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DEVELOPING MOTOR ACTIVITIES AND ABILITIES SMOOTH CHILDREN USING THE PROJECT BASED LEARNING MODEL, EXPLICIT INSTRUCTION AND INSECT SENSORY BIN MEDIA IN GROUP A

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Abstract
This study aims to describe teacher activities, analyze children's activities, and determine the results of children's fine motor skills. This study uses a qualitative approach with the type of classroom action research, which was carried out in 4 meetings in group A children at Al-Hidayah Kindergarten, Banjarmasin. Data collection techniques used observation, documentation, interviews, and assessment of fine motor skills. Data analysis used descriptive analysis and cross-tabulation techniques described in tables, graphs and interpretations through percentages. The results of the study showed that: (1) teacher activity increased from the category "Good" at the first meeting to "Very Good" at the fourth meeting; (2) children's activity increased from the category "Some Children Are Active" at the first meeting to "All Children Are Active" at the fourth meeting; (3) the results of children's fine motor skill development increased from 44.4% at the first meeting to 100% of children successfully developing with the category BSH and BSB at the fourth meeting. Based on the results of the study, it can be concluded that the Project Based Learning model, Explicit Instruction and Insect Sensory Bin media can develop children's fine motor skills activities and results very well. It is recommended for principals, teachers, and further researchers to use the results of this study as input in improving learning in children.
Keywords: Activities, Fine Motor, Project Based Learning, Explicit Instruction, Insect Sensory bin Media.

NTRODUCTION

Education is an important aspect that determines the progress of a nation. Education plays a major role in shaping the character, development of knowledge, and mentality of the younger generation who will later grow into a generation that is able to compete (Fatimah & Purwanti, 2021). Formal education in early childhood plays an important role in developing their potential and quality of development. Through formal education, children are introduced to structures and curricula that are specifically designed to meet their developmental needs. This approach helps children learn in a focused manner, develop academic and social skills, and prepare them to continue their education at a higher level (Reza & Hananik, 2022).

Early childhood education is a form of education that emphasizes laying the foundation for growth and five developments, namely: moral and religious development, physical development (fine and gross motor coordination), intelligence or cognitive (thinking power, creativity), social emotional (attitude and emotion), language and communication, in accordance with the uniqueness and stages of age development that early childhood goes through (Faizah & Wahyudi, 2021). At the age of 4-5 years, fine motor development becomes more coordinated and skilled. Children in this age range are able to perform tasks that require better

control and precision in manipulating small objects (Permendikbud, 2014).

Fine motor skills are abilities related to physical skills that involve small muscles and hand-eye coordination. Some examples of children's fine motor skills are tracing shapes, holding a spoon to eat, holding a pencil to write, assembling puzzles, playing clay, folding paper, drawing, brushing teeth, washing hands, opening and closing doors, and playing musical instruments (Rahma & Anggreani, 2024).

This ability needs to be honed in the right way, and at the right age. This is because fine motor skills are one of the important developmental achievements in children. This skill plays a very large role in school life for early childhood and also in their daily lives until they are adults. In addition, fine motor skills can help children gain independence (Ramadina & Cinantya, 2022).

Fine motoric movement are movements that only involve certain parts of the body and are carried out by small muscles, such as the hands and fingers, which require very careful coordination (Indah & Purwanti, 2022; Qomariah & Cinantya, 2024). Children's fine motor development can be trained through various activities such as tracing shapes, playing mazes, clay, stacking blocks, puzzles, folding paper, and making lines (Azkia & Sakerani, 2022).

At the age of 4-5 years, fine motor development becomes more coordinated and skilled. Children in this age range are able to perform tasks that require better control and precision in manipulating small objects, such as controlling hand movements that use fine muscles (pinching and stroking), coordinating the eyes and hands to perform complex movements and can trace shapes. In the context of education, teachers and parents can provide appropriate stimuli, such as Sensory Play (Insect Sensory Bin) , to help strengthen the development of fine motor skills in children aged 4-5 years (Permendikbud, 2014) . Thus, education not only serves to develop cognitive abilities but also to shape good character and personality, which is very important in facing the challenges of globalization and rapid technological developments. Approaches such as Project-Based Learning (PjBL) and Explicit Instruction can provide an effective framework to achieve this goal. PjBL allows students to develop knowledge and skills through challenging and real-world projects, which encourage critical thinking, problem solving, collaboration, and communication (Hardianti & Rahman, 2021). Meanwhile, Explicit Instruction emphasizes the importance of clear and structured instructions, which can help students understand and master the material more effectively (Fitriana & Faqihatuddiniyah, 2022) .

Project Based Learning (PjBL) is a teaching approach developed based on constructivist principles, problem solving, research inquiry, integrated study, and reflection that emphasizes aspects of theoretical studies and their applications. Learning using the Project Based Learning method allows students to develop a project either individually or in groups to produce a product (Rehny & Sari, 2023) .

The steps of Project Based Learning are determining basic questions, designing project planning, preparing schedules, monitoring students and project progress, testing results, and evaluating experiences. Implementation of Project Based Learning in early childhood involves the stages of collecting information in the form of children's ideas and questions according to the chosen topic and then developing them into learning and exploration activities. Topics in the project approach must be concrete, close to the child's personal

experience, interesting, and have emotional and intellectual potential (Ariana & Novitawati, 2023).

Explicit Instruction is a systematic, direct, engaging, and success-oriented teaching method. This method has been shown to improve student achievement at all levels. Explicit Instruction involves a series of instructional behaviors that increase the likelihood of student success, such as increasing modeling, giving students frequent opportunities to respond, and providing guided and independent practice (Reza & Hananik, 2022) . The steps in Explicit Instruction include: conveying objectives and preparing students, demonstrating materials, guiding students in training, providing feedback, and independent practice. Explicit Instruction emphasizes the importance of clear and structured instructions, which can help students understand and master the material more effectively (Mega & Wahyudi, 2021) .

Insect Sensory Bin is a learning tool used to help children, especially toddlers and preschoolers, explore and learn about insects. This sensory bin usually uses basic materials such as sand, then plastic insects and insect hunting tools such as nets, magnifying glasses, and tweezers are added (Nurhanifah & Rachman, 2024) . Activities that can be done with the Insect Sensory Bin include picking up insects using tweezers and then the child traces and colors the shape. Insect Sensory Bin can help strengthen the fine motor development of children aged 4-5 years by providing the right stimulus through games that involve manipulating small objects (Watts, 2020).

The purpose of this study was to describe teacher activities, children's activities, and analyze the improvement of children's fine motor skills using the Project Based Learning model, Explicit Instruction and Insect Sensory Bin media in group A of Al-Hidayah Kindergarten, Banjarmasin.

METHOD

The approach used in this study is a qualitative approach. A qualitative approach produces descriptive data in the form of written or spoken words from people and observable behavior (Arikunto, 2010; Atikah et al., 2021) . This approach emphasizes the depth of information to the level of meaning, with data collected in the form of words or Figures, not numbers as in quantitative research (Mulyasa, 2013; Sugiyono, 2013; Istiqamah et al., 2022) .

The data analysis technique of this study applies cross -tabulation analysis which is described in tables, graphs and interpretations through percentages. Cross-tabulation is a quantitative data analysis technique used to study the relationship between two or more categorical variables. This technique presents data in the form of two-dimensional or more tables, which show patterns and trends between variables, helping in decision making (Sugiyono, 2017; Umar, 2013; Putri & Suriansyah, 2021) .

The type of research used is Classroom Action Research (CAR). Classroom Action Research (CAR) is action research carried out in the classroom with the aim of improving or enhancing the quality of learning. Classroom Action Research involves cycles of planning, action, observation, and reflection. Classroom action research has the characteristics of being collaborative, practice-centered, a reflection cycle, based on evidence, contextual, sustainable, and participatory. The principles of CAR include collaboration, a reflection cycle, evidence-based, and contextual. The steps of classroom action research consist of action planning, implementation of action, observation and evaluation, and reflection,

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Vol.5 No.1 2025 Page:13-23

which are carried out repeatedly until the expected success criteria are achieved (Atikah et al., 2021; Istiqamah et al., 2022; Arikunto, 2014; Candra & Syahrum, 2013; Putri & Suriansyah, 2021) .

This research was conducted at Al-Hidayah Kindergarten Banjarmasin, with the subjects of the study being 9 children in group A (5 boys and 4 girls). The data obtained in this study came from observation sheets of teacher activities, children's activities, and the results of the assessment of children's fine motor skills.

The success indicator in this classroom action research is the development of children's fine motor skills and activities during learning using the Project Based Learning, Explicit Instruction, and Insect Sensory Bin Media models. The research is said to be successful if it meets several requirements. First, teacher activity in the learning process can be said to be successful if the teacher's activity score in each learning reaches 23-28 with the category "Very Good". Second, children's activities in the learning process can be said to be successful if the child gets a score of ≥17 and classically reaches ≥81% with the category "Almost all children are active and All children are active". Third, the indicator of the results of the development of children's fine motor skills is said to be successful if the child gets a score of ≥10 and classically reaches ≥82% with the category "Developing Very Well (BSB)".

RESULTS AND DISCUSSION

Based on the results of the research conducted during 4 meetings, the following is a comparison between the research results in cycle 1 and cycle 2:

Table 1. Trend of teacher Activity

Meeting	Score	Percentage	Category
1	22	78.57%	Good
2	25	89.28%	Very good
3	27	96.42%	Very good
4	28	100%	Very good

From the table it can be clearly seen that every meeting conducted experienced improvements or enhancements well and until reaching the category of "Very Good". For more details can be seen in the following graph:

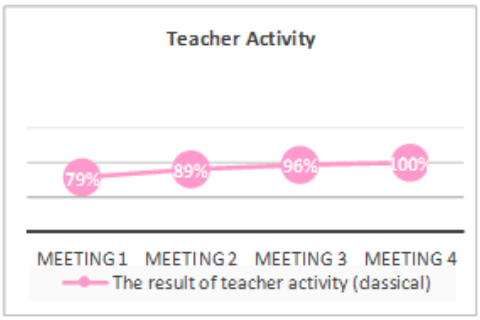

Figure 1. Teacher Activity Trend Graph

From the graph it shows that every meeting that is conducted there is always an increase in teacher activity score, starting at meeting 1 getting a score of 22 with a percentage of 78.57% with the category "Good", at meeting 2 it became 25 with a percentage of 89.28% with the category "Very Good", then at meeting 3 it increased to 27 with a percentage of 96.42% with the category "Very Good" and at meeting 4 it increased again to 100% with the category "Very Good". The improvements that occur are improvements made by the teacher at each meeting by seeing the shortcomings that occur during the learning process, so that by seeing these shortcomings the teacher makes improvements after improvements and in the end the teacher is able to achieve the expected results, namely by achieving the category "Very Good" at meetings 2,3 and 4.

E-Chief Journal (Early Childhood and Family Parenting Journal)
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Vol.5 No.1 2025 Page:13-23

Table 2. Trend of Children's Activity

Meeting	Percentage	Category
1	55.5%	Some Children Are Active
2	66.6%	Most Children Are Active
3	66.6%	Some Children Are Active
4	100%	All Children Active

From the table it can be clearly seen that in every meeting conducted in learning, the classical percentage obtained has increased and has reached the category of "All Active Children". For more details, see the following graph:

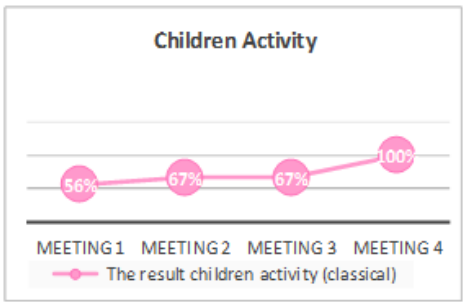

Figure 2. Trend of Children Activity

From the graph it shows that each meeting conducted experienced an increase. At meeting 1, the percentage was 55.5% with the category "Some Children Are Active", at meeting 2 it became 66.6% with the category "Most Children Are Active", then at meeting 3 it remained at 66.6% with the category "Most Children Are Active" and at meeting 4 it increased again to 100% with the category "All Children Are Active". Based on the results of observations of children's activities in activities to develop activities and fine motor skills using the Project Based Learning model, Explicit Instruction and Insect Sensory Bin media in group A of Al-Hidayah Banjarmasin Kindergarten, there was an increase at each meeting and had reached the success indicator.

Table 3. Trends of Children's Fine Motor Development Results

Meeting	Percentage	Category
1	44.4%	Starting to Grow (MB)
2	66.6%	Developing as Expected (BSH)
3	100%	Very Well Developed (BSB)
4	100%	Very Well Developed (BSB)

Based on the table above, it shows that the results of the development of children's fine motor skills at each meeting have increased. For more details, see the following graph:

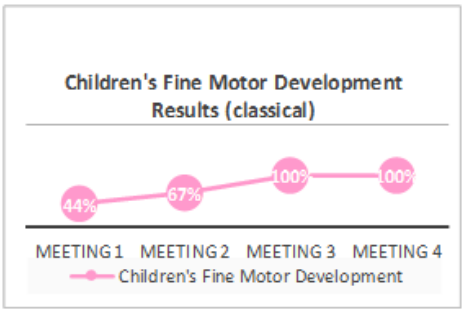

Figure 3. Trend of Children's Fine Motor Development Results (classical)

From the graph it shows that each meeting conducted experienced an increase. At meeting 1, the percentage was 44.4% with the category "Starting to Develop", at meeting 2 it became 66.6% with the category "Developing According to Expectations", then at meeting 3 it increased drastically to 100% with the category "Developing Very Well", and at meeting 4 it also remained 100% with the category "Developing Very Well". Based on the results of observations of the results of children's fine motor skills in activities to develop children's activities and fine motor skills using the Project Based Learning model, Explicit Instruction, and Insect Sensory Bin Media in Group A of Al-Hidayah Banjarmasin Kindergarten, there was an increase at each meeting and had

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Vol.5 No.1 2025 Page:13-23

reached the success indicator. The following is a graph of the tendency of increasing teacher activity, children's activity and children's fine motor skills at meeting 1, meeting 2, meeting 3 and meeting 4, namely as follows:

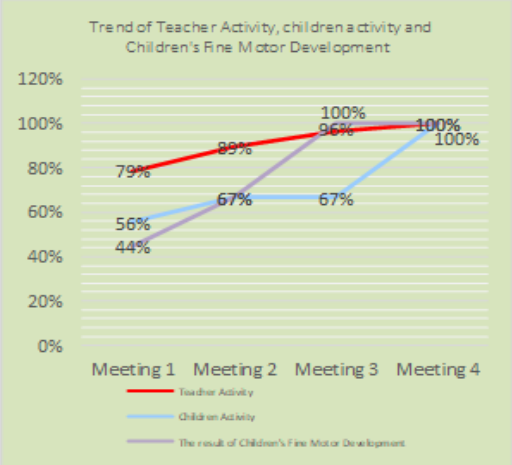

Figure 4. Trend Chart

Based on the graph above, it can be said that there was an increase in all aspects studied, namely teacher activity, child activity, and the results of children's fine motor development, in each learning meeting. Teacher activity increased in each meeting because teachers always reflected after learning, evaluated what had been done, looked at the scores obtained, and identified indicators that had not been achieved. This was done to improve the quality of learning in the next meeting. Children's activity also increased in each meeting. This happened because teachers always reflected and improved after learning. Through this reflection, children became more accustomed and active, enthusiastic, excited, and confident in following the learning process. The results of children's fine motor development increased in each meeting. This was due to the learning activities carried out by teachers using interesting learning media, so that children became more involved and enthusiastic in participating in learning. As a result, there was an increase in children's learning outcomes, especially in terms of their fine motor development. Overall, the increase in teacher activity, child activity, and children's fine motor development results were interrelated. The better the teacher's activity in designing and implementing learning, the more active the child's activity, which ultimately had a positive impact on improving the results of children's fine motor development.

Based on the research data above, the use of the Project Based Learning model, Explicit Instruction and Insect Sensory Bin media has been declared successful in improving the development of children's fine motor skills in group A of Al-Hidayah Kindergarten Banjarmasin. This can be seen from the scores that continue to increase until the end of the meeting.

Educators in early childhood education must build on a child's potential to address future creative problems (Irma, Asniwati, Ratna Purwanti, 2023; Sitti Sarah, Darmiyati, 2023).

Teacher activities refer to activities carried out by teachers during the learning process. In the context of learning, teachers are responsible for conveying knowledge, developing attitudes and values, and training skills in students. Teachers are also responsible for monitoring everything that happens in the classroom to support children's development. Delivering lesson materials is just one of the various teacher activities in the learning process which is dynamic and involves various stages and aspects of child development (Hamalik, 2014; Atikah et al., 2021).

Each teacher has a different character and performance. Teacher activities have a relationship that is in line with their performance. As a principal, you should understand these differences and try to ensure that teacher performance reaches the maximum level. Teacher performance

will be optimal when teaching and learning activities are carried out optimally (Novitawati & Faudina, 2022; Wibowo, 2018).

Teacher is the leader of learning process which to influence, motivate, and mobilize others to achieve certain goals (Halimatussa'diyah et al., 2024; Purwanti, Aslamiah, et al., 2024). Teacher is the best role for student (Hayati et al., 2024; Purwanti, Aslamiah, et al., 2024; Purwanti, Suriansyah, et al., 2024).

The role of the teacher has major significance in delivering learning materials. The role of the teacher in learning includes helping children develop communication skills, problem solving, and conflict resolution. Learning activities can be designed to encourage cooperative behavior in the classroom and learning centers. Cooperative learning in kindergarten can provide greater freedom for children to be creative (Suparman, 2018; Amelia & Cinantya, 2024).

The role of teachers is not only as examples or role models, but also as learning managers. The success of learning is highly dependent on the teacher's ability to manage learning. Teachers can apply learning principles by varying activities, developing interactions, using various learning resources, and encouraging students to be active and creative. To optimize the development of kindergarten children, teachers have an important role and strategy in facilitating the level of child development. Teachers do not only rely on one model or strategy, but need to have creativity to create variations in learning activities (Amelia & Cinantya, 2024; Isjoni, 2017; Suryosubroto, 2017; Novitawati & Faudina, 2022).

Parents and educators need to understand child development in order to optimize the child's potential. This understanding is important because childhood is a period of rapid development with changes in various aspects. Knowledge of child development can help parents and educators in facilitating children's self-development and overcoming their challenges, both in the family, school, and community environments. To stimulate all aspects of early childhood development, teachers need various media as aids, such as real objects, audio, visual, the surrounding environment, and audio visual. The use of these media will help learning run effectively (Amelia & Cinantya, 2024; Sadirman et al., 2017; Suryosubroto, 2017; Atikah et al., 2021; Novitawati & Faudina, 2022).

CONCLUSION

Based on the results of Classroom Action Research (CAR) conducted at Al-Hidayah Kindergarten Banjarmasin, there was an increase in children's fine motor skills learning using the Project Based Learning model, Explicit Instruction and Insect Sensory Bin media. Teacher activities have been in accordance with the steps of the learning model and have reached the "Very Good" category. Children's activities have also been in accordance with the steps of the learning model and have reached the "All Children Are Active" category. The results of children's development in developing fine motor skills using the model have reached the "Very Good Development (BSB)" category.

Based on the results of the study, discussion and conclusions, there are several suggestions that can be submitted. For the principal, it is advisable to provide guidance and direction to all teachers in order to optimize the use of learning methods and models in order to develop the quality of learning at TK Al-Hidayah Banjarmasin. For teachers, it is hoped that this study can improve the professionalism

of teachers in providing interesting, active, innovative, creative, and fun learning activities for early childhood. And for subsequent researchers, the results of this classroom action research are expected to be a reference in conducting research on the development of fine motor skills and activities using the Project Based Learning model, Explicit Instruction and Insect Sensory Bin media.

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