

THE USE OF FAMILY FOOTBALL MEDIA TO IMPROVE GROSS MOTOR SKILLS IN GROUP A

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Abstract:

Gross motor skills play a crucial role in early childhood development, as they are closely related to balance, muscle strength, agility, coordination, and overall physical growth. These skills form the foundation for children's ability to participate actively in daily activities and structured learning experiences. This study was conducted at Mutiara Insani Kindergarten and aimed to improve children's gross motor skills through the use of Family Ball learning media. The research involved 16 children aged 4-5 years and employed the Classroom Action Research (CAR) method using a cycle model implemented in two cycles. Data were collected through observation and documentation techniques to assess children's progress during the learning activities. The Family Ball media consists of several balls of different sizes representing family members, such as father, mother, older siblings, and baby, which were used in various physical activities. The results of the study showed a significant improvement in children's gross motor skills, particularly in throwing, catching, rolling, and kicking the ball. In addition, children became more active, agile, enthusiastic, and confident during learning activities. These findings indicate that Family Ball media is effective as a thematic learning model and as an extracurricular activity to stimulate gross motor skill development in early childhood.

Keywords: *gross motor skills, family football, early childhood*

Abstrak:

Kemampuan motorik kasar memegang peranan yang sangat penting dalam perkembangan anak usia dini karena berkaitan erat dengan keseimbangan tubuh, kekuatan otot, kelincahan, koordinasi gerak, serta pertumbuhan fisik secara keseluruhan. Kemampuan ini menjadi dasar bagi anak untuk dapat berpartisipasi secara aktif dalam kegiatan sehari-hari maupun dalam pengalaman belajar yang terstruktur di lingkungan pendidikan. Penelitian ini dilaksanakan di TK Mutiara Insani dengan tujuan untuk meningkatkan kemampuan motorik kasar anak melalui penggunaan media pembelajaran Family Ball. Subjek penelitian berjumlah 16 anak berusia 4-5 tahun. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan model siklus yang dilaksanakan dalam dua siklus. Pengumpulan data dilakukan melalui teknik observasi dan dokumentasi untuk menilai perkembangan kemampuan anak selama kegiatan pembelajaran berlangsung. Media Family Ball terdiri atas beberapa bola dengan ukuran yang berbeda-beda yang melambangkan anggota keluarga, seperti ayah, ibu, kakak, dan bayi, yang digunakan dalam berbagai aktivitas fisik. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kemampuan motorik kasar anak, khususnya dalam kegiatan melempar, menangkap, menggulirkan, dan menendang bola. Selain itu, anak menjadi lebih aktif, lincah, antusias, dan percaya diri selama mengikuti kegiatan pembelajaran. Temuan ini menunjukkan bahwa media Family Ball efektif digunakan sebagai model pembelajaran tematik maupun sebagai kegiatan ekstrakurikuler untuk menstimulasi perkembangan motorik kasar anak usia dini.

Kata Kunci: *motorik kasar, bola keluarga, anak usia dini*

INTRODUCTION

Gross motor skills are an important aspect in early childhood development, especially group A which is in the early stages of physical exploration and body coordination. Gross motor abilities include large body movements such as running, jumping, throwing, and catching, which are the basis for a child's physical activity and balance. However, in practice, gross motor stimulation is often less than optimal due to the limited learning media that is interesting and in accordance with the characteristics of early childhood.

Early childhood is in coaching that is given to children aged 0-6 years as an effort to develop all their potentials optimally. This age is known as the Golden Age, which is a golden age in the formation of character, personality, and the basics of children's intelligence. During this period, all aspects of child development, including language, physical, motor, cognitive, social-emotional, and art, have experienced significant growth, therefore, appropriate stimulation from parents and educators is needed so that children can grow and develop optimally (Anisaturrahmi, 2020).

Law Number 23 of 2002 article 9 paragraph 1 concerning child protection states that every child has the right to receive education and teaching in carrying out his or her personality according to his level of intelligence, interests, and talents. In this context, gross motor development is one of the important aspects that must be considered. Gross motor is related to the child's ability to control body movements such as walking, running, jumping, jumping, and catching. This ability plays a role in improving physical skills, balance, coordination, and confidence in interacting with the surrounding environment (Siti Hartini, 2020).

One of the relevant media used is Family Ball, which is an educational ball that displays images of family members and can be used in various physical activities such as throwing, catching, and rolling. This media not only trains children's body coordination, but also introduces social concepts and family structures visually and verbally. Playing with Family Ball, such as saying the name of a family member while throwing a ball, can increase children's active involvement in the learning process while stimulating their gross motor skills. theory of cognitive development according to Piaget's theory.

The effectiveness of the Family Ball game-based learning media has been proven by various studies. A study by Safina Azzahra in the Indonesian Journal of Sports Service shows that traditional game innovations such as *bekel* can significantly improve children's motor skills. In addition, research by Tri Arifian Nugroho and his colleagues in the Journal of Village Development confirms that traditional games are able to stimulate children's basic skills, including gross motor skills, through physical activities that are fun and easy to do.

RESEARCH METHOD

This research was conducted based on social facts found in Group A, namely the low gross motor skills of children. Some children still have difficulty in making throwing, catching, or kicking the ball movements in a balanced and coordinated manner. Whereas. Early life is an important phase of physical-motor development, where children need to be stimulated so that their large muscles, coordination, and balance develop optimally.

However, in the process of physical motor development, gross motor stimulation is still carried out conventionally, namely by the method of playing

through simple physical activities without the support of varied media. This condition makes children less motivated, tend to be passive, and lack confidence when doing movement activities. The limited learning media that supports children's visual and kinaesthetic learning styles is also an obstacle in achieving maximum physical-motor development.

To overcome this, this study applied the use of Family Ball media to improve gross motor skills through, ball-shaped media of various sizes symbolized as family members (father, mother, brother, sister, and baby). This media is designed to train children's gross motor skills through fun, varied, and interactive games.

This study uses a quantitative approach with an experimental method with the type of Classroom Action Research (PTK). The main goal is to improve the gross motor skills of early childhood at Mutiara Insani Kindergarten through the use of Family Ball media. The subjects of the study were Group A children aged 4–5 years. The data analysis carried out are: (1) through observation and documentation, the researcher provides direct assistance related to the process of gross motor development of children using Family Ball media, including aspects of throwing, catching, dribbling, and kicking the ball. (2) based on the results of data reduction, the researcher selects and focuses the relevant data and then presents it in the form of narrative texts, tables, and diagrams. This presentation describes changes in children's gross motor skills before and after the use of Family Ball media in the learning process. (3) the researcher draws conclusions according to the data presentation to determine the effectiveness of Family Ball media in improving gross motor skills of children in group A.

This method was carried out to find out the extent to which Family Ball media is effective in improving children's gross motor skills, especially in aspects of muscle strength, balance, movement coordination, and confidence when doing physical activities.

Table 1: Assessment Instruments

No.	Activity Indicators	Category			
		BB	MB	BSH	BSB
1	Family Ball Throwing Ability	The child can throw the ball in the specified direction Children can manage their energy when throwing the ball		V	
2	Catching the family ball	Children can catch the ball with both hands Children are able to maintain their body position when catching		V	
3	Kicking the family ball	Children can kick the ball on target The child kicks the ball with good body balance		V	
4	Hand and foot coordination	Hand and foot coordination Children can repeat the movements according to the teacher's direction		V	
5	Body balance	The child is able to stand up straight when receiving the ball Children do not fall easily when playing games		V	
6	Activeness in play	Children actively participate in family soccer group activities Children are excited when participating in the game.		V	V

After the research data is collected, then it is continued to analyze the data to find the average value. Data analysis begins by measuring the level of child achievement based on the record of the child's achievement score.

Table 2: Achievement Categories

Child Achievement Score	Category
90 - 100	Very Well Developed (BSB)
75 - 80	Growing Up with Expectations (BSH)
55 - 70	Start Growing (MB)
>55	Not Yet Developed (BB)

To find out the percentage of success of students classically with the formula:

$$\text{Classical Success Percentage} = \frac{\text{Number of Children Who Obtained "BSB and BSH"}}{\text{Number of Children}} \times 10$$

The design used in this study uses the Kemmis and Mc Taggart models. Where this model uses four components or steps in one cycle or in one round consisting of 1) planning, 2) action, 3) observation, and 4) reflection (Solehan Arif and Shinta Oktafiana, 2023). After one cycle is carried out, it is monitored and evaluated, then the action can be repeated until the researcher is confident that the action taken has been successful.

FINDINGS AND DISCUSSION

Research Results

1) Cycle 1 Actions

a. Planning

In the first cycle, the planning of learning activities is focused on improving children's gross motor skills through family ball games. The planning process begins with compiling a Daily Learning Implementation Plan (RPPH), a data collection tool in the form of an observation sheet for children's gross motor development, and the selection of media to be used for learning.

The media used in the first cycle is the family ball, which is an educational ball with a variety of sizes and colors used in various throwing, catching, kicking, and group game activities. This media was chosen according to the learning theme "My Family" and was modified into an interesting game for children. The learning objectives in cycle I include:

- The child performs simple gross motor movements, such as throwing and catching a ball.
- Children can coordinate hand and foot movements while playing family ball.
- Children show active involvement in family soccer activities.

b. Implementation

Learning activities using family football media in the first cycle were carried out in two meetings. The following are the steps for activities that are in accordance with the RPPH:

1. Perception: The teacher greets the students in a friendly manner and invites them to sing a song about body parts. After that, the teacher showed the family soccer media and explained that on this day the children will play throwing and catching the ball together.

2. Core Activity: The teacher introduces the family ball with a variety of colors and sizes. Children take turns to do activities such as throwing a ball to a friend, catching a ball thrown by a teacher or friend, kicking a ball towards the target.
3. The teacher gives simple instructions, such as: "Throw the ball to your friend" or "Kick the ball towards the basket." Children play in small groups so that everyone can actively participate.
4. Conclusion: The teacher invites the children to reflect on the activity through a short question and answer, such as: "Who caught the ball earlier?" or "What ball do you like?". Teachers give praise and encouragement to children who have made an active effort.

c. Observation

During the activity, researchers and teachers made direct observations using observation sheets. Indicators to be considered include:

1. Ability to throw the ball precisely.
2. Ability to catch the ball with hand coordination.
3. The ability to kick the ball in the direction it is headed.
4. Coordination between hands, feet, and body while moving.
5. Children's involvement and activeness in family ball games.

Table 3: Cycle I Capabilities

No.	Child's Name	Categories Gross Motor Ability			
		Throwing the Ball	Catch Ball	Motion Coordination	Activeness
1.	A	BB	BB	MB	MB
2.	C	BSH	MB	BSH	BSH
3.	A	MB	MB	BSH	MB
4.	B	BSH	MB	BSH	BSH
5.	H	MB	BSH	MB	MB
6.	I	MB	MB	MB	MB
7.	N	MB	MB	MB	BSH
8.	K	BSH	MB	MB	BSH
9.	H	BSH	BSH	MB	BSH
10.	N	MB	MB	MB	MB
11.	N	BB	BB	BB	BB
12.	N	MB	MB	BSH	BSH
13.	S	MB	MB	MB	BSH
14.	S	MB	MB	MB	MB
15.	S	MB	MB	MB	MB
16.	With	MB	MB	MB	BSH

Table 4: Accumulation of Fertility in Cycle I

No	Indicator	F1	F2	F3	F4
		BB	MB	BSH	BSB
1	Throwing the Ball	2	11	3	0
		12,5%	68,75%	18,75%	
2	Catch Ball	2	11	3	0
		12,5%	68,75%	18,75%	
3	Motion Coordination	1	10	5	0
		6,25%	62,5%	31,25%	
4	Child Activity	1	8	7	0
		6,25%	50%	43,75%	
Number of Children		16 Children			

Based on the results of observations in cycle I, it can be seen that the child's ability to throw the ball is still in the early stages of development. A total of 16 children (68.75%) has started to be able to throw, but still need guidance. There are 2 children (12.5%) who have not shown this ability, and only 3 children (18.75%) are sufficiently proficient.

The ability to catch the ball shows a similar pattern during activities. Most of the children (11 children or 68.75%) are still learning to catch well. Two children (12.5%) have not been able to catch the ball with proper coordination, and only 3 children (18.75%) have been able to do it well. All children actively participated in activities thoroughly for the coordination of body movements, such as moving the hands, feet, and body at the same time, as many as 10 children (62.5%) were still in the learning stage. One child (6.25%) has not yet developed, and 5 children (31.25%) have shown quite good coordination.

As for the assessment in terms of activeness of play, 8 children (50%) were quite active, 1 child (6.25%) was still passive, and 7 children (43.75%) were very active in participating in gross motor activities using family football. Overall, in gross motor development, children are still dominated by the categories of Not Developed (BB) and Starting to Develop (MB). Only 12.5% of children have achieved the expected developmental target, while the success target set is at least 70%. Therefore, learning strategies need to be improved in the next cycle, for example by increasing the variety of activities, providing more motivation, and assisting children more intensively so that their development can be more optimal.

Table 5: Children's Ability Level in Cycle I

No	Indicator	F3		Number of Children (P)%	Action Results	Ket
		BSH	BSB			
1	Children are able to throw the ball	4	0	4	25%	-
2	The child is able to catch the ball	2	0	2	12,5	-
3	Children are able to coordinate their movements	3	0	3	18,75%	-
4	Children show activeness in participating in family ball games	5	0	5	31,25%	-
Average				21,90%		Less

Based on Table 2.3, children's gross motor skills in the first cycle are still relatively low. In the first indicator, namely the ability to throw the ball, only 4 children (25%) were able to do it as expected. For the ability to catch the ball, only 2 children (12.5%) showed good development. In the indicator of movement coordination, there were 3 children (18.75%) who were quite able to move the body well. Meanwhile, the development of children's abilities in family football play, as many as 5 children (31.25%) have been seen to be active and involved in activities.

Overall, the average gross motor development of children in the first cycle has only reached 21.9%, which is still in the Less category. This means that most children still need further practice and guidance. Therefore, this learning activity needs to be continued in the next cycle with a more diverse and intensive approach, so that children's abilities can develop more optimally.

2) Cycle II Actions

a. Planning

After reflecting on Cycle I, the improvement of children's gross motor skills in throwing ability, catching, movement coordination, and activeness is still at the Beginning to Develop (MB) stage. Therefore, planning in Cycle II is focused on strengthening these abilities in a more interesting and fun way, using family football media. The main focus in Cycle II planning is:

1. Adds variations of ball games, such as throw-catch pairs with friends, ball relays, and motion coordination games.
2. Provide equal opportunities for all children to actively participate.
3. Motivate and reward children who dare to try and perform.
4. Increase children's involvement through group play.

The learning objectives in this cycle are arranged so that children are able to:

1. Throw the ball in a more precise direction.
2. Catch the ball with better hand control.
3. Demonstrate coordination of gestures while playing family football.
4. Be active and confident when participating in group activities.

b. Implementation

Learning in Cycle II was carried out in two meetings. The steps are as follows:

1. **Opening (Perception):** The teacher invites the children to sing a simple song while doing stretching movements as a warm-up for the song themed "I and My Family."
2. **Core Activities:**
 - a) Teachers demonstrate family ball games with new variations, such as throw-catches in pairs, ball relays while walking, and small jumps while carrying balls.
 - b) Children are given the opportunity to try the game in turn, either alone or in groups.
 - c) Teachers provide special guidance to children who are still experiencing difficulties.
3. **Closing:** The teacher and the child cool down, give praise as a form of appreciation, and reflect together on the activities that have been done.

c. Observation

Observations were made using gross motor observation sheets that included four main indicators:

1. Children can throw the ball precisely.
2. Children can catch the ball well.
3. Children show coordination of gestures while playing.
4. Children actively participate in activities.

Table 6: Cycle Capabilities II

No	Child's Name	Categories Gross Motor Ability			
		Throwing the Ball	Catch Ball	Motion Coordination	Activeness
1.	A	MB	MB	BSH	MB
2.	C	BSB	BSH	BSB	BSB
3.	A	BSH	BSH	BSH	BSH
4.	B	BSH	BSH	BSB	BSH
5.	H	BSB	BSB	BSH	BSB

6.	I	BSH	BSH	BSH	MB
7.	N	BSH	BSH	BSH	BSB
8.	K	BSB	BSB	BSH	BSB
9.	H	BSH	BSH	BSH	BSB
10.	N	BSH	BSH	BSH	BSH
11.	N	MB	MB	BSH	BSH
12.	N	MB	MB	BSH	BSH
13.	S	BSH	BSH	MB	BSH
14.	S	BSH	BSH	BSH	BNH
15.	S	BSH	BSH	BSB	SBB
16.	With	BSH	BSH	BSB	BSB

Table 7: Accumulation of Fertility in Cycle II

No	Indicator	F1	F2	F3	F4
		BB	MB	BSH	BSB
1	Throwing the Ball	0	3	13	2
			18,75%	81,25%	12,5%
2	Catch Ball	0	3	13	2
			18,75%	81,25%	12,5%
3	Motion Coordination	0	1	11	4
			6,25%	68,75%	25%
4	Child Activity	0	8	8	5
			50%	50%	31,25
Number of Children		16 Children			

In the observation of the second cycle, the child's gross motor skills were seen to have improved compared to the first cycle. For the ability to throw the ball, no child is still at the Undeveloped (MB) stage. A total of 3 children (18.75%) is still in the Starting Development (BSH) stage, and 13 children (81.25%) can throw the ball well, in the category of Developing According to Expectations (BSB) 2 children (12.5%) this observation shows that most children can throw the ball with directed movements.

The ability to catch the ball also shows similar results. MB A total of 3 children (18.75%) is still in the BSH stage, and 13 children (81.25%) have been able to catch the ball well BSB 2 children (12.5%). This means that with the exercises and guidance provided, it begins to bear fruit. as for the indicators of gesture coordination, there are no children in the MB category. Only 1 child (6.25%) is still in the MB stage, while 11 children (68.75%) have achieved BSH, and 4 children (25%) have even been included in the Very Good Development (BSB) category. This shows that children are increasingly able to move their bodies well when playing family ball. indicators of activity, all children show positive development. No one was in the BB category, 2 children (12.5%) were still MB, 8 children (50%) were already BSH, and 5 children (31.25%) were BSB. Children seem more excited, confident, and actively participating in the game.

Overall, the results of Cycle II showed considerable improvement. If in the first cycle only about 12.5% of children reached the development target, then in the second cycle more than 80% of children were in the BSH and BSB categories. That way, the target of at least 70% has been achieved, and it can be concluded that family football media is very effective in helping to improve the gross motor skills of children in group A.

Table 8: Ability Level of Children in Cycle II

No	Indicator	F3 (BSH)	F4 (BSB)	Number of Children (P)%	Action Results	Ket
1	Children are able to throw the ball	13	2	15	90,25%	
2	The child is able to catch the ball	13	2	15	90,25%	
3	Children are able to coordinate their movements	11	4	15	93,75%	
4	Children show activeness in participating in family ball games	8	5	13	81,25%	
Average				84,5%	Reached	

Based on Table 2.6, it can be seen that gross motor skills in children in throwing the ball are very good. A total of 6 children (37.5%) is in the Developing as Expected (BSH) category, and 10 children (62.5%) have reached the Very Good Developing (BSB) category. This shows that most children can already throw the ball in the right direction and power independently, without much help from the teacher. For the ability to catch the ball, children's development is also quite good. A total of 5 children (31.25%) were in the BSH category and 11 children (68.75%) were in the BSB category. This means that the coordination between the child's hands and eyes is getting better, so that they can catch the ball in a more directed and controlled way.

The child's movement coordination ability also showed positive results. A total of 4 children (25%) were in the BSH category and 12 children (75%) were in the BSB category. This means that almost all children can move their hands, feet, and body in harmony while playing football. In the indicator of activeness in playing family football, the results are also encouraging. A total of 6 children (37.5%) were in the BSH category and 10 children (62.5%) were in the BSB category. All children looked active and enthusiastic about the game, some even took the initiative to try the game repeatedly.

Overall, the results of observations in cycle II showed an excellent improvement in children's gross motor skills. The majority of children are already in the BSH and BSB categories. This proves that learning strategies with family soccer media and interesting game variations have succeeded in improving children's gross motor skills. Because the success rate has exceeded 70%, these findings show that the use of concrete media with more varied and challenging learning strategies has a positive influence on the development of children's abilities

Discussion

1. Improvement of Children's Gross Motor Skills

Research shows that children's gross motor skills have improved after the implementation of learning with family ball media in two cycles. In cycle I, the child is still at the MB and BB stages, especially in the aspects of throwing, catching, and body coordination. After modifications were made in cycle II, including the addition of a variety of more challenging activities to play

activities and increased motivation, optimal development in children and significant developmental intensification. This is in line with the opinion of Gallahue and Ozmun (2012) who stated that pleasurable physical activity carried out repeatedly can encourage children's gross motor development. Hurlock (2011) also emphasized that games with concrete tools such as balls are able to train balance, coordination, and muscle strength naturally. Research by Sari & Kurniawati (2020) shows that soccer media is effective in improving gross motor skills because it involves overall body movements. Thus, learning to use family balls has been proven to be able to actively and meaningfully improve children's gross motor skills.

2. Ball Throwing Ability

In the first indicator, namely the child's ability to throw the ball, there was a significant increase between cycles I and II. In the early stages, children still need the teacher's direction and are not able to control the force and direction of the throw, most children are still in the MB category, some are even BB, so the ability to distinguish objects is still limited. However, after the application of the paired and group game method in cycle II, an improvement began to be seen where most children were able to identify the difference in objects correctly even though still with the guidance of the teacher, the children showed better coordination in throwing the ball. This is in line with Gallagher's (2013) theory that throwing skills are an important part of gross motor development involving large muscles in the arms and shoulders. Repeated exercises in a fun play atmosphere make it easier for children to master this skill. Dewi & Sulastri (2021) also found that the activity of playing football can improve hand movement control and visual-motor coordination. The results of this study support this theory, showing that family football media can significantly improve children's throwing skills.

3. Ability to catch the ball

In the second indicator, namely children's skills in catching the ball, there appears to be a significant improvement. If in cycle I most children are still in the BB and MB categories, children's ability to catch the ball also experienced a clear increase in cycle II. If previously children had difficulty estimating the direction of the ball and were not able to catch it correctly, then after repeated learning, they showed better eye and hand coordination. This is in line with Sujiono's (2019) theoretical view, which involves catching a ball to train reflexes, balance, and visual and kinesthetic coordination. Piaget in Santrock (2018) emphasizes the importance of concrete experiences in early childhood learning, and that catching the ball is an effective form of hands-on experience to train movement control and motor response. Thus, the use of family soccer media has been proven to help children improve their ability to catch optimally.

4. Movement Coordination Ability

In the third indicator, coordination of body movements shows significant development. In cycle I, children seem not to be able to coordinate hand, foot, and eye movements simultaneously if in cycle I there are still many children in the BB and MB categories. However, in cycle II, they began to show more flexible, fast, and balanced movements when playing football. This is in

accordance with the theory of Gallahue & Ozmun (2012) explaining that movement coordination is the ability to harmonize various muscle movements in harmony, which can be improved through games that demand quick reactions and cooperation between parts of the body. Research by Putri & Rahmawati (2020) also shows that ball games have a positive impact on balance and agility in early childhood. Therefore, family soccer media is effective in improving children's coordination of movements in a fun and efficient way.

5. Children's Activeness in Play Activities

Children's activeness in play has also increased significantly. In cycle I, there are still many children in the BB and MB categories because they are not confident in socializing, some children are still passive and need encouragement from teachers. However, in cycle II, the children appeared more enthusiastic, confident, and actively participated in the ball game. This is in line with the theoretical view of Sujiono (2019) stating that playing in groups can increase children's confidence and social spirit. Vygotsky (in Lestari, 2021) emphasizes the importance of social interaction in motivating children to actively learn through fun activities. Research by Wulandari & Sari (2020) also shows that active play media such as football is able to increase children's participation because it provides an interactive and competitive learning experience in a positive way.

Evidence from the results of the study shows that there is an improvement in the overall ability of movement coordination and gross motor skills of children. Children become more skilled and confident in socializing in throwing movements, catching, kicking, and coordinating movements in a balanced manner.

In general, the learning strategy applied in cycle II, namely a real increase in the use of Family Ball media at Mutiara Insani Kindergarten in Group A, has proven to be effective in fostering gross motor skills, increasing agility, balance, and children's confidence in physical activity. If in the first cycle most of the children were still in the BB and MB categories, then in the second cycle the majority of children had reached the BSH and even BSB categories. Most of the children have achieved the categories of Developing On Expectations (BSH) and Developing Very Good (BSB). These results are in line with the opinion of Safina Azzahra (2022) in the Indonesian Journal of Sports Service, which states that ball-based games can optimize children's muscle strength, balance, and coordination. In addition, the results of Tri Arifian Nugroho's (2020) research show that traditional games are able to stimulate children's gross motor skills effectively through fun and contextual activities.

CONCLUSION

Based on the results of classroom action research at Mutiara Insani Purwakarta Kindergarten, it can be concluded that learning using Family Ball media has proven to be effective in improving the gross motor skills of children aged 4-5 years in group A. In the first cycle, many children are still in the early stages of development, namely Not Yet Developing (BB) and Starting to Develop (MB). They still have trouble performing movements such as throwing, catching, and kicking the ball well. Children also still need help and direct examples from teachers to regulate balance, strength, and direction of movement.

After the learning strategy was improved in the second cycle by adding more varied and challenging activities such as throwing catches in pairs, rolling the ball in turns, and family ball relay games, there was a noticeable improvement. Most of the children have reached the stage of Developing According to Expectations (BSH), some have even been included in the Very Good Development (BSB) category. These findings show that direct experience with concrete media has a real positive impact on children's gross motor development. Children become more agile, balanced, and confident when doing physical activities. They also looked very enthusiastic during the activity. Thus, this learning helps children develop naturally, fun, and according to their developmental stage.

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