



Improving Childrens' Fine Motor Skills Through Collage Activities for Group A Children at Bustanul Ulum Kutowinangun Kindergarten, Sendang Agung District, Central Lampung Regency 2023/2024 Academic Year

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ARTICLE INFO

E-ISSN: 2963-5667
Vol. 3, No. 1, June 2024
URL: <https://www.usnsj.id/index.php/JTE/index>
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Abstract

This research was motivated by observational data on children's fine motor development activities, which showed that the learning outcomes of group A students at BUSTANUL ULUM KUTOWINANGUN Kindergarten, Sendang Agung sub-district, Central Lampung district in the 2023-2024 academic year were still low, whether they were rated BB or not. Developed in the majority of group A students. Fine motor skills are learning for preschool children, and they are related to physical skills involving small muscles and eye-hand coordination developed through routine activities and stimuli. Children's motor development develops gradually, so cooperation between teachers and parents is needed to stimulate children's fine motor development. In this research, the author chose collage as an activity that will help children develop their fine motor skills. Collage is an art technique of attaching various media to an object or pattern to create a new work of art. Using methods to stimulate children's fine motor development depends on the teacher's readiness and ability to provide simultaneous and continuous activities such as those in this research. This research is entitled "Improving the fine motor skills of young children in Group A through collage activities at Bustanul Ulum Kutowinangun Kindergarten, Sendang Agung District, Central Lampung Regency, Academic Year 2023/2024". In this research, the author used observation, interview and documentation methods. The author prepared several instruments before conducting research at Bustanul Ulum Kutowinangun Group A Kindergarten, Sendang Agung District, Central Lampung Regency. These instruments are classroom learning observation instruments, interview instruments with teachers and interview instruments with school principals.

Keywords: fine motor skills; motor development; collage; stimulation; group A.

A. Introduction

Early childhood is the age of children between six and six years. At this stage, the physical and mental growth of children are developed. PAUD helps the growth and development of children physically and spiritually so that they are ready to start education (Depdiknas, 2007, p. 39). Early childhood children are in a potential period, or golden age, where they have the best ability to learn and develop (Roslina,2024). The development and growth of early childhood children dramatically influence their future development. Children's motor development is significant and is divided into gross and fine motor aspects. Motor development includes body movement control components and nerve and muscle development, including gross and fine motor skills. Well-organized movements are necessary for fine motor skills. Fine motor skills can be seen in activities requiring hand skills, such as buttoning clothes, opening and closing zippers, or holding toys (Meriyanti et al., 2020, p. 41). Various movements and games that can be done can show the process of developing fine motor skills (Winarti, 2016, p. 116). According to Syakir Muharrar and Sri Verayanti in their

book *Collage Creations, Montages, Simple Mosaics* (2013: 8), collage combines various elements into one frame to create a new work of art. Two-dimensional works of art that use various combinations of materials that can be combined are called collages. A *collage* is a drawing process in which certain things or materials are attached to a flat surface or with glue to produce beautiful and unique images. The raw materials for the collage are divided into two categories: the first consists of natural materials (such as leaves, twigs, flowers, seeds, egg shells, cotton, pencil fibres, etc.), and the second consists of synthetic materials (such as paper, plastic, lids). Bottles, rags, etc.).

Collage trains children's fine motor skills by moving their fingers to attach pieces of paper or various grains to the patterns provided. Child

Children can combine hand and eye movements well. Collage activities help children in several ways: 1. Foster creativity and innovation; 3. Practice patience, perseverance and thoroughness; 4. Increase concentration; 5. Teach children to solve problems; 6. Train them to be responsible for the tasks given; 7. Increase self-confidence; and 8. Developing a sense of concern for the environment. A teacher must be able to adapt their methods to teach PAUD children. A child's basic abilities develop based on his physical abilities. Therefore, teachers of Early Childhood Education (PAUD) will help children improve their physical motor skills by teaching and practising gross and fine motor movements, controlling body movements and coordination, improving management abilities, and improving body and style skills. Healthy living will help children grow into strong, healthy people. The results of initial observations at Bustanul Ulum Kutowinangun Kindergarten, Sendang Agung District, Central Lampung Regency, showed that of the 14 indicators of object collage activities according to the pattern, only 42.85 per cent of children were able to carry out collage activities according to the teacher's expectations; the remaining 57.15 per cent of children carried out collage activities with the help of the teacher but did not complete the assignment. Problem identification: class conditions remain busy and need to be more focused on learning activities; children still need clarification about collage activities, and children's collage work needs to match the given pattern. Problem analysis: The teacher needed to condition the class, and better teachers needed to provide more examples and mentoring to children (Roslina, 2024).

B. Methodology

At Bustanul Ulum Kutowinangun Kindergarten, Group A, Sendang Agung District, Central Lampung Regency, this research was conducted in the second semester of the 2023/2024 school year. There are 14 students. Learning improvement activities took place from April 22 to April 25 2024. The first cycle occurred from April 22 to April 25 2024, and the second cycle occurred from May 6 to May 10 2024. This study used classroom action research (Arikunto et al., 2017). By solving activity problems, this research aims to improve the learning process. It was done over two class cycles. Several steps are taken to improve the learning process: 1) Planning: This is a condition where researchers begin to prepare the research program or elements needed for research action. 2). Implementation is an activity carried out in research, and Observation is an activity carried out to see the results. 3). Observation is an activity carried out in research in learning because children's fine motor skills can be observed in every activity they do. Thus, the research results can be seen clearly. 4). Reflection is an effort to evaluate and analyze research by looking at how effective the actions that have been taken are. In this research, researchers and teachers reflect by looking at what is suitable for children, finding and analyzing the advantages and disadvantages of cutting activities, and finding new ideas for planning the next cycle. Planning, Implementation, Observation and Reflection are the steps used in this research. Thus, if the first cycle of research fails to achieve success indicators, the results of the Reflection will be used to make better plans to improve learning to reach a certain level. The research will continue if the second cycle fails to achieve these goals.

Data collection techniques such as observation sheets, children's work, and documents are used to apply observations to improve learning. Researchers looked at learning improvement activities from beginning to end, teacher development and children's reactions during learning. The researcher made all observations and recorded them on the observation sheet provided. This research uses qualitative data analysis from student observations and other things seen

during the research. In the same way, many indicators have emerged that also determine children's activity and involvement in learning. Observation findings and qualitative analysis documentation complement the research results. Data collected from child development assessments is processed through assignments. This analysis was carried out to determine whether this research was successful. Analyze the observation sheet to determine whether the child's fine motor skills have developed. To present the data, the percentage of children was sought descriptively.

C. Findings and Discussion

1. Findings

From initial observations, it was found that the fine motor skills of group A children at Bustanul Ulum Kutowinangun Kindergarten had yet to reach maximum results. Of the 14 children, 4 or 29 per cent are developing as expected, 4 or 29 per cent are starting to develop, and 6 or 43 per cent are still not developing.

Cycle I

At the planning stage, the teacher generates ideas about how to carry out learning improvement actions, such as creating a cycle of Daily Learning Implementation Plans (RPPH) and reflection sheets, providing supervisors and assessors with observation sheets for teacher performance, and deciding on standards and the focus of observation.

Then, the implementation phase of the first repair cycle will be carried out from April 22 to April 25 2024, by the Bustanul Ulum Kutowinangun Kindergarten activity schedule with the theme Weather. a. Initial Activity (30 minutes): In the initial Activity, the teacher carries out learning steps by the RPPH that has been prepared, such as lining up, saying hello, praying, singing, sharing experiences, and talking about the theme of today's Activity, "Weather." b. Core Activities (60 minutes): The teacher focuses on corrective actions, namely collages with various materials and image patterns. This corrective action was carried out in cycle I, where different materials and collage image patterns were replaced daily for five days. The materials and image patterns used for collage in cycle I include leaves and origami paper. The children were very involved in these activities, and it was seen that class conditions were well controlled. The students seemed enthusiastic about the collage activity, and many unique things happened during the Activity. A variety of different material media and image patterns demonstrated it. c. Closing Activity (30 minutes): The teacher will concentrate more on reviewing the material and asking about the child's difficulties for further learning references.

Next, during the observation phase, it was found that

The results of the 14 children who started to develop were eight children or 57.15%, and six children, or 42%, who developed according to expectations, as shown in the following table:

Table 1. Results of Students' Ability in Collage Activities in Cycle 1

No.	INITIAL	BB	MB	BSH	BSB
1	FT		√		
2	RF		√		
3	AL			√	
4	AI		√		
5	AB			√	
6	AF		√		
7	HR			√	
8	TM			√	
9	AK		√		
10	ZI			√	
11	AD		√		
12	JI			√	
13	DZ		√		
14	AU√		√		

Table 2. Recapitulation of Students in Collage Activities in Cycle 2

Score	Children's ability level in collage activities	
	Total	Percentage
BB	0	0
MB	8	57.1
BSH	6	42.9
BSB	0	0

Then, in the reflection stage, data and observations showed that children's abilities in collage activities increased during the first action cycle. Initially, no child could complete the collage assignment without the teacher's help. Six children developed according to expectations in the first cycle, and eight children began to develop. This condition shows that although the children's abilities in collage have increased, some children's growth has not met the teacher's expectations. The researcher conducted a second action cycle if the results were even better.

Cycle II

At the planning stage, the teacher creates ideas about implementing learning improvement actions. They must make a Daily Learning Implementation Plan (RPPH) for five days and a reflection sheet, make an observation sheet for the second cycle and submit an observation sheet for teacher and child performance to the supervisor and assessor. In this stage, the supervisor and teacher decide on the focus of observation and standards to be used.

Then, in the implementing stages of Cycle 2, the repairs were carried out from 6 to 10 May 2024, according to the activity schedule for Group A TK Bustanul Ulum Kutowinangun, with the theme Weather.

The five days of implementation of the second cycle showed that 14 children had not developed any, or 0%. 2 children are starting to develop, or 14%. Eight children developed as expected or 57%, and four children who developed very well, or 28%. Further results can be seen in the following table:

Table 3. Results of Students' Ability in Collage Activities in Cycle 2

No.	INITIAL	BB	MB	BSH	BSB
1	FT			√	
2	RF			√	
3	AL				√
4	AI		√		
5	AB			√	
6	AF			√	
7	HR				√
8	TM				√
9	AK			√	
10	ZI				√
11	AD			√	
12	JI			√	
13	DZ		√		
14	AU√			√	

Tabel 2. Rekapitulasi Anak Didik dalam Kegiatan Kolase pada Siklus 1

Score	Children's ability level in collage activities	
	Total	Percentage
BB	0	0
MB	2	14.2
BSH	8	57.1
BSB	4	28.5

Based on data and observations, it can be concluded that children's abilities in crochet activities increased in cycle 2. In Cycle 1, the child could only complete the collage assignment with the teacher's help. However, in Cycle 2, four children could only complete the task with the teacher's help. In the first cycle, six children developed according to expectations; in the second cycle, eight children developed according to expectations; in the first cycle, eight children started to develop; and in the second cycle, only two children were left. Based on these conditions, although children's abilities have increased in college, some still need to develop fully. This condition shows increased children's fine motor skills through various media or materials in college activities. This is proven by the decrease in children who have not yet developed and the increase in children who are starting to develop

2. Discussion

Researchers designed five Daily Learning Implementation Plans (RPPH), improvement scenarios, observation sheets and assessment or evaluation tools for each face-to-face meeting in the learning improvement design. The results of this activity showed that out of 14 students, there were four children or 28%, who could do the collage activity without help, eight children or 57%, who could do it but still needed teacher help and two children or 14% who could not do it and still need teacher help. The research results show that children's abilities in college activities have increased significantly and align with teacher expectations. At the start of the cycle, there are 8

children who are starting to learn to do it, and six children can do it without a teacher's help. At the end of the cycle, there was an increase; of the 14 children, four could do collage activities without the teacher's help, and the other six could do it without the teacher's help.

D. Conclusion

Based on the results of research and analysis of improvement data from cycles 1 and 2, it can be concluded that college activities in group A of Bustanul Ulum Kutowinangun Kindergarten, Sendang Agung District, Central Lampung Regency, Semester 1 of the 2023/2024 Academic Year can improve children's fine motor skills. The increasing observation results of the initial cycle, cycle 1, and cycle two can show this: At the beginning of the cycle, eight children were starting to develop college activities, and six children could do it with a small quantity of teacher help. At the end of the cycle, there was an increase; namely, of the 14 children, four were able to do collage activities without help, six other children were also able to do it with a small quantity of help, and two children were starting to develop but still needed teacher help.

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