

# TEACHERS EFFORT IN IMPROVING FINE MOTOR ABILITY THROUGH THE APPLICATION OF CREATIVITY FOLDING ORIGAMI PAPER IN EARLY CHILDREN

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## **Abstract**

This research is motivated by the thought that improving children's fine motor skills is easy as happens in schools, many children are not able to clamp, hold properly. The teacher's efforts are to start the child. However, every child has a different character, and with various abilities, some are developing faster and some are slow to develop. This study aimed to determine: 1) The fine motor skills of the children of group A Kober Al Ikhlas, Tasikmalaya Regency, and 2) The teacher's efforts to improve the fine motor skills of children using origami folding paper media. The method used in this research is the Classroom Action research method, namely research conducted by the teacher in his class through self-reflection to improve teacher performance so that student learning outcomes increase. This is based on the main problem of this research, namely how to plan, process, and use folding paper media in improving children's fine motor skills. Based on the results of the study, it was concluded that efforts to improve children's fine motor skills can be said to be sufficient, this is based on the number of respondents who help the difficulties experienced by children in improving fine motor skills such as folding, and clamping.

**Keywords:** Teacher's Efforts, Fine Motor, Folding Creativity

## **Abstrak**

Penelitian ini di latarbelakangi oleh pemikiran bahwa meningkatkan motorik halus anak tidaklah mudah seperti yang terjadi di sekolah-sekolah masih banyak anak yang belum mampu menjepit, memegang dengan benar. Adapun upaya guru yang dilakukan yaitu merangsang anak tersebut. Akan tetapi, setiap anak mempunyai karakter yang berbeda-beda, dan yang mempunyai kemampuan yang beraneka ragam, ada yang lebih cepat berkembang dan ada yang lambat untuk berkembang. Tujuan dari penelitian ini adalah untuk mengetahui: 1) Kemampuan motorik halus anak kelompok A Kober Al Ikhlas Kabupaten Tasikmalaya, dan 2) Upaya guru meningkatkan motorik halus anak dengan menggunakan media kertas lipat origami. Metode yang digunakan dalam penelitian ini adalah metode penelitian Tindakan Kelas yaitu penelitian yang dilakukan oleh guru dikelasnya sendiri melalui refleksi diri dengan tujuan untuk memperbaiki kinerja guru, sehingga hasil belajar siswa menjadi meningkat. Hal ini didasarkan pada permasalahan utama penelitian ini yaitu bagaimana perencanaan, proses dan menggunakan media kertas lipat dalam meningkatkan motorik halus anak. Berdasarkan hasil penelitian diperoleh kesimpulan bahwa upaya meningkatkan motorik halus anak dapat dikatakan cukup, hal ini didasarkan pada banyaknya responden yang membantu kesulitan yang dialami anak dalam meningkatkan motorik halus seperti melipat, memegang dan menjepit.

**Kata Kunci:** Upaya Guru, Motorik Halus, Kreativitas Melipat

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## **INTRODUCTION**

Children are pearls for every parent, children are human figures just like us in their rights and obligations to the universe and their environment. Early childhood is a group of individuals who in the process of growth and development are very active, energetic, curious, have unique characteristics that are very strong, and behave spontaneously. Children are a very important investment for Human Resources (HR) in the future. To prepare quality human resources in the future, education is important to be given from an early age. Education is a big investment that can be trusted to improve the life of a nation.

Kindergarten is an effective age for developing the potential of children. Kindergarten is a place to learn and play for early childhood. Kindergarten is also a formal educational institution before entering elementary school. As mentioned in the National Education System Law (2013) Article I (14) states that Early Childhood Education is a coaching effort aimed at children from birth to the age of 6 years which is carried out through the provision of education to help physical and spiritual growth and development so that children have readiness. in entering further education (Mansur, 2015:11).

The implementation of learning programs in PAUD must also create a comfortable, safe, and pleasant atmosphere for the growth and development of children. Children's education is essentially education to facilitate the growth and development of children as a whole or emphasize the development of all dimensions of child development, including cognitive abilities, language, social-emotional, physical motor, and religious morals in a programmed manner. Therefore, teachers in planning and implementing learning must be adapted to learning tools, learning resources, and learning methods. Psychologically, children develop as a whole, meaning that there is a close relationship between one aspect of development and another aspect of development.

Early childhood education is the most basic education and occupies a position as a golden age and is very strategic in the development of human resources (Directorate of PAUD, 2015). The range of early childhood from birth to the age of six is a critical and strategic age in the educational process and can affect a person's educational process and outcomes, meaning that this period is a conducive period for developing various abilities, intelligence, talents, physical abilities, cognitive, language, social, emotional and spiritual.

Early childhood is an individual who is undergoing very rapid growth and development process, even said to be a developmental leap. A unique phase of life and is in the process of change, growth, and development, maturation, and refinement. This period is the right time to lay the first and foremost foundation in developing various potentials and abilities, be it physical motor, cognitive, language, art, spiritual, self-concept, self-discipline and independence, and social emotions.

The potential and abilities of children who are honed from an early age will produce good results in the future. It would be unwise to prioritize only one potential because all of them influence each other as a harmonious whole. Of the nine aspects of child development, one that is often overlooked and often neglected is the development of emotional intelligence. Emotion is a state or feeling that is turbulent in a person that is realized and expressed through faces or actions.

Children have many abilities, love to play, are active, curious, or explore, ask a lot of what, how, why, their senses are sensitive, their comments are original. Therefore, children should not only be required to be good at math, read fluently, memorize, obey. This ability only increases the ability of the left brain. For creative intelligence to emerge, parents must also utilize the right brain. The purpose of the early childhood education program is to help lay the foundation for the attitudes, knowledge, skills, and creativity needed by students in adapting to their environment and for further growth and development.

Fine motor development progresses slowly during the preschool years, but can be fostered by providing plenty of opportunities, appropriate means, and adult support, as can be seen in places where children's experiences and expectations of their cultural environment are conducive to learning. fine motor development (appropriate development practices in programs for early childhood education 2014: 131).

Physical development is closely related to the motoric development of children. Motoric is the development of controlling body movements through coordinated activities between the nervous system, muscles, and brain. Physical development creativity is closely related to children's motoric development. Motoric is the development of controlling body movement through coordinated activities between the nervous system, muscles, and brain. The creativity of the art of folding is part of the learning activities in PAUD to improve the subtle development of children so that by making folding creativity children can practice patience, accuracy, foresight, and especially train hand movement coordination, children need to be trained so that children's hand movements get used to things. good things.

Based on observations in the classroom in the creative activity of folding children's origami paper at Kober Al Ikhlas, there were five children, the children found it difficult to clamp and hold correctly, so the results were not by the objectives to be achieved. Children will feel happy with origami paper that has a variety of colors and has a cute shape.

To realize the desired learning outcomes by the child's abilities and by the learning objectives, it takes a professional teacher who can master the learning material and understand the characteristics and development of children. Many ways can be done to improve children's fine motor skills, including the art of paper folding. The art of paper folding can train children's fine motor skills through the coordination of hand and finger movements needed to hold and move a pencil. Through the art of folding paper, children seem to be required to be more diligent, painstaking, and thorough without feeling bored.

The art of paper folding is very fun, so the higher the accuracy and creativity, the better and interesting the resulting shapes. By learning the art of paper folding given correctly, it is hoped that children's motor skills can increase, especially their fine motor skills. Through the process of folding activities, eye and hand coordination, children can develop their ability to compare, see relationships, and draw conclusions and solve problems (Montolalu, 2015: 7).

Based on the results of observations in Kober Al Ikhlas, the author as a researcher helps for children's fine motoric development that has not been completed. So the author tries to offer a solution to this problem by applying folding creativity to improve children's fine motor skills. The learning media was chosen because it has advantages such as being easy to obtain, attractive colors, and low prices.

## METHOD

This research was carried out using a qualitative approach, namely research that produces descriptive data in the form of written words from people and observable behavior (Moleong, 2012: 4). According to Syaodih (2010:99), qualitative research uses a case study research design in the sense that research is focused on only one phenomenon that is selected and wants to be understood in depth, ignoring other phenomena because this study only focused on early childhood who are in the PAUD.

## RESULTS AND DISCUSSION

Furthermore, you will disclose the results of the research that has been carried out by the series of actions that have been planned, analyzed, and reflected. The results of the cycle are described, analyzed, and reflected. These results were conducted to determine the success and shortcomings in increasing creativity by using folding paper. The action implementation stage is the realization and planning that has been prepared to start from the first cycle to the second cycle.

### Initial Conditions of Research

In the initial planning, the research begins by looking at the initial condition of the child/subject to be studied in the development of the child's fine motor skills. The results of the observation of the child's condition can be obtained as follows:

**Table 1.** Initial Condition Observation Results

No	Name	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Ade Rahma		✓				✓					✓	
2	Alfila	✓				✓						✓	
3	Dara Anisa	✓				✓				✓			
4	M.Arif	✓				✓				✓			
5	Tasya	✓				✓				✓			
6	Rasel	✓				✓				✓			
7	M Sani		✓				✓					✓	
8	Repan		✓				✓						✓
9	Ripal	✓				✓						✓	
10	M. Raka		✓				✓					✓	
11	Fatih	✓					✓			✓			
12	Zamzam	✓				✓				✓			
<b>Jumlah</b>		8	4	0	0	7	5	0	0	6	5	1	
<b>Persentase</b>		67%	33%	0%	0%	58%	42%	0%	0%	50%	41,6%	8,3%	

Information :

Undeveloped (BB) Value 1

Start Growing (MB) Value 2

Developing as Expected (BSH) Score 3

Very Well Developed (BSB) Score 4

The findings from the results of student observations on initial conditions through observations are as follows:

- a. Of the twelve students, 8 students who have not developed yet four students begin to develop.
- b. Of the twelve students, seven have not yet developed and five have begun to develop in folding neatness
- c. In the skill of folding according to shape, of the twelve students, six students have not developed, one person is developing according to expectations and five students are starting to develop.

### Discussion

The use of paper folding activities in improving the fine motor skills of early childhood is given in cycle II in one learning action and one evaluation action.

The results of this second cycle of action can be obtained an overview of the ability to imitate paper folding activities, there are 0% of children who are starting to develop, 17% of children who are starting to develop as expected, and 83.3% of children are developing very well. In the activity of neatness in folding, there are 0% of children who are starting to develop, 25% of children who are developing as expected, and 67% of children who are developing very well, and in folding neatness, according to shape, there are 8.3% of children who are starting to develop, 25% of children who are developing according to shape. expectations and 67% progressed very well.

For more details, the table on the results of children's fine motor skills can be explained through folding paper folding activities. The results of observations on children's fine motor development through paper folding activities in a secondary cycle can be obtained as an illustration as follows:

**Table 2.** Children's Observation Format in the Process  
of Applying Paper-Folding Skills Activities

No	Name	BB	MB	BSH	BSB
1	Ade Rahma				✓
2	Alfila				✓
3	Dara Anisa				✓
4	M.Arif			✓	
5	Tasya		✓		
6	Rasel				✓
7	M Sani				✓
8	Repan				✓
9	Ripal				✓
10	M. Raka				✓
11	Fatih				✓
12	Zamzam				✓

No	Name	BB	MB	BSH	BSB
	Jumlah		1	1	10
	Persentase		83%	83.4%	83.4%

### Information:

- BB : Not yet developed in children's fine motor skills through folding creativity  
 MB : Starting to develop in children's fine motor skills through folding creativity  
 BSH : Develops as expected in children's fine motor skills through folding creativity.  
 BSB : Very well developed in children's fine motor skills through folding creativity.

Based on the above study, it can be explained that learning planning has an important value in the management of early childhood education. This is in accordance with the opinion of Sufi and Estafari (2019) which states that the management of early childhood education requires an approach that involves the character of the child and the potential of the environment.

Including using learning media in the form of folding paper which is one approach to developing fine motor skills in early childhood. This is in accordance with the opinion of Widayati, Simatupang, Aprianti and Maulidiya (2020) which states that learning using folding paper media can improve children's fine motor skills by 86.9%. Thus, the presence of folding paper media is expected to support children's developmental tasks, especially in building fine motor skills.

### CONCLUSION

Based on the results of the study, namely by collecting and analyzing data about efforts to improve children's fine motor skills through origami folding paper media in Kober Al Ikhlas Kecamatan Salawu, Tasikmalaya Regency, the authors can provide the following conclusions:

1. Planning the use of paper folding media in improving fine motor skills is carried out using initial observations to identify problems and analyze the root of the problem, then determine the action to solve it. The next activity is the researcher makes learning scenarios, namely daily activity plans (RKH) and weekly activity plans (RKM), preparing the media to be used, and making data collection tools.
2. The implementation of the use of origami folding paper media in the learning process is given in cycle I with the material presented with the theme "My Needs" with the subtheme of clothing, house. This learning is focused on children: 1) Training hand/fine motor skills in doing creativity, 2) Training concentration in doing creativity learning activities.
3. Learning outcomes to improve fine motor skills in early childhood through origami folding paper media in Kober Al Ikhlas, Cisalam Village, Mangunreja District, Tasikmalaya Regency, are increased in fine motor skills. In cycle, I (17%) developed very well in fine motor learning activities. In cycle II (83.4%) developed very well in fine motor learning activities.

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