



Efforts to Improve Children's Fine Motor Development Through Playing Pulp at the Age of 5-6 Years at Raudhatul Athfal Al-Fattah, Jangga Baru Village, Batin XXIV District

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ABSTRACT This research aimed at knowing the fine motor development of children through playing paper pulp of the age of 5-6 years. Especially class B2 at the Raudhatul Al-Fattah Jangga Baru village inner districts Batin XXIV. The activity of playing paper pulp is one of the activities that can improve the fine motor development of children. That question that wants to be answered in this research is how to improve the fine motor development of children aged 5-6 years through playing paper pulp. The research is a classroom action research using a by project approach by taking the research object from the problem is found in the classroom, make use of used goods from the remaining paper learning scissors which is processed into paper pulp to produce a work. Through playing pulp it is hoped that it can improve the fine motor development of children so that the goals of learning can be achieved. To obtain data on the topic of the problem the writer used classroom action research, which is a type of research that aims to solve learning problems that arise in the classroom, and apply the theory of learning strategy that is most appropriate to the classroom conditions. As for the data analysis technique used in this study, it was analyzed descriptively using daily assessment techniques through observation sheets. The results showed that playing paper pulp is very influential for the fine motor development of children, from playing paper pulp of children to improve their fine motor skills, in these activities children can obey the rules given by the teacher by interacting directly with their peers, building friendships and communication between children while doing activities Keywords: Development, Play and Pulp, Smooth Author			

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INTRODUCTION

This study aims to determine the fine motor development of children through pulp playing activities at the age of 5-6 years, especially in class B2 at Raudhatul Athfal Al-Fattah (Qureshi et al., 2022), Jangga Baru Village, Batin XXIV District. Pulp playing activity is one of the activities that can improve children's fine motor development . The question to be answered in this study is (Gabriela et al., 2022): How to improve the fine

motor development of children aged 5-6 years through playing papier-mâché activities (Kartel et al., 2022). This research is a classroom action research using a by project approach, by taking the object of research from problems found in class during learning by utilizing used materials from paper cutting lessons which are processed into pulp to produce a masterpiece, Through papier-mâché playing activities it is hoped that it can improve the development of fine motor skills of children so that the learning objectives can be achieved. To obtain data on the topic of the problem the authors use classroom action research (CAR/Classroom Action Research) (Keshav et al., 2022), which is a type of research that aims to solve learning problems that arise in the classroom, and apply theories or strategies

learning that best fits the classroom conditions. The data analysis technique used in this study was analyzed descriptively using daily assessment techniques through observation sheets (Dewi S et al., 2022). The results of the study show that playing papier-mâché is very influential on the development of children's fine motor skills (Hikmah et al., 2022), from playing papier-mâché activities children can improve their fine motor skills, in these activities children can obey the rules given by the teacher by interacting directly with their peers (Demina et al., 2022), establishing friendships and communicating between children when carrying out activities, so that good cooperation is established in one study group between children in completing paper pulp playing activities and children are able to appreciate the work of others.

Early childhood education is an educational unit that is intended for children aged 0-6 years. This is a strategic effort to prepare a quality generation of the nation in order to enter the era of globalization which is full of various challenges (Dianovi et al., 2022). In this case, future success can only be created by preparing the current generation, one of the efforts towards this is an integrated and future-oriented PAUD.

The process of human development as a whole has started since the fetus was in its mother's womb and entered the golden age (The Golden Age) until the age of 6 years (Najeed et al., 2022). Age 0-6 years is a sensitive period for children so that experts call it The Golden Age, because the development of their intelligence has increased very significantly. Considering that this period is the golden age, it is necessary to write in golden ink, with writings that will produce gold in the future. Children in the sensitive period have enormous potential to optimize all aspects of their development, including their physical and motor development.

Early childhood education is directed at facilitating healthy and optimal child development in accordance with the values, norms and expectations of society. This education is carried out through the provision of rich and maximum experience and stimulation. Therefore, a conducive environment is needed for the growth and development of children. Children's fine motor activities are components that support the development of other aspects such as cognitive, social and emotional development of children (Tri Wulandari & Adam Mudinillah, 2022). Correct and gradual development of motor skills will develop children's cognitive abilities so that optimal cognitive abilities can be formed. Early childhood will be interested in learning, if the learning theme is interesting and exploratory.

RESEARCH METHODOLOGY

The type of research used in this research is classroom action research (PTK/Classroom Action Research) (Anoum et al., 2022), which is a type of research whose objective assessment plays a very important and strategic role in improving the quality of learning in solving problems encountered in classroom learning and observing implementation to measure the level of success.

RESULT AND DISCUSSION

The aspects/indicators developed in this study were squeezing, shaping, printing, tearing skills, skills in using printing tools, and skills in using scissors (Ilham et al., 2022). This is done to train and stimulate children's small muscles and coordination between hands and eyes which play a role in improving children's fine motor skills.

AI still have a lot of questions for every activity that will be done. This is because children are still not familiar with the pulp media that will be used in learning. Children are reluctant to do activities because they still find it difficult, especially in squeezing, shaping and printing activities (Safitri et al., 2022). Children do activities as they please, not according to the teacher's expectations, and there are children who are afraid of getting dirty. In the activity of shaping children are only able to make circles not in the form of triangles, circles and rectangles as exemplified by the teacher. However, entering the end of the first cycle (Hartini et al., 2022), the child has started to control the movement of the small muscles of the hand so that they are able to squeeze gently, form two of the three expected shapes, although they are not neat, and all activities that involve the child's fine motor skills.

What often happens in the first cycle is that children are not able to make shapes according to the example (Najeed et al., 2022b). There are children who have difficulty forming triangles, there are also children who have difficulty forming quadrilaterals. This has disappeared over time because children are getting used to various kinds of activities with pulp media which involve small muscles and skills in using tools, as well as interactions with friends who give each other input and guidance from teachers and researchers.

pulp in the learning process but still according to the teacher's instructions. Children begin to be more skilled in creating paper pulp (Rohmalimna et al., 2022). The results that are created start neatly and have the shape according to the example given. Teachers no longer provide a lot of guidance and direction, but occasionally still provide motivation so that children are always optimal in carrying out activities, this is in accordance with the opinion of Jean Jacques Rousseau, that playing is the nature of children and they have the ability to choose what they want to learn, children play for wanting freedom and finding something that

After carrying out the activities of playing paper pulp for group B2 RA Al Fattah Jangga Baru, Batin XXIV District, they showed an increase in their fine motor skills, namely in squeezing skills (Nadya et al., 2022), the children began to learn how to knead the dough with rough results, unevenly, to be able to knead the dough gently evenly. Forming skills

children begin to learn to form triangles, circles and squares by only being able to make two shapes to be able to make the expected three shapes (Mandalaywala et al., 2020). Children's printing skills, which were initially only able to print untidy and broken shapes, became able to produce neat and beautiful shapes according to the tracing tool (Murray-Davis et al., 2019). Initially, children's tearing skills are only able to rip following the pattern line, but not yet neatly, they become able to rip according to the pattern and the results are neat. This is in accordance with the stages of the types of early childhood play written by Jean Piaget, namely about the types of sensorimotor play (Ferlay et al., 2021). Sensorimotor play is early childhood play, in which children learn through their senses and physical relationships with their environment (Hearn et al., 2020). This is exactly what is seen in children when playing papier-mâché, children feel the initial texture of squeezing, twisting, shaping and printing with their senses.

Meanwhile, the skills in using children's printing presses were still a lot at first guidance and direction from the teacher to start being able to work independently without much guidance from the teacher (Murray-Davis et al., 2019). Skills in using scissors for children who initially still need guidance from the teacher because they are still cutting patterns become able to cut neatly without guidance from the teacher and can cut zig zags with good results and as expected. Based on the description of the things that children achieve, it shows that playing papier-mâché can improve children's fine motor skills.

The increase that occurred at each meeting in the two cycles was due to the enthusiasm of the children when carrying out all the activities requested by the teacher and the persistence of children who wanted to study seriously when they had difficulty doing activities (Costa et al., 2019). Children look happy to enjoy every activity given by the teacher, so that at first the child has not been able to produce good work in the next few meetings the child has been able to make work according to the teacher's expectations.

Pulp playing activities which include squeezing, shaping, printing, tearing, skillful use of printing tools, and using scissors can be stimulation so that children are able to move their fingers better not to be stiff, children also learn to control their emotions in carrying out fine motor activities (Monk et al., 2019), as well as children can develop fine motor skills associated with the movement of both hands.

The goal of developing fine motor skills so that children are able to move their fingers better not to be stiff with repetitive squeezing activities (Cicchetti & Handley, 2019), children also learn to control their emotions in carrying out fine motor activities by providing tearing, printing, and shaping activities, so that children can develop fine motor skills related to the movement of the two hands the teacher provides activities scissor In line with the function of play according to Freud and Erikson that play can be used as a tool to release tension and allows children to overcome excess energy to release pent up emotions.

Pain carrying out the activities of playing papier-mâché, the first thing to do is to introduce papier-mâché and how to make it (Small et al., 2019). The teacher explains coherently using the tools and materials needed and those that have been prepared beforehand (Panovska-Griffiths et al., 2020). Then the teacher invites the children to

practice directly playing papier-mâché with the teacher and researchers. The activities carried out are squeezing, shaping, printing

tearing, cutting is done repeatedly so that the longer the child becomes proficient in doing activities that stimulate fine motor skills (Ogden & Roy-Stanley, 2020). Activities carried out through playing papier-mâché can encourage children to think creatively, increase competence in children, and help children control their motor movements. Children are not allowed to make activities outside of the activities provided by teachers and researchers, so that children can get used to being able to control themselves in participating in the learning process.

The above description of children's achievements in participating in papier-mâché play activities is in accordance with the play theory put forward by Vygotsky (Rohmalimna et al., 2022), namely play is a child's way of thinking and a child's way of solving problems. After carrying out the paper pulp playing activity, the fine motor skills of the children in group B2 RA Al Fattah, Jangga Baru Village, Batin XXIV District experienced an increase (Palermo, 2020). Children who previously were lazy and didn't want to do things and quickly got bored became enthusiastic about learning when using papier-mâché. Children have the courage to try to do and complete their tasks independently (McAuliffe et al., 2020), not depending on the help of others (Bornstein et al., 2020). Children become active learners when the learning process takes place. Children are able to complete activities well because children want to pay attention and then imitate according to the teacher's directions.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that playing with papier-mâché can improve the fine motor development of children aged 5-6 years, group B2 RA AL Fattah, Jangga Baru Village, Batin XXIV District. This increase has been achieved in every activity that has been carried out in two cycles consisting of three meetings.

Pan increase in fine motor development is obtained by: first the teacher gives an explanation about papier-mache, the second teacher introduces the tools and materials to be used in the learning process, the third teacher gives examples of each activity that uses papier-mâché which is divided into several groups, the fourth children Do the activities according to the teacher's explanation.

but it must be grown and developed by parents and early childhood teachers by developing fine motoric aspects of early childhood. In developing fine motor skills in early childhood, various activities are needed. The importance of instilling attitudes or character education from an early age is one of the things that must be considered by teachers in developing children's social aspects. The results of the study show that through playing papier-mâché children can develop their fine motor skills, in these activities children can obey the rules given by the teacher by interacting directly with their peers, they will establish friendship and good communication between children when carrying out activities

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