E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.2 No.2 2022 Page:11-19

DEVELOPING FINE MOTOR SKILLS USING *THE EXPLICIT INSTRCUTION* MODEL AND ASSIGNING TASKS IN CUTTING OUT PATTERNS GROUP B IN BAITUL MAKMUR ISLAMIC KINDERGARTEN BANJARMASIN

Gina Faudina[1], Novitawati[2]
Universitas Lambung Mangkurat
e-mail: ginafaudina1@gmail.com, novitawati@ulm.ac.id

Abstract
The purpose of this study was to determine the activities of educators, students and the results of children's development in cutting patterns. This study uses a qualitative approach with the type of Classroom Action Research (CAR) conducted in three meetings. The research subjects were group B of Baitul Makmur Integrated Islamic Kindergarten with 13 children. The use of the instrument is the activity sheet of educators, students, and developmental results. While the data analysis used descriptive analysis. The findings showed that teacher activity increased from meeting 1 with the criteria of "good enough" to the category of "very good" at meeting 3. The classical activities of children at the initial meeting were 53% with the criteria of "most of the children were active" to 92% with the criteria of "Almost All Children Very Active" at meeting 3. The results of classical child development at meeting 1 were 54% with the interpretation of BB (Not yet Developed) progressing up to 92% or with BSB interpretation at meeting 3. It is recommended to use the Explicit Instruction Model with the Assignment Method as a reference for effective learning to develop aspects of Children's fine motor skills, especially in the development of cutting according to patterns.
Keyword: Explicit Instruction, Assignment, Cutting Patterns

INTRODUCTION

Early childhood education is a form of education that focuses on laying the foundation towards growth and development, early childhood is often referred to as *the golden age*. At this time the child's development is so fast and the child easily absorbs what he gets from the surrounding environment, at this time also the child's further development will be determined, because 90% of the child's brain has been formed. At this time, the growth of the physical organs of intelligence and character develops very rapidly, therefore it is necessary to provide the child with the right stimulus and stimulation to his development(Hasan, 2011).

Improvements in early childhood include physical and machine improvement, cognitive, social and dialect arousal. Currently, children already have the ability and capacity, although it is not ideal. The child's current age can be a fundamental phase that will determine his life in the future. For this reason, we must get early childhood improvements, especially physical and machine progress. The advancement of machines in early childhood is very important for the progress of the child.

Children who have good motor skills will easily learn new things that are very beneficial in experiencing education. The dominance of motor skills can also encourage children to look for certain areas from an early age such as playing music, painting, making crafts, making design drawings, and so on.(Ariska, 2021).

One aspect of development that has an influence in children's learning is the physical motor aspect. Motor development is the development of physical movement control through coordinated activities of nerve centers, nerve veins and muscles. There are two elements to motor development, namely gross motor skills and fine motor skills (Hermawan & Setyaningrum, 2020).

Fine motor is the ability to coordinate small muscle movements of the body. Finemotor skills mainly involve fingers, and usually eye coordination (Cahyo Apri Setiaji, 2018).

As for some of the factors that, causing delays in the development of fine motor, are the lack of available learning media, the limited number of teachers, the limited area of learning, the lack of application of interesting learning methods. Of the many problems that must be addressed immediately is about pattern cutting activities.

This fine motor development, if not properly facilitated at his age, can decrease the mental development of the child's self-confidence. Why is that? For example, there is a second-grade elementary school age child who still has difficulty in buttoning clothes so this will have a bad impact on the development of the sianak, one of which is that he has to depend on other people around him. A person's incomprehension of fine motor development in this child can also give a negative or different perception of children who experience obstacles in this fine motor development. (Endang Sriyani, 2020).

Problems of fine motor development of the child with limited activity using small muscles. Related to the lack of coordination between the eyes and the hands so that children do not explore various media in activities.

This can be seen during the implementation of learning activities and the results of interviews of class B teachers at Baitul Makmur Islamic Kindergarten. The problem is caused by the child's lack of response to the activities provided regarding coordination between the hands and eyes, as well as the child's lack of response in learning.

Delayed motor progress means a motor improvement that is below the normal age of the child so that it arises from brain damage at birth or conditions some time newborn, which are unfavorable or unpleasant environment after birth but the delay is more often due to the lack of opportunities to memorize motor abilities, the protection of disrespectful parents, or the child's need for inspiration to learn it (PH et al., 2018)

Based on expert opinions and the reality in the field, the researchers here provide solutions in the form of learning with a combination of *the Explicit Intraction* Model with the Task Assignment Method in Cutting Patterns with Various Media.

The task strategy can be in the form of a task or work given to the child that serves to open up opportunities for the child to carry out tasks based on the information (rules) provided by the previous teacher so that the child can acquire them seriously and carry out his work from scratch. to wrap. So it can be concluded that the task strategy is a strategy used by the teacher or teacher that gives the child the opportunity to carry out the task or work given by the teacher as a well-done task (Ni Wayan Yuni Sudiasih et al., 2014). The focal point of the task strategy can fortify students to be more dynamic in learning, can create student independence, can cultivate student learning energy, foster student and teaching obligations, create solid competition between students and more lasting learning outcomes.

It can be concluded that by utilizing the task strategy, students are expected to memorize more effectively and energetically, which is driven by healthy

competition among students and a sense of obligation will be cultivated and dynamic in asking and giving reactions (Muhammad, 2017)

And with this Explicit instruction model is designed to create students learning about information, so that students can obtain it and really know the information as a whole and dynamically in learning with a step-by-step design(Yasa, 2012)

This study aims to make children interested in improving fine motor aspects through the *Explicit Intraction* model with the method of assigning tasks according to the activities of group B children.

METHOD

The type of research to be used is PTK. Action research as a form of participatory, collaborative, and spiral intelligent examination, which has the application of activities (perception and assessment), and performs (reflection), and so on until the expected progress or progress is achieved (Suhardjono, 2016).

This research was conducted at Baitul Makmur Islamic Kindergarten. The subjects of his study were group B students with a total of 13 students, consisting of 9 male students and 4 female students. The factors studied are the activities of teachers, students and the results of children's fine motor development. The teacher's activity is in carrying out activities on the development of fine motor aspects in cutting patterns. As for student activities, namely observing the teacher's abilities during learning using the *Explicit Intraction* learning model and the assignment method. And the result of children's fine motor development is that children can cut according to patterns neatly, children can make their skills and children can coordinate hands and eyes.

The data collection technique used is qualitative data. Qualitative data is information in the form of sentence-shaped data that provides an overview of children's expressions related to the level of understanding of a field of physical improvement of motor skills, views or attitudes of children towards the applied learning model. The data collection carried out in this study was through observation, researchers obtained information through seeing firsthand the situation in the field before and during the study. Observations were made to see the teacher's activities when conducting fine motoric learning activities in uploading patterns using the *Explicit Instruction* method and the method of assigning assignments with various media. Using the observation sheet that has been provided. Data on children's activities were obtained from the results of observations during the teaching and learning process which were collected using observation assessment sheets and research sheets for children's activities during the activity. Observations were also made to see the results of children's fine motor development in using the *Explicit Instruction* model and the method of assigning tasks.

Qualitative data analysis techniques are taken from the results of observing teacher activity and student activity. The quantitative data is obtained at each meeting from the results of child development whose individual completeness is obtained from the following formula

Indicators of the success of this PTK are the results of children's fine motor development in cutting patterns using the *Explicit Instruction* model and the Task Assignment method as follows:

If the teacher's activity can reach a score of 17-20 with the category "excellent". Children's activities are said to be successful, if they reach the presentation of ≥82% of active and "very active" categories. Classically, child activity is said to be successful if the

number of children in the "active and very active" category reaches a presentation of ≥82%. Child development results are said to be successful if individually at least the child achieves the criteria of Developing According to Expectations (BSH) and classically reaches ≥75% of children develop according to expectations (BSH) of all children.

RESULT AND DISCUSSION

Based on the results of everything obtained in the activities carried out, class action research meetings 1, 2, and 3, namely observation of teacher activities, children's activities, and children's ability results.

Teacher activity in learning at Meetings 1, 2, and 3 can be seen in the following table:

Table 1. Trends in Children's Activity Outcomes Meetings 1,2 and 3

Meeting Results	Meeting		
	P1	P2	P3
Score	11	16	19
Criteria	Good Enough	Good	Very Good

The data contained in the table above shows that teacher activities are carried out very well which can be seen at each meeting experiencing improvement and progress.

Theevent showed an increase in teacher activity in the first Meeting with a score of 11, the second score of 16, and the third a score of 19. This means that in teacher activities there has been an increase and is able to achieve the desired indicator of success, namely that teacher activities are declared successful if they score 17-20 with the category of "excellent".

Based on the results of observations of teacher activities, it shows that every teacher meeting continues to increase their learning activities by continuing to make improvements from every aspect that is seriously lacking. This improvement occurs because the instructor continuously reflects and corrects mistakes and strives to supervise the lesson and the instructor is able to master the lesson to obtain exercises that can give children an understanding of the subtle machine perspective of the design cutting exercise in educating. that each assembly can move forward. This means that the learning carried out by the teacher has been included in the category of Extraordinary Great, the learning exercises are in accordance with the instructions that have been set before, and in its implementation the teacher's exercises are said to be fruitful.

Based on the results of the researcher's observations regarding the activities of children in meetings 1, 2, and 3, it can be seen in the following comparison table:

Table 2. Trends in The result of Children's Activity Meetings 1,2 and 3

The Results	Meeting		
	P1	P2	P3
Undevelop	54%	31%	8%
Develop	46%	69%	92%

Based on table 4.2, it shows that the child's activity at each meeting selalu has increased.

It can be seen that at each meeting the number of children who achieve dynamic and extraordinarily dynamic criteria tends to increase until the final assembly. Whereas students in the criteria are very dynamic and less dynamic at each assembly tend to decrease.

This means that student activities have increased and mapu achieved the indicators of success set by which children's activities are said to be successful if the child's classical completeness reaches when it reaches a presentation of ≥82% of the category Almost All Children are "Very Active". So it can be concluded that children's activities when participating in learning in cutting patterns using a combination of *Explicit Instruction* and assignment

E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.2 No.2 2022 Page:11-19

methods in various media are declared successful.

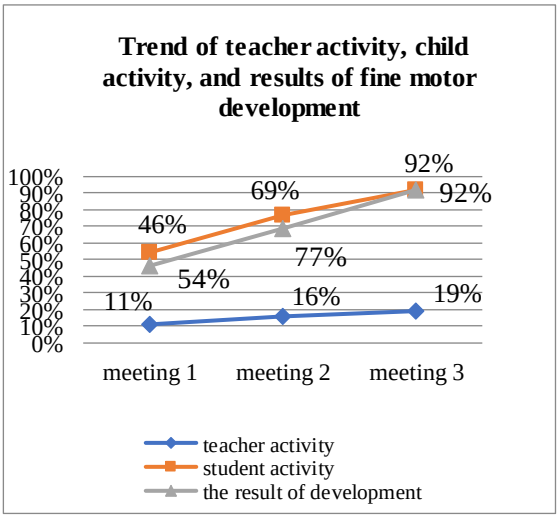
Based on data, the results of motor ability in cutting patterns were obtained in the field. The results of child development meetings 1, 2, and 3 can provide an overview of the child's personal capacity to carry out learning in the midst of learning preparation and can be used as a reference in determining the capacity to create child learning. A comparison of fine motor capability results can be seen in the following table:

Table 2. Trends in children's learning outcomes Meetings 1,2 and 3

The Results	Meeting		
	P1	P2	P3
Very active	8%	16%	69%
Active	46%	61%	23%
Enough active	23%	23%	8%
Less actie	23%	0%	0%
Classical Percentage	54%	77%	92%

Based on the table above, it shows that the results of child development at every meeting always increase. This makes it clear that the completion n learning outcomes at meeting 3 can be said to have achieved the established success indicators, namely achieving (92%) children getting ≥ 3, so it can be concluded that the use of the Explicit Instruction model and the method of assigning tasks with various media in cutting patterns were declared successful.

Seeing the tendency of the three factors studied can be seen in the following figure:



Graph: Trends of teacher activity, child activity and fine motor development outcomes

Based on the graph, it can be seen that all points of view considered, ranging from instructor exercises, child exercises, and formative results tend to extend to each cycle.

In the aspect of teacher activity each cycle tends to lengthen. Usually because the quality of learning carried out by teachers is getting better. In addition, the child's training point of view in each cycle tends to expand, this can happen because the exercises performed by the instructor in the middle of learning are able to form the child more dynamic in the learning handle.

The increase in teacher activities and children's activities in each cycle has an impact on improving ank learning outcomes in each cycle. So it can be concluded that there is a relationship between teacher activities, children's activities, and learning outcomes. Where there is an increase in teacher activity, the increase in student activity will improve and continue to increase.

And based on the results of research, teacher activity has been carried out well because they have chosen a model that suits the character of the child, agreeing on the competence of the teacher, one of which is educational competence, that the

teacher must get a child so that the determination of learning impressions must be in accordance with the character of the child.

This is in accordance with the opinion (Fitriana & Novitawati, 2021) Teachers must also have an open attitude towards their children, especially teachers who are persistent in making a difference if there are children who have difficulty completing tasks, teachers are sensitive to the condition of their children and teachers continue to give directions, courses, advice, inspiration, high spirits to children who have not been able to feel the right feelings according to circumstances and conditions, besides the teacher must be open and responsive to impending changes, so that they are ready to make changes. which is in accordance with the circumstances and conditions of the road, because the development of society is so fast along with the times, this change must be carried out continuously so that there is no leeway due to the rapid changes of the times.

Based on the discoveries and fundamental hypotheses and changes that occur in all the points of view studied, especially the activities of teachers, children, and developmental results are said to be successful and have answered the theory of investigation, specifically, namely: "If the development of children's fine motor skills in pattern cutting activities using the Explicit Instruction model and the Task Delivery method, then the fine motor skills of group B Islam Baitul Prosperity will increase". proven and acceptable.

Based on the final findings madeby eh, namely ateacher's activity in the use of the Explicit Instruction model and the method of assigning tasks with various media to the children of group B Islam Baitul Makmur has been successful. It was proven and the final result at the third meeting got a score of 19 with very good criteria so that conclusions could be drawn if the meeting of 3 teacher activities in the implementation of learning had obtained optimal results and in accordance with the specified success indicators.

The teacher's practice is expanded because the instructor is able to master the learning demonstrations connected by the teacher, especially the combination of *Explicit Instruction* and task strategies together, this is due to reflection at the end of each meeting and can be advanced at the next meeting. assembly follows.

The view is in line with the opinion of (Nurhani, 2021) Teachers are required to do three things, namely directing, instructing and clarifying. Teachers are expected to be able to direct children, instruct them and clarify the various exercises performed so as not to be constrained to take out the substance of the book and implant it into the child's head, but the dynamic part of the instructor is more needed to direct the child to urge what they should get in school.

Part of the ECCE teacher is as a facilitator, not just an informer, because information cannot be provided effectively by the child without the action of the child himself (SUJIONO, 2013).

Optimizing the improvement of kindergarten children's readiness in the right and conducive path, kindergarten teachers have an important and vital role in fostering the level of progress of kindergarten children. For this reason, the teacher cannot carry out learning in kindergarten with one or two methods or techniques, but must have the inventiveness to form various learning exercise methodologies Suriansyah & Aslamiah (2011).

children's activities in participating in cutting activities using the Explicit Instruction model and assignment methods with various media obtained a percentage classically of 92% with the kategin "almost all children are very

active", this is booked with 9 children with a percentage of 69% of the category of most active children, 3 children with a percentage of 23% of the category of almost inactive children, and only 1 child with a percentage of 8% in the category of almost inactive children. Based on these final findings, children's activities have been successful because in accordance with the indicators of the success of children's activities, namely individual children succeed if each child's activity reaches a score of ≥ 82% with the category that almost all children are very active, and classically with a percentage reaching ≥ 80% almost all children say at least most children are active.

The success of children's activities is the same as the successful application of a combination of learning models carried out. The Explicit Instruction model is specifically designed to make students learn about procedural information and explanatory information that can be instructed in a step-by-step design (Shoimin, 2017).

While the task strategy can be in the form of a way of teaching by arranging exercises between students and teachers regarding a subject that must be completed by students within a certain agreed time.

This gives the child the opportunity to practice and makes the child actively develop skills. Coupled with various paper media such as, bufalo paper, origami paper, etc., it makes children more excited in participating in activities.

Early childhood is a person who faces very rapid development and preparation progress, the characteristics of mature early childhood 4-6 are: (1) with regard to physical progress, the child is very dynamic in various activities. (2) dialect improvement is also increasingly superior (3) cognitive enhancement (given the control is very fast, demonstrated by the overwhelming interest of children around the surrounding environment (H. ISJOMI, M.SI., 2017).

Play is considered as a deployment to encourage fun in children as a medium to unwind early. When children play, it implies that there is a tendency of the child to be cheerful, cheerful and cheerful, so it can implicitly affect the work of the child's brain and the child's thinking power. In this condition, the child will easily accept various objections from the outside, then processed into a knowledge (M. Fadlillah, 2017).

The results of the ability to develop fine motor aspects of children that were carried out were met 3, namely with a percentage of 8% of children who scored >3 and with a percentage of 92% of children who got a score of ≥ 3. The results show the expected achievement.

This increase is also due to superior learning planned and carried out by teachers so that superior children get the material provided. Classical improvement in children's learning achievement has expanded each assembly this means that learning with a combination of the Explicit Instruction model and task sharing strategies with different media can improve children's progress outcomes (Anisa & Faqihatuddiniyah, 2022; Faizah & Wahyudi, 2021; Hardianti & Rahman, 2021; Muhammad, 2017; Syamsuddin et al., 2019; Yulia et al., 2013).

Victory in boosting children's learning outcomes is also inseparable from the part of the learning process (learning by handle) carried out by the teacher at each meeting. This preparatory learning turned out to be able to provide positive results in the research conducted. This is often understood by the conclusions of Suriansyah & Aslamiah (2011) which explains that learning takes place by emphasizing students learning through preparation (learning by handle), not learning by item (learning by item). Learning through methods can empower the achievement of learning objectives in

all subtle machine perspectives, soulful and psychomotor (talent).

Development-oriented learning implies that the approach used by teachers to carry out child-oriented learning itself contains the understanding that kindergarten teachers must get the desires and characteristics of children's progress. The learning that is located provides more gaps for children to be able to memorize in the right way (masitoh, 2014).

It also appears that the improvement in results at each meeting is influenced by the teacher's training and the child's training so that it affects the results of the child's fine machine improvement, each question is given an arrangement where the instructor continuously reflects to find deficiencies in learning (Novitawati & Norlatifah, 2022).

SIMPULAN

The teacher's activity in carrying out learning is to create children's fine motor skills by cutting designs with "excellent" categories. Then the child's activity in cutting patterns has reached the point of success, more precisely the "very active" and classical categories with the criterion that almost all children are "very active". The results of the child's development after learning to create the child's delicate machine ability in cutting designs have successfully completed enormous works (BSB) and classics with excellent criteria.

REFERENCES

Anisa, A., & Faqihatuddiniyah, F. (2022). Mengembangkan Kemampuan Bahasa (Keaksaraan) Dalam Menghubungkan Tulisan Sederhana Dengan Gambar Melalui Model Kombinasi Mamperga Pada Anak Kelompok B Ra Al-Ihsan Banjarmasin. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *2*(1), 33. https://doi.org/10.20527/jikad.v2i1.4698

Ariska, B. P. G. & Ii. (2021). Jurnal Pendidikan Mutiara. *Stkipmutiarabanten.Ac.Id*, *6*(1), 5–16.

Cahyo Apri Setiaji, M. P. (2018). *Pertumbuhan dan perkembangan peserta didik dan anak berkebutuhan khusus*. media akademi.

Endang Sriyani, S. T. K. (2020). Pentingnya Melatih Kemampuan Motorik Halus Pada Anak. *Lazuardi Kamila*, *2*.

Faizah, G., & Wahyudi, M. D. (2021). Mengembangkan Kemampuan Aspek Motorik Halus Menggunakan Model Explicit Instruction Dikombinasikan Dengan Model Talking Stick Dan Media Kertas Pada Anak Kelompok a. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *1*(1), 8. https://doi.org/10.20527/jikad.v1i1.3326

Fitriana, F., & Novitawati, N. (2021). Mengembangkan Kemampuan Aspek Kognitif Melalui Kombinasi Model Make a Match, Metode Bermain Angka Dan Media Papan Flanel Pada Anak Usia Dini. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *1*(1), 25. https://doi.org/10.20527/jikad.v1i1.3221

H. ISJOMI, M.SI., P. . (2017). *MODEL PEMBELAJARAN ANAK USIA DINI*. ALFABETA, CV.

Hardianti, R. H., & Rahman, A. R. (2021). Mengembangkan Kognitif Mengenal Konsep Bilangan Melalui Media Bowling, Model Explicit Instruction, Metode Bermain Dan Pemberian Tugas Di Tk. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *1*(2), 25. https://doi.org/10.20527/jikad.v1i2.4289

Hasan. (2011). *PAUD(PENDIDIKAN ANAK USIA DINI)*. DIVA Press.

Hermawan, S. E., & Setyaningrum, F. W.

(2020). *Menggunting Pola Pada Peserta Didik Kelas a School for Refugees Dompet Dhuafa Tahun Ajaran 2019-2020*. *10*(1), 7–13.

M. Fadlillah, M. P. . (2017). *Bermain & Permainan Anak Usia Dini*. Kencana.

masitoh. (2014). Strategi Pembelajaran TK. In *Universitas Terbuka*.

Muhammad, M. (2017). 242 Metode Pemberian Tugas, Hasil Belajar IPA Muhammad MH. *Jurnal Primary Program Studi Pendidikan Guru Sekolah Dasar*, *6*(1), 242–251.

Ni Wayan Yuni Sudiasih, Dra. Made Sulastri, M. P. ., & I Gde Wawan Sudatha, S.Pd., S.T., M. P. . (2014). Penerapan Metode Demonstrasi Berbantuan Media Playdough Untuk Meningkatkan Perkembangan Motorik Halus Anak Kelompok B. *E-Journal PG-PAUD Universitas Pendidikan Ganesha*, *2*.

Novitawati, N., & Norlatifah, N. (2022). No Title הכי קשה לראות את מה שבאמת *2*, *הארץ*. לנגד העינים(8.5.2017), –2003 2005.

Nurhani, H. (2021). Penggunaan Model Pembelajaran Creative Problem Solving (Cps), Means End Analysis Dan Pair Check Dengan Media Gambar Dalam Meningkatkan Hasil Belajar Matematika Siswa Kelas Iv Sdn Alalak Tengah 2 Banjarmasin. *Jurnal Pembelajaran & Pendidikan*, *1*(September), 105–112.

PH, L., Armitasari, D., & Susanti, Y. (2018). Pengaruh Stimulasi Motorik Halus Terhadap Tahap Perkembangan Psikososial Anak Usia Pra Sekolah. *Jurnal Pendidikan Keperawatan Indonesia*, *4*(1), 30. https://doi.org/10.17509/jpki.v4i1.12340

Shoimin, A. (2017). *68 model pembelajaran inovatif dalam kurikulum 2013*. Ar-Ruzz Media.

Suhardjono. (2016). *Penelitian Tindakan Kelas*. Bumi Aksara.

SUJIONO, Y. N. (2013). *Strategi Pendidikan Anak Usia Dini*. 96–100.

Suriansyah, A., & Aslamiah. (2011). *Strategi Pembelaiaran Anak Usia Dini*. 1–13.

Syamsuddin, A., Jannah, M., & Kristiawati, K. (2019). Penerapan Model Explicit Instruction Dalam Pembelajaran Matematika Materi Bilangan Romawi Pada Siswa Kelas Iv Sd Inpres Kapasa Makassar. *MaPan*, *7*(1), 136–154. https://doi.org/10.24252/mapan.2019v7n1a11

Yulia, N. K. H., Agung, A. A. G., & Putra, M. I. (2013). Penerapan Model Explicit Instruction Melalui Kegiatan Bermain Warna untuk Meningkatkan Perkembangan Motorik Halus. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *1*(3), 3.