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## IMPROVING EARLY CHILDHOOD MOTOR SKILLS THROUGH THE PLAYING ARTS AND CRAFTS METHOD AT RA NUR RAHMA CILEUNYI

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**Abstract:** Early childhood is a golden age, where the first year of growth and development begins and is ongoing, including physical and physiological development. One of the achievements of rapid growth and development in early childhood is their physical motor skills, so this plays a very important role for parents and educators to facilitate various activities. Early Childhood Education Institutions (PAUD) are a place to develop children's creativity and skills with a competency-based curriculum that includes aspects of development including the development of abilities, behavior and independence. However, there are several children who are seen at RA Nur Rahma who have difficulties when doing their motor activities, so further research is needed, this research was carried out in two cycles and two meetings in class. The game is carried out in 2 stages, namely pre-game and core game, based on the results obtained in cycle II, the second meeting, children's fine motor skills have increased with a percentage score of 100%.

**Keywords:** Early Childhood, Motor Skills, Crafts Methods.

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### INTRODUCTION

Early Childhood Education (PAUD) is a basic education level that has a role in fostering students aged 0-6 years in optimizing aspects of their development. Early childhood is a golden age, where the first year of growth and development begins and is ongoing, which includes physical development (fine and gross motor coordination) and physiological development such as; moral and religious values, social emotional, language, cognitive and art. These aspects of development will be the basis and initial period of determination for the child's further development, therefore success in carrying out developmental stage tasks at a time can determine success in the next period of development. Early Childhood Education (PAUD) has an important role in helping to optimize the achievement of growth and development needed by children, including moral, intellectual, and skill development. One of the achievements of rapid growth and development in early childhood is their physical motor skills, because at this time children have high energy, where parents and educators can facilitate it with various activities. The growth and development of children begins in the womb, where the formation of brain nerve cells occurs as the formation of intelligence. The early stages of fetal development

are very important for the development of brain cells. Good nutrition and quality programs and stimulation are needed to support the intelligence process. Therefore, it is very important and requires serious attention at this age to get the basis for optimal education and development.

Early childhood is an individual who experiences a very rapid growth and development process in accordance with the child's natural characteristics, where children need opportunities and facilities to gain a lot of learning experience from what is heard, seen and felt, so that they grow and develop into individuals who have a lot of potential, so that they can create various forms and manifestations of the atmosphere for the development of aesthetic maturity in the context of play.

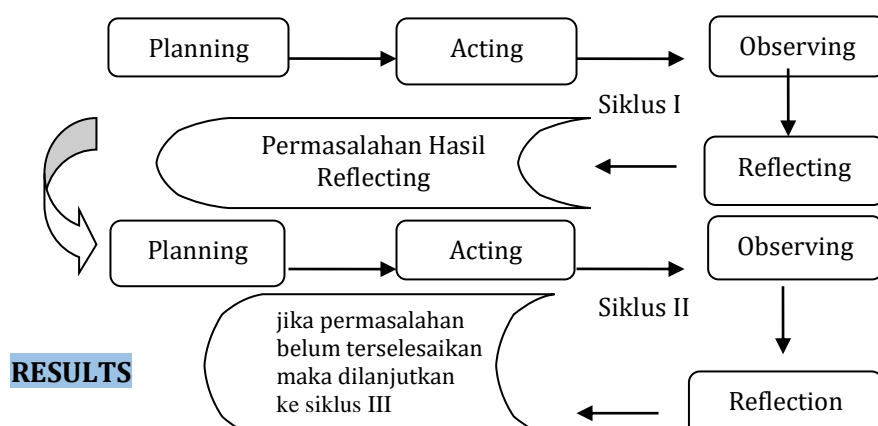
Fine motor skills are closely related to play activities, which are the world of early childhood, and can affect the growth and development of other children such as cognitive development and social emotional development. Through play activities, children can improve their skills in flexing their fingers and improving their ability to interact with objects. In addition, by playing, children also gain experience with knowledge so that children can express themselves. From this statement, it can be understood that the need for games and playing is absolute for children's development, because for children playing is an activity they do all day long. They consider that playing is life and life is a game. Therefore, in this case, parents and educators need to facilitate children's needs by providing various tools and games around them, so that children can use them to support their development. Through playing activities, children learn about themselves, others, and their environment, so that children have the freedom to imagine, explore, and be able to create something.

Early Childhood Education Institutions are places to develop children's creativity and skills with a competency-based curriculum that includes developmental aspects including the development of behavioral formation skills such as morals and religious values, social emotional, and independence. While the development of basic skills includes the development of language skills, cognitive, motor skills and art skills. However, there are several things that appear at the RA Nur Rahma institution, that based on the results of the researcher's observations, there is a lack of fluency in children when they are going to do free drawing activities with crayons. Most children in group B have difficulty in doing drawing activities directly, where the drawing activity is their own choice of play. In my opinion, this happens because there are several factors that can inhibit the process of developing children's intelligence, including: First, lack of stimulation in the development of children's knowledge and play experience, so that children have limitations in imagining and the development of children's fine motor skills has not yet emerged. Of the 16 children in group B, 3 children have good imagination and fine motor skills, where the three children can represent ideas/concepts in their minds and knowledge, so that children understand the concept of making a picture, children can use crayons according to their function, and can flex their fingers in drawing movements. In addition, parents are very important in providing stimulation during infancy to interact with their surroundings, are less consistent in providing exercises to move children's motor skills, do not get children used to doing their own activities in terms of independence, so that the orientation of the child's development stages in their kinesthetic abilities has not developed. The teacher's efforts in developing fine motor skills can be seen in the initial activities, the teacher begins to get used to providing stimulation of fine motor skills through Journal activities which contain the values of developing proper child care, instilling the child's natural love for Allah SWT and His Messenger, instilling noble morals, presenting stories through pictures, writing and playing, the ability to use writing tools to write and draw with some mastery, the ability of strength and control to complete fine motor development tasks, and developing children's potential optimally. In the final activity, the teacher provides stimulation in the development of children's fine motor skills through craft play activities, in addition to containing the values listed above, craft play activities contain values of developing brain-friendly learning, as well as the ability to

balance in controlling the implementation of gross muscle tasks. The craft play method is one of the learning methods for early childhood which is chosen to improve fine motor development. This can be seen from the concept of the craft play method that children are involved in "learning by doing". The method of playing craft art can develop children's fine motor skills, through the use of various art tools and materials, develop children's aesthetic value towards artwork, so that a sense of appreciation for their own and others' artwork grows, and can work systematically. The use of the method of playing craft art is an important instrument in teaching for child development, therefore researchers are motivated to conduct classroom action research with an effort to improve the fine motor skills of early childhood through the method of playing craft art in group B at RA Nur Rahma, Cileunyi District, Bandung Regency.

## METHODS

This research was conducted at RA Nur Rahma, Manglayang Regency Complex, Block B3 No.2-3, Cileunyi District, Bandung Regency. The research was conducted from April to June 2021. This research was conducted in two cycles and was conducted in two meetings in the classroom. The game was carried out in 2 stages, namely the pre-game stage and the core game. This study uses a research model developed by Kurt Lewin. Kurt Lewin explained that there are four things that must be done in the classroom action research process, namely: planning (Planning), implementation (Acting), observation (Observing), and reflection (Reflecting).



## RESULTS

This research was conducted at RA Nur Rahma located at jalan kompleks Manglayang Regency Block B3 No. 2-3, Cimekar Village, Cileunyi District, Bandung Regency. RA Nur Rahma was established in 2010 and started operating in 2010. RA Nur Rahma has a private status with NPSN number 698884888 with a building area of 144 m<sup>2</sup> with a building consisting of two floors.

**Table 1.** Data on Teaching and Educational Personnel

No	Nama Guru	Pangkat/Jabatan
1	Dian Diana Sari, S.Pd	Kepala Sekolah
2	Tineu Sumiarso, S.Pd.I	Guru
3	Herlina, S.Pd.I	Guru
4	Dewi Lestari	Guru

**Table 2.** Data for Group B Children, RA Nur Rahma, Bandung Regency

No	Nama Anak Didik	Jenis Kelamin
1	Abbiyu	Laki-laki
2	Aceline	Perempuan
3	Alfatih	Laki-laki

4	Alfiandra	Laki-laki
5	Aninda	Perempuan
6	Anjani	Perempuan
7	Arfa	Laki-laki
8	Ayu	Perempuan
9	Bayu	Laki-laki
10	Bhisma	Laki-laki
11	Dzakwan	Laki-laki
12	Ihsan	Laki-laki
13	Kevin	Laki-laki
14	Malique	Laki-laki
15	Milea	Perempuan
16	Siddqi	Perempuan

### Pre-Action

Initial data obtained by researchers by conducting initial observations of children's fine motor skills which were carried out once on January 20, 2021. This research was conducted in two meetings per cycle. Cycle I The First Meeting was held on Monday, April 19, 2021 and the Second Meeting on Wednesday, April 21, 2021. In Cycle II, the First Meeting was held on Monday, June 14, 2021 and the Second Meeting on Wednesday, June 16, 2021. Observations were made using a prepared observation sheet instrument, namely a checklist to determine children's initial abilities in developing their fine motor skills through activities such as crumpling newspaper without assistance, cutting paper into various shapes to play collage, using double-sided tape without assistance, using clamps and glue to make 3-dimensional objects, opening and closing their drinking bottles without guidance, feeling slippery-rough-sticky-smooth-rough in playing ublek/playdough, building projects with blocks, painting with various tools such as (brushes, toothbrushes, sponges, threads, and other painting tools), mixing primary-secondary and tertiary color paints, tying their shoelaces without assistance, and arranging patterns.

### Pre-Cycle Observation Results

**Table 3.** Pre-Cycle Results Data on Children's Fine Motor Skills Through Craft Play Activities

No	Nama Anak	Indikator										Skor	%	Ket
		1	2	3	4	5	6	7	8	9	10			
1	Abbiyu	2	2	1	1	2	1	2	1	1	1	14	35%	BB
2	Aceline	2	2	1	1	2	1	2	1	1	1	14	35%	BB
3	Alfatih	3	3	2	2	3	2	2	2	2	2	23	57%	MB
4	Alfiandra	2	2	1	1	2	1	2	1	2	2	16	40%	BB
5	Aninda	2	2	1	1	2	1	2	1	2	2	16	40%	BB
6	Anjani	1	1	1	2	2	1	1	1	1	2	13	32%	BB
7	Arfa	2	1	2	2	1	1	2	2	2	1	16	40%	BB
8	Ayu	1	2	1	2	2	2	1	2	1	2	16	40%	BB
9	Bayu	2	1	2	2	2	1	1	1	1	2	15	37%	BB
10	Bhisma	2	2	2	2	2	2	1	1	1	1	16	40%	BB
11	Dzakwan	2	3	2	1	2	2	1	1	1	1	16	40%	BB
12	Ihsan	1	2	1	1	2	2	1	1	1	1	13	32%	BB
13	Kevin	2	2	1	1	2	1	1	2	1	1	14	35%	BB
14	Malique	3	2	1	1	2	3	2	3	2	2	21	52%	MB
15	Milea	3	3	2	2	1	3	2	3	3	2	24	60%	MB
16	Siddqi	2	2	1	2	1	1	1	2	1	1	14	35%	BB
Jumlah		33	32	22	24	30	27	27	25	25	25	261	41%	MB

**Table 4.** Data from Cycle I Results, First Meeting, Children's Fine Motor Skills Through Craft and Art Play Activities

No	Nama Anak	Indikator										Skor	%	Ket
		1	2	3	4	5	6	7	8	9	10			
1	Abbiyu	3	2	2	1	2	2	3	2	2	2	21	52%	MB
2	Aceline	2	2	2	2	2	2	2	2	2	2	20	50%	MB
3	Alfatih	3	3	3	3	3	3	3	3	3	3	30	75%	BSH
4	Alfiandra	2	1	2	1	1	2	2	1	1	2	14	35%	BB
5	Aninda	2	2	2	1	1	2	3	2	1	1	17	42%	MB
6	Anjani	2	2	1	2	2	2	2	1	2	2	18	45%	MB
7	Arfa	3	2	1	2	2	1	2	2	2	2	19	47%	MB
8	Ayu	2	2	1	1	2	2	2	2	2	2	18	45%	MB
9	Bayu	2	2	2	2	2	2	2	2	1	2	19	47%	MB
10	Bhisma	2	1	1	2	2	1	1	2	1	2	15	37%	BB
11	Dzakwan	2	2	1	1	1	2	2	1	1	1	14	35%	BB
12	Ihsan	2	2	2	2	2	1	1	2	1	2	17	42%	MB
13	Kevin	2	2	2	1	2	2	1	1	2	2	17	42%	MB
14	Malique	3	3	3	3	3	3	3	3	3	3	30	75%	BSH
15	Milea	3	3	3	3	3	3	3	3	3	3	30	75%	BSH
16	Siddqi	2	2	2	2	2	2	2	2	2	2	20	50%	MB
Jumlah		37	33	30	29	32	32	34	31	29	33	319	50%	MB

**Table 5.** Data from Cycle I Results, Second Meeting, Children's Fine Motor Skills Through Craft and Art Play Activities

No	Nama Anak	Indikator										Skor	%	Ket
		1	2	3	4	5	6	7	8	9	10			
1	Abbiyu	2	2	3	2	1	2	3	2	2	2	21	52%	MB
2	Aceline	2	2	2	2	2	2	2	2	2	2	20	50%	MB
3	Alfatih	3	3	3	3	3	3	3	3	3	3	30	75%	BSH
4	Alfiandra	2	2	2	1	1	2	2	1	1	2	16	40%	BB
5	Aninda	2	2	2	1	1	2	2	3	2	2	19	47%	MB
6	Anjani	2	1	2	2	2	2	2	2	1	2	18	45%	MB
7	Arfa	2	3	2	1	2	2	1	2	2	2	19	47%	MB
8	Ayu	2	2	2	2	2	2	2	2	2	2	20	50%	MB
9	Bayu	2	2	2	2	2	2	2	2	2	2	20	50%	MB
10	Bhisma	2	2	1	2	2	2	1	1	2	2	17	42%	MB
11	Dzakwan	2	2	1	2	2	1	2	1	2	2	17	42%	MB
12	Ihsan	2	2	2	2	1	1	2	2	2	2	18	45%	MB
13	Kevin	2	2	2	2	1	1	1	2	2	2	17	42%	MB
14	Malique	3	3	3	3	3	3	3	3	3	3	30	75%	BSH
15	Milea	3	3	3	3	3	3	3	3	3	3	30	75%	BSH
16	Siddqi	2	2	2	2	2	2	2	2	2	2	20	50%	MB
Jumlah		35	35	34	32	30	32	33	33	33	35	332	52%	MB

**Table 6.** Data from Cycle II First Meeting of Children's Fine Motor Skills Through Craft Play Activities

No	Nama Anak	Indikator										Skor	%	Ket
		1	2	3	4	5	6	7	8	9	10			
1	Abbiyu	3	3	3	3	4	3	3	4	3	4	33	82%	BSB
2	Aceline	3	4	3	3	3	4	3	3	3	3	32	80%	BSH

3	Alfatih	3	3	3	3	3	4	4	3	3	4	33	82%	BSB
4	Alfiandra	3	4	3	3	3	3	3	3	3	3	31	77%	BSH
5	Aninda	3	3	4	3	4	4	4	3	3	3	34	85%	BSB
6	Anjani	3	3	3	3	3	3	3	3	3	3	30	75%	BSH
7	Arfa	3	4	4	4	4	3	3	3	4	4	36	90%	BSB
8	Ayu	3	3	3	3	3	3	3	3	3	3	30	75%	BSH
9	Bayu	4	3	4	3	3	4	3	3	3	4	34	85%	BSB
10	Bhisma	3	3	3	3	3	3	2	3	2	2	27	67%	BSH
11	Dzakwan	3	2	2	3	2	2	3	3	3	3	26	65%	BSH
12	Ihsan	3	3	2	3	4	4	3	3	2	4	31	77%	BSH
13	Kevin	3	3	3	2	3	3	3	3	2	4	29	72%	BSH
14	Malique	4	3	3	3	3	3	3	4	4	4	34	85%	BSB
15	Milea	4	4	4	4	4	4	3	3	3	3	36	90%	BSB
16	Siddqi	3	3	3	3	3	3	3	3	3	3	30	75%	BSH
Jumlah		51	51	50	49	52	53	49	50	47	54	506	79%	BSH

**Table 7.** Data from Cycle II Results Second Meeting of Children's Fine Motor Skills Through Craft and Art Play Activities

No	Nama Anak	Indikator										Skor	%	Ket
		1	2	3	4	5	6	7	8	9	10			
1	Abbiyu	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
2	Aceline	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
3	Alfatih	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
4	Alfiandra	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
5	Aninda	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
6	Anjani	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
7	Arfa	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
8	Ayu	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
9	Bayu	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
10	Bhisma	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
11	Dzakwan	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
12	Ihsan	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
13	Kevin	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
14	Malique	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
15	Milea	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
16	Siddqi	4	4	4	4	4	4	4	4	4	4	40	100%	BSB
Jumlah		64	64	64	64	64	64	64	64	64	64	640	100%	BSB

## DISCUSSION

Based on the results of the study conducted in group B, the results of the increase in fine motor skills through craft play activities in the pre-action were in the Not Yet Developing (BB) category for 13 children with a percentage of 81%, and 3 children in the Starting to Develop (MB) category with a percentage of 19%. Cycle I, the first meeting of increasing children's fine motor skills through craft play activities at RA Nur Rahma showed the Not Yet Developing (BB) category for 3 children with a percentage of 19%, 10 children in the Starting to Develop (MB) category with a percentage of 62% and children who showed the Developing According to Expectations (BSH) category for 3 children with a percentage of 19%.

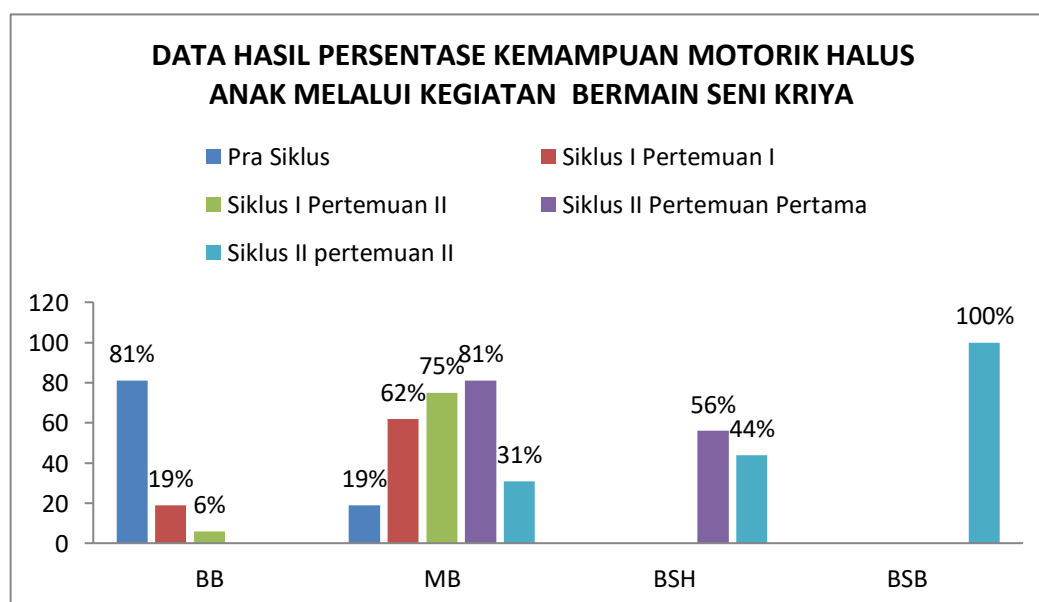
Cycle I, the second meeting of increasing children's fine motor skills through craft play activities at RA Nur Rahma was in the Not Yet Developing (BB) category for 1 child with a percentage of 6%, 12 children in the Starting to Develop (MB) category with a percentage of 75% and children who showed the Developing According to Expectations (BSH) category for 3 children with a percentage of 19%. Cycle II, the first meeting of

improving children's fine motor skills through craft play activities at RA Nur Rahma which showed the category of Developing According to Expectations (BSH) as many as 9 children with a percentage of 56% and children who showed the category of Developing Very Well (BSB) as many as 7 children with a percentage of 44%. Cycle II, the second meeting of improving children's fine motor skills through craft play activities at RA Nur Rahma continued to increase and all children showed the category of Developing Very Well (BSB) as many as 16 children with a percentage of 100%. The implementation of learning through craft play activities to improve children's fine motor skills was completed in Cycle II. Improved learning to improve children's fine motor skills through craft play activities can be seen in the following graph:

**Table 8.** Comparative Data on Percentage of Student Development

Siklus	Pertemuan ke	BB	MB	BSH	BSB	Jumlah Anak
Pra Siklus		13 (81%)	3 (19%)	-	-	16 100%
Siklus I	Pertama	3 (19%)	10 (62%)	3 (19%)	-	16 100%
	Kedua	1 (6%)	12 (75%)	3 (19%)	-	16 100%
Siklus II	Pertama	-	-	9 (56%)	7 (44%)	16 100%
	Kedua	-	-	-	16 (100%)	16 100%

Based on the graph of data on the results of the percentage of children's fine motor skills through arts and crafts play activities, namely



Based on the analysis of Pre-Cycle, Cycle I and Cycle II, the researcher can conclude that playing arts and crafts activities can improve children's fine motor skills. With activities through the method of playing arts and crafts, children can integrate feelings, thoughts and actions in playing arts, and have other sensory experiences to have the ability to enjoy fun things, until finally becoming a meaningful person.

## CONCLUSION

Based on the results of the research that has been conducted, the following conclusions can be drawn in this study: The results of improving children's fine motor skills through craft play activities in the pre-action showed that the development achievement was Not Yet Developing (BB) for 13 children with a percentage of 81%, and 3 children who achieved the development of Starting to Develop (MB) with a percentage of 19%, with a percentage of Pre-Cycle of 41% (MB). Cycle I, the first meeting of improving children's fine motor skills through craft play activities at RA Nur Rahma was at the development achievement of Not Yet Developing (BB) for 3 children with a percentage of 19%, 10 children were at the achievement of Starting to Develop (MB) with a percentage of 62% and children who showed their achievement Developing According to Expectations (BSH) for 3 children with a percentage of 19%, with a percentage of Cycle I, First Meeting of 50% (MB). Cycle I, the second meeting of improving children's fine motor skills through playing arts and crafts activities at RA Nur Rahma showed a level of achievement of Not Yet Developing (BB) of 1 child with a percentage of 6%, 12 children who were at the achievement of Starting to Develop (MB) with a percentage of 75% and children who were Developing According to Expectations (BSH) of 3 children with a percentage of 19%, with a percentage of Cycle I, Second Meeting of 52% (MB). Cycle II, the first meeting of improving children's fine motor skills through playing arts and crafts activities at RA Nur Rahma was at the achievement of Developing According to Expectations (BSH) of 9 children with a percentage of 56% and children who showed Very Good Development (BSB) of 7 children with a percentage of 44%, with a percentage of Cycle II, First Meeting of 79% (BSH). Cycle II, the second meeting of the improvement of children's fine motor skills through craft play activities at RA Nur Rahma has increased, where all children showed a Very Good Development (BSB) category of 16 children with a percentage of 100%, with a percentage of Cycle II Second Meeting of 100% (BSB).

From the data results above, the results of Cycle II, the second meeting of children's fine motor skills have increased and showed a Very Good Development (BSB) category, with a percentage score of 100% where children can achieve very good development of their fine motor skills in this study.

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