

EFFECTIVENESS OF TEACHER INNOVATION IN THE CHILDREN'S INDEPENDENCE AND FINE MOTOR ASPECT

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Abstract

The purpose of this research is developing children's fine motor skills in cutting according to patterns through the DONAT model (Direct instructiON and media Awan pinTar). The approach used is a qualitative approach with the type of Classroom Action Research which is held in three meetings. The research subjects were the children of group B TK Aisyiyah Bustanul Athfal 36 Banjarmasin in the 2022/2023 academic year, which consisted of 18 children. The results showed that the teacher's activity at the 3rd meeting obtained a score of 27 and reached the Very Good criteria. The activity of the 3rd meeting children obtained a percentage of 94% and reached the criteria for All Active Children. The independence of the 3rd meeting children obtained a percentage of 83% and reached the criteria for All Independent Children. The results of the child's fine motor development obtained a percentage of 83% and reached the Very Good Development criteria.

Keywords: Effectiveness, Teacher Innovation, Student Activity, Independence, Fine Motor Aspects, Direct Instruction, Media Awan Pintar

INTRODUCTION

Early childhood is children aged 0-6 years. This period is an important period that is very decisive in the formation of children's character and personality. The early childhood phase is a very important phase because in this phase the child's brain development is very rapid about psychological, physical and educational needs. Early childhood is a unique individual because of balanced and comprehensive growth and development ranging from cognitive, physical, motor, social-emotional, language, religious and moral values and art (Sutama et al., 2022). Educators in early childhood education must build on a child's potential to address future creative problems (Irma, Asniwati, Ratna Purwanti, 2023; Rizka Amalia, Metroyadi, Akhmad Riandy Agusta, 2023; Sitti Sarah, Darmiyati, 2023)

Early childhood learning includes interaction between children 0-6 years old with teachers as adults to achieve optimal development. The interaction between teachers and children will obtain meaningful learning experiences for children (Dhiu et al., 2021). Early childhood education aims to facilitate the overall growth and development of children. Early childhood education serves as a nurturing ground for shaping children's character and self-identity before they embark on higher levels of education. This education is of paramount importance as it empowers children to comprehend various aspects of life, highlighting the significance of early childhood education for their overall development (Arnafama & Sari, 2023). Learning for early childhood is active learning. Active learning requires children to do something and explore what is around them because each child has a different learning process and way (Sanjaya, 2016b; Syifaузakia et al., 2021).



According to Wijaya (2015) children who are active in learning will make their thinking skills develop, not limiting learning space so that children have many opportunities to develop their potential.

Active children tend to have an independent nature. Independence is the ability to stand alone without the help of others in accordance with the abilities possessed. Independence must be instilled from an early age, because it is related to daily activities both in terms of playing and doing simple tasks (Wijaya, 2015; Wiyani, 2014).

One aspect of development that exists in early childhood is the fine motor aspect. Fine motor development is the development of movement control through nerve centers. Hurlock suggests that fine motor is a movement that uses certain smooth muscles or limbs (Faizatin, 2018). According to Mulyasa (2013), fine motor is a movement of the fingers with a central nervous cell arrangement involving small muscles that can play a role in everyday life.

The development of motor aspects is related to the development of gestures. Fine motor development is the movement of limbs such as fingers. Motor development is clearly visible when the child makes a movement. If the child does a lot of hand coordination movements, the better the child's fine motor development (Faizah & Wahyudi, 2021; Fatimah et al., 2021). Children's physical motor development progresses at an exceptional pace, highlighting the importance of providing appropriate stimuli to foster optimal growth. It is an undeniable fact that each child exhibits unique fine motor skills, characterized by variations in strength, speed, and precision (Rezky & Faqihatuddiniyah, 2024). Therefore, stimulation of children's fine motor development is important in order to develop optimally and children are ready to take the next level of education.

But in fact, the results of initial observations found that there was a problem of low fine motor skills of children due to learning only in one direction, learning that is not varied, learning that is less meaningful and lack of fine motor stimulation of children. Based on these problems, it is important for teachers to develop learning models more creatively so that children become more active in following learning.

Therefore, to overcome these problems, the right solution is to use the DONAT model. DONUT is an acronym for (Direct instructiON and media Awan pinTar). The DONAT model has meanings such as donut foods that are interesting and make children want to eat them, so the DONAT model is expected to be able to attract children's interest in learning. The shape of the donut that is patterned after being formed is expected to be a motivation for children in working on cutting activities according to the pattern in order to get maximum results.

The direct instruction model is a learning model that explains procedural. The teacher explains the activities gradually so that children can practice directly (Nisa & Jamain, 2022). The direct instruction model can help teachers explain learning due to learning stages that are carried out procedurally or gradually so that children can easily understand learning (Zulfida & Aslamiah, 2023). According to Nurhanifah & Rachman (2024) The Direct Instruction model is specifically designed to facilitate the acquisition of knowledge and skills in a straightforward manner for children. The direct instruction model in this study was used in cutting activities according to patterns using media Awan pinTar.

Media Awan pinTar is a learning media specifically designed to make it easier for children to cut according to patterns. Media Awan pinTar is



interesting for children so that children are enthusiastic about learning.

This research is in line with Murtining's (2018) research which describes that the direct instruction model can improve children's fine motor skills in cutting activities according to patterns. This research uses media Awan pinTar as a medium in learning.

METHOD

This research is a Classroom Action Research (CAR) with a qualitative approach. Qualitative research that uses data in the form of written sentences or from the oral of people and subjects observed. The results of qualitative research are in the form of descriptive sentences.

Classroom Action Research (CAR) is an effort carried out by teachers in the teaching and learning process to increase the role and responsibility of teachers in managing the teaching and learning process. Teachers can improve teaching performance through self-reflection, then carry out improvements to be able to implement learning in accordance with the planned program. Through CAR, it is hoped that there will be an increase in children's learning activities so that children understand lessons faster and can meet standards of completeness in learning (Fatimah et al., 2021; Prastitasari et al., 2022).

The research setting was carried out at TK Aisyiyah Bustanul Athfal 36 Banjarmasin with the research subjects of group B children totaling 18 children. This Class Action Research was carried out in 3 meetings consisting of 4 stages of research, namely planning, implementation, observation and reflection. This study combines the steps of learning activities with adjusting the direct instruction model. The implementation steps include; the teacher conveys the goals to be achieved in learning, the teacher prepares students to

be able to learn well, the teacher delivers learning material for cutting activities according to patterns with media Awan pinTar, the teacher guides students to do initial exercises on the material that has been done, the teacher provides feedback on the initial exercises, the teacher provides opportunities for all students to practice independently without the help of the teacher, and teachers provide feedback and reward student success.

This Classroom Action Research is declared successful if teachers are able to carry out learning through the DONAT model and will increase children's activities with the achievement of scores said to be successful if individual children obtain scores of 22-26 classically $\geq 80\%$ are in the category of most active children. Child independence is declared successful if individual children obtain a score of 22-26 classically $\geq 80\%$ are in the category of most independent children. The results of children's fine motor development are declared successful if individually with the criteria of Developing According to Expectations (BSH) and classically reaching $\geq 80\%$ of children obtained with the criteria of Very Good Development (BSB).

RESULT AND DISCUSSION

Based on the results of the Classroom Action Research conducted, the use of the DONAT model has been successfully applied well to group B of TK Aisyiyah Bustanul Athfal 36 Banjarmasin. This can be seen from the increased learning outcomes at each meeting.

The supporting factor for increasing teacher activity is that in every meeting the teacher has carried out reflection on the activities carried out by assessing the success of learning and seeing shortcomings during the learning process. These shortcomings will be used as material for improvement in the next meeting. This is a success in learning



because teachers always try to improve learning at every meeting.

The role of the teacher is very important in the learning process. Teachers are facilitators for learning activities to take place more meaningful, fun and effective by guiding and motivating children so that children are able to hone their abilities. The results of teacher activities from the 1st to the 3rd meeting can be seen in the table below:

Table 1 Recapitulation of Teacher Activities

Meeting	Score	%	Criteria
1	16	57%	Good
2	21	75%	Good
3	27	96%	Very Good

The results showed that every meeting held there was always an increase in teacher activity and had been carried out very well. The meeting held has shown optimal results. Teachers have used learning strategies that improve student achievement and compile structured learning by teaching step by step in working on material or projects (Agusta & Suriansyah, 2020; Darmiyatun & Mayar, 2019; Sanjaya, 2016a).

Hidayati & Uthman (2019) stated that activities play an important role in learning, activities are a process of change in children's behavior that encourages the creation of learning activities. Learning success depends on the activities that children do in learning activities.

In children's activities carried out at the 1st to the 3rd meeting can be seen from the table as follows:

Table 2 Recapitulation of Children's Activities

Meeting	%	Criteria
1	28%	Some students are active
2	55%	Most students are active
3	94%	All students are active

It can be seen from every meeting held by the teacher that there is an increase in children's activities, each meeting makes children more active in learning so as to achieve the expected success indicators. Children's increased activity is influenced by the delivery of material that

is easy for children to understand and children listen well, management of a safe and comfortable learning environment so that when children develop motor skills, children do not experience injuries (Aisyah et al., 2014; Pramesty, 2017; Soleha & Sjamsir, 2022).

It can be concluded that children's activities in following learning through the DONAT model are declared successful. Maximum learning if children's activities are carried out independently. Independence is the ability of children to do something without being helped by others, either friends or teachers. Children are responsible for what they do and can finish by themselves without getting help (Rahmat, 2018; Wiyani, 2014).

Based on the table, it shows that at each meeting the percentage obtained continues to grow and reaches the criteria of all independent students. Children are trained independently to do their work so that children do not feel dependent on others. Children are also taught to make decisions as a form of responsibility so as not to depend on others, but to believe in themselves (Novitawati, 2017; Simatupang et al., 2021; Wahyudi, 2014).

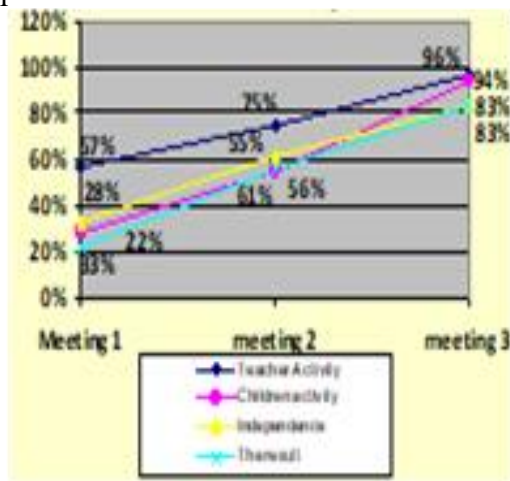
The activity of cutting according to patterns through the DONAT model is very helpful for children in building knowledge and understanding and developing children's fine motor skills. At each meeting there tends to be an increase in the fine motor development of the child. At the 3rd meeting classically, the child has developed. Child development can be seen from eye and hand coordination so that children move their fingers with the right movements, children are able to adjust the thickness of the media used starting from the lowest difficulty to the final cutting stage (Darmiyatun & Mayar, 2019; Marfiyanto, 2018; Murtining, 2018).

The development of children's fine motor because in the learning process teachers apply child-centered learning both from the use of direct instruction



models, cutting activities according to patterns and media Awan pinTar is very helpful for children to build their own knowledge and understanding based on what children learn.

The Comparison of the results of the four factors studied, namely teacher activity, children activity, independence and the results of children's fine motor development can be seen from the trend graph as follows:



Picture 1 Trend Chart

Based on the picture, it can be seen that all aspects studied, namely teacher activity, children activity, independence and the results of children's fine motor development increase in each meeting. The teacher has carried out the learning in every meeting very well and achieved maximum results. Children's activities also increase because the learning provided by the teacher makes children active at every meeting. Children actively do every task given without the help of teachers or friends making children's independence also increase. Because the activity and independence of children tend to increase, the results of children's fine motor development also increase. This is because the four aspects studied, namely teacher activities, children's activities, independence and the results of children's fine motor development are related to each other. If teacher activity increases, so does

children activity, independence and child development outcomes. According to Rumina & Jamain (2023) Learning progresses exceptionally well due to the teacher's growing proficiency in employing effective teaching models, which positively impacts student engagement and fosters their overall development. The judicious selection of teaching models can effectively ignite the innate desire for learning within children. For instance, children's enthusiasm can be kindled by the use of engaging pedagogical materials. This stems from the fact that children's learning experiences, characterized by repeated exploration, observation, imitation, and experimentation, tap into their inherent potential (Yulianti & Rachman, 2022).

According to Ariana & Novitawati (2023) The role of a teacher extends beyond merely serving as a model or exemplar for their students; they also play a pivotal role in orchestrating the learning process. Teachers must be able to manage the classroom well, master and hone the skills they have to create a fun learning environment for children (Pamela et al., 2019). Teachers as class managers, well-managed classroom management can make it easier to achieve learning objectives. Teachers who can direct the learning process well will make children active in the learning process. Teachers also act as facilitators in meeting students' learning needs. Teachers provide useful learning resources for children and support the learning process (Andana et al., 2022). To facilitate an engaging and effective learning process, teachers meticulously plan their lessons, employing a variety of teaching models that actively involve students. They pose thought-provoking questions related to the subject matter and utilize appropriate instructional materials to enhance learning outcomes. Furthermore, teachers conduct regular evaluations to assess individual student progress (Azkia & Sakerani, 2022).



According to Novita & Sulistiyana (2023) A teacher's personal role in cultivating a welcoming learning environment for children can significantly impact the creation of a supportive learning setting that fosters effective and efficient student learning. Classroom atmosphere affects children's learning activities. Early childhood learning activities are play activities, because play for early childhood is a learning process. Learning for early childhood is not only by providing explanations but inviting children to participate in activities, so that children get learning from their own experiences (Ifadah & Fatmawati, 2022; Setiawan et al., 2022).

Learning for early childhood requires independence as a character that needs to be developed. Independence is very important to be instilled from an early age so that children do not depend on others. The process of learning encompasses both the teacher's instructional approach and the student's learning strategies. In this context, learning is a planned and executed activity that involves planning, implementation, and evaluation (Fitriani & Sulistiyana, 2024). Mulyasa (2013) states that independence is formed through habituation. Habituation is a repetitive activity and will become a habit. Children will be said to be independent if they can make their own decisions, have a sense of responsibility for themselves, believe in their abilities by not depending on others. Learning that challenges children to be able to think and get things done makes children more active and trains children's independence (Iswantiningtyas et al., 2023).

Learning models affect children's development and learning outcomes. Aspects of early childhood development include cognitive abilities, physical motor, religious and moral values, language, social emotional and art. One activity that can develop the fine motor aspect of

children is cutting according to patterns. The DONAT model can develop a child's fine motor skills. Children can move their fingers with scissors. Scissoring activities train eye and hand coordination and concentration. Scissoring is an activity to cut paper or other materials into several parts (Asmara, 2020). Scissoring in early childhood should be given a pattern so that children are easy to work. When scissoring, the child's finger will move following the pattern.

The Direct Instruction model is a learning model with procedural knowledge. The teacher explains the learning activities step by step. This model involves the child's activity to find out what procedural knowledge looks like. Explanation of activities gradually and inviting children to practice directly will make learning more optimal and so that children will more quickly understand the learning process (Agusta & Suriansyah, 2020; Alhaq, M., Nugraha, M. A., & Oding, O., 2022; Nisa & Jamain, 2022; Shoimin, 2017; Sulastriningsih, N. M., & Efendi, S, 2021).

This study is in line with previous research that describes that the direct instruction model can improve children's fine motor skills in cutting activities according to patterns. This success proves that cutting activities through the direct instruction model are effectively used to improve children's fine motor skills (Murtining, 2018; Nofianti, 2020; Nurjani, 2019).

This research uses a direct instruction model with media Awan pinTar as a learning medium. Researchers prepare media Awan pinTar to make it easier for children to cut according to patterns. Media Awan pinTar can attract children's interest in learning.

CONCLUSION

Classroom Action Research through the DONAT model ((Direct instructiON and media Awan pinTar))



found that teacher activities had been carried out with predetermined steps and succeeded in achieving success indicators by getting a score of 27 and achieving very good criteria. There was an increase in children's activity at each meeting and managed to achieve a success indicator of 94% of all active students. Children's independence also increased at each meeting and managed to reach 83% with the all Students have independent criteria. The results of children's fine motor development have improved at each meeting by reaching a percentage of 83% with the criteria of very good development.

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