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Improving Fine Motor Development of Cutting Activities Through the Demonstration Method in Group B Students of Bunga Bangsa Kindergarten

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Abstract

The research was motivated by the low fine motor skills of group B students of Bunga Bangsa Kindergarten, Pakal Subdistrict, Surabaya City in cutting material, when cutting is often found that the cutouts are still not neat. Besides that, the teacher is less interested in delivering the material because the method used is less interesting so students feel bored doing activities. Therefore, the formulation of the problem raised in this study is whether the demonstration method can improve the fine motor skills of cutting material for group B students of Bunga Bangsa Kindergarten, Pakal District, Surabaya City. The design used is class action research. Each cycle consists of design, activities, observation, reflection, and revision. Data collection methods using observation sheets and lesson plans. The implementation of learning improvement research in this study was aimed at group B students of Bunga Bangsa Kindergarten, Pakal District, Surabaya City. Quantitative research results show an increase from Pre-cycle with a percentage of learning completeness of 12.5% to cycle 1 with a percentage of learning completeness of 31.25% and to cycle 2 with a percentage of learning completeness of 75%. Thus it can be concluded that the demonstration method can improve the physical development of fine motor skills in the material-cutting activities for group B students of Bunga Bangsa Kindergarten, Pakal District, Surabaya City.

Keywords: Demonstration, Learners, Kindergarten.

Introduction

Early childhood education is a preschool (aged 4-6 years) to get to the level of primary school education which includes six aspects of development, namely religion and morals, physical motor, cognitive, language, social-emotional, and art (Jacob & Watini, 2022; Widyastuti & Sakti, 2022). Early childhood education is an effort aimed at children from birth to six years of age which is done by providing educational stimuli to help physical and spiritual growth and development so that children are readiness to enter further education. Physical development has a very important role in the lives of learners directly or indirectly. Physical development goes hand in hand with motor development. Motor development means the development of control of physical movements through coordinated activities of nerve centres, nerves, and muscles. Physical development includes two areas of knowledge, namely the development of gross motor skills and fine motor skills. The development of gross motor skills is concerned with optimizing movements made by the gross muscles, while fine motor skills are concerned with optimizing the use of coordination between the eyes and ears. Motor skills can develop naturally without being trained due to the influence of the child's growth and maturity. Changes in the child's maturity only improve skills to a minimal extent. A simple example is the skill of holding scissors, without practising, the child's ability to hold scissors will still develop.

Motor development is the process of a child learning to skillfully move the limbs. Motor development progresses with the maturity of nerves and muscles (Rani Pratini & Erhamwilda,

2021; Satria et al., 2022). Motor development in children includes gross and fine motor skills (Perdani et al., 2021; Sutini, 2018). Children's fine motor development influences brain development (intelligence) and self-confidence, values, attitudes, and movement skills. Fine motor development is influenced by various factors including readiness to learn, learning opportunities, opportunities to practice, good models, motivational guidance, and done individually. The development of the brain that regulates the muscular nervous system (neuro-muscular) allows children of this age to be more agile and active. With increasing age, there is a change from gross movements to finer movements that require accuracy and control of finer muscles and coordination. Movement skills and coordination must be trained in accuracy, speed and flexibility. Some motor skills that need to be trained in terms of flexibility, speed, and accuracy include limb skills such as the body to walk, run, and jump hand skills, and fingers, in terms of eating, bathing, dressing, throwing, catching, stringing and others. Foot skills such as climbing, tiptoeing, dancing, kicking and others. As age increases the motor development of AUD, skills and coordination of movements must be trained in terms of speed, accuracy and flexibility. Some simple games and playground equipment can be used to help develop learners' motor skills. Physical and motor development aims to introduce and train gross and fine movements, improve the ability to manage control of body movements and coordination and improve body skills and healthy living to support strong, healthy and skilful physical growth.

Fine motor development is a process in line with increasing age gradually and continuously, individual movements increase from a simple, unorganized and unskilled state towards the appearance of complex and well-organized motor skills, which ultimately leads to skill adjustments accompanying the process of ageing or getting old. Fine motor skills, which are used are a group of small muscles, such as fingers, hands, and arms, and often require accuracy and eye-hand coordination. Fine motor development of kindergarten-age children is emphasized on the coordination of fine motor movements, in this case, related to the activity of placing or holding an object using the fingers. Fine motor movements are movements that only involve certain parts of the body and are carried out by small muscles (Maisyaroh, 2016; Tri Rezeki, 2016), seperti keterampilan menggunakan jari jemari tangan dan gerakan pergelangan tangan yang tepat. Oleh karena itu, gerakan ini tidak terlalu membutuhkan tenaga, namun gerakan ini membutuhkan koordinasi mata dan tangan yang cermat. Dalam melakukan gerakan motorik halus peserta didik juga memerlukan dukungan keterampilan fisik lain serta kematangan mental. Perbedaan jenis kelamin juga berpengaruh pada perkembangan motorik PAUD. Laki – laki senang berpartisipasi dalam melatih keterampilan motorik kasar. Sedangkan perempuan lebih senang pada keterampilan motorik halus.

Early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children are readiness to enter further education. Early childhood education is very important to implement as a basis for the formation of a complete human personality. Early childhood education is a form of education that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination). Intelligence (thinking power, creative power, emotional intelligence, spiritual intelligence), and socioemotional (attitude and behaviour and religion). Language and communication, which is adapted to the uniqueness and stages of development that children go through. PAUD is a preschool education that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence (thinking power, creative power, emotional intelligence, spiritual intelligence), socioemotional (attitudes and behaviour and religion), language and communication.

Learning media is a means to improve teaching and learning activities (Mahayoni, 2020; B. Wulandari et al., 2019). Given the many forms of media, educators must be able to choose them carefully, so that they can be used appropriately. In teaching and learning activities, the use of the

word learning media is often replaced with terms such as instructional material, audio-visual communication, visual education, teaching aids and explanatory media. Learning media is any tool that can be used as a channel for messages to achieve learning objectives. Learning media is anything that can convey and distribute messages from a planned source to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. Learning media is learning material that is delivered to students using props as a means of improving teaching and learning activities.

The demonstration method is a development strategy by provides learning experiences through seeing and listening to actions followed by imitating the work being demonstrated. The demonstration method can also be said to be a method for demonstrating a series of actions in the form of movements that illustrate a way of working or a sequence of processes of an event/event. Usually, this demonstration method is used to prove something or movement to be imitated. The demonstration method can increase students' understanding through sight and hearing. The demonstration is a show about the process of an event or object to the appearance of behaviour that is exemplified so that it can be known and understood by students in real or imitation. The demonstration method is a way of demonstrating or showing something or the process of an activity or event. Based on the description above, the researcher concludes that the demonstration method is a movement that aims to increase students' understanding through sight and hearing by imitating a way of working or a sequence of processes of an event/event being demonstrated.

Cutting activities are one of the activities that can develop students' fine motor skills (Rahma, 2021; H. Wulandari & Purwanta, 2021). Cutting activities require concentration in coordinating the eyes with the hands, and also require accuracy in using scissors media. To produce cutouts according to the pattern/shape, educators must also demonstrate how to cut correctly because PAUD-age learners tend to imitate/imitate. Cutting activities are a continuation of the activity stage of squeezing and tearing paper in PAUD learners. Cutting activities are intended to train learners' fine motor skills, especially to train learners' fingers through cutting activities with scissors and paper media with various patterns according to the developmental stage of learners. Cutting activities are beneficial for students to develop motor sensory, hand muscle strength, and finger strength.

Based on the background of the above problems, the learning activities of cutting material in group B of Bunga Bangsa Kindergarten, Pakal District, Surabaya City have not been successful and have several problems. The problems that can be identified are as follows: (a) Some students still have difficulty in cutting material activities, (b) The teacher only explains and tells them to do it directly without using methods, (c) The methods used by the teacher in learning are still not varied, (d) The learning approach taken by the teacher is also lacking. Based on observations made by researchers in the field, it was found that there were problems in development activities in the classroom, namely low fine motor skills in cutting activities in group B of Bunga Bangsa Kindergarten, Pakal District, Surabaya City. Because the learning process is applied without any supporting methods students do not understand how to cut well. Therefore, it has an impact on the low fine motor skills in the cutting activities of students. Learners seem not enthusiastic when the learning process takes place. This can be seen by students in the material of cutting activities the results are still sufficient. One solution that can be used to overcome the problem of the low ability of AUD in the activity of cutting material for group B students of Bunga Bangsa Kindergarten, Pakal District, Surabaya City is to use the demonstration method.

Methods

Classroom Action Research (PTK) is research conducted by educators in their classrooms through self-reflection, aiming to improve the performance of researchers as educators in a more innovative teaching and learning process. So that it can motivate students to improve their learning outcomes. In planning, using a self-reflection spiral system that starts with planning, acting,

observing, reflecting and planning again which is the basis for a solution to the problem. The data collected in this study are quantitative and qualitative. To collect qualitative data, observation and evaluation were conducted. Learning evaluation is carried out during the learning process. This is done to see the interest of students in terms of cutting activity material. In this study, the factors that will be observed and become the main focus to be studied in answering the problems in this study are educators, students and learning media to improve students' cutting skills. That way researchers need data analysis. Data analysis is a systematic search and compilation of data obtained from observations by organizing data into categories (Rahma, 2021; H. Wulandari & Purwanta, 2021), selecting important data to be studied and making conclusions so that it is easily understood by researchers and others.

Research Results and Discussion

From the results of the pre-cycle assessment, a percentage of 12.5% was obtained. These results are still the lowest of the expected targets. The first step taken to analyze the pre-cycle is to hold a meeting with peers to identify problems that arise in class B. The problems found in learning activities are as follows: (a) Low learning outcomes in completing assignments, (b) Lack of motivation in learning to cut, (c) The methods and techniques used are not by the level of achievement of learner development. From the results of the first cycle assessment, a percentage of 31.5% was obtained, these results have increased compared to the previous pre-cycle assessment After conducting cycle I in cutting activities, some problems arose as follows: (a) The learning outcomes of students are not by the expectations of educators, (b) The concentration of students is still lacking in cutting activities, (c) The results of learning improvement are still lacking because educators only demonstrate how to cut, not accompanied by the cutting technique. From the results of the cycle 2 assessment, a percentage of 75% was obtained. These results have increased compared to the previous cycle 1 assessment. Based on the results of observations in cycle 2 in cutting activities, it shows that the learning outcomes of students have experienced a high increase through the demonstration method.

Conclusion and Recommendations

In cutting activities, students will understand better if the educator demonstrates the material they will work on. In the pre-cycle, educators were only charged with the task of cutting out pictures of the ball without demonstrating it first. So that students have difficulty in doing it. In cycle 1, educators gave the same task to students. However, in cycle 1, educators demonstrated how to cut out pictures of batik clothes without explaining the steps of the cutting technique. In cycle 2, educators gave the same task, but with a more detailed demonstration method than in cycle 1. So that students do not experience difficulties anymore in cutting activities. Based on the analysis, the authors conclude that the demonstration method can improve the physical development of the fine motor skills of AUD in the material of cutting activities for group B students of Bunga Bangsa Kindergarten, Pakal District, Surabaya City. This can be proven by an increase in the percentage from pre-cycle 12.5% and 31.25% in cycle 1 to 75% in cycle 2. The demonstration method used in learning to cut should be done clearly, not just giving examples of how to cut but educators must also demonstrate techniques in cutting well without assistance. To improve students' fine motor skills, educators more often train students with a variety of media and a variety of learning methods that are not boring.

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