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Developing the Interest of Group A Children of Abdan Syakuro Kindergarten, South Tangerang City, in Various Pattern Cutting Activities

AUTHORS INFO

Author : Amalia Madina Fatin
Affiliation : TK Abdan Syakuro
Active email : amaliamadina77@gmail.com
Mobile phone : 081240006653

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Abstract

This research aims to develop children's interest in drawing varied patterns in group A of Abdan Syakuro Kindergarten. Fine motor skills are an essential aspect that must be developed from an early age. One learning activity that can develop fine motor skills is cutting. Cutting activities can be a child's initial writing stage, especially when holding a pencil. For this reason, we as educators must have exciting and fun learning methods. This research used the classroom action research method at Kindergarten A Abdan Syakuro, totalling nine children. This research was carried out through the initial/observation stages, cycles I and II. It can be seen from the learning results from cycle 1 to cycle two that children have improved. Pattern-cutting activities can develop children's interest in cutting.
Keywords : ***Children's interests, pattern cutting activities vary***

A. Introduction

The early childhood period in the first five years is the golden age (Golden Age). This golden age is the most appropriate for seeking and developing the essential abilities and potential in children, physical, motor, language, cognitive and social-emotional. CHAPTER II Article 3 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System stipulates that national education functions to develop skills and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aimed at developing the potential of students to become faithful and devout human beings. To God Almighty, have a noble character and be a healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizen.

It means that the educational process in kindergarten must be correct, and the character of growth and development must be geared towards optimal growth. The issues of genetic based learning has been published by Roslina (2024) who stated that if children potensial developed properly and correctly, it would prevent deviations in the child's growth and development, which will be difficult to correct. It would be detrimental to children facing their future, family and nation. In childhood, the absorption of information will occur very quickly, so at this time, children will imitate a lot of language, emotions and behaviour involving children's body movements, known as the golden age (Suyanto, 2005).

One of the essential abilities developed at PAUD institutions is children's physical motor skills. A child's physical and motor development is the beginning and foundation for the development of other aspects that will influence the child's daily behaviour and determine success in life.

A child's physical motor development is the development of maturity and control of body movements, which is the achievement of nerve and muscle maturity. Children's physical motor skills are generally divided into gross motor skills and fine motor skills. It is called gross motor skills if the movements involve mostly large muscles or all body parts, which are influenced by the child's maturity. *Fine motor skills* are movements that use fine muscles or specific body parts, which are influenced by opportunities to learn and practice. For example, moving objects from hands, scribbling, arranging blocks, cutting, folding, matching, etc.

However, researchers found a problem at Abdan Syakuro Kindergarten. Some children still need help with fine motor skills, one of which is cutting activities. Given these problems, improvements are needed to increase children's creativity development. In addition with the suggestionof Roslina (2024) th professional teachers should prepare suitabel teaching media for the students.

This research aims to determine the increase in children's interest in cutting at Abdan Syakuro Kindergarten. Based on the research objectives, the author is interested in raising the title "Developing the Interest of Group A Children of Abdan Syakuro Kindergarten, South Tangerang City in Various Pattern Cutting Activities".

B. Methodology

1. Research Design

The type of research used in this research is classroom action research. Classroom action research is research carried out by teachers in their classes through self-reflective activities aimed at improving their performance as teachers so that student learning outcomes improve (Wihardit & Wardhani, 2014).

This research was carried out in Group A of ABDAN SYAKURO Kindergarten, which is located at Jl Padaidi No 53, Benda Baru, Pamulang District, South Tangerang City, Banten 15414. This research was carried out from 13 May 2024 to 29 May 2024.

2. Participants/Respondents/Population and Sample

The subjects of this research were students in group A of Abdan Syakuro Kindergarten who were on average 4-5 years old with 9 boys.

3. Technique of Data Collection

The procedure for development improvement activities in this research was carried out over two cycles with a general procedure consisting of 4 stages: 1) planning, namely planning the actions to be carried out; 2) action, namely carrying out according to plan; 3) observation, namely observing the child's abilities; and 4) reflection, namely carrying out an analysis of the strengths and weaknesses of learning improvement. Research conducted on Abdan Syakuro Kindergarten Group, a group of children in South Tangerang City, used observation techniques. Observations are used to determine the improvement in children's fine motor skills in developing an interest in cutting out various patterns. This observation was carried out by researchers and assisted by colleagues.

4. Instruments

The instrument used in this classroom action research is an observation sheet. This observation sheet is used to observe each child's development of fine motor skills in aspects of the Potentia Scientific Journal, 2017, Vol. 2 (2), 107-116 Helga Yunia, Sumarsih and Wembrayarli 111 holding and cutting.

5. Technique of Data Analysis

The data analysis technique regarding children's fine motor skills in cutting is analyzed using the average score and learning completeness, which has the following formula:
Average value The average is obtained by adding up the scores obtained by the children and dividing by the number of children in the class under study to obtain the average score. (Aqib et al, 2009: 204-205). The average value can be formulated as follows:

$$X = \frac{\sum x}{N}$$

Information :
X = Average value
$\sum x$ = Number of values
N = Number of children

Indicators of Action Success. Criteria for the success of the action carried out are said to be successful if 75% of the children in group A of the Abdan Syakuro Kindergarten, South Tangerang City, improve their fine motor skills by cutting with varied patterns in the aspects of holding and cutting.

C.Findings and Discussion

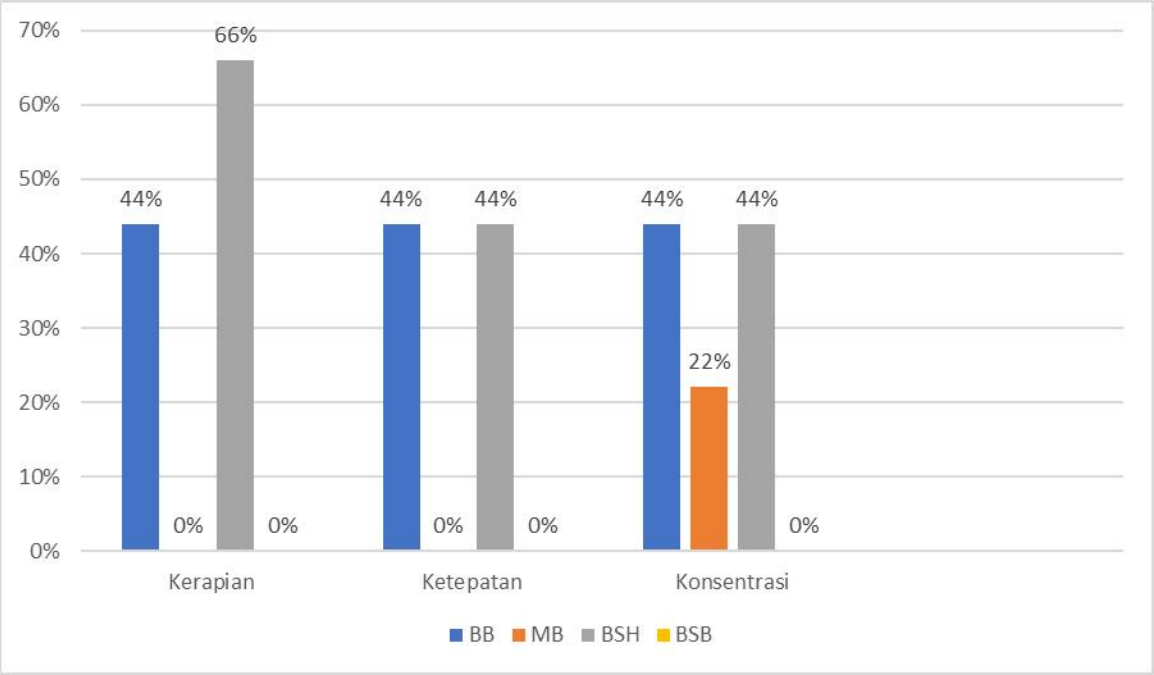
1. *Findings*

This classroom action research (PTK) was conducted with nine students at Abdan Syakuro Kindergarten group A. The first step before conducting classroom action research was that the researcher observe the child's fine motor skills, namely cutting. The value obtained from the initial ability before this action will later be compared with the value obtained after carrying out a fine motor skills action. By comparing the values before and after the action is taken, it is hoped that an improvement will be seen more clearly before the action is taken.
Based on the results of observations made by researchers related to aspects of the development of fine motor skills in cutting, children experienced difficulties and needed guidance during learning observations. Children still really need guidance and stimulus so that they have fine motor skills related to the movement skills of both hands, are able to move body parts related to finger movements such as readiness to write and draw, can coordinate eye senses and hand activities can be developed through cutting activities, with various varied patterns.
The following are the results of observations that can be seen from children's daily cutting activities. The results of initial abilities using observation instruments obtained the following data:

Table 1. Pre-Action Results of Fine Motor Skills Through Scissor Activities

No	Aspects being observed	Observation Result				
		BB	MB	BSH	BSB	Total
1	Children's neatness in cutting	4	0	5	0	9
2	Children's accuracy in cutting	4	0	5	0	9
3	Concentrate on cutting activities	4	2	3	0	9

Graph 1. Pre-Action Results of Fine Motor Skills Through Cutting Activities



At this initial condition stage, it can be explained that the child's condition during observations before improvement, the child's ability in the neat aspect of cutting was still low because 4 out of 9 children (44%) were found to be underdeveloped (BB). 5 out of 9 children (66%) were found to be developing according to expectations (BSH). Then, in the observation aspect, accuracy in cutting was also still low; 4 out of 9 children (44%) were found to be underdeveloped (BB). 5 of 9 children (66%) were found to be developing according to expectations (BSH). In the aspect of concentration in cutting activities, 4 out of 9 children (44%) were found not yet developing (BB), 2 out of 9 children (22%) were found to be starting to develop (MB), and 3 out of 9 children (44%) were found to be developing according to expectations (BSH). It can be concluded that at this observation stage, there is still a need for further improvement in children's creativity in cutting activities because children's abilities are still low. This situation is the basis for researchers to take corrective action to improve children's fine motor skills in cutting.

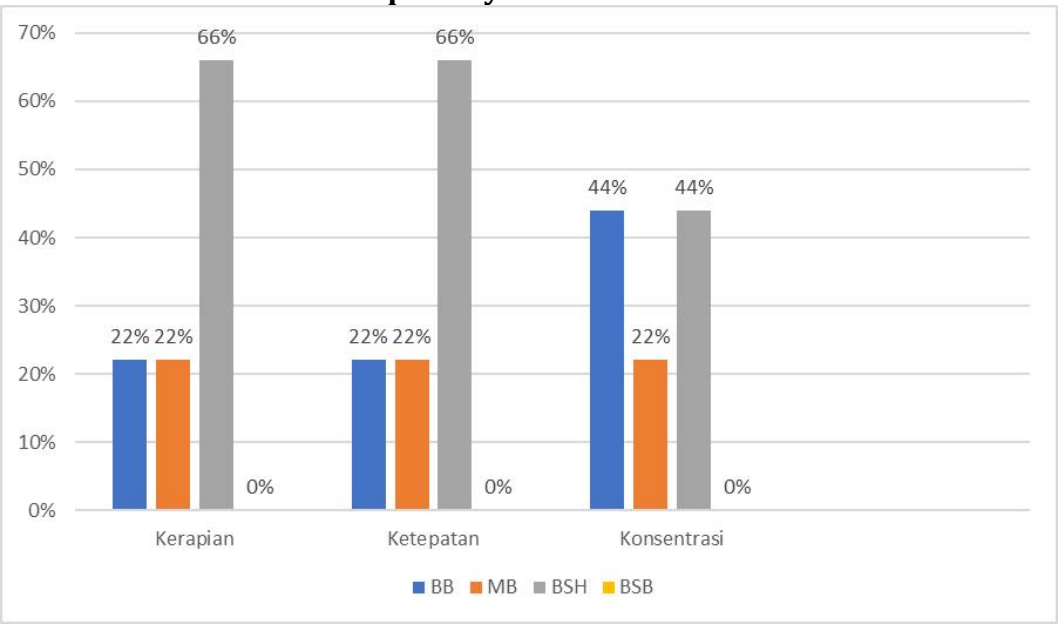
Observation activities are carried out during the learning process. The entire cycle I processed for five meetings was as planned. At the beginning of the pre-cycle, children still have low neatness, accuracy and concentration skills in cutting activities. At the first meeting, the teacher gave an activity to cut out a pattern in the shape of a cloud containing rain. The children were asked to cut out the rain under the clouds. At the second meeting, children still need to practice cutting out triangular patterns such as umbrellas again again. At the third meeting, the researcher provided an activity to cut out water bubble patterns. At the fourth meeting, the researcher provided a cloud pattern-cutting activity. At the fifth meeting, the researcher gave a raincoat-cutting activity, which was more complex than the previous pattern drawing.

Based on data from the results of learning improvements in cycle I, a picture of children's success in neatness, accuracy and concentration in cutting activities was obtained, which the author outlined in the recapitulation table of children's ability scores as follows:

Table 2. Recapitulation of children's ability scores for fine motor skills through cutting activities in cycle 1

No	Aspects being observed	Observation Result				
		BB	MB	BSH	BSB	Total
1	Children's neatness in cutting	2	2	5	0	9
2	Children's accuracy in cutting	2	2	5	0	9
3	Concentrate on cutting activities	0	4	5	0	9

Graph 2. Cycle I Assessment Results

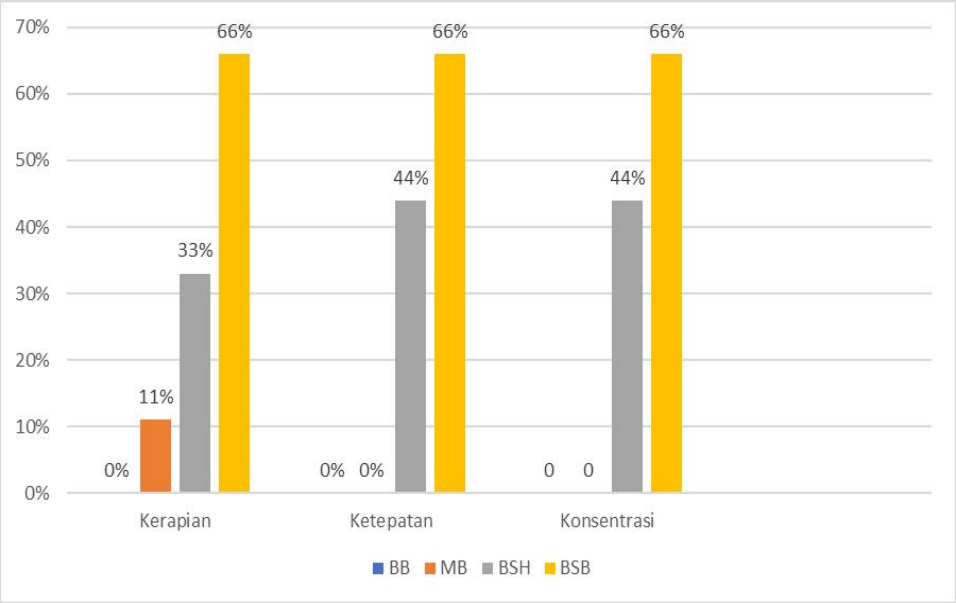


From the results of improving learning in Cycle I with five actions, children's abilities in the neat aspect of cutting increased because 2 out of 9 children (22%) were found not yet developing (BB), 2 out of 9 children (22%) were found to be starting to develop (MB), and 5 out of 9 children (66%) were found to be developing according to expectations (BSH). Then, in the observation aspect, accuracy in cutting increased because 2 out of 9 children (22%) were found not yet developing (BB), 2 out of 9 children (22%) were found to be starting to develop (MB), and 5 out of 9 children (66%) were found to be developing. as expected (BSH)). In the aspect of concentration in cutting activities, 4 out of 9 children (44%) were found not yet developing (BB), 2 out of 9 children (22%) were found to be starting to develop (MB), and 3 out of 9 children (44%) were found to be developing according to expectations (BSH). To get maximum results, researchers carried out research in cycle II with the same media and the same process as cycle I. In cycle II, the teacher at the first meeting gave them the activity of cutting out a large circle pattern together. The children cut out a large triangle pattern at the second meeting. At the third meeting, the researcher provided an activity to cut out a large sun pattern. At the fourth meeting, the researchers provided an activity to cut out large cloud patterns. At the fifth meeting, the researcher provided an activity to cut out a rainbow pattern containing stripes. Based on data from the results of learning improvements in cycle II, the following picture of children's success in cutting activities was obtained:

Table 3. Recapitulation of children's ability scores for fine motor skills through cutting activities in cycle 2

No	Aspects being observed	Observation Result				
		BB	MB	BSH	BSB	Total
1	Children's accuracy in cutting	0	1	3	5	9
2	Concentrate on cutting activities	0	0	4	5	9
3	Children's neatness in cutting	0		4	5	9

Grafik 3. Hasil Penilaian Siklus 2



The results of research carried out by researchers and assisted by colleagues and carried out in 2 cycles, with the research subjects being group A children at Abdan Syakuro Kindergarten, show that through the activity of cutting out various patterns, the fine motor skills of children at Abdan Syakuro Kindergarten, South Tangerang city, can be improved. In the pre-cycle, pattern-cutting activities varied in neatness and cutting accuracy, which was still low, and in cycles 1 and 2, children experienced excellent development of fine motor skills. It can be seen in every meeting of Cycle I and Cycle II. It was because, during the shaping activity, the researcher constantly improves the way of teaching, such as: 1) the researcher explains the material and steps of the shaping activity process slowly and in more detail and gives an example directly to children who experience difficulties in carrying out the activity so that what delivered by the researcher can be well received by the children and the children will understand better what the researcher conveys, 2) the researcher provides reinforcement and appreciation to all children, so that the children are more enthusiastic about carrying out the learning activities provided, 3) the researcher increases the number of activities provided can train children's concentration and focus, 4) researchers directly practice cutting activities by directly holding the hands of children who are still experiencing difficulties.

D. Conclusion

Based on the analysis of the data obtained and from the discussion of the results of the research that has been carried out, it can be concluded that children's fine motor skills

in cutting improve through the activity of cutting various varied patterns. This can be seen from the child's results in holding scissors and being able to cut according to the pattern. Apart from that, children can also be creative by using the cuttings they have obtained. This increase can be seen from the results of learning implementation data in Cycles I and II. In the pre-cycle, the child's abilities were still low, and in cycle 1, the child experienced an increase. At the end of Cycle II, children's abilities increased according to expectations.

The suggestions given from the results of this research are that it is hoped that teachers will be able to facilitate and stimulate children's development according to the age stages of their development; considering that this research still has many shortcomings, it is hoped that other researchers will be able to develop further research on improving and developing learning methods to improve the quality of education. Improve aspects of fine motor development.

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