



LEARNING MANAGEMENT IN THE DEVELOPMENT FINE MOTOR ASPECT AND CHILDREN'S INDEPENDENCE

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Abstract

The problem in this research is the results of the fine motor development of children in group A2. This research approach uses qualitative with the type of classroom action research, carried out in 4 meetings, research setting on 12 children in group A2. Data collection techniques use observation, documentation and interviews. Data analysis was carried out using qualitative descriptive techniques which were explained using cross tabulations and graphs which were presented with established indicators of development success. This research aims to describe teacher activities, as well as analyze children's activity, independence and fine motoric aspects. The results of this research show that the teacher's activities reach the very good category, the children's activities reach the very active category, the children's independence reaches the very independent category, and the children's fine motoric aspects reach the very well developed category. It is recommended that school principals, teachers and researchers can then provide input for information to improve children's learning.

Keywords: learning management, the development of fine motor aspect, independence

INTRODUCTION

National education plays an active role in developing aspects and shaping the character and civilization of a dignified nation. Education is an action to achieve the goal of adulthood that must be given to a person from an early age (Sugiarto, 2021)

Early childhood education (PAUD) is a form of educational unit which is essentially an education that is held with the aim of facilitating the growth and development of children as a whole which emphasizes the development of all aspects of the child's personality. Early childhood is an individual figure who is undergoing a process of rapid and fundamental development for the next life (Sabila & Wahyudi, 2023)

Early childhood is known as golden age Early age is considered a golden age because at that age the child is experiencing a very big thing both physically and psychologically (Windayani et al., 2021)

In the golden age, there was a tremendous transformation in the brain and body, but at the same time it was also a fragile period. In this golden age, it is very important for the intellectual, emotional, and social development of children in the future by paying attention to and appreciating the uniqueness of each child. If this golden age has passed, it cannot be replaced (Rakhmawati, 2019).

The primary goal of supervision is to provide guidance to school principals and teachers, enhancing the quality of learning (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)

This is the most potential period to develop children's motor movements,



because children's motor skills are progressing very rapidly. The importance of improving early childhood motor development Children's physical growth is expected to occur optimally, with it being permanent, children's physical growth will determine their skills in moving (Sugiarto, 2021).

Fine motor development has been formulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning the National Standards for Early Childhood Education in the scope of fine motor development in the level of achievement of child development aged 4-5 years children are able to make vertical lines, horizontal lines, left or right curves, left or right obliques, and circles, able to coordinate eyes and hands to perform complex movements, able to express themselves by making art with various media, and able to control hand movements that use fine muscles (Permendikbud, 2014)

In fact, in the A2 group of Kindergarten Insan Azkia Banjarmasin, based on observations conducted on January 16, 2024, it was found that the fine motor aspect of children has not developed or is still low, this is seen when children carry out meronce activities, out of 12 children (6 boys and 6 girls) only 2 children are able to complete the activity to the end without the help of the teacher and are able to help their friends with the category (BSB), 2 children who completed the activity to the end with the direction of the teacher with the category (BSH), there were 3 children who completed the activity to the end with the help of the teacher with the category (MB), and 5 children who were not able to complete the activity to the end with the category (BB).

This happens due to several factors, namely first, the use of learning methods and media that are less varied. In learning,

teachers only use one variety of play so that children get bored quickly and have an impact on aspects of children's development that are hampered, especially in their fine motor skills. Second, children are less independent in completing their assignments, during learning many children are less independent in completing their tasks because they still ask for help from others, especially teachers. This has an impact on the independence of children who will always depend on others.

If this is not overcome, of course, it will affect the child's activity and independence in daily life and will affect fine motor development such as controlling hand movements using inhibited fine muscles, because the delay in fine motor skills will have an impact on subsequent development to a long-term negative impact for children who experience delays in basic motor development (Nurjanah et al., 2017). To overcome these problems, it is necessary to strive for a model and learning media that can develop activities, independence, and train children's fine motor skills, namely using a model Project Based Learning, Group Investigation, and Media Ecobrick

Type Project Based Learning Project-based learning provides opportunities for children to be able to plan learning activities, carry out projects with a cooperative system and create works or products that can be published to others (Agusta & Suriansyah, 2020). This learning activity can certainly help children develop critical, creative, logical and problem-solving skills.

In order for children's abilities to develop properly, the researcher combined the Project model Based Learning with models Group Investigation. Learning model Group Investigation is students tend to discuss and contribute certain ideas, students can learn more effectively and improve their social interaction, group



investigation can encourage students to actively participate in learning (Vidyanta, 2017). To obtain maximum results, the researcher perfected the learning models by using Ecobrick. Ecobricks are made from used plastic bottles filled with materials such as soil, foam, plastic wrappers, plastic bags, and other plastic materials. (Antico et al., 2017). In the activity of making ecobrick This child will be memorized with pinching and squeezing activities that will stimulate his fine motor skills.

METHOD

The design of this research is to use a qualitative approach with the type of research (CAR) through four stages, namely: 1) Planning, 2) Action, 3) Observation, 4) Reflection.

This research was carried out at Insan Azkia Kindergarten Banjarmasin in 2023/2024 semester II (even), namely in group A2 children totaling 12 children, consisting of 6 boys and 6 girls.

The data collection technique uses interviews, documentation, and observation to assess aspects of fine motor development. The data that has been collected and then analyzed throughout the research is carried out. Teacher activity data is evaluated based on the number of scores, child activity data is observed with assessment criteria in each aspect, child independence data is observed with assessment criteria in each aspect, and data on the results of the development of children's fine motor aspects are obtained from the accumulation of each aspect that is an assessment indicator.

The indicators of success that have been set, teacher activities are said to be successful if the teacher obtains very good criteria, children's activities are said to be successful if the child obtains an average class of $\geq 80\%$ of the very active category, children's independence is said to be successful if the child's independence

obtains a class average of $\geq 80\%$ of the very independent category, and the results of fine motor development obtain an average of $\geq 80\%$ of the category (BSB).

The data analysis technique in this study uses cross tabulation which is used to explain the relationship between the variables of teacher activity, child activity, child independence, and the results of the development of children's fine motor aspects at each meeting.

The tools used in this study are very easy to find, namely scissors used to cut plastic waste, sponges used to clean bottles, and buckets used to store water. The materials used in this study are using plastic waste, and plastic bottles in the school environment as well as plastic snack waste collected by children during recess.

RESULTS AND DISCUSSION

Based on the results of the research conducted during 4 meetings, the discussion of trends in meeting 1, meeting 2, meeting 3, and meeting 4 was carried out as follows:

Table 1. Tendency of Teacher Activities

Meeting	Score	Category
1	21	Good
2	26	Good
3	29	Excellent
4	30	Excellent

The occurrence of an increase in teacher activities is a reflection that teachers always carry out to improve the quality of learning, which is a reference for improvement at the next meeting.

Table 2. Children's Activity Trends

Meeting	Percentage	Category
1	42%	Quite Active
2	58%	Quite Active
3	67%	Active
4	100%	Highly Active

There is an increase in children's activities because teachers have carried out learning well and always improve the shortcomings in each meeting.



**Table 3. Trends
Child Independence**

Meeting	Percentage	Category
1	42%	Quite Independent
2	58%	Quite Independent
3	75%	Self-sufficient
4	100%	Highly Independent

There is an increase in children's independence because in children's activities, every meeting has increased so that children's independence has also increased. This can be proven that there is a relationship between the variables of teacher activity, children's activities, and children's independence.

**Table 4. Trends
Results of Motor Aspect Development**

Meeting	Percentage	Category
1	33%	BB
2	58%	MB
3	75%	BSH
4	100%	BSB

There is an increase in the results of the development of children's fine motor aspects because children's activities and children's independence always increase at each meeting.

A comparison of the achievements of the four aspects can be seen in the trend graph at meeting 1, meeting 2, meeting 3, and meeting 4 as follows:

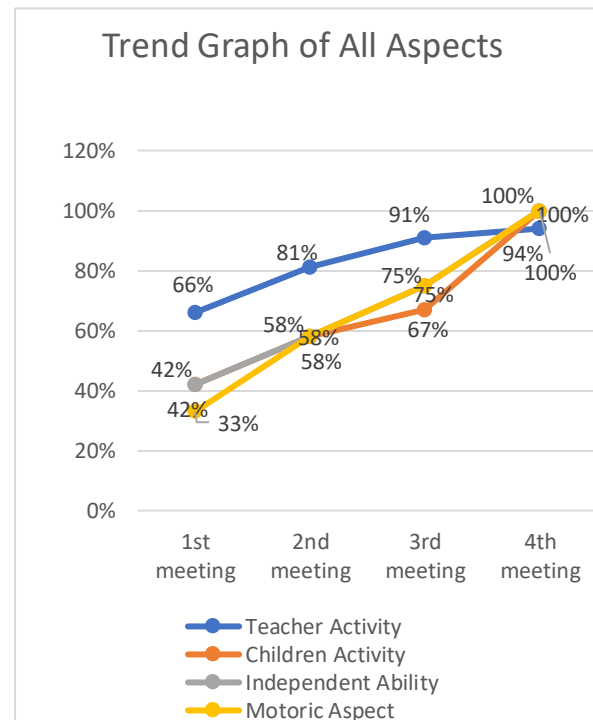


Figure 1. Trend Graph of All Aspects

Based on the graph above, it can be seen that there is an increase in all aspects at each meeting such as teacher activities, children's activities, children's independence and the development of children's fine motor aspects. This happens because teachers in every meeting always make improvements so that they get the expected results. From this proves that there is a relationship between these four aspects and from the graph above it can also be concluded that the better the teacher's activity in the learning process, the more active the child's activity in following the learning process, then by experiencing an increase in children's activities, the results of children's independence also increase, from the impact of teacher activities, children's activities, and children's independence increases, Therefore, the results of the development of children's fine



motor aspects at each meeting also increased.

Based on the data from the above research, using the model Project Based Learning, Group Investigation, and Media Ecobrick stated that they had succeeded in developing the activities, independence, and fine motor aspects of the A2 group of Kindergarten Insan Azkia Banjarmasin. This is seen from the score and percentage that continues to increase from the beginning of the meeting to the end of the meeting.

Teacher activities are activities carried out by teachers during the learning process. In the learning process, teachers have the task of providing knowledge (cognitive), attitudes and values (affective), and skills (psychomotor) to the child. Teachers have the responsibility to see everything that happens in the classroom to help the child's development process. The delivery of subject matter is just one of the various activities of teachers in learning as a dynamic process in terms of phase and development of children (Sopian, 2016).

Learning using models Project Based Learning, Group Investigation, and Media Ecobrick has advantages that can increase teacher activities at each meeting, including the first step of the teacher, the teacher delivers the material by showing a video about the theme I Love the Earth (PjBL, EB). In its implementation, the teacher conveyed the lesson objectives by showing videos according to the planned theme and topic according to the conditions, needs, and characteristics of the students (Agusta & Suriansyah, 2020)

The second step is that the teacher divides the children's groups heterogeneously and invites the children to conduct field visits (PjBL, GI, EB). In its implementation teachers divide groups and determine group leaders, The child will tend to discuss and contribute certain ideas, can

learn more effectively and increase their social interaction so as to encourage students to actively participate in learning (Vidyanta, 2017).

The third step is that the teacher demonstrates the steps to make ecobrick (PjBL, EB). In its implementation the teacher demonstrated the steps to make ecobricks, namely by giving examples of steps to put waste into bottles that have been collected, after the bottle is fully filled and solid, the child attaches the bottle cap tightly. Kids shaping and decorating ecobrick according to the child's creation so that ecobrick looks attractive (Palupi et al., 2020).

The fourth step is to give the child the opportunity to complete the project making activity Ecobrick in groups (PjBL, GI, EB). In its implementation, the teacher provides opportunities for children to complete activities to make Ecobrick projects in groups and start making Ecobrick projects in accordance with the tasks that have been agreed upon (Hartoto, 2016).

The fifth step is for teachers to guide and implement monitoring activities to make Ecobrick (PjBL, EB) In his practice, the teacher went around to guide children who found difficulties (Mulyasa, 2017; Shoimin, 2014)

The sixth step is for the teacher to ask the group representative to present the results of the project. (PjBL, GI, EB). In its implementation teacher asked the group representative to present the results of his group's project (Slavin, 2015; Asylum & Asylum, 1990)

The seventh step is for the teacher to draw conclusions about the children's activities (PjBL, GI, EB). In its implementation, teachers conclude the learning activities that have been carried out by providing opportunities for children to draw conclusions about the activities that



have been carried out (Agusta & Suriansyah, 2020; Mulyasa, 2017; Shoimin, 2014)

The last step of the teacher is to reflect and follow up (PjBL, EB). According to (Mulyasa, 2017) Teachers in carrying out learning are reflecting on project-based learning. In the implementation, the teacher ends the learning activity by asking about the child's learning experience, explaining future learning, and assigning the child to prepare ecobrick materials for the next meeting. So that the use of the model provided by the teacher can increase children's activities, help children develop independence, develop children's fine motor aspects, and teachers provide experience to children in learning experiences that involve children (Hikmah & Rini, 2022)

From the description above, it can be concluded that teachers must use innovative and effective strategies in the learning process, such as providing attractive models and media to encourage children's growth. One example is by using a combination of models based on projects, group investigations, and ecobrick media that are the basic materials of the child's environment.

Based on the results of the research on the activities of the children studied, the results continued to increase at each meeting and achieved the expected indicators.

According to (Mulyono, 2001) Activity means activity or activity or everything that is done physically and non-physically. (Natawijaya, 2005) It also states that an activity is an activity that is carried out to produce changes in knowledge, values, attitudes, and skills in students as an exercise that is carried out deliberately. Model-based learning Project Based Learning, Group Investigation, and Media Ecobrick able to develop children's activities at every meeting.

The first aspect is the activity of children understanding the purpose of the lesson. In line with the opinion that in understanding the learning objectives, children can master their knowledge and better understand the meaning of the materials taught by the teacher. In the implementation, the children sat in their respective places, absorbed the subject matter, asked questions related to the material presented, and listened to the teacher's explanation. Shoimin (2014)

The second aspect is the activity of children understanding the order of making ecobricks correctly according to the steps. In the implementation, children pay close attention, ask questions, understand the language used by the teacher, and respond to the teacher's explanations. By understanding the steps in the order of making ecobricks, it is customary for children to always innovate and be responsive to problems (Agusta & Suriansyah, 2020)

The third aspect is the activity of children knowing the division of tasks in their groups. In its implementation, children understand the steps to make ecobricks well, understand the tasks given, apply the given practices, and have high enthusiasm (Slavin, 2015; Asylum & Asylum, 1990)

The fourth aspect is the activity of children completing the tasks given. In its implementation, the child follows the steps to make ecobrick correctly, coordinating hands using fine muscles, confidently presenting the work, and retelling in simple language.

The last aspect is that children's activities conclude learning activities. In the implementation of the children's questions and answers related to the learning material, the children convey conclusions in a clear voice, convey the learning experience obtained and end the learning activity.



In line with previous research that has been carried out, the researcher uses a model Project Based Learning, Group Investigation, and Media Ecobrick which is a combination of several previous models. It is proven that by using this model, children's activities to carry out learning continue to increase (Khotimah & Purwanti, 2023; Royati, 2021; Aulia et al., 2020).

Based on the results of the research on the independence of the children studied, the results continued to increase at each meeting and achieved the expected indicators.

Early childhood independence refers to their ability to carry out daily activities or tasks on their own or with very little help according to their stage of development or capacity and must be introduced to children from an early age. The nature or character of early childhood independence is one of the efforts to develop children's moral values and personality, especially in the ability to carry out tasks according to their needs and age stages. The independence of pre-school children is the ability of children to carry out their own activities or be able to stand on their own in various things (Hadijah, 2022).

The first indicator of the aspect of children's independence is to be able to show confidence, with the confidence that children will have independence in carrying out their activities (Permendikbud, 2014; Wiyani, 2013).

The second indicator of the child's independence aspect is being able to do their own tasks (Sholihatul, 2011). reinforcing that children who are said to be independent are children who can do all their activities on their own even though they are still under the supervision of adults (Yusuf, 2014) added, even though children are starting to show a desire to be free (independent) from the demands of parents but still really need parental guidance and affection.

The third indicator of the child's independence aspect is that the child is able to obey the rules (Permendikbud, 2014).

This is corroborated by previous research, namely research that was carried out that the use of the Project Based Learning, Group Investigation, and Media Ecobrick children's independence will continue to increase (Khotimah & Purwanti, 2023; Maysyaroh et al., 2022).

The increase in the results of the development of children's fine motor aspects occurs because in the learning process, teachers apply innovative learning models and media that are able to stimulate children's fine motor aspects.

The first indicator of a child's fine motor aspect is being able to pick up garbage, This is in accordance with the indicator in the Regulation of the Minister of National Education Number 146 of 2014 concerning the 2013 Curriculum of Early Childhood Education that at the age of 4-5 years children are able to use their limbs to perform controlled fine movements.

The second indicator of the fine motor aspect of the child is squeezing the sponge with soapy water when cleaning the plastic bottles that have been collected, squeezing is an activity that functions to train the muscles of the hands to function properly and will get better if sharpened continuously (Nada, 2021). Advantages of using models Project Based Learning, Group Investigation, and Media Ecobrick This is that it can stimulate the development of children's skills in squeezing using their hands.

The last indicator of the fine motor aspect is being able to produce works, by producing works children will use their previous experience to carry out activities that will date, this is in line with the opinion according to children using experience in making choices, of course with limited and



affordable options that children can solve and do not make children face problems.

This study is corroborated by previous research using the Project Based Learning, Group Investigation, and Media Ecobrick that the use of this model has succeeded in improving children's fine motor development (Junita & Nurhidayah Ilyas, 2021; Hikmah & Rini, 2022; Ariana & Novitawati., 2023; Sriyanto et al., 2022; Khotimah & Purwanti, 2023; Royati, 2021; Riasi et al., 2017 ; Wulandari et al., 2020).

CONCLUSION

Based on the findings obtained from the results of Classroom Action Research (CAR) in the field of activity development, independence and fine motor aspects of children using the Project Based Learning, Group Investigation, and Media Ecobrick models through several actions in meeting 1, meeting 2, meeting 3 and meeting 4 in group A2 of Kindergarten Insan Azkia Banjarmasin, it can be concluded: 1) Teacher activities in developing aspects children's fine motor skills using the Project Based Learning, Group Investigation, and Media Ecobrick models in the A2 group of TK Insan Azkia Banjarmasin reached the "Very Good" category 2) Children's activities in developing children's fine motor aspects using the Project Based Learning, Group Investigation, and Media Ecobrick models in the A2 group of Kindergarten Insan Azkia Banjarmasin achieved the category of "Very Active" 3) Children's independence in developing fine motor aspects using the Project Based Learning, Group Investigation, and Media Ecobrick models in the A2 group of Kindergarten Insan Azkia Banjarmasin reached the category of "Very Independent". 4) The results of the development of children's fine motor aspects using the Project Based Learning

model, Group Investigation, and Media Ecobrick in the A2 group of Kindergarten Insan Azkia Banjarmasin won the category of "Developing Very Well (BSB)".

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