



## **DEVELOPING ACTIVITIES, INDEPENDENCE AND FINE MOTOR ASPECT USING THE EXTREAM MODEL IN GROUP B2 CHILDREN**

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### **Abstract**

This study aims to describe teacher activities and analyze activities, independence and fine motor aspects of children. The problem in this research is the low activity, independence and motor aspects of children. This is due to the lack of meaningful learning, children lack opportunities in independent learning activities, and lack of activities that train children's fine motor skills. Upaya for problem solving i ni i.e. using the EXTREAM model (*E Xplicit insTRuction*, kolasE dan mediA bahan alam). This research approach uses a qualitative approach with a type of classroom action research (PTK), the subject of research in group B2 children in Aisyiyah Bustanul Athfal 15 Banjarmasin Kindergarten. Data collection techniques use observation sheets on teacher activity, child activity, independence and fine motor aspects. Meanwhile, analisis data is the analysis of si and *cross table* descripts and achievements and criteria. The results showed that teacher activity achieved very good criteria at meeting 3. The child's activity at meeting 3 reaches the criteria of "All Active Students". The children at meeting 3 achieved the criteria of "All Independent Students". In addition, the results of the child's fine motor development at the last meeting reached 100% of children who succeeded by obtaining (BSH) and (BSB). It was concluded that the EXTREAM model can improve an activity, independence and the results of fine motor development of children dengan very well. It is recommended that the use of the EXTREAM model as a ref for effective learning of teachers to realize the results of the development of fine motor aspects better.

**Keywords:** *Activity, Independence, Fine Motor, Explicit Instruction, Natural Material Media.*

### **Abstract**

This study aims to describe teacher activities and analyze activities, independence and children's fine motor aspects. The problem in this study is the low activity, independence and the development of fine motor aspects children's. This is because learning is less meaningful, children do not get opportunities in independent learning activities, and lack of activities that train children's fine motor skills. Effort for solving problem this is use EXTREAM model (*Explicit Instruction*, activity collage and media ingredient natural). This research approach uses qualitative with the type of classroom action research (CAR), subject research on children in group B2 in TK Aisyiyah Bustanul Athfal 15 Banjarmasin. The technique collection data use observation sheets of teacher activities, children's activities, independence and fine motor aspects. While the data analysis used descriptive analysis and cross table and interpretation and criteria. The results showed that the teacher's activity reached very good criteria in the meetings 3. The activity of the children in the meeting at 3 increased with the criteria of "All Students Are Active". The independence of children in meetings 3 increased with the criteria of "All Independent Students". In addition, the results of children's fine motor development at the last meeting reached 100% of children who succeeded by getting (BSH) and (BSB). It is concluded that EXTREAM model could increase activity,

independence and the results development fine motor of children with very good. So recommended to use the EXTREAM model as an effective learning reference in order to realize better results of the development of fine motor aspects.

**Keywords: Activity, Independence, Fine Motor, Explicit Instruction, Natural Material Media.**

## INTRODUCTION

Early childhood is a moderate individual who experiences as growth and development so pesat, it is said that the leap of development. In early childhood the range has such a high age compared to the next age because of the intelligence of the development that it's so incredible. In that age, the young phase life is so unique and in the period of change the process of growing, developing, maturing and perfecting in physical or spiritual terms lasts a lifetime, gradually and continuously (Nurani, 2016).

Children's activities can affect children's learning outcomes. Activity in improving children's fine motor development through the skill of precise image shooting. Children who are active in these can increase their creativity and can coordinate their eyes and hands in these activities. There are several characteristics of children's activities in learning activities, namely, children are unique individuals, children like to imitate, children like to play, children spontaneously do things, children actively move, children prioritize their own desires, children have high curiosity, children like to imagine, and children are easily frustrated (Mulyasa, 2012).

In addition to children's activities in learning, it can also stimulate children's ability to do creativity. Children who are independent in learning activities also affect children's learning outcomes. The independence of children in learning is very important in collage learning activities can develop the independence of students. Early childhood independence can be interpreted as the ability that

children can do without help from others and the child's ability to take care of himself and self-confidence can be accepted in his environment in the child's age development (Seminar, 2012).

In the development of fine motor aspects of group B (aged 5-6 years) can be seen based on the Regulation of the Minister of Education and Culture Number 137 of 2014 concerning the 2013 curriculum, there is one indicator of children's achievement is that children are able to stick pictures appropriately.

However, based on preliminary observations made, children's activities, independence and fine motor skills in sticking pictures correctly to the B2 group at Aisyiyah Bustanul Athfal 15 Banjarmasin Kindergarten are still low. In the activities of children out of 10 children, there are 3 children who are less active, 4 children are quite active and 3 children are active. Thus it is known that most children are quite active. This is because children are still unable to carry out the activity of sticking pictures appropriately using natural material media. In addition, in the independence of children out of 10 children there are 5 children who are less independent, 3 children are quite independent and 2 children are independent. Thus it is known that most children are less independent. This is because children are still unable to do their own tasks. And so out of 10 children there are 3 children who get (undeveloped), 5 children get (start to develop) and 2 children get (develop as expected). Thus, it is known that most children only get a starting quality of development (MB) where the child is still unable to stick to



the image neatly according to the pattern through collage activities and natural material media, in the child's fine motor skills.

The problem is that in fact children are less active in learning activities, lack of independence of children in learning activities and there are 50% of children who have not developed in sticking pictures with right. This is because learning is less meaningful, children do not get skills in independent learning activities, and lack of activities that train children's fine motor skills.

If this problem is not resolved immediately, it will have an impact on the child's fine motor development in the future, such as children having difficulty in holding small objects, holding pencils, writing, and so on. As well as problems also in other aspects of development such as social emotional, artistic, cognitive aspects. Because this problem not only concerns aspects of fine motor development and other aspects of development but also focuses on children's creativity, then the existence of these problems will reduce the creativity that exists in children. Problems related to creativity will later result in the future or the next stage of children's education (Masganti, 2017).

Therefore, to overcome the above problems, the solution offered is to use a combination of EXTREAM models (*Explicit Instruction*, kolasE and mediA alaM materials) steps including: (1) Teachers aim to inform learning and prepare children (EI), (2) Teachers deliver learning materials and skills in sticking pictures appropriately (EI,K), (3) The teacher provides tools, media and materials that the child will use (K), (4) The teacher gives examples of making collages (K), (5) The teacher carries out guidance in pasting pictures appropriately (EI), (6) The teacher gives the child the

opportunity to try to stick the image appropriately (EI,K), (7) The teacher checks the understanding and gives feedback to the child (EI), (8) The teacher assigns an independent assignment (EI).

EXTREAM stands for model and media namely *EX*PLICIT *ins*TRUction, kolasE and mediA alaM materials. EXTREAM means to strong or strengthen a research model used. Karena activities carried out yaitu stick the image appropriately, the meaning of the EXTREAM is to strengthen or develop the fine motor aspects of the child.

*Explicit Instruction* is a model teaching approach that can help children learn basic skills and obtain information that can be taught step by step. The advantage of the *explicit instruction* model is that the teacher provides an opportunity for children to try to do the activity of sticking pictures appropriately and guided by the teacher (Syamsuddin et al., 2019)

Then collage activity is one of the art techniques by sticking various elements into one frame, so as to produce a work of fine art made by attaching any material into a unified work (Destiana, 2018). One of the advantages of the collage activity is to increase children's creativiats (Efendi, 2020). The collage activity uses natural materials because natural ingredients are easy to get and how to use them is easy to practice and the media of these natural materials can motivate children in learning and help children be active in observing collage making (Sudjana, 2014).

The results of class action research conducted by (Yulia et al., 2013), this shows that there is an improvement in children's fine motor development and with very good criteria. This improvement reflects that the application of *explicit instruction* learning models and natural material media needs to be reapplied in subsequent learning activities.



From this study, it aims to describe the teacher's activities, activity analysis, independence and fine motor aspects in sticking the image appropriately to Group B2 of Aisyiyah Bustanul Athfal 15 Banjarmasin Kindergarten.

## **METHOD**

The approach used in this study is a qualitative approach. In this study, the data collection process was carried out naturally (*natural setting*). Qualitative research is essentially to observe a person in the sphere of his life, be able to interact with them able to understand about the surrounding circumstances. Therefore, this research must be carried out in the field to collect information data (Hermawan, 2019).

Qualitative approach is the approach of a study intending to the phenomenon of understanding the challenges that the subject experiences by the research for example the perpetrator, motivation, action, perception and so on holistically with the description of the way in the words of the form as well as in the language of a specifically the natural context that as well as utilizing with a variety of scientific methods. In educational studies, qualitative research conducted can understand for various behaviors of the phenomenon of students, educators a proses education and learning (Tohirin, 2012).

Based on the explanation above, it can be concluded that class action research is carried out in the classroom. The focus in classroom action research is to improve and improve the quality of learning in the classroom.

The type of research used is Classroom Action Research (PTK), which is a research action that teachers carry out as well as researchers in their class together with others (collaboration) through steps (PTK), namely planning,

implementing, observing and reflecting collaborative actions and A participatory aims to improve and improve the quality (quality) of learning processes in its class through actions in a particular cycle. Class action research is class action research in the field of education that is carried out in the classroom area with the aim of improving and or improving the quality of learning in the classroom (Suriansyah, 2013).

The focus of this Classroom Action Research (PTK) is in group B2 (children aged 5-6 years). The number of children who were the subject of the study was 10 children consisting of 5 boys and 5 girls.

The collection technique uses observation sheets of teacher activities, children's activities, independence and fine motor aspects of children in sticking pictures appropriately using *explicit instruction* models, collage activities and natural material media. After making observations and obtaining data from the observation sheet, the data analysis is then carried out. This study uses data analysis, namely descriptive and *cross-table* analysis and achievements and criteria.

The indicators of the effectiveness of this study are as follows: (1) A teacher's activity is said to be successful if he reaches a score of 27-32 with excellent criteria. (2) A child's activity is said to be successful if the child achieves a score of 13-16 with a very active category and the success of the child with a classical achievement of a score of  $\geq 80\%$  of the criteria with most active students. (3) Children's learning independence is said to be successful if the child achieves a score of 13-16 with excellent criteria and the child's success classically reaches a score of  $\geq 80\%$  with the criteria of most independent students. (4) The child's fine motor skills are expressed if the child succeeds individually at least obtaining (BSH) with the criteria of Berkembang

Sesuai i Harapan (BSH) by achieving 80% classical obtaining 3 stars at least or developing as expected (BSH).

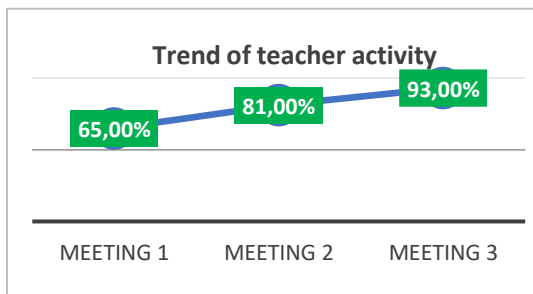
**RESULTS AND DISCUSSION**

The following are observer's observations of teacher activities in the implementation of learning:

Table 1. Teacher Activity Comparison

Teacher activity	score	category
P1	21	Good
P2	26	Good
P3	30	Very good

From the table it can be clearly seen that at each meeting that is carried out it undergoes improvements or improvements well.



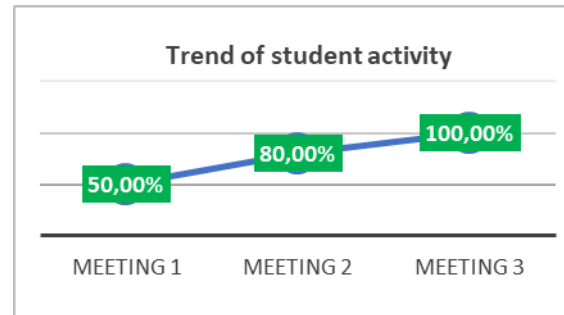
Graph 1. Trend of teacher activity

From the graph that shows that every meeting that is carried out occurs always an increase in the teacher's activity score, at the start of the meeting 1 the score gets 21 percentage 65% with good criteria, with the continuation of meeting 2 get a score of 26 percentage 81% with good criteria, and finally meeting 3 get a score of 30 percentages with 93% criteria very well. So the teacher has implemented the steps very well at meeting 3.

Table 2. Student Activity comparison

Student activity	score	category
Meeting I	50%	Some Students in Active
Meeting II	80%	Most Students in Active
Meeting III	100%	All Students Are Active

Based on the table, it shows that every meeting that is carried out in the learning process, the classical percentage obtained continues to grow and until it reaches the criteria for all active students.



Graph 2. Trend of student activity

From the graph can be seen at the meeting of each teacher the increase in activity in the child, it can be seen that every time at the meeting is carried out that the child's activity every time at the meeting the criteria on the less active and quite active decrease tend to and s etiap at the meeting the activity also The child achieves increasingly active, very active criteria which is an indicator of expected success. Children's activities to get 50% is on the criteria of some active students, with 0% less active description, 50% active enough, 50% active and 0% very active. Then meeting 2 got 80% activity on the criteria of most active students, with 0% less active description, 20% active enough, 50% active and 30% very active. Finally, the meeting has a maximum of 3 percentages, namely 100% is on the criteria of all active students, with a description of 0% less active, 0% moderately active, 30% active and 70% very active. Successful child activity is said to be if the success reaches the child 100%. So it can be concluded that children's activities in participating in learning using the EXTREAM model (*Explicit Instruction*, collage and natural material media) are declared successful as seen in the table or graph above.

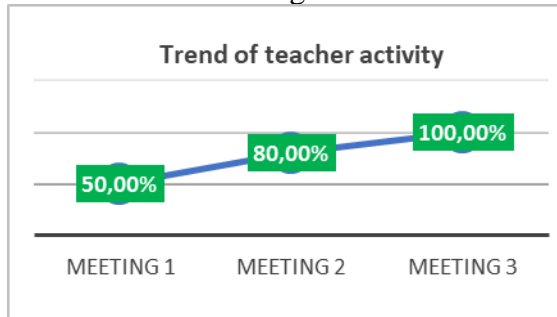


Based on class action research conducted at meeting 1, meeting 2 and meeting 3 can be seen in the comparison data as follows:

Table 3. Trend of Children Independence

Children Independence	Percentage	Criteria
Meeting I	50%	Some Students in independence
Meeting II	80%	Most of Students in independence
Meeting III	100%	All of student in independence

Based on the table, it shows that every meeting that is carried out in the learning process, the classical percentage obtained continues to grow and until it reaches the criteria of allself-actives. Dapat is seen in the following chart:



Graph 3. Trend of Children's Independence

Table 3: the result of achievement

The result of achievement	Meeting		
	1	2	3
undeveloped	60%	20%	0%
develepod	40%	80%	100%

From the graph, it can be seen that at every meeting conducted by the teacher there is an increase in children's activities, it can be seen that at every meeting the child's activity at each meeting on the criteria of being less active and quite

active tends to decrease and at each meeting also the child's activity increasingly reaches the criteria of active and very active which is an indicator of expected success.

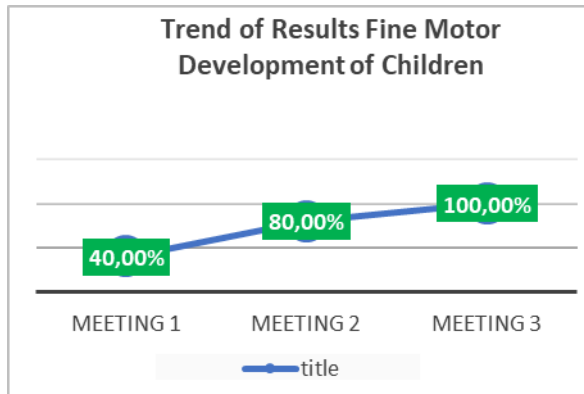
At meeting 1 the independence of the child getting 50% is on the criteria of some independent students, with a poor description of 0%, quite good 50%, good 50% and very good 0%. Then at meeting 2 the independence of getting children 80% was the criteria of most active students, with a less good description of 0%, quite good 20%, good 50% and very good 30%. Finally, at meeting 4, the maximum percentage of 100% is on the criteria of all independent students, with a poor description of 0%, quite good 0%, good 30% and very good 70%. Children's activities are said to be successful if the success achieved by the child reaches 100%. So it can be concluded that children's independence in following learning using the EXTREAM model (*Explicit Instruction*, a collage with natural material media) is declared successful as seen in the table or graph above.

Penelitian through class action is carried out on P1, P2 and P3 then the results of the child's fine motor development are seen as follows:

Table 4. Trend of Results Fine Motor Development of Children

The result of achievement	Meeting		
	1	2	3
Undevelop	60%	20%	0%
Develop	40%	80%	100%

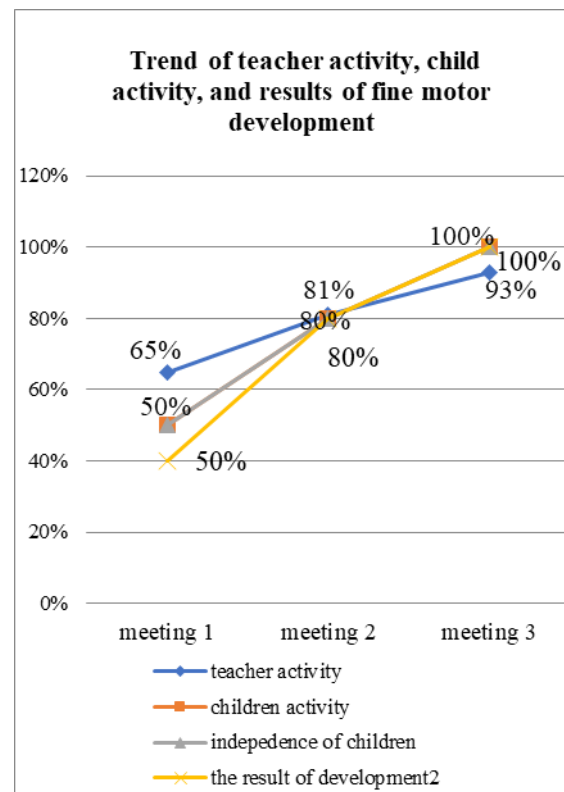
Based on the table above, it can be seen that at each meeting there is always an increase in the percentage of success.



Graph 4: trend of Results Fine Motor Development of Children

On the chart, it shows an increase. At the meeting there were 6 children getting (MB) with a percentage of 60%, and 4 children getting (BSH) with a percentage of 40%. So that at the meeting 1 the completion of children reached 40% which only amounted to 4 children while those who had not reached completion as many as 60% which amounted to 6 children. Furthermore, at meeting 2, the completion was 80% which amounted to 8 children while those who had not reached completion were 2 people with a percentage of 20%. Finally, meeting 3 there were 3 children getting (BSH) with a percentage of 30% and as many as 7 children getting (BSB) with a percentage of 70%. So that at the meeting 3 the completeness of the children managed to develop 100% which amounted to 10 children. As for meeting 1 and meeting 2, it is said that it has not been successful because it has not reached the success indicators and at meeting 3 it is said to be successful because it has achieved success ( $\geq$ )(BSH). So it can be argued that the use of the EXTREAM model (*Explicit Instruction*, collage with natural material media) is declared successful.

From the tendency of the four factors to be determined, it can be seen in the chart below :



Graph 5: Graph of trend in meeting 1, 2 and 3

Based on the chart, it can also be seen that all aspects of the research are teacher activities, children's activities, children's independence with the development of fine motor results increased in each meeting. On the activity of the teacher already carries out the measures very well. This also happens with children's activities every time at the meeting increases. Because the process during learning is carried out every time at the meeting the teacher is able to be a more active and enthusiastic child and excited in every meeting that is conducted. Thus, the teacher has carried out the steps very effectively, so the child's activities and the development of fine motor outcomes in the child have been carried out every meeting.

So it can be concluded that in teacher activities, children's activities and learning outcomes are related to each



other. It is said that the teacher can do it because he has carried out the steps well, it will affect the child's activities and the results of the child's fine motor development.

Based on this trend graph, the research hypothesis reads:

If you use the *Explicit Instruction* model in pasting pictures correctly, collage activities and natural material media in group B2 children of TK Aisyiyah Bustanul Athfal 15 Banjarmasin will increase children's learning activities in the past.

If you use the *Explicit Instruction* model in sticking pictures correctly, collage activities and natural material media in group B2 children of Aisyiyah Bustanul Athfal 15 Banjarmasin Kindergarten will increase children's learning independence. Acceptable

If using the *Explicit Instruction* model, collage activities and natural material media in group B2 children of Aisyiyah Bustanul Athfal 15 Banjarmasin Kindergarten, it will improve the fine motor aspects in the ability to stick the image appropriately. Acceptable.

Based on the results of class action research that was carried out 3 times, namely P1, P2 and P3, the factors of teacher action, children's activities, children's independence, children's fine motor development, the results can be adjusted as follows:

From the learning activities to develop children in fine motor skills through the activity of sticking pictures with tepat, it can be concluded that the teacher pertemuan 3 has carried out the stages in accordance with the motto *Explicit Instruction*, collage activities and natural material media.

Teacher activities are activities that teachers carry out during the learning process. In the learning process, the teacher has the task of imparting

knowledge, attitudes and values, and skills to the child. The teacher has the responsibility to see everything that happens in the classroom to help the child's development. The delivery of the subject matter is only one of the various teacher activities in learning as a dynamic process in terms of phases and development of children and each teacher has a different character, as well as performance also differs in teacher activities directly proportional to their performance. The principal should understand these differences and strive so that teacher performance can be maximized, teacher performance can be maximized if the activities in the teaching and learning process have been maximized (Sopian, 2016).

Learning using the *Explicit Instruction* model, collage activities and natural material media in teacher activities.

The first step of the teacher informs the learner's objectives and prepares the child (EI). Inform the learning objectives of the child knowing needs to be clear with why it is necessary for them to participate in learning in knowing what to do they play a role after in the learning and aims for the activities of attracting the child's attention, focusing attention on the child as well as motivating them to participate in Learning.

Then the second step the teacher delivers the learning material and skills in sticking the image appropriately (EI,K). In the nature of the teacher's ability to convey the material clearly and to the specifics of the student the impact of the positive attitude of the student process on learning and the teacher in order for the teacher to explain the concept of a skill successfully with the teacher fully mastering or the concept of the skill will that explained .

The third step the teacher provides the tools and materials that the child will use (K). Mprovides tools and materials for





a medium with various components of the child in the environment can stimulate his learning, stimulate students' thoughts, feelings, attention, and will so that they can encourage the child's learning process.

In the fourth step gives the teacher an example of making a collage (K). Memberi example of this activity both using the *Explicit Instruction* learning model to improve collage activities experiencing improved development in fine motor children can develop significantly.

Furthermore, the fifth step of the teacher is to carry out guidance in sticking the image appropriately (EI). One of the important stages of direct learning is the way teachers prepare and provide useful guidance to help children carry out LKS activities.

The sixth step gives the teacher the opportunity for the child to try to stick the image and the right (EI,K). The teacher's role in learning is in helping children acquire communication skills, solve problems and resolve conflicts.

The seventh step is for the teacher to check understanding and provide feedback to the child (EI). Mencek understanding the teacher can ask questions orally and give the teacher an answering response to the child. If there is no feedback feedback, no student can possibly correct deficiencies and mistakes that achieve no mastery of the skill level.

Then the last step is eighth, namely the teacher giving an independent assignment (EI). Giving independent assignments is a way of teaching with activities that must be completed by the student within a certain agreed time.

From the description above, it can be concluded that teachers must have effective strategies in the learning process, namely by preparing interesting models and media that can stimulate children's growth and development, one of which is

by using the EXTREAM Model (*Explicit Instruction*, Collage activities and natural material media) comfortable, feeling about aman, happy with It is a concrete medium for children to facilitate and understand in the lesson and the teacher has implemented the steps well.

Using the EXTREAM (*Explicit Instruction*, collage activities with natural material media) model to increase children's activities at each meeting, so that children are enthusiastic and play an active role in participating in learning.

The first is that the child listens to the teacher deliver the material and the steps of the collage activity. Inteaching, children can listen well to the material presented and the quality of learning refers to the activities designed and actions taken by the teacher towards the learning process to the child and the media used.

The second is that the child observes the teacher when making a collage. A child's attitude activity in learning children can observe, discipline, and experiment involving the child's potential. Early childhood learning activities are carried out in the context of playing while learning.

The third is that the child answers and asks about the collage activity. The use of the right learning model can encourage the emergence of a sense of desire that exists in children, just as children like to see the media used by the teacher, the emergence of a sense of joy and children can communicate while asking and answering.

The fourth is ason carrying out the activity of sticking pictures appropriately in collage activities using natural material media. Achild carrying out the activity of sticking pictures appropriately well to achieve optimal learning outcomes in learning needs to emphasize the existence of children's activities both physically, mentally, and emotionally.



The child's activity is a mental activity. The activity in learning the second activity always has to be related, an example is reading a martial jar, it seems physically that a person is reading a book, maybe but his mind and mental attitude are not on fixed with the book read. It does not show any compatibility between physical activity and mental activity. Demikian, learning is not optimal, also vice versa which if active only it is mentally less useful. For example, someone thinks something about or devotional ideas needs to be known by society, but is accompanied not by physical / physical activity for example in writing or to other people's ideas then it will not be meaningful or useful (Ramadina & Cinantya, 2022)

Independence according to Astiati in his book (Wiyani, 2015) the ability of a child's skills that everything has to do things by himself, which is both related to activities by helping himself activities and his daily life in depending on others.

That collage learning activities can promote children's learning independence. This means that in early childhood is the child's ability to do something without the help of others.

For early childhood, independence is a child who is able to take care of himself and has self-confidence until he is accepted in his environment with a good child development age (Seminar, 2012).

Learners using the EXTREAM model (*Explicit Instruction*, collage activities with natural material media) the advantages of the model are able to increase children's activities every meeting.

The first indicator of independence is that the child is able to do the task on his own, in this aspect the child can be responsible for something that is his task and the child does not feel bored in completing the task completely.

Using models and media can make children enthusiastic about participating in learning because they feel interested and make children happy, so that children's imagination and creativity will increase.

The second indicator of children's independence is that children are able to feel confident in doing tasks, in this aspect children are able to do themselves and complete them without the help of a teacher. Kemandirian is very important for children's growth and development, from that children do not feel dependent on others and children have independence in learning activities to look active so that the child's development will be optimal and the child is able to regulate behavior and self-confidence.

Indicators of independence of the child that the three children are able to cope with problems on their own in solving tasks. A son remains diligent and patient in overcoming problems in the activity of sticking pictures appropriately and trying to solve and on the use of interesting models and media makes learning fun.

Furthermore, the fourth indicator of child independence is that the child has the initiative to take the tools and materials to be used, in this aspect the child can do something without being commanded and is able to help his friend in difficulties and clean up his own toys. Mold and method are inseparable from early childhood learning, through models and methods the child is taught about the rules he should do, his independence in completing learning.

From this, it can be concluded that learning independence is one aspect that plays an important role in the process of achieving learning objectives. If every child can carry out learning activities independently, the child will be excited to participate in learning activities. Children's independence can be seen from the child's



concern for his friends or people around. And by using the EXTREAM (*Explicit Instruction*, collage and natural material media) model, children's independence will increase because children will be interested and excited when using concrete and fun media, which is why a media plays a very important role in increasing children's independence.

The results of the development of children's fine motor n because the lesson process appliedn by the teacher is centered on the use of EXTREAM (*Explicit Instruction*, collage and natural material media) combination of this model to develop knowledge and understand based on what has been learned.

The first indicator of the child using tools and materials in collage activities correctly. Using media in collage activities basically the child has the power to build an insight into brand creation and engagement ina direct way is very important.

The second indicator is that the child is able to stick the image appropriately in the collage activity. Hasil child development in the activity of applying drawings appropriately, namely the ability of the child to receive after the learning experience. Viewed activities through the evaluation of learning outcomes aim to get proof of data to show the ability of the level of students to achieve learning objectives.

The indicators of the three children are able to stick to the image neatly according to the pattern in collage activities with natural material media. Anak is able to stick pictures neatly according to this pattern in the application of the *Explicit Instruction* model applied to the maximum in the order of students is very diverse from the development of students above average, to below standard.

This is also in line with the class action research conducted by (Faizah &

Wahyudi, 2021; Hardianti & Rahman, 2021; Rahmawati & Sari, 2022; Wahyuni & Khotimah, 2014) explicit instruction and natural material media children's abilities have improved motor halus.

## CONCLUSION

Basedon the results of the description in carrying out the gkan of activity, independence and activities of sticking images appropriately through fine motor aspects using EXTREAM (*explicit instruction*, Collage, Natural Material Media) can be carried out well at each meeting so that it obtains very well and has achieved the success indicators that have been set by the researcher, The teacher's activity obtains excellent criteria, a student activity achieves active and very active criteria, and learning outcomes have reached established completion indicators.

Advising teachers to be able to make one of the preferred models of implementation in classroom learning, the principal suggested that he could make for the material of conducting the guidance of teachers on the use of learning and models, in the next researcher to make a reference do in later studies. .

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