

## **IMPROVING FINE MOTORIC SKILLS THROUGH COLLAGE ACTIVITIES IN B3 GROUPS AT CITEKO PROSPEROUS KINDERGARTEN**

Aam Ambariah<sup>1</sup>, Annisa Purwani<sup>2</sup>  
{aamambariah73@gmail.com<sup>1</sup>, fasa.ap@gmail.com<sup>2</sup>}

STAI Dr. Kh. Ez. Muttaqien Purwakarta<sup>1</sup>, STAI Dr. Kh. Ez. Muttaqien Purwakarta<sup>2</sup>

**Abstract.** This study aims to improve children's fine motor skills through collage activities with used materials in group B3 children at TK Sejahtera Citeko Plered Academic Year 2022-2023. This type of research is classroom action research (CAR). The subjects of this research action were group B3, which consisted of 16 children. This research is collaborative between researchers, class teachers, and school principals. Data collection uses observation, documentation of children's work and field notes. This classroom action research was conducted in 2 cycles, each cycle consisting of 2 meetings. The procedure in this research consists of four stages, namely planning, implementing, observing, and reflecting. Data were analyzed using comparative/comparative techniques, namely comparing the results achieved by children with performance indicators. The research results show that there is an increase in children's fine motor skills through collage activities in each cycle. The children's fine motor skills increased from pre-cycle 51.25% to 64.58% in cycle I. In cycle II, their abilities increased to 83.54%. The conclusion of this study is that through collage activities can improve children's fine motor skills.

**Keywords:** fine motor, collage, early childhood

### **INTRODUCTION**

Fine motor movements have an important role in the development of art. Fine motor skills are movements that only involve certain body parts that are carried out by small muscles. Therefore, fine motor movements do not require too much effort, but require careful coordination and accuracy. Ministry of National Education fine motor skills begin to develop, after starting with very simple activities such as holding a pencil, holding a spoon and stirring. Fine motor skills take longer to achieve than gross motor skills because fine motor skills require more difficult abilities such as concentration, control, caution and coordination of body muscles with one another. As the child gets older, the child's intelligence of fine motor skills is growing and progressing rapidly.

Fine motor development also has several functions, including according to Hurlock (Sumanto, 2005) in an art learning guidebook which notes several reasons regarding the function of motor development for individual development constellations, namely: Through motor skills, children can entertain themselves and gain feelings happy. As children feel happy by having the skills to play dolls, throw a ball or play other toys. Through motor skills, children can move from being helpless in the first month of life, to being free and independent. Children can move from one place to another, and can do it for themselves.

Conditions like this will support the development of self-confidence in children. Through motor skills children can adapt themselves to the school environment. At pre-school age or early childhood, children can be trained in drawing, painting, marching, and preparing to write.

Based on observations on the learning of group B3 Kindergarten Prosperous Citeko their fine motor skills were still low. When given activities related to fine motor skills, children often ask the teacher for help to complete them. If the child works alone, the child's work is not good. This can be seen from the children's work when doing these activities. So far, teachers often develop children's fine motor skills in terms of coloring, drawing, folding and writing. Other fine motor activities such as collages are rarely given to children. Even so, if the teacher provides collage activities, the teacher's methods and strategies do not vary in the learning process and the media used is less attractive so that children easily get bored. Therefore the researcher will make an agreement with the class teacher to improve children's fine motor skills through collage activities. Collage is a composing activity (Gunarti et al., 2008).

First, it can train fine motor skills. When playing collage, the child has to remove the stickers one by one. Some children may find it a bit difficult to do this because it takes subtle movements of the fingers to remove the sticker and stick it on the image area. Well, practice through this game directly stimulates his fine motor skills. His fingers will be ready to be invited to learn to write.

Collage is a branch of fine art which includes the activity of pasting pieces of paper or other materials attached to a background (paper, cardboard, etc.) to form a particular design or design. "Collage" comes from the French word "coller" which means "to glue together", and is a fun way to experiment with different materials for a stunning end result.

Playing with collages is a fun activity for children because it's easy and not boring. This activity can be done as a distraction besides drawing and coloring activities. Collage is very good for developing children's imagination and motor skills, especially at toddler or preschool age (2-4 years). Besides that, collage stimulates children's motor skills a lot, including activities of cutting and pasting pieces of paper or other materials that are around us, you can also use used/waste/objects that are no longer used.

Some of the benefits of collage for children include; 1. Fine motor training; 2. Increase creativity; 3. Practicing concentration; 4. Recognize colors; 5. Recognize shapes; 6. Practice solving problems; 7. Sharpen spatial intelligence; 8. Practicing perseverance; 9. Increase self-confidence and 10. help improve children's language skills and train aesthetic sensitivity and build a sense of concern for the environment by using materials that come from objects that are no longer used, such as used paper, used wrappers, dry leaves and others.

Materials that can be used in making safe collages for Early Childhood Education include:

1. Wood Shavings or pencil; The wood shavings to be used must be dried first so that the color does not change. The wood shavings are then cut into pieces according to the desired size.
2. Grains; We can get grain material from plants, many kinds, shapes, sizes, colors, and textures. These grains should be dried first so that the color and shrinkage do not change anymore. If necessary, it can also be roasted/fried without oil. We can choose the size, color and shape of the grain according to what we want.
3. Leaves; is a collage material that is very easy to obtain by taking dry/fallen leaves. There are many choices for us starting from the color, texture, shape and also the

strength of the leaf itself. It is recommended to choose different colors of dried leaves so that it will be easier to arrange them into a painting or design.

4. Skins; Derived from the skin of fruit or bark of plants. Not all fruit peels can be used as collage materials, the same goes for stem bark. Fruit peels that can be used as collage materials include: zalacca peels, peanut peels, orange peels, and rambutan peels. While the bark that can be used as collage material includes: rambutan bark, banana peels, and bamboo petals. All skins must be dried before being used as collage material, then cut into the desired size.
5. Used Paper; colored paper should be chosen, for example used paper covers, magazines, posters, calendars, cigarette packaging or packaging of industrial products can also be used as collage material. In use, the paper is cut according to the desired size.
6. Coconut dregs; is the result of household waste from grated coconuts after the coconut milk is taken, then the coconut dregs are colored according to taste and dried.
7. Egg shells; The egg shells are cleaned and then dried and cut into the desired size.
8. Apart from the materials above, you can also use stone, glass, metal, ceramics, coconut shells, etc. for collage materials, but for the safety and comfort of children, these materials are not recommended for making collages.

The visual elements contained in the collage include:

1. Dots and Spots: dots are the smallest visual element units that do not have length and width measurements, while spots are dots that are slightly larger. The dot elements in the collage can be formed from sea sand grains. Moderate spots can be formed from pepper or small seeds and the like.
2. Line: is an extension of a point that has a length but relatively has no width. Line types can be divided into: straight lines, curved lines, dotted lines and spiral lines. Line elements in a collage can be made from pieces of wire, sticks, matchsticks, threads and so on.
3. Field: is a visual element that occurs because of the confluence of several lines. Fields can be divided into horizontal, vertical, transverse fields. The application of field elements in collages can be in the form of flat fields (2D) and volume fields (3D).
4. Color: is the most important visual element and is a form of beauty that can be perceived by the human sense of sight. Colors are divided into primary, secondary and tertiary colors. The color elements in a collage can be realized from elements of paint, ribbon/lace, colored paper, colorful fabrics and so on.

Techniques for making collages:

1. Prepare the materials to be used in making the collage, for example paper materials (newspapers, gift wrap), dried leaves, seeds, patchwork and others,
2. Prepare the equipment to be used in making collages such as scissors, glue paper and media for sticking/background (paper or cardboard),
3. Prepare a sketch of the image on the selected media, in the form of a simple image or depending on the wishes and interests of the child,
4. Accompany children in doing this activity, especially toddlers. Children will be excited when we teach how to cut and stick the right way,

5. Establish communication with children by asking questions and provoking their imagination so that collage activities will become fun activities and can train children to speak and express their ideas.

Some examples of the work of children aged 3-4 years in playing collage<sup>1</sup>.

Good fine motor skills are very important because they affect children's daily activities. For example, children can pick up peanuts and then feed them, hold a pencil better, or hold other small objects better.

Second, increase creativity. Choose a collage game that also sparks creativity. One of them provides choices, both colors, paste fields, characters, or others that suit your taste.

Third, practice concentration. This game requires quite high concentration for children when removing and sticking stickers. Gradually the ability to concentrate will be increasingly honed. When concentrating on letting go and sticking, coordination of hand and eye movements is also needed. This coordination is very good for stimulating brain growth at a very rapid period.

Fourth, children can recognize colors. The collage is made up of lots of colors; red, green, yellow, blue and others. Children can learn to recognize colors so that their insight and vocabulary increase.

Fifth, get to know the shape. Besides colors, there are various shapes in the collage. There are triangles, squares, circles, rectangles, arcs, and geometric figures. A good introduction to basic geometric shapes will later make children understand their environment better. When they see a car wheel, for example, they will know that the shape is a circle, the table is a rectangle, the roof is a triangle, and so on. This understanding makes the brain work actively so that the child's intelligence grows more optimally.

Sixth, practice solving problems. Collage is a problem that must be solved by children. But not the real problem, but a game that must be done by children. Exciting problems that make children unconsciously are actually being trained to solve a problem. This will strengthen the child's ability to get out of trouble. When he is tying shoes, for example, he will try to use all his abilities to finish it to the end.

Seventh, hone children's spatial intelligence. Spatial intelligence is a person's ability to recognize and understand space. Well, spatial abilities will also be honed in this game. The reason is, there are many forms of stickers that are of different sizes and the child must try to adjust the sticker to the space in the outline of the image. To be precise, the child must really measure it. It is through this that his spatial intelligence is honed.

Eighth, practice perseverance because it's not easy to finish a collage in a short time. It takes perseverance and patience when working on it considering that each shape must be removed and pasted one by one. It's no wonder that this game can train children's perseverance and patience.<sup>2</sup>

And ninth, increase self-confidence. If the child is able to complete it, he will get his own satisfaction. In him grew confidence that he was able to complete the task properly. Confidence is very positive for increasing children's creativity because they are not afraid or embarrassed when doing something. A child's self-confidence will usually grow bigger if he succeeds in compiling a collage faster than his friends. However, this confidence should be maintained so as not to turn into arrogance.

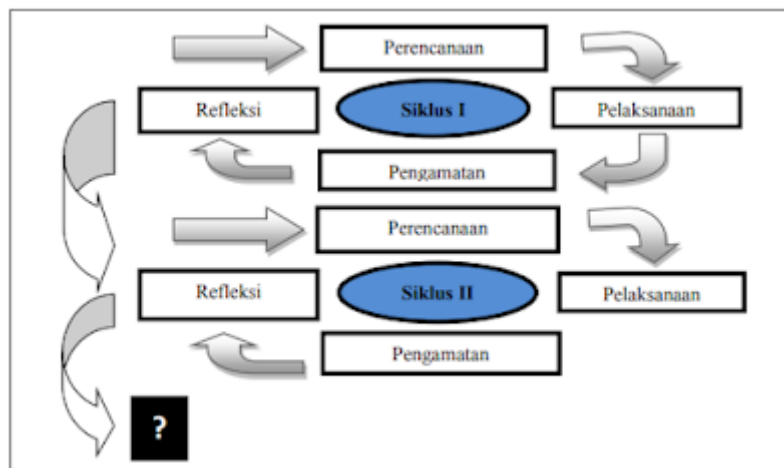
## **RESEARCH METHOD**

Classroom action research can work well if the planning and implementation apply six principles, namely as follows (Hopkins, 1993):

1. The teacher's first and main task at school is to teach students so that any classroom action research method that will be applied will not interfere with commitment as a teacher.
2. The data collection method used does not require excessive time from the teacher so that it has the opportunity to disrupt the learning process.
3. The methodology used must be reliable enough to enable the teacher to identify and formulate hypotheses in a sufficiently convincing manner, develop strategies that can be applied to the classroom situation and obtain data that can be used to answer the hypotheses put forward.
4. The research problem attempted by the teacher should be a problem that worries him. Starting from his professional responsibility, the teacher himself has the necessary commitment as an intrinsic motivator for the teacher to survive in carrying out activities that clearly demand more than what was previously needed in the context of carrying out his teaching duties.
5. In carrying out classroom action research, teachers must always be consistent and pay high attention to ethical procedures related to their work. It is important to emphasize this because apart from involving children, classroom action research is also present in an organizational context so that its implementation must respect the etiquette of organizational life.
6. The class is the scope of a teacher's responsibilities, but in the implementation of classroom action research as far as possible a classroom exceeding perspective is used, meaning that the problem is not seen as limited in the context of a particular class or subject, but in this broader perspective it will be felt even more the urgency if in a class action research involved from an actor.

### **Class Action Research Steps**

Classroom action research begins with planning action (Planning), implementing action (action), observing and evaluating the process and results of action (Observation and evaluation) (Hopkins, 1993). Meanwhile, the work procedures in classroom action research consist of four components, namely planning, acting, observing, and reflecting, and so on until the expected improvements or improvements are achieved (criteria of success). Pictures and explanations of classroom action research steps are as follows:



This type of research uses classroom action research. Classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together (Arikunto, 2014). In this study, the variable studied was improving children's fine motor skills through collage activities with used materials. Place of research in Group B3 Kindergarten SEJAHTERA CITEKO. The subjects in this study were children aged 5-6 years, the sample in this study was 16 children consisting of 13 boys and 3 girls, the researcher was the giver of action. In this study, data collection techniques

According to Darsono et al, in Classroom Action Research Management explains that a researcher is not a bystander about what the teacher does to his students, but works collaboratively with the teacher to find the best solution to the problem at hand. In addition, in classroom action research it is possible for students to actively participate in carrying out actions. In line with this statement, this type of research is collaborative classroom action research.

In this study the instruments used were observation, field notes and documentation. The explanation is as follows:

1. Observation  
 This method is used to collect data whose filling is based on direct observation of the fine motor skills that have been developed by the child, for example when a child is doing a collage with used materials the child can paste the collage material on the image pattern provided. Observations were made covering children's fine motor skills which can be seen from the achievement of predetermined indicators, the implementation of collage activities with used materials and events that occur outside of planning.
2. Documentation  
 The documentation used in this study was a list of the names of the students, photos of the children's activities during the collage with used materials, lesson plans, lists of grades, and documents in the school.
3. Field Notes  
 Field notes are used to record important events that arise during the process of collage activities with used materials that are not yet included in the observation guidelines.

The data analysis was carried out by researchers to find out the increase that occurred with the method of comparative analysis techniques.

## RESULT AND DISCUSSION

The data collected is data on improving children's fine motor skills obtained by observing 4 indicators and 8 observational items. The actions taken in this study consisted of 2 cycles with the following description:

### 1. Pre Cycle

Researchers made more careful observations on Tuesday, September 26 2022 Observations were made from the initial activity to the completion of the activity. The researcher concluded that in this pre-cycle collage activity, most of the children were slow in doing their work, there were children who were less enthusiastic about doing the collage, and they still always asked for help in working on the collage, which in the end was seen from the results of the children's work, many of which were not in accordance with the expectations of the researcher. . The teacher rarely provides collage activities for the physical and fine motor development of children. If occasional collages are given, the teacher uses collage materials made of paper, which according to the teacher is easy to obtain and cheap for 16 children to use. Children become less enthusiastic and creative in making collages, so that teachers are less than optimal in terms of media and learning activities for the development of children's fine motor skills. Based on the results of the pre-cycle, researchers felt the need to develop children's fine motor skills with various collage materials and media in cycles 1 and 2.

### 2. Cycle I

The first meeting cycle 1 action was held on Thursday 29 September 2022 with the theme of learning My Needs and the activity of picture collage clothes using ribbon material. The second meeting was held on Tuesday 4 October 2022 with a picture collage of sheep using cotton.

Children are starting to be interested in doing collage activities because the materials used for collages have never been used before in collage activities. In cycle I, the researcher put more emphasis on giving motivation to children, namely providing assistance by exemplifying how to make collages again to children who still ask for help and are slow in working on collages. Researchers gave 1 star stamp for children who worked on the collage until it was finished. Cycle I was conducted in 2 meetings with an allotment of 60 minutes for each meeting.

Based on the observations made in the first cycle of scoring and the results obtained from observations of fine motor skills using the Collage activity, it has shown an increase, namely before the action or pre-cycle the average percentage of one class was 51.25%, in cycle I this reached 64.58%. The results of observations of children's fine motor skills also showed that there was an increase of 13.33%.

### 3. Cycle II

The first meeting of cycle II was held on Monday 10 October 2022 and the second meeting was held on Friday 14 October 2022, one meeting was held for 60 minutes. As for cycle II, the researcher determines the average percentage of achievement in one class is 80%. In the first meeting with the theme Animals with picture collage activities Fish Using Sisit made looking for folded paper. In the

second meeting, picture collages with cassava trees. Children are increasingly interested in doing collage activities in cycle II because the materials used for collages are increasingly diverse and have attractive colors for children, besides that these used materials have never been used before in collage activities. In cycle II, the researcher put more emphasis on giving rewards in the form of praise by giving 2 star stamps to children who finished their collages until they were finished independently and 1 picture of a smile for children who worked on collages calmly and concentrating.

The observation results obtained an average percentage of fine motor skills in one class of 83.54%. This percentage has reached the indicators of success targeted by researchers in the implementation of cycle II.

#### Improvement of Children's Fine Motoric Ability Cycle

Aspect	Pre Cycle	Cycle I	Cycle II
The average percentage of fine motor skills of children in one class	51,25%	64,58%	83,54%

## CONCLUSION

Based on the results of classroom action research carried out in two cycles, it can be seen that using collage activities with used materials can improve children's fine motor skills in Kindergarten B3 Prosperous Kindergarten Citeko Plered for the 2022-2023 Academic Year. As for the increase in the average percentage of children's fine motor skills from before the action to cycle II, namely Pre cycle 51.25%, Cycle I reached 64.58% and cycle II reached 83.54%.

Creativity is very important to be developed in early childhood. By being creative, children can realize themselves, as the ability to see various possible solutions to a problem and improve the quality of life. As in the 21st century learning skills which consist of 4C elements (Creativity, Collaboration, Critical Thinking, and Communication). The characteristics of creative individuals according to experts include freedom in thinking, having imagination, being curious, wanting to seek new experiences, having initiative, being free to express opinions, having broad interests, believing in yourself, not easily accepting opinions (Munandar, 1988). just like that and independently. Intelligence and creativity are closely related, although there is no absolute relationship between the two. Creative people can certainly be smart people, but not always smart people are definitely creative people (Rachmawati & Kurniati, 2012). According to Hurlock, this is because the creation of a creative work requires more than intelligence. The creative process is a process that is lived by a person, starting from the preparation stage until the results are obtained where the results are in the form of alternatives that are different from those that already exist in life in general or contain original elements. The main components of creativity include: 1) thinking activity, which is a mental process that can be felt by the individual concerned; 2) find or create, namely activities that aim to find something or create new things; 3) new or original, a work



Improving Fine Motoric Skills Through Collage Activities In B3 Groups At Citeko Prosperous Kindergarten  
Aam Ambariah<sup>1</sup>, Annisa Purwani<sup>2</sup>

resulting from creativity that contains a novelty component in one or several respects, and 4) useful or valuable, namely work resulting from creativity having certain uses or benefits.

One form of activity that can train children's creative abilities is through collage activities. Collage is an art work activity that is made by sticking together materials into a harmonious composition so that they become a beautiful piece of work that has artistic value. Collage has benefits for the development of students, including training fine motor skills, training eye and hand coordination to carry out complex activities, increasing creativity, increasing concentration and patience, training the ability to recognize colors and shapes, training skills in solving problems, honing spatial intelligence, training persistence and train children's self-confidence.

Improving Fine Motoric Skills Through Collage Activities In B3 Groups At Citeko Prosperous Kindergarten  
Aam Ambariah<sup>1</sup>, Annisa Purwani<sup>2</sup>

## References

- Arikunto, S. (2014). *Penelitian Tindakan Kelas*. PT Bumi Aksara.
- Gunarti, W., Suryani, L., & Muis, A. (2008). *Metode Pengembangan Perilaku dan Kemampuan Dasar Anak Usia Dini*. Universitas Terbuka.
- Hopkins. (1993). *Desain Penelitian Tindakan Kelas*. Pustaka Belajar.
- Munandar, S. C. U. (1988). *Kreativitas Sepanjang Masa*. Muliasari.
- Rachmawati, Y., & Kurniati, E. (2012). *Strategi Pengembangan Kreativitas pada Anak Usia Dini*. Kencana.
- Sujiono, Yuliani Nurani. (2013). *Konsep Dasar Anak Usia Dini*. Jakarta: PT Indeks.
- Sujiono, Bambang. et. al. (2014). *Metode Pengembangan Fisik*. Tangerang Selatan: Universitas Terbuka.
- Sumanto. (2005). *Pengembangan Kreativitas Seni Rupa Anak TK*. Depdiknas RI.
- Susanto, Achmad. (2018). *Pendidikan Anak Usia Dini (Konsep dan Teori)*. Jakarta: PT Bumi Aksara.
- Wardhani, Juwita Dwi. Asmawulan, Tri. (2011). *Perkembangan Fisik, Motorik, dan Bahasa*. Jakarta: Qinant.