



## Using a Local Culture-Based Outdoor Learning Environment to Stimulate Children's Gross Motor Skills at TK Desa Ranggo Dompu

Reniyansyah<sup>1</sup>, Ihlas<sup>2</sup>, Muslim<sup>3</sup>, Ruslan<sup>4</sup>, Hermansyah<sup>5</sup>

<sup>1,2,3,4,5</sup> Faculty of Islamic Studies, Muhammadiyah University of Bima, Nusa Tenggara, Indonesia

### Article Info

#### Article history:

Received Marc 14, 2025

Revised Apr 22, 2025

Accepted May 24, 2025

OnlineFirst May 27, 2025

#### Keywords:

Early Childhood  
Gross Motor Skills  
Local Culture  
Outdoor Learning

### ABSTRACT

**Purpose of the study:** The outdoor learning environment is designed to improve children's gross motor skills at TK Desa Ranggo Dompu. The purpose of this study is to describe how the use of outdoor learning environment based on Dompu local culture in improving children's gross motor skills at TK Desa Ranggo Dompu.

**Methodology:** The type of research used is field research with a descriptive qualitative approach. The subjects in this study were the principal, teachers and students of Ranggo Village Kindergarten. Data collection techniques used by observation, interviews and documentation, with data validity testing using data triangulation techniques.

**Main Findings:** The results showed that the local culture-based outdoor learning environment at Ranggo Village Kindergarten in Dompu has provided a comfortable and safe outdoor area according to children's developmental stages. The facilities available in the outdoor learning environment include traditional Dompu games, a ball field, stairs and swings. In addition, the outdoor learning environment has been well organised by the teachers to develop children's motor skills. The use of outdoor facilities is very effective in developing children's gross motor skills. Such as jumping, running, catching the ball and sensor integration skills.

**Novelty/Originality of this study:** Local culture-based outdoor games have a positive effect on improving children's sense of identity, including their ability to improve gross motor skills, coordination and balance, social, cognitive, and self-confidence and courage.

*This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license*



#### Corresponding Author:

Ihlas,

Faculty of Islamic Studies, Muhammadiyah University of Bima,

Jln. Anggrek No. 16 Ranggo Na'e, Kota Bima, NTB, 84113, Indonesia

Email: [a64503510@gmail.com](mailto:a64503510@gmail.com)

## 1. INTRODUCTION

Early childhood education institutions play a very vital role in encouraging children to explore their potential, develop various aspects of development in children, instil life values, and shape their character. The early childhood education phase is the perfect time to train and develop intelligence and all aspects possessed by each [1].

Children at the age of 4-6 years have enormous potential to optimise various aspects of their development. Based on Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph 14 states that Early Childhood Education is a coaching effort given to children from birth to six years of age, through providing educational stimuli aimed at supporting the growth and physical and mental development of children, so that

children are ready to enter further education. Management of the learning environment is one important aspect that needs to be considered to provide maximum benefits for children [2].

Learning environment refers to a place or condition that affects the process of human behaviour change. The learning environment is prepared in a way that captures children's attention and interest, and creates a lasting impression on them. It aims to arouse children's curiosity about the environment around them [3]. Utilising the environment is basically explaining certain concepts in a natural way. For example, the concept of colour that children learn and understand in the classroom will be more pronounced and clearer if the teacher invites children to see the concept of colour directly in the environment around them[4].

Kindergarten education in Indonesia has experienced significant growth, including in Dompu district. Various kindergartens have been established with a variety of learning models, strategies, methods and approaches tailored to the philosophy of each institution or foundation. Although the number of kindergartens is increasing, some of them do not fully understand the essence of early childhood education. Some kindergartens tend to emphasise teaching that is not in line with the basic principles of children's education, where children should learn through play in a fun atmosphere. As a result, the learning that is implemented has not achieved the expected goals. Children are often forced to quickly master skills such as reading, writing and arithmetic before reaching the appropriate developmental stage. This causes many children to feel bored at school because they cannot play freely [5]. It is important to remember that play is a basic need for every child. Through play, children can develop various skills, including cognitive, motor, social and emotional.

Play-based learning approaches have been shown to be effective in creating a fun learning environment that supports children's holistic development (Limbong et al, 2024). According to research, play encourages children's imagination and creativity, and improves social skills through interaction with peers. Kindergarten with this learning model is the principle of learning while playing and learning for children that should be in accordance with their talents and interests without coercion. Seeing the reality of education, parents are beginning to understand the various theories of child development. Thanks to the help of increasingly sophisticated technology (internet, television, magazines and seminars) it becomes an alternative education for early childhood.

Learning environments can be divided into two main categories: indoor and outdoor. Indoor learning environments include spaces provided by school management for learning activities, such as libraries, laboratories, auditoriums, and especially classrooms. These environments are designed to support the teaching and learning process in a controlled and structured atmosphere [7]. On the other hand, outdoor learning environments are an integral part of a child's development and learning programme. They offer opportunities for children to learn through hands-on exploration of nature and their surroundings, which can enhance gross motor skills, creativity and problem-solving. To ensure that outdoor learning environments are effective in supporting children's development and learning, their management must be taken seriously by schools and teachers. This includes careful planning, provision of safe and appropriate facilities, and integration of outdoor activities in the learning curriculum[8].

Based on the description above, researchers can conclude that the learning environment is a place where learning activities take place, which can be done both indoors and outdoors. The indoor learning environment is carried out indoors, while the outdoor learning environment is carried out outdoors. Both types of environment aim to create a conducive atmosphere so that the learning process can be carried out properly and efficiently. In addition, the application of diverse learning environments also has the benefit of stimulating children's optimal development, so that they can gain a more thorough and enjoyable learning experience.

Outdoor is an educational approach that offers children the opportunity to develop and build confidence through hands-on learning in an outdoor environment. The concept of ECD with outdoor-based learning is a new innovation in the world of education in Indonesia. Its development began with the establishment of Sekolah Alam initiated by Lendo Novo in 1993, which was later realised through the establishment of Sekolah Alam Cianjur in 1998 [9]. In other countries, this concept was first known as forest kindergarten or nature kindergarten, which prioritises learning experiences in nature as a means to hone children's social, emotional and intellectual skills. This outdoor learning provides opportunities for children to engage directly with the environment, so that they can develop creativity, motor skills, and a sense of responsibility for nature [10].

The idea of nature-based learning developed long before the establishment of schools or ECD centres. Friedrich Frobel, a German child education figure, was one of the main pioneers of this idea. [9] Frobel is known as the first person to have the idea of educating children outside the home, which later gave birth to the concept of Kindergarten, which in German means 'garden for children'. Frobel saw the garden as an extension of his view of the world, where children could learn through direct interaction with nature. Frobel argued that a child's early education should be introduced to three important things [11].

As the name suggests, Nature ECD uses the natural world as the main medium and source in the learning process. This approach is not only limited to outdoor learning activities, but also includes aspects of supporting facilities and infrastructure. Children's learning spaces in outdoor are designed with a natural feel, creating an atmosphere close to nature, so that children can experience first-hand their relationship with the surrounding environment. Through integrated learning experiences with nature, children are expected to develop a love for

nature and an appreciation for God's creation. In this way, they learn not only knowledge, but also important values such as a sense of responsibility, sustainability and care for the environment [12].

In Permendikbud 137 there is gross motor development of early childhood, among others, doing hanging movements (hanging), kicking something in a directed manner, utilising playing tools outside the classroom, coordinating eye-foot-hand-head movements in imitating dance or gymnastics [13].

Gross motor skills are movement skills that involve the large muscles of the body as the main basis for performing various movements. Gross motor skills are very important for children's physical development, as they focus on coordination and overall body strength. Gross motor skills include various movement patterns, including [14]: 1. Locomotor patterns: Movements that cause displacement, such as walking, running, climbing or descending stairs, jumping, skipping, and so on. These movements help children to improve agility, balance and body control. 2. Ball handling skills: Movements that involve interaction with the ball, such as throwing, kicking and bouncing the ball. These skills train hand-eye coordination, as well as control of force and direction of movement. By doing activities that involve these gross motor skills, children can develop body strength, agility, and coordination skills that are important for their growth and development. From this description, gross motor is a body movement that mostly uses large muscles in the main basis of its movement. gross motor movements such as running, jumping, rolling, kicking, swimming.

Some previous studies such as Sutapa, et.al (2021) found that training activities carried out for 12 weeks provided a significant increase in motor skill areas in children aged 4.5-6 years. In addition. The ability of the muscles to move will increase, and because the muscles are stimulated, the child's motor skills will also improve [15]. Meanwhile, according to Junaedah et.al in a study entitled *The Outdoor Learning Modules Based on Traditional Games in Improving Prosocial Behaviour of Early Childhood* that outdoor learning based on traditional learning used can improve early childhood prosocial behaviour and support early childhood physical motor development [16].

Furthermore, research by Smith et al. (2015) which showed that outdoor physical activity can improve early childhood motor coordination. In addition, research by Jones and Green (2018) revealed that implementing local culture-based learning in educational settings has the potential to improve children's gross motor skills while introducing them to important cultural values. However, despite many studies examining the benefits of outdoor learning and local culture, not many studies have specifically combined the two in the context of gross motor skill development in children in preschool education settings in Indonesia, particularly in rural areas such as Ranggo Village Kindergarten in Dompnu.

This study has several limitations that need to be considered. Firstly, the study was only conducted in Ranggo Village Kindergarten in Dompnu, which may limit the generalisability of the findings to other contexts outside the area. Secondly, this study focused on the stimulation of children's gross motor skills through the use of a local culture-based outdoor environment, without considering other factors such as parental intervention or the influence of digital media. Thirdly, the study time was limited to one period, so it could not observe the long-term development of children's gross motor skills. Fourth, the study did not take into account individual differences that might affect children's response to the applied methods.

The novelty of this research lies in the integration between the use of local culture-based outdoor environments and the development of children's gross motor skills. This research offers a novel approach by utilising elements of local culture around Ranggo Village Kindergarten, such as traditional games and physical activities related to local customs and habits, to stimulate children's gross motor development [1]. This approach makes an important contribution in combining aspects of physical education with cultural preservation, which is rarely found in previous studies. In addition, this study introduces creative ways to utilise the natural environment as a learning medium that not only benefits children's motor skills, but also introduces them to the rich local culture of the village.

Based on the observations that researchers found at TK Desa Ranggo, children like to do activities such as walking, running, and playing ball on a field that is not flat, but it is not a barrier in developing children's gross motor skills. As for what researchers found, children's gross motor development is developing well.

Children's physical strength, coordination, balance and stamina develop slowly through daily exercise. Outdoor learning environments offer an ideal space for children to build and hone all these physical skills. Physical skills have a larger portion in a child's development, and it is very important to be taught and trained early on [17]. It is important for children to learn physical skills in a fun atmosphere and without the pressure of competition. Learning in a fun way will help children feel comfortable, and develop their interest in participating in physical activities. By learning in a positive atmosphere, children not only learn physical skills, but also develop self-confidence, health awareness and active habits that will benefit their future development [18].

The reason the researcher raised this title is because the outdoor learning environment at TK Desa Ranggo Dompnu provides opportunities for children to explore and develop their gross motor skills. Through outdoor activities, children can interact directly with the environment, utilise open spaces to move around, and experience a more enjoyable learning experience. In addition, they can also acquire new things, learn while playing, which is very beneficial for their physical development and social skills. Although children are free to move around,

supervision from teachers is still conducted to ensure safety and optimal learning. Based on this, the researcher decided to raise the title 'The use of local culture-based outdoor learning environments to stimulate children's gross motor skills at TK Desa Ranggo, Dompu'.

## **2. RESEARCH METHOD**

In an effort to achieve this goal, this study uses a descriptive qualitative approach that prioritises direct observation of learning activities that involve elements of local culture. The methodology applied includes a series of structured steps, starting from activity design, data collection, to analysis to evaluate the impact of the learning environment on children's gross motor development.

### **2.1. Research Design**

This research uses a descriptive qualitative approach to explore how the implementation of a local culture-based outdoor learning environment can stimulate children's gross motor skills di TK Desa Ranggo Dompu [19].

### **2.2. Research subject**

The subjects in this study consisted of 20 children aged 4 to 6 years, who were selected based on the criteria of early childhood who are in the gross motor development stage.

### **2.3. Research Instruments**

The instruments used in this study include direct observation, field notes, interviews with teachers and parents, as well as photo and video documentation to capture changes in children's gross motor skills during the intervention [20].

### **2.4. Research procedure**

The research was conducted in several stages, starting with planning activities that are tailored to children's motor development needs and local cultural values that can support learning. After that, outdoor learning activities were implemented over a period of 4 weeks, with a frequency of meeting twice a week. During the implementation, the researcher observed the children to record their progress in gross motor skills such as running, jumping, climbing and body coordination [21].

### **2.5. Data Analysis**

The data collected was then analysed using descriptive qualitative methods with categorisation and interpretation steps to identify patterns of children's motor skill development. Data triangulation was conducted by comparing the results of observations, interviews and documentation, to provide a deeper understanding of the influence of local culture-based learning environments on children's gross motor skills. This research is expected to provide insights into the effectiveness of local culture-based learning approaches in supporting early childhood development and contribute to curriculum development that is relevant to the local context [22].

## **3. RESULTS AND DISCUSSION**

This study aims to find out how a local culture-based outdoor learning environment at Ranggo Village Kindergarten in Dompu can stimulate children's gross motor skills. Based on the data collected, it appears that children who engaged in outdoor activities related to local culture experienced significant improvements in their gross motor skills, such as running, jumping, climbing and body balance.

The use of local cultural elements such as traditional games, regional dances, and nature-based activities allows children to interact with their environment directly, thus improving their physical abilities in a fun and meaningful context.

Previous studies, such as those conducted by Sari (2018) and Prasetyo (2020), have also shown that outdoor learning environments have a positive influence on children's gross motor skill development. However, in contrast to these studies that emphasize the use of modern physical tools and facilities, this study highlights local cultural aspects as the basis of the activities, which makes them more relevant to the local social and cultural context. In addition, research conducted by Daryanto (2017) focused on the importance of culture in early childhood education, although it did not specifically assess its influence on gross motor skills. This study makes a novel contribution by integrating local cultural elements in gross motor learning, an approach that is relatively rarely discussed in previous literature.

From the comparison with previous research, it can be seen that an environment rich in local culture provides a double benefit: in addition to stimulating children's gross motor skills, it also introduces them to cultural values that enrich their experiences. This approach is in line with educational theories that emphasize the importance of contextual and culturally-based learning in children's development. In this case, combining physical

activities with local cultural values not only enriches children's motor skills but also increases their awareness of their cultural identity [16].

Based on the results of this study, it can be generalized that local culture-based outdoor learning environments have great potential to stimulate children's gross motor development, especially in areas that have a strong wealth of local culture and traditions. This approach can be applied in various regions that have local cultural diversity as part of the early childhood education curriculum to support holistic child development [23].

The following are some of the traditional games of the Dompnu community that can be applied to early childhood education at the TK Desa Ranggo Dompnu NTB:

Table 1. Types of Traditional Games in TK Desa Dompnu, NTB

No	Type of Traditional Game Description	Information
1	Mpa'a Gopa	This game helps develop the child's motoric skills.
2	Mpa'a Tapa Gala	This game teaches teamwork and speed for early childhood.
3	Mpa'a ba	This game teaches children to throw and catch a ball.
4	Mpa bola tembak	This game teaches children how to defend and also learn about agility.

### 3.1. Description of the Local Culture-based Outdoor Learning Environment in TK Desa Ranggo Dompnu

Based on the data presented, TK Desa Dompnu has a well-organised outdoor learning environment based on Dompnu's local culture and has paid attention to aspects of child development, as well as the comfort and conduciveness of the learning environment. A conducive outdoor learning environment can make children comfortable and feel at home to do activities in the outdoor environment according to what the teacher has planned, which aims to develop children's gross motor skills.

The outdoor learning environment is not only for play, but as a place to express children's desires. When children play in the outdoor environment, they express a high level of curiosity, because the outdoor environment provides many surprises and colours to children so that the development of children's motor aspects develops well.

This is in line with research which states that when children play outdoors, they show high interest and curiosity. The outdoor environment is rich in surprises and changes that can stimulate children's curiosity. Their interactions with the surrounding environment, such as trees, animals or weather changes, provide a more dynamic learning experience and encourage exploration [24]. In this way, children not only learn through observation, but also develop their social and emotional skills in a more natural and free context.

The local culture-based outdoor learning environment at TK Desa Ranggo Dompnu is equipped with various facilities that support children's physical activities, such as a garden with swings, slides, mud pools, ball fields, sandpits, tunnels and traditional games. This kind of environment is very effective in honing children's muscle activity and integrating their senses, as children perform various physical movements such as running, jumping and playing actively. Although some children sometimes fall in the garden area, they learn to get back up and continue their activities with vigour. This process greatly supports children's gross motor development, as they constantly practice physical skills and learn to overcome challenges with courage and perseverance.

This is in line with Froebel's opinion in Mariyana who states that children's playgrounds are 'natural.' Children engage in activities that involve nature, such as tending gardens, building dams for streams, caring for animals, and playing [9]. All of these activities are generally carried out in outdoor spaces, which give children the opportunity to learn through direct experience with the surrounding environment. The theory put forward by Mariyana also emphasises that specifications for outdoor environments should be flexible enough to meet the needs and minimum requirements for children. In addition, it is necessary to consider several important factors, such as location, size, fencing, surfaces and shading, to create an environment that is safe, comfortable and supportive of children's development. By considering these aspects, the outdoor environment can be optimal in stimulating children's physical, social and emotional development.

By learning in an outdoor environment, teachers give children the freedom to play, jump and run in a large field. Children have the space to move freely and explore, which greatly supports their development physically, socially and emotionally. Teachers understand children's needs and demonstrate safe and fun ways to play in an outdoor environment, so that children can learn in a natural and free way. In addition, teachers play directly with the children in the field, modelling and guiding them in the activities, while strengthening the relationship between teachers and children in a fun and interactive atmosphere.



Figure 1. Pre-activity Outdoor Training

The outdoor learning environment serves to protect and enhance children's natural characteristics. Naturally, children are very fond of outdoor activities, as they tend to feel attracted to various situations and conditions that exist around them [25]. This needs to be maintained and utilised properly as part of the teacher's service to children. Through outdoor activities, teachers are expected to understand and facilitate children without too much intervention, providing opportunities for children to move freely, independently, and organise themselves. In this outdoor area, children have the space to develop their abilities more naturally. Teachers act as supervisors and protectors, ensuring children remain safe from potential dangers that may arise from their freedom to play. With this approach, teachers can create an environment that supports children's physical, social and emotional development in a fun and safe way [26].

The learning environment is not only limited to indoor spaces, but also involves outdoor spaces that provide various benefits for children's development. The outdoor learning environment not only serves as a place to play, but also as a space for children to express themselves and develop their talents. The outdoor activities at TK Desa Ranggo Dompu are diverse and fun, such as traditional Dompu games, jumping, swimming, gymnastics, and playing ball in the field. The facilities available in the outdoor environment, such as the mud pool, ball field and swimming area, provide many opportunities for children to move actively [27].



Figure 2: Traditional game of Mpa'a Gopa Dompu

Activities such as Mpa'a Gopa, gymnastics and ball games are done daily with the teachers, while swimming is done once a week with direct supervision from the teachers. All these activities provide a fun experience for the children, allowing them to move freely and develop their gross motor skills in a playful way. Although the children may fall down or get injured while playing, they learn to get back up, as they enjoy the freedom and surprises of the field.

This strengthens their physical and mental resilience. However, in outdoor activities, teachers in TK Desa Ranggo Dompu play an important role in ensuring children's safety and well-being. Teachers must facilitate and supervise activities by example, as well as keeping children safe while they play in the environment. Careful preparation is essential in implementing activities in outdoor environments, especially in ensuring children's safety [28]. In addition, a wide variety of fun activities will help support children's optimal development. When in an outdoor environment, children are more free to move and be creative, which greatly supports their gross motor development and talent. This environment provides freedom of expression and learning in a fun and safe atmosphere [29].

### 3.2. Using an Outdoor Environment Based on Dompu's Local Culture to Develop Children's Gross Motor Skills

One of the main learning media used in the early childhood education system relies heavily on the utilization of Educational Game Tools, which are important tools to support children's fine and gross motor development. They can be used in both indoor and outdoor areas, and contribute significantly to improving a wide range of children's skills. For indoor Educational Game Tools, they can be made with locally available materials, while outdoor APE tends to require more specialized tools and is relatively expensive. The main purpose of providing outdoor Educational Game Tools is to improve children's creativity, physical skills, self-confidence, socialization skills, reasoning power, and learning motivation.

In TK Desa Ranggo Dompu, the availability of educational playground equipment based on local culture is quite complete, so children's motor development is maximized. In addition, there needs to be an increased understanding of play safety so that activities take place safely, interestingly and with minimal risk. The results of the data collection at TK Desa Ranggo Dompu are expected to improve the quality of learning there. The outdoor learning environment in Ranggo Dompu Village has been well utilized. Various activities carried out outdoors, such as running, kicking a ball on a grass field, playing with sand and mud in a mud pool, and local cultural games all support children's gross motor development.



Figure 3: Children playing ball outside the classroom

This photo of children at Ranggo Village Kindergarten in Dompu practicing throwing and catching a ball illustrates an activity that is very beneficial in developing early childhood motor skills. This activity involves coordination between the eyes and hands, which is very important for children's gross motor development. When children throw and catch the ball, they are trained to manage their body movements with more precision and control. This activity also helps them in strengthening the muscles of the upper body, including the hands and shoulders, as well as improving balance and agility. In addition, playing with a ball can improve children's responsiveness to moving objects, which trains their reaction speed and visual acuity.

On the other hand, games like these also have great social benefits. When playing with friends, children learn to cooperate, take turns and develop communication skills. They also learn how to regulate emotions, such as patience when waiting for their turn or dealing with frustration when the ball fails to catch. All of these elements support children's social and emotional development, which is equally important in their growth. Overall, ball tossing and catching is a fun and effective way to stimulate various aspects of early childhood development, be it physical, social or emotional.

These activities provide the necessary stimulation for children's physical development, and teacher support in optimizing these activities is essential. In outdoor activities, teachers at TK Desa Ranggo Dompu act as models who show children the correct way and rules for playing in the outdoor environment. Teachers direct the children so that they can do the activities in the designated area, avoid them from wandering off, and always supervise the activities. In addition, teachers reward children who follow the rules and actively participate [30].

With this reward, children become more enthusiastic, motivated, and feel happy in participating in outdoor learning activities. Activities carried out outdoors aim to train children's gross motor development. When children run and jump, they stimulate their body muscles and improve movement coordination. There are also activities such as throwing a ball, which trains children's wrists and visual and concentration skills. The theory expressed by Beuty in Mulyani states that activities such as walking, jumping, throwing, and kicking the ball are very important to support children's gross motor development. Before the outdoor activities begin, the teacher has prepared the necessary tools and materials [21].

Teachers also convey the rules of the game that must be followed by children and provide consequences (punishment) for those who do not comply with the rules. With instructions and supervision from the teacher, activities in the outdoor environment can run more optimally, which in turn can optimally improve children's gross



motor development. All children's attitudes in participating in outdoor activities are well directed, reflecting the development of their gross motor skills through various activities carried out with enthusiasm and joy [19].

This research provides new findings in the context of children's gross motor skill development, using local culture as the basis for outdoor learning. It introduces a more locally identity-based way that is relevant and meaningful to children, while integrating cultural values in their learning. In addition, this study identified that local culture is not only an object of learning in a social and normative context, but also as a means that can enrich children's physical development through physical activities involving cultural elements such as local dances, traditional games and nature-based activities [19].

Some limitations of this study include the fact that the sample was limited to one location (TK Desa Ranggo, Dompu NTB) which may not fully reflect the diversity of local cultures in other areas. In addition, the study was limited to a relatively short period of time and therefore could not measure the long-term impact of using local culture in children's gross motor learning. Another limitation is that the study focused only on gross motor skills, without assessing other aspects of child development, such as cognitive or social skills, which are also important in early childhood education.

Based on these findings, several recommendations can be made, among others: Local culture-based curriculum development: Early childhood education in various regions, especially those with rich local cultures, should integrate local cultural elements in the curriculum. This can help children feel more connected to their environment and increase pride in their cultural identity.

Kindergarten teachers should be given specialized training on how to integrate local culture in outdoor learning activities, so that they can facilitate activities that support children's gross motor development in a fun and rewarding way. Application in Various Contexts: This local culture-based approach should be implemented not only in one village, but can also be extended to other areas that have distinctive local cultural characteristics. Further research also needs to be conducted to evaluate the effectiveness of this approach in other areas with different cultural characteristics [31].

#### 4. CONCLUSION

Referring to the discussion above, we can conclude several things related to the utilisation of the outdoor learning environment based on Dompu's local culture at TK Desa Ranggo Dompu in developing children's gross motor skills: Firstly, the outdoor learning environment at TK Desa Ranggo Dompu has been described as a well-designed outbound area that is carefully organised according to children's developmental stages, so that children can explore themselves in fun learning activities that support their gross motor development. Dompu's local culture includes: mpa'a gopa, mpa'a tapa gala, mpa,a fenti. Secondly, the utilisation of the outdoor environment is very effective in developing children's gross motor skills and has been well implemented by teachers at TK Desa Ranggo Dompu. Thirdly, available facilities used in the outdoor learning environment such as mud pools, stairs, tunnels, ball throwing games and ball fields and local Dompu traditional games have been optimally utilised by teachers at TK Desa Ranggo Dompu. These facilities allow children to interact with the surrounding environment, play and develop gross motor skills in a fun and educational way.

The implications of this article show that the use of a game-based outdoor learning environment can have a positive impact on early childhood gross motor stimulation, especially at Ranggo Village Kindergarten in Dompu. Outdoor learning allows children to move more actively, develop physical skills, and improve body coordination and muscle strength. Outdoor play supports their optimal physical and cognitive development.

#### ACKNOWLEDGEMENTS

Thank you to the Dean of the Faculty of Islamic Religion, Universitas Muhammadiyah Bima and also to the head of the TK Desa Ranggo Dompu and all those who helped in the completion of this research. Hopefully this article will be useful for academic interests and the wider community.

#### REFERENCES

- [1] I. Hasan, Y. Yufiarti, and E. Edwita, "Horse racing: a traditional game to improve children's motor gross skill (ethnopedagogy study on dompu tribe)," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 6, no. 3, pp. 1247–1258, 2021, doi: 10.31004/obsesi.v6i3.1646.
- [2] U. Iskandar and A. O. Rosary, "Perlindungan hukum terhadap guru dalam penyelenggara pendidikan berdasarkan undang-undang no. 14 tahun 2005 tentang guru dan dosen," *J. Cahaya Mandalika ISSN 2721-4796*, vol. 5, no. 1, pp. 349–358, 2024.
- [3] Ihlis, Yufiarti, and Edwita, "Environmental education transformation in early," vol. 8, no. 2, pp. 225–233, 2019.
- [4] E. E. Şimşek, "The use of augmented reality-supported activities in environmental education for early childhood: a quasi-experimental study," *Sustainability*, 2024, doi: 10.3390/su162310374.
- [5] T. Yuliansih, S. Santosa, and D. Mutiansi, "Karakteristik perkembangan anak usia sekolah dasar, pada fisik-motorik,



- kognitif, bahasa, dan implikasinya dalam pembelajaran,” *Pendas J. Ilm. Pendidik. Dasar*, vol. 9, no. 2, pp. 328–346, 2024.
- [6] C. Y. Limbong, S. R. Pardede, D. Padang, and E. Rehenda, “Bermain sambil belajar: Strategi pembelajaran kreatif di pendidikan anak usia dini ramah anak,” *Kiddo J. Pendidik. Islam Anak Usia Dini*, pp. 521–530, 2024.
- [7] F. Ni'mah and R. Ni'am, “Implementation of individualized education programs (iep) to improve learning outcomes for inclusive students in the merdeka curriculum at elementary schools,” *AULADUNA J. Pendidik. Dasar Islam*, vol. 11, no. 2, pp. 229–239, 2024.
- [8] M. Asror, H. S. Zainiyati, and S. Suryani, “The gusjigang model for strengthening local wisdom-based character education in digital era,” *J. Educ. Learn.*, vol. 18, no. 4, pp. 1125–1133, 2024, doi: 10.11591/edulearn.v18i4.21039.
- [9] A. Fakhira, “Implementasi Pendidikan Islam Dalam Program Live In Membentuk Karakter Kemandirian Siswa di Sekolah Alam Lampung.” IAIN Metro, 2024.
- [10] M. A. Rohmah and C. N. Aulina, “Implementasi pembelajaran berwawasan kemaritiman terhadap kecerdasan naturalistik anak usia 4-5 tahun,” *J. Anak Usia Dini Holistik Integr.*, vol. 7, no. 1, pp. 1–17, 2024.
- [11] M. Baihaqi, *Ensiklopedi tokoh pendidikan: dari Abendanon hingga KH Imam Zarkasyi*. Nuansa Cendekia, 2024.
- [12] W. Ninsiana, L. Septiyana, and Y. Suprihatin, “Introducing eco-literacy to early childhood students through digital learning,” *J. Educ. Learn.*, vol. 18, no. 1, pp. 89–96, 2024, doi: 10.11591/edulearn.v18i1.20678.
- [13] E. Adawiyah and M. Agustin, “Implementasiptandar PAUD nomor 137 tahun 2014 (standar isi, pengelolaan, sarana prasarana) dalam penyelenggaraan pendidikan anak usia dini Al-Qur'an (PAUDQU) di Kecamatan Parongpong Bandung Barat: Implementation of PAUD Standards Number 137 of 2014 (Cont,” *Tarb. J. Pendidik. dan Pembelajaran*, vol. 1, no. 2, pp. 168–181, 2024.
- [14] S. N. Nabilah and W. Widajati, “Pengaruh metode bermain papan titian terhadap kemampuan motorik kasar disabilitas autisme di slb tunas kasih surabaya,” *J. Pendidik. Khusus*, vol. 19, no. 4, 2024.
- [15] P. Sutapa, K. W. Pratama, M. M. Rosly, S. K. S. Ali, and M. Karakauki, “Improving motor skills in early childhood through goal-oriented play activity,” *Children*, vol. 8, no. 11, pp. 1–11, 2021, doi: 10.3390/children8110994.
- [16] J. Junaedah, S. B. Thalib, and M. A. Ahmad, “The outdoor learning modules based on traditional games in improving prosocial behaviour of early childhood,” *Int. Educ. Stud.*, vol. 13, no. 10, p. 88, 2020, doi: 10.5539/ies.v13n10p88.
- [17] L. Fitriani, H. Herlina, and Z. Burhan, “Revitalisasi pendidikan jasmani dalam mengembangkan motorik kasar anak usia dini,” *J. ASIMILASI Pendidik.*, vol. 3, no. 1, pp. 44–56, 2025.
- [18] G. Yıldırım and G. Ö. Akamca, “The effect of outdoor learning activities on the development of preschool children,” *South African J. Educ.*, vol. 37, no. 2, pp. 1–10, 2017, doi: 10.15700/saje.v37n2a1378.
- [19] M. N. Waffak, E. Arifianti, and R. Agustiniingsih, “Development of an outdoor play-based learning model to train gross motor skills in early childhood,” *Kinestetik J. Ilm. Pendidik. Jasm.*, 2024, doi: 10.33369/jk.v8i2.34338.
- [20] K. Adamo *et al.*, “Does intervening in childcare settings impact fundamental movement skill development?,” *Med. Sci. Sports Exerc.*, vol. 48 5, pp. 926–932, 2016, doi: 10.1249/MSS.0000000000000838.
- [21] N.-M. Luukkainen, A. Laukkanen, D. Niemistö, and A. Sääkslahti, “Children’s outdoor time and multisport participation predict motor competence three years later.,” *J. Sports Sci.*, pp. 1–9, 2025, doi: 10.1080/02640414.2025.2460892.
- [22] S. E. Nartin *et al.*, *Metode penelitian kualitatif*. Cendikia Mulia Mandiri, 2024.
- [23] D. D. Widiyanto, “The international journal of health, education and social (IJHES),” *Int. J. Heal. Educ. Soc.*, vol. The Intern, no. August, pp. 15–24, 2019.
- [24] C. Apriyansyah and A. Widiyastuti, “Penggunaan media kartu bergambar dalam menumbuhkan kemampuan mengenal huruf anak usia 5-6 tahun di kb. baiturrohiem.,” *Cerdika J. Ilm. Indones.*, vol. 4, no. 10, 2024.
- [25] N. Afifah, S. Hidayati, N. Aida, and L. Satiah, “Perencanaan dan perancangan desain eksterior anak usia dini,” *JP2N J. Pengemb. Dan Pengabd. Nusant.*, vol. 1, no. 2, pp. 95–102, 2024.
- [26] O. Saracho, “Supporting literacy-related play: roles for teachers of young children,” *Early Child. Educ. J.*, vol. 31, pp. 201–206, 2003, doi: 10.1023/B:ECEJ.0000012138.07501.44.
- [27] L. Kiviranta, E. Lindfors, M.-L. Rönkkö, and E. Luukka, “Outdoor learning in early childhood education: exploring benefits and challenges,” *Educ. Res.*, vol. 66, pp. 102–119, 2023, doi: 10.1080/00131881.2023.2285762.
- [28] R. Zulfriman, M. Kustanti, R. Amelia, and G. Gusmirawati, “Implementasi metode outdoor learning dalam membentuk lingkungan pembelajaran yang efektif dan menyenangkan,” *AMI J. Pendidik. Dan Ris.*, vol. 2, no. 2, pp. 70–76, 2024.
- [29] J. Mann *et al.*, “Getting Out of the Classroom and Into Nature: A Systematic Review of Nature-Specific Outdoor Learning on School Children’s Learning and Development,” *Front. Public Heal.*, vol. 10, 2022, doi: 10.3389/fpubh.2022.877058.
- [30] T. M. Smedsrud, R. Kleppe, R. Lenes, and T. Moser, “Early childhood teachers’ support of children’s play in nature-based outdoor spaces—a systematic review,” *Educ. Sci.*, 2023, doi: 10.3390/educsci14010013.
- [31] P. Tortella, M. Haga, H. Lorås, H. Sigmundsson, and G. Fumagalli, “Motor skill development in italian pre-school children induced by structured activities in a specific playground,” *PLoS One*, vol. 11, 2016, doi: 10.1371/journal.pone.0160244.