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Improvement Of Fine Motor Skills Development In Children Aged 4-5 Years Through Paper Folding Activities At Tk Diponegoro Asam Jawa District Torgamba Regency Labuhanbatu Selatan

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ABSTRACT

The basis for this study is the observation that children's fine motor abilities at TK Diponegoro Asam Jawa, Torgamba District, South Labuhanbatu Regency, have not grown to their full potential. Nearly 80% of students need help from the teacher to finish learning activities like paper weaving, which are designed to improve fine motor skills. Children find the methods less engaging because they are not the best, and the material does not align with the studied issues. This study aims to ascertain whether paper folding exercises at TK Diponegoro Asam Jawa have improved the fine motor skills of children ages 4-5. This study employs a descriptive methodology. This study uses documentation and observation as data collection methods. Children from TK Diponegoro Asam Jawa's Group A are the study's subjects. According to the study's findings, 34 youngsters (100%) attended cycles I and II. Of 34 pupils, 11.76% demonstrated Very Good Development (BSB) in cycle I and 29.41% in cycle II. BSH, or development according to expectations, was 23.53% in cycle I and 50% in cycle II. Beginning to Develop (MB) was 23.53% in cycle I and 20.59% in cycle II. Not Developing (BB) was 0% in cycle II and 41.18% in cycle I. As a result, cycle II classifies it as complete.

1. INTRODUCTION

Early childhood education (ECE), which precedes elementary school, focuses on children from birth to age six. It accomplishes this by offering educational stimuli that support the child's physical and spiritual development and prepares them for entry into official, informal, and non-formal educational routes. Madyawati, Lilis (2013)

Religious and moral values, physical-motor skills, and cognitive, linguistic, and socio-emotional development must all be included in early childhood development. The growth and development expected of children within specific age groups are described by developmental achievement levels in National Minister of Education Regulation Number 58 of 2009 concerning Early Childhood Education Standards. The child has developed in a way that integrates physical, cognitive, linguistic, socio-emotional, religious, and moral ideals. Through various techniques and media, including crayons, pencils, plasticine, scissors, natural materials, recyclable materials, and paper, early childhood education will allow pupils to satisfy their demands for expression, imagination, and creativity. Ritonga, Soybatul Aslamiah (2023) to encourage a child's growth and encourage them to produce something they want. Any youngster can develop their fine motor skills to their full potential if given the proper stimuli. Children require stimulation at every stage to develop their fine motor and mental abilities.

According to the author's pre-observation and interview results at Diponegoro Kindergarten in Asam Jawa, Torgamba District, South Labuhanbatu Regency, the children's fine motor abilities have not developed to their full potential. About 35 youngsters struggle with hand-eye coordination and hand-muscle movement, particularly when copying shapes, like cutting patterns when the finished product is messy. Many kids still cut without following the pattern lines. Children find it challenging to fit the woven paper components into the spaces in the woven paper medium during the weaving paper activity. When it comes to simple folding or folding paper, the child finds it challenging to fold the paper into smaller folds. Nearly 80% of the students requested assistance from the teacher to finish paper weaving, one of the learning activities designed to enhance fine motor skills. The same thing happened during the paper folding exercise; the kids begged the teacher for assistance in finishing their folds. The number of folds already complies with the 1–7 folds required by the form imitation activity development indicators. However, in practice, most kids in the 4-5 age range struggle to fold the paper and cannot finish the folds to the last step. Their lack of enthusiasm for fine motor skill development stems from things like that.

Because it solely uses traditional approaches, it is not the best approach. This became clear as the narrative style gained traction during the learning process. With the goal that each learning topic should involve a change in the teaching methods suited to the learning theme, many different teaching methods may still be utilized in learning in addition to the storytelling approach. For instance, the demonstration approach makes learning through play possible, which works well for tasks like folding paper.

Additionally, the media is inappropriate for the lesson's subject matter. The children are less inclined to participate in the learning activities because the media used for weaving has always followed preexisting shapes. Children are trained in fine motor skills to coordinate their hands and eyes at the basic stage. Thus, doing the first folding paper activities is preferable before moving on to the weaving phase, which calls for extreme precision. Children's fine motor skill development may be hampered because it is not maximized during learning activities while playing.

Given the foregoing, children between the ages of four and five must develop their fine motor abilities. Paper folding is one educational activity that helps improve fine motor skills. The title "Improvement Of Fine Motor Development In Children Aged 4-5 Years Through Paper Folding Activities At Diponegoro Kindergarten, Asam Jawa District, Torgamba Subdistrict, Labuhanbatu Selatan Regency" was chosen by the author based on the issues and description above.

2. THEORETICAL FRAMEWORK

A. Development of Fine Motor Skills

The meaning of the word "development," according to KBBI (Kamus Besar Bahasa Indonesia), is becoming more perfect. (Department of National Education. 2012) Development is a process of change in the functional capacity or working ability of body organs towards a state that is increasingly organized (controllable) and specialized (according to the functional abilities of each).

The meaning of the word "motorik," according to KBBI (Kamus Besar Bahasa Indonesia), is related to movement. (Department of National Education. 2012) Motorik is motor, which is a biological or mechanical basis that causes movement to occur. "In other words, movement is the culmination of an action based on the motor process."

Fine motor skills are activities that use small fine muscles (muscles). According to Moelichatoen, fine motor skills are activities that use the small muscles in the fingers and hands. This movement is a motor skill. [1] (Moeslichatoen R, 2014) Fine motor skills involve using small muscles, such as fingers and hands, which often require precision and hand-eye coordination. These skills include the use of tools for work and objects or control. Therefore, fine motor skills are movements that involve specific parts performed by small muscles only. (Achmad Afandi, 2019)

Babies differentiate their grip on objects depending on the size of their own hands. At 4, a child's fine motor coordination becomes more mature. A 4-year-old child can string beads into a necklace (beading), fold paper, color, paint, tear, be able to thread buttons through buttonholes, hold scissors correctly, bead, and practice holding a pencil for writing. (Seefeldt and Wasik, 2012) At age 5, a child's fine motor coordination continues to improve. Hands, arms, and fingers all move under the command of the eyes. Some games, such as simple towers, are no longer interesting for a 5-year-old child. At this age, children's control in writing has improved, and the letters they write already resemble actual printed letters. Regarding cutting paper, the results have also improved, and folding paper has shown better understanding when observing the educator demonstrate it.

B. Paper Folding Activity

Folding paper is an easy and enjoyable art activity. It is also a way to fill free time and a medium for teaching and communication with children because it is done together. In Japan, paper folding is very famous for its rapid development of creativity. The art of folding paper in Japan is known as origami.

Folding paper by oneself is known as origami. This method was developed in Japan as a traditional art form. This activity is used to fill free time. The children really enjoy playing with and folding paper into interesting shapes. Folding activities with origami art are important for developing visual skills and enhancing children's fine motor and artistic abilities.

The meaning of folding/origami, as explained by Sumanto, is a form of art/craft generally made from paper, aiming to produce various shapes of toys, decorations, functional objects, teaching aids, and other creations. (Sumanto, 2015) For kindergarten-aged children, folding is an interesting and enjoyable creative play activity. This activity can develop children's fine motor skills, cognitive competition, imagination, artistic sense, and skills. Specifically, folding activities aim to train memory, observation, and hand skills and develop imagination, creativity, precision, neatness, and a sense of beauty.

The implementation of paper folding must follow the basic folding guidelines to make the paper folding activity easy for children to follow. The basics of folding are as follows:

a. Use the type of paper specifically prepared for folding. Folding paper is usually packaged in square plastic wrappers in various sizes and colors (origami paper). Folding can also use types of HVS paper, newspaper, sukung/marble paper, umbrella paper, notebook paper, and the like. The size and color can be adjusted according to the shape or model of the fold to be made, including folding with tissue paper.

b. Each folding model is made from paper and is shaped like a square, double square, rectangle, or triangle. For example, the folding models of houses, boats, flowers, glasses, and cube balls are made using square-shaped paper, while the jumping frog model uses double square-shaped paper. The folds for the sailboat, airplane, and toy mask models use rectangular paper. The folding of the fish model can be made from triangular paper. Each model can be made from triangular paper. Each folding model does not always use square-shaped paper.
c. To facilitate folding based on the working drawing (pattern), identify the instructions and steps for its creation. Folding instructions are marked with arrow lines indicating the intended direction in the folding steps. For example, fold to the center, double, corner, reverse, pull, etc.
d. The quality of the folding result is determined by the neatness and precision of the folding technique, from start to finish. (Kiki Ria Mayasari, 2014)

3. RESEARCH METHOD

A. Place and Time of Research

This research was conducted at Tk Diponegoro, Asam Jawa Village, Torgamba District, South Labuhanbatu Regency.

This research was conducted from August to October 2022 (Odd Semester Academic Year 2022/2023).

B. Subject and Object of Research

This study's subjects are the 4-5-year-old students of TK Diponegoro Asam Jawa, Torgamba District, South Labuhanbatu Regency, a total of 34 students.
The object of this research is the development of children's fine motor skills through paper folding activities.

C. Type of Research

The type of research is Classroom Action Research with the model of the teacher as the researcher, meaning the teacher has a primary role both in the planning and implementation of the Classroom Action Research to solve practical problems faced by the teachers themselves in the learning process, where if the teacher involves others, it is only consultative to ensure the validity of the actions taken. "This type of research has procedures (stages), and each procedure has 4 activities, namely: planning, implementation, observation, and reflection."

4. RESULTS AND DISCUSSION

Kindergarten is an education to help the growth and development, both physical and spiritual, of children outside the family environment before entering basic education, as an effort to prepare children aged 4-6 years to be more ready to follow the next stage of education. Every child has creative potential; with that creative potential, children need creative activities or tasks to hone their creativity. Some teachers believe that the use of media in learning helps children achieve their learning objectives, but this requires more time and varied, engaging lesson preparations for the children.
Research has found that this does not solve the existing problems; often, the goals to be achieved are not successful because the use of media is still too monotonous. In learning, media is a tool used to conduct good and effective teaching. To enhance children's creativity, it is necessary to use engaging and enjoyable media so that children do not become bored and fatigued. However, using the right media will develop children's activity and creativity.
Based on the observations and interviews, it can be described that the children's daily activities show the impact of the learning provided at school, which can be developed in their daily lives

at home. Furthermore, the results of the observations and interviews with the children who were directly involved in the "paper folding art" activities can be concluded as follows: "Learning through the activity of paper folding is very enjoyable because it can create various cute origami shapes." Next, on a different occasion, information was obtained from another child, who said: "Learning through the art of paper folding allows children to learn various aspects, such as recognizing colors, understanding geometric shapes, and discovering new shapes that they have never made before." From the results of interviews with several children, it can be concluded that they feel happy, joyful, and not bored when participating in the "paper folding" activity. In implementing cycle I with classical learning in group B, several obstacles and weaknesses were encountered, including the lack of interest among children in participating in the paper folding activity because, according to the children, folding is difficult since the paper folding activity had rarely been applied before. The results of the observation from the paper folding activity of the students in cycle I can be seen that out of 34 children in group B, eight children (23.53%) showed Very Good Development (BSB), and 14 children (41.18%) showed Development as Expected (BSH). Starting to develop (MB), there were eight children (23.53%), and in Not Developing (BB), there were four children (11.76%). Thus, the children's fine motor development has not shown satisfactory results in this first cycle. Armed with the weaknesses from Cycle I, improvements were made in implementing Cycle II, including planning, execution, and evaluation. This can be seen from observing the folding activity of children, which showed improvement from the previous cycle, namely from 34 children in group B. The results were as follows: Very Good Development (BSB) was observed in 10 children (29.41%), Expected Development (BSH) in 17 children (50%), Beginning Development (MB) in 7 children (20.59%), and No Development (BB) in 0 children (0%). Responses at the end of each cycle always show improvement. Based on the reflection results from both cycles through 2 meetings of paper folding activities in the 4-5 year age group at TK Diponegoro Asam Jawa, Torgamba District, South Labuhanbatu Regency, an increase in the percentage of children's fine motor skill development can be observed.

5. CONCLUSION AND SUGGESTIONS

Based on the descriptions in the previous chapters, the author can draw the following conclusions from this research:

1. Evidence of the improvement in children's fine motor skills through the art of paper folding at TK Diponegoro Asam Jawa, Torgamba District, Labuhanbatu Selatan Regency, can be seen from the evaluation results at the end of each meeting and the implementation of the RPPH, which is structured in the actions of cycle I and cycle II.

2. The research results show a continuous improvement in the children's abilities from each cycle I and II attended by 34 children (100%). In cycle I, out of 34 students, 11.76% showed Very Good Development (BSB), and in cycle II, 29.41%. In cycle I, 23.53% showed Development as Expected (BSH), and in cycle II, 50%. In cycle I, 23.53% showed Beginning Development (MB), and in cycle II, 20.59%. In cycle I, 41.18% showed No Development (BB), and in cycle II, 0%. Thus, the action hypothesis proposed by the author is answered in the process of implementing the classroom action research conducted by the author, namely that the Activity of Folding Paper can improve the Fine Motor Development of Children Aged 4-5 Years at TK Diponegoro Asam Jawa, Torgamba District, South Labuhanbatu Regency.

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