Abstract
This study aims to produce a game model to develop gross motor and fine motor skills together for kindergarten students who have been adjusted to the curriculum and characteristics of kindergarten students. This research is in accordance with the steps of development research from Sugiyono (2016): (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) revision, (6) product trials, (7) product revisions, (8) trial use, (9) product revisions. The results of this study produced five types of game models, namely: (1) grain games, (2) airplane games, (3) zigzag animal games, (4) straws stringing games, and (5) crawling glass games. The results of the small-scale trial get a percentage rating of 93.6% with a value of 4.68 and fall into the very good category of 97.4% with a value of 4.87% and fall into the very good category.

Keywords: Game Models, Motor Skills, Kindergarten

INTRODUCTION
This childhood is also often referred to as the golden age or golden age. This period is a sensitive period (sensitive periods), during which time the child is especially easy to accept stimuli from the environment [12]. At this time children will learn easily, so a good education is needed. Education that is suitable for early childhood is Kindergarten (TK)(1).

Kindergarten education is very important because kindergarten is the first place for early childhood learning apart from their family and home environment. Kindergarten is a preschool educational institution before entering an elementary school education institution [7]. Kindergarten is a coaching effort intended for children 4-6 years old which is carried out by providing educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education. "Education has a key role and all sectors-including early childhood education-must be a part of re-imagining and transforming current unsustainable patterns of living" [3]. Kindergarten education aims to explore and develop the potential that exists in children. Developmental aspects which are the goals of kindergarten education, namely: religion-moral(15).

One of the learning objectives of this kindergarten is physical-motoric. Physical motor development includes the development of gross and fine muscle bodies [13]. Gross motor skills involve the large muscles of the body and include locomotor functions such as sitting up straight, walking [14]. Fine motor skills are the coordination of small...
parts of the body muscles, especially the hands. For example, fine motor skills are turning the pages of a book, using scissors and joining pieces when playing puzzles [6].

The objectives of physical-motor learning in kindergarten have the aim of having adequate movement skills and developing cognitive, motor and affective values. Movement skills are abilities that should be possessed by students as provisions in carrying out daily life and the next [5]. Presschoolers should be encouraged to develop competence in fundamental motor skills that will serve as the building blocks for future motor skills fullness and physical activity [1]. The learning objectives will be achieved by selecting the right learning model. The development of learning models aims to streamline and streamline the achievement of learning objectives [8].

The learning model by playing fits perfectly with the character of early childhood, as "these recommendations are grounded on nations that children are competent, active agents in their own lives" [2]. Playing is a learning tool for early childhood [10]. The world of children is a world of play, meaning that all types of activities aimed at developing the potential of early childhood use play as a vehicle [9]. Playing is also useful for children to learn to move and learn about their bodies. "Children's play is the primary made by which they learn about the body and movement capabilities" [4].

Learning with the play model is a fun activity for early childhood, because children will not feel bored, depressed and uncomfortable [17]. Games will make children more happy and enthusiastic [16]. Physical play that is done outside the classroom is also beneficial for gross motoric development and fine motor skills of early childhood. Children will move more than sit in class [18]. This will increase the ability of the child's muscles and brain.

Based on the above facts, the authors decided to make observations in several kindergartens to determine the level of gross motor skills and fine motor skills of kindergarten students, the learning models used to develop motor skills, and the level of educators' needs for gross motor and fine motor game models for kindergarten students. The results of the observations were deepened by interviewing the responsible teachers in each kindergarten. The results of the observations show that: (1) the ability of kindergarten students in the realm of gross motor skills and fine motor skills is still lacking so that there are some activities in gross motoric and fine motor skills that still cannot be done properly, (2) learning models with games to develop gross motorskills and fine motor skills simultaneously in accordance with the curriculum and student characteristics are still less varied, (3) all teachers argue that they need a game model for learning gross motor and fine motor skills simultaneously, in order to be more time efficient and the learning model more varied.

This study will develop a game model to develop gross motor skills and fine motor skills of kindergarten students. This game model will be arranged according to the curriculum and objectives of kindergarten learning. This game model will also be adapted to the characteristics and motor skills of kindergarten students. The game model that has been developed is expected to be applied by teachers in physical-motor learning in kindergartens.

METHODS

This research includes Research and Development (R&D) research. Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products [11]. This research is in accordance with the development research steps of Sugiyono (2016): (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) revision, (6) testing product, (7) product revision, (8) trial use, (9) product revision [11].

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RESULTS

This research has developed 5 game models, including: (1) grain games, (2) airplane games, (3) animal zigzag games, (4) straw stringing games and (5) glass crawling games.

The validation of the model draft was carried out by two experts, namely Dr. Muhammad Hamid Anwar, M.Phil, and Dr. Widianto, M.Kes. Based on the results of expert validation, the game model for developing motor skills of kindergarten students was declared the category worthy of being tested and has been revised. Therefore, the game model to develop motor skills of kindergarten students was continued for small-scale product trials.

Product Trial (small scale)

<table>
<thead>
<tr>
<th>Game Name</th>
<th>Total score</th>
<th>%</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole grains</td>
<td>184</td>
<td>94</td>
<td>4.7</td>
</tr>
<tr>
<td>Airplane</td>
<td>181</td>
<td>92</td>
<td>4.6</td>
</tr>
<tr>
<td>Animal Zigzag</td>
<td>184</td>
<td>94</td>
<td>4.7</td>
</tr>
<tr>
<td>Stringing Straws</td>
<td>181</td>
<td>92</td>
<td>4.6</td>
</tr>
<tr>
<td>Crawling Glass</td>
<td>186</td>
<td>96</td>
<td>4.8</td>
</tr>
</tbody>
</table>

The mean results of the assessment are then converted into a qualitative scale of 5 to determine the status of the evaluation. The game of "seeds" with a score of 184 (94%) with an average score of 4.7, which is categorized as "very good". The game "airplane" with a score of 181 (92%) with an average score of 4.6 is considered "very good". The game "animal zigzag" has a total score of 184 (94%) with a mean score of 4.7 which is categorized as "very good". The "straw series" game with a score of 181 (92%) with a mean score of 4.6 is considered "very good". The game "cup crawling" with a score of 186 (96%) with a mean score of 4.8, which is categorized as "very good".

Usage Trial (large scale)

<table>
<thead>
<tr>
<th>Game Name</th>
<th>Total score</th>
<th>%</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole grains</td>
<td>252</td>
<td>96</td>
<td>4.8</td>
</tr>
<tr>
<td>Airplane</td>
<td>255</td>
<td>98</td>
<td>4.9</td>
</tr>
<tr>
<td>Animal Zigzag</td>
<td>253</td>
<td>97</td>
<td>4.86</td>
</tr>
<tr>
<td>Stringing Straws</td>
<td>255</td>
<td>98</td>
<td>4.9</td>
</tr>
<tr>
<td>Crawling Glass</td>
<td>256</td>
<td>98</td>
<td>4.9</td>
</tr>
</tbody>
</table>
The mean results of the assessment are then converted into a 5 scale qualitative form to determine the status of the assessment. The game "wise" with a score of 252 (96%) with a mean score of 4.8, is considered "very good". The game "airplane" with a score of 255 (98%) with an average score of 4.9 is considered "very good". The game "zigzag animal" with a score of 253 (97%) with a mean of 4.86, which is categorized as "very good". The "straw series" game with a score of 255 (98%) with a mean of 4.9 is considered "very good". The game "cup crawling" a score of 256 (98%) with a mean of 4.9 is included in the criteria of "very good".

Table 4. Results of Large-Scale Game Feasibility Tests

<table>
<thead>
<tr>
<th>Game Name</th>
<th>Total score</th>
<th>%</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole grains</td>
<td>136</td>
<td>97</td>
<td>4.85</td>
</tr>
<tr>
<td>Airplane</td>
<td>137</td>
<td>98</td>
<td>4.9</td>
</tr>
<tr>
<td>Animal Zigzag</td>
<td>119</td>
<td>99</td>
<td>4.95</td>
</tr>
<tr>
<td>Stringing Straws</td>
<td>138</td>
<td>98</td>
<td>4.9</td>
</tr>
<tr>
<td>Crawling Glass</td>
<td>120</td>
<td>100</td>
<td>5</td>
</tr>
</tbody>
</table>

The results of assessments from observers on model products that have been tested on a small and large scale are a game model to develop motor skills that are easily understood and practiced by kindergarten teachers, and in accordance with the kindergarten curriculum. This game model is also in accordance with the characteristics of kindergarten students, attracts students' attention, is easy to play and safe to do and can develop gross and fine motor skills of kindergarten students.

This model used playing activity because kindergarten students learning characteristic did through playing. This game model could be used by teacher in physical motoric learning to develop hard and soft motoric ability at the same time, so that we had same time to train students' hard and soft motoric. Generally, hard and soft motoric ability were trained in different time, so that they were unbalanced. But, using this game model, hard and soft motoric development will run together. The aim to develop both hard and soft motoric ability will be gained.

The results of the feasibility test on a small and large scale can also be concluded that the five games are suitable for use in motor learning for students. This game model is suitable to be used to develop motor skills for kindergarten students that have been adapted to the characteristics of students and the kindergarten curriculum.

The following is an explanation of each game model to develop motor skills for kindergarten students according to the curriculum and characteristics of kindergarten students.

**Game of Grains**
The indicator in the game of grain is picking up an object and moving forward in a straight line. The motor aspect developed in this game of grain is the ability to control the hand using fine muscles, balance, and flexibility and coordination.

**Airplane Games**
The indicators in airplane games are mimicking simple paper folding (1-7 folds), swinging arms and strides, and accuracy. The motor aspects developed in this game are: flexibility of the fingers and strength of the arm muscles.

**Animal Zigzag Game**
The indicator in airplane games is to draw pictures with the technique of sticking and running in a coordinated manner. The aspects developed are the child's fine motor skills when sticking and agility.

**Straw Stringing Game**
The indicators in the straw stringing game are rapping 2 patterns with various media (beads, straws, paper, dau, etc.), arranging cubes and kicking the ball directionally. The aspects developed in this straw series game are the students' ability to move their fingers, the ability to grasp, kick the ball in a directed way, strength and coordination.

**Glass Games Crawling**
The indicator in the glass crawling game is pouring water into the reservoir and crawling with various variations. The aspects developed in the cup crawling game are the coordination of the eyes and fingers and the endurance of the muscles of the hands and feet.

**CONCLUSIONS**

Based on the results of the development that has been done, it is concluded that the game models developed for kindergarten students are arranged according to the curriculum and characteristics of kindergarten students. The suitability of the model with the curriculum is marked by the development of games guided by core competencies and basic competencies. This model uses play activities because the learning characteristics of kindergarten students are done through playing. This game model can be used by teachers in physical-motor learning to develop gross motor skills and fine motor skills together so that gross motor learning time will be the same as fine motor skills. The game model developed to develop motor skills of kindergarten students is suitable for use in learning.

**ACKNOWLEDGMENTS**

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**REFERENCES**


