

Children's Gross Motor: After-school Activities And Mother's Role at Home (A Survey Study of Kindergarten Group A, at Pondok Aren District, Tangerang Selatan, Banten Province, Indonesia)

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Abstract

The aim of this research is to determine 4-5-year-old children gross motor ability on jumping, children's after-school activities, and their mothers' roles, on the students of kindergarten group A, Pondok Aren District, South of Tangerang, Banten Province, Indonesia. It was a survey study; which sample was chosen by purposive sampling technique. 6 kindergartens participated in this research, 161 questionnaires to the parents, and gross motor ability test in jumping for 66 kids. The findings of this research showed that : (1) The jumping ability of some children gross motor skills need to be improved, because they have a bit problem with their body weight, (2) Mostly their after school-activities are cognitive activities such as taking course of math, reading, writing, or foreign language, art activities such as taking course of coloring/drawing, music, dancing, or just at home passively activities by watching TV or play online games, (3) Most of their mothers are well educated career women whose working locations are far enough from their houses. And unfortunately, most of the children are only accompanied by their maids or nannies that have low educational background, less knowledge and experiences about how to take care or handle the early age children.

Key words: Children's gross motor ability; children after-school activities; mother's role

1 INTRODUCTION

In a natural way, children's motor ability will normally develop in any condition without meeting some problems. However, the technology has made them to access everything they need easily in this globalization era. The communication system has made everything become very close and easy. Besides, there aren't enough places for children to play, such as square or playground. Furthermore, the crowded of the road has also made less secure for children which is becoming another reason for parents to afraid of. Nowadays, going to school by walking or riding bicycle is something rare for children. It creates children to save their energy circumstantially.

The basic need and lifestyle are very necessary to have for this decade, so those create women to work outside. For parents who do not include tutoring children, or on a day when no tutoring schedule, it looks like they feel very "helped" with the development of technology such as the internet with on line game, computers, digital games (play station), or cable TV, because the child become had a "friend" to play with in the house, without leave the home. Based on Health Research Association in 2010, and was unveiled at a press conference "Asian Post Graduate Workshop" which-hosted by the European Society for Pediatric Gastroenterology, Hematology,

and Nutrition (ESPGHN), in Jakarta, Thursday, March 3, 2011, revealed that obesity in children under five age increased, especially in urban areas, particularly the city of Jakarta which fat toddler's highest prevalence. And then Basic Health Research (RISKEDAS), from Health Research and Development, Republic Indonesia Ministry of Health, 2013 showed that the level of the highest child obesity in Indonesia is Jakarta. This is triggered by lack of physical activity of children, many cheap high-calorie foods and lack of vegetable consumption. Pondok Aren District, Tangerang Selatan, is Banten Province, one of urban areas around Jakarta.

2 THEORETICAL FRAMEWORK

2.1 4 to 5 years old children's Growing

Height and weight are children's growing indicators. The growing of the children can be affected by some factors; they are internal and external factors. The internal factor is the genetic factor. The external factors such as nutrition, and daily activities (Siswanto, 2010). So, it has mentioned that the growing of the children can be stimulated by their nutrition's and activities.

The activities of the children such as daily routines, hobbies, and sports, will affect the children weight significantly (Hurlock, 2007). Nowadays, children have fewer activities since they play at home only rather than doing outdoor activities. Watching television or playing electronic game has created reluctantly to children in doing outdoor activities. Moreover, this situation will create decreasing metabolism of body.

Besides, the increasing of economic situation has highly affected the way of thinking, behavior, and life style to the parents. So, they have different ways to choose nutrition and also the numbers of food to be consumed (Siswanto, 2010).

2.2 4-5 year Children Development

Papalia stated that the development is the process of life time that can be analyzed scientifically (Papalia, 2008). So, development means an organism or individual change through the process periodically which are small too big and less to perfect. The maturity has processed on the certain time and was affected by experiences and other factors (Santrock, 2007). Papalia also stated that the development on basic needs is necessarily required since the duty of development must be handled on each period in order to create the normal condition for a long time.

2.3 4 - 5 year Children's Gross Motor ability (Jumping ability)

A jumping activity is one of locomotors-gross motor movements that indicate the development of the children (Shumway, 2001). It is a movement that projected by their own body such as running, jumping, and sliding (Gallahue, 2006). Moreover, they can manipulate the movement by their own body such as gesture, turning around to the left or right, bending, and balancing (Graham, 2011). Therefore, a Jumping movement is a skill of locomotors-gross motor ability (Coker, 2004). Thus, principally of children's physiology is the coordination of basic ability whether gross or soft motor ability.

2.4 The role of mother in child development

Good parenting takes time and effort (Bradley & Corwyn, 2004; Powell, 2005). Not only had the amount of time parents spent with their children, but the quality of togetherness which is also very important. In today's society, arising mistaken view

says that parenting can be done quickly and with little or no difficulty (Sroufe, 2000).

3 RESEARCH METHOD

This research used a survey method, quantitative descriptive method. The research is a descriptive study to find the status, phenomenon, and determine the status by using comparison standard that has been existed. The activity of managing the data has been conducted qualitatively.

4 RESULT AND DISCUSSION

4.1 Children's growing And Development

Table 1. Children's 4-5 years growing and Development

	Weight /kgs	Height/ cms	Jumping/ Cms
Standard	13,2 – 17,9	82,5–108	60-80
Minimal	13,5	97	21
Maximal	43,5	127	123
Average	20,5	110,7	75,2

As we can see from table 1, the children's weight scaling is between the standard. But the maximal weight 43,5 kg, is far from the standard. The average weight of the children 20,5 kgs, is also bigger than the standard (17.9 kgs).

The height of the children in this research is higher from the standard. The ability on jumping for 4-5 years old children is about 60-80 cm (Gallahue, 2006). The result in this research is: the lowest jumping distant is 21 cm, the highest jumping distant is 123 cm and the average jumping distant is 72,5 cm. There were 50% of children have jumping ability under the average level, 30 % of children have jumping ability on the average level and 20% of them have jumping ability above the average level.

4.2 After School Time Children's activities

As we can see at Table 2 below, the participants mostly have variants number of children age 0 to 8 years old which has 2 children is 48%, 1 child (39%), and 3 children is 12%.

Meanwhile, the children usually lived at home with some situation they were; lived with the maid (58%), lived at home with relatives (27%), baby sitter (9%), and lived at relative's home (5%).

Children after school free time about 9 hours, between 11:00 to 20:00. In generally, after school free time filled with played alone, played with

brother/sister, with a neighbor/friend, or followed the course. It was clear that if the children played alone he would play cognitive activities (31%), as well as technology games (32%). Then motor games (19%) or social emotional play (18%). Therefore, we may say that all activities made by the children when they were home mostly static activities without any interaction with their friends. But if the children played with their friend, there was a decline in technology play and cognitive game. While the motor games and social emotional games was increased, and it also made a new game as peer group game (11%). So, it can be concluded that playing with friends will increase motor activity, social emotional, and also peer group activities.

Table 2. Children activities after school Time

1. The number of children	1) 1 kid 0.39	2) 2 kids 0.48	3) 3 kids 0.12		
2. At home, Kids accompany by :	1) relatives family who stay at home 0.27	2) M 0.58	3) Baby 0.09	4) take care at relatives home 0.05	
3. Kids come home at :	1) 11.00 - 12.00 0.31	2) 12.00 - 13.00 0.51	3) 13.00 - 14.00 0.08	4) After 14.00 0.1	
4. Kids activities at noon :	1) Play alone/with brother, sister or maid 0.33	2. Play with friends/ neighbours 0.22	3) Take a course 0.45		
5. If the kids play alone at home, they played :	1) bike, ball, out door activities 0.19	2) Computer, games on line, watching tv, etc 0.32	3) Puzzle, Blocks, reading, drawing, colouring 0.31	4) Role play 0.18	
6. If the kids play with their friends at home, they will play :	1) Bike, Ball, out door activities 0.35	2) Computer, games on line, watching tv, etc 0.16	3) Puzzle, Blocks, reading, drawing, colouring 0.17	4) Role play 0.2	5) Peer games 0.11
7. Does the kid take a nap?	1) Rarely 0.28	2) Sometimes 0.48	3) often 0.15	4) Always take a nap, but do not allow 0.06	5) Always take a nap, even in a state of the roads 0.03
8. Kids Courses that they taken for a week:	1) 1 course 0.28	2) 2 courses 0.3	3) 3 courses 0.28	4) over 3 courses 0.14	
9. Kind of courses which kids follow :	1) reading, writing, math 0.3	2) Drawing, Colouring 0.17	3) Foreign Language course 0.23	4) Others (sempoa, creativity) 0.21	5) Movement n Sports (Swimming, karate, dancing, etc) 0.08
10. The most frequently real family activities on the weekend:	1) Doing indoor activities together, (cleaning up the room, or drawing 0.2	2) Watch TV, VCD, or play around the house 0.15	3) Come to relatives home 0.18	4) To the Mall 0.36	5) Outdoor activities, such as Out bound, swimming, biking 0.1

If the children didn't play at home, they followed the courses. In general, the children followed reading, writing, and math course (31%), foreign language (23%), Drawing and coloring (17%), others (abacus, creativity) 21%. We can see that only a few of the children took motor activity course such as sport, swimming, martial arts, foot ball games (8%).

On a weekend holiday, generally family activity was go to the Mall, cognitive play with the child at home, or went to relatives. In other words, today's

families' activities are the activities with lack of the physical movement around their home or outdoor activity.

The children mostly had a good biological time, in sleeping time. The average of sleeping times for the children was at 20.00 pm to 21.00 pm, or 21.00 pm to 22.00 pm. Moreover, it was good enough for children who sleep earlier at around 19.00 pm to 20.00 pm (17%). Only a few children who sleep late - after 22.00 pm (2%). Most of the children took a nap. So, it was easy for their mother to ask them to go to bed, and also to wake them up in the morning.

Most of the children went to school and back home with one of their parent (55%). It looked like that this situation can added the quality time between the children and their parents. Some of the children went home with private transportation (28%). However, few participants join with available private car from school (17%).

4.3 The Mother

From table 3 as below, we can figure out that generally a mother was a productive age, around 30 to 35-year-old (46%) while 33 % was 35 to 40 years old, 16% on 40 years old, and less than 25 years old (16%).

Table 3. The Mother

1. Age	1) <25	2) 25-30	3) 30-35	4) 35-40	5) >40
	0	0.05	0.46	0.33	0.16
2. Education	SMA	D3	S1	S2/S3	
	0.07	0.17	0.67	0.09	
3. Occupation	1) Full Time Work	2) Part time Work	3) Part time, and house wife	4) House wife, social and hobbies activities	5) Enterprenere
	0.47	0.05	0.03	0.32	0.13
4. Mom's working location :	Near	Not too Far	Far	Very Far	
	0.3	0.2	0.13	0.37	
5. Time To Go Work	1) before 06.00 AM	2) 06.00-07.00	2) 06.00-07.00	4) After 08.00	5) flexible time
	0.11	0.43	0.21	0.02	0.22
6. Time At Home	1) < 17.00	2) 17.00-18.00	3) 18.00-19.00	4) 19.00-20.00	5) >20.00
	0.25	0.24	0.13	0.19	0.19

The education background was usually bachelor degree (67%), senior high school (7%), Diploma (17%), and Master Degree (9%). They mostly live around North, South, West, and East of Pondok Aren district, part of urban area of Jakarta.

There were also some activities made by mothers; full time worker (47%), Jobless by doing some hobbies or social activities such as aerobic,

religious agenda, children-school association, etc. (3%), part time worker, house made (5%), and home-business (13%).

Furthermore, the mothers usually worked at some places that far away from home, such as; Golden Triangle, Central Jakarta, East Jakarta (57%), not too far such as Around Ciledug, West Jakarta, South Jakarta (6%), or nearest at around Bintaro Jaya (30%), and around BSD in South Tangerang (7%).

If mother's working location was far from Pondok Aren District, they can have reached by some public transportations which available, such as trains-commuter line or feeder bus (Trans-Bintaro bus). They usually went to work around 6.00 am to 7.00 am (43%), 7.00 am to 8.00 am (21%), below 6.00 am (11%), more than 8.00 am (2%), and only 22% who can go on flexible time.

Some arriving time-home from the mothers were at; 17.00 pm (25%), 17.00 pm to 18.00 pm (24%), 18.00 pm to 20.00 pm (19%), and more than at 20.00 pm is 19%. From the data, we can mention that, they went to work when their children woke up and they arrived at home before or after children's sleeping time.

4.4 The Maid

As we can see at the figure on table 4 below, it was about 63 % of maids were still in the late teenager period and only a few of them at the adult period (15 -25 years old).

Table 4. The Maid

1. Age (in years)	1) < 15	2) 15-20	3) 21-25	4) 25-30	5) > 30
	0	0.34	0.29	0.13	0.24
2. Education	< SD	2. SD	3. SMP	SMA	D3
	0.11	0.35	0.41	0.11	0.03
3. Taking care The kids (months)	1. < 6	2) 6-12	3) 12-24	4) > 24	
	0.23	0.24	0.17	0.35	
4. Experiences (Years)	First Exp	< 1 Year	1-3 Years	3-5 Years	>5 Years
	0.22	0.18	0.27	0.16	0.17
5. Care Giver Course	YES	NO			
	0.13	0.87			

According to the formal education, it was about 32 % of the maids only graduated from primary school, and 41% of the maids were junior high school education background. In addition, it was 11 % of maids didn't graduate from primary school. In the opposite, it was only 11 % of the maids were graduated from senior high school. Besides it was

only 3% of the maids were had collage background. In fact, it was almost 87% of the maids never learn in the informal education of the caretaker service. It's only 13 % of maids who get the education in formal institution of the caretaker service.

According to experiences, 22% of maids didn't have any experiences in taking care of the children before. But 18 % of them had experiences for a year, 27% of maids had experiences in taking care of the children for 1-3 years, 16% of maids had experiences taking care of the children for 3-5 years, and 17% have more than 5 year experiences. Besides that, most of them has worked and take care of their children less than 12 months. There was a few of maids who take care of their children more than 24 months. The good thing was, in generally, 61% of the mothers know the maids' family background because they took them from their relatives, friend's recommendation, or from the people surrounding them.

5 CONCLUSION AND SUGGESTION

5.1 Conclusion

1. The growth of children aged 4-5 years in this research sampling were at above-average level, and the development at the level of jumping ability, mostly below the average.
2. The children and mother only have together time only about 5 hours a day. That was in very early in the morning (5 a.m. to 07:00 a.m) when prepared to go. Then went home at the end of afternoon (5:00 p.m. to 8:00 p.m.). The available time was too early or too late, and it was impossible for the mother and children to do some gross motor activities.
3. Child after school free time around 9 hours. Most of their activities were cognitive, or language.
4. In general, the mothers were between 30-40 years old that known as a productive age, and graduated degree. Their activities were working as a full-time employee or an active housewife. Almost working mother will spend the day with far working location. Unfortunately, the mothers with good background education and good maturity had very limited time in taking care of their children.
5. Most of the children must stay at home after school time with their maids who had limited knowledge, very young and without enough working experience of caring of the children. Besides that, they knew the children just for 6 months until 2 years. The good thing was most of mothers knew the background of their maid. It maybe happened because they got the maids from their relatives, or friends, and neighbor's recommendation

5.2 Recommendations

1. Mothers have to concern with kid's motor ability although she can't accompany them.
2. School's curriculum must design to get balancing for all aspects on the kid's development, not only for one aspect. Gross Motor Playing "must" available at the Early Childhood Curriculum to balance the present environment condition.
3. There are some points that can't be avoided by parents to accompany their children growing, they are; working mother, the little number of family at home, and difficulties to find a good house maid.
4. So, the government and all stakeholders have an important role to solve all these cases to be a facilitator the growing and development of children. Even more, they must give some training to housemaid and baby sitter in order to be a good assistant on educating children since the children are very depending on an adult assistance. So, we don't really create the **children-housemaid generation**.

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