

ABSTRAK

Enik Prastiwiningtyas. 2026. *“Meningkatkan Kemampuan Keseimbangan Tubuh Anak Usia 3-4 Tahun Melalui Permainan Papan Titian di KB Tunas Harapan Waruktengah Kec. Pangkur Kab. Ngawi”*. Skripsi. Program Studi Pendidikan Anak Usia Dini, FKIP, Universitas PGRI Madiun. Pembimbing (I) (II) Dr. Alisa Alfina, M.Pd.

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan keseimbangan tubuh anak usia 3-4 tahun di KB Tunas Harapan Waruktengah, yang ditandai dengan 8 dari 10 anak mudah terjatuh, ragu-ragu, dan kurang percaya diri saat melakukan aktivitas fisik yang membutuhkan keseimbangan. Kondisi ini diduga disebabkan oleh metode pembelajaran motorik yang kurang variatif serta minimnya alat permainan edukatif yang menstimulasi keseimbangan tubuh. Penelitian bertujuan untuk mendeskripsikan kondisi awal, proses pelaksanaan, dan peningkatan kemampuan keseimbangan tubuh anak melalui kegiatan bermain papan titian.

Penelitian menggunakan pendekatan deskriptif dengan jenis Penelitian Tindakan Kelas (PTK) yang dilaksanakan secara bersiklus (perencanaan, tindakan, observasi, refleksi). Subjek penelitian berjumlah 10 anak kelompok usia 3-4 tahun Tahun Ajaran 2025/2026, dengan satu guru kelas sebagai kolaborator. Data dikumpulkan melalui observasi kemampuan keseimbangan statis dan dinamis menggunakan lembar observasi yang telah tervalidasi, kemudian dianalisis secara deskriptif kuantitatif berdasarkan persentase pencapaian pada tahap pra siklus, siklus I, dan siklus II.

Hasil penelitian menunjukkan peningkatan yang konsisten pada setiap siklus. Persentase ketuntasan keseimbangan statis dan dinamis meningkat dari 40% pada pra siklus menjadi 62,50% dan 59,75% pada siklus I, kemudian mencapai 93,75% pada siklus II, dengan seluruh anak berada pada kategori Berkembang Sesuai Harapan (BSH) hingga Berkembang Sangat Baik (BSB). Peningkatan ini didukung oleh pembiasaan latihan, bimbingan guru, dan kesesuaian media papan titian dengan tahap perkembangan motorik anak.

Disimpulkan bahwa kegiatan bermain papan titian secara bertahap dan berulang efektif meningkatkan kemampuan keseimbangan tubuh anak usia 3-4 tahun, sehingga penelitian dinyatakan berhasil tanpa perlu dilanjutkan ke siklus berikutnya. Guru, sekolah, dan orang tua disarankan mendukung keberlanjutan stimulasi ini, sementara peneliti selanjutnya disarankan mengembangkan variasi media, subjek, dan rentang usia penelitian.

Kata Kunci: keseimbangan tubuh, permainan papan titian, anak usia dini

ABSTRACT

Enik Prastiwiningtyas. 2026. "Improving Body Balance Skills in 3–4-Year-Old Children Through Balance Beam Play at KB Tunas Harapan Waruktengah, Pangkur District, Ngawi Regency." Undergraduate Thesis. Early Childhood Education Study Program, Faculty of Teacher Training and Education (FKIP), Universitas PGRI Madiun. Supervisor (I) (II) Dr. Alisa Alfina, M.Pd.

This research was motivated by the low level of body balance skills among 3–4-year-old children at KB Tunas Harapan Waruktengah, where 8 out of 10 children were prone to falling, hesitant, and lacked self-confidence when engaging in physical activities requiring balance. This condition is believed to stem from a lack of variety in motor-skill teaching methods and a scarcity of educational play equipment designed to stimulate body balance. The study aims to describe the initial conditions, the implementation process, and the improvement in children's body balance skills through balance beam play activities.

The study employs a descriptive approach using Classroom Action Research (CAR), conducted in cycles (planning, action, observation, and reflection). The subjects consisted of 10 children aged 3–4 years during the 2025/2026 academic year, with the class teacher serving as a collaborator. Data were collected by observing static and dynamic balance skills using a validated observation sheet, then analyzed through quantitative descriptive methods based on the percentage of achievement across the pre-cycle, first cycle, and second cycle.

The research results demonstrate a consistent improvement in each cycle. The completion percentage for static and dynamic balance increased from 40% in the pre-cycle phase to 62.50% and 59.75% in Cycle I, eventually reaching 93.75% in Cycle II, with all children falling into the categories of "Developing as Expected" (BSH) or "Developing Very Well" (BSB). This improvement was supported by regular practice, teacher guidance, and the suitability of the balance beam equipment for the children's motor development stage.

It is concluded that engaging in balance beam activities—conducted gradually and repeatedly—is effective in enhancing the body balance of children aged 3–4 years. Consequently, the study is deemed successful, with no need to proceed to further cycles. Teachers, schools, and parents are encouraged to support the continued provision of this stimulation, while future researchers are advised to explore variations in equipment, subjects, and the age range of participants.

Keywords: body balance, balance beam activities, early childhood