
Teacher Assessment of School Readiness on Motoric Aspect of Children Ages 5-6 Years in State Kindergartens in Pekanbaru

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Abstract: This research is to know teacher's assessment of school readiness for children aged 5-6 years in state kindergartens in Pekanbaru (Motoric Aspect). The population in this research is all children aged 5-6 years in all state kindergartens in Pekanbaru amounted to 325 children with total sample of 150 children. The method used is quantitative descriptive method to know the teacher's assessment of school readiness in children aged 5-6 years. Data collection technique used observation sheet. Based on the results of data analysis, it was obtained the findings that the percentage of 6 indicators of school readiness in children aged 5-6 years in allstate kindergartens in Pekanbaru such as: Children can run (72.36%) at state kindergartens in Pekanbaru is high,so the motoric readiness of children in kindergarten can be categorized as Developing As Expectations, Children can kick the ball (75.27%) is high, so motoric readiness of children in kindergarten can be said Developed As Expectations, Children can balance the body in plank board (72.72%) is also high so motoric readiness of children in kindergarten can be said Developing As Expectations, Children can play fingers (72,90%) pertained high, then the motoric readiness of children in kindergarten can be categorized Developing As Expectations, Children can 'meronce' (string up) (76.36%) is very high, so then the motoric readiness of children in kindergarten can be said Very Good Developing (BSB), and indicator of Children can color a certain image pattern is very high (76.36%), so motoric readiness of children in kindergarten can be said Developing Very Good. The overall of readiness in motoric aspect at state kindergartens in Pekanbaru is categorized high (74.33%), so motoric readiness of children in kindergarten can be said Developing As Expectations.

Keywords: School Readiness, Teachers' Assesment, Motoric Aspects.

1. Introduction

Motoric development is a process of motion ability of a child. The motoric development develops with nerve and muscle maturity. In general, this development is divided into two, namely the development of rough motor and fine motor, rough motor skills include walking, jumping, spinning, throwing, balancing and dancing which involves the use of large gestures. While fine motor skills include drawing, writing, tying shoelaces, and activities that involve the use of small body movements (Hurlock, E.B., 1993).

According to Sujiono, B. et al (2008) that the first five years is the period of rapid motor development of children. Motoric movement is all movement that may get by whole body. While the motor development can be called the development of the elements of maturity and control of gestures. Motor development owned by children is closely related to the development of motor centers in the brain. Child's motor skills develop in line with nerve and muscle maturity. Any movement done by the child though simple, is the result of complex interaction patterns from different parts of the system in the body that is controlled by the brain. The brain acts as part of the body of the nervous system that regulates and controls all the physical and mental activities of a person (Allen, K. Eileen., 2010).

Since the importance of this period, the role of stimulation in the form of providing a conducive environment must be prepared by educators, whether parents, teachers, carers or other adults around the child, so that children have the opportunity to develop all of their potential. Potentials that are embraced include the moral and religious values, emotional social and self-reliance, emotional social abilities, cognitive, physical motor, and art. Early childhood educators are given early in life to develop optimally (Sari, D., P., Daeng., 1996).

One aspect of development to be achieved by early childhood is the aspect of motor physical ability (Hidayani, R., 2005). This capability required some of the foundation for the child to develop children's motor skills in line with nerve and muscle maturity. Any movement done by the child though simple, is the result of complex interaction patterns from different parts of the system in the body that is controlled by the brain. The brain acts as a part of the body of the nervous system that regulates and controls all the physical and mental activities of a person. Based on the above problems, the researcher is interested to conduct research on teacher's assessment of school readiness 5-6 years in allstate kindergartens in Pekanbaru (physical aspect motor).

2. Methodology

The research is a descriptive method with quantitative approach, to get teacher assessment about school children readiness at age 5-6 year in all state kindergartens in Pekanbaru on motoric aspects.

The population in this study were all students in state kindergartens in Pekanbaru which amounted to 325 children. Since the population is too large, then sample is taken with proportional random sampling with total of 150 students.

The data collection in this research used observation technique from teacher assessment result. The data was obtained during the learning activities, and then it was analyzed descriptively. The data obtained is processed by percentage technique.

The data used in this study is primary data that is data taken directly from the respondent. The instrument used in this research is the observation sheet.

Data analysis techniques obtained were analyzed to find out descriptive statistics that depict the level of teacher's assessment of school readiness for children aged 5-6 years in all state kindergartens in Pekanbaru on the physical aspects of motor (Sugiyono, 2010). Furthermore, to

know the assessment of school readiness level (good, medium, low), it was used the formula as below :

$$P = \frac{F}{N} \times 100\%$$

Description :

- P = Percentage
- F = Frequency
- N = Number of Subjects

The data found is also tabulated to find out the teacher's assessment of the school readiness level, so it can be known the level of school readiness in every aspect. In addition, the authors will also analyze the teacher's assesment against school readiness for children aged 5-6 years in all state kindergartens in Pekanbaru on the physical aspects of motor.

3. Result and Discussion

Data analysis was done by observation to know the result of school readiness in all kindergartensin Pekanbaru with 150 children.

Table 1.School Readiness in TK Negeri Pembina I Pekanbaru

No	TK Pembina 1	Frequency	Total Score	Percentage	Categ ory
1	Children can run	130	200	65	BSH
2	Children can kick the ball	138	200	69	BSH
3	Children can balance the body in plank board	130	200	65	BSH
4	Children can play fingers	124	200	62	BSH
5	Children can 'meronce' (string up)	134	200	67	BSH
6	Children can color a certain image pattern	134	200	67	BSH
	Total Motoric Aspect Readiness	790	1200	65,83	BSH

Based on Table 1., it can be seen that in the indicator of children can run (65%) at TK Negeri Pembina 1 is high, so motoric readiness of children in kindergarten can be said Developed As Expectation (BSH), Child can kick ball (69%) at TK Negeri Pembina 1 is high then the motor readiness of children in kindergarten can be said Developing As Expectations (BSH), Children can balance the body on the plank board (65%) at TK Negeri Pembina 1 is high so the motor readiness of children in kindergarten can be said Developed As Expectation (BSH), Children can play finger games (62%) at TK Negeri Pembina 1 is high, so motoric readiness of children in kindergarten can be said Developed As Expectation (BSH), Child can 'meronce' (string up) (67%) at TK Negeri Pembina 1 is high then motoric readiness of children in kindergarten can be said Developed As Expectation (BSH), and indicator of Children can color the pattern of certain image (67%) is also high, so then motoric readiness of children in kindergarten can be said Developed As Expectation (BSH). So the overall aspects of motor readiness (65.83%) at TK

Negeri Pembina 1 is high so motoric readiness of children in kindergarten can be categorized Developed As Expectation (BSH).

Table 2. School Readiness in TK Pembina 2 Pekanbaru

No	TK Pembina 2	Frequency	Total Score	Percentage	Category
1	Children can run	123	200	61.5	BSH
2	Children can kick the ball	129	200	64.5	BSH
3	Children can balance the body in plank board	128	200	64	BSH
4	Children can play fingers	132	200	66	BSH
5	Children can 'meronce' (string up)	143	200	71.5	BSH
6	Children can color a certain image pattern	141	200	70.5	BSH
	Total Motoric Aspect Readiness	796	1200	66.33	BSH

Based on Table 2., it can be seen that in the indicator of Children can run (61.5%) TK Negeri Pembina 2 is high, so motoric readiness of children in kindergarten can be said Developed As Expectation (BSH), Child can kick the ball (64.5%) at TK Negeri Pembina 2 is high so, motoric readiness of children in kindergarten can be said Developing As Expectation (BSH), Children can balance the body on plank board (64%) at TK Negeri Pembina 2 is high, so motoric readiness of children in kindergarten can be said Developing As Expected (BSH), Children can do finger play (66%) at TK Negeri Pembina 2 is high, so motoric readiness of children in kindergarten can be said Developed As Expectation (BSH), Children can 'meronce' (string up) (71.5 %) at TK Negeri Pembina 2 is high, so motoric readiness of children in kindergarten can be said Developing As Expectation (BSH), and the indicator of Children can color certain image pattern (70.5%) at TK Negeri Pembina 2 is high so the students' readiness of motoric aspect in kindergarten can be said Developed As Expectations (BSH). In general, the aspect of motor readiness with the number of 66.33% at TK Negeri Pembina 2 is high, so motoric readiness of children in kindergarten can be said Developing As Expectations (BSH).

Table 3. School Readiness in TK Negeri Pembina 3 Pekanbaru

No	TK Pembina 3	Frequency	Total Score	Percentage	Category
1	Children can run	148	150	98.66	BSB
2	Children can kick the ball	147	150	98	BSB
3	Children can balance the body in plank board	142	150	94.66	BSB
4	Children can play fingers	145	150	96.66	BSB
5	Children can 'meronce' (string up)	143	150	95.33	BSB
6	Children can color a certain image pattern	145	150	70.5	BSB
	Total Motoric Aspect Readiness	870	900	96.66	BSB

Based on Table 3. it can be seen that in the indicator of Children can run (98.66%) at TK Negeri Pembina 3 is very high, then the motor readiness of children in kindergarten can be said Very Good Developing (BSB), Children can kick the ball (98%) at TK Negeri Pembina 3 is very high, so motoric readiness of children in kindergarten can be said Very Good Developing (BSB), Children can balance the body on the board of the caten (94.66%) at TK Negeri Pembina 3 is very high, then motor readiness of children in kindergarten can be said Very Good Developing (BSB), Child can do finger game (96.66%) is also very high, so motor readiness of children in kindergarten have been said Developing Very Good (BSB), Child can be 'meronce' (string up) (95.33%) at TK Negeri Pembina 3 is very high so motor readiness of children in kindergarten can be said Very Good Developing (BSB), and indicator of Children can color the certain image pattern (96.66%) at TK Negeri Pembina 3 was classified ver high, then the readiness of motor aspects of children in kindergarten can be said Very Good Developing (BSB). Then, the aspect of motor readiness in general (96.66%) at TK Negeri Pembina 3 is very high, then motor readiness of children in kindergarten can be said Very Good Developing (BSB).

Tabel 4. School Readiness in all state kindergartens in Pekanbaru.

No	All State Kindergartens in Pekanbaru	Frequency	Total Score	Percentage	Category
1	Children can run	398	550	72.36	BSH
2	Children can kick the ball	414	550	75.27	BSH
3	Children can balance the body in plank board	400	550	72.72	BSH
4	Children can play fingers	401	550	72.90	BSH
5	Children can 'meronce' (string up)	420	550	76.36	BSB
6	Children can color a certain image pattern	420	550	76.36	BSB
	Total Motoric Aspect Readiness	2453	3300	74.33	BSH

Based on Table 4. it can be seen that in the indicator of Children can run (72.36%) at all state kindergartens in Pekanbaru is high, so motoric readiness of children in kindergarten can be said Developed As Expectation (BSH), Child can kick the ball (75.27 %) is high so motoric readiness of children in kindergarten can be said Developing As Expectations (BSH), Children can balance the body on board of caten (72.72%) is high, then motor readiness of children in kindergarten can be said Developing As Expectations (BSH), Children can play fingers (72.90%) at all state kindergartens in Pekanbaru is high so motor readiness of children in kindergarten can be said Developing As Expectations (BSH), Children at all state kindergartens in Pekanbaru in general is very high (76.36%) so motor readiness of children in kindergarten can be said Very Good Developing (BSB), and indicator of Children can color certain image pattern (76.36%) at state kindergartens in Pekanbaru. So the new class is sa High motorcycle readiness of children in kindergarten can be said Very Good Developing (BSB) and motoric readiness (74.33%) at all state kindergartens in Pekanbaru is high so motoric readiness of children in kindergarten can be said Developed As Expectations (BSH).

4. Conclusion

Based on the results of research and discussion in the previous section, it can be concluded as follows:

1. On the indicator of Children can run (72.36%), the score is high so motoric readiness of children in kindergarten can be said Developed As Expectations.
2. In the indicator of Children can kick the ball (75.27%) at all state kindergartens in Pekanbaru is high, so motoric readiness of children in kindergarten can be said Developed As Expectations.
3. In the indicator of Children can balance the body on the board of caten (72.72%) pertained high then the motor's readiness of children in kindergarten can be said Developed As Expectations.
4. In the indicator of Children can play the game fingers (72.90%) pertained high, so then the motor readiness of children in kindergarten can be said Developed As Expectations.
5. In the indicator of children can 'meronce' (76.36%) is very high so motorcycle readiness of children in kindergarten has been said Very Good Developing.
6. In the indicator Children can color the pattern of certain images 76.36%) TK Negeri Se-Pekanbaru is very high then the motor readiness of children in kindergarten has been said Developing Very Good.
7. Overall readiness of motor aspect obtained value (74.34%) at all state kindergartens in Pekanbaru pertained high then the motor readiness of children in kindergarten has been said Developed As Expectations.

Based on the findings and discussion of this study, then to improve motor skills in children aged 5-6 years, it was necessarily done the following things:

1. PAUD/TK Organizer

To maintain and create teacher and parent training programs on motor development materials. To Encourage PAUD teachers to conduct quantitative descriptive research collaboratively with PAUD lecturers at affordable colleges to optimize motor skills in early childhood, especially children aged 5-6 years through joint programs each year of learning. Because there are many other factors have not been revealed scientifically that contribute to aspects of motor development and other aspects of self-early childhood.

2. For Master

Each teaching material provides additional themes on motor behavior, Develop more teacher creativity for the use of APE from local materials by conducting qualitative research independently or collaboratively with which side can work together.

3. For parents

To teach children to train motor skills early in the house such as training children meronce (string up), walking on the boardwalk, coloring patterns etc.

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