



Improving Gross Motor Skills Through Outdoor Ball Games for Early Childhood in Kindergarten

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Abstrak

Kemampuan motorik kasar merupakan aspek perkembangan fisik yang menjadi dasar bagi keterampilan gerak, kebugaran, dan kepercayaan diri anak usia dini, namun di Kelompok B TK Al-Ihsan Kemantan Tinggi keterampilan ini belum berkembang optimal. Sebagian besar anak masih lemah dalam melempar, menangkap, dan menendang bola, serta dalam menjaga keseimbangan tubuh. Penelitian ini bertujuan meningkatkan kemampuan motorik kasar anak usia 5–6 tahun melalui permainan bola di luar ruangan. Penelitian menggunakan pendekatan Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus. Subjek penelitian adalah 16 anak Kelompok B semester genap tahun ajaran 2025/2026. Data dikumpulkan melalui observasi terstruktur menggunakan lembar pengamatan delapan indikator motorik kasar dengan skala empat kategori (BB, MB, BSH, BSB), serta catatan lapangan dan dokumentasi untuk triangulasi, kemudian dianalisis secara deskriptif kuantitatif sekaligus kualitatif. Hasil penelitian menunjukkan peningkatan yang progresif: rata-rata skor meningkat dari 2,00 (Mulai Berkembang) pada Siklus I menjadi 3,38 (Berkembang Sesuai Harapan menuju Berkembang Sangat Baik) pada Siklus II, dengan ketuntasan gabungan BSH dan BSB sebesar 94%. Seluruh delapan indikator pada Siklus II mencapai sekurang-kurangnya kategori Berkembang Sesuai Harapan sesuai milestone anak usia 5–6 tahun, dan sebagian mencapai kategori tertinggi. Disimpulkan bahwa permainan bola di luar ruangan yang dirancang secara bertahap—dari permainan bola dasar menuju permainan kombinasi dan beregu—efektif meningkatkan kemampuan motorik kasar anak usia dini.

Kata Kunci: Permainan Bola; Motorik Kasar; Anak Usia Dini; Penelitian Tindakan Kelas; Aktivitas Luar Ruangan.

Abstract

Gross motor skill is an aspect of physical development that forms the basis for movement skills, fitness, and self-confidence in early childhood; however, in Group B of TK Al-Ihsan Kemantan Tinggi this skill had not developed optimally. Most children were still weak in throwing, catching, and kicking a ball, as well as in maintaining body balance. This study aims to improve the gross motor skills of children aged 5–6 years through outdoor ball games. It employed a Classroom Action Research (CAR) approach using the Kemmis and McTaggart model, conducted in two cycles. The subjects were 16 children of Group B in the even semester of the 2025/2026 academic year. Data were collected through structured observation using an eight-indicator gross motor observation sheet with a four-category scale (BB, MB, BSH, BSB), together with field notes and documentation for triangulation, then

analysed using both descriptive quantitative and qualitative techniques. The results showed a progressive improvement: the mean score rose from 2.00 (Beginning to Develop) in Cycle I to 3.38 (Developing as Expected toward Developing Very Well) in Cycle II, with combined BSH and BSB completion of 94%. All eight indicators in Cycle II reached at least the Developing-as-Expected category, consistent with the developmental milestones for children aged 5–6 years, and several reached the highest category. It is concluded that outdoor ball games designed in stages—from basic ball play toward combination and team games—are effective in improving early childhood gross motor skills.

Keywords: *Ball Games; Gross Motor Skill; Early Childhood; Classroom Action Research; Outdoor Activity.*

Introduction

Early childhood is a golden age that is highly decisive for all aspects of a child's development. In the range of zero to six years, physical growth and the maturation of the nervous system proceed rapidly, so that appropriate stimulation during this period strongly influences the quality of the child's later development [1], [2]. One aspect that demands directed stimulation during this period is physical-motor development, particularly gross motor skills.

Gross motor skill is the movement ability that involves the body's large muscles—such as the arm, leg, and trunk muscles—to perform coordinated basic movements such as walking, running, jumping, throwing, catching, and kicking [3], [4]. This ability is the foundation for more complex movement skills, physical fitness, and a child's self-confidence in activity. Gallahue, Ozmun, and Goodway explain that fundamental movement skills—comprising locomotor, non-locomotor, and manipulative movements—develop in early childhood and require adequate practice opportunities to mature optimally [5].

Gross motor development proceeds through sequential phases. Gallahue and colleagues divide motor development into the reflexive, rudimentary, fundamental, and specialized movement phases; the kindergarten years fall within the fundamental movement phase, a critical period for mastering locomotor skills (running, jumping), non-locomotor skills (balancing, turning), and manipulative skills (throwing, catching, kicking) [5]. If this

phase is not well stimulated, children risk a delay in mastering movement skills at later stages [4], [6]. Therefore, providing movement-rich activities during this period is highly important.

The Child Development Achievement Level Standards (STPPA), as regulated in Minister of Education and Culture Regulation No. 137 of 2014, emphasize that children aged 5–6 years are expected to be able to perform coordinated body movements to train flexibility, balance, and agility, and to perform eye–hand–foot coordination [7]. Therefore, early childhood education institutions are obligated to provide activities deliberately designed to stimulate the attainment of these standards.

Outdoor play activities have added value for children's development. Besides providing wider room for movement, the outdoor environment presents diverse sensory stimulation—such as open air, varied ground surfaces, and longer sightlines—that requires children to adjust their body movements dynamically [8], [9]. Outdoor activities also support physical fitness, reduce learning fatigue, and foster social interaction among children. In the context of ball games, open space allows children to throw, kick, and run freely without spatial constraints, so that fundamental movement skills can be trained optimally.

One activity effective for stimulating gross motor skills is the ball game conducted outdoors. Ball games require children to throw, catch, kick, dribble, run, and maintain balance, thereby training strength, agility, and whole-body

coordination [10], [11]. Activities conducted outdoors provide wide room for movement and an enjoyable atmosphere that encourages children's active engagement [8], [9]. Several prior studies show that throwing-and-catching ball games positively affect children's gross motor development [12], [13] and are effectively applied through classroom action research [14], [15].

Theoretically, the effectiveness of ball games can be explained through the view that young children learn best through concrete and enjoyable play. Play gives children the opportunity to practise movement skills repeatedly without feeling pressured, while fostering cooperation and sportsmanship [9], [16]. Directed and regular movement stimulation accelerates children's growth and development [2]. Outdoor ball games fulfil this learning-through-play principle because they are active, social, and exploratory.

Nevertheless, prior studies generally emphasize the influence of ball games in general, and few have detailed the staging of the activity from basic ball play toward combination and team games as a systematic gradual improvement strategy. Herein lies the research gap addressed by this study. Based on initial observation in Group B of TK Al-Ihsan Kemantan Tinggi, most children were still weak in throwing a ball accurately, catching a ball with both hands, kicking a ball to a target, and maintaining body balance while moving quickly. This condition shows the need for a structured instructional improvement action.

Starting from these problems, this study aims to improve the gross motor skills of Group B children at TK Al-Ihsan Kemantan Tinggi through outdoor ball games designed in stages. The urgency of the study lies in providing an applicable model of ball-game activity for kindergarten teachers in stimulating gross motor skills from an early age, while enriching the body of classroom action research in early childhood education. The novelty of this study lies in its emphasis

on the game-staging strategy—from basic ball play toward combination and team games—as an action pattern that teachers can practically replicate.

Research Method

Research Design

This study used a Classroom Action Research (CAR) approach with the Kemmis and McTaggart spiral model, conducted in two cycles. Each cycle consists of four stages, namely planning, acting, observing, and reflecting [17], [18]. The reflection result at the end of one cycle becomes the basis for improving the action in the next cycle, as illustrated in Figure 1. CAR was selected because it positions the teacher simultaneously as practitioner and researcher, enabling iterative, evidence-based refinement of the movement intervention rather than a one-off treatment.



Figure 1. Classroom Action Research Flow of the Kemmis and McTaggart Model

Source: Adapted from Arikunto et al. (2021) [17]

The study was conducted at TK Al-Ihsan Kemantan Tinggi in the even semester of the 2025/2026 academic year. The subjects were 16 Group B children aged 5–6 years, taught by the teacher-cum-researcher and supported by a fellow teacher acting as observer. Each cycle was conducted in two sessions. Cycle I took place on 7 and 14 May 2026, while Cycle II took place on 21 and 28 May 2026. The action schedule is presented in Table 1.

Table 1. Action Implementation Schedule per Cycle

Cycle	Session	Date	Activity Focus
I	1	7 May 2026	Basic ball play: throwing, catching, kicking
I	2	14 May 2026	Consolidating basic ball movements
II	1	21 May 2026	Combination ball play: dribbling, running, team games
II	2	28 May 2026	Consolidating combination and team play

Source: Primary data (2026)

Materials and Apparatus

Because the intervention is movement-based and conducted outdoors, the equipment and field configuration were standardized in advance so that every child received an equivalent practice dose across sessions. The materials comprised balls of three sizes (a large foam ball, a medium plastic ball, and a small rubber ball) to grade the manipulative challenge; two portable goals and five cone markers to define throwing, kicking, and dribbling targets; colour bands to organize team play in Cycle II; and a flat, shaded outdoor court of approximately 8 × 12 metres marked with a start line, a target zone, and a dribbling lane. Safety provisions included a pre-activity warm-up, a non-slip surface check, and a fixed adult-to-child supervision ratio. The progressive arrangement of these materials—single-target stations in Cycle I, then multi-station circuits and small-sided team games in Cycle II—operationalized the staging strategy that distinguishes this study from prior single-task ball interventions.

The workflow of each session followed a fixed five-step sequence to keep the dose comparable: (1) a five-minute dynamic warm-up; (2) teacher demonstration of the target movement; (3) guided practice at

stations; (4) free or team play applying the movement; and (5) a brief cool-down and reflection with the children. Observers recorded attainment during steps 3 and 4, when the target skills were most clearly elicited.

Procedure

In the planning stage, the researcher developed daily lesson plans, prepared the materials and field configuration described above, compiled the observation sheet, and set the success indicators. In the action stage, the teacher opened the activity with a warm-up and movement demonstration, then guided the children through the ball game according to the cycle focus. In the observation stage, the observer recorded each child's attainment on the eight-indicator observation sheet while the researcher kept field notes. In the reflection stage, the researcher and observer analysed the results to identify still-weak indicators and formulate improvements for the next cycle.

The Cycle I action focused on basic ball play—throwing a ball to a target, catching a ball with both hands, and kicking a ball toward an intended direction—so that children would become accustomed to basic manipulative movements. Based on the Cycle I reflection, the Cycle II action was developed into combination ball play that integrated dribbling, running while carrying the ball, and small-sided team games, accompanied by motivation reinforcement and movement modelling so that children would become more confident and skilful.

Instruments and Data Collection

Data were collected through structured observation, field notes, and documentation, allowing triangulation across techniques. The observation sheet contained eight gross motor indicators, namely: (1) throwing a ball accurately toward a target; (2) catching a thrown ball with both hands; (3) kicking a ball toward an intended direction; (4) dribbling the ball in place or while walking; (5) running while carrying the ball with balance; (6) jumping and moving agilely

during the ball game; (7) maintaining body balance while moving quickly or turning; and (8) performing eye-hand-foot coordination in the ball game. These indicators were developed by referring to the concept of fundamental movement skills [5] and the STPPA [7]. The Developing-as-Expected (BSH) category represents the attainment of the gross motor milestone expected of children aged 5–6 years.

Data Analysis Technique

Each indicator was assessed using a four-category scale, namely Not Yet Developing (BB, score 1), Beginning to Develop (MB, score 2), Developing as Expected (BSH, score 3), and Developing Very Well (BSB, score 4). Quantitative data were analysed descriptively by calculating the mean score of each indicator and the completion percentage using Equation 1.

$$P = (f / N) \times 100\% \quad (1)$$

where P is the percentage, f is the frequency of children in a certain category, and N is the total number of children. Qualitative data from field notes were analysed thematically and used to triangulate and explain the quantitative trends. The success indicator was set such that at least 80% of children reach the Developing-as-Expected (BSH) category or higher [19]. When the success indicator was achieved, the cycle was stopped.

Findings and Discussion

1. Initial Condition (Pre-Action)

Before the action, the researcher observed children's gross motor ability. The results showed that most children were not yet able to throw a ball accurately to a target, had difficulty catching a thrown ball, and could not maintain body balance while moving quickly. The physical activities provided up to that point tended to be monotonous and gave little challenging room for movement. This condition motivated the choice of outdoor ball games as the corrective action, subsequently implemented in two cycles.

2. Cycle I Results

In Cycle I, basic ball play was introduced with a focus on throwing, catching, and kicking the ball. The observation of the eight gross motor indicators showed a mean score of 2.00 of a scale of 4.00, in the Beginning-to-Develop category. The distribution of children's attainment in Cycle I is presented in Table 2.

Table 2. Distribution of Children's Gross Motor Attainment in Cycle I

No	Attainment Category	Percentage (%)	Note
1	BB — Not Yet Developing	19	Not yet complete
2	MB — Beginning to Develop	63	Not yet complete
3	BSH — Developing as Expected	19	Complete
4	BSB — Developing Very Well	0	—
	Mean score	2.00 / 4.00	MB

Source: Processed primary data (2026)

As shown in Table 2, only 19% of children had reached the Developing-as-Expected category, while 63% were still in the Beginning-to-Develop category and 19% were still Not Yet Developing. To clarify which indicators were still weak, the mean score of each indicator in Cycle I is presented in Table 3.

Table 3. Recapitulation of Scores per Indicator in Cycle I

No	Gross Motor Indicator	Score	Category
1	Throwing a ball accurately to a target	2.0	MB
2	Catching a ball with both hands	2.0	MB
3	Kicking a ball to an intended	2.0	MB

	direction		
4	Dribbling the ball	1.5	BB–MB
5	Running while carrying the ball with balance	2.5	MB–BSH
6	Jumping and moving agilely	3.0	BSH
7	Maintaining balance while moving quickly	1.5	BB–MB
8	Eye–hand–foot coordination	1.5	BB–MB
	Mean	2.00	MB

Source: Processed primary data (2026)

Table 3 shows that the weakest indicators in Cycle I were dribbling, maintaining balance, and eye–hand–foot coordination, each scoring 1.5. This is understandable because these movements demand more complex body control and were not yet habitual for the children. Conversely, the jumping-and-agility indicator had reached 3.0 because this movement is more natural for children. Based on this reflection, the researcher designed improvements for Cycle II in the form of more varied combination games, additional dribbling and balance practice, and motivation reinforcement through team games.

3. Cycle II Results

In Cycle II, the activity was developed into combination ball play integrating dribbling, running while carrying the ball, and team games. The observation results showed a significant improvement, with a mean score reaching 3.38 of a scale of 4.00, in the Developing-as-Expected category moving toward Developing Very Well. The distribution of children's attainment in Cycle II is presented in Table 4.

Table 4. Distribution of Children's Gross Motor Attainment in Cycle II

No	Attainment Category	Percentage (%)	Note
1	BB — Not Yet Developing	0	—
2	MB — Beginning to Develop	6	Not yet complete
3	BSH — Developing as Expected	56	Complete
4	BSB — Developing Very Well	38	Complete
	Mean score	3.38 / 4.00	BSH–BSB

Source: Processed primary data (2026)

The detailed score of each indicator in Cycle II is presented in Table 5. All indicators reached at least the Developing-as-Expected category, and the indicators that had initially been weakest improved most prominently.

Table 5. Recapitulation of Scores per Indicator in Cycle II

No	Gross Motor Indicator	Score	Category
1	Throwing a ball accurately to a target	3.5	BSB
2	Catching a ball with both hands	3.5	BSB
3	Kicking a ball to an intended direction	3.5	BSB
4	Dribbling the ball	3.0	BSH
5	Running while carrying the ball with balance	3.5	BSB
6	Jumping and moving agilely	4.0	BSB
7	Maintaining balance while moving quickly	3.0	BSH
8	Eye–hand–foot coordination	3.0	BSH

	Mean	3.38	BSH– BSB
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Source: Processed primary data (2026)

Tables 4 and 5 show that in Cycle II no child remained in the Not-Yet-Developing category. As many as 94% of children reached the Developing-as-Expected category or higher—56% at BSH and 38% at BSB—while only 6% were still at Beginning to Develop. Crucially, all eight indicators attained at least the Developing-as-Expected category, meaning every targeted gross motor skill reached the developmental milestone expected of children aged 5–6 years, with the dribbling, balance, and coordination indicators—previously the weakest—now meeting the milestone. This attainment exceeded the established success indicator of at least 80% reaching BSH or higher.

4. Between-Cycle Comparison

The comparison of attainment between Cycle I and Cycle II is presented in Table 6 to show the magnitude of the improvement in the mean score and category distribution.

Table 6. Comparison of Gross Motor Attainment Between Cycles

Cycle	Mean Score	BB (%)	MB (%)	BSH (%)	BSB (%)
Cycle I	2.00	19	63	19	0
Cycle II	3.38	0	6	56	38
Increase	+1.38	−19	−57	+37	+38

Source: Processed primary data (2026)

Based on Table 6, the mean gross motor score of children increased by 1.38 points, from 2.00 in Cycle I to 3.38 in Cycle II. The trend of the mean score improvement across the pre-action, Cycle I, and Cycle II stages is shown in Figure 2, the shift in the distribution of attainment categories in Figure 3, and the comparison of the score of each indicator in Figure 4.

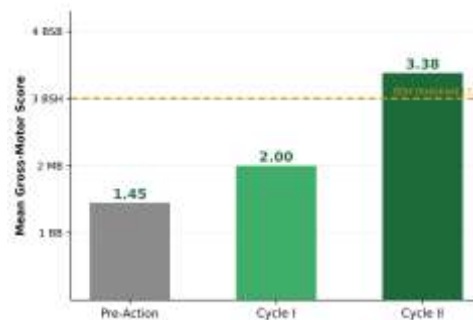


Figure 2. Mean Gross Motor Score per Stage

Source: Processed primary data (2026)

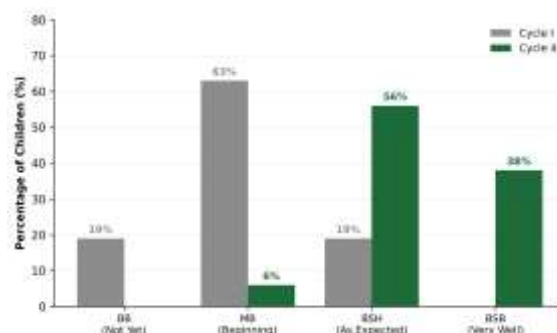


Figure 3. Distribution of Gross Motor Attainment Categories per Cycle

Source: Processed primary data (2026)

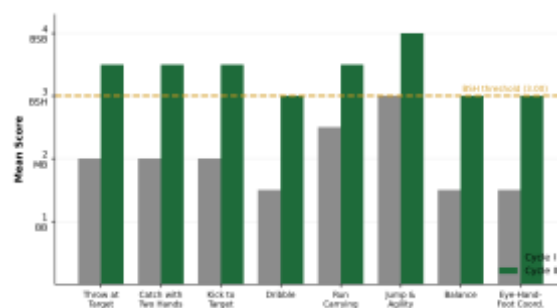


Figure 4. Comparison of Scores per Gross Motor Indicator

Source: Processed primary data (2026)

Figures 2, 3, and 4 clarify the progressive improvement. Figure 3 shows that the Not-Yet-Developing category, which was 19% in Cycle I, disappeared entirely in Cycle II, while the Developing-as-Expected and Developing-Very-Well categories together rose to 94%. Figure 4 shows that all indicators rose, with the largest jumps in maintaining balance and eye–hand–foot coordination (from 1.5 to 3.0) and dribbling (from 1.5 to 3.0). Notably, in Cycle II every indicator sits at or above the Developing-as-Expected threshold (score 3.00), confirming that all

targeted skills reached the age 5–6 milestone.

To place these findings in the context of similar research, Table 7 compares the gross motor improvement of several prior classroom action research studies that used games as the medium.

Table 7. Comparison of Findings with Similar Classroom Action Research

No	Game Medium	Final Attainment	Source
1	Ball games (this study)	BSH or higher 94%	This study
2	Throwing–catching ball	37.5% → 87.5%	Fitriani et al. [12]
3	Relay games	Improved over 2 cycles	Tangse & Dimiyati [20]
4	Basketball circuit	Significant improvement	Pahenra et al. [15]
5	Traditional hopscotch	Improved over 2 cycles	Hasibuan & Siregar [19]

Source: Compiled from various sources (2026)

Table 7 shows that the two-cycle improvement pattern found in this study is consistent with the general tendency of game-based classroom action research, which consistently reports gross motor improvement exceeding the success indicator. This reinforces the conviction that a structured and gradual play approach is a reliable strategy for stimulating early childhood gross motor skills.

5. Qualitative Triangulation of Observed Behaviour

To strengthen the validity of the quantitative findings, the field notes recorded during each session were analysed thematically and triangulated with the observation scores. Three recurring themes

emerged that help explain how and why the children’s gross motor skills improved across the cycles: growing movement confidence, the shift from individual to cooperative play, and the role of repeated, graded practice in mastering complex skills. These themes are illustrated below with representative excerpts from the observer’s notes (translated).

The first theme, growing movement confidence, was most visible in children who had been hesitant in Cycle I. Where the early notes recorded reluctance and avoidance, the later notes recorded initiative and visible enjoyment, mirroring the quantitative jump in the throwing and kicking indicators.

“In the first session, R. held the ball but did not dare to throw it to the target and kept handing it back to the teacher. By the second session of Cycle II he was lining up eagerly, throwing toward the goal, and cheering when the ball went in.” — Observer field note, Cycle II, Session 2

The second theme, the shift from individual to cooperative play, corresponds to the introduction of small-sided team games in Cycle II. The notes describe children beginning to pass, wait their turn, and encourage teammates—behaviours that coincided with the sharp rise in the running-with-ball and agility indicators, since coordinated team play demands both.

“During the relay-and-dribble game, the children started calling each other’s names to pass the ball and clapped for the friend who reached the cone. The activity no longer looked like each child playing alone.” — Observer field note, Cycle II, Session 1

The third theme, repeated graded practice, helps explain why the initially weakest skills—dribbling, balance, and eye–hand–foot coordination—improved the most. The staged stations let children rehearse the same movement many times with increasing difficulty, so that control

that was absent in Cycle I became reliable by Cycle II.

“At first the ball rolled away whenever the children tried to dribble; after several rounds at the dribbling lane they could keep the ball close along the line and turn at the cone without losing it.” — Observer field note, Cycle II, Session 1

The convergence of these qualitative themes with the quantitative scores—confidence with the manipulative indicators, cooperation with the locomotor indicators, and graded practice with the complex-control indicators—provides triangulated evidence that the improvement was not merely numerical but reflected genuine, observable change in the children’s movement behaviour. This methodological convergence strengthens the credibility of the conclusion beyond what the scores alone could establish.

6. Discussion

The results of this study confirm that outdoor ball games designed in stages are effective in improving children’s gross motor skills. The improvement can be explained from several angles. First, staging the activity from basic ball play toward combination and team games provides a gradually increasing challenge, so that children gain repeated practice that strengthens large-muscle strength, agility, and whole-body coordination [5], [3]. The repetition of throwing, catching, kicking, dribbling, and running intensively stimulates fundamental movement skills, in line with the concept that motor skills develop through adequate and structured practice opportunities [5], [4].

Second, conducting the activity outdoors with an enjoyable play atmosphere made children more enthusiastic and actively engaged. This explains why the initially weakest indicators, namely balance and eye–hand–foot coordination, improved most prominently in Cycle II. This finding aligns with the view that outdoor activity provides wide room for movement and rich

stimulation for children’s motor development [8], as well as studies emphasizing the role of a playful atmosphere in fostering engagement [21], [9].

Third, team games in Cycle II not only trained motor skills but also fostered cooperation, sportsmanship, and self-confidence, which in turn increased children’s motivation to move actively [15], [16]. Providing movement models and motivation reinforcement as a result of the Cycle I reflection proved to help children improve dribbling and balance, two indicators that were initially weak. This shows that the reflection cycle in CAR functions as it should, namely guiding well-targeted action improvement [17], [18].

This finding reinforces prior research concluding that ball games effectively improve the gross motor skills of young children [10], [12], [13]. The pattern of improvement from the first cycle to the second, exceeding the success indicator, is also consistent with findings on other gross motor games such as relays, circuits, outbound, and traditional games [15], [20], [22], [23]. Thus, this study not only confirms the effectiveness of ball games but also contributes a staging strategy from basic ball play toward combination and team games that teachers can apply practically in kindergarten.

Fourth, from a motor-development standpoint, the success of this action shows that Group B children are in a fundamental movement phase that is responsive to stimulation. The repeated manipulative ball practice helped children move from immature toward more mature movement patterns, as described in the fundamental movement development framework [5]. The fact that the previously weak dribbling, balance, and coordination indicators all reached the Developing-as-Expected milestone in Cycle II indicates that complex manipulative skills, given graded and repeated practice, can mature within the available period—while their position at the

threshold of the milestone, rather than the top category, signals that they remain the most practice-dependent skills and warrant continued attention.

The practical implication of this study is that kindergarten teachers can make outdoor ball games a structured routine activity, paying attention to the staging of difficulty levels, child safety, and feedback that fosters motivation. A limitation of this study lies in the relatively small number of subjects (16 children) and the scope of a single institution, so the generalization of findings must be done cautiously. Further research is advised to add cycles or broaden the variety of games so that children's attainment can be pushed further toward the highest category, and to use a broader range of subjects.

Conclusion

Based on the findings, it can be concluded that outdoor ball games designed in stages are proven effective in improving the gross motor skills of Group B children at TK Al-Ihsan Kemantan Tinggi. The improvement is shown by the rise in the mean score from 2.00 (Beginning to Develop) in Cycle I to 3.38 (Developing as Expected toward Developing Very Well) in Cycle II, with completion rising from 19% to 94%, exceeding the established success indicator. By the end of the study, all eight indicators had reached at least the Developing-as-Expected category, consistent with the developmental milestones expected of children aged 5–6 years, and several reached the highest category. The staging of the activity from basic ball play toward combination and team games, accompanied by movement modelling and motivation reinforcement as a result of reflection, became the key to the success of the action, and the qualitative themes of growing confidence, cooperation, and graded practice triangulated and explained the quantitative gains.

More specifically, this study makes several recommendations. For teachers, outdoor ball games should be designed in

stages, attending to difficulty level, child safety, and game variety so that children do not become bored quickly. For institutions, adequate ball-play equipment and a safe open area should be provided. For future researchers, it is recommended to add cycles or combine ball games with other movement media to drive children's attainment toward the Developing-Very-Well category for every indicator, and to involve more numerous and diverse subjects so that the findings can be generalized more broadly.

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