ACTIVITIES SWIMMING AND MOTOR ABILITY CHILDREN AGES EARLY

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Abstract

This research aim to test differences motor abilities rude child early age who follow swimming activities at school. Method research survey in 148 students. Collection uses observation of children's motor skills in PAUD. Results research concludes that there are differences in the ability of rough motives of children with the ability child motorics. Implications that facilities in PAUD institutions need to be equipped with swimming pool. Parental participation plays a role important in motor development.

Keywords: Swimming Activity, Rough Motoric Abilities, PAUD.

PRELIMINARY

Program swimming activities at school provide opportunity for children to train their abilities, especially gross motor skills. Hurlock revealed that motor development means controlling physical movements through the activities of coordinated centers of nerves, nerves and muscles. From controlling the body above, it contributes to children's motor development.

Instead the child actively builds skills to achieve goals within the limits determined by the body and environment. Nature and learning, children and the environment, both work together as part of an interconnected system. The more active and creative, the more children can develop motoric development, because motoric development is related to the child itself, environment and ongoing training.

Rough motor skills are skills that involve large muscle activity, such as walking, moving the legs coordination between hands and eyes. According to Santrock, gross motor skills are changes in the ability of motion associated with large muscles, control of body movements through coordinated activities as follows: (1) nervous system, (2) muscle, (3) brain, (4) spinal cord. School activities that can be done include running, jumping from various heights of 10-30 cm, throwing and catching balls.

Sage explained that gross motor skill is movement that involves total movement and multilimb movement, such as walking jumping, or swimming, shooting. Rough motor skills are movements that involve all limb movements and limb movements, such as walking, jumping, or swimming, shooting. Skills have several functions, including: abilities related to the energy that has been expended (activities related to perceptions of the five senses), the main process (organization, management, decision making), results achieved (function of motoric and utilization of feedback) Function and benefit of children's motoric, social, language, cognitive and moral skills. When a child plays he

will gain a lot of experience and knowledge. The benefits gained in playing and playing are very many, for example children can interact directly with other children, make children responsible, make children happy and happy, can sharpen children's imagination. Stages of gross motoric development proposed by Helen Bee, as follows:

Age	Locomotor skills	Nonlokomotor skills	Manipulative skills
18-24 months	Run rigid (20 months), climb the stairs with both feet at each step	Push and pull the box or toy wheeled, open the lid	Shows the dominance of the hand, arranges 4-6 beams, turns the page, takes objects without losing balance.
2-3 years	Run easily, climb and descend the tables without help, jump to the floor with both feet	Pull and push the big toy around the groove, throw it according to the target, use the arm	Taking a small object, using crayons, throwing a small ball is stable.
3-4 years	Go up the stairs one foot per ladder, jump on 2 feet, walk tiptoe	Pedaling and driving a 3-wheeled bike, walking in various directions, turning around when throwing using arms	Starting to be able to attach and remove buttons, catch a large ball by stretching your arms and body, cutting paper, holding a pencil.
4-5 years	Go up and down the stairs with one foot	Most boys	Hit the ball, catch the ball

RESULTS AND DISCUSSION

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Based on the results of research on 168 respondents can be seen in the table below.

KemampuanMotorik	Equal variances assumed	.006	.937	-.462	71	.645	-1.01959	2.20591	-5.41805	3.37887
	Equal variances not assumed			-.448	53.480	.656	-1.01959	2.27776	-5.58723	3.54805

Result of T TEST

Group Statistics

	FasilitasKelompok	N	Mean	Std. Deviation	Std. Error Mean
MOTORIKKASAR	Ada Fasilitas Renang	73	65.89	9.172	1.074
	Tidak Ada Fasilitas Renang	73	45.88	6.886	.806

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

MOTORIKKASAR	Equal variances assumed	4.822	.030	14.909	144	.000	20.014	1.342	17.360	22.667
	Equal variances not assumed			14.909	133.594	.000	20.014	1.342	17.359	22.669

The table above concluded that there is a difference between students who take part in swimming activity programs with students who do not participate in swimming activity programs against gross motor skills. In some studies, the effective function of motorbike perception is very important for improving students in three fields (cognitive, affective and psychomotor) and also for the development of motor skills. This ability must be developed in the early stages of a child's life naturally; this means that this ability and can be achieved at the age of 6 or 7 years, if the child experiences normal development (3, 4). In fact, almost every movement is a kind of perceptual-motor skills. The human movement depends on the environment, situation and position. In order to develop perceptual-motor skills, the initial experience of child movement has special interests.

CONCLUSION

Facilities playing very important role for early childhood. Institution PAUD with facilities a variety of opportunities will give children the chance to move which does not directly stimulate motoric development of children.

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