



# Applause As an Effort to Optimize The Development of Fine Motoric Children Aged 2 - 3 Years

Heni Surya Supriyanti<sup>1\*</sup> and Nur Fauziah<sup>2</sup>

<sup>1,2</sup> Early Childhood Education, Universitas Muhammadiyah Surakarta, Indonesia  
\*1a520221061@student.ums.ac.id

**Abstract.** In an effort to develop the brain can be done with various stimuli in learning. Playing and singing is a way of learning that is acceptable and in accordance with the needs of students. The human brain has 2 parts, namely the right brain and the left brain. The process of thinking logically and mathematically as well as managing the work system of the left side of the organ is in the left brain, while the process of thinking intuitively, creativity and art is in the right brain of the individual. This study aims to determine the optimization of clapping on fine motor development in children aged 2 to 3 years. The research method used is qualitative. Data collection method used is interview, observation and documentation data. To facilitate research implementation, operational description of the variables based on the problems studied by the authors. The object of the research is early childhood, in this case students at the Mutiara Ibu Kalimosodo Kauman Early Childhood Post, Surakarta. The results of this study are optimizing applause in activities that can make children's fine motor development better, children can grasp using five fingers, fold paper and cut without patterns. Clapping is the cheapest and easiest way to do anytime and anywhere. Applause is also often interpreted as giving appreciation for the achievements of children's activities, teachers and parents practice regularly and it is proven that children are happy learning and playing.

**Keywords:** applause, fine motoric, children aged 2-3 years

## 1 Introduction

The growth and development of every human being certainly begins at an early age. At that age, children experience a golden period of growth because their growth and development are very fast. Development and growth at this age will be maximized if given positive stimulation and in accordance with the conditions.

The process of growing and developing a child can potentially determine the quality of the child. The process of growth and development of children is mostly caused by genetic influences and the environment in which the child is located. Genetic factors are generally related to the DNA of both parents and the ancestors of the child, while environmental factors include the physical or natural environment and socio-cultural conditions. Every human being has nerve cells in the brain, including children, it is the

nerves in the brain that will influence how they grow and develop, the more branched and connected the nerves in the brain are, the more the child will grow [1].

Early Childhood Education (PAUD) is a deep foundation implementation of education. As a foundation it will influence the robustness of further education. Hence the quality of learning PAUD must be stronger, if the quality of learning is good then the foundation will also be strong, otherwise it will make level education difficult on. The strength of this foundation is related to the quality of learning, which resulting in students being able to obtain good learning quality and enable children to reach their developmental level [2]. Early childhood development is very important, because as a determinant for the child's future. For it is very important to stimulate and maximize early childhood development which includes aspects of religious values, morals, physical motor, cognitive, language, social emotional, and arts [3].

The process of thinking logically and mathematically as well as managing the work system of the left side of the organ is in the left brain, while the process of thinking intuitively, creativity and art is in the right brain of the individual. The characteristic of development is that there are significant changes in the physical and psychological aspects, physical aspects include body weight and the development of body organs, while psychological aspects include the ability to think, be creative and remember [4].

Potential in the growth and development of children is in the toddler years or under five years of age [5]. At that age the process of growth and development of an individual is very fast, both brain development and physical development. In addition to a very fast development process, children at this age are generally very sensitive to all forms of stimulation. Abnormal motor development can occur caused by a lack of opportunity to practice using members body and excessive protection. Physical motor development consists of two types, namely gross motor skills and fine motor skills. Motion gross motor skills are complete movements, while fine motor movements are detailed skills [6].

Providing stimulation to children in the form of positive stimulus for children helps the process of growth and development of these children for the better. The easiest form of stimulation that can be given to children is applause, because clapping can be done at various moments such as when a child is making an achievement, playing or just joking, this is because the clapping movement does not require any tools and can be done at any time.

Children aged 2 to 3 years should have started to develop their fine motor skills, such as squeezing paper or cloth using 5 fingers, folding cloth/paper even though it's not neat or straight and cutting paper without patterns, and finger coordination. However, in reality, in PAUD Mutiara Ibu Kalimosodo Kauman Surakarta, almost all of them have not been able to show these fine motor developments.

Reporting from the Today found out page, the idea of clapping to show appreciation begins with learned behavior. For example, in babies, they will initially clap at the age of around one year.

However, babies clap their hands automatically without parental encouragement. This is indicated by the baby's response to the sound made by his hands. From this, there are parents' ideas to teach them to use clapping movements as a sign of enthusiasm.

Professor Bella Itkin of DePaul University's School of Theater has a theory that the applause originates from activity around the campfire. Usually this activity includes drumming and stomping, accompanied by applause [7].

Clapping is a movement of both hands meeting each side and then a beat occurs which produces a sound. Pat Hands apparently have a positive impact on children's intelligence. Clapping provides benefits in smooth blood flow to the brain and therefore children [8]. Especially in children, clapping can improve brain function and contribute to better handwriting, reduced spelling errors and improved concentration [9]. Clap every day have a sharp brain. Applause has been proven to provide more abilities for children in the future, as said by Dr. Idit Sulkin "Children who participated in the singing activity while clapping showed more ability than other children who were not involved in the activity. This activity is carried out for first, second and third graders which are periods of rapid growth and development" [10].

Based on this, the authors are interested in optimizing applause as a stimulus for the development of fine motor skills in children through the following writing [11]. The author's aim in raising this issue is firstly to find out whether there is an influence of the clapping method on the development of fine motor skills of children aged 2-3 years at the Mutiara Ibu Kalimosodo Kauman PAUD Post, secondly to find out whether there is an increase in the fine motor development of children aged 2-3 years at the Post. PAUD Mutiara Ibu Kalimosodo Kauman uses the clapping method.

## 2 Methods

This study used qualitative research methods, through interviews with parents and educators at the Mutiara PAUD Post, Mrs. Kalimosodo Kauman, Pasarkliwon Surakarta. The information was conducted in the PP Mutiara school environment, Mrs. Kalimosodo Kauman. In order to obtain data and a more in-depth understanding regarding the fine motor development of early childhood and its influence on preliteracy. By using this method, it is possible to gain direct perspectives from parents and PP Mutiara educators, Ibu Kalimosodo, about their children's fine motor development and how this development affects preliteracy. The research was conducted at PP Mutiara Ibu Kalimosodo from 2 May 2023 to 22 June 2023 with the target of this research being early childhood 2-3 years.

This research includes the stages of preparation, implementation and processing. Through the study of documents using tools in the form of interview guidelines and observation guidelines. Interviews were then followed by observation, which was the way the authors collected data. . To facilitate the implementation of research. operational description of variables based on the problems studied by researchers. The object of research is early childhood, in this case students at the Mutiara PAUD Ibu Kalimosodo Kauman Surakarta Post.

### 3 Results and Discussion

Determining learning objectives is the first step taken in providing stimulus through planning. Regarding the use of clap games, it refers to the Child Development Achievement Level Standard (STPPA) by the PAUD directorate, as an effort to optimize the fine motor development of children aged 2-3 years at the Mutiara PAUD Mother Kalimosodo Kauman Post, while the types of games are self-made by the author and game references from teacher meetings and training events. Furthermore, evaluation results are made every 2 weeks regarding the practice of applause both at school and at home.

Based on the observations the authors found 11 out of 14 children, the level of achievement of fine motor physical development was not optimal, such as squeezing cloth or paper using 5 fingers, cutting paper without patterns and folding cloth/paper even though it was not neat or straight, and not good enough finger coordination for holding flat objects such as spoons and toothbrushes. stimulate early childhood to help develop their brains [12].

Based on interviews with parents, caregivers and grandmothers of the students, it was found that there was still a lack of stimulation given to children at home. Children get nanny facilities that serve children's needs such as eating, picking up and putting things away, tidying up toys and children are not yet allowed to play outside the home. Children have not had the opportunity to try using objects weighing around 200 -500 grams. The child does not clap or TOS in one day. High five is a hand movement between two people who simultaneously raise their hands and clap each other's palms. This hand gesture is usually preceded by the words "tos" or "tos first" in Indonesian. The meaning of this gesture can vary, such as greetings, congratulations, or celebrations (wikipedia).

Clapping activities at school begin during gymnastics, opening, core and closing activities. The clapping activity during the opening activity was carried out simultaneously with singing a song before praying.

gymnastic activities:

Song Title: Up Down

Lyrics and movement

Up and down shaking

Shake left and right, up and down.

(hands up then down, then hands on waist, head shakes left and right alternately)

Up and down clap

Up and down clap

Tap left tap right

Up and down clap

(hands up then down, then clap 2 times, clapping to the left side of the body followed by a clapping movement to the right side of the body, ending with a hand movement up then down and clapping)

Jump up and down

Jump up and down

Jump left jump right

Jump up and down

(hands up then down, then jump in place 2x, jump movement to the left of the body followed by a jumping movement to the right of the body, ending with a hand movement up then down and jumping in place 2x)

prayer activity:

Song Title: Applause

Hands up then clap (movement according to the lyrics)

Hands aside then clap (movement according to the lyrics)

Hands back then clap (movement according to the lyrics)

Hands forward, attitude of prayer (movement of both hands in front of the chest straight, then folded both palms pointing upwards)

Core activities :

The author does the High Five movement when the child is willing to choose his own toys, finish the toys and tidy up the toys. The author also invites all children to clap when one of the children can answer a question, finishes making a presentation and congratulates them for playing alone or playing with a group.

Closing activities:

During the recalling activity the author made the TOS movement to one of the children in turn after they reflected on the day's play activities. The author invites all children to clap when they say "Congratulations, friends, for completing today's series of play activities"

The prayer activity is carried out 3 times with the model of singing and clapping followed by reading prayers, namely prayers for wanting to play, wanting to eat and going home.

**Table 1.** Summary of observations of fine motor physical development in children aged 2-3 years at the Mutiara PAUD Ibu Kalimosodo Kauman Post

No	The level of achievement of the child's development	Description	UD	BD	DE	DVW	criteria
<b>Fisik Motorik</b>							
<b>Motorik halus</b>							
1.	Squeeze paper or cloth by moving five fingers	Children make gestural movements that press and release, press and release the paper/cloth with the muscle strength of their fingers and wrists, which are done consciously and deliberately	5%	8%	15%	72%	DVW

(Gani, Handoko: 2016)

2.	Folds cloth/paper even if it is not neat/straight	Children shape cloth or paper media into the desired shape in an irregular manner (Hirai, Maya: 2012).	4%	5%	35%	56%	DVW
3.	Cutting paper without a pattern	Children use scissors, cutting various kinds of paper or other materials without following certain patterns, lines and shapes	13%	7%	46%	34%	DE
4.	Coordination of fingers is good enough to hold flat objects such as toothbrushes, spoons	Children use their five fingers to interlock with their hands; grasping (pencils, blocks and so on)(KBBI).	4%	7%	10%	79%	DVW

- UD : Undeveloped
- BD : Begin to Developed
- DE : Developed as Expected
- DVW : Developing Very Well

Source: Research data

Based on the table above, it can be seen that the average child aged 2-3 years at the Mutiara PAUD Mother Kalimosodo Kauman Post is developing very well in the physical aspects of their fine motor skills by optimizing clap games that are adapted to the needs of STPPA according to their age. This is because stimulation has been carried out through optimizing applause to stimulate the development of children's fine motor skills.

#### 4 Discussion

The results of interviews and documentation studies obtained from fellow educators and the author's educational staff regarding the use of the game of clapping show that the activities carried out are in accordance with the concept of early childhood education programs. The materials and types of activities at the Mutiara PAUD Ibu Kalimosodo Kauman Post clearly lead to the concept of the PAUD program, namely. Early childhood education is directed towards the development of all aspects of child development, and one aspect of that development is physical motor skills. Curriculum

content is developed with materials or materials that lead to goals. Based on the documentation study and interviews with the homeroom teacher that the curriculum or learning materials at the Mutiara PAUD Post Mother Kalimosodo Kauman have been sourced from the 2013 curriculum and based on Permendikbud 137 of 2014. The theme chosen for the use of this clap game is also in accordance with the signs of the election theme. Themes are a medium for introducing various concepts so that children are able to recognize them as a whole, easily and clearly. All activities to achieve goals are framed by themes constituting context (material focus).

The implementation of the use of the clapping game developed at the Mutiara PAUD Mother Kalimosodo Kauman Post is in accordance with the principles of child development, this can be seen in the development of the physical aspects of fine motor skills, namely by getting used to the movements through the clapping game so that children want to do it happily. Educators are one of the determining factors for the success of using clap games in learning. The creativity of educators in making clap games and adjusting to indicators of developmental aspects is in accordance with research [13][14]. However, educators should be fair in treating children when playing clap if someone needs help or attention in the game, this will have an impact on children. In line with this, Raihani in his research stated that the injustice experienced by students is partly a manifest of the hidden curriculum, which has apparently missed the attention of the schools' leaders and teachers [15][16][17]. Thus, educators should be able to teach professionally so that learning objectives can be achieved. Agree with this states that educators who are professional and able to manage learning well, in constructing their knowledge and applying it in everyday life can have implications for improving students' abilities

## 5 Conclusion

In children aged 2 to 3 years, aspects of development that need to be optimized are fine motor physical development, using regular clapping activities both at school and at home is very effective. As we know that children aged 2 to 3 years who have completed their fine motor development will be ready to face preliteracy moments at the Kindergarten education level, such as the ability to put small objects into bottles (pieces of sticks, pebbles, seeds). pouring water, sand, or grain into a container (bowl, bucket), cutting paper following a straight line pattern, measuring large objects. The role of parents is very important, namely as a teacher relationship to continue habituation from school at home. Educators and parents need to use regular follow-up plans as a formative assessment in the application of clapping as an optimization of fine motor development for children aged 2 to 3 years.

## References

1. Prastiwi. 2019. Pertumbuhan Dan Perkembangan anak Usia 3-6 Tahun. In Jurnal Ilmiah Kesehatan Sandi Husada, 5(1)

2. Almarizka, Jihan Ayu and , Darsinah. 2022, Pengaruh Prinsip Pembelajaran Terhadap Kualitas Pembelajaran Anak Usia Dini di Kecamatan Pendopo Kabupaten Empat Lawang. Skripsi thesis, Universitas Muhammadiyah Surakarta.
3. Slamet, Sri. 2021. Stimulasi Perkembangan Anak Usia Dini Melalui Kegiatan Mewarnai dan Hafalan Al Quran: Jurnal Warta LPM 24(1)
4. Sriyanto, A. 2022. Development And Characteristics Of Development In Early Childhood: A Subject for All, Journal Fasch: Department of Early Childhood Islamic Education, 2(1).
5. Oktaviani, Eka. 2021. Deteksi Dini Tumbuh Kembang dan Edukasi pada Ibu tentang Status Gizi Anak pada Periode Golden Age. Journal of Community Engagement in Health, 6(2)
6. Perdana, Andhika Wirin and , Ilham Sunaryo, M.Pd.AUD (2017) Meningkatkan Kemampuan Motorik Kasar Anak Melalui Permainan Simpai di Kelompok B TK PGRI, Plumbungan Kecamatan Karangmalang Kabupaten Sragen Tahun 2016/2017. Skripsi thesis, Universitas Muhammadiyah Surakarta.
7. <https://jatim.suara.com/read/020/12/15/133419/sejarah-tepuk-tangan-kapan-mulai-digunakan-sebagai-bentuk-apresiasi>, accessed on Agustus 8 at 09.15
8. Muclisotun, Siti. 2021. Pengaruh Metode Bernyanyi Dengan Tepuk Tangan Terhadap Hafalan Mufrodlat Bahasa Arab Di Kelas III Madrasah Diniyah Children Pondok Pesantren Ngalah. Bachelor's thesis, Yudharta University.
9. <https://tirta.id/manfaat-tepuk-tangan-dalam-gerakan-56-detik-di-hkn-12-november-2020-f6Vz>, accessed on Juli 7 at 08.10
10. Jen, (2019). Applause Increases Children's Brain Intelligence, This Is The Time It Takes Every Day. Retrieved 1 July 2023. <https://jateng.tribunnews.com/>, accessed on July 2 at 07.02
11. Wahyuningsih, Tri and Surtikanti, (2015) Upaya Meningkatkan Kemampuan Motorik Halus Melalui Senam Irama Pada Kelompok A Di TK Pertiwi 04 Ngringo Jaten Karanganyar Tahun Ajaran 2014/2015. Skripsi thesis, Universitas Muhammadiyah Surakarta
12. Ruslianti1, Sabariah2, Fitriah Saqinah3, Debby Susanti4, (2023) Early Childhood Brain Development and Its Impact on Lifelong Life, Tambora Journal Vol. 7 No. February 1, 2023.
13. Fauziddin, M. (2016). Improving the Ability of Cooperation through Group Work Activities for Group A Children of Kartika Salo Kindergarten, Kampar Regency. Journal of Obsession: Journal of Early Childhood Education, 2(1), 23-38.
14. Rahma. 2022. Efforts For Children's Fine Motor Development Through Coloring Schedule Media In Group B Children At Tkn Permata Hati. Early Childhood Research Journal, 5(2), 33-38. <http://dx.doi.org/10.23917/ecrj.v5i2.20653>
15. Raihani, R. 2012. Islamic School and Social Justice in Indonesia: A Student Perspective. Al-Jami'ah: Journal of Islamic Studies, 50(2), 279–302.
16. Putri, D. A. J, Salpina, and Maisura. 2023. The Importance Of Instilling Aqidah Education From An Early Age, Early Childhood Research Journal, 6(1), 33-38. doi. 10.23917/ecrj.v6i1.71304
17. Salpina and Putri, D. A. J. 2022. Implementation Of The Pull Out Learning Model In Inclusive Education Programs To Optimize The Development Of Children With Special Needs At Pelangi Anak Negeri Yogyakarta Islamic Kindergarten. Early Childhood Research Journal, 5(2), 16-23. <http://dx.doi.org/10.23917/ecrj.v5i2.20528>



**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

