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Improving Fine Motor Skills Through Folding Activities Using Colored Paper Media for Group B Children of RA Perwanida Umbuldamar

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ABSTRACT

This study aims to improve fine motor skills through origami in children of Group B RA Perwanida Umbuldamar. This type of research is collaborative Classroom Action Research using the Kemmis and Mc Taggart model. The subjects of the study were 18 children in Group B consisting of 8 girls and 10 boys. The object of this study is fine motor skills. The data collection methods used are observation, documentation, and interviews. The instruments used are observation guidelines and interview guidelines. Data analysis techniques are carried out descriptively quantitatively and qualitatively. The success indicator set is if at least 75% of the 18 children have fine motor skills with good criteria. This study was conducted in two cycles. The results showed that children's fine motor skills increased after the action through paper folding. At the time of the pre-action observation, the percentage of children's fine motor skills was 26.07%. In Cycle I it was 49.00% with an increase of 22.93%, Cycle II it was 84.00% with an increase of 61.07% from cycle I, The percentage obtained shows that the fine motor skills of children in Group B with good criteria have achieved a success indicator of 75%. The steps taken to improve children's fine motor skills are 1) the teacher explains how to fold paper using the demonstration method; 2) children are given reinforcement with the words "iron folds" that have been made; 3) children are given rewards in the form of praise; 4) the use of patterned folding paper to attract children's interest.

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Introduction

Early childhood is an individual who is undergoing a rapid and fundamental development process for their future life. Early childhood is in the age range of 0-8 years. Early childhood is considered to have different characteristics from children above it so that education for early childhood needs to be specialized (Sugiono, 2009:6). In Law Number 20 of 2003 Article 28 concerning the national education system, it is stated that "early childhood education is a level of education held before basic

education, either through formal education (TK, RA), non-formal (KB, TPA) and informal education in the form of family education or education held in their residential environment. "

Early childhood education is an effort to foster children from birth to 6 years of age which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education (Law Number 20 of 2003 Article 1 Point 14). In the regulation of the Minister of National Education Number 58 of 2009, the development areas developed in Playgroups as a continuation of the development of children's education in the family include: habituation of moral behavior and religious values as well as social emotional and independence. Formation of basic abilities including language skills, cognitive abilities, gross motor skills, fine motor skills, and physical health. Kindergarten (TK) is an education that provides early childhood education services. Through education, children are expected to be able to develop all their potential (cognitive, language, physical motor skills, social emotional and art) have the basics of the religion they adhere to, have the expected behavioral habits, master a number of basic knowledge and skills according to needs and levels of development and have positive motivation and learning. Early age is the initial period of growth and formation of children's mental and intellectual in getting to know the environment around them, because children accept and imitate what they see, hear and are taught.

One of the things developed in Early Childhood Education (PAUD) is motor skills. Motor skills are the development of body movement control through coordinated activities between the nervous system, muscles, brain, and spinal cord. Dynamic System Theory is a theory that explains the systematic motor skills of children. Dynamic System Theory states that to build motor skills, children must prepare something and use their perception to move.

Motor development in children is divided into 2, namely gross motor skills and fine motor skills. Gross motor skills are body movement activities that use large muscles which include basic locomotor, non-locomotor and manipulative movements such as running, tiptoeing, jumping, hanging, throwing, catching and maintaining balance. While fine motor skills are movement activities that use fine muscles. Some activities related to fine motor skills include moving objects from hand to hand, scribbling, stacking blocks, writing, stringing, folding and others.

Based on observations on January 29, 2023, researchers at RA Perwanida Umbuldamar showed delays in the development of their fine motor skills in paper folding, weaving, matching and cutting, which was indicated by poor coordination of the eyes and hands. Fine motor skills, especially in folding activities, were still low, which was indicated by several conditions, including when the teacher gave the task of folding in

the core activity, only a few children, namely 5 to 7 children out of 18 children, were able to complete it themselves without the teacher's help. When children were given folding activities, many children were still wrong or had not done the folding task correctly. In addition, there were still many children who could not fold neatly and there were still children who asked the teacher for help to complete their folds. If children want to complete their own folds, the results are less than optimal or less precise. So far, teachers have more often developed children's fine motor skills through writing, drawing, and coloring so that children's fine motor skills have not improved. Other fine motor skills such as folding, sewing, and weaving are rarely given by teachers. This is because in developing fine motor skills, teachers only teach introduction and do not use learning media that can make it easier for children to understand what is being taught.

In the learning process, teachers do not utilize the right learning media and games that can foster children's learning motivation so that children are less interested in their learning activities. Learning to fold with media can be used by teachers as a means to develop children's fine motor skills, especially in folding.

Based on the problems that occur at RA Perwanida Umbuldamar, researchers are required to conduct direct research on the use of colored paper media as one way to improve fine motor skills in folding activities in PAUD children and can improve the learning conditions that occur at RA Perwanida Umbuldamar, Umbuldamar Village. This media is considered capable of solving the above problems because in the learning process, aids or media can not only facilitate the communication process but can stimulate students to respond well to all messages conveyed by the teacher.

The use of learning media, in addition to being able to provide stimulation for students for the learning process to occur, learning media also has an important role in supporting the quality of the teaching and learning process. PAUD learning media are all things that can be used as a channel of messages from the sender to the recipient to stimulate the thoughts, feelings, attention and interests, and attention of children so that the learning process occurs (Paudjateng, 2015) Based on the problems above, the researcher is interested in conducting classroom action research (PTK) with the title "Improving Fine Motor Skills Through Folding Activities With Colored Paper Media in Group B Children of RA Perwanida Umbuldamar, Umbuldamar Village, Binangun District".

Methods

This research will be conducted at RA Perwanida Umbuldamar located in Umbuldamar Village, Binangun District. The author conducted the research at this RA because the researcher served as an educator at the RA. Research Time The research is planned for April to May of the 2022/2023 academic year for children in group B of RA Perwanida Umbuldamar. The characteristics of the research used are Classroom Action Research

(CAR), which is action research by teachers carried out in the classroom to improve teacher performance so that children's learning outcomes increase (Wardani, 2003: 78).

The Classroom Action Research (CAR) referred to in this study is the teaching and learning process at RA Perwanida Umbuldamar using paper media to improve fine motor skills by children in group B. The subjects of the research in this study were group B of RA Perwanida Umbuldamar totaling 18 children, consisting of 10 boys and 8 girls and the researcher as a practicing teacher at RA Perwanida Umbuldamar and assisted by two observers at RA Perwanida Umbuldamar. This implementation is planned using Classroom Action Research. PTK is carried out with the aim of improving/increasing the quality of learning practices in the classroom. This study aims to improve children's fine motor skills through folding activities with paper media in group B RA Perwanida Umbuldamar children, Umbuldamar Village, Binangun District. This research is reflective in nature by using certain actions in order to improve or enhance learning practices in the classroom professionally. In this regard, this research is designed within the framework of classroom action research to improve children's fine motor skills through folding activities with paper media in group B RA Perwanida Umbuldamar children, Umbuldamar Village, Binangun District. This PTK is carried out in two cycles which in each cycle include four stages of activity, namely: Planning, Action (acting), Observation, Reflection (reflecting).

Result

The results of pre-action observations in paper folding activities, 9 children asked for help from the teacher. The number of folds used is in accordance with the standard indicators for developing activities to imitate folding shapes of 1-6 folds. However, in reality, most of the children in Group B have not been able to complete it to the final stage. Only 1-4 folds did the children ask for help from the teacher. There were 10 children in the BB criteria and 8 children in the MB criteria. Pre-action observations were conducted on April 3, 2023 with the learning theme of the Homeland and the Sub-Theme of Life in the Village and in the City. At this stage, the researcher observed children's fine motor skills through folding colored paper.

This can be seen from the recapitulation of fine motor skills data for pre-action of Group B children who obtained an average of 26.57%. This has not reached the target of success indicators, namely with good criteria and a percentage of 75%. Therefore, action is needed to improve fine motor skills through paper folding in Group B children of RA Perwanida Umbuldamar, Umbuldamar Village, Binangun District. In order to obtain optimal results, the researcher took action which would later be used to compare the results after the action.

Results of Observation of Action Cycle I (a) Meeting I The results of the observation of Meeting I using the observation sheet instrument stated that the development of fine

motor skills through folding colored paper in Group B children according to the data obtained were children who obtained the BB criteria totaling 5, the MB assessment criteria 10 children, the BSH assessment criteria 3 children, the BSB criteria 0 children.

The assessment of the average calculation of class group B, namely the accuracy aspect 48%, the neatness aspect 26%, and the speed aspect 41%. From the three aspects of the assessment, it can be concluded that the average value is 37% with the MB criteria. Results of observations of fine motor skills cycle I First Meeting of RA Perwanida Umbuldamar children conducted on April 16, 2023 using a checklist observation sheet instrument.

The results of the observation of Meeting II using the observation sheet instrument stated that the development of fine motor skills through folding colored paper in children in group B according to the data obtained were children who received the BB criteria totaling 2, the MB assessment criteria 9 children, the BSH assessment criteria 7 children, the BSB criteria 0 children. The assessment of the average calculation of class group B, namely the accuracy aspect 62%, the neatness aspect 42%, and the speed aspect 42%. From the three aspects of the assessment, it can be concluded that the average value is 45% with the MB criteria.

The results of the observation of fine motor skills cycle I Meeting II of RA Perwanida Umbuldamar children which were carried out on April 19, 2023 using the checklist observation sheet instrument, the results show that children's fine motor skills have not developed well. This can be seen from the results of the recapitulation of fine motor skills data for meeting II cycle I of Group B children who obtained an average of 50%.

Based on observation analysis data from Cycle I from the First and Second Meetings, fine motor skills through folding colored paper of group B children increased from 42% to 50% of the 18 children studied. The percentage results cannot be said to be successful because they have not reached the target of 75% of 18 children with the BSB assessment criteria. Therefore, researchers still need to conduct further research in Cycle II. The results of the observation of Meeting III using the observation sheet instrument stated that the development of fine motor skills through folding colored paper in group B children according to the data obtained were children who received the BB criteria totaling 0, the MB assessment criteria 0 children, the BSH assessment criteria 10 children, the BSB criteria 8 children. The assessment of the average calculation of group B class is the accuracy aspect of 83%, the neatness aspect of 83%, and the speed aspect of 87%. From the three aspects of the assessment, it can be concluded that the average value is 84% with the BSH criteria. The results of the observation of fine motor skills cycle II Meeting II of RA Perwanida Umbuldamar children conducted on May 3, 2023 using the checklist observation sheet instrument, the results

showed that the children's fine motor skills had not developed well. This can be seen from the results of the recapitulation of fine motor skills data for meeting II cycle I of Group B children who obtained an average of 50%.

Based on the analysis data of Cycle I observations from the First and Second Meetings, fine motor skills through folding colored paper of group B children increased from 42% to 50% of the 18 children studied. The results of this percentage cannot be said to be successful because they have not reached the target of 75% of 18 children with the BSB assessment criteria. Therefore, researchers still need to conduct further research in Cycle II.

Results of observations of Meeting III using the observation sheet instrument Stated that the development of fine motor skills through folding colored paper in group B children according to the data obtained was that children who received the BB criteria were 0, the MB assessment criteria were 0 children, the BSH assessment criteria were 10 children, and the BSB criteria were 8 children. The assessment of the average calculation of class group B is the accuracy aspect 83%, the neatness aspect 83%, and the speed aspect 87%. From the three aspects of the assessment, it can be concluded that the average value is 84% with the BSH criteria. The results of the observation of fine motor skills cycle II Meeting II of RA Perwanida Umbuldamar children which was carried out on May 3, 2023 using the checklist observation sheet instrument, the results show that the children's fine motor skills have developed well. This can be seen from the results of the recapitulation of fine motor skills data for meeting II cycle II of Group B children who obtained an average of 84% With the BSB Assessment Criteria. The increase in the average value is from 82% to 84% of the 16 children studied. The percentage results can be said to be successful because they have reached the success indicator, namely 75% of 18 children. Therefore, the researcher is no longer conducting research because the researcher feels that it is enough.

The results of the Cycle II observation analysis from meeting I, meeting II, and meeting III, children's fine motor skills through folding colored paper in group B children increased from 82% to 84% of the 18 children studied. The percentage results can be said to be successful because they have reached the success indicator of 75% of the 18 children studied. Based on the results of observations obtained from the actions of cycle II, the deficiencies that occurred in cycle II have been overcome well, so that children's fine motor skills are better than the previous cycle. The percentage of success in children's fine motor skills through folding colored paper has reached 84% at meeting III. These results have exceeded the success indicator of 75%. Therefore, the improvement of fine motor skills through folding colored paper in children in group B RA Perwanida Umbuldamar, Umbuldamar Village, Binangun District, Blitar Regency does not need to be continued and is sufficient to be stopped in cycle II.

Discussion

The results of the study showed a significant increase in children's fine motor skills through colored paper folding activities. In the pre-action observation, only 26.57% of children reached the good category. After intervention through two cycles, the results increased gradually: cycle I reached 50% and cycle II reached 84%, exceeding the established success indicator of 75%.

This increase shows that the use of colored paper media with a demonstration approach, verbal reinforcement, reward giving, and material variations (bright colored and patterned paper) are effective in attracting children's interest and strengthening their fine motor coordination. Interpretation in the Context of Previous Research and Hypothesis.

This study is in line with previous studies such as those conducted by: Wulandari (2012) and Mayasari (2014), which also prove that folding activities (origami) can improve children's fine motor skills, Nasihuddin (2013) who emphasizes the importance of media variations in folding activities to stimulate children's hand abilities. The working hypothesis of this study is: "If children are trained through folding activities with colored paper media, their fine motor skills will increase," proven true based on the increase in values from cycle to cycle until exceeding the success target.

This finding strengthens the Dynamic System theory which states that motor skills develop through sensorimotor stimulation and repeated practice, which is proven effective when children are given structured and fun folding activities. Research Implications; (1) for Teachers: Learning strategies that use concrete media and explorative activities such as folding colored paper have been shown to improve children's motor skills. (2) for PAUD Institutions: This study provides a strong basis for developing curriculum and play-while-learning activities that emphasize fine motor development. (3) for Children: Children can experience more optimal motor development with fun methods based on direct experience.

Future Research Directions Variation of Media and Techniques: Further research can explore other media such as flannel, plasticine, or recycled materials to see their effects on different aspects of fine motor skills. Long Term: Longitudinal studies can be conducted to see the long-term impact of folding skills on early academic abilities such as writing. Different Contexts: Testing the same method on children with special needs or in different socio-cultural contexts. Combination of Developmental Areas: Examining the relationship between folding activities and children's cognitive or socio-emotional development.

Conclusion

Based on the results of classroom action research conducted in two cycles, it can be concluded that; The fine motor skills of children in group B RA Perwanida Umbuldamar can be significantly improved through folding activities using colored paper media. This is evidenced by the increase in the average percentage of children's fine motor skills which were initially only 26.57% in the pre-action stage, then increased to 50% in cycle I, and reached 84% in cycle II. This achievement exceeds the established success indicators, namely a minimum of 75% of children are in the "very good" category. Learning steps that are carried out systematically and enjoyably contribute greatly to the success of improving fine motor skills. These strategies include direct demonstrations by teachers, providing verbal reinforcement (the words "iron folds"), praise as a reward, and the use of brightly colored and patterned paper to attract children's interest. The activity of folding colored paper has been proven to stimulate children's eye and hand coordination, as well as train accuracy, neatness, and speed in working. This shows that the direct activity-based learning method (hands-on) with concrete media is effective in supporting the development of fine motor skills in early childhood. Thus, the use of colored paper media in folding activities is worthy of being used as an alternative learning strategy in PAUD to improve children's fine motor skills.

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