



## **DEVELOPING FINE MOTOR SKILL USING MODEL PROJECT BASED LEARNING, DEMONSTRATION METHODS AND ORIGAMI PAPER MEDIA AT ADHYAKSA XIV KINDERGARTEN**

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### **Abstract**

The Problems is several children show the coordination delays through the lack of student ability in developing imagination by using paper folding, cutting, and sticking picture techniques in activities. The solution provided is to use task-based learning, demonstration methods and origami paper media. The purpose of this study was to describe teacher activities, children's activities, and the results of fine motor development through origami paper folding activities. The exploration approach uses subjective research methodology with the type of homeroom teacher activity research directed by 4 cycles, the research setting was carried out on class B children of Adhyaksa XIV Kindergarten Banjarmasin totaling 15 children consisting of 6 boys and 9 girls. The type of data uses qualitative data. Data analysis was carried out descriptively qualitatively with observation sheets and rubrics. The results of the examination showed that (1) the movement of instructors in groups 1 to 4 increased to a level of 100% of the "Very Good" criteria. (2) Children's activity at meetings 1 to 4 increased by 100% with the criteria of very active children. (3) Children's fine motor development results improved, and at the fourth visit, they met the BSB requirements 100% of the time.

**Keywords: Fine Motor Skills, Paper Folding Art, Project Based Learning, Demonstration.**

### **INTRODUCTION**

Interaction for a person to further develop a perspective, or change behavior through gradual learning and preparation (Mubarok & Muslihah, 2022). Technology is currently a very important part of education, for example as a way to help students learn in school. Unfortunately, neither the central nor local governments in Indonesia have prioritized the use of technology in education. Early childhood education is education provided to children aged 0-6 years through various improvement efforts to help development and progress both in real and deep ways with the aim that they are ready to pursue education at a higher level (Susanto, 2018).

Children's education is basically education that is coordinated to achieve the goal of fostering and developing children as

a whole and focuses on the development of all aspects of children's character. Thus, children's education provides potential opportunities for children to be able to develop various aspects of development, such as mental, language, social, physical, and motor development (Suyadi & Dahlia, 2014).

The demonstration learning strategy is one of the approaches in educating or demonstrating methods by communicating verbally with movements (use of tools) (Sompie, 2021). The demonstration learning technique is a demonstration learning strategy which is a very powerful learning model to help students understand useful concepts. Students can learn hands-on and have a different learning experience when they use the demonstration method compared to when they just read a textbook or listen to a teacher's lecture.



The development of early childhood coaching experiences will provide ample opportunities for students to meet the needs of speaking, creating, imagining, in a variety of techniques and media, including paper, natural materials, recycled materials, scissors, plasticine, pastels, and pencils. Early childhood education is sometimes described as an effort to nurture children from an early age, which involves providing educational stimulation to support the physical and spiritual development and growth of children in order to prepare them for primary school and the next stage of life. This is done so that children's growth and development can be stimulated and children will be creative according to their wishes.

Fine coordination movements are muscle abilities that are moved by children, for example the ability to button clothes, compose, master movements that do not require a lot of effort but require proper coordination (Arnafama & Sari, 2023). Children and parents play an important role in delivering distributed research results, this is due to learning that fosters coordination skills (Kusumaningrum, 2021).

Optimal Condition 1. Children are active in improving their motor skills, Children are very enthusiastic about learning and feel happy. According to (Ministry of Education and Culture, 2014), children are able to perform fine motor movements well. However, based on the results of observations at Adhyaksa XIV Kindergarten Banjarmasin, the problem faced today is children who experience fine motor delays. The delay is characterized by a lack of student skills in increasing creativity through the use of media such as folding, cutting, and pasting images on activities.

In line with the description above, the scientist conducted a preliminary interview with one of the educators at Adhyaksa

Kindergarten Banjarmasin, that he said "the techniques used to train fine movement coordination in early childhood are by shading, montage and folding, but folding exercises have not been mastered by early childhood, sometimes they are also not confident in using techniques to train fine movement coordination in early childhood. In an effort to overcome this problem, fun learning exercises have been developed that can improve students' fine motor skills. So that learning becomes easy for students to understand and learning goals can be achieved. The purpose of this study was to describe teacher activities, children's activities, and the results of fine motor development through origami paper folding activities

## **METHOD**

Scientific activities known as qualitative approaches are the process of describing and describing data obtained from the results of interviews, observations, and documentation systematically and sequentially based on certain categories. The information in question is in the form of voice notes (words or explanations), photos, notes, and so on (Rusandi & Muhammad Rusli, 2021).

Qualitative research is defined as descriptive research that uses a lot of analysis. Subjective examination puts more emphasis on cycles and interests, or the subject's point of view. As a technique, a hypothetical premise is used to ensure that the focus of exploration is consistent with the current state of the area. (Natalia et al., 2014). In addition, the theoretical basis is useful for discussing research findings and for providing an overview of the research background. The reason for this system is not oversimplification but a thorough understanding of a problem. The ability of subjective examination to provide considerable classification and subjective exploratory theory.



The type of research in question is research on CAR class activities which comes from English, namely Homeroom Activity Exploration which means Activity Exploration (research with activities), The exploration technique used in this study is Classroom Activity Research. Classroom activity research is a research that aims to find out what happens when the activity has been completed, and then tells the entire process from the beginning of the activity to the impact of the activity given to the subject of exploration (Arikunto et al., 2015).

The Exploration of Classroom Activities was led in 4 meetings consisting of 4 phases, namely preparation, implementation, perception, and reflection. Children in group B, consisting of 15 children, 9 girls and 6 boys, were the subjects of the study. The information collected in this study was obtained using rubrics and perception sheets from educator exercises, children's exercises and the consequences of children's fine motor development.

The success indicator obtained a score of more than 23 in the Very Good category. When a child's activity score is over 13, it usually reaches 82%, which puts him in the "very active" category. In the continued impact of children's fine motor development, traditionally reaching 82% or Growing Quite Well (BSB).

## RESULTS AND DISCUSSION

From the learning activities to foster the coordination of children's fine movements using project-based learning models and performance techniques, it can be concluded that at the 4th meeting, teachers have carried out steps to benefit from the project-based learning model and demonstration techniques. The application of project-based learning models, classroom action research results, and demonstration methods have succeeded in

improving learning at Adhyksa XIV Kindergarten Banjarmasin. This can be seen from meeting 1 which only obtained a score of 14 with a really good model, in meeting 2 obtained a score of 17 with a good measure, in meeting 3 obtained a score of 25 with a fairly good standard and in meeting 4 obtained a score of 28 with a good rule. From the learning activities in the 4 meetings, they can develop fine motor skills by using project-based learning models and demonstration methods.

Based on the observation results, children's activities is described in the table below:

**Table 1. Children's Activities**

Meeting	Percentage	Category
1	13%	Less Active
2	47%	Some Children Are Quite Active
3	67%	Some Children Are Very Active
4	100%	All Kids Are Very Active

Children's activity reached 13% in the first group with less active criteria; tends to increase to 47% in the second group with the criteria of some students being quite active; tend to increase to 100% at the third meeting with the criteria of all students being very active; and tends to increase to reach 47% at the fourth meeting of 100% with the criteria of all students being very active.

The development of fine motor coordination of children is described in the table below:



Table 2. Results of Children's Fine Motor Development

Meeting	Percentage	Category
1	20%	Undeveloped
2	66%	Some Children Develop as Expected
3	73%	Some Children Develop as Expected
4	100%	All Children Develop Very Well

The development of fine motor coordination of children at the first meeting, the percentage was 20% with the criterion that some students were less active. At the next meeting, the consequence of fine motor coordination of the children reached a level of 66% with the criterion that most of the students were active. At the third meeting, the percentage was 100 percent with the criteria that all students were active. Then, at the fourth meeting, the children reached the level of 100 percent with the criterion that they developed very well. The consequence of children's fine motor development is that in the growth and development experience, teachers conduct child-focused learning, both using the Task-Based Learning model and the Exhibition Technique, which greatly helps children in building their own understanding and understanding based on what they have learned.

The following trends in the results of the development fine motor development is described in the figure below:

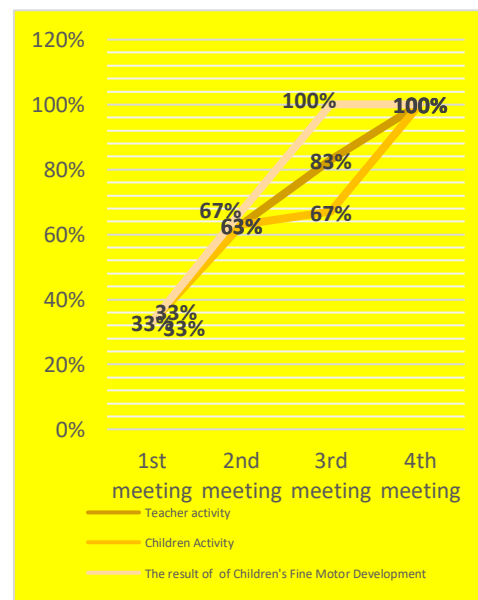


Figure 4. Trend Chart

The success of a teacher in carrying out the learning process cannot be separated from the role of the teacher himself because the teacher is an important element that can determine the success of the learning process or not. Teachers who only provide teaching materials will be different from teachers who help students in learning. The difference is that this will affect the preparation of strategies and also the implementation of learning (Suriansyah et al., 2014).

Teacher professionalism is upheld by expertise, commitment, and skills (Akhmad Riandy Agusta, Darmiyati, Ali Rachman, 2024; Cinantya et al., 2024; Cinantya Celia, Aslamiah, 2024; Fawwaz, Alwan, 2024; Halimatussa'diyah et al., 2024; Hayati et al., 2024; Purwanti, Aslamiah, et al., 2024; Purwanti, Suriansyah, et al., 2024)

An educator must not only be smart in terms of his interests, but also must have educational, professional, social, and character skills. In addition, a teacher must be innovative and creative in the classroom. For this reason, teachers must be able to position themselves as disseminators, witnesses, presenters, modifiers,



coordinators, facilitators, inspirers, and evaluators to produce dynamic and creative educational experiences (Ma'ruf & Syaifin, 2021).

One of the things that teachers need to prepare when carrying out learning is learning planning. Learning planning is a kind of perspective for exercises that will be carried out during learning. In order to create effective learning, learning planning is carried out before the learning process. Teachers will find it easier to choose strategies that will be used to achieve learning goals optimally with maximum planning. (Erwinsyah, 2017; Norlatifah & Novitawati, 2022)

Good teaching and learning activities are the result of improving teacher performance in carrying out learning from the determination of strategies or learning models focused on students and the accuracy of teachers in choosing learning tools and learning media (Noorhapizah et al., 2019).

Sari (2021) understand the use of the Activity-Based Learning model and Presentation Techniques to improve children's activities in each group.

The word "learn" comes from the verb "to learn" which means to acquire knowledge, improve skills, improve behavior, improve attitudes, or strengthen personality. The process of changing one's behavior and knowledge is called learning. This definition is more aimed at changing individuals, both in terms of information and mentality and character in daily life (Vandini, 2016). According to Wahyudin & Mubiar (2011), learning is expected to result in an increase in knowledge, skill development, and the formation of noble character.

Real work will affect the coordination of children's movements. According to (Fitriani & Adawiyah, 2018), children whose physical condition is not good will have difficulties in developing their body's

motor skills, while developing well. Thus, real work balanced with movement coordination is essential in the daily practice of his life. Daily physical activity greatly affects the child's ability to maintain and develop motor skills throughout his life (Abdillah et al., 2023). From there, children are given a great improvement for the development of their training, so that later they will be much superior. Physical activity given by parents to children greatly affects their survival.

The consequences of the review showed that the learning model for adolescents affected the part of children's fine motor progress (Sin et al., 2018). The research show that the reason for this study is to describe the use of task strategies in training children's imagination and fine coordination skills and to describe the adequacy of the use of business techniques in training the fine coordination skills of group B (Yuliani & Sahono, 2020).

Research from Saptarani (2016) where the results of the research show that children's fine motor skills can be improved through project-based learning activities. This is evidenced by the improvement in the coordination of children's fine movements in each cycle. The results of the initial activity were 27%, the first cycle was 64% and the second cycle was 82%.

The results of the research by Rahmawati et al. (2022) concluded that children's fine motor skills can be improved by using plasticine play activities by applying the Project Based Learning model.

## **CONCLUSION**

Based on the results it can be concluded that the teacher's activities in carrying out learning in the B1 Adhyksa XIV Banjarmasin Kindergarten group, children's fine motor development using the Project Based Learning model and the Demonstration Method with Origami Paper Media went very well and reached the very





good category. Children's training in completing object picking activities using the Venture Based Learning model and Showing Strategies with Origami Paper Media in the B1 group of Adhyksa XIV Kindergarten Banjarmasin was carried out quite well. The use of the Venture Based Learning model and Demonstration Techniques with Origami Paper Media in fostering fine coordination movements of early childhood group B1 Adhyksa XIV Kindergarten Banjarmasin has been able to achieve the set achievement targets, both individually and conventionally.

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