

Efforts to Develop Fine Motor Skills in Early Childhood in PAUD Kartini, Marga Mulya Village, Sinar Peninjauan District, Ogan Komerling Ulu Regency

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Abstract

This research has a clear aim, namely to determine the improvement in fine motor skills of children aged 5-6 years through cutting activities. The problems identified in the research are also very relevant and can be the basis for developing more effective learning activities to improve children's fine motor skills. Apart from that, factors such as lack of facilities and infrastructure, as well as the use of inappropriate methods in the learning and teaching process also need to be considered so that learning can run more effectively. This research can make an important contribution to early childhood education and development, especially in improving children's fine motor skills. In the long term, improving children's fine motor skills can have a positive impact on children's learning abilities and cognitive development. Therefore, cutting activities can be an effective way to facilitate the learning process in early childhood.

Keywords: Activities, Fine, Motor, Scissor

Introduction

Early childhood is an individual who is undergoing a process towards rapid growth and development. According to Nasihaddin (2016), early childhood will go through a sensitive period, their physical and psychological functions will experience maturity where children are ready to provide feedback on the responses they receive. This period is the right time to provide a foundation for developing aspects of child development.

In order to achieve each stage of development, children need stimuli from their environment. Optimizing aspects of early childhood development in education through various means, one of which is by involving children in early childhood education (PAUD) so that children are prepared to face the next level of education.

According to Law Number 20 of 2003, it is stated that Early Childhood Education is a development effort for children from birth to six years with the stimulus of children's physical and spiritual education to develop well as a provision for carrying out further education. With education from an early age, children will gain many new experiences that support the child's growth and development. Through every activity carried out by children in their school environment, it is hoped that all aspects of the child's development will run well according to their age level (Amalia, 2020).

Early childhood education is the initial level of education that children take before entering elementary school. Early childhood education aims to develop children's potential and skills so that they are ready when entering elementary school (Aisyah, et al. 2017). This is an effort to provide educational stimulation for children (Mardiyah et al., 2020). During this period, children experience very rapid development so they need to be paid attention to. Early education is very important in stimulating children's growth. One of the skills that needs to be developed in early childhood is motor skills (Darmiatun & Mayar, 2019).

Early childhood development is also included in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2013, namely (1) Religious and Moral Values, (2) Physical-Motorical, (3) Cognitive, (4) Language, (5) Social-Emotional, and (6) Art. This aspect of development is very important in children's lives, who need proper direction and stimulation. This requires controlling body movements and the brain as the center of movement, namely the physical motor aspect (Ariyanti, 2016).

The physical-motor aspect is an important aspect, because well-developed physical and motor abilities will have an impact on the child's ability to learn and interact with the surrounding environment. Therefore, physical-motor stimulation must be provided appropriately and according to the child's developmental stage (Hildayani, 2016).

Apart from that, it is also important to stimulate cognitive aspects, such as the ability to think logically, memory and creativity. The language aspect is also very important, because good language skills will make it easier for children to communicate with their surrounding environment. The social-emotional aspect is also no less important, because children who have good social and emotional skills will be able to interact with their surrounding environment better. (Nurjanah, 2020).

Lastly, aspects of art and religious and moral values are also important to develop, because they can help children develop creativity, imagination and positive values that are important in life. In optimizing early childhood development, a supportive environment, both at home and at school, is also very important. Therefore, the role of parents and teachers is very important in providing appropriate stimulation and direction to children (Mulyani, 2017).

Motor is a translation of the word "motor", which according to Gallahue is a biological or mechanical basis that causes movement to occur. In other words, movement is the culmination of an action based on motor processes. Because motor (motor) causes a movement (movement), every use of the word motor is always associated with movement and in everyday use. Often there is no distinction between motor and movement.

However, what must always be taken into account is that the movement referred to here is not merely related to movement as we see every day, namely the movement of body parts (hands, arms, feet and legs) through body movement tools (muscles and skeleton). But movement involves motor functions such as the brain, nerves, muscles and skeleton.

Fine motor skills are the actions of your little one using their small muscles, such as the muscles in their hands and fingers to control objects of various shapes and sizes. Your little one uses fine motor skills, for example by holding small objects between his fingers and thumb, or he can also use his mouth to taste foods with different flavors (Samsuddin, 2016).

Motor development includes gross and fine motor skills. Gross motor skills are body movements that use large muscles or most or all of the body parts which are influenced by the child's own maturation. Motor development goes hand in hand with the genetic growth process or physical maturity of a child, for example the ability to sit, kick, run, go up and down stairs and so on. Meanwhile, fine motor skills are movements that use fine muscles or certain parts of the body, which are influenced by opportunities to learn and practice. For example, the ability to move objects from the hand, scribble, arrange blocks, cut, write and so on. These two abilities are very important so that children can develop optimally (Utami, 2017).

Motor skills in children will make children independent, such as eating with a spoon and turning book pages (Nurwita, 2019). To improve motor skills, one simple activity that can be done is training children by cutting. This activity can train patience, precision, and stimulate finger strength. Activities like this can develop young children's motor skills (Nurwita, 2019).

Lolita (2017), revealed that the development of children's fine motor skills is being able to move body parts related to the movement of the fingers and related to the movement of both hands. For example: readiness to write, draw and manipulate objects. Education must be adapted to the child's developmental stages. Therefore, the activities prepared must pay attention to the child's way of learning, starting from simple to complex, concrete to abstract, movement to verbal. The principles of developing fine motor skills in preschool aged children are orientation to the child's needs, playing while learning, creative and innovative, and based on themes (Darmiatun, et al. 2019).

The choice of theme must be in accordance with the things closest to the child, so that the child can easily recognize the various concepts. Play activities can stimulate fine motor development in children. Play activities are very important to improve children's development, especially in terms of developing their motor skills. Apart from that, playing activities can also improve children's creativity, social skills and critical thinking abilities. Therefore, parents and teachers need to provide sufficient support and facilities so that children can play safely and comfortably, and utilize the surrounding environment as a fun and educational place to play (Aprinawati, 2017).

In addition, introducing motor skills in early childhood is very important to form a strong foundation for future physical development. Recording a child's motoric development is very important to find out whether his motoric development is normal or experiencing delays. If there is a delay, appropriate and immediate action needs to be taken so that the child's motor development does not fall further behind (Tanto, dll, 2020).

The central nervous system does play an important role in motor skills and movement coordination, but it should be noted that children's motor development is also influenced by environmental factors and the stimulation the child receives. Therefore, it is important for parents and caregivers to provide appropriate stimulation and stimulation to improve children's motor skills. This can be done through various activities such as playing, sports, and practicing fine motor skills (Putri, dkk, 2020).

The results of observations made at PAUD Kartini, Marga Mulya Village, the current problem is that there are still many children who have low motor skills. This is because children's motor skills are rarely trained. Children who have reached physical maturity to do something, the results they will learn will be better. Every child needs to have the opportunity to learn motor

skills. Therefore, educators should provide opportunities and provide opportunities for children to practice their motor skills through stimuli in appropriate and varied ways. Indicators in cutting activities include cutting paper following a vertical line pattern, cutting paper following a slanted line pattern, cutting paper following a curved line pattern (Sutrisno, 2016).

Fauziddin (2018), stated that cutting, namely cutting various kinds of paper or other materials by following certain grooves, lines or shapes, is one of the activities that develops children's fine motor skills. Eye and hand coordination can develop through cutting activities.

From the description above, it can be concluded that cutting is an activity that can help improve children's fine motor development. In addition, the early childhood education curriculum focuses on developing attitude, knowledge and skill competencies that cover various aspects, including gross motor, fine motor, cognitive, language, social-emotional and artistic. According to Hurlock, the stages of cutting skills in early childhood include ages 3-4 years who can cut correctly, ages 4-5 years who can follow straight or curved lines, and ages 5-6 years who can cut circles, triangles, or quadrilateral (Daeng, 2016).

The normal stages of cutting for a child start from the age of three years to six years. One of the efforts made by teachers is through the learning method through play. Learning for early childhood is essentially a game, that playing is learning, where playing is an activity that is carried out repeatedly and creates a feeling of joy and satisfaction for children, playing as a means to express themselves, explore, be creative and as a vehicle for getting to know themselves and the surrounding environment (Yudha, 2015).

Learning should be structured in such a way that it is fun, makes children interested in following and is not forced to do so. Apart from that, teachers need to provide various opportunities and experiences for children in order to improve children's fine motor skills so that children's fine motor skills can develop optimally. These opportunities do not only take the form of allowing children to do physical activities, but need to be supported by various facilities and learning media that are useful for improving children's fine motor skills. (Slamet, 2017).

Methods

This research uses qualitative research methods. As according to Strianss & Corbin (2016), Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. Examples can include research into a person's history and behavior, as well as the role of organizations, social movements, or reciprocal relationships. Some of the data can be calculated like census data, but the analysis is qualitative. Qualitative research uses and relies on detailed and in-depth verbal data in various forms. This is different from qualitative research which prioritizes and relies on numbers and calculations.

This research was conducted at PAUD Kartini, Marga Mulya Village, Sinar Peninjauan District, Ogan Komering Ulu Regency. The object of this research is Kartini PAUD students. This research was conducted to determine the effectiveness of cutting activities in improving students' fine motor skills.

Results and Discussion

The results of this research show data on the results of improving children's fine motor skills through folding activities with various media at PAUD Kartini, Marga Mulya Village, Sinar Peninjauan District, Ogan Komering Ulu Regency. In this study, researchers carried out paper folding activities, and the results of this research showed an increase in children's fine motor skills. The increase can be seen from the increasing number of children who achieve the expected achievement indicators in each aspect developed. In this paper folding research, researchers were able to develop children's cognitive aspects optimally.

In this paper folding activity, the researcher distributes paper to the students, and teaches the children how to fold by changing the square, rectangular or triangular paper sheets according to a certain direction or fold pattern gradually until a desired model or fold shape is produced, to make it easier to make a shape or model of folds, you need to pay attention to the basics of folding techniques, the stages of folding each shape to be made and the neatness of the folds.

From the results of the activities carried out by the researchers, it can be seen that children's fine motor skills in folding are dominated by children with the ability to fold paper neatly and are able to iron paper by moving their fingers which already look flexible in folding paper or using other media. hands well so that they produce neat folds, children are less able to fold neatly, 2 children are still not neat. And in terms of the flexibility of the children's fingers, 6 children have moved their fingers flexibly, 3 children have moved their fingers less flexibly, and 1 child is still not flexible enough to move his fingers.

The results of the research above show that teachers at PAUD Kartini do not carry out activities that train children's fine motor skills, so the researchers found that there were still some children whose fine motor skills had not developed well. Based on the results of research conducted, it shows that children who have fine motor skills develop optimally, achieving children's achievements in participating in folding play activities in accordance with the purpose of play. Playing helps children to develop a sense of self-esteem. Because by playing children can gain the ability to control their bodies, control and understand objects, and learn social skills. Children play because they interact to learn to create knowledge (Erikson, 1967).

Based on the results of research on learning through paper folding activities carried out at PAUD Kartini, Marga Mulya Village, Sinar Peninjauan District, Ogan Komering Ulu Regency, it can be concluded that children's fine folding motor skills have developed well. The development value of the child's fine folding motor skills has been obtained and has met the previously determined success indicator targets. In research that has been carried out, the majority of children are able to move their fingers flexibly so that they do not produce neat folds.

Researchers stated that the development of fine motor skills in folding paper in children has reached a value of 79.41%. In the target indicators that have been prepared previously, learning is said to be successful if the average percentage value of the development of fine motor skills in folding children has reached a value of $\geq 75\%$ of the total number of children. on good criteria as expected. Based on the results obtained, it can be concluded that the classroom action research activities that have been carried out at PAUD Kartini, Marga Mulya Village, Sinar Peninjauan District, Ogan Komering Ulu Regency have been successful. With improved fine motor skills folding.

The improvement in children's fine motor skills in this study shows that there is conformity between theory and research results. Folding activities are one of the goals of fine motor development for children aged 4-6 years. A form of art/handicraft work which is generally made from paper, with the aim of producing various forms of toys, decorations, functional objects, props and other creations. For kindergarten age children, folding is a form of active play activity that is interesting and fun.

Through this activity, children can develop fine motor skills, competitive thinking, imagination, artistic taste and children's skills. In particular, folding activities aim to train memory, observation, hand skills, develop fantasy, creativity, accuracy, neatness and a feeling of beauty. (Sumanto, 2015).

The success of the actions in this research can be seen in the learning process in paper folding activities with various media carried out by children. In this activity the researcher has developed fine motor skills and various other aspects in children at PAUD Kartini Matli Baru.

The results of this research are in line with research conducted by Tatik, et al (2022). This research consists of two cycles, each cycle consisting of three meetings. The indicator of success is if 75% of children experience learning completion. In cycle I, the result was an increase in children's abilities of 45%, then in cycle II the average value of children's fine motor skills reached 76% in the Very Well Developed (BSB) category. Based on the research results, it can be concluded that children's fine motor skills can be improved through weaving activities using loose part media for children in group B RA Prampelan Sayung Demak for the 2021/2022 academic year. Furthermore, research by Glory and Julita (2023) found the same results, namely that cutting is very important to use in the early childhood learning process, especially to support children's fine motor development.

Nurjani, et al (2019) in their research also found the same results, namely that cutting activities can develop fine motor skills in second semester group B children at YBA'45 Tarogong Kidul Kindergarten by 24.5%. Furthermore, Angginingsih, et al (2021), in their research showed that the media developed in the form of papercraft media is suitable for application in learning for early childhood. The implication of this research is that the media developed can make it easier for students to learn so that they can improve motor skills in early childhood. Tanto, et al (2020), found that children's fine motor skills will improve if they involve students' senses in learning through learning media.

Conclusion

Folding activities using various media can improve the fine motor skills of Kartini PAUD children, Marga Mulya Village, Sinar Peninjauan District, Ogan Komering Ulu Regency. Children's fine motor skills improve after the children warm up at the beginning of the activity, the use of other more interesting media such as notebook paper, newsprint, coconut leaves for folding activities, as well as more selective and precise group divisions carried out by the teacher so that the children concentrate more. because the class becomes more conducive.

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