

Improvement of Fine Motor Skills Through Cheerful Weaving Activities in Group B PGRI 03 Kindergarten Tumpang Malang

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ABSTRACT

The purpose of this study was to find out how the application of cheerful weaving activities to improve children's fine motor skills, and describe whether through cheerful weaving activities can improve children's fine motor skills. This study uses a classroom action research (CAR) design with qualitative and quantitative approaches. This classroom action research is conducted in two cycles, each cycle of which there are two meetings consisting of planning, implementing, observing, and selecting. The subjects of this study were group B PGRI 03 Kindergarten Tumpang Malang overlapping with 16 children. This research was successful because it showed an increase in the repetition and incorporation of weaving material so that it was easily carried out by teachers and children. The increase can be seen from the pre-action to the second cycle in fine motor skills eye and hand coordination aspects of 62.50%, the accuracy aspect is 62.50%, and the flexibility is 68.75%. Based on the presentation of the results of the implementation of cheerful weaving activities that children's fine motor skills proved to be increasing.

Keywords: *Fine Motor Skills, Cheerful Weaving, Children Motor Skills*

1. INTRODUCTION

Early childhood education is a form of education that focuses on physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), social emotional (attitudes and behavior and various), language, and communication. In accordance with the stages through which early childhood (Sujiono, 2013). Apart from being very important for the development of all individual aspects, early childhood education is also important for the life of the nation and state. Therefore, early childhood education is the first and main foundation in developing children's personalities.

Kindergarten age is a period where physical growth and development takes place very quickly and rapidly. One of them is the fine motoric development of children, which according to Suyadi (2010), fine motoric movements are more detailed skills. In line with that, according to Sumantri (2005) fine motor skills are movement skills that involve small muscles with activities aimed at training children's motor skills in coordinating eyes and hands, as well as other related

aspects. Examples of activities that can improve children's fine motor skills include skills to form clay/dough, drawing, weaving, sewing, coloring, sweeping, cutting, and others.

The results of preliminary observations carried out on December 12, 2018 showed that the fine motor skills of group B children were still low, as evidenced by the activity of resonating 10 out of 16 children who had not been able to complete their activities due to difficulties in inserting beads on the thread, collage activities of 9 out of 16 children resulted from their collage Not neat, cutting activities with a pattern of 7 out of 16 children cut out of the pattern. The results of these problems can be seen that the fine motor skills of children in the aspects of eye and hand coordination, accuracy, and flexibility of the child's fingers have not developed optimally.

According to Ningsih (2017), weaving activities with various media can improve children's fine motor skills. Meanwhile, according to Sumanto (2005: 119) states that through weaving activities can develop artistic sense competences in children, can develop children's fine motor skills in eye and hand coordination, and can train children's emotional control. Therefore, researchers took

alternative weaving activities to improve children's fine motor skills in the aspects of eye and hand coordination, accuracy, and flexibility.

This weaving activity uses natural materials as a medium such as banana leaves and pandan leaves, because it is called cheerful weaving. Cheerful weaving overlaps parts of the slices in turn using natural ingredients such as banana leaves and pandan leaves as a medium, apart from being easy to obtain around the house it is also safe for children, cheerful weaving can improve fine motor skills in the aspects of coordination, accuracy, and flexibility. The benefits of weaving for early childhood are that in addition to improving fine motor skills (Hourigan & Leavy, 2019). Children can also train in cognitive aspects, train children's emotions, introduce Indonesian traditional crafts, and train children's concentration.

2. METHOD

The design of this research is a classroom action research design developed by Kemmis and Mc Taggart (2007), with a collaborative model using qualitative and quantitative data. This classroom action research is aimed at improving the learning process in the classroom, by being carried out in a cycle aimed at solving the problem process and learning outcomes. There are four important stages in classroom action research including: (1) planning, (2) implementation, (3) observation, and (4) reflection.

In more detail, the four stages of the research can be described as follows: 1) planning activities carried out in the planning stage is preparing research preparation starting from the tools and materials to be used, RPPH, observation sheets for observation, 2) implementation of activities carried out in this stage are carry out the learning activities that have been planned with the teacher who takes action, 3) observations The researcher makes observations during the learning process. This observation is carried out in stages starting from cycle I with two meetings, until the cycle that is expected to achieve its goals. This observation activity is carried out using observation sheets for teachers and children during teaching and learning activities. The purpose of this observation is to serve as an evaluation material for reflection at a later stage. This observation is carried out thoroughly using predetermined data collection instruments so that data can be obtained about the implementation of the action. 4) Reflection in this stage is carried out with the intention of thoroughly examining the actions that have been taken, based on the data that has been collected and then evaluated.

This classroom action research was conducted at TK PGRI 03 Tumpang Malang. The subjects of this study were children of group B PGRI 03 Kindergarten Tumpang Malang with a total of 16 children. This

research model is collaborative, namely working with teachers, teachers as research implementers while researchers as observers. This research was conducted in Semester II learning for the 2018/2019 academic year.

Data in classroom action research serves as a basis for reflection, data collection is taken from the initial cycle to the final cycle using several techniques, namely: observation and documentation. Observation is used to determine the increase in social skills, children's responses to what the teacher does in carrying out cheerful weaving activities. Documentation is done by recording data related to the object under study, in the form of child assessment instruments, teacher activities, anecdotal notes.

3. RESULTS

The results of this study were obtained from observations during the research process in group B PGRI 03 Kindergarten Tumpang Malang, there was an increase starting from pre-action, cycle I, and cycle II. Observations were made simultaneously with the learning process of the cheerful weaving activity. Based on the results of observational data on fine motor skills of children in group B TK PGRI 03 Tumpang through cheerful weaving activities has increased from pre-action, cycle I, and cycle II can be explained through the following graph:

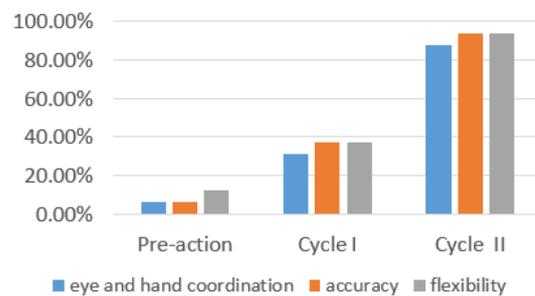


Figure 1. Graph of Improving Children’s Motor Skills

Based on the table above, it can be explained that the fine motor skills of group B TK PGRI 03 Tumpang during the pre-action, cycle I, and cycle II are experiencing an increase. The increase in the pre-action to cycle I in the eye and hand coordination aspect increased by 25%, the accuracy aspect increased by 31.25%, and the flexibility aspect was 25%, this had not yet reached the achievement criteria, namely $\geq 70\%$. While the fine motor skills of children from cycle I to cycle II experienced an increase in the eye and hand coordination aspects by 56.25%, the accuracy aspect increased by 56.25%, and the flexibility aspect increased by 56.25%, so that this study could achieve achievement criteria. exceed 70%. The results of fine motor skills in pre-action, cycle I, and cycle II can be shown in the table as follow.

Table 1. Result of the Fine Motor Skills of the Pre-Action Children untik Cycle II

No.	Implementation	Rated Aspect		
		Eye and Hand Coordination	Accuracy	Flexibility
1.	Pre-Action	6,25%	6,25%	12,50%
2.	Cycle I	31,25%	37,50%	37,50%
3.	Cycle II	87,50%	93,75%	93,75%

Information:

BB: Not yet developed (0% - 54%)

MB: Still Developing (55% - 74%)

BSH: Developing as Expectations (75% - 84%)

BSB: Very Well Developed (85% - 100%)

4. DISCUSSION

Based on the results of research that have shown that fun weaving activities can improve the fine motor skills of group B children PGRI 03 Kindergarten Tumpang Malang. It can be seen in pre-action research that children's fine motor skills are still very low, namely in the eye and hand coordination aspects of 6.25%, accuracy of 6.25%, and flexibility of 12.50%, this is included in underdeveloped criteria. . The first cycle of eye-hand coordination was 31.25%, accuracy was 37.50%, and flexibility was 37.50%. Based on the results of observations on pre-action and my silus, I experienced an increase, but it was not yet in accordance with the desired skill criteria. This is because in cycle I there is still implementation, so it is necessary to cycle II to achieve research criteria.

This is in line with Sujiono (2013), namely increasing the ability to control or fingers picking up small objects, cutting lines with scissors, holding a pencil with adult help, arranging beads, and one of them is doing weaving activities. One way to solve this problem is that teachers and researchers agree to choose cheerful weaving activities to improve the fine motor skills of group B children PGRI 03 Kindergarten Tumpang Malang. In line with Sumanto's (2005) opinion, preschool children create whatever they like in the form of drawing, painting, printing, mosaic, montage, collage, folding, cutting, as well as experiences of weaving activities.

The results of the first cycle of meeting I experienced an increase in action, where in the first cycle the children were divided into two groups for each group weaving with different materials. In the second cycle of the second meeting the results of weaving activities increased, where in the second cycle the children were not divided into 2 groups to carry out weaving activities, but all the children used the same material. Even though the media used on that day is the same, it does not reduce children's enthusiasm to carry out weaving activities in the classroom (Jacob et al., 2018). By weaving cheerfully using natural ingredients, it is proven to be able to improve the fine motor skills of group B children in PGRI 03 Kindergarten Tumpang Malang.

The results of cycle I are the reference reference for continuing cycle II. In the second cycle of the first

meeting, an action was given with the teacher explaining how to weave with the children together following "top-down and top-down" while doing the activity. The second cycle of the second meeting experienced an increase again with all the children weaving using a banana leaf without cutting. This is because the child's fine motor skills improve at the second meeting due to repetition by the teacher.

Based on the problems in cycle I, the teacher made improvements in cycle II. The improvements made included (1) presenting the implementation of multiplying activities so that during the activity process it runs in an orderly manner, (2) equating the use of weaving materials on the same day. With the improvement in cycle II, the child's fine motor skills can improve. This is in accordance with Sumantri (2005) and Li et al. (2018) that the goal of fine motor development is to be able to develop skills related to eye and hand coordination, accuracy, and flexibility of the fingers, emotional control, and concentration training. Based on the theory above, it can be argued that fun weaving activities can improve the fine motor skills of group B children TK PGRI 03 Tumpang Malang.

5. CONCLUSION

Based on the results of the collaborative classroom action research between group B class researchers and teachers, it can be concluded that children's fine motor skills can be improved through cheerful weaving activities. This is proven by the achievement of the pre-action condition class in the eye and hand coordination aspects of 6.25%, increasing in the first cycle to 31.25%, the accuracy aspect of 6.25% increasing in the first cycle to 37.50%, and the accuracy aspect of 12.50%. increased in the first cycle to 37.50%. Then in the second cycle the eye and hand coordination aspects increased back to 87.50%, the accuracy aspect increased to 93.75% in the second cycle, and the flexibility aspect increased in the second cycle to 93.75%.

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