JTP
(Journal of Transformative Pedagogy)

Volume 01, Number 01, Year 2026
ISSN xxxx-xxxx (Online)

https://journal.bungabangsa.org/index.php/jtp

Improving Fine Motor Development in Collage Material Students Group A at Bunga Bangsa Kindergarten

Sukesi[a]
[a]TK Bunga Banga, Surabaya, Indonesia

Correspondence: sukesi.tkbungabangsa@gmail.com

Abstract

This study aims to describe the improvement of fine motor skills of group A students of Bunga Bangsa Kindergarten, Pakal District, Surabaya City. The fine motor skills studied include the skills of giving glue to the picture, arranging collage materials, and glueing collage materials. This study is motivated by the lack of ability of students to stick pieces of paper appropriately and neatly, as well as the lack of patience and thoroughness in doing collage. This type of research is a class action research which is carried out in two cycles, each cycle consists of planning, implementation, observation and reflection, the research subject is group A students of Bunga Bangsa Kindergarten. Data collection techniques using observation sheets and observation aids in the form of photos. Data analysis using qualitative and quantitative data analysis. The results showed that college activities with natural materials and media can improve fine motor skills in early childhood. That is pre-cycle 20% of students, cycle I as much as 60% of students, and cycle II as much as 84%. This study concludes that through natural media can improve the development of fine motor collage material for group A students of Bunga Bangsa Kindergarten, Pakal District, Surabaya City.

Keywords: Fine Motor Skills, Learners, Collage.

Introduction

The first 5 years of a child's growth and development are often referred to as the golden years (Tama & Handayani, 2021; Venkatesan, 2024) This is the initial period of development of physical, cognitive, language, social-emotional, self-concept, discipline, independence, art, moral, and religious values. Children aged 4-6 years are in the early childhood stage of development or early childhood which theoretically starts from the age of 3 years. This age stage is commonly referred to as the school period. At this age, the child's eye-hand coordination is getting better. Children can already use the ability to train themselves with the help of adults. brushing teeth, combing, buttoning clothes, opening and wearing shoes, folding, tying, and others. Skill development in kindergarten aims to develop children's fine motor skills by using tools, and creative media, such as Brushes, pencils, paper, scissors, clay and others. By using these media, children can carry out activities that can train the muscles of the hands so that children acquire skills that are useful for further development.

The kindergarten age period is a time when children's physical development and abilities take place very quickly. (Saripudin, 2019; Zulianingsih et al., 2020). One of the ongoing child developments in kindergarten children is their motor development. This motor development is closely related to the development of the motor centre in the brain (Mutia Mawardah et al., 2022; Nopri Padma Nudesti et al., 2023). Therefore, many experts say that the development of children's motor skills is related to the development of other children's abilities such as cognitive and social-emotional development. To maximize children's fine motor skills, the right activities are needed to stimulate their developmental aspects, besides that the environment, learning models, strategies, and media also affect the achievement of developmental aspects. However, it needs to be questioned how far the level of skill can develop if it is not specifically trained according to its

purpose and function, so teachers must design effective learning so that children get maximum attention and guidance. In this age group, one of the learning indicators in this aspect of fine motor development for students is college activities.

The word motor is used as a term when, circumstances, and activities involving muscles and their movements, and glands and their secretions (the release of fluids or sap). Briefly, the motor can also be understood as all conditions that increase or produce stimulation to the activities of physical organs motor can also be understood as all conditions that increase or produce stimulation to the activities of physical organs. Fine motor is a movement that only involves certain parts of the body and is carried out by small muscles (LAILY, 2018; NAJWA et al., 2023), Such as the skill of using fingers and wrists correctly. Therefore, this movement does not require too much energy, but this movement requires careful eye and hand coordination. The better the child's fine motor movements, the more creative the child can be; folding paper, weaving paper. Motor development provides changes in the ability of interrelated movements (Hidayati, 2017; Nindiya et al., 2023). Movement will contribute to the intellectual and skill development of children in later life. Fine motor development of kindergarten-age children is emphasized on the coordination of fine motor movements, in this case, related to the activity of placing or holding an object using the fingers. Fine motor as better coordination control involving more muscle groups to grasp, throw and catch the ball. Physical motor development includes the development of the body, gross muscle (gross muscle) and fine muscle (fine muscle) often referred to as gross motor and fine motor.

Based on observations made in group A of Bunga Bangsa Kindergarten, Pakal District, Surabaya, collage learning has indeed been implemented in the teaching and learning process, and the material used in collage activities is folding paper. However, these activities make children bored because the media used are always the same. While natural material media is rarely presented in the class, the impact of the problem is identified (1) Almost 75% of children in group A of Bunga Bangsa Kindergarten have not been able to stick or make their pictures according to their imagination, (2) Children have not been able to stick pieces of pictures or collages on the right and neat pictures, (3) Lack of accuracy and patience in doing the tasks or activities given. This research is expected to be useful for teachers as researchers or students. The benefits of research for researchers are (1) Adding insight into appropriate stimulation in stimulating and improving children's fine motor skills in college activities with natural media, (2) With corrective action, the teacher will feel satisfied because the teacher has done something to improve the quality of learning he manages. The benefits of research for learners (1) Provide new experiences through direct practice, (2) Improve children's fine motor skills in college activities with natural media. The benefits of research for schools are the creation of fun, effective teaching and learning, without limiting children's space so that children's abilities develop optimally. With these problems, there needs to be an improvement effort in developing children's fine motor skills. Efforts that can be made by educators are through creative and fun media, therefore researchers choose collage activities with natural material media, through natural material media it is hoped that children can recognize various types of objects in nature, including rocks, plants, types of animals, and others, besides natural material media are easily found around the environment where children live.

Methods

This type of research is Classroom Action Research (PTK). This research is structured to solve problems and applied in the actual situation by looking at the shortcomings and advantages, as well as implementing changes that serve as an improvement. This research is carried out as a solution strategy with the benefits of real action, then carrying out reflections on the results of the action. The results of the action and reflection can be used as a step in selecting the next action according to the problem at hand. Classroom action research is an observation of learning activities in the form of an action (Hidayati, 2017; Saripudin, 2019), This research is intended to improve

children's fine motor skills through collage activities in the Bunga Bangsa Kindergarten group, Pakal District, Surabaya City. In each PTK cycle, there are 4 flows carried out in this study. These flows are as follows:

1. Planning

Planning includes actions that will be taken to improve, increase or change the desired behaviour and attitude as a solution to existing problems. Planning explains why, how, when, who, where. In this class action research is best done in collaboration with the class teacher. So, the one who takes action is the class teacher, while the one who makes observations is the researcher. Researchers make action plans that will be carried out and given to children. The plans that will be carried out in this study are:

a. Make a Daily Activity Plan (RKH) about the activities that will be carried out.
b. Compile observation sheets about children's fine motor skills
c. Prepare tools to document learning activities in the form of a camera.
d. Preparing learning media that will be used in learning in the form of collage activities with dried banana leaf and jackfruit leaf media.

2. Action

The implementation of this action is the implementation of actions from the application of learning that has been planned in the daily learning implementation plan (RPPH) that has been made before. Starting with the initial activities, core activities, and closing activities carried out sequentially. The research was conducted in collaboration with the class teacher so that researchers worked together when observing learning activities regarding fine motor skills. In the core activities, the teacher gave examples of how to shape, stick, and use glue and paper, after which the children worked in groups but worked individually. Each activity to be carried out by the children is done in turn, so that in one day all aspects observed can be implemented.

3. Observation

At this stage, observations are made during the learning process using the observation sheet that has been made. In addition, it can use the documentation method by taking photos when children are doing activities. The purpose of observation is to determine children's fine motor skills during the learning process.

4. Reflection

Reflection is carried out at the end of each cycle to determine the extent to which the actions that have been given are by the expectations of the researcher and to determine whether the next cycle is necessary. At this stage, researchers and teachers look for strengths and weaknesses during the learning process. Reflection aims to develop an improvement plan if the action has not achieved the expected goals. The steps in action reflection are (a) analyzing the effectiveness of learning based on observations from observers and teachers; (b) identifying problems that have or have not been solved during learning; and (c) determining follow-up based on the results of the planned reflection.

Research Results and Discussion

At the pre-cycle stage, it can be seen that the collage activities carried out by students using folded paper media still show low results, which is only 20%. This low percentage of success is an indication that several aspects need to be improved in the college learning process. This low result is a starting point for evaluating and finding solutions so that college activities can be more effective and interesting for students. One of the main factors causing the low results of college activities is the inappropriate teaching method. Children who are exposed to less appealing media may be less motivated to participate in college activities. Children are more likely to be attracted

to vibrant and visually appealing media. If the media utilized is less appealing, kids may lose interest or excitement about attending college. As a result, selecting the appropriate medium is critical to increasing children's interest and participation (Amalia et al., 2019; Peday & Watini, 2023). In response to these limitations, researchers endeavoured to enhance cycle 1 to augment the success rate of college activities and render them more engaging and efficient for students. The enhancements encompassed the use of more suitable pedagogical approaches, a wider array of educational materials, and more captivating multimedia. These modifications are anticipated to enhance students' enthusiasm and engagement in college activities, thereby optimizing the outcomes attained.

During cycle 1, the researchers substituted the medium for the collage from folded paper to dry leaves, namely banana leaves. By incorporating a wider range of authentic and varied media, it is anticipated that children will exhibit greater interest and motivation to actively engage in the activity. (Aslindah & Suryani, 2021; Jayanthi et al., 2022). The researcher also hoped that the dry leaf media would provide new challenges for children to develop their fine motor skills and imagination. The results of this media change showed a significant increase. The percentage of successful college activities increased from 20% in the pre-cycle stage to 60% in cycle 1. This increase shows that the use of more interesting and varied media can have a positive impact on learner participation and motivation in college activities. Nevertheless, these results still did not reach the expected level of success, considering that the ultimate goal is to achieve maximum results. Although there was a significant increase from pre-cycle to cycle 1, children's ability in college activities was still not maximized. This shows that there is still room for improvement in the learning process. Researchers realize that in addition to media, teaching methods and variations in learning resources also need to be improved to achieve more optimal results. Therefore, learning improvements need to be made at the cycle II stage to continue to improve the ability and participation of students.

At the cycle II stage, the observation results showed that the percentage of success in collage activities increased significantly to 84%. This increase indicates very good progress in the learning outcomes of students. Almost all students succeeded in developing their fine motor skills through collage activities using dried jackfruit leaves media. This more interesting and varied media proved to be able to increase children's interest and participation in college activities so that the results achieved were far more optimal than in previous stages. The increase in percentage from cycle I to cycle II indicates that changes in teaching methods and the use of more interesting media had a significant positive impact. The children showed good development in their fine motor skills, which can be seen from their creativity and skills in making collages using dried jackfruit leavesNothing is written. Results show that cycle II's strategy achieved educational goals better. Approximately 84% of students meet completion standards, suggesting strong learning outcomes. By using more interesting collage materials, pupils have improved their fine motor skills, achieving the learning goals. The college activity was successful due to increased student involvement and motivation.

After seeing this success, the instructor and researcher ended class action research for the next cycle. The conclusion was taken since the learning outcomes were thorough and most students showed the expected competencies. The learning objectives and expected outcomes were met, hence moving on to the next cycle was unnecessary. Cycle II concluded class action research satisfactorily. With learning outcomes that reached the maximum level of completeness, teachers and researchers could conclude that the methods and media used in cycle II were very effective in improving students' fine motor skills. This experience provides valuable insights for efforts to improve the quality of learning in the future, especially in college activities and the development of children's fine motor skills.

Conclusion and Recommendations

Based on the results of research and discussion as well as the results of data analysis, the researchers concluded that natural media can improve the development of fine motor collage material for group A students of Bunga Bangsa Kindergarten, Pakal District, Surabaya City. This has been proven by the results on the development chart of Pre-Cycle students 20%, Cycle I 60%, and Cycle II 84%. For teaching and learning activities to remain fun and not boring in collage activities, educators should be able to use varied media in learning from natural materials that are found around, in addition to being able to utilize existing natural materials, students can also know the names, types and kinds of natural materials that may not have been known by students. In learning activities, students' participation determines the quality of learning, therefore teachers should be good at choosing media that attracts and motivates students, using the right strategies and methods.

References

Amalia, R., Zaki, M., & Sofiyan, S. (2019). Pendampingan Anak-anak Usia Sekolah dalam Rangka Implementasi Hypnoteaching untuk Meningkatkan Motivasi Belajar Matematika di Kuala Langsa. *Jurnal Pengabdian Masyarakat MIPA Dan Pendidikan MIPA*, *3*(2). https://doi.org/10.21831/jpmmp.v3i2.23679

Aslindah, A., & Suryani, L. (2021). Pembuatan Media Pembelajaran PAUD Berbasis Bahan Alam Di TK Alifia Samarinda. *Jurnal Pengabdian Ahmad Yani*, *1*(1). https://doi.org/10.53620/pay.v1i1.14

Hidayati, A. (2017). MERANGSANG PERTUMBUHAN DAN PERKEMBANGAN ANAK DENGAN PEMBELAJARAN TEMATIK TERPADU. *Sawwa: Jurnal Studi Gender*, *12*(1). https://doi.org/10.21580/sa.v12i1.1473

Jayanthi, I. A. M., Marsono, M., Made, G. J., & I Komang, S. (2022). Peningkatan Kemampuan Berhitung Permulaan Melalui Media Bahan Alam. *Generasi Emas*, *5*(2). https://doi.org/10.25299/ge:jpiaud.2022.vol5(2).10218

LAILY, S. (2018). Mengembangkan Motorik Halus Anak Melalui Kegiatan Menggunting Pola di TK APIK Darussalam Langkapura Bandar Lampun. *Jurnal Pendidikan Islam Anak Usia Dini*, *3*(September).

Mutia Mawardah, Muhammad Iqbal Ramdhani, Susan Dian Purnamasari, Febriyanti Panjaitan, Bangkit Seandi Taroreh, & Triska Amalia Sari. (2022). MEDIA KREATIF PENGEMBANGAN MOTORIK PADA AUD DI PAUD MUTIARA BUNDA DESA SUMBER MAKMUR KECAMATAN BANDING AGUNG. *J-ABDI: Jurnal Pengabdian Kepada Masyarakat*, *1*(8). https://doi.org/10.53625/jabdi.v1i8.1051

NAJWA, N., INTISARI, I., & AMRI, N. A. (2023). MENINGKATKAN KETERAMPILAN MOTORIK HALUS ANAK MELALUI KEGIATAN KOLASE DENGAN MENGGUNAKAN MEDIA BAHAN ALAM DI TK AISYIYAH TALAMANGAPE. *Jurnal Hasil Penelitian Dan Pengembangan (JHPP)*, *1*(4). https://doi.org/10.61116/jhpp.v1i4.224

Nindiya, D. C., Ayu Prawinda, R., Farantika, D., & Purwaningrum, D. (2023). Penguatan Program Parenting dalam Meningkatkan Kesadaran Masyarakat tentang Pentingnya Tumbuh Kembang Anak Usia Dini di Dusun Sumber Lingkungan Banjarjo, Kanigoro, Blitar, Jawa Timur. *Lifelong Education Journal*, *3*(1). https://doi.org/10.59935/lej.v3i1.188

Nopri Padma Nudesti, Siti Marfu'ah, & Retno Wulan. (2023). Pemberdayaan Kader Tentang Deteksi Dini Perkembangan Motorik Kasar (Melompat) pada Anak Usia 5 Tahun di Desa Tondomulyo Kec. Jakenan Kab. Pati. *Jurnal Pengemas Kesehatan*, *2*(2). https://doi.org/10.52299/jpk.v2i02.30

Peday, Y., & Watini, S. (2023). Implementasi Media TV Sekolah dalam Meningkatkan Minat Belajar Anak Usia Dini di TK Van Hasselt Pulau Mansinam Distrik Manokwari Timur

Kabupaten Manokwari. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *6*(10). https://doi.org/10.54371/jiip.v6i10.3108

Saripudin, A. (2019). Perkembangan bahasa anak usia dini ditinjau dari standar tingkat pencapaian perkembangan anak. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *2*(2).

Tama, N. A., & Handayani, H. (2021). DETERMINAN STATUS PERKEMBANGAN BAYI USIA 0 – 12 BULAN. *Jurnal Mahasiswa BK An-Nur : Berbeda, Bermakna, Mulia*, *7*(3). https://doi.org/10.31602/jmbkan.v7i3.5762

Venkatesan, S. (2024). Digital Literacy in People with Disabilities: An Overview and Narrative Review. *Qeios*. https://doi.org/10.32388/rl2fyy.3

Zulianingsih, L., Khan, R. I., & Yulianto, D. (2020). Media putaran kata untuk meningkatkan kemampuan membaca permulaan anak usia dini. *SELING: Jurnal Program Studi PGRA*, *6*(2).