DEVELOPING EMPHATY AND BASIC MOVEMENT PATTERNS OF EARLY CHILDHOOD WITH TRADITIONAL GAMES “KAULINAN BARUDAK”

Momoh Halimah, Lutfi Nur¹, Istikhoroh Nurzaman²
¹lutfinur@upi.edu ²isti@upi.edu
Indonesian University of Education, Tasikmalaya Campus

Abstract

This research is based on the fact in the field regarding the attainment process conditions of early childhood education that is not optimal. Educational attainment is about empathy and basic movement patterns of early childhood. The traditional games “kaulinan barudak” are one of learning process approaches could be expected to provide positive stimulation toward development aspects of children’s potential. This study is conducted to determine the contribution of traditional games “kaulinan barudak” to development of empathy and basic movement patterns aged 5-6 years. This research used a quasi-experimental with pretest and posttest control group design. Data is collected using structured observation, notes and documentation. The expected result is an effective approach in developing empathy and basic movement patterns of children aged 5-6 years. Subjects of students who will be involved are early childhood in kindergarten Perwari and RA Istiqomah, and the number of samples in this study as many as 17 people according to the number in Perwari Kindergarten and RA Istiqomah. Instruments in this study using structured observation, field notes, and documentation. The results of this study 1) the ability profile of empathy and basic motion patterns of children aged 5-6 years in Perwari Kindergarten Tasikmalaya City and RA Istiqomah Tasikmalaya City entered into the category "Appear" 2) learning activity program increased, 3) program of learning activity with conventional game show good enough, 4) ability of base motion pattern in experiment group increased; 5) empathy attitude profile and basic motion pattern after passing the implementation of game of pownessional increase, 6) there is significant difference between empathy attitude and basic motion pattern in control and experiment group.

Keywords: Traditional games “kaulinan barudak”, empathy, basic movement patterns, early childhood.

INTRODUCTION

Early childhood education is important and it is deemed necessary to be known by any teacher or parent who educates the child. Indirectly in this context implied moral responsibility for teachers in schools and parents at home to understand the values of education that should be developed by parents, teachers and the surrounding environment. To understand the characteristics of children, teachers and parents should conduct monitoring in specific and intensive to all forms of child behavior that arise when doing activities at school and at home. Through the special monitoring process, it will get the data in the form of educational achievements of children. The data obtained from the monitoring of child development achievement can be used as a benchmark to meet the needs of the child itself.

The development of each characteristic of early childhood tends to be influenced by the physical and psychological touches of the environment. The context is reinforced by Geldard
& Geldard (2012) that the environment is the largest part in influencing the behavioral change of every child. This happens because the environment tends to be more touched every aspect of child development predominantly. Based on the theory, it can be interpreted that the environment is the biggest aspect and can give influence to the development of child. Education environment is formally often stated by the term of school. School is one part of the child's environment to explore every potential it has.

Based on the results of field studies, there are some things that can be expressed as problems related to the achievement of early childhood education process, such as empathy and basic movement, all of which are the basic competencies that are expected by the children so that in the future they are ready to continue their education To the next level and can live his life with tend to be better. The application of empathy and basic movement patterns of the ages that occur in the field is still not optimal, as well as other issues related to the stimulus of teachers in facilitating visible activities have not dared to implement the specific approach in school to develop empathy and basic movement motion, especially in children aged 5-6 years.

Character education and the development of basic motion patterns should be implemented since early childhood because it determines the ability of children in developing their potential, furthermore is an important provision in preparing early childhood to meet the future full of challenges, both academically and in the life of the nation And state (Sudaryanti, 2012).

David W. J, etc (2009), stated the results of his research that early childhood cognitive development related to various factors that influence, among others socio-economic factors, such as education, income parents, occupational profession. This means the development of other aspects such as empathy and basic movement patterns have a tendency that in early childhood is the most effective time to do it.

Early children tend to be closer to the world of play. Gandana (2015) in his research found that traditional games are the right method and applicable for children aged 5-6 years. Therefore Tradisoanal game "Kaulinan Barudak" is one form of game that can be applied and used as a special method that allegedly can develop empathy attitude and basic motion patterns of children aged 5-6 years.

These tendencies inspire the mindset of researchers that the importance of planting and developing the attitude of empathy and basic movement patterns of early childhood through the natural environment in real. It is then linked to the traditional role of "kaulinan barudak" game which tends to have stimulus elements to every aspect of child development. Thus, one solution in the form of a special method to develop the potential of early childhood is the application of traditional games "Kaulinan Barudak" in an effort to optimize the process of achieving education in school. The assumption that empathy and basic motion can be enhanced through the application of traditional games of “kaulinan Barudak”

**EMPATHY AND BASIC MOVEMENT**

The ability of the child to empathize with the tendency can be seen from the child's ability to feel the feelings of others and the ability to unite the heart with others (Mashar, 2011; Geldard & Geldard, 2012; and Yusuf, 2012). Children are able to feel the feelings of others means that the child has sensitive or sensitive feelings and can understand the perspective or views of others. This ability can be demonstrated by the attitude of the child in behaving to listen to the information conveyed by others by focusing, being able to take his friend's opinion seriously, giving help or assistance to his friend by extending his hand or lend a learning tool to his friend, giving protection to his friend from dangerous threat, Willing to
serve his friend playing, not disturbing his friends learn, willing to sacrifice his playing time for other orags, or get his friend's falling merchandise.

Then Beaty (1994) and Sujanto et al. (2009) argue that the ability of the child in unifying the heart with others, in which there are things that must be mastered by the child, among others, able to unite feelings, able to unite perceptions with friends and teachers, and able to express a sense Love and affection to his friend. The expression of emotion can often be seen from the child's behavior to each other's palms, giving encouragement to others, congratulating others who succeeded in making discussions to equate perceptions before engaging in activities, and addressing mutually agreed rules. (Ioannidou & Konstantikaki, 2008; Ruiz, et al, 2010; Mashar, 2011). The development of basic motion and its refinement is important in childhood. All normal children are able to develop and learn a variety of motions and more complicated. Basic movements are the continuous repetition of the habit and make it the basis of their experience and environment.

Bambang Sujiono (2009: 5.3) explains that the development of basic motion is a process whereby the child acquires the basic motion that is constantly evolving based on; the process of developing nerves and muscles that are also influenced by offspring, resulting from previous motion experience, current motion experience; And the motion depicted in relation to certain motion patterns.

Malina, Dauer and Pangrazi and Kogan (Mahendra, 2007: 18) describes the basic motion patterns divided into 3 forms of motion as follows: 1) Locomotor motion is a movement that causes the movement of places or skills used to move the body from place to place Others. For example walking, running, jumping, etc. 2) Nonlokomotor motion is a movement that does not cause the culprit to move, such as bending, bending, swinging, bouncing, pushing, pulling, etc. 3) Manipulative motion is a mocking motion A particular object as a medium, or a skill involving one's ability to use parts of his body to manipulate objects outside himself. Such as throwing, catching, kicking, punching, and other movements related to the throw and catch of something.

RESEARCH METHOD

The research method used in this study is the experimental method, the research design used in this study is Quasi Eksperimen with the form of Nonequivalent Pretest-Posttest Control Group Design. It refers to Creswell (2010, pp 132) that this study will conduct Pretest and Posttest against two PAUDs; Namely Perwari Kindergarten and RA Istiqomah to see things in his learning.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>O1</td>
<td>X</td>
<td>O2</td>
</tr>
<tr>
<td>Control</td>
<td>O3</td>
<td>-</td>
<td>O4</td>
</tr>
</tbody>
</table>

Subjects to be involved are children aged 5-6 years Perwari Kindergarten and RA Istiqomah The number of samples in this study as many as 15 children in the group B Perwari Kindergarten and 15 children in RA Istiqomah. The instruments used in this research are 1.) structured observation; 2.) field notes; And 3.) documentation. About empathy and basic motion. The use of this instrument is based on Sugiyono (2012) related to several instruments that tend to be used as a tool for data collection in this study are guidelines for structured observation, field notes, and documentation. Because, the three instruments are considered sufficient and can contribute in getting the data to see the development of empathy and basic movement patterns of children aged 5-6 years

RESULTS AND DISCUSSION
Profile of Empathy and Early Basic Motion Patterns

To be able to give a general overview of the data that have been obtained from the results of the study, then the data are analyzed to compare the increase between the two groups. The first step that researchers do is perform the initial test or pretest. The following researchers present the results of a pretest empathy attitude in Table 1 and 2 the following:

<table>
<thead>
<tr>
<th>Observation Item</th>
<th>IT1</th>
<th>IT2</th>
<th>IT3</th>
<th>IT4</th>
<th>IT5</th>
<th>IT6</th>
<th>IT7</th>
<th>IT8</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>27</td>
<td>20</td>
<td>23</td>
<td>27</td>
<td>24</td>
<td>21</td>
<td>18</td>
<td>21</td>
<td>181</td>
</tr>
<tr>
<td>Average</td>
<td>1.59</td>
<td>1.18</td>
<td>1.35</td>
<td>1.59</td>
<td>1.41</td>
<td>1.24</td>
<td>1.06</td>
<td>1.24</td>
<td>10.65</td>
</tr>
<tr>
<td>SD</td>
<td>0.71</td>
<td>0.39</td>
<td>0.49</td>
<td>0.51</td>
<td>0.62</td>
<td>0.44</td>
<td>0.24</td>
<td>0.44</td>
<td>1.87</td>
</tr>
<tr>
<td>Present age (%)</td>
<td>52.94</td>
<td>39.22</td>
<td>45.10</td>
<td>52.94</td>
<td>47.06</td>
<td>41.18</td>
<td>35.29</td>
<td>41.18</td>
<td>44.36</td>
</tr>
</tbody>
</table>

In Table 1. Above shows the pretest data of empathy in the control group. With a sample size of 17 children, and 8 items of observation, obtained the lowest score of 18 and the highest score 27. Average score with a vulnerable 1.06 to 1.59. Based on the category of observation items with the highest average value of 1.59 entered into the category "Appear", can mean the average empathy attitude in children aged 5-6 years in the control group only seen a few times only, or not often seen done by child. Based on the percentage with the lowest percentage of 35.29% and the highest percentage of 52.94%. As for the data pretest empathy attitude in the experimental group can be seen in Table 2, the following:

<table>
<thead>
<tr>
<th>Observation Item</th>
<th>IT1</th>
<th>IT2</th>
<th>IT3</th>
<th>IT4</th>
<th>IT5</th>
<th>IT6</th>
<th>IT7</th>
<th>IT8</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>19</td>
<td>19</td>
<td>18</td>
<td>23</td>
<td>20</td>
<td>18</td>
<td>18</td>
<td>17</td>
<td>152</td>
</tr>
<tr>
<td>Average</td>
<td>1.12</td>
<td>1.12</td>
<td>1.06</td>
<td>1.35</td>
<td>1.18</td>
<td>1.06</td>
<td>1.06</td>
<td>1.00</td>
<td>8.94</td>
</tr>
<tr>
<td>SD</td>
<td>0.33</td>
<td>0.33</td>
<td>0.24</td>
<td>0.49</td>
<td>0.39</td>
<td>0.24</td>
<td>0.24</td>
<td>0.00</td>
<td>1.20</td>
</tr>
<tr>
<td>Present age (%)</td>
<td>37.25</td>
<td>37.25</td>
<td>35.29</td>
<td>45.10</td>
<td>39.22</td>
<td>35.29</td>
<td>35.29</td>
<td>33.33</td>
<td>37.25</td>
</tr>
</tbody>
</table>

In Table 2 above shows the pretest data of empathy in the experimental group. Based on the data obtained there are the lowest score of 17 and the highest score 23. Average score with vulnerable 1.00 to 1.35. Based on the category of observation items with the highest average value of 1.35 entered into the category "Appear", can mean the average empathy attitude in children aged 5-6 years in the experimental group only seen a few times only, or not often seen done by child. Based on the percentage with the lowest percentage 33.33% and the highest percentage 45.10%. Based on Table 1 and 2. It can be seen that the control group showed a higher score achievement than the experimental group.

After showing the profile data of emapati attitude capability, then the researcher presents pretest data profile ability of basic motion pattern of children aged 5-6 years in table 3. And 4. as follows:

Table 3. Pretest Profile Table Basic Motion Control Group
Item observation on the variable motion pattern of the element amounted to 28 items, therefore in this discussion the researcher can not display the data profile of observation per item. In Table 4.3. The total score of 1156 from a perfect score of 1904. The average score of 68 from a perfect average score of 112. While the overall ability of basic motion patterns obtained percentage of achievement of 60.71%. For the pretest data profile in the control group can be seen in Table 4., the following:

**Table 4. Pretest Profile Table Basic Motion of Experimental Group**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Achievement</th>
<th>Perfect Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>1156</td>
<td>1904</td>
</tr>
<tr>
<td>SD</td>
<td>68</td>
<td>112</td>
</tr>
<tr>
<td>Presentage (%)</td>
<td>4.39</td>
<td>0</td>
</tr>
<tr>
<td>Presentage (%)</td>
<td>60.71</td>
<td>100</td>
</tr>
</tbody>
</table>

Learning Activity Program Through Application of Traditional Game "Kaulinan Barudak"

The traditional game "kaulinan barudak" is a collection of games passed down from generation to generation from generation to generation. In this game there are various values, such as the value of tradition, culture, and also active games that are beneficial to the development of children. According to Bishop & Curtis in Iswinarti (2010, p. 6) suggests that "Traditional play is a game that has been performed or played by children in a certain area traditionally and the game has been passed down from generation to generation to continue the tradition of the area. "Traditional games emerge from various regions and spread along with the times.

The traditional games of "kudullah barudak" applied in learning to improve the empathy and ability of basic motion patterns of children aged 5-6 years in the experimental class of Tasikmalaya City Perwari Kindergarten are Sondah, Congklak, Skip high, Racing marbles in spoon, Insert pencil on hole Bottles, stilts Batok, Dam-Daman. Application of various traditional games "kudullah barudak" on the learning is done for 2 months in a total of 16 meetings. In every meeting the children are given learning through one of the traditional games "kaulinan barudak". Of the games that are applied can divide into the dominant game of physical and dominant cognitive. Physical dominant games like Sondah, Skip high, Racing marbles, Inserting pencils into bottles and stilettes. While the traditional game that is dominant cognitive is congklak and dam-daman.

At the initial meeting a child still looks confused with the traditional game "kaulinan barudak" is given. However, some of the other children are very enthusiastic to follow the game although overall they have not really understood the game. After some time almost all children can follow the game well enough, able to apply the rules and strive to reach the target game. Based on observations made by researchers, look at differences in the appearance of the child at the time of pretest, learning and posttest. The difference is seen in terms of
empathy and also basic motion patterns. In terms of empathy child's attitude is very clearly visible as big as a child can show empathy when his friend invites to play. Children can also listen more or pay attention to their friends who are talking or argue, but also children take the initiative and want to get the goods for others (friends or teachers). While in terms of basic motion patterns most children look better in terms of walking forward or backward while holding an object, and also the child looks more able to walk and or run keberbagai direction (zig-zag) while holding objects.

Based on observations or observations and also analysis that researchers have done, Traditional Games "Kaulinan Barudak" gives a positive impact for the development of children aged 5-6 years, especially on aspects or variables of empathy attitude and ability of basic motion patterns

Learning Activity Program Through Conventional Game

This study divides the two sample groups, the experimental and control groups. In the experimental group the researchers gave the learning treatment through the Traditional Games "Kaulinan Barudak". As for the control class researchers apply learning through conventional games. Broadly speaking the program or application of the researcher conducted the same as the application in the experimental class, only the game applied is a conventional game. Some of the conventional appellations that researchers apply are done with the same time division, ie for 2 months within 16 meetings.

In contrast to the traditional game implementation of "kaulinan barudak", in this control class some students have been familiar with the various conventional games being applied. So, it does not take long for the child to adjust in every game. Even in some games children who feel familiar with the game tend to try to explain the game to other children. In the implementation of this conventional game almost from the initial meeting until the final meeting the children have good enthusiasm.

Based on observations made in the control class children can show a fairly good development in the attitude of empathy and basic motion patterns. In the attitude of empathy the children are more enthusiastic in accepting the invitation of his friend, listening to his friend who is talking and also willing to lend the game to his friend. In terms of basic motion patterns of children also showed good development. Among them are able to walk by holding tools better degan and also able to walk zig-zag while holding sauatu object. Therefore, for further research in this study the researchers not only see the development of each sample group alone, but will also conduct further analysis, ie by doing comparison of the increase of both groups of samples.

Profile of Empathy and Basic Motion Pattern After Through the Application of Traditional Games "Kaulinan Barudak"

In the previous discussion the researcher has displayed a data profile on the pretest or pretest test. To see the enhancement following, the researcher displays the profile of the posttest data in the experimental group in Table 5 the following:

Table 5. Posttest Profile Table Empathy of Experiment Group

<table>
<thead>
<tr>
<th>Observation Item</th>
<th>IT1</th>
<th>IT2</th>
<th>IT3</th>
<th>IT4</th>
<th>IT5</th>
<th>IT6</th>
<th>IT7</th>
<th>IT8</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>28</td>
<td>24</td>
<td>28</td>
<td>35</td>
<td>40</td>
<td>34</td>
<td>31</td>
<td>37</td>
<td>257</td>
</tr>
<tr>
<td>Average</td>
<td>1.65</td>
<td>1.41</td>
<td>1.65</td>
<td>2.06</td>
<td>2.35</td>
<td>2</td>
<td>1.82</td>
<td>2.18</td>
<td>15.12</td>
</tr>
<tr>
<td>SD</td>
<td>0.49</td>
<td>0.51</td>
<td>0.70</td>
<td>0.56</td>
<td>0.61</td>
<td>0.35</td>
<td>0.81</td>
<td>0.64</td>
<td>2.20</td>
</tr>
<tr>
<td>Presentage (%)</td>
<td>54.90</td>
<td>47.06</td>
<td>54.90</td>
<td>68.63</td>
<td>78.43</td>
<td>66.67</td>
<td>60.78</td>
<td>72.55</td>
<td>62.99</td>
</tr>
</tbody>
</table>

In Table 5. Above shows the posttest data of empathy attitudes on experimental groups or groups that get the traditional game treatment. Vulnerable number of scores between 24 to
40. While the average score with the lowest score of 1.41 and the highest score 2.35. Based on the percentage obtained the lowest percentage of 47.06% and the highest percentage of 78.43%. At the highest percentage pretest was 45.10%, and increased at posttest up to 78.43% with the difference of 33.33% increase.

**Table 6.** Posttest Profile Table Basic Motion Pattern Experimental Group

<table>
<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Perfect Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sum</strong></td>
<td>1422</td>
<td>1904</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>83.65</td>
<td>112</td>
</tr>
<tr>
<td><strong>SD</strong></td>
<td>4.92</td>
<td>0</td>
</tr>
<tr>
<td><strong>Percentage (%)</strong></td>
<td>74.68</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6. Above shows the total score of 1422 from a perfect score of 1904. The average score of 83.65 from a perfect average score of 112. While the overall data posttest ability of basic motion patterns in the experimental group obtained a percentage of achievement of 74.68%. Based on the percentage, it can be seen that at pretest with the overall percentage of 60.81% increase up to 74.68%, difference of increase equal to 13.87%.

**Profile of Empathy and Basic Motion Pattern After Through The Application of Conventional Games**

In the previous discussion the researcher has presented a profile of pretest and posttest data in the experimental group. The following researchers present a profile of posttest data or data after conventional game treatment in the control group. Profile of the data can be seen in table 7 below:

**Table 7.** data after conventional game treatment in the control group

<table>
<thead>
<tr>
<th>Observation Item</th>
<th>IT1</th>
<th>IT2</th>
<th>IT3</th>
<th>IT4</th>
<th>IT5</th>
<th>IT6</th>
<th>IT7</th>
<th>IT8</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sum</strong></td>
<td>29</td>
<td>26</td>
<td>31</td>
<td>31</td>
<td>23</td>
<td>26</td>
<td>28</td>
<td>29</td>
<td>223</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>1.71</td>
<td>1.53</td>
<td>1.82</td>
<td>1.82</td>
<td>1.35</td>
<td>1.53</td>
<td>1.65</td>
<td>1.71</td>
<td>13.12</td>
</tr>
<tr>
<td><strong>SD</strong></td>
<td>0.59</td>
<td>0.51</td>
<td>0.64</td>
<td>0.39</td>
<td>0.49</td>
<td>0.51</td>
<td>0.49</td>
<td>0.47</td>
<td>1.62</td>
</tr>
<tr>
<td><strong>Percentage (%)</strong></td>
<td>56.86</td>
<td>50.98</td>
<td>60.78</td>
<td>60.78</td>
<td>50.98</td>
<td>54.90</td>
<td>56.86</td>
<td>54.66</td>
<td></td>
</tr>
</tbody>
</table>

In Table 7. Above indicates the posttest data of empathy attitudes in the control group or group that get the conventional game treatment. Vulnerable number of scores between 23 to 31. While the average score with the lowest score of 1.35 and the highest score 1.82. Based on the percentage obtained the lowest percentage of 45.10% and the highest percentage of 60.78%. At the highest percentage pretest was 52.94% and increased at posttest until 60.78% with difference of increase equal to 7.84%.

**Table 8.** Posttest Profile Table Basic Motion Control Group Achieving Total Score Perfect

<table>
<thead>
<tr>
<th></th>
<th>Achieving</th>
<th>Perfect Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Score</strong></td>
<td>1355</td>
<td>1904</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>79.71</td>
<td>112</td>
</tr>
<tr>
<td><strong>SD</strong></td>
<td>5.3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Percentage (%)</strong></td>
<td>71.2</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 8. Above shows the total score of 1355 from a perfect score of 1904. The average score of 79.71 from the average score of perfect 112. While the overall data posttest ability of
basic motion patterns in the control group obtained percentage of achievement of 71.2%. Based on the percentage, it can be seen that in the pretest data with the overall percentage of 60.71% increase up to 71.2%, difference of increase equal to 10.49%.

Differences in the Development of Empathy Attitudes and Basic Motion Patterns Taught Through Traditional Games Kudulls Barudak And Conventional

In the visible indeed both the class looks the same have increased. However, if a more detailed analysis of data based on statistical measurement shows that the improvement of empathy ability in children aged 5-6 years in experimental class of Perwari Kindergarten of Tasikmalaya City is superior to the improvement of empathy ability of children aged 5-6 in control class RA Istiqomah Kota Tasikmalaya.

The results of this study confirm (Iswinarti, 2010; Wardani, 2010; and Gandana, 2015) who suggested that traditional games can provide a stimulus to improve every aspect of early childhood development. The truth in this study is specifically pursued to increase the ability to empathize children aged 5-6 years. The process of cleansing is based on per mendikbud no 137 (2014) which states that children aged 5-6 years is a transition period ending the education of children in early childhood education and the task at the point of transition should mature every aspect of its development to prepare for education in the next level Namely primary school level. Based on the result of data processing of test score through N-Gain test on pretest-posttest data of experimental class of Perwari Kindergarten of Tasikmalaya City and data of pretest-posttest of control class RA Istiqomah Kota Tasikmalaya, researcher perform normality test to N-Gain data of experimental class and N-Gain class data The control with the result of each N-Gain data is normally distributed. Since the two N-Gain data of each class is normally distributed, the researcher performs the difference test with t test of 2 independent samples (parametric statistic) with the result of sig = 0,000 <α (0,05) which means there is a significant difference between the improvement of ability to behave Empathy children aged 5-6 years in Perwari Kindergarten Tasikmalaya with the enhancement of empathy ability of children aged 5-6 years in RA Istiqomah Kota Tasikmalaya.

In addition to the variables of empathy ability in children aged 5-6 years, the treatment provided also gives a positive influence for the variable ability of basic motion patterns of children aged 5-6 tahundi Perwari Kindergarten Tasikmalaya and RA Istiqomah Kota Tasikmalaya. Similar to the empathy ability variable, in the variable ability of the basic motion pattern is also visible in the invisible differences between the groups that use traditional games with groups that use conventional games. Aka but after further processing and data analysis through N-Gain test between two groups of samples showed sig = 0,012 <α (0,05) which means there is a difference of improvement of basic pattern of motion capability in early childhood between experimental group and application The traditional games of the newcomers and the control group with the conventional game implementation. Where based on the increase of the experimental group score with the application of traditional games, the new students show the influence or improvement of the better score.

The traditional game of "kudulls barudak" applied in the process of developing the basic motion capabilities of early childhood is like Sondah, Congkak, Skip high. Racing marbles in spoons, Including pencils on bottle holes, Stilts Batok and Dam-Daman. These games can be used as an alternative form of learning. Iswinarti (2010) argues that "Related traditional games" kaulinan barudak "can develop every aspect of child development, it can be concluded that traditional games can be used as a medium for children's learning activities." Traditional games provide opportunities for children to be able to develop various aspects of child development.
As Iswinarti (2010) points out that "Traditional games tend to place more emphasis on cognitive, motor, coarse, fine motor, social, emotional, and child language development processes. In addition, traditional games can educate children through mutually agreed rules. "Traditional games support the child to develop cognitive abilities, gross motor and fine motor. This game makes the child unconsciously train basic motion skills. As in the game sondah, egrang batok and racing marbles is a form of traditional games that train the balance of children. In addition to that in the game also the child should try to stay focused on goals or targets. Traditional games applied to learning for children aged 5-6 years are a form of active learning. Natawijaya in Nikmah (2012; p. 6) explains that "Active learning is a process of learning activities that tend to emphasize the activeness of students in the" physical, mental, intellectual and emotional aspects "to achieve learning objectives based on the relationship" between cognitive, affective, And psychomotor. "Active learning for Children aged 5-6 years is very important to support the development of the ability of basic motion patterns of children. The development of basic motion capabilities will have a great impact on each child's activities in the future.

CONCLUSION

Based on the result of processing and data analysis that has been done, can be drawn conclusion as follows: 1) Profile of empathy ability and basic motion pattern of children aged 5-6 years in Perwari Kindergarten Tasikmalaya City and RA Istiqomah Tasikmalaya City entered into the category "Appear" Can mean the average attitude of empathy and motion patterns in children aged 5-6 years in the control group and experiments only seen only a few times, or not often seen done by children; 2) Program of learning activities by applying the traditional game "kaulinan barudak" Children look more attention to their friends who are talking or opinion, but also children take the initiative and want to take the goods to others and in terms of basic motion patterns most children look better In the case of walking forward or backward while holding an object, and also the child appears more able to walk and or run zigzagging while holding objects; 3) Program of learning activities with the conventional game in the control class of children can show the development Which is quite good in the attitude of empathy and basic motion patterns. The application of conventional games also showed a positive impact on children's development, 4) the ability of basic motion pattern in the experimental group obtained by the achievement percentage of 74.68%; 5) Profile of Empathy and Basic Motion Pattern Following Through the Application of Conventional Games that posttest data of motion pattern capability in the control group is obtained by percentage of achievement of 71.2%; 6) There is a significant difference between empathy attitude and basic motion patterns in control and experiment groups.

REFERENCE


