



Journal of Human And Education
Volume 4, No. 1, Tahun 2024, pp 194-201
E-ISSN 2776-5857, P-ISSN 2776-7876
Website: <https://jahe.or.id/index.php/jahe/index>

Improving The Skills Of Mothers In Rural Areas In Accelerating The Development Of Motor Skills In Early Childhood

Febianne Eldrian¹, Yuni Handayani Gusmira², Mashdarul Ma'arif³, Dhina Lydia Lestari⁴, Ade Yuli Amellia⁵

Universitas Baiturrahmah, Indonesia ^{1,2,3,4,5},

Email: febianneeldrian@fk.unbrah.ac.id ¹, yunihandayani@fk.unbrah.ac.id ²,
mashdarulmaarif@gmail.com ³, dhina_mynana@yahoo.co.id ⁴
adeyuliamellia@gmail.com⁵

Abstract

For five days the author/servant carried out adpatas, took care of administration in the village, and made introductions to local residents until the author decided to provide education on how to accelerate children's motoric growth in rural areas for every mother and prospective mother in Batu Kembang village. The result in this article show 1. The writer/servant discovered this problem because he read literature related to health and then related it to fellow servants and the surrounding community and it turns out the problem is suitable because there are still many mothers and prospective mothers in Batu Kembang village who don't know how to accelerate motor development in early childhood. . 2). This service is carried out for one month with a general description of activities, namely adaptation, completing administrative matters, and discussions with the local community in the first week. Conduct theoretical education in the second week. Practice gross motor and fine motor skills in the third and fourth weeks. 3). Education theoretically includes 4 materials, namely understanding motor skills, the function of motor development in early childhood, how to accelerate motor development in early childhood, and how to overcome hampered motor development at an early age. 4). Gross motor practices include running around, gobak sodor, throwing a ball, and children being involved in household work. Fine motor practice includes playing with crayons, cutting, and putting together puzzles.

Keywords: *Motor Skills, Rural Area, Chilhood, Mothers*

INTRDOUCTION

The growth and development of movement in children is a condition which at elementary school age is very important in influencing the continuity of learning, especially in physical education learning. Growth is a quantitative process of increase in size that occurs in a person. Meanwhile, development is a process of changing the working capacity of the body's organs and changing functional capacity towards a more organized one (Sugiyanto, 2008). Growth and development in children can be measured quantitatively and qualitatively, meaning that quantitative measurements can measure growth that can be seen with the naked eye, there are differences such as height, weight, while measurements of child development that cannot be seen with the naked eye but with certain criteria can be measured. motor development, for example cognitive development and motoric development of children (Sugiyanto, 2008).

Measurement of children's growth and development is carried out to see whether children have the ability or growth in accordance with the criteria for their age as an evaluation to give meaning to the results that have been achieved. Child growth and development is a complex matter, where many factors influence and are interconnected. The influencing factors are internal factors such as age, gender, hereditary factors, nutrition, history of disease, as well as external factors such as the environment, physical activity, food, etc (Kamal S.D, 2017). Child growth and development is a complex matter, where many factors influence and are interconnected. The influencing factors are internal factors such as age, gender, hereditary factors, nutrition, history of disease, as well as external factors such as the environment, physical activity, food, etc. (Kamal Copyright: Febianne Eldrian, Yuni Handayani Gusmira, Mashdarul Ma'arif, Dhina Lydia Lestari, Ade Yuli Amellia

S.D, 2017)

Physical growth is closely related to children's motoric development. Motor skills is the development of controlling body movements through coordinated activities between the nervous system, muscles and brain. Motor development is related to motor skills, both fine and gross motor skills. A child's gross motor skills need to be trained and developed all the time with various activities. This development allows a child to do various things better, including academic and physical achievements (Suyadi, 2013).

Motor development is the development of elements of maturity and control of body movements which are closely related to the development of the motor center in the brain. (Hurlock, 1997) said that motor development is the development of physical movements through the coordinated activity of nerve centers, nerves and muscles. So, motor development is a coordinated activity between the nervous system, muscles, brain and spinal cord. Motor development is a process that is in line with increasing age gradually and continuously, where individual movements increase from a simple, disorganized and unskilled state, towards the mastery of complex and well-organized motor skills. Motor development is a very important factor in overall individual development. The physical skills that children need for activities and sports can be learned and trained in the early stages of development. It is important to learn these skills in a fun, non-competitive atmosphere so that children learn the sport with enjoyment and feel comfortable participating. Avoid games where one person or group of people wins and the other group loses. Children who consistently lose at a game tend to feel less confident in their abilities and will stop participating. The goal of physical education for young children is to develop long-term physical skills and interests (Allen, 2010).

Not many parents understand that a child's gross and fine motor skills need to be trained and developed all the time with various activities. This development allows a child to do various things better, including academic and physical achievements. Motor development includes gross motor skills and fine motor skills. Gross motor skills are body movements that use large muscles or most or all of the body parts which are influenced by the child's own maturity, for example the ability to sit, kick, run and so on, while fine motor skills are movements that use fine muscles or parts of the body. certain things that are influenced by opportunities to learn and practice, for example moving objects from the hand, scribbling, arranging, cutting and writing. The unequal distribution of education in rural areas and the lack of literacy for mothers and mothers-to-be made the author take the initiative to provide education regarding the motoric development of children in rural areas to mothers and mothers-to-be (Mulyasa, 2012).

According to the Big Indonesian Dictionary (KBBI), education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. According to (Yus, 2011), education is the provision of knowledge and abilities to a person through learning, so that a person or group of people who receive education can do what the educator expects, from not knowing to knowing and from being unable to cope with their own health to becoming independent.

According to WHO, health education is the process of increasing control and improving the health of individuals and communities by making them aware of behavioral and lifestyle patterns that can affect health. Education is a process of empowering individuals, groups and communities to maintain, improve and protect their health through increasing knowledge, willingness and ability, which is carried out from, by and the community in accordance with local cultural factors (Ministry of Health of the Republic of Indonesia, 2012 in community health nursing). A concept of educational practice in the health sector (Santrock, 2011).

Education is essentially an activity or effort to convey health messages to the community, groups or individuals. With the message, a concept of educational practice in the health sector. Education is essentially an activity or effort to convey health messages to the community, groups or individuals. With this message, it is hoped that society, groups or individuals can gain better knowledge about health (LN, 2014). b. Educational Goals According to (Latifah, 2017) there are three main goals in providing health education so that someone is able to: 1) Determine the problems and needs they want. 2) Understand what they can do about health problems and use existing resources. 3) Make the most appropriate decisions to improve health. c. Educational Targets According to (Malina, 2004), there are three targets, namely: 1) Individual education, namely education provided with individual targets. 2) Education in groups, namely education provided with a group target. 3) Community education, namely education provided with the target community.

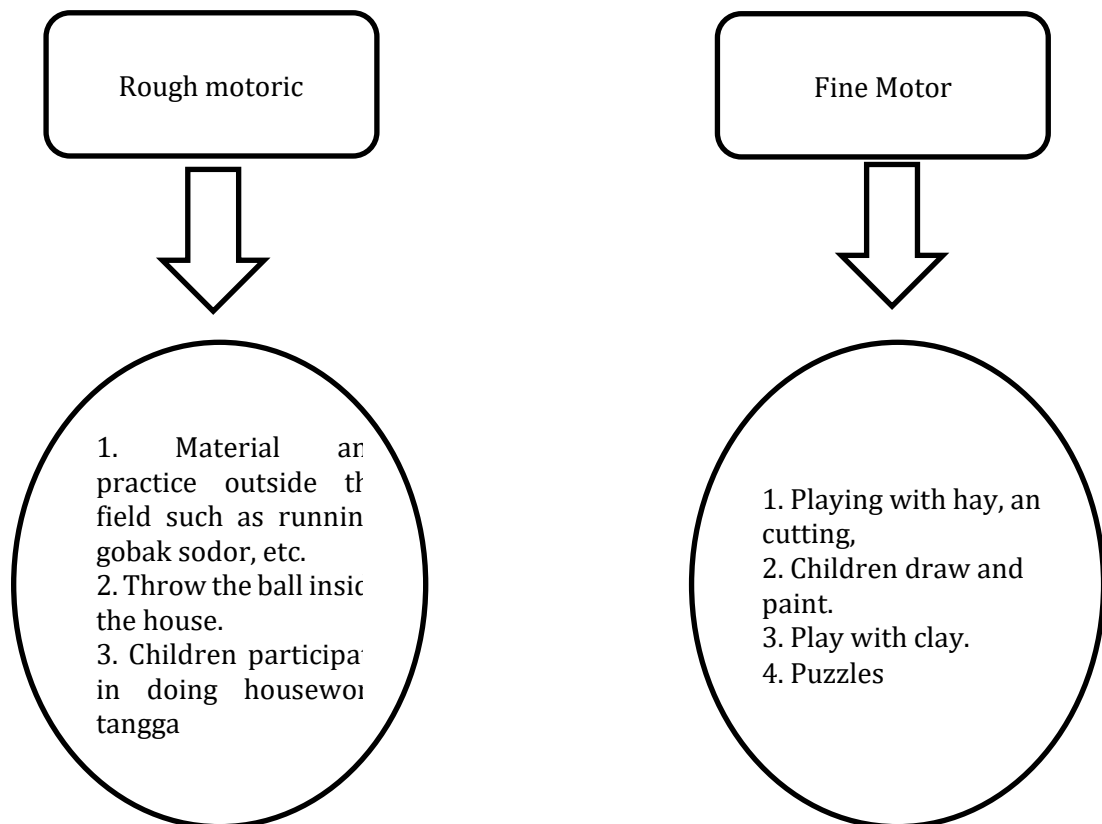
This article is a collection of services carried out by the author in Batu Kambing in West

Sumatra for one month with different educational material every day for mothers and prospective mothers in the region. The author can carry out effective education on the fifth day after completing the administrative process, adaptation and introduction to the surrounding community in Batu Kambang village, West Sumatra.

METHODS

For five days the author/servant carried out adpatas, took care of administration in the village, and made introductions to local residents until the author decided to provide education on how to accelerate children's motoric growth in rural areas for every mother and prospective mother in Batu Kembang village. This education takes the form of counseling which is carried out for 2 weeks on weekdays with 2 material themes, namely fine motor skills and gross motor skills:

Figure 1
Educational Materials



Apart from practice, the author also provides theoretical educational material for 5 days to mothers and prospective mothers in Batu Kambang Village, namely about what motor skills are, obstacles to motor development in children, how to speed up their growth, and how to overcome what small training can be done to children.

RESULT AND DISCUSSION

Motor Development in Childhood

The growth and development of movement in children is a condition which at elementary school age is very important in influencing the continuity of learning, especially in physical education learning. Growth is a quantitative process of increase in size that occurs in a person. Meanwhile, development is a process of changing the working capacity of the body's organs and changing functional capacity towards a more organized one (Sugiyanto, 2008). Growth and development in children can be measured quantitatively and qualitatively, meaning that quantitative measurements can measure growth that can be seen with the naked eye, there are differences such as height, weight, while measurements of child development that cannot be seen with the naked eye but with certain criteria can be measured. motor development, for example cognitive development and motoric development of children (Sugiyanto, 2008).

Measurement of children's growth and development is carried out to see whether children have the ability or growth in accordance with the criteria for their age as an evaluation to give meaning to the results that have been achieved. Child growth and development is a complex matter, where many factors influence and are interconnected. The influencing factors are internal factors

such as age, gender, hereditary factors, nutrition, history of disease, as well as external factors such as the environment, physical activity, food, etc (Kamal S.D, 2017). Child growth and development is a complex matter, where many factors influence and are interconnected. The influencing factors are internal factors such as age, gender, hereditary factors, nutrition, history of disease, as well as external factors such as the environment, physical activity, food, etc. (Kamal S.D, 2017)

Physical growth is closely related to children's motoric development. Motor skills is the development of controlling body movements through coordinated activities between the nervous system, muscles and brain. Motor development is related to motor skills, both fine and gross motor skills. A child's gross motor skills need to be trained and developed all the time with various activities. This development allows a child to do various things better, including academic and physical achievements (Suyadi, 2013).

Motor development is the development of elements of maturity and control of body movements which are closely related to the development of the motor center in the brain. (Hurlock, 1997) said that motor development is the development of physical movements through the coordinated activity of nerve centers, nerves and muscles. So, motor development is a coordinated activity between the nervous system, muscles, brain and spinal cord. Motor development is a process that is in line with increasing age gradually and continuously, where individual movements increase from a simple, disorganized and unskilled state, towards the mastery of complex and well-organized motor skills. Motor development is a very important factor in overall individual development. The physical skills that children need for activities and sports can be learned and trained in the early stages of development. It is important to learn these skills in a fun, non-competitive atmosphere so that children learn the sport with enjoyment and feel comfortable participating. Avoid games where one person or group of people wins and the other group loses. Children who consistently lose at a game tend to feel less confident in their abilities and will stop participating. The goal of physical education for young children is to develop long-term physical skills and interests (Allen, 2010).

Not many parents understand that a child's gross and fine motor skills need to be trained and developed all the time with various activities. This development allows a child to do various things better, including academic and physical achievements. Motor development includes gross motor skills and fine motor skills. Gross motor skills are body movements that use large muscles or most or all of the body parts which are influenced by the child's own maturity, for example the ability to sit, kick, run and so on, while fine motor skills are movements that use fine muscles or parts of the body. certain things that are influenced by opportunities to learn and practice, for example moving objects from the hand, scribbling, arranging, cutting and writing. The unequal distribution of education in rural areas and the lack of literacy for mothers and mothers-to-be made the author take the initiative to provide education regarding the motoric development of children in rural areas to mothers and mothers-to-be (Mulyasa, 2012).

Health Education

According to the Big Indonesian Dictionary (KBBI), education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. According to (Yus, 2011) , education is the provision of knowledge and abilities to a person through learning, so that a person or group of people who receive education can do what the educator expects, from not knowing to knowing and from being unable to cope with their own health to becoming independent.

According to WHO, health education is the process of increasing control and improving the health of individuals and communities by making them aware of behavioral and lifestyle patterns that can affect health. Education is a process of empowering individuals, groups and communities to maintain, improve and protect their health through increasing knowledge, willingness and ability, which is carried out from, by and the community in accordance with local cultural factors (Ministry of Health of the Republic of Indonesia, 2012 in community health nursing). A concept of educational practice in the health sector (Santrock, 2011).

Education is essentially an activity or effort to convey health messages to the community, groups or individuals. With the message, a concept of educational practice in the health sector .Education is essentially an activity or effort to convey health messages to the community, groups or individuals. With this message, it is hoped that society, groups or individuals can gain better knowledge about health (LN, 2014). b. Educational Goals According to (Latifah, 2017) there are three main goals in providing health education so that someone is able to: 1) Determine the problems and needs they want. 2) Understand what they can do about health problems and use existing resources. 3) Make the most appropriate decisions to improve health. c. Educational Targets According to (Malina, 2004), there are three targets, namely: 1) Individual education,

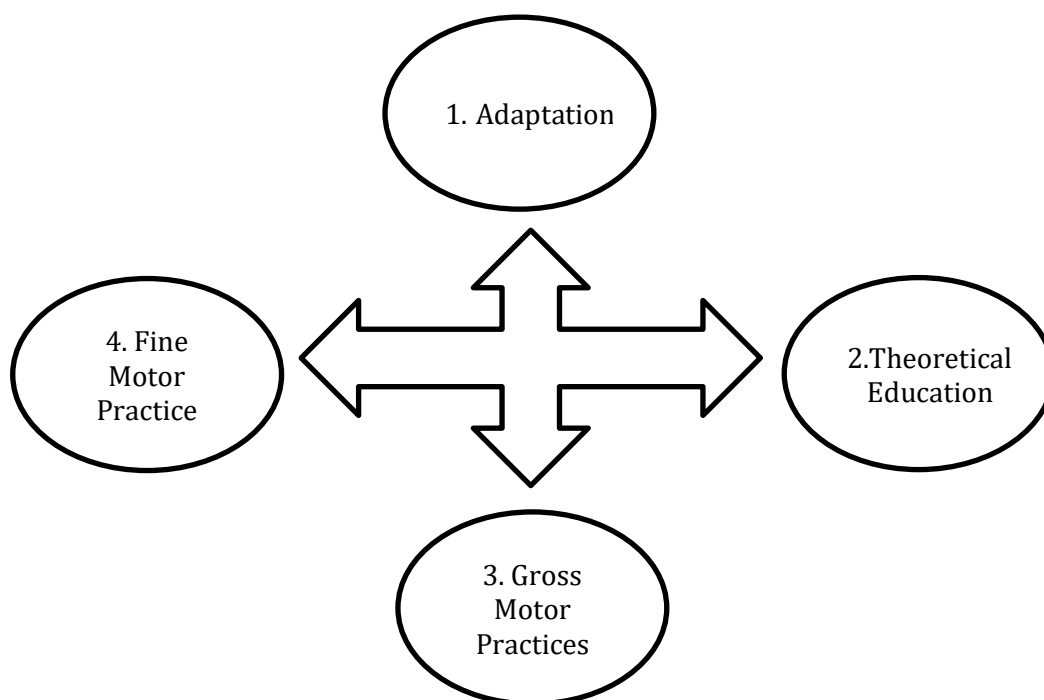
namely education provided with individual targets. 2) Education in groups, namely education provided with a group target. 3) Community education, namely education provided with the target community. c. Educational Targets According to Mubarok (2007), there are three targets, namely: 1) Individual education, namely education provided with individual targets. 2) Education in groups, namely education provided with a group target. 3) Community education, namely education provided with the target community. d. Educational methods According to Notoatmodjo (2012), based on the target approach to be achieved, the classification of educational methods is: 1) Methods based on an individual approach. This method is individual and is usually used to foster new behavior, or develop someone who is starting to be interested in a change in behavior or innovation. . The basis for using this individual approach is because each person has different problems or reasons regarding the acceptance or new behavior. There are 2 forms of approach, namely: a) Guidance and counseling b) Interview 2) Method based on a group approach. Extension is related to group targets. When delivering education using this method, we need to consider the size of the target group and the target's level of formal education. Based on the method and number of participants, group education is divided into two groups, namely large groups and small groups (Notoatmodjo, 2007). A large group is a group with more than 15 participants. Good methods in this group are lectures and seminars. The lecture method is a method delivered by a speaker in front of a forum orally so that the target group can obtain the information conveyed. Meanwhile, a seminar is a group created to jointly discuss a problem that you want to solve, led by someone who is an expert in their field.

Improving The Skills Of Mothers In Rural Areas In Accelerating The Development Of Motor Skills In Early Childhood

This article is a collection of services carried out by the author in Batu Kambing in West Sumatra for one month with different educational material every day for mothers and prospective mothers in the region. The author can carry out effective education on the fifth day after completing the administrative process, adaptation and introduction to the surrounding community in Batu Kambing village, West Sumatra.

Education and counseling in Batu Kambing Village, West Sumatra aims to improve the skills of mothers and prospective mothers in accelerating motoric growth in early childhood. This village consists of 35 mothers and 14 teenagers who will later become mothers. In conducting education and training, the author collaborates with the nearest Community Health Center, village officials, and the Batu Kambing Village Youth Organization. This training was carried out for 1 month with a general description of the activities as follows:

Figure 2
Description of Community Service Activities

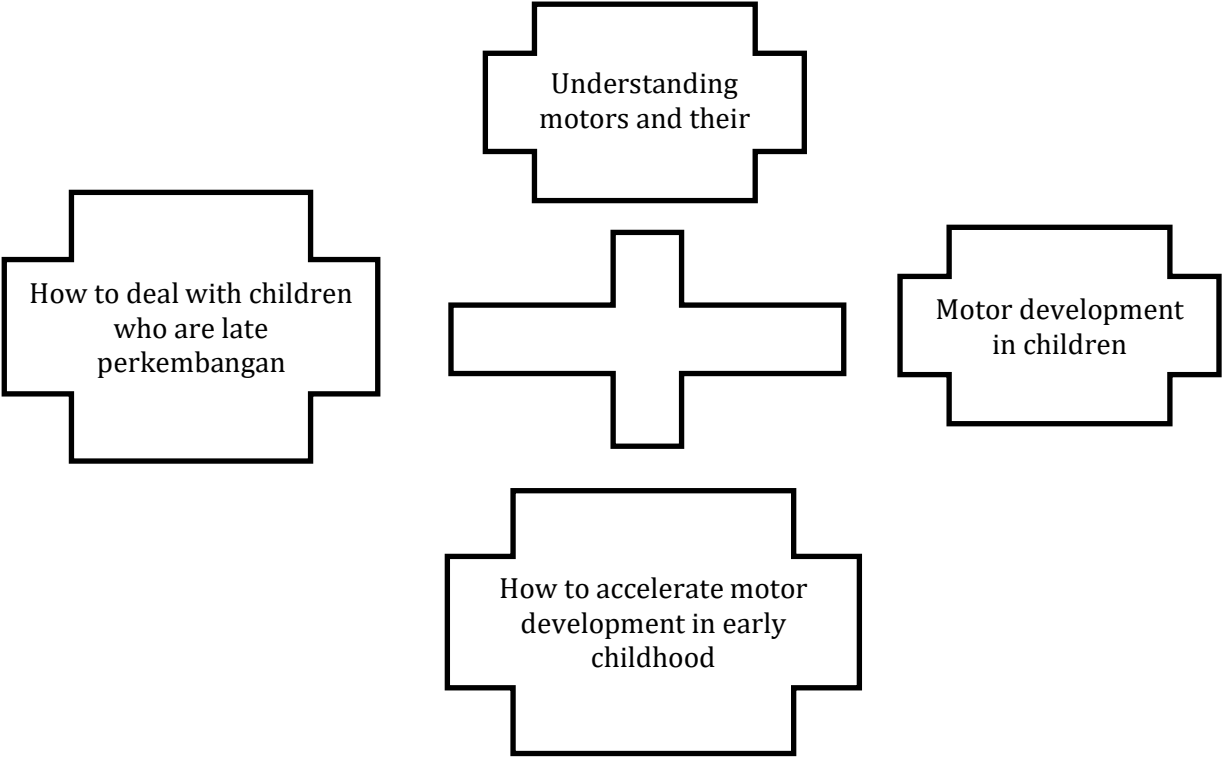


Based on the picture above, an overview of the author's activities for one month in Batu Kambing village includes adaptation, administrative management, and discussions about
Copyright: Febianne Eldrian, Yuni Handayani Gusmira, Mashdarul Ma'arif, Dhina Lydia Lestari, Ade Yuli Amellia

village problems in the first week, theoretical education in the second week, and gross motor practice in the third week, and fine motor practice in the last week.

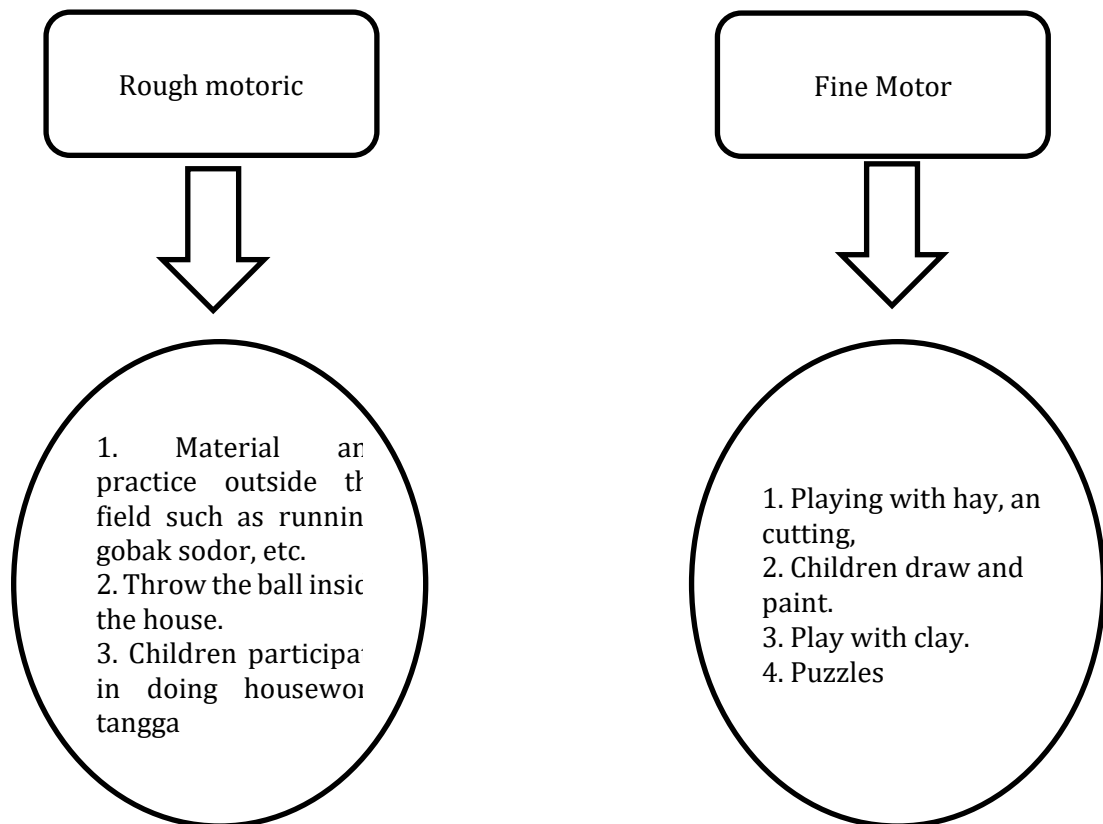
The educational material theoretically consists of 4 types as follows:

Figure 3
4 Types of Theoretical Material



Apart from theoretically, the author carries out more practical education consisting of gross motor practice and fine motor practice with the following material:

Figure 4
Educational Materials



The writer/devotee realizes that education regarding early childhood motor development for mothers and prospective mothers at BATU Kambing village has an impact that cannot be immediately seen in a short time. The author/devotee also realizes that this impact is not very significant in improving the motoric development of early childhood in the village. No matter how small the impact obtained, the author/devotee hopes that this service can be an example for other academic colleagues so that there will be more education and counseling regarding the motor development of early childhood in rural areas. So the impact can be more significant.

EXPRESSION OF THANKING

The author/devotee would like to express his infinite gratitude to all stakeholders who were involved in the service leading up to the emergence of this article, including academic colleagues who became friends for discussions and debates regarding early childhood motor development, friends from the fertile prosperous health center, friends from village officials, village heads. Pak Yitno, head of BPD Pak Surip, friends of the Batu Kambing village youth group, and all the mothers and prospective mothers of the Kambing village who are involved in the service of handling the motor development of early childhood.

CONCLUSION

Based on the comprehensive and explicit explanation above regarding education to improve the skills of rural mothers in accelerating the motor development of early childhood in Batu Kambing village, several things can be concluded as follows:

1. The writer/servant discovered this problem because he read literature related to health and then related it to fellow servants and the surrounding community and it turns out the problem is suitable because there are still many mothers and prospective mothers in Batu Kambing village who don't know how to accelerate motor development in early childhood. .
2. This service is carried out for one month with a general description of activities, namely adaptation, completing administrative matters, and discussions with the local community in the first week. Conduct theoretical education in the second week. Practice gross motor and fine motor skills in the third and fourth weeks.
3. Education theoretically includes 4 materials, namely understanding motor skills, the function

of motor development in early childhood, how to accelerate motor development in early childhood, and how to overcome hampered motor development at an early age.

4. Gross motor practices include running around, gobak sodor, throwing a ball, and children being involved in household work. Fine motor practice includes playing with crayons, cutting, and putting together puzzles.

REFERENCES

- Alifariki, L. O. (2020). Gizi Anak dan Stunting. *LeutikaPrio*, 3(1), 26. https://www.google.co.id/books/edition/Gizi_%0AAnak_dan_Stunting/e9kZEAAAQBAJ?hl=id&gbpv=1&dq=LA+ODE+ALIFAR%0AIKI+GIZI+ANAK+DAN+STUNTING&printsec=frontcover
- Allen, K. E. (2010). *Profil Perkembangan Anak: Prakelahiran Hingga Usia 12 Tahun*.
- Angraini, W. (2019). Berat Badan Lahir Sebagai Faktor Risiko Kejadian Stunting Kabupaten Bengkulu Utara. *Avicenna*, 14(2), 47–51.
- Bahasa, T. P. K. P. P. dan P. (1988). *Kamus Besar Bahasa Indonesia*. Balai Pustaka.
- Doloksaribu, L. . (2019). Pengaruh Konseling Gizi Prakonsepsi Terhadap Pengetahuan Dan Sikap Wanita Pranikah Di Kecamatan Batang Kuis. *Wahana Inovasi*, 8(1), 63–73.
- Hurlock, B. (1997). *Perkembangan Anak*.
- Kamal S.D. (2017). Survei Kemampuan Motorik Siswa Sekolah Dasar Negeri Tahun Ajaran 2014-2015 (Studi Pada Siswa Kelas IV, V, VI SDN Kutorejo II Kertosono). *Jurnal Pendidikan Olahraga Dan Kesehatan*, 5(1), 24.
- Latifah, U. (2017). Aspek perkembangan pada anak Sekolah Dasar: Masalah dan perkembangannya. *Journal of Multidisciplinary Studies*, 1(2), 185–196.
- LN. (2014). *Psikologi Perkembangan Anak & Remaja*. PT Remaja Rosdakarya.
- Malina, R. M. (2004). Motor development during infancy and early childhood: Overview and suggested directions for research. *International Journal of Sport and Health Science*, 2(1), 50–66.
- Mulyasa. (2012). *Manajemen PAUD*. PT Remaja Rosdakarya.
- Olsa, E. D. (2017). Hubungan Sikap dan Pengetahuan Ibu Terhadap Kejadian Stunting pada Anak Baru Masuk Sekolah Dasar di Kecamatan Nanggalodoi3. *Jurnal Kesehatan Andalas*, 6(3), 523.
- Pratiwi, I. G. (2020). Edukasi Tentang Gizi Seimbang Untuk Ibu Hamil Dalam Pencegahan Dini Stunting. *Jurnal Pengabdian Masyarakat*, 1(2), 62. <https://doi.org/doi: 10.32807/jpms.v1i2.476>.
- Puspasari, N. (2017). Hubungan Pengetahuan Ibu tentang Gizi dan Asupan Makan Balita dengan Status Gizi Balita (BB/U) Usia 12-24 Bulan. *Amerta Nutrition*, 1(4), 369–378.
- Santrock. (2011). *Masa Perkembangan Anak*. Salemba Humanika.
- Sasmita, L. C. (2021). Prevention of Childhood Stunting Problems With the Mayang–Wati Program. *Jurnal Layanan Masyarakat (Journal of Public Services)*, 5(1), 140. <https://doi.org/10.20473/jlm.v5i1.2021.140-150>
- Sugiyanto. (2008). *Perkembangan dan Belajar Motorik*. Universitas terbuka.
- Suryagustina. (2018). Pengaruh Pendidikan Kesehatan Tentang Pencegahan Stunting Terhadap Pengetahuan Dan Sikap Ibu di Kelurahan Pahandut Palangka Raya. *Dinamika Kesehatan*, 9(2), 22.
- Susilowati. (2016). *Gizi dalam Daur Kehidupan*. PT. Refi ka Aditama.
- Suyadi. (2013). *Konsep Dasar PAUD*. PT Remaja Rosdakarya.
- Yus, A. (2011). *Penilaian Perkembangan Belajar Anak Taman Kanak-kanak*. Kencana.
- Zaenuddin HM. (2014). *Rahasia Hidup Sehat*. Pustaka Inspira.