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DEVELOPING LEARNING ACTIVITIES, COLLABORATION, AND FINE MOTOR SKILLS OF CHILDREN THROUGH THE PJBL, STAD MODEL IN GROUP B2

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Abstract
This study analyzes the problem of low learning activities, collaboration skill, and children's fine motor skills in coordinating eyes and hands. This is because learning is less meaningful, less interesting and one-way. Efforts that can be used through the PJBL and STAD learning models in fun cooking activities. This study aims to describe teacher activities, analyze the increase in activity, collaboration and children's fine motor skills. The methodology used is classroom action research through a qualitative approach carried out with 3 meetings. The research setting at Harapan Bangsa Kindergarten, Banjarmasin with 12 children in group B2 as research subject. Data collection techniques are observation and tests, with data analysis using qualitative descriptive techniques through tables and cross tables and graphs. The results of the study showed a significant increase in teacher activity with a very good category, children's activity in meeting 3 obtained a percentage of 92%, collaboration skill in meeting 3 obtained a percentage of 83% and fine motor skills in meeting 3 obtained a percentage of 83%. This study states that using the PJBL and STAD models is effective in increasing children's learning activities, collaboration, and fine motor skills and can be an alternative reference strategy in learning activities.
Keywords: Activity, Collaboration, Fun cooking, Fine Motor, Project Based Learning, STAD

INTRODUCTION

The development of education in the era of the industrial revolution 4.0 has its own challenges in changing the mindset to improve human resource skills (Majidah et al., 2024). The success of a nation is determined by the quality of education. Education requires new innovations in developing curriculum competencies and educator skills in implementing technological media in every learning process. The level of education determines the competence of children (Maudyta et al., 2023). The design of the educational curriculum is expected to be able to orient children to better master the material presented by educators (Sabaruddin, 2022).

The results of education that change can be seen from the personalities of education service users (students) (Purwanti, R., Suriansyah, A., Bachri, A. A., 2025)

Providing the right stimulus will have an impact on children's development. If a child's motivation increases, the child's activities will also increase (A. Aslamiah et al., 2023) . The aspect of child development is the main goal in education, this development can include aspects of language development, cognitive, social emotional, physical motor skills, and religious and moral values. One of the basic aspects that is important to develop is the physical motor aspect which includes gross motor skills and fine motor skills. In developing children's motor skills, it is necessary to involve certain parts produced by small muscles in the body, therefore stimulus and stimulation need to be given appropriately at each phase of the child's development (Wahidah, 2021).

This is in line with Hurlock's opinion that motor development is the control of coordination that involves small muscles in the body, especially fine motor skills which are used for grasping, squeezing, throwing and so on (Primayana, 2020)s.

Teaching and learning activities do not run without any activities in them, providing stimulus through several activities will produce competencies that can train children's skills to be more developed. Active learning involves several activities, where children can find information, knowledge and can help to think systematically and critically in solving problems in everyday life (Marwah et al., 2023). Educators in early childhood education must build on a child's potential to address future creative problems (Adriyani, Darmiyati, 2024; Irma, Asniwati, Ratna Purwanti, 2023; Ramadhani, Tasya Amelia, Purwanti, 2024: Sitti Sarah, Darmiyati, 2023).

In line with Preparing yourself to be the best role (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).

Teacher performance refers to behavior when teaching in class. Behavior is something that is very important in creating a conducive teaching and learning atmosphere (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).

In addition to activities, collaboration skill also greatly influence the success of learning activities. Collaboration in education plays an important role in helping to hone children's competencies. Therefore, by combining learning activities, collaboration skill and fine motor skills, it can provide an innovation in learning that has an impact on a more holistic learning experience to support the optimal development of early childhood. This is supported by the ideal conditions for children aged 5-6 years, in the Regulation of the Minister of National Education Number 137 of 2014, stating the aspect of fine motor development for children aged 5-6 years, namely children are able to coordinate their eyes and hands (Ministry of National Education of the Republic of Indonesia, 2014).

Based on the real conditions in the field, in Harapan Bangsa Kindergarten Banjarmasin in group B2 children, it was found that learning activities, collaboration skill and children's fine motor skills were quite low, especially in providing supporting stimulus activities in coordinating children's eyes and hands. There were 8 out of 12 children with a percentage of 80% who were not yet able to carry out exploration activities skillfully using their right and left hands optimally, there were 67% of children who were less active in learning and there were 50% of children who were not yet able to demonstrate collaboration skill. This can be seen from several learning activities carried out by children during interview and observation activities, there are still many children who have not been able to express their ideas, still depending on the teacher. In addition, children's collaboration skill are relatively low and children's fine motor skills are less than optimal when carrying out learning activities using both hands.

This problem is caused by the lack of activities that should be able to stimulate the development of children's fine motor skills. Learning carried out by teachers is

still one-way, where the teacher explains and the children only listen to the teacher's explanation without any concrete examples. And the learning media available at school do not support learning activities, so that practice in creating makes children's skills still lacking. In addition, learning activities are still focused on academic activities or only rely on children's LKPD such as writing, reading and arithmetic, this causes learning activities to be less interesting.

If the problem is not immediately addressed properly, it will have an impact on the child's development, especially the aspect of fine motor development. Lack of stimulus for children can cause children to have difficulty exploring the environment, experience obstacles in learning, lack of interest in learning and reduced social skills.

Based on the problems above, the researcher offers a solution to develop learning activities, collaboration and fine motor skills of children in carrying out learning activities, one of which is by using the PJBL and STAD models with Fun Cooking activities for children in group B2 of Harapan Bangsa Kindergarten, Banjarmasin. With this model, it is expected to be able to improve learning activities, collaboration skill and fine motor skills of children in learning. The learning model is used as a foothold in the learning process in order to achieve the expected results (Suriansyah & Aslamiah, 2011). The application of the PJBL model in learning activities can be used as an alternative so that children have the opportunity to solve problems in everyday life both individually and in groups. Utary, S. I., & Purwanti, R. (2024) Student Team Achievement Division (STAD) can improve students' skill.

Project-based learning can help children deal with problems faced in groups (Amelia & Aisya, 2021). In addition, the learning model that will be applied in this study is the cooperative learning model. One of the cooperative learning models used is the STAD type. Where the use of this model can motivate in forming children to develop more so that they can think critically, creatively and be able to work together with their friends. Children are given the opportunity to try directly by pouring their ideas into the activities carried out so that children gain more concrete experiences (Kristiani & Airlanda, 2021).

Playing fun cooking is one of the alternative activities in improving children's development, where this activity is adjusted to the needs of children which aims to train eye coordination, hand muscles and concentration. This activity is centered on children which is one of the fun activities where children are free to express their ideas through making projects that children do. Through guidance in this activity, children directly process dishes from raw ingredients into the desired dishes (Wijayanti & Azizah, 2019).

Learning with an integrative thematic approach can help children to express their ideas through creative activities in learning that are carried out to create a new innovation. This also has an impact on learning conditions so that the atmosphere is more active, where two-way communication is established between educators and children (Aslamiah & Agusta, 2015).

METHOD

This study uses a qualitative approach, a scientific method that is analytical and studies the phenomena that occur. The qualitative approach is based on original data, where researchers create instruments based on ongoing phenomena such as actions, perceptions, motivations and so on holistically (Adlini et al., 2022).

In an effort to improve learning, researchers combine a method to support effectiveness, namely by using classroom action research. This classroom action research can help solve problems in a class, this is intended to help improve the learning system in the classroom to be more effective according to development aspects. The efforts made in carrying out this action are a form of implementation of integrative thematic learning to support the quality of learning outcomes (Fatimah et al., 2021).

The procedure in Classroom Action Research includes four steps, namely: (1) action planning; making a scenario, identifying problems at the observation stage, (2) implementing the action; preparing a plan to be implemented, (3) observing or observing the action; collecting data that will be used as an instrument, and (4) reflection; material for teacher consideration within themselves to draw conclusions about activities (Aslamiah & Agusta, 2015; Payadnya et al., 2024).

This Classroom Action Research was conducted in group B2 of Harapan Bangsa Kindergarten Banjarmasin which was implemented in 2024 semester 2 of the 2023/2024 Academic Year. The subjects in this study were 12 children in group B2 with 7 boys and 5 girls. There were 4 factors studied in this study, namely teacher activities, children's activities, collaboration skill and the development of children's fine motor skills using the PJBL and STAD models in fun cooking activities.

This study uses a combination of PJBL and STAD models with the following combination steps: (1) starting learning with essential questions related to the theme, (2) preparing project plans, (3) preparing schedules, (4) guiding and monitoring children's activities, (5) assessing and evaluating activities, and (6) giving awards (Primadana et al., 2021; Sasomo, 2021)

The child activity factors studied in this Classroom Action Research include, (a) children actively watching videos and asking questions to teachers about learning materials, (b) children participating in project planning, (c) children actively making schedules, making agreements on time, rules of the game, and how to play, (d) children actively showing project results and (e) children actively concluding learning activities (Fitrah et al., 2022).

Collaboration skillfactors, (a) children's skills in working with group members, (b) children's skills in contributing to expressing ideas, (c) children's skills in communicating, (d) children's skills in being responsive, (e) children's skills in being responsible for their tasks, and (f) children's skills in actively participating (Agusta et al., 2019).

Factors in the development of fine motor skills, (a) children's ability to carry out exploration activities in making projects using their right and left hands, (b) children's ability to hold and use a plastic knife properly and correctly, and (c) children's ability to hold and use a toothpick properly and correctly (Agus, 2021).

This research is said to be successful if it has met the predetermined success indicators, with the criteria of teacher activity reaching a score of ≥21 with a very good category, children's classical activity ≥80% with the criteria of almost all children being active, collaborative skills ≥80% with the criteria of being very skilled and the results of fine motor development classically ≥80% with the criteria of developing very well (BSB).

RESULTS AND DISCUSSION

Learning using the PJBL and STAD models with fun cooking activities is known can help stimulate children's activities in coordinating their eyes and hands optimally.

Teacher Activity

Teacher activities in implementing learning through the PJBL and STAD models can be seen in the following table:

Table 1. Teacher Activity

Meeting	Percentage	Criteria
1	19	Good
2	23	Very good
3	24	Very good

Based on the results of data analysis on teacher activities in learning through the PJBL and STAD models with fun cooking activities carried out by researchers, it was found that there was a significant increase in the quality of learning. The improvements that occurred were improvements made by teachers at each meeting by looking at the shortcomings that occurred during the learning process, so that by seeing these shortcomings, teachers can make improvements so that teachers achieve a score of 24 with a very good category at meetings 2 and 3. The increase in teacher activity at each meeting was due to the reflection activities carried out by teachers as a benchmark for success at the next meeting.

Teacher activities to develop fine motor aspects in training children's eye and hand coordination through PJBL and STAD learning models with fun cooking activities have been implemented according to the steps with very good criteria. The use of learning models certainly has its own advantages and disadvantages, but researchers design the syntax in such a way as to make a unity. So that by implementing an innovation, the learning process becomes more active, this aims to make teaching and learning activities not monotonous and more meaningful.

The success of teacher activities is determined by choosing the right strategy. Teachers play an important role in choosing strategies or models to support the success of the learning process (Agusta et al., 2019). This achievement is influenced by the way teachers start learning. Before starting the learning, the teacher provides good apperception. Providing apperception in the early minutes of learning is an important part of the learning process, this activity aims to prepare the child's brain and relax to receive the material that will be given by the teacher. Providing this apperception can be done by inviting children to do ice breaking, fun stories, music or brain gymnastics (Ramdiana, 2020). Teachers hold the main key to the success of learning by developing strategies that can help children gain knowledge and skills (Z. A. F. Aslamiah, 2014).

The use of learning media is not only beneficial for teachers, but also beneficial for children. Especially when teaching early childhood, media is very important to help teachers in attracting children's attention and motivation to learn , where children can see and try concrete objects directly from the material presented (Agusta et al., 2019). Every implementation of activities requires a mutual agreement between the teacher and the child. This agreement is different from class regulations, where agreements made at the beginning of learning can be in the form of time, rules or other things that aim to create a conducive, comfortable, and productive environment for all children in the class (Kurniawan & Anwar, 2022).

In learning activities, teachers must be patient in guiding and helping children who are having difficulties. Teachers here play a role not only as models or role models for children, but also as learning managers. So the success of the learning process is very much determined by the teacher's ability to manage learning. (Fatimah et al., 2021).

Evaluation of activities carried out by teachers in each completion of one main learning material, this evaluation activity is to form the potential in children. In addition

to evaluating, the teacher's strategy in guiding and directing the course of a learning to obtain the development results that children need as a determinant of success in learning (Z. A. F. Aslamiah, 2014).

There are six ways teachers give appreciation to children. Giving awards to children is something that is considered as one of the teaching media that tries to prevent violations and efforts to restore children to be happy and have the motivation to learn. In giving awards, it can encourage children to do positive things and in a better direction, but within reasonable limits. The awards can be in the form of praise, stars, stickers and so on which are collected on the class star board which will then count the number of stars for each child and those who get a lot of scores will get prizes from the teacher (Agustina et al., 2022).

Real actions taken by teachers have a positive effect on increasing children's activities and also significantly on children's learning outcomes. Success in increasing children's activities cannot be separated from the maximum contribution of teachers to create an atmosphere that fosters maximum enthusiasm for learning. As we know, organizing a class requires arranging space, arranging equipment to be used, arranging children in study groups, and using appropriate learning models (ZAF Aslamiah, 2014).

Children's Activity

Children's activity in implementing learning through the PJBL and STAD models can be seen in the following table:

Table 2. Children's Activity

Meeting	Percentage	Criteria
1	50%	Quite Active
2	75%	Active
3	92%	Very Active

Based on the results of the analysis in Table 2, it is known that children's activities increased at each meeting with the criteria of very active. In childhood, the activities that children do are playing, children play to explore their curiosity about everything. The games that children do are activities that are carried out in the form of movements, thoughts or words. The activities in question should be able to stimulate the development of their motor skills, both gross motor skills and fine motor skills. In the activities carried out by teachers in training children's eye and hand coordination, namely with fun cooking activities where this activity can improve the performance of children's fine motor development muscles. In addition, by being given stimulus, children will be more prepared to deal with daily activities at home and in their environment. This has a positive impact on fostering children's self-confidence (Wahyuni & Azizah, 2020).

Providing stimulus in the form of learning activities carried out by teachers to increase children's activities. Learning is said to be effective when it succeeds in achieving a development goal that has been designed by the teacher. Effective learning is usually marked and measured by the level of achievement of goals by children 1) Quality of learning, 2) Adequate level of learning, 3) Rewards and, 4) time. Meanwhile, the quality of learning is seen in the activities designed and the actions taken by teachers and children (Ramatni et al., 2023).

Learning activities by providing opportunities for children directly can have a positive impact on children's development. In this case, activities that are suitable for children to do are project activities, where children will directly carry out previously determined project activities. This project activity contributes to increasing conceptual understanding as a

strengthening of children's character and children can solve everyday problems and train children to collaborate (Sari et al., 2023).

Collaboration Skill

Children's collaborative skill in implementing learning through the PJBL and STAD models in 3 meetings can be seen in the following table:

Table 3. Collaboration Skill

Meeting	Percentage	Criteria
1	50%	Enough expert
2	75%	Expert
3	83%	Expert

Based on this, if you want children's collaboration skill to increase, then it is necessary to implement learning that can increase children's activities. To increase children's activities, it is necessary to implement quality learning by teachers. The table shows that children's collaboration skill has increased significantly at each meeting by successfully achieving the criteria of very skilled.

Assessment indicators are used by researchers as a benchmark for the success of the specified instrument. In collaboration, a cooperative attitude is very necessary to be instilled early on in children because in life it is very important to build good social skills (Agusta et al., 2019).

Factors in collaboration skill are by combining literacy skills, knowledge, behavior and mastery of technology. Communication in establishing cooperation is very important to have, through good communication children can convey their arguments both verbally and in writing. Meanwhile, by being responsive, activities will become more active. Children who are responsive tend to be more active in learning, this is because children will be sensitive, supportive, and cooperative which can increase their sense of responsibility in communicating and collaborating (Aslamiah, Celia Cinantya, Wahdah Refia Rafianti, 2024). Najah, N., Suriansyah, A., & Purwanti, R. (2024) collaboration skill is important for children.

Fine Motor Development

The development of children's fine motor skills in implementing learning through the PJBL and STAD models in 3 meetings can be seen in the following table:

Table 4. Trends in Fine Motor Development Result

Meeting	Percentage	Criteria
1	50%	MB
2	75%	BSH
3	83%	BSB

The use of appropriate learning strategies cannot be separated from the teacher's ability to foster attraction for children. Because with attraction, children's desire to learn increases, and will have an impact on the intensity of children's interest and attention in supporting the success of learning. The high intensity of interest, attention and motivation is a precondition for achieving learning goals more optimally. This is basically the responsibility of educators in maintaining the quality of the learning process they carry out (Suriansyah & Aslamiah, 2011).

Training children's fine motor development is very important, because these fine motor movements will later make it easier for children to do every activity they do. If children have not been able to develop their motor skills properly, then they will also have difficulty doing activities related to manual skills. In this fine motor development, the child's assessment is: the child is able to carry out exploration activities using his right and left hands, to stimulate movement in the hand muscles, an activity that the child likes is needed (Ali et al., 2023).

Activities that can train children's eye and hand coordination include implementing fun cooking activities , where

in addition to children being able to train their motor skills, children will also be able to explore by pouring out all their ideas through their imagination to create a cooking project (Amelia & Aisya, 2021; et al., 2020; Wijayanti & Azizah, 2019).

The results of data analysis in the P1, P2 and P3 tendencies can be seen in the following graph:

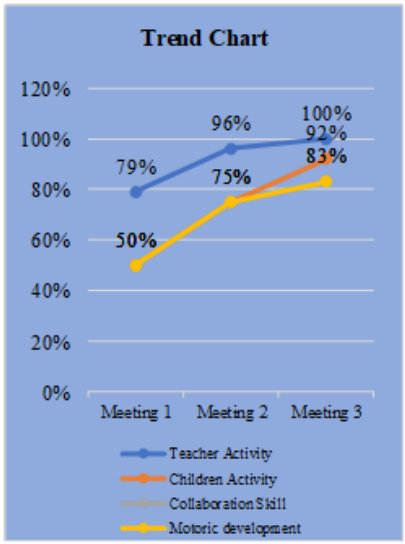

Figure 1. Trend Chart of 1st Meeting, 2nd meeting and 3rd meeting

Based on the graph above, it can be seen that all aspects studied that teacher activity, children's activity, collaboration skill, and the results of the development of children's fine motor aspect, there is a tendency for an increase in each meeting. This is because the activities carried out by the teacher during the ongoing learning process are able to make children more active than before. Children's developing activities will have an impact on the results of children's fine motor development which will increase and also increasingly support the improvement of children's skills in collaboration.

CONCLUSION

Based on the results of the classroom action research conducted at Harapan Bangsa Kindergarten, Banjarmasin with 12 children in group B2 as subjects, it can be concluded that the teacher's activity in developing fine motor aspects through the PJBL and STAD models are in accordance with the steps that have been set and have succeeded in achieving success indicators with a very good category. Children's activity in developing children's fine motor aspects through the PJBL and STAD models, increased at each meeting and succeeded in achieving success indicators both individually and classically with a very active category. Children's collaboration skill in developing fine motor aspects through the PJBL and STAD models, increased at each meeting and succeeded in achieving success indicators both individually and classically with a very skilled category. The results of children's development achievements in developing fine motor aspects through the PJBL and STAD models, increased at each meeting and succeeded in achieving success indicators both individually and classically with a very well-developed category (BSB).

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