



## **DEVELOPING FINE MOTOR CAPABILITIES IN CREATING GEOMETRY PATTERN USING CUCHING LARI DAN DEMO RIANG IN GROUP A**

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### **Abstract**

The problem in this research is the development of fine motor aspect in making geometric pattern in RA. Raudatul Ilmi Gambut, there are children who are not yet skilled in making geometric pattern, using the contextual teaching and learning model with demonstration method and giving assignment will overcome children who are less interested and enthusiastic about learning activity, especially in making geometric pattern. This study uses a qualitative approach with the type of classroom action research (CAR). The setting of this research is group A children in RA Raudatul Ilmi. There are 11 children consist of 6 boys and 5 girls. The data collection technique was observation with qualitative data analysis. The result showed that the teacher's activity gets very good criteria. The children activity gets very active category and the result of the development of the children fine motor skill obtained the Undeveloped (BB) category at the first meeting and experienced development at the third meeting with the developing category very good (BSB). The use of this research can be suggested as varied learning for eaelychildhood.

**Keywords:** *Fine Motor Skill, Creating Geometric Pattern, Contextual Teaching and Learning Model, and Demonstration Method and Assignment*

### **INTRODUCTION**

In the current era 5.0, it requires adaptation, especially in education and at the same time makes it a big challenge for educator. Teachers are said to be professional if their performance result are good, students who are taught are able to understand what the teacher says and complete the learning process well (Sudrajat, 2020). Early childhood education is an important period and needs to be treated as early as possible. In this period, certain function in children need to be stimulated so that children's development is not hampered. Giving stimulus is a very helpful thing for children to develop. Children who are stimulated well, then there is not only one development that will develop but there can be several kinds of developmental aspects that develop well.

Early childhood education according to Solihudien (2020) is education given to early age children (0-6 years) which is carried out through the provision of various stimuli to help growth and development both physically and spiritually so that they are prepared to enter the next level of education. Through early childhood education, it is hoped that children will be able to develop all their potential which includes moral development and religious, physical, social, emotional, language, art, and skill development according to their development.

One of the children's abilities that is developing at an early age is his fine motor ability. According to Susanto (2015) fine motor skill are smooth movements that involve only certain parts which are only carried out by small muscles, because they do not require



energy. However, this smooth movement requires careful coordination. Fine motor skill is the first development seen in newborns because these fine motor skills only use certain parts, such as small muscles, so they don't require a lot of energy.

The characteristics of children's fine motor development are more emphasized in more specific body movements such as writing, drawing, cutting and folding. The better fine motor movements make children able to be creative, such as drawing or making geometric patterns. However, not all children have the maturity to master this ability at the same stage (Suyanto, 2008).

In accordance with curriculum 2013 PAUD guidelines Group A in the Fine Motor aspect, at the level of developmental achievement that is expected to be achieved in children aged 4-5 years in the fine motor aspect, the child performs activity that show the child is able to throw something in a direction that is associated with the child being able to follow the dotted line. The indicators of this developmental achievement are the child can hold a pencil correctly, the child is able to coordinate between the eyes and the hand and the child is skilled in thickening the dotted line.

In fact, in group A in the second semester of 2020/2021 at RA Raudatul Ilmi Gambut, the ability of children's fine motor aspects in drawing, especially in making geometric patterns, turns out that children's abilities are still low. They are less skilled in making geometric patterns well. This can be seen from the results of interviews with classroom teachers and the results of teaching observations. Of the 8 children in group A, only 1 child received four stars (BSB), 2 children received three stars or (BSH), 2 children received two stars or (MB), and 3 children received one star or (BB). This shows that the children ability to make geometric patterns is still lacking, meaning that it

has not been fully achieved. The cause of this failure is because children are not familiar with shapes, do not widely associate geometric shapes with objects around the child and also lack basic stimulation given. The impact that will occur on children's activity that are not optimal causes fine motor aspects in making geometric patterns. The lack of children's ability to make geometric patterns, if left unchecked, will affect the children fine motor development at this time and will also affect their adult age. One of the ways or approaches used to develop the fine motor aspects of children, so that children's fine motor skill can develop well with a combination of Contextual Teaching and learning models and demonstration methods, methods of assigning tasks using dotted line drawing media so that children can get stimulation before direct make your own pattern. This can help children become skilled in making geometric patterns.

Medial images or still images are images that are presented photographically or as photographic, for example images of humans, animals, places, or other objects that are related to the subject matter/content being taught. This still image is singular. The advantages that can be obtained by using this still image media are this media can translate abstract ideas/ideas into more concrete ones, they are widely available in books, magazines, newspapers, calendars, etc, inexpensive, possibly even without spending money on its procurement, it can be used at every stage of education activity and all themes. There are several disadvantages of this media, namely that sometimes the image size is too small when used in large classes. Fatimah, S., Herawati, N., & Purwanti, E. (2019) Images are an effective visual tool because they can visualize something that will be explained more concretely and realistic.



Sutiah (2018) defines a Contextual Teaching and Learning (CTL) learning model as learning that allows a learning process to occur where students use their understanding and academic abilities in various contexts within and outside the school to solve simulative or real problems, both individually and together. It can be concluded that learning with the CTL model is an educational effort that is suitable for early age children by connecting the material being taught with real-world situations, and can encourage children to make connections between their knowledge and application in children's lives.

According to Wedyawati & Lisa, (2019) states that the purpose of applying the demonstration method is to get a clear picture of things related to the process of regulating something, the process of making something, the process of working something, the process of doing or using it, components. So, it can be concluded that the demonstration method is the teacher's way of explaining learning or the implementation of an activity to children, which is expected so that children understand how an activity or learning works.

Methods of Giving Assignments are certain things that must be done intentionally by the child who gets the assignment. In early childhood education, the tasks given are in the form of opportunities to carry out activity in accordance with the direct instructions of the teacher. By giving assignments, children can carry out activity in real terms and complete them completely. Assignments can be given in groups or individually (Munirah & Arif, 2020).

The combination of the model and the two methods with image media is expected to help and stimulate the fine motor aspects of children in making geometric patterns, so that learning will be fun and children will be easier to apply it. The purpose of this study was to

determine whether there were results from teacher activity, children's activity, and children's development results in geometric pattern making activity using a combination of contextual teaching and learning models with demonstration methods and giving assignments to the RA. Raudatul Ilmi.

## **METHODOLOGY**

This Classroom Action Research was carried out on the children of group A RA Raudatul Ilmi Gambut with a total of 11 children consisting of 6 boys and 5 girls. The research approach carried out in this study is a qualitative approach with the type of research namely Classroom Action Research (CAR).

The qualitative approach is a form of research in which the researcher in collecting and analyzing data becomes part of the research process as participants with informants who provide data. Classroom action research gives teachers the motivation to be able to develop existing theories that have been studied and then be able to account for them regarding assignments professionally (Hardjodipuro, 2014).

This research is said to be successful if the teacher's activity reaches the assessment criteria of 27-32 very well, the children activity has obtained the very active category if the percentage is 82-100, and the results of the children ability development reach BSH which means Developing according to expectations individually if reaches 80% and if it gets BSB which means the child is developing very well.

## **RESULT AND DISCUSSION**

### **Result**

From the results of observing the teacher's activity on activity to develop children's fine motor skill by making geometric patterns with geometric shapes, thickening geometric shapes using a combination of Contextual Teaching and



Learning models with demonstration methods and giving assignments to children in the A RA Raudatul Ilmi The meetings 1, 2 and 3 can be seen in comparison as follows:

Table 1. Recapitulation of teacher activity

Meeting	Percent	Criteria
1	21	Good
2	26	Good
3	32	Very Good

Based on these data, it shows that teacher activity in learning activity seen from meetings 1, 2 and 3 shows an increase in the number of scores obtained from meeting 1 getting a score of 17 in the "Good" category and meeting 2 getting a score of 23 in the "Good" category and at meeting 3 got a score of 32 with the "Very Good" category which reached the indicator of the success of teacher activity. This increase occurs because the teacher always makes improvements or reflections in every meeting.

The comparison of children's activity in learning activity at meetings 1, 2 and 3 can be seen as follows:

Table 2. Recapitulation of children's activity.

Meeting	Percent	Criteria
1	36%	less active
2	45%	Enough active
3	100%	very active

Based on the graph, it can be seen that at meetings 1, 2 and 3 there was an increase. At the first meeting, which was 36% in the less active category, it increased at the second meeting, which was 45% in the active category and increased again at the third meeting, which was 100% in the very active category. The results of children's fine motor development at meetings 1, 2 and 3 can be seen in comparison as follows:

Table 3. Recapitulation of child development results.

Meeting	Percent	criteria
1	27%	Less active
2	45%	Enough active

3	100%	Very active
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The results of the development of fine motor skill of children classically at meeting 1 as many as 36% of children began to develop, at meeting 2 there was an increase, namely 45% of children began to develop, and at meeting 3 there was an increase again, namely 100% of children who developed very well and had succeeded in achieving indicators of success.

The following is a graph of the trend of increasing teacher activity, children's activity and the results of the development of children's fine motor skill at meetings 1, 2 and 3:

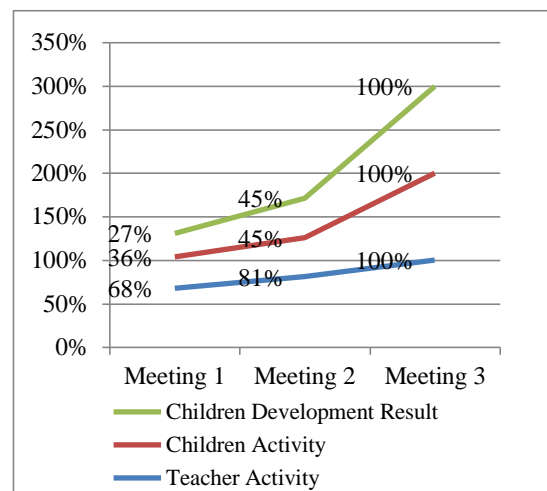


Figure 1. Comparison of Teacher Activity Improvement, Children's Activity, and Children Development Result of Meeting 1,2,3

Based on the graph above, it can be seen that all aspects studied, namely teacher activity, children's activity and the results of children's fine motor development achievements tend to increase because teachers are trying to improve the quality of learning at each meeting. In the aspect of teacher activity at each meeting, it tends to increase because the teacher tries to improve the quality of learning at each meeting so that teacher activity is getting better. As for the aspect of children's activity, there is also an increase, this is because the



activity carried out by the teacher during learning are able to make students more active in the learning process, by the increase in teacher activity and children's activity at each meeting in learning activity, the developmental outcomes of these children are growing or increasing.

### **Discussion**

Based on the results of observations at meetings 1, 2 and 3 in learning activity using a combination of Contextual Teaching and Learning models with demonstration methods and assignments, it can be concluded that teacher activity has increased and has succeeded in achieving the very good criteria. This increase in teacher activity is due to the fact that the teacher has made improvements or reflections at every meeting held.

Teachers' activity that continues to improve at each meeting because always making improvements are an effort to create effective learning for students. This is because the achievement of success in learning can occur if the teacher always tries to provide good learning as well (Juhji, 2016). This opinion is supported by (Sanjaya, 2008) which states that the effectiveness of the learning process depends on the teacher. The same thing was expressed by Suriansyah, Aslamiah, Sulaiman, & Noorhafizah (2014) that the teacher does not only act as a model or role model for the students he teaches, but also as a learning manager. Therefore, the success of a learning process is largely determined by the quality of the teacher's ability to manage learning in the classroom.

A teacher needs to have the ability to manage learning. In this context, teachers are able to plan learning, carry out learning, evaluate children's learning outcomes and are able to carry out follow-up according to the stage of development (Saifuddin, 2018).

It is hoped that the teacher in choosing the learning model and strategy

must also consider the extent to which the learning strategy that will be used will be able to increase the desired abilities in each child, not only considering the aspect of the group of children. The reason for learning is to make all children in the class able to achieve the desired goals. Developing a children personality through learning is a goal that needs to be considered in determining the learning strategy that will be used. An effective learning process is the result of the increasing activity of teachers in the implementation of learning. It cannot be separated from the selection of strategies or learning models that are child-centred and the teacher's determination in choosing and learning media.

This is in accordance with the opinion Suriansyah, Aslamiah, Sulaiman, & Noorhafizah (2014) which states that the presence of the teacher is very important as one of the components that determine the implementation of a learning strategy in the classroom. The teacher's mastery of the use of learning strategies and models can help children to be more motivated in participating in learning activity and is supported by the ability to use learning media and learning resources that can help children more easily understand the subject matter being taught.

This statement illustrates that the success of the learning process comes from the actions that are taken by the teacher appropriately. Teachers are required to have a gentle, affectionate soul to make children close to them (Masnipal, 2013). In addition to this, teachers must be able to create a learning system that can increase students' love for subjects and make students happy to learn which can be done by selecting meaningful learning models.

Motivation is also very important in the learning process. This is in line with the opinion (Prastowo, 2015) which states that in the learning process, teachers and



students are both involved in the motivation for success in learning in accordance with the expected goals. The teacher's task is to motivate student learning in order to achieve the expected goals, and to obtain the desired behavior (Kompri, 2015).

The conclusion from some of the expert opinions above is that teacher activity are increasing when carrying out learning related to the determination to choose the Contextual Teaching and Learning model with demonstration and assignment methods. The result found that Contextual Teaching and Learning model can improve the development aspect for early childhood (Dewi, N. P. I. R., Suarni, N. K., & Agung, A. A. G, 2014; Djoehaeni, H, 2016; Jumiatin, D., 2015; Huda, K., Sarilah, S., & Rizka, M. A., 2019; Saputri, A. T. W., & Mawardi, M, 2018; Susanti, S., Rachmawati, Y., & Gustiana, A. D, 2020; Zaini, B., & Saputri, M. P, 2017).

The combination of the learning model used by the teacher in this study proved to be able to maximize children's involvement in the learning process, with the demonstration method, children are more skilled in thickening geometric patterns, so that they can stimulate children's fine motor skill in making geometric patterns, Contextual Teaching and Learning model is a model used to relate learning material to the environment around children, with this model being able to take children to play outside the room to see the surrounding environment related to the material will stimulate children's knowledge in knowing geometric shapes. How to train children's skill in making geometric patterns is by giving assignments to children by thickening geometric lines. Children who are active in various activity, both physically and mentally, teachers who support children's involvement in learning through play, words and explanations play an important

role in increasing children's involvement (Suriansyah & Aslamiah, 2011). The importance of playing in learning, because based on his experience as a teacher, he realized that play activity and toys that children enjoy can be used to attract attention and develop their knowledge.

As a learning resource for children, it means that playing activity are a means for children to learn. In other words, it is through play that children can learn many things. Playing is an effective way of learning, in this case any play activity can be used as a learning resource for children, both indoor and outdoor play. Fadlillah (2017) the hope is that by trying these new things, children can find answers to the problems they want to know and solve.

Increasing the achievement of fine motor skill development in the use of the Contextual Teaching and Learning learning model with the demonstration method and assigning assignments turned out to be effective for triggering the involvement of active and skilled children in the learning process because the model used can be said to include various attractions that are appropriate to the level of early childhood development. This also triggers the relationship between motivation and the results of the development of children's fine motor skill. Children are motivated by a variety of activity that create enthusiasm for learning which has an impact on the achievement of the development of fine motor skill which has increased in each meeting until it reaches the indicator of developmental achievement success, which is 80% reaching the BSB category (Very Good Development). Learning can be defined as a planning process that contains a number of learning experiences through play that are given to children based on the potential or developmental tasks that must be mastered in achieving the competencies that the child has.



Assignment and demonstration method can improve early childhood development (Dewi, N. K. A. R., Suara, I. M., & Zulaikha, S., 2014; Erni, E., 2017; Hadiyati, H., 2018; Murtondo, 2015; Nurmiati, N., 2018; Safitri, N., Kuswanto, C. W., & Alamsyah, Y. A., 2019; Purnamasari, H., 2021; Sarjono, I., 2015; Sulistiyana, 2021).

The results of learning are able to lay the foundation for the development of attitudes, knowledge, skill and creativity that are needed by children to be able to adapt to their environment and for growth and development at the next stage (Mursid, 2015). Success in improving children's learning outcomes must also be able to meet the learning needs of children individually because each child has a different learning style. Although, in general, lancets in certain age groups are in the same developmental stage, therefore, in preparing a lesson plan, it is also necessary to pay attention to the individual characteristics of the children.

## CONCLUSION

Based on the result and discussion, it can be concluded that teacher activity was carried out well, children's activity reached the very active criteria, and the results of child development received three stars (BSH) and four stars (BSB) with the criteria of Very Good Development. As a suggestion this research can be reference material or considerations in choosing learning models for children's development in learning so that learning activity in class become fun and make children active and skilled.

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