways on a straight line

3. The child can walk straight without falling
4. The child can walk sideways without falling
5. Child can run balanced without falling
6. The child can run while jumping
7. The child can jump forward
8. The child can make a jumping motion backward
9. The child can stand on stilts
10. Children can walk on stilts

Based on the research results, it can be seen that the local wisdom game model can provide changes to the gross motoric skills of children aged 5 to 6 years. The following authors will describe the results of the discussion and analysis

4.1 Gross motoric Skills before Implementation

Based on the observation on group B students, the ability of children in motor skills, especially the ability of motor rough is still less developed. This is because the learning process is still tending to be conventional and researchers have not been optimal in using learning methods. In the learning process researchers only use the book package or magazine. The child is given the task of working on the questions in the package or magazine books.

The results of early observation, especially in children group B, namely the age group of 5-6 years experiencing the development of gross motoric skills that have not been in accordance with indicators of achievement of gross motor development. According to the Regulation of the Minister of National Education No. 58 of 2009, the indicators of progress achievement for children aged 5-6 years include coordinated body movement to train flexibility, balance and agility, coordinate head-to-head movements in mimicking dance or gymnastics, with rules, skillful use of the right and left hand, as well as doing the activities of personal hygiene.

During the course of action learning took place the researcher conducted observations based on predetermined indicators. Preliminary observations of 22 children in Gross motoric Skills are shown in the following table.

Table 1: *Gross motoric Capabilities Before Application of the Model*

No	Students' Initial	Assessment										Sum	Mean	Note
		1	2	3	4	5	6	7	8	9	10			
1.	AF	2	2	2	2	2	1	2	1	1	2	17	1,7	MB
2.	AA	2	2	2	2	2	2	1	2	1	2	18	1,8	MB
3.	DF	2	2	2	2	2	1	2	1	2	2	18	1,8	MB
4.	FG	2	2	2	2	2	2	2	2	2	2	20	2	MB
5.	FK	2	2	1	1	1	1	2	1	1	1	13	1,3	BB
6.	HTR	1	1	1	2	2	1	2	2	1	2	15	1,5	MB
7.	KA	2	2	3	2	2	2	2	2	2	2	21	2,1	MB
8.	MZP	2	1	1	2	2	1	1	1	1	1	13	1,3	BB
9.	MS	1	1	1	2	2	1	2	1	1	1	13	1,3	BB
10.	NA	2	1	1	1	2	1	1	2	1	1	13	1,3	BB
11.	SW	1	1	2	1	1	1	2	1	2	2	14	1,4	BB
12.	SA	1	1	2	2	1	1	1	1	1	1	12	1,2	BB
13.	AM	1	2	2	2	1	1	1	1	1	1	13	1,3	BB
14.	DA	1	1	1	2	2	1	1	1	1	1	12	1,2	BB
15.	Hf	2	2	1	2	1	1	1	1	1	1	13	1,3	BB
16.	MR	3	3	3	2	2	2	2	2	2	2	23	2,3	MB
17.	RSP	1	1	1	2	2	1	2	2	1	2	15	1,5	MB

No	Students' Initial	Assessment										Sum	Mean	Note
		1	2	3	4	5	6	7	8	9	10			
18.	RW	3	3	3	2	2	2	2	2	2	2	23	2,3	MB
19.	RT	1	1	1	2	1	1	1	1	1	2	12	1,2	BB
20.	SK	2	2	2	2	2	1	2	1	1	1	16	1,6	MB
21.	SA	2	1	1	2	1	1	1	1	1	1	12	1,2	BB
22.	WH	2	2	1	2	2	1	1	1	1	1	14	1,4	BB

From the total number of items that have been calculated based on the assessment indicator, the researcher concludes that the Gross motor skills of children in the pre cycle are 54.55% of children are still not developed (BB), 45.45% of children Start Developing (MB), and 0% children Expanding As Expected (BSH) as well as 0% of children are Growing Very Good (BSB).The following preliminary observations are shown in the following graph.

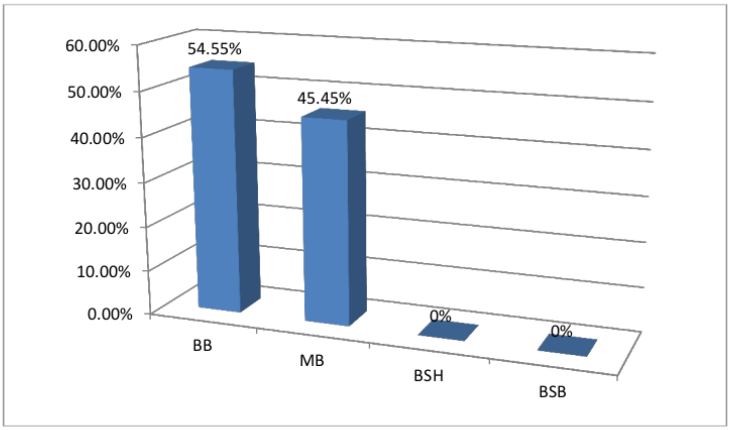

Figure 1: *Gross motoric Capabilities before Application of the Model*

4.2 Application of Local Wisdom Game Model

Before carrying out the action on the child to do Stretch Games, in this second cycle there are several plans prepared by researchers and researchers, researchers together with class researchers before conducting activities researchers and researchers create a plan of appropriate activities. The researcher gives an overview of the process of Stretching activities. Researchers and researchers discuss the learning activities that will be implemented, making RKH (Daily Action Plan) in writing.

Stages of learning execution begin with the activities of marching in front of the class, praying and greeting, singing and checking the presence of children. Activity begins by marching in the schoolyard and led by researcher then greeting. Then continued by doing morning exercises. Researchers prepare materials and tools to be used in games such as playing stilts and using chalks.

In the next activity the researchers explain the rules of the game to be implemented. After that the child doing direct practice that is doing Stretch Games. Activities that will be implemented is the practice of playing straight stilts with a straight walk, playing stiltsdengan walk straight and change direction back to the original place, playing stilts by walking zig-zag and change direction back to the original place. In this second cycle of action there are some

improvements made to be able to produce the right technique in playing stilts. Steps in playing stilts by walking straight, among others:

a. The researcher conditions and controls the child before the stilts begin.
b. Researchers or researchers create a line of start and finish (about 4 meters).
c. Researchers or researchers prepare a stitch tool that will be used children.
d. The child lined up three with distance per child stretched out his arms.
e. Researchers ask the child to concentrate so that in playing stilts can be maximized.
f. After the child is ready, the researchers blow the whistle and the child immediately walks straight using a stitcher to the finish line.
g. Researchers give three times a chance on every child to walk straight using stilts

Steps in playing stilts by walking straight and changing direction back to the original place, among others:

a. The researcher conditions and controls the child before the stilts begin.
b. Researchers or researchers create starting and boundary lines to change the direction back to the original or back to the starting line (about 4 meters).
c. Researchers or researchers prepare a stitch tool that will be used children.
d. The child lined up three with distance per child stretched out his arms.
e. Researchers ask the child to concentrate so that in playing stilts can be maximized.
f. The child holds a stitch with a strap on a tightly tied instrument so as not to loose and then use the tool.
g. Once the child is ready, the researchers blow the whistle and the child immediately walks straight and changes the direction back to the original or back to the starting line.
h. Researchers give three times to each child to walk straight and change direction back to the original place by using stilts.

Steps in playing stilts by walking zigzag and changing direction back to the original place, among others:

a. The researcher conditions and controls the child before the stilts begin.
b. Researcher's pair pathos and flags lined 5 pathok with a distance of one child span (1 meter).
c. Researchers or researchers prepare a stitch tool that will be used children.
d. Two children side by side in doing stilts.
e. Researchers ask the child to concentrate so that in playing stilts can be maximized
f. The child holds a stitch with a strap on a stitcher stretched so as not to loose and then use the tool.
g. After the child is ready, the researcher blows the whistle and the child immediately walks by using stilts by walking zigzagging through the obstacles and changing the direction back to where it started.
h. Researchers give three times to each child to walk zigzag and change the direction back to the original place by using stilts.

At the end of the learning activities to play stilts, the researcher gives an assessment of the results of the child's performance one by one, by rewarding the children who have succeeded and giving motivation to the unsuccessful, so that the next opportunity is better and successful.

At rest, children wash their hands then pray together next child eat together according to the food menu provided at school. Researchers evaluate activities that have been done from the initial activity until the activity break. Researchers inquire about the activities of playing stilts that have been done. Then prayed home and the researchers gave messages to the children.

4.3 The Result of Applying Local Wisdom Game Model to Gross motoric Capability

During the learning activities took place the researcher conducted observations based on predetermined indicators. The observations of 22 children in gross motoric skills are shown in the following table.

Table 2: *Observation Results after Application of the Model*

No	Students' Initial	Assessment										Sum	Mean	Note
		1	2	3	4	5	6	7	8	9	10			
1.	AF	4	4	4	4	4	3	3	3	3	4	36	3,6	BSB
2.	AA	4	4	4	4	4	4	3	4	3	4	38	3,8	BSB
3.	DF	4	4	4	4	4	3	4	3	3	3	36	3,6	BSB
4.	FG	4	4	4	4	4	4	4	4	3	3	38	3,8	BSB
5.	FK	4	4	4	4	4	4	3	3	3	3	36	3,6	BSB
6.	HTR	4	4	2	3	3	2	3	3	2	3	29	2,9	BSH
7.	KA	4	4	4	4	4	3	3	3	3	3	35	3,5	BSB
8.	MZP	4	4	4	4	4	4	4	3	3	3	37	3,7	BSB
9.	MS	4	4	4	4	4	4	3	3	3	3	36	3,6	BSB
10.	NA	4	4	4	4	4	4	3	4	3	3	37	3,7	BSB
11.	SW	4	4	4	4	4	4	4	3	3	3	37	3,7	BSB
12.	SA	4	4	4	4	4	3	3	3	2	2	33	3,3	BSH
13.	AM	4	3	3	3	3	3	3	2	2	2	28	2,8	BSH
14.	DA	4	4	4	3	3	2	2	2	2	2	28	2,8	BSH
15.	Hf	4	4	4	3	3	3	3	3	2	2	31	3,1	BSH
16.	MR	4	4	4	4	4	4	3	3	3	3	36	3,6	BSB
17.	RSP	3	2	3	3	4	4	3	3	2	3	30	3	BSH
18.	RW	4	4	4	4	4	4	3	3	3	3	36	3,6	BSB
19.	RT	4	3	4	3	3	3	3	3	3	4	33	3,3	BSH
20.	SK	4	4	4	4	4	3	4	3	3	3	36	3,6	BSB
21.	SA	4	4	2	3	2	2	2	2	2	3	26	2,6	BSH
22.	WH	4	4	4	4	4	4	4	3	3	2	36	3,6	BSB

From the total number of items that have been calculated based on the assessment aspect, the researcher concludes that gross motoric skills are 0% of Ungraded children, 0% of children Start Developing (MB), 36.36% Developing Children Expectant Expectations (BSH) and 63.64 % Growing Very Good (BSB). The results of these observations are illustrated in the following figure.

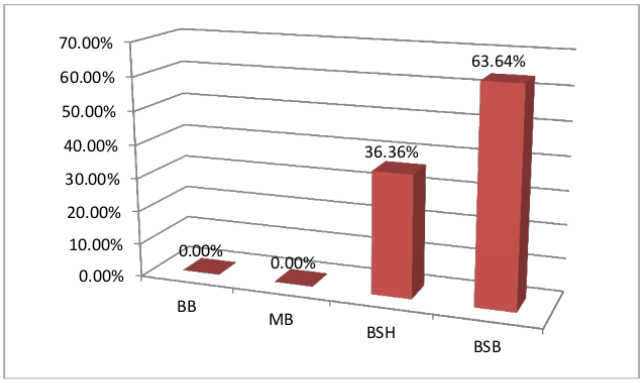

Figure 2: *Observation Results after Application of the Model*

Based on the observation on the activities of children during the learning process took place, seen an increase in gross motor skills through the game stilts. Children can follow some of the instructions given during the game activity. During play activities, children are seen actively performing stilts. Children look happy in doing stilts and trying to get the most stars to be the winner of this game.

5. Conclusion and Suggestion

5.1 Conclusion

Based on the results of research and discussion it can be concluded that the gross motoric skills of group B children after using the method of games based on local wisdom has increased. Specific conclusions are as follows:

a. Implementation of learning in developing gross motoric skills using the method of local Wisdom Game based on the results of observation during the learning process took place seen the emergence of gross motoric skills through the game based on local wisdom. Children can do the game better according to the instructions given during the game activity. This happens because the researcher has given and guided the child better so that the child can do the game activities Egrang better.

b. The results of the gross motoric skills of early childhood in Group B show that gross motoric skills in early childhood have increased. In the pre-learning there are 12 subsequently undeveloped children. Meanwhile, after the learning process is no children who have not developed. After the process of applying the game model based on local wisdom, the development of students in the category of developing as expected (BSH) reaches 36.36% and the development is very good (BSB) as much as 63.64%. this shows the game model based on local wisdom has implications on students' gross motoric skills.

5.2 Suggestion

Based on the results of research that has been done, the authors provide advice to the parties associated with learning activities in kindergarten, namely:

a. Teacher

Teachers should plan and apply learning methods in classroom learning activities such as games. It aims to make learning activities that can be carried out well and fun for children.

a. The next researcher

The researchers then can conduct further studies on the results of research that has been implemented is on other aspects of development such as cognitive and language.

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