



## **IMPROVING FINE MOTOR SKILLS THROUGH COLLAGE CREATION AT TUNGGAK JATI PRESCHOOL, GEGESIK DISTRICT, CIREBON REGENCY**

**Cariyem<sup>1✉</sup>**

<sup>1</sup>Universitas Islam Bunga Bangsa Cirebon, Indonesia

Email: [cariyemsamira5@gmail.com](mailto:cariyemsamira5@gmail.com)

Received: 2024-09-18; Accepted: 2024-11-15; Published: 2024-12-31

### **Abstract**

His research is based on the results of initial observations of children aged 5-6 years at PAUD Tunggak Jati, Gegesik District, Cirebon Regency, which show that children's fine motor development is still low due to inappropriate and less than optimal learning methods. To overcome this problem, researchers attempted to apply learning through collage activities. The aim of this research is to improve the fine motor skills of children aged 5-6 years at PAUD Tunggak Jati, Gegesik District, Cirebon Regency, through collage activities. The research methodology used in this research is classroom action research. Data is collected through observation and documentation of each research process and activity. Data analysis was carried out using qualitative analysis methods, which included data triangulation, diligent observation, and discussions with colleagues. Apart from that, qualitative analysis also uses class average and percentage formulas. This research shows the following results: 1. Before implementing learning through collage activities, the improvement in fine motor skills in children aged 5-6 years in PAUD Tunggak Jati, Gegesik District, Cirebon Regency had not developed as expected. 2. Implementation of actions to improve fine motor skills in children aged 5-6 years at PAUD Tunggak Jati, Gegesik District, Cirebon Regency, is carried out as part of the learning implementation plan and implemented in learning activities at school. In the first cycle, learning is through collage activities using collage media such as leaves, origami paper and glue. Meanwhile, in the second cycle, learning uses collage media in the form of dry leaves, seeds and origami paper. 3. Improvement of fine motor skills through collage activities in the 5-6 year age group at PAUD Tunggak Jati, Gegesik District, Cirebon Regency showed significant improvement after the action was carried out. In the pre-cycle, the improvement in fine motor skills only reached 31.6% (BB), then increased to 56.1% (MB) in cycle I. After improvement in cycle I, cycle II showed an increase of up to 88.3% (BSH), which exceeds the minimum achievement in this study, namely >80%. Therefore, this action was considered successful and was stopped in cycle II. In conclusion, the fine motor development of children aged 5-6 years in PAUD Tunggak Jati, Gegesik District, Cirebon Regency showed improvement through learning collage activities using dry leaves, seeds and origami paper.

**Keywords:** *collage activities, fine motor skills, collage creation.*

## INTRODUCTION

Early childhood education is a very fundamental level of education, because the development of children in the future is greatly influenced by various stimuli and stimulations given since childhood. At this stage, children have great potential to learn many things quickly, so it is important to develop and stimulate their potential optimally, children have great potential to learn many things quickly. Early childhood education is very important for children to start playing and learning together with their friends through social interactions that occur, in addition to providing opportunities for children to socialize, get to know the school environment and activities in early childhood education, and instill an attitude of honesty, discipline and various positive things. Early childhood education must be carried out in a planned and holistic manner in order to provide optimal stimulation during the golden age of children's growth and development, as well as develop the various potentials possessed by children.

According to Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph 14, early childhood education is defined as a development effort aimed at children from birth to the age of six. This effort is implemented through the provision of educational stimulation that aims to support the physical and mental growth and development of children, so that they are ready to continue to the next level of education.

This definition shows that early childhood education has received serious attention from the government, so that its implementation must be carried out professionally in accordance with applicable policies and regulations. In this context, the government through the Ministry of Education and Culture has issued a policy on the Standards for the Implementation of Early Childhood Education as stated in Permendikbud No. 137 and 146 of 2014. This regulation was issued as a form of adjustment and readiness in implementing the 2013 Curriculum in early childhood education.

According to Maria Montessori, early childhood education is education provided to children aged 0-6 years in a school environment. This education includes daily skills material and uses methods that cover physical and mental aspects. Children are given the freedom to choose the activities and tools they want to use in the learning process.

According to Santrock (2011), fine motor skills are skills that involve small, precise movements, such as holding toys, buttoning clothes, or completing tasks that require manual precision. Fine motor development is closely related to improving skills in using fingers in carrying out various activities. For example, the ability to move objects between hands, stack blocks, cut, write, fold, stick, and other similar activities. Based on the child development achievement level standards (STPPA) in the 2013 PAUD curriculum, in accordance with Permendikbud Number 137 of 2014 concerning national standards for early childhood education, children's fine motor development includes the following abilities:

1. Sticking pictures correctly.
2. Imitating shapes.
3. Exploring with various media and activities.
4. Using stationery and eating utensils correctly.
5. Cutting according to patterns.
6. According to the child development achievement level standards (STPPA)

Fine motor skills, as explained by Bambang (2010:1.14), are movements that involve certain body parts and are carried out by small muscles, such as the skill of using fingers and

wrist movements. Thus, it can be concluded that children's fine motor skills include movements or skills that use fine muscles or certain body parts and coordinate eye and hand movements. This ability is influenced by the opportunity to learn and practice.

According to Sumanto (2005:93-94), the term "collage" comes from the French word "collage" which means the process of sticking. Collage is an artistic expression that involves the technique of combining paintings by sticking various materials. Collage creativity in early childhood reflects their abilities in fine arts, which are expressed through the expertise of arranging and sticking natural, artificial, and used materials on media such as paper or other surfaces, producing unique and interesting compositions.

According to Saki Muharrar and Sri Verayati (2013:22), collage is an art technique that combines various elements into one pattern to produce a new work. Collage involves the process of pasting various materials together in a harmonious combination or pattern to form a whole work. The key element of this technique is the use of materials that fit the desired pattern, either as part of a complete work or as an addition to another work such as meaning painting, to create new aesthetic elements.

Based on the results of observations of learning for children aged 5-6 years at PAUD Tunggak Jati, Gegesik District, Cirebon Regency, it is known that children's fine motor skills are still relatively low. This obstacle is caused by several factors, including the limited variety of learning methods applied, so that children's fine motor development has not reached an optimal level. To overcome this problem, researchers conducted action research by applying collage techniques as a learning method to improve children's fine motor skills. The implementation and holistic facilitation of early childhood has a significant impact on their growth and development, both in terms of physical motor, cognitive, language, and social aspects, which prepares them better for further education (Dwi Hastuti, IPB, 2010).

## **METHODOLOGY**

This study uses a qualitative research approach where qualitative research as a scientific method is often used and implemented by a group of researchers in the field of social sciences, including educational science. A number of reasons are also put forward, the essence of which is that qualitative research enriches the results of quantitative research. Qualitative research is carried out to build knowledge through understanding and discovery. A qualitative research approach is a process of research and understanding based on methods that investigate social phenomena and human problems. In this study, researchers create a complex picture, examine words, detailed reports from respondents' views and conduct studies in natural situations (Iskandar, 2009).

Qualitative research is used if the problem is not clear, to find out the hidden meaning, to understand social interactions, to develop theories, to ensure the accuracy of data and to examine the history of development. Given that this study aims to determine the Improvement of fine motor skills through collage work at PAUD Tunggak Jati, Gegesik District, Cirebon Regency, the researcher uses a descriptive qualitative research method.

In addition, as stated by Moleong, the qualitative method is carried out with several considerations, first, adjusting the qualitative method is easier when dealing with multiple realities; second, this method presents directly the relationship between researchers and

respondents; Third, this method is more sensitive and more adaptable to many sharpenings of shared influence and to the value patterns faced.

Bogdan and Taylor explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In qualitative research, a researcher speaks directly and observes several people, and interacts for several months to study the background, habits, behavior and physical and mental characteristics of the people being studied. Bogdan and Biklen state that the characteristics of qualitative research are: (1) natural, (2) data is descriptive not numbers, (3) data analysis is inductive, and (4) meaning is very important in qualitative research.

## RESULTS AND DISCUSSION

In the Pre-Cycle activity, it is known that the improvement of fine motor skills through collage activities in children is measured using several indicators as follows: Sticking pictures correctly, with a total score of 21, an average score of 1.4 and a percentage of 35%, which is interpreted as not yet developed. Imitating shapes, with a total score of 19, an average score of 1.2, and a percentage of 30%, which is interpreted as not yet developed. Conducting exploration with various activity media, with a total score of 17, an average score of 1.1 and a percentage of 27.5%, which is interpreted as not yet developed, while after carrying out cycle 1 activities there was an increase in all aspects as seen in Table 4.2, namely the improvement of children's fine motor skills through collage activities is shown by several indicators. The first indicator, sticking pictures correctly, has a total score of 33, an average score of 2.2, and a percentage of 55%, which is interpreted as "starting to develop." The second indicator, imitating shapes, also obtained a total score of 35, an average score of 2.3, and a percentage of 58.3%, which was interpreted as "starting to develop." The third indicator, exploring with various activity media, showed a total score of 35, an average score of 2.3, and a percentage of 58.3%, which was also interpreted as "starting to develop." After observing the children's fine motor skills, the researcher then continued with observations on the collage activities in cycle I. This step was taken to identify deficiencies in the learning process that might contribute to the low fine motor skills of children.

The results of observations of teacher activities in the learning process showed that teacher activities were categorized as good at 20%, sufficient at 50%, and lacking at 30%. Based on this data, it can be concluded that although the teacher's activities in directing and guiding the learning process were quite good, they had not reached the optimal level and were still not in accordance with expectations. For more information on teacher activities, please refer to the attached diagram.

Based on the results of observations in cycle I, the development of children's fine motor skills through collage activities has shown an increase that is starting to develop. However, the overall achievement of fine motor improvement in children in cycle I only reached 56.1%, which is still below the minimum target set in this study of  $\geq 80\%$ . Observations of the learning process indicate that there are still shortcomings in learning planning that need to be improved.

The cause of less than optimal results in cycle I was due to the mismatch of learning factors that were not on target. Several aspects of learning that still need to be improved include suboptimal initial apperception, lack of effective motivation, and lack of understanding of

children towards collage activities as a learning method. Evaluation of learning outcomes has also not provided maximum appreciation to children.

In this context, the reflection indicates the need for improvements in the next cycle, including in terms of increasing motivation, improving child guidance in the learning process, and conducting a more comprehensive evaluation of learning outcomes in the classroom. Therefore, the study will be continued in cycle II to further explore and improve the results of fine motor development in children aged 5-6 years at PAUD Tunggak Jati, Gegesik District, Cirebon Regency.

The implementation of cycle II was carried out from 1 to 23 December 2023 at PAUD Tunggak Jati, Gegesik District, Cirebon Regency. In this cycle, the researcher followed the same steps as the first cycle, namely planning, implementation, observation, and reflection on the results that had been achieved. The following are the stages of the second cycle:

At this stage, the researcher made various preparations to carry out classroom actions for children aged 5-6 years at PAUD Tunggak Jati. The researcher prepared a Daily Learning Implementation Plan (RPPH) as a learning guide in the second cycle. In addition, the researcher also prepared learning materials and media that would be used to improve children's fine motor skills through collage activities, such as seeds, leaves, origami paper, picture paper, collage media, and fox glue.

The researcher also prepared research instruments, including observation instruments for children's learning activities and teacher activities in implementing learning. This instrument will be filled in by observers who help researchers make observations, because researchers act as teachers in the classroom. Another instrument prepared was an observation sheet to monitor children's enthusiasm in collage activities, in order to improve the fine motor skills of children aged 5-6 years at PAUD Tunggak Jati. The researcher acted as a teacher and conducted observations to obtain the desired results.

In cycle II, implementation is based on the daily learning implementation plan (RPPH) that has been prepared previously. This process consists of several stages, namely:

In the opening stage, the teacher greets the children and invites them to pray, followed by the activity of reading short letters together, moving the body while singing, reciting the PAUD Tunggak Jati Pledge. The next stage is for the teacher to appreciate the previous learning and ask questions about the collage material that has been implemented in cycle 1

The results of observations of teacher activities in the learning process show that teacher activities are categorized as good at 20%, sufficient at 50%, and lacking at 30%. Based on this data, it can be concluded that although teacher activities in directing and guiding the learning process are quite good, they have not reached the optimal level and are still not in accordance with expectations. For more information on teacher activities, you can refer to the attached diagram.

In the core activity stage, the teacher explains to the children the purpose of this learning, namely to improve the fine motor skills of children aged 5-6 years through collage activities. The children were invited by the teacher to observe the tools and materials that would be used, such as paper with pictures of boats, fox glue, seeds, and origami paper. Furthermore, the teacher and students interacted by asking questions about the theme of transportation. The teacher then showed a picture of a boat as a representation of sea transportation, then asked the children to observe the picture. Each child was given paper containing a collage sketch with a

transportation theme, and the teacher invited them to use glue and stick the materials that had been provided according to the sketch in making the collage. The teacher guided the children on how to stick glue on the picture, stick the seeds, and origami paper neatly and according to the picture. The teacher motivated the children in the form of praise such as applause, smart and good. The teacher and the children tidied up the media that was no longer used and tidied up the classroom before the lesson was closed.

The evaluation stage in cycle 2, the teacher asked the children to make a collage with the materials and tools that had been provided with the teacher's guidance, and the assessment was carried out using the prepared format. After the evaluation was complete, the activity was closed with a prayer together.

It can be seen that the improvement in children's fine motor skills can be explained through several indicators as follows: sticking pictures correctly obtained a score of 54, with an average score of 3.6 and a percentage of 90%, which is categorized as "developing as expected". The indicator of imitating shapes obtained a score of 53, with an average score of 3.5 and a percentage of 88.3%, also categorized as "developing as expected". Meanwhile, the indicator of exploring with various media activities obtained a score of 52, with an average score of 3.4 and a percentage of 86.6%, which is also included in the category of "developing as expected".

Overall, the percentage of achievement of children's fine motor skills in cycle II is in the category of "developing as expected".

Based on cycle II, it can be seen that observations indicate that teacher performance in the learning process reached a good level of 80%, a sufficient level of 20%, and none in the less category. This finding indicates that the teacher's efforts in directing and guiding the learning process have increased significantly in accordance with the expected expectations. More detailed information regarding teacher performance can be referred to the attached diagram.

Based on the results of observations in cycle II, the fine motor skills of children aged 5-6 years at PAUD Tunggak Jati, Gegesik District, Cirebon Regency showed an increase through collage activities and have entered the category of developing according to expectations. The achievement in cycle II has met the target set in the study, which is more than 80%.

Improvements made by teachers to the deficiencies found in cycle I contributed to the success of cycle II. This makes the learning process smoother, more comfortable, and more enjoyable for children. Based on the results of improving children's fine motor skills through collage activities in cycle II which have achieved the expected target, the researcher decided to stop the study This is in cycle II.

## CONCLUSION

Fine motor skills in children aged 5-6 years at PAUD Tunggak Jati, Gegesik District, Cirebon Regency, before the provision of Action using collage activities through leaf media showed that children's abilities had not yet developed as expected. The undeveloped fine motor skills of children in the pre-cycle were evidenced by the lack of development of most aspects of children's motor skills, namely: 1) Sticking pictures correctly, 2) Imitating shapes and 3) Exploring with various activity media.

Implementation of the provision of Action through collage work using leaf media in children aged 5-6 years at PAUD Tunggak Jati, Gegesik District, Cirebon Regency is depicted in the learning implementation plan and applied in learning made by the teacher. Where in cycle

I learning activities were carried out using collage activities through leaf media and in cycle II learning activities were carried out using seed media, leaves and origami paper so that it could attract children's attention more. 3. The improvement of fine motor skills through collage work at PAUD Tunggak Jati, Gegesik District, Cirebon Regency as a result of providing actions using collage activities experienced a significant increase. This is illustrated by the results obtained in the pre-cycle of only 30.83% (BB) which then increased in cycle I to 57.22 (MB) after cycle improvements were made, then in cycle II the child's ability increased by 88.30 (BSH) and above the minimum achievement in the study, which was  $\geq 80\%$  so that the action was stopped in cycle II because it was considered successful. Thus, based on the results of the study, it can be concluded that the improvement of children's fine motor skills developed very well after learning using collage activities was implemented.

## BIBLIOGRAPHY

- Arikunto, S. (2010). Penelitian Tindakan Kelas.
- Hurlock. (2000). Perkembangan Anak. Jurnal Meningkatkan Motorik Halus Anak Kegiatan Kolase .
- Depdikbud. 2014. Permendikbud Republik Indonesia No. 146 Tahun 2014 tentang Kurikulum 2013 Pendidikan Anak Usia Dini. Jakarta.
- Gusti Ayu Mulyawartini, (2019). Melalui kegiatan meronce bentuk dan warna dapat meningkatkan kemampuan motorik halus anak pada kelompok b tk harapan kelayu. Jurnal Edukasi dan Sains, vol. 1. No,1 hal.118–33
- Hasbullah, (2005) Dasar-Dasar Ilmu Pendidikan.Jakarta: PT. Raja Grafindo.
- Hidayati, L. N. (2021). Prinsip-Prinsip Dasar Pendidikan Anak Usia Dini Studi Komparasi Pemikiran Maria Montessori Dan Abdullah Nashih Ulwan.
- Indraswari, L. 2012. Peningkatan Kemampuan Motorik Halus Anak Usia Dini Melalui Kegiatan Mozaik di Taman Kanak-kanak Pembina Agam. Jurnal Pesona PAUD, Vol. 1 No.1 tahun 2012. Hal: 1-13.
- Kartini Kartono dalam Saring Marsudi, Psikologi Anak Psikologi Perkembangan (Ban dung: CV Mandar Maju, 2005)
- Tim Radaksi Nuansa Aulia, Himpunan Perundang-undangan RI Tentang Sisdiknas (Bandung: Nuansa Aulia, 2012)
- Resha Aftika Dewi, Dadan Suryana, dan JPHAT Padang, “Pengembangan Kemampuan Motorik Halus Pada Anak Usia 5-6 Tahun Development of Fine Motor Abilities. Academia.Edu
- Tesya Vaneza dan Dadan Suryana, (2020) “Pengaruh Kolase Kapas Terhadap Kemampuan Motorik Halus Anak Usia 5-6 Tahun Di Taman Kanak-Kanak Bunda Tunas Harapan” Jurnal Pendidikan Tambusai, 4 (2020), 572–80 .
- Savira, dkk. (2024) IMPLEMENTASI PRINSIP – PRINSIP KEBIJAKAN PENDIDIKAN ANAK USIA DINI. Jurnal Ilmiah Pendidikan Dasar, ISSN Online : 2548-6950 Vol. 09 No. 02.
- Silvia Linda dan Dadan Suryana, “Pengaruh Stencil Print dalam Mengembangkan Kemampuan Motorik Halus Anak Usia Dini,” Jurnal pendidikan Tambusai, 4 (2020), 1399–1407.
- Moeslicatoen, R. (1999). Metode Pengajaran di Taman Kanak-Kanak. Jakarta: Rineka Cipta.
- Narbuko, C., & Ahnad, A. (2005). Metode Penelitian . Jakarta.

- Nur, H. (2014). Peningkatan Kemampuan Motorik Halus Anak Usia Dini Melalui Kegiatan Kolase Dengan Berbagai Media Pada Anak Kelompok B Di TK Aba Ngoro-Oro Patuk Gunungkidul. Skripsi, 8.Permendikbud. (2014). Standar Pendidikan Nasional Anak Usia Dini. Jakarta: Permendikbud.
- Suharlin. (2014). Meningkatkan Kemampuan Kognitif Anak Melalui Kegiatan Kudus Aganda Anak Kelompok B Al-Hikmah. Skripsi.
- Suharsimi. (2004). Penelitian Tindakan Kelas Model Kemmis dan Taggart.
- Sumantri. (2005). Model Pengembangan Keterampilan Motorik Haus Anak Usia Dini. Jurnal Meningkatkan Kemampuan Motorik Halus Anak Melalui Kegiatan Kolase.
- Susanto, M. (2013). Kreasi Kolase Montase Mozaik Sederhana. Jurnal Meningkatkan Motorik Halus Melalui Kegiatan Kolase.