Efforts to Develop Children Fine Motor Skills Through Sticking Picture Properly by Using Combination of Explicit Instruction Model and Assignment Media Utilizing Natural Materials

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The objective of the research is to develop children fine motor skills through sticking picture properly by using combination of explicit instruction model and assignment media utilizing natural materials. This research is classroom action research conducted in two cycles of three meetings at Kenanga Kindergarten of Gambut District, Banjar Regency, academic year of 2016/2017 with involving 20 children, consisted of 13 males and 7 females. Data collected through observation sheet activities of teachers, children, and the achievement of children fine motor development during the learning. The research results showed that the learning activities performed by teachers was suitable to the planning and students' activities in very active and the achievement of student is 95% classically. It is recommended to other Kindergarten teachers in the effort to develop fine motor skills through sticking picture properly to use the combination of explicit instruction model and assignment method utilizing natural materials media.

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1. Introduction

Early childhood education is a fostering the children from birth to six years old. It is performed by providing educating stimulation to encourage growth and development of the physical and spiritual, so that children are ready for further education.

At this age, children are at their golden periods. In this period, children start to be sensitive in receiving various stimuli. The sensitive periods of each child is different along with the growth and development of the child individually. Sensitive periods are maturity of the physical function and the psychological function which are ready to respond the environment stimulation. This period is also the first period to develop children ability (Wahyudin & Agustin, 2012).

The aspects of early childhood development developed through early childhood education includes physical motor, intellectual, moral, emotional, social, language, and creativity. One of the important aspects to be developed is motor skills development. Motor skills development is the development of physical movement control through activities of nerves center and coordinated muscles. Motor skills development includes gross and fine motor skills development. Gross motor is the movement using large muscles such as walking, running, jumping, and so forth. While fine motor is movement using small muscles such as writing, folding, hanging, drawing (Suyanto, 2005).

Fine motor skills development involves small muscles controlling hands and feet. For children, it should be paying attention more to control, coordination, and dexterity in using hands and fingers. Although this development is simultaneously with the development of gross motor, the muscles near the body are mature before the muscles in the legs and hands, which control the wrist and the hand (Beaty, 2013).

To develop children's motor skills, it should be performed repeatedly so that the children ability is getting better and developing. However, if it is rarely repeated, then it will affect the motor skills of the children. Delay motor skills development means that it is continually behind in skills of the age of children to pass the milestones. Consequently, at certain age the child cannot master the developmental task expected by the social group.

Based on the interviews and observations results conducted at Kenanga Gambut Kindergarten involving 20 children and consisting of 13 male and 7 female students, the researcher found problems in the aspect of fine motor of children that has not develop optimally. It is seen from the child difficulties in sticking pictures activity, especially using natural materials media. In the academic year of 2016/2017, there was only 2 children who achieved 4 stars (★★★★), 3 children achieved 3 stars (★★★), 11 children achieved 2 stars (★★), and the remaining 4 children achieved 1 star (★).

The low achievement of fine motor skills development on children was due to lack of stimulation provided, so that children are less flexible in moving their fingers when sticking something. The learning activity is often carried out only by using paper as the medium without combining it with other media. It makes children tend to get bored and less skilled in sticking picture precisely and correctly. From the learning activities, children are less active, and the media used is unattractive. In addition, the teacher does not provide example such as how to stick the pictures properly by using various media.

If the problem is ignored, it will affect the children fine motor development in sticking picture properly on various media, especially natural materials media. To overcome these problems, the solution is by combining the Explicit Instruction model and assignment method utilizing natural materials media.

2. Methodology

A good methodology should bring the researcher to achieve of the objective (Dalle, 2010; Dalle et al., 2017). This research used qualitative approach. In-depth and detailed observation was conducted to obtain the data. So that, it could collect the data completely and generate information indicating the quality. Qualitative research is conducted by describing the quantitative data which is in form of numbers, so
it can be used to predict the wider population condition and the future (Aqib, 2006).

The qualitative data obtained were analyzed descriptively and then presented in form of numbers. While, qualitative data is presented in form of overview of children expression about the understanding level of activities (Arikunto, 2012).

The researcher is fully involved in qualitative approach as the main research instrument. Although there are instruments used such as camera, voice recorder, and image recorder, still the researcher is the main instrument. Because only the researcher who can empathize, build human interactions, capture, and understand the children perspectives (Son, 2013).

In brief, classroom action research is a research reflected by the actors, to improve their rational stability and action in performing the task, deepen the understanding of the actions performed, as well as improve the practices of learning implemented. This classroom Action research stages include the stages of: a) planning, b) implementation, c) observation, d) reflection.

The factors studied in this research was the teachers factor of how to manage the learning process reflected on Daily Activities Plan, the children factor in form of children activities during the learning in the development of fine motor skills in sticking pictures properly and the factor of children development achievement.

There were three criteria used as the success indicators in this research. This research was said as successful if, a) Teacher activities that have been implemented achieved score of ≥ 32 with very active criteria, b) Children activities achieved ≥ 82% with active and very active category, and c) The achievements results of physical aspects development of children fine motor individually at least achieved three stars (★★★), and classically 82% children earned at least three stars (★★★) or develop as expected of all the children.

3. Results and Discussion

Based on the data analysis, this classroom action research was performed in 2 cycles with 20 learners, entitled “Effort to Develop Fine Motor Skills in Sticking Picture Properly Using Combination of Explicit Instruction Model and Assignment Method Utilizing Natural Materials Media on Children Group B at Kenanga Kindergarten Gambut Banjar District”. The research on teacher activities, the children activities and the results of fine motor development of children are explained as follows:

Based on the observation results of teacher activities in the learning process, The score achievement or activeness criteria of teacher activities have increased at each meeting. It can be seen from the teacher observation sheet. The activities performed by the teachers in cycle I of meeting 1 achieved score of 18 with fair criteria and at meeting 2 increased to 25 with good criteria. In the Cycle II of meeting 1 it increased to 31. Therefore, the teacher activities can be successfully in achieving the criteria according to the established indicators.

The increased teacher activities are due to the improvement of weakness during the learning at the previous cycle. The teacher patiently guides and motivates the children and manages the class better and directed, teaches with full affections, prepares planning and can coordinate all of the children to follow the steps that have been planned by the teacher.

Teacher’s responsibilities do not simply convey the information to the children but also as the facilitator to make learning easier for all the children. So, they can learn in fun, joyful, full of spirit, not anxious, and feel free to express their opinions. For this reason, it requires a conducive learning environment to challenge the children curiosity, so the learning process will be run effectively.

Teaching is creating an environmental system that facilitates the learning process. The environmental system consists of components that affect each other, such as instructional purpose to be achieved, the material being taught, the teacher and the children should be involved social relations, type of activities performed, as well as the availability of teaching-learning facilities and infrastructure (Hasibuan & Moedjiono, 2012).

Susanto (2011) stated that for mentors or the teachers of early childhood education unit, they need to have these characteristics such as patient,
affectionate, attentive, friendly, tolerance, empathy, caring, accept the children as they are, fair, understand the feelings, forgiving, respect to the children, providing freedom to the children, creating a close relationship with the children.

According to Sanjaya (2012), teacher or teaching planner should prepare the materials to be delivered, how to convey it and what medium should be used before conducting the teaching process. Explicit instruction may be in the form of lectures, demonstration, training or practice, and group work. This strategy can also be used to convey the lesson that is directly transferred by the teacher to the student (Huda, 2015).

In conveying the knowledge, the teacher should be knowledgeable and master the learning material. Teacher’s knowledge enables them to act appropriately in providing knowledge in accordance with the children development. According to Muhadjir in Suyadi (2010), teachers should understand comprehensively the content of subject matter to be able to find the information. In addition, teachers should think logically as appropriate as possible. Without these aspects, teachers will face difficulties in selecting the subject and organize each material into the structure of logical sequence and easy to be understood.

The research results are confirmed by the research conducted by Marlina (2016) entitled Effort to Develop Fine Motor Skills (Sticking Pictures Properly) Through Explicit Instruction Model and Mosaics in the B Class at Permata Bunda Kindergarten, Karang Intan Village of Martapura. Based on the children activities results in the cycle I of meeting I, it obtained score of 58% with quite active criteria and cycle II of meeting I obtained score of 82% with excellent criteria. The teacher activities result in cycle I of meeting I obtained score of 24 with good criteria and in cycle II of the meeting I obtained total score of 28 with the excellent criteria.

Other factors to support the development of children’s learning outcomes is the teacher’s ability to convey the learning material which is motivating and can coordinate the children in the classroom. Accordingly, the children can improve their abilities. Najati in Suyadi (2010) states that motivation is stimulus that evokes action in living organism, shapes behavior, as well as leads and directs it towards certain goals. Therefore, motivation can be defined as everything becoming the stimulus of behavior that is demanding or encouraging a person to fulfil the needs.

Children activities in the development of fine motor skills in sticking pictures properly through combination of explicit instruction model and assignment utilizing natural materials media show an increasing trend, from cycle I and cycle II at the last meeting, all the aspects observed have increased, from Less Active to be Very Active.

Suriansyah and Aslamiah (2011) stated that in optimizing the development process of Kindergarten students toward the right and conducive direction, the kindergarten teachers should apply appropriate learning strategies for the Kindergarten students’ development. For this reason, the teachers should not more than two methods/strategies in Kindergarten, indeed they need to create variations for the learning activities strategy. Learning strategy using combination of models and learning methods of explicit instruction, assignments, and natural materials media can attract the children’s attention, arousing motivation and passion of the children as well as stimulating them for the learning activities.

In fact, early age children are unique, they express their behavior in relatively spontaneous, active and energetic, egocentric, having strong curiosity, enthusiastic about a lot of things, exploratory and adventurous, rich of fantasy, easily frustrated, and having limited attention (Idris, 2014).

The increased activity is in accordance with Slavi statement that educators should be able to manage and provide motivation to optimize and
evoke the children's potential and foster the activity and creativity to ensure the dynamics in the learning potential (Rusman, 2011).

Masitoh (2014) stated that one of the children characteristics is having great curiosity, early childhood pays much attention, talking, and questioning about many things they seen and heard, especially the new things.

The success of children cannot be separated from the role of the teachers in the learning process. The role of early childhood teacher is more to be a mentor or facilitator, not as a person who transfers the knowledge because knowledge cannot be transferred if the children are passive. (Sujiono & Nurani, 2012).

The research results are conformed to the research of Erna (2016) Developing Children Fine Motor Skills in Replicating Form through Explicit Instruction of Learning Model on Children Group Bat Sya'ah Kindergarten of Banjarmasin. Based on the results of the children activities at each meeting, it increased at the end of cycle II which obtained very active category. This research results are also in accordance to the research results of Fitriani (2016) Effort to Develop Fine Motor skills in Sticking Pictures through Assignment Method Using Quilling Medium on Children Group B at Pembina Public Kindergarten of East Banjarmasin. Based on the results of the children activities in cycle I of meeting 1, it obtained score of 39.37% with quite active criteria and cycle II meeting 1 obtained score of 50.41% with active criteria.

The teaching and learning implementation should be supported by the attention provided by the teacher such as encouragement and motivation. Motivation is important for children because of the nature of learning motivation according to Suprijono (2012), is the internal and external encouragement for the learners to perform behavioral change”. Teachers also must master the learning materials that will be delivered to the children. This is in accordance with Rusman statement (2012) that teachers must master comprehensively the materials and the use of learning model.

Development of children fine motor skills at each meeting in the learning indicates that the achievement results of children development from cycle I to Cycle II has increased. The cycle II of meeting I has already achieved the success indicators by achieving criteria of developing very well with percentage of 95%. It can be said that classroom action research is successful.

The evaluation of cycle I meeting I on the results achievements of children development, the category of has not developed yet that was originally 50% increased to 25%, while the developing category at meeting I which was originally only reaching 50% begins to increase at meeting 2 with percentage of 75%. In the cycle II meeting 1, it has increased to 95%. It indicates that the children development results have increased from Cycle I to Cycle II. The cycle II meeting I has already achieved the success indicators of children development in the range of 82%-100% in the criteria of excellent development with percentage of 95%. It can be considered that classroom action research is success.

Increased achievement of children fine motor skills development cannot be separated from the selected proper method in the learning process that is by using assignment method. It is in accordance with Latif (2013) who stated “the assignment method is a task or job assigned to the children to provide opportunity to the children to perform the task based on the instructions (rules) that have been explained by the teacher in advance, so the child can understand and perform their works from the beginning to the end”. Therefore, it can be concluded that the assignment method is used by teachers or educators to provide opportunities for children to perform the task or work given as the responsibility to be performed well.

Giving assignment to the children means providing stimulation to make them be active in performing the activities. It is in line with Santos (2009) that providing educational stimulation can encourage growth and development of children's physical and spiritual. So, children will be ready to face further education. Kindergarten teachers as the facilitator or actor should be active, creative in designing flexible and adapting the learning to children’s conditions and how the children can learn.

This result of the research are also supported by the research results of Dahliani (2015) Developing the Children Gross Motor Skills through Moving Arm for Flexibility, Strength,
Coordination of Muscle to Throw and Catch Ball Using Explicit Instruction Model at Raudhatul Ulum I Kindergarten of Banjarmasin. Based on the achievement results, the children development in cycle I obtained score of 80 with developing criteria and in cycle II obtained score of 90% with developing as expectation criteria.

4. Conclusion and Recommendations

Classroom action research by using Explicit Instruction model and assignment method through applying natural materials media can develop children fine motor skills in the sticking pictures properly.

The teacher activities in developing fine motor skills in sticking picture properly through combination of Explicit Instruction model and assignment method using natural materials media is conducted in accordance with the steps of Explicit Instruction model and assignment method and resulted in very good criteria. Children activities show increase trends from Quite Active to be Very Active criteria. Moreover, the achievement of its development is developing as the expectations.

The recommendations are as follows (1) the teachers are expected to use Explicit Instruction model and assignment method utilizing natural materials media in order to develop physical-motor skills aspects, especially for children fine motor skills in terms of sticking pictures properly; (2) In addition, the Kindergarten Principal should continuously conduct training for the teachers. So, it can improve the learning quality and develop the physical aspects of children fine motor skills in terms of sticking pictures properly.

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