2021 Mengembangkan Motorik Halus Menggunakan Metode Demonstrasi, Pemberian Tugas Dan Teknik Mozaik Tk Al-Amin Martapura

by shimerize turni

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DEVELOPING FINE MOTOR USING DEMONSTRATION METHOD,ASSIGNMENT AND MOZAIC TECHNIQUE AL-AMIN MARTAPURA KINDERGARTEN

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Abstract

The problem of this research is that there are not yet development of fine motor skills in sticking in the year 2020/2021 as many as 8 people out of 10 children with a percentage of 80% of the B3 group in Al-Amin Martapura Kindergarten, Banjar Regency. The reason isthat online learning is not clear, the process of learning activities is not directly involved,and there are no other media that are more varied, only using Children's Worksheets. The solutions used are demonstration methods, assignment assignments and mosaic techniques. The purpose of this study was to describe the implementation and analyze the development of fine motor skills of attached children through combining demonstration methods, assigning assignments, and using mosaic techniques. This study consisted of 3 cycles using a qualitative approach of Class Action Research (CAR). The subjects of this study were children of the B3 group at Al-Amin Martapura Kindergarten, Banjar Regency. The result of the study showed that the teacher's activity with a score of 23 or very good criteria, 90% of children's activities obtained very active criteria, and the result of the achievement of fine motor development reached 90% in the Very Well Developed category. It was concluded that through a combination of demonstration methods and giving assignments, they could develop fine motor skills using the mosaic technique.

Keywords: Fine Motor, Demonstration, Assignment, Mozaic

INTRODUCTION

During the Covid-19 pandemic, the learning process did not run optimally. Due to the improvement of the policy of a comfortable and safe learning system for teachers and children. Diseases or viruses are susceptible to early childhood. Children under the age of five years in the immune system have not been fully developed.

Therefore, it is necessary to improve and improve the learning system in implementation during the pandemic (Botutihe, Smith, Kasan, & Hilala, 2021: 1537).

In the current condition, a teacher's creativity needs to adjust activities that are interesting for children, especially physical motor learning, especially learning activities designed to develop children's fine motor skills, teachers always give tasks such as

writing using pencils, colouring pictures, folding paper, or cut out the pattern.

Therefore, quality learning for PAUD in group B aged 5 to 6 years, one of which is fine motor development is the achievement of being able to paste pictures correctly. In doing activities and exploring things that are not yet known, fine motor stimulation is very important because children are starting to be active.

By the kindergarten curriculum (TK), motor skills in the developmental achievements of sticking pictures correctly, indicators that are expected to be achieved by children, one of which is making pictures using mosaic techniques of various shapes/materials (square, triangle, circle, etc.) (Kemendiknas, 2010: 56). Given that aspects of motor development are important (Wahyudi, M. D., 2021).

Based on the result of preliminary studies conducted by researchers, there are still children who have not developed in sticking. The teacher explains that the development of fine motor skills still reaches the undeveloped category (BB) according to the indicators expected by children, can make pictures using mosaic techniques using various shapes/materials.

According to data obtained in the field, the assessment of B3 group children in Al-Amin Martapura Kindergarten, Banjar Regency, for the 2020/2021 academic year, 10 children were consisting of 5 boys and 5 girls. 8 people the total number of children with a percentage of 80% have not developed optimally, of which 1 star has 6 children, 2 stars has 2 children, 3 stars have 1 child, and 4 stars has 1 child. During the Covid-19 pandemic, which is the cause of children's fine motor movements, they have not developed as desired because online learning is not clear, the learning process is not directly involved, and there are no other more varied media using only the Children's Worksheet. So, the teacher's explanation is difficult to understand, children are less able to use their right and left hands and have less interest during the learning process.

If the problem is not immediately addressed, it will have an impact in the future which result in the development of fine motor skills for children not being optimal. Children will find it difficult to do simple movements such as folding paper, holding a pencil, cutting patterns, and also sticking. This is reinforced by Karyati's research (2020) which states that enhanced fine motor skills are good movement capacities in children in the realization of activities. If this is not developed by a child, it will not be independent and trust in the social environment will be lost. However, children can get a beautiful phase of motor development if they get optimal and appropriate stimulation.

Based on reality, methods and media it is necessary to please and most interesting.

The researcher combined the method of demonstration and assignment using a mosaic technique with grain-based ingredients to develop fine motor skills.

The demonstration method is learning done by the teacher by showing all the children how to do something. According to Sagala, to show the process of occurrence of events in students by the material being taught to make it easier to understand is the purpose of learning by using the demonstration method. (Akbar, 2020: 84).

The assignment method is where the teacher assigns certain teaching and learning process tasks and the children do it, then the teacher accepts the task that the child completes. In this way, children are expected to learn freely but responsibly and children will be experienced in facing difficulties and then trying to overcome them (Rahman, et al, 2020: 69).

According to Sumanto explained that mosaic is a method made by glueing certain parts of small materials to create creations or paintings or also picture decorations (Novitawati & Mutiarany, 2017:30). As a type of art, mosaic is also an element for learning activities in schools, including kindergartens. Mosaic creativity for kindergarten children to practice art with skills to paste parts of natural or artificial materials to cover the base paper used as the base plane.

The researcher concludes by the description above that the advantages in the combination of the demonstration method and the assignment of tasks using the mosaic technique are through the demonstration method, the teacher directly demonstrates the steps in the pasting activity. Then in the assignment method, the child can complete the task according to the direct instructions that have been prepared to have the opportunity to try.

The use of mosaic techniques can create creativity and attract children's attention in sticking activities. It can be concluded that by combining these two

methods using a mosaic technique in sticking. Therefore, with the combination of these two methods that use the mosaic technique to join, the existing learning is carried out in two directions, first, the children are asked to learn when paying attention, the second is learning on their own and also interested in the activation process.

The purpose of the study was to describe the implementation of teacher and child activities as well as to analyze the development of fine motor skills using a combination of demonstration methods, task assignments and mosaic techniques.

METHOD

The approach used is a qualitative type of CAR (Classroom Action Research) is the approach used in this research. According to Aqib (2017:17) CAR (Classroom Action Research) is where the teacher in the class (school) conducts a survey he teaches pressure to use or the process of improving learning practices. The research implementation has several stages including stages: planning, implementation, observation/observation, and reflection (Susanti & Hartanto, 2015:168).

This research was conducted up to three cycles including initial, core, and final activities at 09.00-10.30 WITA with an allocation of 90 minutes for each cycle. At the planning stage, researchers make research instruments, as well as prepare learning media. At the implementation stage, the activities are arranged according to the plan for the teaching and learning process to be carried out. The observation phase is carried out by CAR by observing the aspects studied. Finally, the reflection stage is carried out to evaluate and makeimprovements for the next cycle.

Setting the CAR at Al-Amin Martapura Kindergarten with the address at Jalan Taruna Bakti Komp. Graha Mahatama Pavilion No. 32-33 Ex. Sipai River, Kec.Martapura, Kab. Banjar, South Kalimantan, 70612. The subjects of this study were group B3 in the even semester of the 2020/2021

academic year, which consisted of 10 children, namely 5 boys and 5 girls.

The activities of teachers, children, and the result of fine motor development in sticking through a combination of demonstration methods, giving assignments using the mosaic technique are the data collection of this research. The data was obtained by using rubrics and observation sheets. As for the observer, the teacher of B3 in the learning process took place to be an observer from the beginning to the end ofthe teacher's activity.

This classroom action research is a teacher activity if it gets a score of 20-24 or the "Very Good" criteria are declared successful in learning activities. A child's activity is said to be successful if the child who reaches the criteria of "Active" or "Very Active" reaches 80%. The result of fine motor development are said to be successful if they reach the individual category and get BSH or BSB category.

RESULT AND DISCUSSION

Analysis of research data in the B3 group of Al-Amin Martapura Kindergarten, Banjar Regency, was carried out in 3 cycles. In each cycle, teacher activity has increased. The result showed that in the first cycle of teacher activities a score of 14 was quite good, for the second cycle of activities the teacher got a score of 19 with good criteria, and the third cycle of teacher activities obtained a score of 23 with very good criteria. The recapitulation of activities for teachers starting from cycles 1-3 can be seenin the following table:

Table 1. Teacher Activities

Cycle	Score	Criteria
I	14	Quite Good
II	19	Good
III	24	Very Good

The activity of children also in each cycle has increased, in cycle 1, namely obtaining a classical score of 50% Active Enough. Cycle 2 classical score 80% Active. Last cycle 3 improvement with classical score 90% Very Active. So, the child's

activity managed to reach the indicator. The recapitulation of children's activities in cycles 1-3 is shown in the following table:

Table 2. Children's Activities

Cycle	Classic score	Criteria
I	50%	Quite Active
II	80%	Active
III	90%	Very Active

The result of children's fine motor development in each cycle experienced development, in cycle 1 the result of fine motor development obtained a classical score of 50% Starting to Develop, in cycle 2 the classical score was 80% with the category Developing as Expected, and in cycle 3 the classical score was 90% with Very Well Developed. Recapitulation of motor development result in cycles 1-3, the following table:

Table 3. Fine Motor Development

Siklus	Skor Klasikal	Kategori
I	50%	Start Growing
II	80%	Developing as Expected
III	90%	Very Well Developed

The trend according to the three aspects studied, can be seen in the following trend graph:

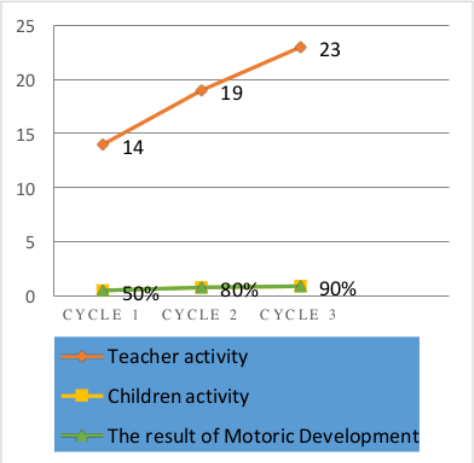

Figure 1. The result of the teacher and children acitivity and motoric development

Based on the picture above, all aspects of the research tend to increase in each cycle. This proves that there is a relationship or interrelationship between the

three aspects. Teacher activity tends to increase every cycle, so the impact on children's activities increases so that the result of children's fine motor development in each cycle also successfully develop.

Based on the result of research carried out in three cycles consisting of cycles 1, 2, and 3. Discussion of fine motor development in sticking through a combination of demonstration methods and giving assignments using mosaic techniques in the B3 group of Al-Amin Martapura Kindergarten, Banjar Regency was declared to have successfully developed.

According to Sanjaya Wina, the demonstration method is about how to present lessons that show and show children a process, situation or object, in fact, or just an imitation (Misiyanti, Parmiti, & Wirya, 2014: 3).

The assignment method is a teacher- directed instruction that offers opportunities for children to do the assigned task. In this method, they can recognize in real terms,assignments can be given by groups or individuals (Wahyuni, Suwatra, & Murda,2013: 5).

Meanwhile, the mosaic technique is a connected image when placing a piece of a colouring material (usually paper material) or usually grain and rice material), both of which are placed with paper, cardboard, plywood tables or tool surfaces, for example, flower vases (Sitepu & Janita, 2017: 78).

In this case, the teacher's activities greatly affect children's activities so that teachers who carry out the learning process well and directed will have an impact on optimal child development outcomes.

Novitawati & Mutiarany (2017: 29) which explains that a teacher from kindergarten must plan daily learning activities to develop all aspects of important child development in schools for the quality of existing learning. And improving the learning process is important for teachers so that daily learning activities are better and optimal to develop the intelligence of potential children.

This is in line with the research resultof Hapsari, Seken, & Astuti (2021) as it is known that the grain mosaic activity shows their fine motor skills, including hand-eye coordination and finger skills. The children looked enthusiastic when carrying out themosaic activities with the materials and design of the image pattern in the patch used.

Childhood is an innocent person and has many skills that have not developed, although generally, the growth pattern is the same, the rate of development is different because each child has certain different characteristics and also has various types of potential that need to be developed (Astria, Sulastri, & Magta, 2015: 2).

A child is still an individual who has their uniqueness, it is what distinguishes children from one another with distinctive characteristics, both about talents, interests, learning styles, etc.

Children as individuals at each stage of their development will go through a transitional stage as they get older, as Triyono said that as they get older, they will perceive a heterogeneous and complex environment to live life in society. or social in life (Rachman & Sari, 2019: 10).

According to Suyadi, motor development is development through coordinated activities of the central nervous, nerves, and muscles derived from the development of reflexes and activities from birth (Febriana & Kusumaningtyas, 2018: 72). According to Santrock's research, there are developmental differences between men and women. Men have stronger muscles than women, so they can perform major sports-related activities. On the other hand, girls' fine motor skills develop better than boys (Manurung & Marpaung, 2020: 83).

In this case, learning by making sticking mosaic techniques requires accuracy in glueing and sharpness in arranging pieces according to previously prepared patterns. When learning in kindergarten, practising mosaic skills is very good for fostering

various developmental skills of children, especially fine motor skills.

This is in line with the result of Erkan's research (2018) when it was found that when the result obtained were analyzed it was found that education based on the mosaic approach increased the level of involvement of children in the experimental group. Teachers can plan activities to support different levels of child involvement and developmental areas. Mosaic-based educational programs can be prepared for younger children and the effects of these programs on children's involvement levelscan be measured.

Thus, the sticking methods and techniques used in fine motor development through a combination of demonstration methods and assignments using the mosaic technique resulted in the development of children's fine motor development in the category (BSB).

CONCLUSION

It was concluded that through a combination of demonstration methods and assignments using the mosaic technique, it was concluded that the success in sticking was determined to develop fine motor skills for children in the B3 group at Al-Amin Martapura Kindergarten, Banjar Regency. It is hoped that further researchers will have prepared media and learning methods that adapt to the theme so that they are creative, innovative, and active, they must give clear instructions so that children understand and can complete activities.

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