

## Play Therapy with Puzzle Media to Improve Fine Motor Skills for Pre-School Children at Madrasah Cempaka

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### Abstract

Play therapy is a form of counseling or psychotherapy using games. There are many kinds of game media that train fine motor skills, one of which is using puzzle media. Media Puzzle is a game in the form of random pieces of pictures, the stages of playing are starting by arranging the pieces of the picture into a complete picture, with the aim of improving children's motor and cognitive skills, solving problems, practicing patience and cooperation with friends. The purpose of this play therapy activity is to improve children's fine motor skills through play therapy using puzzle media. This service method is collaborative, with a play therapy approach involving writers and classroom teachers, with 20 preschool-age children participating. This activity was divided into 4 groups and was held on May 14, 2022, at Madrasah Cempaka. After the play therapy activity was completed, an award was given as an appreciation. The results of this activity showed that all participants when the play therapy activity took place actively participated in playing using puzzle media and the children were very enthusiastic and felt happy doing the play therapy activity. Based on the evaluation of the KPSP questionnaire from this activity, each child has different accuracy, but it can be concluded that overall pre-school-age children at Madrasah Cempaka have fine motor categories according to their age development.

**Keywords:** Fine Motor Improvement, Play Therapy, Puzzles

### INTRODUCTION

Early childhood education is education intended for children aged 0-6 years which is carried out by providing various stimuli to help growth and development both physically and spiritually which are unique in the development process, which means having fine motor and gross motor coordination. ) patterns of development and growth, intelligence (spiritual intelligence thinking power, creativity and emotional intelligence), attitudes, religion and behavior (Sumardi et al., 2017). In increasing growth and development in early childhood motor skills, one of them can be done with the play therapy method (Rifki, 2020).

Play is the most important element for the development of children physically, mentally, intellectually, creatively and socially (Darlia & Saranani, 2019). Play therapy is a form of counseling or psychotherapy using games to observe and overcome various mental health problems and behavioral disorders (Alfiyati et al., 2012). The use of games in early childhood is a way to understand themselves and find their world, besides that games are also important as a means of learning that will be carried out by children, parents and teachers should see the educative element (Wandi & Mayar, 2019).

Children aged about 3 to 6 years are preschoolers. At this age, they usually join the children's program (3 - 5 years), while the Kindergarten program is at the age of 4 to 6 years. Child development has several aspects, one of which is the physical motor aspect. Every child has a different rate of growth and development (Lowth, 2014).

Children's motor skills can be developed through play therapy activities. Play therapy activity is one of the stimulations to optimize children's growth related to physical skills that include the system between the arms and eyes and involve small muscles, one example is playing puzzles (Rukmi et al., 2022). Puzzle is a game in the form of pieces of pictures that are randomized, the stages of playing are starting by arranging the pieces of the picture into a complete picture, with the aim of improving children's motor and cognitive skills, solving problems, practicing patience and cooperation with friends. (Sutinah, 2019).

These play activities can be done in groups, when children play in groups children can think about how to adapt with their colleagues, and how to cooperate. These games can keep children entertained. Playing puzzles will make children have traits that do not rely on others (independently) (Study et al., 2015).

Based on the description above, after the puzzle game activity increased the growth and fine motor development of children as many as 20 people. It is hoped that by playing with pictures, preschoolers will coordinate the movement of their arms and eyes, and train their accuracy. Therefore, without realizing the fine motor skills of children will be more trained and developed properly. When children play arranging pictures to become a complete form they need to learn to recognize the ways and forms of the image to achieve the expected results.

## METHOD

Puzzle play therapy activities use three stages, the first is intervention, the second is implementation, and the last is evaluation. Planning activities begins with visiting Madrasah Jalan Campaka, RT 21 RW 05, Cineam District, Tasikmalaya Regency. The author, assisted by a team of students, carried out play therapy for preschool children. After licensing, SAP and activity plans are formed, then a major study is carried out to ensure play therapy is carried out at the right time and place. Activities are carried out intensively and always in coordination with madrasa teachers. This is intended to increase the effectiveness of achieving an increase in fine motor skills in preschool children on May 14, 2022 starting at 14.00 -15.00 with the number of participants involved in the activity as many as 20 preschool children, play therapy activities with puzzle media are carried out.

Activities carried out that refer to the SAP that have been made, are:

1. Opening  
Say hello and say hello
2. Introduction  
The guide introduces his counseling team and himself
3. Pre-implementation

The pre-implementation stage aims to explore the development of participants' knowledge regarding the topics that have been prepared including the technicalities of the game, the definition of playing, the benefits of playing, the type of game to be played (puzzles).

4. Play Therapy Implementation Phase

Implementation of Play Therapy using puzzles where 20 children were divided into 4 groups guided by one student as a facilitator in helping direct the children in spelling puzzles and inviting them to communicate in order to create coordination between group members.

5. post-Implementation

This aims to explore the development of children's fine motor skills in participants after being given play therapy using the KPSP questionnaire according to their age development.

6. Closing

The researcher conveyed a summary of all play therapy activities, gave awards to children and groups as rewards, followed by prayers and greetings as closing.

Figure 1 is a protocol for the implementation of activities.



Figure 1. A protocol for the implementation of activities

## RESULTS AND DISCUSSION

The evaluation of the results determines that what has been done has been properly and perfectly in accordance with the expectations of the Evaluation Sheet. Evaluation is based on several components, namely participation and time duration compliance.

The accuracy of the duration and time is one part to assess the success of an activity that is very important. In some important and large activities, the timeline (timeline) is the most important performance key in assessing the success of an event. Counseling activities carried out within 1 hour can be seen in table 1.

**Table 1.** Evaluation of Duration and Timeliness

Indicator	Time	Plot	Evaluation	Likert Scale
Introductions and Greetings	14.00 – 14.05	5'	5' (16.00 – 16.05)	5
Pre-Implementation Evaluation	14.05 – 14.10	5'	5' (16.05 – 16.10)	5
Play Therapy Activities	14.10 – 14.40	30'	25' (14.10 – 14.35)	5
Discussion	14.40 – 14.50	10'	10' (14.35 – 14.45)	5
Post Evaluation - Implementation	14.50 – 14.55	5'	5' (14.45 – 14.50)	5
Conclusion of Rewards and Closing	14.55 – 15.00	5'	10' (14.50 – 15.00)	5
	Total Duration	60'	60'	
	Total Point			35

- Incorrect timing >16' (1)
- Incorrect timing 11-15' (2)
- The timing is quite precise 6-10' (3)
- Perfect timing < 5' (4)

Participation evaluation can be seen from the number of participants or the number of pre-school children involved in this series of play therapy activities, which are 20 preschool children who are students from Madrasah Cempaka. All members are obedient and willing to participate in activities from beginning to end. and during play therapy. showed that all participants when the play therapy activity took place actively participated in playing using puzzle media and the children were very enthusiastic and felt happy in doing the play therapy activity.

## CONCLUSIONS AND RECOMMENDATIONS

In accordance with the results of the evaluation, play therapy activities using puzzle games have been accompanied by a fairly accurate time evaluation and appropriate duration, with a good level of participation, so we conclude that this activity is successful in improving children's fine motor skills. As a follow-up to this activity, each parent should be assisted and collaborated, so that the child's fine motor skills will always increase followed by increasing skills according to their age level. Based on the evaluation of the KPSP questionnaire from this activity, each child has different accuracy but it can be concluded that overall pre-school age children at Madrasah Cempaka have fine motor categories according to their age development.

## ACKNOWLEDGMENTS

Organizing activities can be carried out with the help of various parties, especially the involvement of our students as partners in community service, Shofia Siti Adawiah, Dina Mega T. Pamungkasi, Halidah Fauziah, Risa Lutfiatul Rohimah, Salwa Amalia, Sari Puspayanti. Then we thank the administrators of Madrasah Campaka who gave permission and time to carry out this service activity, to each child who has been able to participate and become a member to achieve therapeutic activities, hopefully, all the support that has been given will become a practice and get good grace which is multiplied from the almighty.

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**APPENDIX**



**Figure 2.** Documentation of community service