



## **Improving Fine Motor Skills of Kindergarten B Children Through Tapping Activities at TKIT At-Taqwa Surabaya**

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### **ABSTRAK**

Penelitian ini bertujuan untuk meningkatkan kemampuan motorik halus pada anak usia dini melalui kegiatan mengecap di TKIT At-Taqwa Surabaya. Penelitian tindakan adalah metode yang digunakan dalam penelitian ini. Penting untuk diingat bahwa setiap siklus yang digunakan mencakup perencanaan, tindakan, observasi, dan referensi. Kesepuluh anak yang berpartisipasi dalam penelitian ini semuanya mengalami kesulitan dalam motorik halusnya. Teknik pengumpulan data yang digunakan berupa catatan lapangan dan dokumentasi. Studi ini bergantung pada tingkat keberhasilan 71% Mills. Kecakapan motorik halus pada anak-anak ditemukan meningkat sebesar 21% ketika ikut berpartisipasi dalam kegiatan mengecap, menurut hasil penelitian ini. Hipotesis bahwa kegiatan mengecap pada anak usia dini meningkatkan kecakapan motorik halus dikonfirmasi oleh peningkatan ini.

### **ABSTRACT**

*This Study aims to improve fine motor skills in early childhood through labeling activities at TKIT At-Taqwa Surabaya. Action research is the method used in this study. It is important to remember that each cycle used includes planning, action, observation and reference. The ten children who participated in this study all experienced difficulties in their fine motor skills. The data collection techniques used were field notes and documentation. The study relied on Mills' 71% success rate. Fine motor skills in children were found to increase by 21% when participating in labeling activities, according to the results of this study. The hypothesis that labeling activities in early childhood improve fine motor skills was confirmed by this increase.*

### **Sejarah Artikel**

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## **Introduction**

The Indonesian National Education Law No. 20 of 2003 article 1 paragraph 14 states that early childhood education is a coaching effort made to children from birth to 6 years of age which is carried out through providing stimuli to help the physical and spiritual growth and development of each child. To ensure that children develop according to their development they must be stimulated from the beginning of childhood, or the golden age. All aspects of



early childhood development must be considered, including physical motor development, language, social emotional, cognitive, moral, religious, and artistic development. Stimulation is needed so that each aspect of a child's development is appropriate for their age and the child is able to live the next life.

Children's motor development consists of two types: gross and fine. Fine motor skills are very important for children at an early age (Darmiatun & Mayar, 2020). Fine motor skills in early childhood are the ability of children to use their smooth muscles in doing various things, such as cutting, writing, and drawing. According to (Suriati et al. 2019) For example, careful coordination and eye-hand coordination are required in fine motor skills, but these movements do not require much energy in their application. Through the development of fine motor skills, children can improve their hand-eye coordination, wrist flexibility, and creative and imaginative abilities (Pura & Asnawati, 2019). It is crucial to encourage each child's fine motor progress as it will affect their future development, as well as other aspects of growth.

According to Sujiono (2005) fine motor activities are movements that involve certain parts of the body and are carried out by small muscles, such as skills in using the fingers and skills in moving the wrist. Therefore, this movement does not require too much energy, but this movement requires careful eye and hand coordination. The better the fine motor movements that children have, the more creative they can be, such as cutting paper, drawing, coloring, and weaving. According to the opinions of experts, the author can conclude that fine motor is an activity that uses small muscles in body parts, requiring precise eye and hand coordination.

Activities carried out at TKIT At-Taqwa in stimulating children's fine motor skills are usually limited to squeezing paper, writing, drawing, coloring, and cutting. Because teachers only do fine motor stimulation activities consistently, children look less enthusiastic when doing them. Through the use of various media and new activities can stimulate the fine muscles of early childhood which makes their fine motor activities more interesting. One of the activities that can be done by teachers includes labeling.

Various labeling activities can be carried out by children in PAUD, namely labeling activities using various media, such as labeling using cotton buds, straws, sponge pieces, newsprint squeezes, turmeric, and bubble wrap. Salam (Gusliati, 2019) cutting, printing, drawing, folding, and pasting are some examples of activities that can help children learn art. Fine motor skills, such as the ability to draw straight and curved lines, then tilt the head to the

left or right, trace circles, and coordinate the eyes and hands to perform more complex movements, which begin in childhood and continue until adolescence (Yuniningsih, 2019).

Although activities such as drawing, cutting and coloring have been carried out by teachers at TKIT At-Taqwa to improve children's fine motor skills, the activity program remains the same. Children will feel stimulated with various activities and supporting media, such as labeling activities where these activities can be explored further. Therefore, to improve the fine motor skills of class B children at TKIT At-Taqwa, labeling activities using more diverse media can be used as an appropriate step. Through this activity, it will ensure that children are not bored with the activities that have been applied by the teacher.

In fine arts activities that can be done in PAUD children include coloring activities using crayons and watercolors, finger painting activities, screen printing, making shapes from plasticine, collage, making various shapes from ice cream sticks, raffling using various patterns and others. Salam in (Gusliati, 2019) explains that children's art education can be facilitated through a variety of activities, including cutting, printing and drawing as well as folding and sticking.

The PAUD Learning Program Development Guidelines also state that. Developing fine motor skills including the ability to draw straight and curved lines, tilt the head to the left or right, trace circles, and coordinate the eyes and hands is done to obtain complex movements, starting in childhood and continuing until adolescence (Yuniningsih, 2019).

Teachers at TKIT At-Taqwa Surabaya have stimulated children's fine motor skills through fine art activities such as drawing and coloring, but the labeling activities have not been varied. Children will be better stimulated if done using a variety of activities and supporting media.

According to Sumantri (2010) the benefits or functions of motor skills in children include supporting the development of other aspects of the child, namely: language, cognitive, and social emotional development, this is because one aspect with other aspects of development affects each other so that it cannot be separated. So the benefit of fine motor is to develop a movement tool that can support the development of other aspects. Fine motor is beneficial for children's growth and development, independence and skills are needed both for themselves and for socializing with others.

According to Restian, A. (2020) the definition of labeling can be interpreted as printing. Printing is the process of transferring the shape or texture of an object on the surface of paper or other materials. This activity can train children to have motor skills and sensitivity in organizing different shapes. Printing can be done in a simple way to a fairly complicated way. In simple labeling activities, the method can be done using the media around us. Labeling in a very complicated way can be done using a reference that can be designed according to what is desired. Thus, to improve fine motor skills at TKIT At-Taqwa Surabaya can be done with more diverse labeling activities using various media such as labeling using cotton buds, bubble wrap, straws, newspapers, and even fingers, then other media that we can use are dyes that are certainly safe for children, the use of various media is needed so that children can be stimulated properly and children do not feel bored with activities that have often been given by previous teachers.

Based on the description above, the researcher conducted a class action research (PTK) with the title "**Improving Fine Motor Skills of Kindergarten B Children Through Simple Pattern Stamp Activities at TKIT At-Taqwa Surabaya**".

## **Methods**

This research uses Classroom Action Research (PTK) which in English is called Classroom Action Research (CAR), which is a type of research conducted in the classroom. In this study, researchers used the Kemmis & McTaggart model. Stephen Kemmis & McTaggart's action research model has four components contained in one cycle or one round with the integration of action and observation, including (1) design, (2) action and observation, and (3) reflection. After one cycle is completed up to reflection, it can be continued with a revision or redesign related to the implementation of the previous cycle. Through the redesign, the implementation is carried out in the form of a round or cycle independently. And so on until PTK is declared complete up to two cycles (Mualimin and Cahyadi, 2014: 17).

This research was conducted at TKIT At-Taqwa Surabaya in the academic year 2022/2023 in Semester 2. The subjects receiving action in this study were group B students totaling 10 children. The subject of the action giver is the researcher who collaborates with the class teacher.

Group B children at TKIT At-Taqwa Surabaya aged 5 to 6 years old, who became the research subjects. For this study, we used the standard score of children's fine motor



development in the age range of 5-6 years (Ministry of National Education, 2014). This includes the ability to perform complex movements using eye-hand coordination and the ability to express themselves artistically using a variety of prepared media.

Observation and documentation are two common methods used in collecting data. There are four stages in each cycle of the Kemmis and Taggart model used in this study: (1) Reflection; (2) Observation; (3) Implementation; and (4) Planning. Where in this study was conducted with 3 cycles with 5 meetings in each cycle, and the research success target of 71% according to Mills.

During this learning process, researchers made observations so that the results of these observations were obtained in the form of data which would later be analyzed so that researchers could carry out improvement instruments in the next cycle.

In this study, there are 2 techniques for data collection, namely observation and through assignments:

1. Observation

The data collection method is used to obtain information through direct observation of the attitudes and behavior of teachers and children.

2. Assignment or tasking

Giving assignments can be done for individuals. The aim is to find out the extent of the child's work during the learning process whether it is in accordance with the activities delivered.

Data obtained from non-test activities in the form of results from observation, work results, and anecdotes. Qualitative data is in the form of information containing sentences to provide an overview of the level of children's skills in the fine motor activities they do.

## **Results and Discussion**

Ten children at TKIT At-Taqwa Surabaya participated in the study which resulted in an action research report. In this study, labeling activities were used to improve fine motor skills. five meetings were held for each of the three cycles.

During the research/action, researchers provided a variety of media to be used in early childhood labeling activities at TKIT At-Taqwa Surabaya including straws, cotton buds, newspapers, bubble wrap, sponges, and turmeric. Through the results of the documentation

obtained, it can be investigated regarding the first cycle, researchers provide labeling activities using various media which then produce a percentage of 60.5%. In the first cycle, researchers provided labeling activities using straws and cotton buds according to apple picture patterns. Through the pre-research data, which was originally 51.5%, there was an increase of 9%, namely to 60.5%. There is success owned by research using the percentage put forward by Mills, which is at least 71%, and after analyzing it turns out that it has not reached the minimum limit so that action is taken again to the next cycle, namely in cycle II. In cycle II after taking action, it turned out to have increased, namely initially during cycle I the percentage was 60.5%, in cycle II it had increased to 72.5%. The following is a table regarding data on the increase in children's fine motor skills obtained in cycle II:

**Table 1**  
*Percentage increase in fine motor skills in AUD between pre-cycle I and II*

Respondents	Pre-cycle	Siklus I	Siklus II
1	55%	65%	75%
2	55%	60%	75%
3	50%	60%	75%
4	55%	70%	80%
5	50%	55%	65%
6	60%	65%	75%
7	40%	50%	65%
8	60%	70%	80%
9	45%	55%	70%
10	45%	55%	65%
Amount	515%	605%	725%
Average	51,5%	60,5%	72,5%
Percentage increase (%) pre - cycle I		9%	
Percentage increase (%) cycle I - cycle II		12%	
Percentage increase (%) pre - cycle II		21%	

Based on the results of the table, from the respondents as many as 10 children who were found to have problems in their fine motor skills after being given action in the form of coloring activities using various media, it turned out to have increased from each cycle when compared to before experiencing action.

The percentage result obtained an overall increase in cycle II is 21%, based on the results of data analysis. Comparison of the percentage of fine motor skills, namely children in the pre-cycle (51.5 percent) with the percentage of children's fine motor skills in cycle II (72.5 percent), the results are shown in table 2 below:

**Table 2**

*Analysis of the increase in fine motor activities in early childhood between pre-cycle, cycle I and cycle II*

Pre-cycle	Cycle I	Cycle II	Improved
51,5%	60,5%	72,5%	21%

The percentage results obtained in the increase are calculated by the formula: Percentage of cycle II - percentage of pre-cycle =  $72.5\% - 51.5\% = 21\%$

Researchers and collaborators concluded that the percentage of results obtained was significant based on quantitative data analysis so that the research process stopped until cycle II. In this finding, the action hypothesis that tasting activities can improve the fine motor skills of early childhood is confirmed. The research further explains that children's fine motor skills are in eye-hand coordination, and creative expression, all of which can be improved through labeling activities. The experience gained by children and their memory skills are important for children in acquiring certain motor skills, or can be interpreted as motor skills that require some practice (Pramesty, 2017). Children are now mostly becoming more interested in visual arts activities, which encourage them to engage in activities that improve their hand-eye coordination and allow them to express themselves through art.

## Conclusion

The conclusion obtained from this research is that there is evidence that tasting activities in early childhood can improve the fine motor skills of AUD. It can be seen that there is an increase in pre-action to cycle II in terms of TKIT At-Taqwa Surabaya. Pre-cycle has a percentage of 51.5%, cycle I research results have a percentage of 60.5%, and cycle II research results have a percentage of 72.5 percent. Based on these figures, the ratio of cycle I to II has increased by 21%. From the results obtained there has been a significant increase in the percentage on the improvement of children's fine motor skills during cycle I and II of the program. We therefore conclude that labeling activities for early childhood can improve their motor skills. Children's fine motor skills as well as skills in data collection can both be improved in early childhood through labeling activities that incorporate actions.

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