



## The Effect of Demonstration Methods on Gross Motor Skills in Children in Group B1 at Pembina Samporoa Public Kindergarten

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### ARTICLE INFO

#### Article history:

Received: 22 Dec 2025

Revised: 23 Feb 2026

Accepted: 27 Feb 2026

Published online: 05 March 2026

#### Keywords:

Demonstration Method,  
Gross Motor Skills,  
Early Childhood

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#### Article Doi:

<https://doi.org/10.31258/jes.10.3.p.567-578>

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### ABSTRACT

Early childhood education plays an important role in developing all aspects of child development, one of which is gross motor skills. This study aims to determine the application and effect of the demonstration method on the gross motor skills of children in group B1 at Pembina Samporoa State Kindergarten. This study uses a quantitative approach with a descriptive research type and a one-group pretest-posttest design. There were 15 children in the study. Data collection techniques were conducted through observation, interviews, and documentation. Data were analyzed using descriptive percentage analysis and inferential analysis through a t-test at a significance level of 5%. The results showed a significant increase in children's gross motor skills after the demonstration method was applied. In terms of physical endurance, the Very Good Development (VGD) category increased from 7% to 67%. In terms of balance, the VGD category increased from 0% to 20% and the Developing as Expected (DAE) category increased to 53%. In terms of physical strength, the VGD category increased from 0% to 20% and the DAE category increased from 33% to 67%. The t-test results showed that the t-count value of 10.142 was greater than the t-table value of 1.761, so H<sub>0</sub> was rejected and H<sub>1</sub> was accepted. The conclusion of this study shows that the demonstration method has a significant and effective influence on improving children's gross motor skills, particularly in the aspects of endurance, balance, and body strength.

## 1. Introduction

Education is any form of learning experience that takes place within the family, school, and community to develop abilities as optimally as possible from birth to the end of life. Education is guidance from adults that is absolutely necessary for humans. (Sari, 2018). Aprinawati (2017) explains that early childhood education is

the start of basic education, which is an effort to nurture and educate children aged 0-6 years old in early childhood education institutions by providing stimuli to develop the physical and spiritual abilities of students. A healthy and fit body, as well as a strong mind, can help reduce the risk of disease and make it easier to carry out daily activities so that we can enjoy life better. According to Brook, in Hizbullah (2024), health is a resource that all humans possess and is not a goal in life that needs to be achieved. Health is not focused on physical fitness but includes a healthy soul where individuals can be tolerant and accept differences.

Humans consist of physical and psychological aspects. The physical or human body is a complex and amazing system of organs. The physical body is where various human developments take place. Hurlock in Pratama (2024) states that motor development is defined as the development of the maturity of body movement control and the brain as the center of movement. According to Susanto in Aulina (2018), motor skill development is defined as the development of maturity and control of body movements, and this development is closely related to the development of the motor center in the brain. According to Bambang in Hasanah (2018), gross motor skills are abilities that require coordination of most parts of a child's body. Examples include the ability to sit, kick, run, go up and down stairs, and so on.

The objectives of early childhood motor development, especially gross motor skills, according to Sumantri in Ruaidah (2015), are to improve motor skills, maintain and improve physical fitness, instill self-confidence, improve cooperation, and encourage disciplined, honest, and positive behavior. Wahyuni (2019) states that the functions of gross motor skill development are to improve children's health, strengthen their bodies, train their thinking skills, enhance their emotional development, improve their social development, and foster feelings of happiness. According to Mahendra in Saripudin (2019), the factors that influence children's motor skills are (1) learning process factors, (2) personal factors, and (3) situational (environmental) factors. These three factors are believed to be the main determinants of whether or not the skills being learned are achieved. The factors that influence motor development are also mentioned by Diah in Saripudin (2019), who states that children's physical development is influenced by hereditary factors in the family, gender, nutrition, health, social and economic status, and emotional disorders.

The word "method" comes from the Greek word "Metha," which means "through," and "Hodos," which means "way, path, tool, or style." The demonstration method is a way of presenting lessons by showing students a particular process or object being studied, either real or imitation, often accompanied by verbal explanations. Mukrima in Maranata (2020) states, "Demonstration is a method used to teach participants by describing and demonstrating the steps involved in doing something." According to Siti in Maranatha (2020), "The demonstration method is a learning method in which a teacher can become a model in learning."

According to Mukrima in Maranatha (2020), the demonstration method has several advantages that support learning effectiveness. This method can encourage student

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motivation because learning becomes more lively; students not only listen to the teacher's explanation but also see firsthand the events or processes being studied. In addition, demonstrations can help link theory to natural events or the surrounding environment, making the subject matter more contextual. When done correctly, the results of demonstrations can be seen clearly, making it easier for students to understand the concepts being taught. Furthermore, learning through demonstrations tends to be easier to remember than verbal explanations alone or descriptions in textbooks.

However, the demonstration method also has several disadvantages. Students sometimes have difficulty seeing the objects being demonstrated clearly, especially if there are many students or the room conditions are not conducive. In addition, not all objects or learning materials can be demonstrated directly. This method also becomes less effective if the teacher conducting the demonstration does not master the material or process being presented, which can lead to misunderstandings. In addition, demonstrations require careful preparation; without adequate preparation, demonstrations risk failure and render learning ineffective. This method also requires adequate equipment, materials, and space, making it relatively more expensive than the lecture method. The purpose of this study is to determine the application of the demonstration method in improving children's gross motor skills and to determine the effect of the demonstration method on gross motor skills in children at the Pembina Samporoa State Kindergarten.

## **2. Methodology**

This study uses a quantitative approach with a descriptive research type. A quantitative approach was chosen because this study emphasizes the processing and analysis of data in the form of numbers analyzed using statistical methods. Meanwhile, descriptive research is used to systematically describe the conditions and phenomena that occur in the field, particularly related to the application of demonstration methods to children's gross motor skills. This study aims to examine the effect of the demonstration method on the gross motor skills of children in group B1 at the Pembina Samporoa State Kindergarten. In its implementation, the researcher conducted direct observations of the children before and after being given treatment in the form of the demonstration method, thereby obtaining a picture of the changes in the children's gross motor skills.

The variables in this study consisted of two types, namely independent variables and dependent variables. The independent variable (X) in this study was the demonstration method, while the dependent variable (Y) was the children's gross motor skills. To determine the effect of the treatment given, this study used a one-group pretest-posttest design as proposed by Sugiyono (2015). This design allowed the researcher to compare the conditions of the research subjects before the treatment (O1) and after the treatment (O2). The treatment referred to was the application of the demonstration method in learning activities. The research design can be described as follows:

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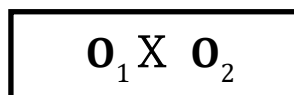


Figure 1. Research Design Model

Description:

O1: Observation before treatment

X: Treatment

O2: Observation after treatment

The study was conducted at Pembina Samporoa State Kindergarten for two weeks. The research subjects were all 20 children in group B1 at Pembina Samporoa State Kindergarten. These children consisted of boys and girls, all of whom were involved as research subjects. The type of data used in this study was quantitative data obtained through observation during the learning process. The data described the children's gross motor skills before and after the demonstration method was applied. The data sources in this study consisted of primary and secondary data. Primary data was obtained through direct observation of the children in group B1, while secondary data was obtained from various sources such as books, theses, journal articles, and internet sources relevant to the study, particularly those related to early childhood education, demonstration methods, and gross motor skills.

The data collection techniques used included observation, interviews, and documentation. Observations were conducted using observation sheets that had been prepared in advance to record the development of children's gross motor skills during the learning process. Interviews were conducted with teachers using a guided interview technique to obtain supporting information related to the implementation of the demonstration method. Documentation was used to supplement the research data in the form of photos or archives of relevant learning activities. The data collection tools used included observation sheets, interview guides, and documentation tools. The collected data was then analyzed using descriptive and inferential analysis techniques. Descriptive analysis was performed using percentage techniques to describe the level of children's gross motor skills. Meanwhile, inferential analysis was performed using a sample t-test to determine the difference in children's gross motor skills before and after being given the demonstration method treatment. Hypothesis testing was conducted at a significance level of 95% ( $\alpha = 0.05$ ). The criterion for hypothesis testing was that if the t-value was greater than or equal to the t-table, the null hypothesis ( $H_0$ ) was rejected, and conversely, if the t-value was less than the t-table, the null hypothesis was accepted.

### 3. Result and Discussion

#### *Result*

This study was conducted at Pembina Samporoa State Kindergarten in group B1 with teacher Mrs. S. The study lasted for two weeks, from August 25 to September

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5, 2025. There were 15 children participating in this study. This study aimed to determine the effect of the demonstration method on the gross motor skills of children in group B1 at Pembina Samporoa State Kindergarten. The children's gross motor skills in this study were measured through three main aspects, namely physical endurance, balance, and strength. These three aspects were observed through learning activities that applied the demonstration method in the form of movements and songs. Each aspect had four indicators that were used as measuring tools to assess the level of development of the children's gross motor skills. The research data was obtained through observation before the treatment (pretest) and after the treatment (posttest). The next stage presented the observation results in the form of tables, descriptive analysis, inferential analysis, and a recapitulation of all data on the observation of children's gross motor skills.

### ***Observation Results Before the Demonstration Method Treatment***

On the first day of the study, the researcher obtained permission to conduct initial observations of the learning activities and activities of children in group B1 at the Pembina Samporoa State Kindergarten. Observations were carried out during the learning process and during the children's break time. The researcher observed various activities of children related to gross motor skills, both inside and outside the classroom. Initial observations showed that the children's gross motor skills were not yet optimally developed. This was evident from the children's ability to maintain physical activity, maintain body balance, and demonstrate limited body strength. This condition encouraged the researchers to conduct a more in-depth study through the application of the demonstration method as an alternative learning method that could improve children's gross motor skills. The results of the recapitulation of children's gross motor skills before the treatment can be seen in Table 1.

Table 1. Summary of Children's Gross Motor Skills Before Treatment

Category	Observed Aspects of Motor Ability						Average
	Durability		Balance		Strength		
	F	%	F	%	F	%	
BSB	1	7%	0	0%	0	0%	2,3%
BSH	8	53%	0	0%	5	33%	28,7%
MB	6	40%	8	53%	9	60%	51%
BB	0	0%	7	47%	1	7%	18%
Total	15	100	15	100	15	100	100

In the pretest stage, researchers observed children's abilities when performing movement and song activities. Physical endurance was observed through children's ability to sustain movements from the beginning to the end of the activity. Physical balance was observed through children's ability to turn and move their hips, while physical strength was observed through jumping and walking in place activities. Based on the initial observations of 15 children, most of the children were still in the Starting to Develop (MB) and Not Yet Developed (BSB) categories. Based on Table 1, in terms of physical endurance, there was 1 child (7%) in the Very Good Development (BSB) category, 8 children (53%) in the Expected Development

(BSH) category, and 6 children (40%) in the Beginning Development (MB) category. There were no children in the Not Yet Developing (BB) category. This shows that most children have sufficient physical endurance, which is likely influenced by the physical activities they often do during break time.

In terms of body balance, no children were in the BSB or BSH categories. A total of 8 children (53%) were in the Starting to Develop (MB) category, and 7 children (47%) were in the Not Yet Developing (BB) category. This shows that children's body balance still needs to be optimally stimulated through structured learning activities. Furthermore, in terms of body strength, there were no children in the BSB category. A total of 5 children (33%) were in the BSH category, 9 children (60%) in the MB category, and 1 child (7%) in the BB category. This condition shows that the children's physical strength is still relatively low and requires continuous stimulation.

A recapitulation of the children's overall gross motor skills before treatment shows that most children were in the Beginning to Develop (51%) and Not Yet Developed (18%) categories. Meanwhile, only 2.3% of children were in the Developing Very Well category and 28.7% in the Developing as Expected category. This data was reinforced by the initial observation histogram, which showed that the MB and BB categories were more dominant than the BSB and BSH categories. Therefore, a learning method that can improve children's gross motor skills is needed, one of which is through the demonstration method.

### ***Results of Observations After the Demonstration Method Treatment***

After implementing learning with the movement and song demonstration method, the researchers conducted another observation to determine changes in children's gross motor skills. Learning with the demonstration method provides children with the opportunity to see, imitate, and directly practice the movements demonstrated by the teacher, making it easier for children to understand and perform the movements correctly. The observation results after the treatment showed a significant improvement in children's gross motor skills. Most children experienced an increase in scores in the three aspects observed. The recapitulation of children's gross motor skills after the treatment can be seen in Table 2.

Table 2. Summary of Children's Gross Motor Skills After Treatment

Category	Observed Aspects of Motor Ability						Average
	Durability		Balance		Strength		
	F	%	F	%	F	%	
BSB	10	67%	3	20%	3	20%	35,7%
BSH	5	33%	8	53%	10	67%	51%
MB	0	0%	4	27%	2	13%	13,3%
BB	0	0%	0	0%	0	0%	0%
Total	15	100	15	100	15	100	100

In terms of physical endurance, 10 children (67%) were in the Very Good Development (BSB) category and 5 children (33%) were in the Expected

Development (BSH) category. There were no children in the Beginning Development or Not Yet Developing categories. This shows that the demonstration method was able to improve children's ability to maintain physical activity. In terms of body balance, 3 children (20%) were in the BSB category, 8 children (53%) were in the BSH category, and 4 children (27%) were in the MB category. No children were in the BB category. This improvement shows that children began to be able to maintain their body balance better after participating in learning using the demonstration method. In terms of body strength, 3 children (20%) were in the BSB category, 10 children (67%) in the BSH category, and 2 children (13%) in the MB category. There were no children in the BB category. This shows that the children's body strength has increased significantly.

A recapitulation of the children's overall gross motor skills after the treatment shows that 35.7% of children were in the Very Good Development category, 51% in the Developing as Expected category, and only 13.3% in the Beginning to Develop category. No children were in the Not Yet Developing category. The final observation histogram shows that the BSB and BSH categories were more dominant than the MB and BB categories.

### ***Comparison of Initial and Final Observation Results***

A comparison of the observation results before and after the treatment shows a significant improvement in the children's gross motor skills. In terms of physical endurance, there was an increase in the number of children in the BSB category from 7% to 67%. In terms of body balance, which was previously dominated by the MB and BB categories, after the treatment most children were in the BSH and BSB categories. Similarly, in terms of body strength, there was a significant increase in the BSH and BSB categories. A recapitulation of the initial and final observations of children's gross motor skills can be seen in Table 3.

Table 3. Recapitulation of Initial and Final Observations of Children's Gross Motor Skills

Category	Before being given treatment						After being given treatment					
	Body Endurance		Body Balance		Body Strength		Body Endurance		Body Balance		Body Strength	
	F	%	F	%	F	%	F	%	F	%	F	%
BSB	1	7	0	0	0	0	10	67	3	20	3	20
BSH	8	53	0	0	5	33	5	33	8	53	10	67
MB	6	40	8	53	9	60	0	0	4	27	2	13
BB	0	0	7	47	1	7	0	0	0	0	0	0

Based on these results, it can be concluded that the application of the movement and song demonstration method has a positive effect on the development of gross motor skills in children in group B1 at Pembina Samporoa State Kindergarten. The demonstration method is effective in improving children's endurance, balance, and strength, because children can see examples of movements directly and practice them with the guidance of a teacher.

### *Descriptive Statistical Analysis*

The data description is data that has been obtained to support the discussion of the research results through the data description below, which shows the initial and final observations of the children's gross motor skills before and after being given treatment in the form of the demonstration method.

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Before	15	1	5	3,27	1,486
After	15	4	9	6,67	1,633
Valid N (listwise)	15				

Based on Table 4 above, it is explained that the average value of children's gross motor skills before treatment was 3.27, while after treatment the average value increased to 6.67. The highest score before the treatment was 5 and after the treatment it was 9, while the lowest score before the treatment was 1 and after the treatment it was 4. The standard deviation before the treatment was 1.486, while after the treatment it was 1.633.

### *Inferential Analysis*

Before the data is processed for the t-test, it must first be tested for normality. The normality test is carried out to determine whether or not a data distribution is normal, which is important to know because it is related to the appropriate statistical test to use. The following is a table of normality tests:

Table 5. Test of Normality

	Shapiro-Wilk Statistic	df	Sig.
Before	,878	15	,044
After	,881	15	,050

According to Table 5, it is known that the df value before and after treatment is 15, so the data sample used is less than 50. The use of the Shapiro-Wilk technique to detect normality in this study can be said to be appropriate. Furthermore, from the table above, it is known that the significance value for the activity before treatment is 0.044 and the sig value for the activity after treatment is 0.050. Because the sig value for both treatments is  $>0.05$ , most of the decisions in the Shapiro-Wilk normality test above can be concluded that the research data before and after treatment are normally distributed.

Table 6. Paired Samples Test

		Mean	Std. Deviation	Paired Difference		df	Sig. (2-tailed)
				Std. Error Mean	t		
Pair 1	Before After	-3,400	1,298	,335	-10,142	14	,000

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According to Table 6, it can be seen that the t-value is -10.142 in the t-test, plus or minus is not considered, so the value  $10.142 > 1.761$ , it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, meaning that the demonstration method has a significant effect on the gross motor skills of children in group B1 at Pembina Samporoa State Kindergarten. Based on the comparison, it is known that the significance value of  $0.00 < 0.05$  is in accordance with the basis of decision making in the paired samples test, so it can be concluded that the modified traditional snake and ladder game activity has a significant effect on the gross motor development of children in group B3 at Pembina Samporoa State Kindergarten.

### ***Discussion***

This study was conducted in group B1 of Pembina Samporoa State Kindergarten from August 25, 2025, until completion. The study aimed to determine the effect of the demonstration method on children's gross motor skills, which include three main aspects, namely physical endurance, balance, and strength. The research subjects consisted of 15 children, comprising 10 girls and 5 boys. The results showed that the application of the demonstration method had a positive effect on improving the gross motor skills of children in group B1 at Pembina Samporoa State Kindergarten. The demonstration method applied was in the form of movement and song activities, which combined body movements with song rhythms so that learning took place actively, enjoyably, and in accordance with the developmental characteristics of early childhood.

### ***Demonstration Method in Gross Motor Learning***

The movement and song demonstration method was carried out in three stages, namely the preparation stage, the implementation stage, and the closing stage. In the preparation stage, the teacher explained the activities to be carried out to the children and determined the time for the activities, which was after the main learning session and before the meal together. The implementation stage began with arranging the children in rows, explaining the rules of the activities, and the teacher demonstrating the movements, which were then followed by the children together. The closing stage involves reflection and evaluation of the activities that have been carried out, as well as conclusions drawn by the teacher. This demonstration method provides an opportunity for children to directly observe the movements demonstrated by the teacher, then imitate and practice them. This helps children understand the movements better and improves their gross motor skills.

### ***Children's Gross Motor Skills Based on Assessment Aspects***

Children's gross motor skills were analyzed based on the categories of Very Good Development (BSB), Development as Expected (BSH), Beginning Development (MB), and Not Yet Developed (BB). In terms of physical endurance, initial observations showed that most children were in the BSH and MB categories. However, after being given the demonstration method treatment, there was a significant increase, marked by an increase in the number of children in the BSB and BSH categories and no children in the MB and BB categories. This shows that

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the demonstration method is able to improve children's ability to maintain physical activity from the beginning to the end of the activity. Motor skills training activities are shown in Figure 2.



Figure 2. Motor Skills Training Activities

In terms of body balance, before the treatment, most children were in the MB and BB categories. After applying the demonstration method, there was a shift in categories toward improvement, namely an increase in the number of children in the BSH and BSB categories and a decrease in the MB and BB categories. This shows that movement and song activities through the demonstration method are effective in training children's body balance. Furthermore, in terms of body strength, initial observations showed that the majority of children were in the MB category. After the treatment, most children were in the BSH and BSB categories, and there were no longer any children in the BB category. This proves that the demonstration method is able to increase children's body strength in performing activities such as jumping and walking in place.

### ***The Effect of the Demonstration Method on Children's Gross Motor Skills***

Based on a comparison of the observation results before and after the treatment, there was a significant increase in all aspects of children's gross motor skills. The statistical test results using the t-test showed a t-value of 10.142, which was greater than the t-table value of 1.761 at a significance level of 5%. Thus, H<sub>0</sub> was rejected and H<sub>1</sub> was accepted, which meant that there was a significant effect of the demonstration method on the gross motor skills of children in group B1 at the Pembina Samporoa State Kindergarten. Overall, the results of this study prove that the demonstration method of movement and song is effective in improving children's gross motor skills, particularly in the aspects of endurance, balance, and strength. The application of the demonstration method allows children to learn directly through observation and practice, making the learning process more meaningful and appropriate for the developmental needs of early childhood.

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#### 4. Conclusion

Based on the results of research and discussion regarding the application of the demonstration method in play activities, it can be concluded that the demonstration method has an effect on children's gross motor skills. The demonstration method is applied by directly involving children in activities, where children play an active role as actors or "pieces" in the game. The assessment of children's gross motor skills focused on three main indicators, namely endurance, balance, and strength. Endurance was observed through the children's ability to persevere in the activity from start to finish, balance was observed through spinning and hip movements, and strength was observed through jumping and walking in place.

The results showed that the gross motor skills of children in group B1 at Pembina Samporoa State Kindergarten improved positively after the demonstration method was applied. In terms of endurance, there was a significant increase in the Very Good Development (BSB) category from 7% to 67%, while the Starting to Develop (MB) category decreased from 40% to 0%. In terms of body balance, where previously there were no children in the BSB and BSH categories, after the treatment there was an increase to 20% in the BSB category and 53% in the BSH category, accompanied by a decrease in the MB and BB categories. Similarly, in terms of body strength, there was an increase in the BSB category from 0% to 20% and BSH from 33% to 67%, as well as a significant decrease in the MB and BB categories.

The effect of the demonstration method on children's gross motor skills was also reinforced by the results of statistical analysis using the t-test. The calculation results showed that the t-value of 10.142 was greater than the t-table value of 1.761 at a significance level of 5%. Thus, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted, which means that there was a significant effect of the demonstration method on the gross motor skills of children in group B1 at Pembina Samporoa State Kindergarten. Based on this description, it can be concluded that the demonstration method is an effective learning method for improving children's gross motor skills, particularly in terms of endurance, balance, and body strength. This method allows children to learn through direct observation and practical experience, thereby supporting the optimal development of children's gross motor skills.

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How to cite this article:

Devi, S., Amrullah., Setianingsih, H. P., & Humaedi. (2026). The Effect of Demonstration Methods on Gross Motor Skills in Children in Group B1 at Pembina Samporoa Public Kindergarten. *Journal of Educational Sciences*, 10(3), 567-578.

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