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DEVELOPING ACTIVITY, MOTIVATION AND FINE MOTOR ASPECT IN ATTACHING PICTURE APPROPRIATELY USING THE INTAN MODEL FOR EARLY CHILDHOOD

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Abstract
The purpose of this study is to identify and describe teacher activity, children's activity, learning motivation and to analyze the result of children's development using the INTAN model which is a combination of the Direct Instruction model, Student Facilitator and Explaining and Mosaic Techniques. The approach used was a qualitative approach and the type of classroom action research which was conducted in second meeting with group B children of Aisyiyah Bustanul Athfal 1 Banjarmasin Kindergarten, it consists of 8 children. The data collection technique used is the observation sheet. The result of the research analysis showed that the teacher's activity gets the very good criteria. In the children's activity get the criteria of all children are active, children's development in fine motor aspect gets the criteria of all children are active and children are motivated. The result of child development at the first meeting gets the criteria of almost all children successfully developed and increased at second meeting gets the criteria of all children successfully developed. The result of this study can be used as an alternative in selecting model in developing children's cognitive abilities.
Keywords: Activity, Motivation, Learning Outcome, Fine Motoric Sticking Images, INTAN Model.

INTRODUCTION

In this era of globalization which is full of competition, quality human resources (HR) are needed with high competitiveness. On the other hand, so that we do not continue to be left behind by other countries, at least we should align ourselves with various countries, both in Asia and international. It is necessary to prepare quality human resources (HR) through quality education starting from early childhood, as well as improving and improving the quality of PAUD management (Mulyasa, 2012). Education can take place for anyone and anywhere. Education is not limited to schooling alone, even education lasts from birth to the end of life. Education can take place from within the family, school and community environment.

Education is broadly a conscious and planned effort to create a learning atmosphere and learning process so that students are actively involved in developing their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills. needed by himself, society, nation and state (Suriansyah & Aslamiah, 2011).

Education is the right of every citizen, without exception education at an early age itself which is the right of citizen in developing their potential from an early age. Based on various research sources say that early childhood is the best foundation in developing their lives in the future. In addition, early childhood education can optimize children's basic abilities in receiving the educational process at the next age level. Then

education is basically a conscious effort to develop the potential of students' human resources by encouraging and facilitating their learning activity (Syah, 2012).

Early Childhood Education (PAUD) is a coaching effort shown to children starting from the age of 0-6 years which is carried out through the provision of educational stimuli to assist the process of growth and development. physically and spiritually so that children have readiness to enter further education levels. Early Childhood Education (PAUD) aims to develop various types of potential that children have from an early age as a stage of preparation for children to live in order to adapt themselves and their environment. At the level of Early Childhood Education (PAUD) is a strong component to build a foundation for the development of children's potential to become human beings of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, critical, creative, innovative, independent, trusting. themselves and become the responsibility of democratic and responsible citizens.

Early childhood itself is an individual who is now said to be part of the growth and development that has a rapid pace in child development. AUD has a specialty that has its own peculiarities because it is valuable when compared to later ages because at this time a child's intelligence is full if it is stimulated properly by parents and educators. In this phase the child is unique as part of growth and development both in physical and spiritual aspects which lasts a lifetime, gradually and continuously (Mulyasa, 2012).

Based on the statement above, it can be concluded that early childhood is a child aged 0-6 years where the child experiences rapid growth, giving rise to various uniqueness in him. At this stage, the most appropriate period for instilling good values which are later expected to be able to shape their personality, and rapidly developing developmental abilities, because in all aspects of development possessed by early childhood children will grow and develop optimally through appropriate stimuli. given by parents and teachers at that age and has increased in development according to the age of the child's age. Apart from this stimulation, there are several other things that need to be considered, namely that a balanced and intensive nutritional diet is very much needed for the growth and abilities of early childhood.

The aspect developed in PAUD are: religious and moral values, social emotional, language, cognitive, physical motoric, and art. These six aspects must be developed properly. One aspect that is quite significant in the life of early childhood is the aspect of physical motor development. Physical aspects of children's motor can be viewed from gross motor and motor development (Sujiono, 2013).

One aspect that must be developed properly is the physical motor aspect of early childhood which is the most important aspect for children to carry out activity and support their growth. Children who have good motor skills will find it easy to learn new things that will be useful in undergoing the educational process later. Motor development in early childhood is very important to note because we can realize that children must be given a variety of interesting and varied activity that can make children move to do something starting from coordinated wrist movements with the eyes. The result Azizah, A. N., Muslihin, H. Y., & Rahman, T. (2022) from a series of developments that must be passed, Early childhood education focuses on the direction of children's development, both physically motor skills, children's intelligence, social emotional as well as language and communication of children each of which is unique.

In children aged 2-6 years where children experience very rapid progress in motor skills, both in gross motor skills which involve large muscles, such as running, jumping, climbing (walking, hopping, jumping), as well as fine motor skills. which involves the coordination of small muscles and eyes and hands such as drawing, cutting, and sticking paper (Soetjiningsih, 2014). According to the 2013 curriculum at the age of 4-5 years in the aspect of fine motor development, children are able to attach pictures correctly by expressing themselves through directed, coordinated movements.

Motor development itself is a physical development obtained by the activity of the nerve center, nerves, and muscles of the nerves, and muscles are coordinated (Suyadi, 2010). Fine motor skills include the muscles of the hands and fingers. Fine motor skills are abilities related to physical skills that involve small muscles and hand eye coordination. These motor nerves are later trained and developed through activity and continuous stimulation on a regular basis such as writing, cutting, and others related to the fingers.

The ideal condition for children's activity when performing fine motor movements aged 5-6 years is to be able to coordinate small muscles with their eyes and hands such as drawing, cutting, and sticking paper. In line with Rusman (2011) statement, learning is essentially a process of interaction with all situations that exist around the individual.

Activity is defined as an activity carried out by student during learning. Learning activity is a problem faced by everyone throughout the age in learning there is a need for activity, because in principle learning is doing (learning by doing)" (Sardiman A., 2012). Activity are very important because activity involve students to experience and discuss certain materials with others which are more meaningful in learning. For example, question and answer session with the teacher is a very important learning activity to do in class.

Learning motivation reveals significantly positive effects on learning effect in learning outcome Lin, M. H., & Chen, H. G. (2017). Learning motivation is a driving effort that is obtained on the whole of a learner so that he can create a desire to study harder than before so that he is directed in learning, therefore learning activity can be realized in a clear direction. Motivation is very important because it encourages children's enthusiasm to do activity or learning activity to get better result. Because if there is no motivation, it will result in the influence of children's learning being less than optimal.

Early childhood is often called the golden age because this is the period that determines all aspects of development. One aspect of development that developed at that time was the motor aspect, which was more precisely the fine motor aspect of children. After the activity of pasting pictures correctly as an effort to develop the ability of the fine motor aspects of children in group B of TK Aisyiyah Bustanul Athfal 1, it is hoped that the development of ability in the fine motor aspect of children in the activity of pasting pictures correctly can develop properly and be directed accordingly. with expectation.

However, in reality what happened to children in group B of Aisyiyah Bustanul Athfal 1 Kindergarten Banjarmasin, the ability in the fine motor aspect of children was still low and not in accordance with the level of developmental achievement in carrying out picture pasting activity correctly. This can be seen from the result, observations and observations of researcher in the field in group B children of Aisyiyah Bustanul Athfal 1 Banjarmasin Kindergarten, namely the ability of children to paste pictures correctly through the mosaic

technique is still low, there are only a few children who are able to paste pictures correctly through the mosaic technique although not perfect, children are still less active in learning, because learning focuses on the teacher only, while some other children still need guidance in sticking pictures correctly. So that the problems that occur in group B children aged 5-6 years TK Aisyiyah Bustanul Athfal 1 Banjarmasin lie in the lack of children's participation to be active in learning, the lack of children's motivation in learning and the low ability of children's fine motor aspects in pasting pictures with mosaic techniques. There are 8 children in the class, 6 girls and 2 boys. In children's activity out of 8 children there are only 5 children or as many as 62% who are less active in learning. Then on the learning motivation of 8 people there are 4 children or as many as 50% of children are quite active in learning. On the result of fine motor development of children from 8 children only 3 children or 25% with the criteria of developing according to expectation. The low activity, motivation and achievement of fine motor development in tracing this form is due to children being less active in participating in learning. children have not learned actively, creatively, fun in group B TK Aisyiyah Bustanul Athfal 1 Banjarmasin.

After observing the researcher found the factors that caused problems in group B children of Aisyiyah Bustanul Athfal 1 Banjarmasin Kindergarten, namely because the ability of the fine motor aspect of the child was still low so there were children who were not used to being trained and given the opportunity to paste pictures so that children have difficulty in controlling hand movements in sticking, children do not understand the concept of learning, and the lack of use of learning models that involve children directly to be active in learning activity.

The cause of this problem is caused by several factors that the child has not been able to develop the ability of the fine motor aspect of the child in the activity of pasting the picture correctly according to the result of observations made by the researcher because the fine motor of the child is not accustomed to being trained, the child's lack of concentration, the teacher only relies on the material, and the use of static methods so that children get bored, especially in the activity of pasting pictures correctly. The researcher saw that there were still some children whose responses were still not focused on the material presented by the teacher and there were even children who preferred to tell stories with friends beside them compared to paying attention to the learning material. delivered by the teacher. In addition, at the stage of understanding, children still tend not to be able to reiterate what has been conveyed by the teacher.

If these problems are left unchecked, activity will be disrupted not only in the development of the physical aspects of fine motor skills but also affect all aspects of development. For this reason, this problem must be addressed immediately by using new models, methods, or learning media, media that are more attractive to children who are able to help develop fine motor skills and increase children's motivation in learning. Based on the result of observations of this situation, one of which is influenced by the lack of variety of teachers in using learning models and methods that can increase the activity, motivation and ability of children's fine motor development, by using a combination of the INTAN (Direct Instruction, Student Facilitator and Explaining) model and the Mosaic Technique. The reason the researcher chose this INTAN model in order to overcome the problems that occur is the low ability of the fine motor aspects in group B Aisyiyah Bustanul Athfal 1

Banjarmasin Kindergarten and by using a combination of the INTAN model (direct instruction, student facilitator and explaining and mosaic techniques) this can develop one of the the ability of the fine motor aspect of the child is low in the activity of sticking pictures correctly.

According to Rosdiani (2012) states that "direct learning model is (direct instruction) is a teacher-centered learning model and uses more effective learning strategies to expand information on teaching materials". The direct instruction model is called planned teaching so that the process of learning activity is sustainable and well directed so that teaching activity can be carried out by an educator in a gradual way so that children understand if it is carried out step by step so that children can understand well the course of the activity process that is being carried out.

The student facilitator and explaining model is learning that is centered on the learner himself as the main center (Shoimin A., 2017). This method emphasizes more on a student as the main actor in order to understand the various explanations that have been given by the educator to him regarding the ins and outs of what has been taught by the teacher. This activity has the aim of making it easier to understand in learning and is not only done by listening and educators explain, but rather the activeness of early childhood in learning so that the result of the learning process are better.

In improving the fine motor aspects of children so that they can develop properly and perfectly, it is necessary to carry out directed and integrated stimulation, one type of appropriate stimulation is using the mosaic technique, according to Sitepu, J. M., & Janita, S. R. (2017) mosaic is a picture or decoration or certain patterns made with how to attach small materials/elements of a kind (both material, shape, and size) arranged in attached to a field.

During the activity of developing the fine motor aspect of the child in sticking the picture correctly, the child is also provided with pieces of paper, and pictures on a paper. Accompanied by media made from origami paper, it is hoped that the fine motor development of children in sticking pictures correctly can develop properly and optimally.

The purpose of this study was to identify and describe teacher activity, children's activity, learning motivation and to analyze the result of children's development using the INTAN model which is a combination of the Direct Instruction model, Student Facilitator and Explaining and Mosaic in Group B of Aisyiyah Kindergarten Bustanul Athfal 1 Banjarmasin.

METHODOLOGY

The research approach used is a qualitative approach. A qualitative approach is data in the form of information in the form of sentences that provide an overview of children's expressions related to the level of understanding of a subject (Kunandar, 2012).

The type of research used in this case is Classroom Action Research (CAR), where the implementation is carried out by the teacher to solve the problems faced in carrying out its main task, namely managing the implementation of teaching activity. Classroom action research is research conducted by the teacher in the classroom through four stages, namely planning, implementation, observation, reflection.

This research activity was carried out in group B TK Aisyiyah Bustanul Athfal 1 Banjarmasin semester 2 for the academic year 2020/2021 which is located on Jalan Sungai Miai Luar RT. 4 No. 76 North Banjarmasin District, South Kalimantan, totaling 8 children,

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consisting of 6 girls and 2 boys in this case the researcher acts as a teacher.

Teacher activity data is received through observation during learning using an instrument in the form of an educator activity observation sheet in which the instrument is made based on the steps of the INTAN model (Direct Instruction, Student Facilitator and Explaining and Mosaic Technique).

Activity data from children and motivation were taken based on data from observations of children's activity and motivation at each meeting by participating in learning through the INTAN model (Direct Instruction, Student Facilitator and Explaining and Mosaic Techniques).

Analysis of the indicators of teacher success in the classroom, can be said to be successful if the criteria and teacher achievements reach a score of 24-28 with very good criteria. The analysis of the success indicators of the child's activity variables is said to be successful if individually they get 13-16 with very active criteria and classically reach 82% with almost all active children's criteria. Meanwhile, the analysis of the indicator of children's learning motivation is said to be successful if the individual children get a score of 14-16 with the criteria of being highly motivated and classically 82% with the criteria that almost all children are motivated, and the analysis of the result of individual child development reaches the category of Developing According to Expectations (BSH). and classically the percentage of children scored ≥82% of the total number of children.

RESULT AND DISCUSSION

Result

The result of the research conducted by researcher in examining the development of fine motor skills in children in group B TK Aisyiyah Bustanul Athfal 1 Banjarmasin, showed a significant increase in each meeting. Based on the result of data analysis in this study, learning through the INTAN model (Direct Instruction, Student Facilitator and Explaining and Mosaic Techniques) has increased. Where the teacher's activity has an influence on increasing children's activity and learning motivation which will also affect the achievement of increased child development. Increased teacher activity in the implementation of learning in 2 meetings.

Teacher Activity

Based on the result of research conducted in 2 meetings consisting of meeting 1 and meeting 2, the teacher's activity can be described as follows:

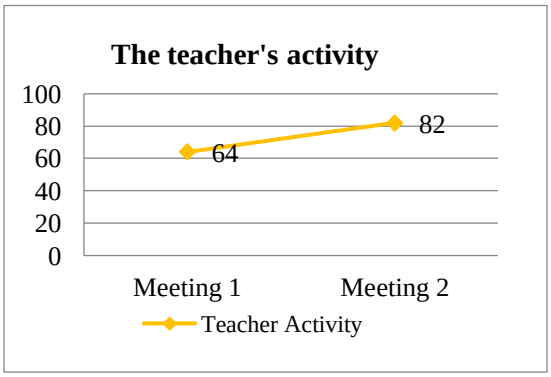


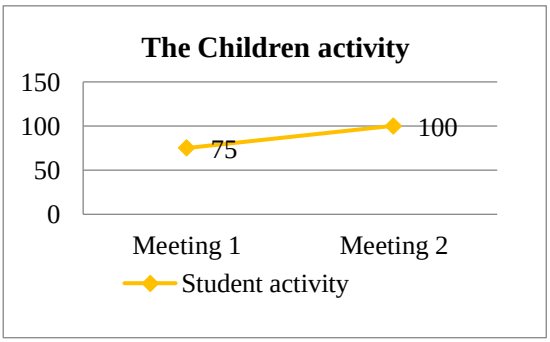
Figure 1. Graph of Teacher's Activity

Based on the graph above, it shows that every meeting that was held showed that each meeting always experienced an increase in the score of teacher activity, starting at meeting 1, it got a score of 17 with a percentage of 64% with good criteria, then at meeting 2, it got a score of 23 with a percentage of 82%. with very good criteria by achieving success indicators.

The increase occurred because the teacher always made improvements at each subsequent meeting to improve what aspects were still lacking at the time of learning, so that by looking at these deficiencies the teacher made improvements which in the end the teacher was able to achieve a good category at meeting 1, then improvements and improvements were made. At meeting 2 which achieved success indicators in the very good category.

From the learning activity carried out 2 times in developing the ability of the fine motor aspects of children in pasting pictures correctly, it can be concluded that at the 2nd meeting the teacher's activity in the implementation of learning activity have achieved optimal result.

Based on the result of observations of children's activity, they are as follows:



Picture. 2 Graph of student Activity

Based on the graph above, it shows that each meeting shows the result of children's activity at meeting 1 classically children's activity get a percentage of 75% with the criteria that most children are active, then at meeting 2 classically children's activity increase with a percentage reaching 100% with very active criteria. At each meeting there was an increase in children's activity.

Based on the research that has been done at meeting 1 and meeting 2, it can be seen that the comparison of the result of the research that has been done. It can be seen from each meeting there is an increase in children's activity, at the 1st meeting children get a percentage of 75% with the criteria that most of the children are active. This is because there are still shortcomings made by the teacher in the learning process activity so that it affects children's activity.

Therefore, the teacher makes improvements so that children's activity experience improvement and increase, because there are still many children who have not been able to paste pictures correctly, this is because children are not used to learning with a combination of INTAN models (Direct Instruction, Student Facilitator and Explaining and Mosaic Techniques). Therefore, it is necessary to increase the activity of children at the next meeting.

Then at the second meeting the children's activity increased as expected by obtaining a percentage of 100% with very active criteria. This percentage is included in the percentage of success with the criteria for all active children. This is because the teacher has carried out learning optimally and learned from the shortcomings that exist at the next meeting so that what was expected at meeting 2 has been successfully carried out, namely by achieving indicators of success.

Children's activity from meeting 1 and meeting 2 showed a significant increase in children's activity in the motor aspect of sticking pictures correctly. This increase did not escape the teacher's activity and the implementation of the combined steps of the INTAN model (Direct Instruction, Student Facilitator and Explaining and Mosaic Techniques) in group B children of Aisyiyah Bustanul Athfal 1 Kindergarten Banjarmasin.

With the increase in teacher activity, there is also an increase in children's activity, this is in line with the opinion of Suriansyah, et al. (2009), optimally successful learning is learning that is able to move all students to be actively involved in all learning activity and continuously during learning activity. Teachers who support children's involvement through play activity will have a good impact on children's development (Suriansyah & Aslamiah, 2011).

Based on the result of observations of children's learning motivation in the research conducted in 2 meetings, namely as follows:

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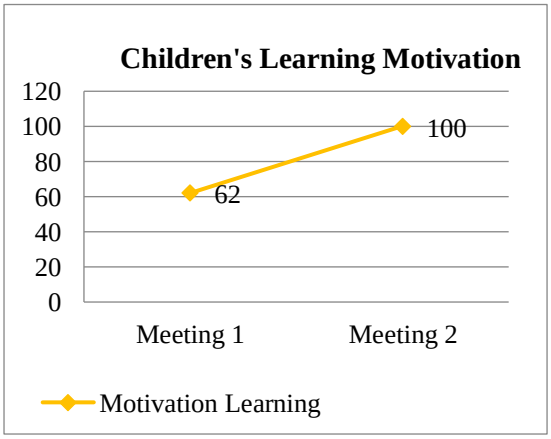


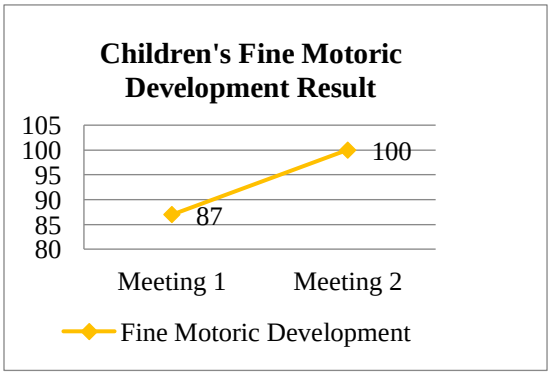
Picture. 3 Graphs of Children's Learning Motivation

Based on the graph above, it shows that learning motivation in each meeting shows the result of learning motivation at the first meeting classically got a percentage of 62% with the criteria that most of the children were motivated, then at the second meeting classically the children's learning motivation increased with the percentage reaching 100% with the criteria for all children motivated. At each meeting there was an increase in children's learning motivation.

Based on the research that has been done at meeting 1 and meeting 2, it can be seen that the comparison of the result of the research that has been done. It can be seen from each meeting there is an increase in children's learning motivation, at the 1st meeting children get a percentage of 62% with the criteria of all children being motivated. This is because there are still shortcomings made by the teacher in the learning process activity so that it affects children's activity. Therefore, the teacher makes improvements so that children are more motivated in learning, so improvements are made so that there is an increase, because there are still many children who are not motivated in learning, this is because children are not used to learning to use a combination of the INTAN model (Direct Instruction, Student Facilitator and Explaining and Techniques). Mosaic) thus it is necessary to increase children's learning motivation at the next meeting.

At meeting 2 the increase in children's learning motivation occurred as expected by obtaining a percentage of 100% with the criteria of all children being motivated. This percentage is included in the percentage of success with the criteria for all children being motivated. This is because the teacher has carried out optimal learning and learned from the shortcomings contained in the next meeting so that what is expected at meeting 2 is successful, namely by achieving success indicators.

Based on classroom action research conducted in 2 meetings, it can be seen that the result of children's fine motoric development are as follows:



Picture. 4 Graph of the Trend of Children's Fine Motor Development Result

Based on the graph above, the result of the achievement of fine motor development of children at meeting 1 reached 87% with classical criteria, almost all children succeeded in developing or Developing According to Expectations (BSH) and obtaining 100% at meeting 2 with classical criteria all children successfully developing or developing very well (BSB).

In the result of the research on the learning process carried out at meetings 1 and 2, it can be seen that the result of children's fine motor development at meeting 1 obtained 87% of children able to do what the teacher asked them to do in carrying out activity. Then at meeting 2, 100% of the children were able to do what

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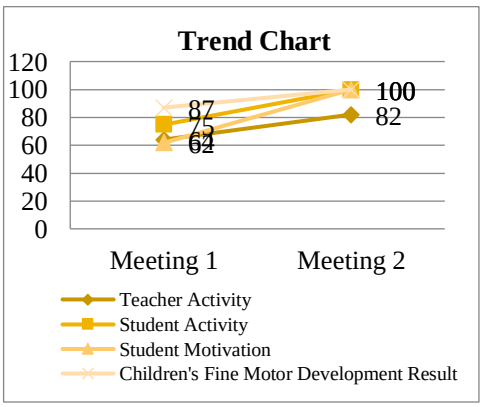
the teacher asked them to do in carrying out the activity. With the result at meeting 2, this means that the child's fine motor development has reached a success indicator of 82% or has reached the category of Developing According to Expectations (BSH).

The following is the trend of the four factors studied, which can be seen in the following graph:



Picture. 5 Graph of Teacher Activity Trends, Children's Activity, Children's Learning Motivation and Developmental Achievements in Meetings 1 and 2

Based on the graph above, it is identified that the increase in teacher activity affects children's activity, learning motivation and the result of children's fine motor development. In the teacher's activity always increase in each meeting has a quality that is getting better than the previous meeting, so as to get the expected result. Likewise, children's activity and children's learning motivation always increase at each meeting, this happens because during the learning process carried out at each meeting the teacher is able to make students more active and even very active at every meeting held.

Based on the graph, there is a tendency that the acquisition of teacher activity has increased in each meeting, starting from 64% increasing to 82% with very good criteria. Then in children's activity, starting from 75% increased to 100% with very active criteria. Furthermore, on learning motivation, which also experienced a significant increase, starting from 62% it increased to 100% with the criteria of all children being motivated. Then in the last variable with the acquisition of developmental result or learning outcomes of children who have increased in each meeting, from meeting 1 to meeting 2 there has been an increase both classically and individually, from 87% which increased to 100% meaning that it has been able to exceed the success indicators set has been determined.

Based on the result of the trend analysis, it can be concluded that the research hypothesis, namely "If through the INTAN model on fine motor development in pasting pictures correctly in group B Aisyiyah Bustanul Athfal 1 Banjarmasin Kindergarten, the activity, motivation and result of child development will increase" can be accepted.

Therefore, the impact of teacher activity and children's activity and children's learning motivation will have an effect on the achievement of children's fine motor development achievements. So it can be concluded that teacher activity, children's activity, children's learning motivation and children's learning outcomes are related to each other. This means that if teacher activity increases, it will have a major effect on children's activity, motivation and child development outcomes.

Discussion

The success in PAUD learning is aimed at the implementation of educators in managing activity to be carried out and can be added to environmental utilization development activity which are part of those included in learning resources accompanied by the development of the environment and facilities and infrastructure that are important for children's learning and playing (Mulyasa, 2012).

In teaching and learning activity an educator will be achieved if there is a renewal in education that aims to realize the process and result of kindergarten education that is more quality, with the renewal of education in kindergarten aims to solve various kinds of problems that exist in kindergarten education, and is included in educational reform. in kindergarten, namely the existence of a new approach or method that is more in line with the conditions and demands of children's development, such as the development of the PAKEM approach (Active, Creative, Effective and Fun Learning) (Solehuddin, 2012).

Success in a teacher learning system itself is a very decisive component. This is because the teacher is a person who is directly involved with students. In the learning system the teacher can also act as a planner in learning, as an implementer or can play both roles. As planners, teachers themselves are required to correctly understand the applicable curriculum, child characteristics, existing facilities and resources so that all of them can be used as components in preparing learning plans and designs (Sanjaya, 2009).

Increasing the ability of children's fine motor development in choosing and determining the combination of Direct Instruction, Student Facilitator and Explaining models and Mosaic Techniques. During this activity, the teacher provides guidance, motivation and direction to the child so that the child's fine motor development can develop optimally.

This is in accordance with what has been done by the teacher, namely the teacher has an open attitude towards his students, namely the teacher is always patient in helping if there are children who have difficulty completing assignments, the teacher must also be sensitive to the condition of the students and the teacher always provides guidance and direction, motivation, and high enthusiasm for children who have not been able to express emotions according to existing situations and conditions, and also teachers must be open and responsive to changes that will occur, so that they are ready to make changes according to the situation and conditions. in the classroom, because of the rapid development of society along with the times, these changes need to be carried out continuously so that there is no falling behind due to the changing times.

Therefore, it can be concluded that the teacher is a component that determines the success of a learning this is because the teacher is a person who is directly involved in dealing with children, in the learning system in the classroom the teacher can act as a planner or designer in the process of learning activity. As planners, teachers themselves are required to understand the applicable curriculum, characteristics of children, existing facilities and resources so that all of them are used as components in preparing lesson plans. The role and activity of a teacher is very important in the learning process, the effectiveness of individual learning in schools is very dependent on the role of the teacher. Teachers must also try to facilitate or create conditions so that students can learn actively or on their own awareness and willingness.

In learning activity someone needs encouragement or motivation, Sujiono (2013) states that learning will be optimal if children have the drive to learn. Therefore, learning should be designed according to the needs, interests and desires of children. Interest in learning is said to be something that makes children have a high curiosity about something and are more curious about what is being done. Then early childhood will show their liking / enjoyment of something that happens in the attitude of knowledge and what kind of skill is being addressed. The

higher the student's learning activity, the higher the chances of success in their pursuit and learning outcomes. According to Purwanto (2007) stated that motivation is a requirement for learning. With the motivation in a person will lead to his readiness to start or continue the action on a certain behavior. Then with the motivation in learning, it will result in someone to be diligent in learning. On the other hand, if someone lacks or does not have the motivation to learn, the child will not focus on learning.

Motivation is said to encourage someone to take action in order to achieve learning activity. This is reinforced by the opinion of Hamzah (2012) that the nature of learning motivation is driven by a lot of internal and external students who are doing activity so that changes in one's behavior can be realized. This is a very influential role in a success that is carried out in learning. If early childhood understands the purpose of learning, it is likely that students can understand the purpose of learning, it is likely that students will be motivated in learning which can be measured by aspects of student learning motivation (Badaruddin, 2015).

Thus, motivation is very influential on resilience and perseverance in learning which will affect children's learning outcomes. In the opinion of Djamrah (2002) states that students who are actively involved both physically and emotionally in learning will bring optimal learning outcomes.

The result of development or what is commonly referred to as learning outcomes are feedback after someone has carried out the learning process. Therefore, a person's success in learning can be seen from the result of his development and learning outcomes. The result of development is the ability possessed after receiving learning from the teacher as a result of teaching and learning activity for students (Sudjana N., 2007). To carry out an assessment, it can refer to the process and activity of early childhood in learning. The better the learning activity, the higher the result that will be obtained by students.

Based on the statement above, the result of development or learning outcomes mentioned abilities obtained by early childhood after participating in learning activity in achieving forms of behavior change that tend to settle from the cognitive, affective, and psychomotor domains originating from a learning process that will be used within a certain time. so that it relates to the instructional plan that the teacher has planned to suit the teaching objectives.

The increase in the result of children's fine motor development is due to the fact that in the learning process the teacher applies child-centered learning, both from the use of the INTAN model (Direct Instruction, Student Facilitator and Explaining and Mosaic Techniques). The combination of these models is very helpful and motivates children to build their knowledge and understanding.

This is in line with relevant research that uses the direct instruction model, student facilitator and explaining and mosaic techniques. Research by Prastiana, et al (2011) that the direct instruction model can improve children's fine motor skills, motivation and learning outcomes. The mosaic technique is defined as a skill that is highly coordinated with the use of various media materials in order to improve aspects of children's development, one of which is fine motor skills such as cutting, pasting, and drawing. Mosaic techniques are often used in early childhood so that they are given the freedom to shape anything, one of which can be used in geometric shapes. By using techniques related to various mosaic activity, such as gluing and coloring, it is necessary for a child to be independent and also be careful in making mosaics. Independence where early

childhood is able to carry out this activity with confidence and in the process does not ask for help too often so there is not much guidance, and accuracy is accuracy in making and sticking shapes (Wili, 2010). It usually the tools and materials that will be used at the time of mosaic activity at the kindergarten level are paper, shirt buttons, pieces of cloth, seeds, matches, and others because this mosaic art has various kinds of materials that can be used depending on the creativity of an educator in determining tools and materials. What materials will be used by the child so that educators can invite early childhood to express themselves with media that have been determined by the educator or the choice of the child himself (Prastiana, 2011).

The research found that who can develop activity skills, motivation and fine motor aspects of children by using direct instruction models and mosaic techniques in early childhood get improvement at each meeting (Indraswari (2011). Then research conducted by (Abarua, 2017; Darmiyati, D, 2020; Martiana, D., Wiyasa, I. K. N., Negara, I. G. A. O., & Ke, S. P. M., 2015) found using direct instruction models in early childhood which increases in every meeting.

Then student facilitator and explaining is able to make students active and their ability results increase (Fahrisa, N., 2019; Mustikasari, I., Supandi, S., & Damayani, A. T., 2019; Riadi, F. S., Yahya, R. N., Dewi, S. L., & Prihantini, P, 2022; Suci, A. A. A., 2020).

Mosaic technique can improve the student activity and children development (Asih, M., Ali, M., & Astuti, I., 2016; Fahruddin, F., Nurhasanah, N., Astin, B. N., & Fitriana, L. R., 2021; Hakiki, N, 2021; Qomariah, L. M., & Oktamarina, L. 2020; Rahim, N. A., Musi, M. A., & Rusmayadi, R, 2020; Salim, S., Syukri, M., & Ali, M, 2018; Sitepu, J. M., & Janita, S. R. 2017; Wahyudi, I. N., & Nurjaman, I., 2018).

From all the result obtained by the researcher while carrying out the research, there were improvements and developments at each learning meeting. both in terms of improving teacher activity, children's activity, children's learning motivation and the result of children's fine motor development achievements in pasting pictures correctly using the INTAN model (Direct Instruction, Student Facilitator and Explaining and Mosaic Techniques) able to achieve the expected success indicators.

CONCLUSION

Based on the result of classroom action research (CAR) that has been in group B children of Aisyiyah Bustanul Athfal 1 Banjarmasin Kindergarten, it can be concluded that teacher activity in the implementation of learning have been carried out in accordance with the INTAN model steps and received "Excellent" criteria. Children's activity in the implementation of learning have increased at each meeting and are able to achieve predetermined indicators, which classically get the "Very Active" criteria. Children's learning motivation in the implementation of learning has increased at each meeting and is able to achieve the specified indicators, which classically get the "Very High" criteria. The result of fine motor development has increased at each meeting both classically and individually. The result of this study can be used as material or information in choosing learning models, especially in developing children's fine motor aspects.

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