



Collage Media to Develop Fine Motor Skills in Early Childhood

Nur Arifah Hanafiah¹, Sabil Mokodenseho², Ratna Ayu Pawestri Kusuma Dewi³,
Achmad Zahrudin⁴, Hersiyati Palayukan⁵

¹Institut Al Ma'arif Way Kanan, Indonesia

²Institut Agama Islam Muhammadiyah Kotamobagu, Indonesia

³Politeknik Negeri Madura, Indonesia

⁴Universitas Baturaja, Indonesia

⁵Universitas Kristen Indonesia, Toraja



arifahhanafiah@gmail.com

Abstract

Fine motor is one aspect of motor development that must be developed in early childhood education. Fine motor has a vital role in child development because fine motor is the child's ability to show and master beautiful muscle movements in coordination, agility, and dexterity in using hands and fingers. To develop fine motor skills, a teacher must be able to sort and choose the suitable media to build it optimally and as expected. This study used qualitative research methodology. The research subjects were 20 students and two teachers from RA Lampung Timur, while the research object was the development of children's fine motor skills. The approach used is qualitative with descriptive research methods; the author describes or describes the findings systematically and accurately using a series of words or sentences so they can be understood. The data collection techniques used are observation, interviews, and documentation. The results showed that applying collage media to develop children's fine motor skills could be successful.

Keywords: collage media, fine motor, early childhood

ARTICLE INFO

Article history:

Received

June 2, 2023

Revised

June 10, 2023

Accepted

June 27, 2023

Published by

Website

This is an open access article under the CC BY SA license

CV. Creative Tugu Pena

<https://attractivejournal.com/index.php/bec>

<https://creativecommons.org/licenses/by-sa/4.0/>



INTRODUCTION

A good learning process should create an educational environment that provides sound knowledge and values to students, especially in the teaching and learning process (Utama, 2018). Developing a conducive climate that can foster good learning attitudes and behavior is necessary. Learning activities should be carefully planned and using learning media to encourage children to participate in learning activities (Kartikawati, Roni, & Purwanti, 2022).

As for what is meant by media linguistically comes from the Latin *medius* which means 'middle', 'intermediary' or 'introduction'. In Arabic, media is an intermediary (الوسائل) or a messenger from the sender to the recipient of the message (Azhar Arsyad, 2011). Meanwhile, according to Gerlach and Ely as quoted by Nana Sudjana, when understood broadly, media are people, materials, or events that build conditions that enable students to acquire knowledge,

skills, or attitudes. So what is meant by media, in general, is an intermediary that can convey the content or information from one person to another. There are several functions of the media in learning activities, including as educative, meaning educating and positively influencing education (Utama, 2017). Social function is to provide authentic information and experience in various fields of life and provide the same concept to everyone (Kushendar & Mayra, 2021). The economic function is to provide products by fostering maximum work performance. Political functions that can affect the politics of development. Then finally, the function of cultural arts and telecommunications encourages and creates new creations, including business patterns for modern technology (Yudhi Munadi, 2008).

From some of the functions above, the author makes the media in this study as educational media, which means that using the media can positively influence education (Virawanti & Sugiarto, 2022). Because based on the author's observations so far, many teachers have utilized the media in learning, but the results still need to be more optimal. This is due to the teacher's need for understanding in choosing and determining what media is appropriate in developing one of the early childhood development dimensions (Yusuf & Ma'arif Lampung, 2023).

Education for early childhood is the provision of efforts to stimulate, guide, nurture and provide learning activities that will produce children's abilities and skills (Utama & Tanfidiyah, 2019). Early Childhood Education (PAUD) is one form of education that focuses on laying the foundation in several directions, namely the growth and development of physical motor (fine motor and gross motor), emotional intelligence, spiritual intelligence, social-emotional, language and communication, following the uniqueness and stages of development passed by early childhood (Rochanah, Muna, & Ariyanto, 2022). Children's growth will take place holistically. Namely, there is a very close relationship between these aspects of development.

From several aspects of development above, researchers are interested in examining fine motor development in children. What is meant by the fine motor is the child's ability to show and master beautiful muscle movements in coordination, dexterity and dexterity in using hands and fingers.

There are several indicators of fine motor development in early childhood that must be achieved in Early Childhood Education learning (Kebudayaan, 2013), namely:

Table 1. Indicators of Fine Motor Development in Early Childhood

Scope of Development	Attainment level of fine motor development for 4 - 5 years old
Fine Motor	<ol style="list-style-type: none"> 1. The child can make vertical, horizontal, left/right curved lines and circles. 2. The child can trace shapes 3. The child can coordinate the eyes and hands to perform complex movements 3. 4. The child can perform manipulative movements to produce a shape of an object by using various media 5. Children can express themselves by creating art using various media 5.

To develop children's fine motor skills properly and ideally, it is necessary to carry out directed and integrated stimulation (Martzog & Suggate, 2022; Riyadi et al., 2023). One of the right stimulations includes the use of media in learning. Learning media can be done through any media, either mass media such as magazines, books, newspapers, or electronic media such as radio, television, internet, and others (Puspitarini & Hanif, 2019). Media as one of the

components of teaching that greatly affects the learning process. With the media that supports the learning process, it will be able to develop the quality of student learning outcomes. Therefore, one of the media that can be used to develop children's fine motor skills is collage media (Jumiyati, Priyantoro, Metro, & Hasanah, 2023).

What collage means linguistically is derived from the French "collage" which means attached. While in terms of collage, applications are created by combining painting techniques (hand painting) with pasting certain materials.

The activity of sticking/collage is the preparation of various materials on a flat piece of paper, with various shapes of paper, fabric, textured materials and other interesting objects (Guslinda & Kurnia, 2018). This pasting activity interests children because it relates to putting and gluing things as they like. Beal Nancy suggests that collage is divided into various groupings. The first grouping is tangram, which is a technique of pasting geometric shapes without preceding drawing a pattern. Montage, sticking concrete objects in a picture. Mozaik sticking small shapes into one unit but the important thing is the color effect of the material used, it can also be interpreted as sowing (Pangastuti, 2019).

These pasting activities train children to develop fine motor skills, concentration and creativity. In addition, it also trains children's courage to choose materials and objects used for pasting so that children dare to make decisions and try to solve problems. In collage activities, several steps in playing collage must be guided. These steps include planning the picture to be made, providing tools/materials. explain and introduce the names of the tools used for collage skills and how to use them—guiding children to attach broken eggshells to the picture by pinching them, applying glue, and then attaching them. Explaining the correct position to paste the eggshell according to the shape of the picture and demonstrating it, so that the paste results are not out of line. The exercise should be repeated so that the child's fine motor skills are trained because this collage skill includes small movements such as pinching, gluing and sticking small objects so that the coordination of his fingers is trained.

In the collage play activities carried out by children, there is often a pleasant atmosphere, full of excitement. Children's excitement can be characterized by several characteristics caused by liveliness and freedom to move, experiment, compete, communicate and so on. How happy children are playing collage, they move around consciously or unconsciously. The things that can be obtained from playing with collage make children gain insight and understand with others. Can increase children's curiosity to be more creative. Helps children to determine the consequences of each child's behavior when in the group.

Based on pre-survey observations that researchers conducted, a picture was obtained that existing students, fine motor skills were still not so good. The lack of appropriate learning media in learning influences this. So that children often feel bored and bored, their fine motor development is less significant. Of the 20 existing students, only 8 children have well-developed fine motor development, while the other 12 are just starting to develop and have not developed.

METHOD

This research focuses on the conception of descriptive research, where researchers try to describe or explain events or events as they are. This has the main objective, which is to describe or describe systematically the facts and characteristics of the objects and subjects studied. Thus, this research uses qualitative research methodology in searching for data using in-depth interviews with respondents and informants who can provide information about the problem under study, namely A1 class students, as many as 20 students and 2 teachers at RA Lampung Timur. The observation was carried out, used to collect data about the fine motor skills of students before the use of collage media, and the state of students in their daily lives as well as observations of the school environment

which could be a factor inhibiting and encouraging the development of children's fine motor skills. In addition, observations were also made to see the situation during the learning process in the classroom. Furthermore, other supporting data is needed using documentation. Collecting supporting documents such as historical documents and the purpose of its establishment, vision, mission, school profile, the state of the teaching staff charts the number of students, and the state of facilities and infrastructure, the geographical location of the school, organizational structure and to obtain data when educators and students are involved in the teaching and learning process documented in the form of photographs.

RESULT AND DISCUSSION

Based on the results of initial observations, it can be seen that the state of fine motor development of students is still not so developed as expected, out of 20 students there are only 8 children who already have very well-developed fine motor development, while the other 12 students are still not developing and starting to develop their fine motor skills. This can be seen when the teacher gives them tasks to draw or write according to what the teacher teaches, they still seem to have difficulty doing it because holding pencils and crayons is still not correct, this is one indicator that fine motor development has not been appropriately achieved. For this reason, it is necessary to hold more intensive and more in-depth teacher efforts because of how critical fine motor skills are to be developed from an early age so that they develop optimally.

1. In the dimension of fine motor development, several things characterize the achievement of children's fine motor development, as follows:
2. Children can make vertical, horizontal, left/right curved lines and circles.
3. Children can trace shapes
4. The child can coordinate the eyes and hands to perform complex movements
5. The child can perform manipulative movements to produce a shape of an object by using various media
6. Children can express themselves by creating art using various media 5.

Thus, to improve children's fine motor skills, educators need to apply their methods or ideas to develop children's fine motor skills, provide examples of using some good and correct learning media and stimulate children's fine motor development with these media.

One of the media that researchers consider appropriate is the application of collage media in learning activities in kindergarten. With the application of this collage media, it is hoped that children can be stimulated to be more active in teaching and learning activities, creative and innovative so that children's fine motor skills will develop for the better. Therefore, during this research there were several changes made by the teacher following the theories that the author has presented in the previous chapter, namely the application of the steps of playing collage media that are good and correct to produce optimal fine motor development of early childhood..

Planning the image to be created

This activity is an initial activity in the application of collage media. With the planning in the selection of this picture, it is hoped that the teacher can determine the pictures that many children like to arouse children's interest and invite them to pay attention to the learning that the teacher will deliver. So slowly and without realizing it, children follow the learning flow and understand what activities will occur. By providing stimulation or stimulation from previous learning activities, children will find it easy to remember previous lessons.

In this initial stage, the teacher first looks at the syllabus that has not been delivered to the child. Then, the teacher makes a Daily Activity Plan with a theme that matches the syllabus. The teacher has not conveyed the theme of "Plants and Animals" with the

selection of watermelon fruit and bird animals as images that will be formed using collage media.

According to Siti Fatimah, it was stated that this initial activity is essential. A teacher as a professional educator in his teaching and learning activities should follow the syllabus set by the government, as an effort to develop aspects of development that must be achieved in early childhood.

Provide Tools and Materials

In this second step, teachers must be able to determine and provide the tools and materials needed in teaching and learning activities. The basic thing that must be considered in providing tools and materials is the safety of materials used for early childhood learning. Do not let the tools and materials used in teaching and learning activities contain elements that are harmful to children, both in terms of the shape of the tools and materials such as very sharp knives, as well as the materials for making these tools which contain hazardous chemicals.

This stage is following the initial direction that the researcher explained to the teacher, the researcher considers the teacher to be able to provide tools and materials that are appropriate and safe for children to use. The tools and materials that the teacher chose were watermelon and bird-shaped pattern paper, krip paper, cotton, and glucol glue. According to Mrs. Supiah Murtiati, this step is a step that every teacher must pay attention to before starting learning activities using any media. Because teaching and learning tools and materials do not all have safe and good values for children, there are still many learning tools and materials that contain harmful chemicals that can be inhaled or eaten by children. For this reason, teachers must really pay attention to this step, because it is the teacher's responsibility for the health and safety of children at school.

Explain and introduce the name of the tools used to play collage and how to use them

This activity is an initial activity in learning activities using collage media. This briefing aims to arouse children's interest and invite children to pay attention to the learning that will be delivered by the teacher, so that slowly and without them realizing the children follow the flow of the game and learning and understand what activities will be carried out. In this initial stage, the teacher provides direction in the form of classical activities, meaning activities carried out by all children in one class, at one time and the activities are the same, namely children forming a circle. The initial activities are praying before learning, then singing "fruits", greetings then chatting about the activities to be carried out, namely giving direction and explaining the theme to be studied. The theme presented by the teacher is about "Plants and Animals" with the selection of watermelon fruit and bird animals as pictures that will be imitated with collage media.

This step is a warm-up and habituation, meaning that it indirectly teaches children to understand the activities that have been done before with the activities that will be carried out. Activities that will be carried out with all the tools and materials that have been prepared by the teacher so that it is hoped that later children can learn to make watermelon and bird animal collages properly, following the concepts and steps that have been determined.

Based on the results of the author's observations and interviews above, it can be concluded that this stage is very important as an initial step to introduce learning activities using collage media that will be implemented. It is hoped that with this step, there will be a sense of enthusiasm for children in teaching and learning activities, so this collage media will help children improve their fine motor skills.

Guiding the child to attach the pattern to the picture by applying glue, then attaching it to the picture.

At this stage, the teacher demonstrates to the child how to paste an excellent and correct picture on the pattern that has been made before. This stage teaches children accuracy and neatness in doing something. Accuracy is needed when the child attaches the collage to the picture pattern, while tidiness is needed when the child adds adhesive glue to the collage and during the pasting process.

Based on the results of observations, the author can know that children's ability to paste patterns on the watermelon and bird images provided is quite good. In this activity, children look so enthusiastic and actively participate in pasting activities, even though each child wants to explore other images. According to Mrs. Siti Fatimah, this stage contributes to improving children's fine motor skills, where the muscles of the nerves, eyes and hands must be careful and thorough to produce neat and satisfying collage results.

Sticking the Pattern to the Shape of the Picture and Demonstrating

This stage is not much different from the fourth stage above, where the teacher must be able to explain the position to paste the correct picture according to the shape of the picture and not go out of the line set as a pattern. This stage teaches children accuracy and neatness in doing things. Accuracy is needed when the child attaches the collage to the picture pattern, while tidiness is needed when the child adds adhesive glue. Furthermore, teachers should teach the material to children not only in one meeting, but can be given two to three meetings to ensure children really understand the learning material. Therefore, in this study researchers used two Daily Activity Plans, where from each daily activity plan the researchers presented in two meetings, with the aim that children mastered the material and their fine motor skills could develop following the expectations of teachers and parents as guardians of students. With this repetitive learning, children will remember what they have learned at the previous meeting. Moreover, in the process of developing children's fine motor skills, it includes small muscles in children that need more stimulation in order to develop optimally.

Children's Fine Motor Development through Collage Media

Based on the results of the author's observations, documentation and interviews above, it can be concluded that the teachers at Raudhatul Athfal Masyariqul Anwar, Sekampung Udik District, East Lampung, have tried their best to develop children's fine motor skills through the application of collage media according to what the researcher directed, namely by following the steps of applying collage media as follows:

1. We are planning the drawing to be made.
2. Provide tools/materials.
3. Explains and introduce the names of the tools used for collage skills and how to use them.
4. Guiding the child to attach the picture pattern to the picture by applying glue, then attaching it.
5. She explained the correct position to paste the picture pattern according to the shape of the picture and demonstrated it, so that the paste results are not out of line.
6. The exercise should be repeated so that the child's fine motor skills are trained because this collage skill includes small movements such as pinching, gluing and sticking small objects so that the coordination of the fingers is trained.

In the first step, is the initial activity in the application of collage media. With the planning in the selection of this image, it is hoped that the teacher can determine the image that many children like with the aim of arousing children's interest and inviting

children to pay attention to the learning that the teacher will deliver. At this stage, the teacher must be careful in looking at the syllabus that has not been delivered to the child. Then, the teacher makes a Daily Activity Plan with a theme that matches the syllabus.

In the second step, namely the activity of providing learning tools and materials, teachers must be careful in choosing learning tools and materials. Do not let the tools and materials used in teaching and learning activities contain elements that are harmful to children, both in terms of the shape of the tools and materials such as very sharp knives, as well as in terms of the materials for making these tools which contain harmful chemicals. Do not let, after children participate in learning activities, children get injured or sick because the tools and materials used by the teacher are not appropriate, both in terms of safety, such as a very sharp knife, as well as the material of the tool itself, such as containing chemicals or other hazardous substances. Because the teacher is responsible for the health and safety of children at school.

In the third step, the teacher has entered the initial step of learning activities in the classroom, namely explaining and introducing the names of the tools used to play collage and how to use them. This explanation aims to arouse children's interest and invite children to pay attention to the learning that will be delivered by the teacher so that slowly and without them realizing, the children follow the learning activities and understand what activities will be carried out.

In the fourth step, the teacher demonstrates to the children how to paste a good and correct picture on the picture pattern that has been made before. This stage teaches children accuracy and neatness in doing something. Accuracy is needed when the child attaches the collage to the picture pattern, while for tidiness it is needed when the child adds adhesive glue to the collage and when casting.

In the fifth stage, it is not much different from the fourth stage above, where the teacher must be able to explain the position to paste the correct picture according to the shape of the picture and not out of the line that has been set as a pattern. This stage teaches children accuracy and neatness in doing things. Accuracy is needed when the child attaches the collage to the picture pattern, while for tidiness it is needed when the child adds adhesive glue to the collage and when casting. The last step, teachers should teach the material to children not only in one meeting, but can be given two to three meetings with the aim that children really understand the learning material. Therefore, in this study researchers used two Daily Activity Plans, where from each Daily Activity Plan the researchers presented in two meetings, with the aim that children really master the material and can develop children's fine motor skills as expected.

With the application of collage media following the steps above, researchers can see children's fine motor skills development during the research. This is due to the teacher's maximum effort in applying this collage media in order to develop children's ability to show and master beautiful muscle movements in the form of coordination, dexterity and dexterity in using hands and fingers. This can be seen from the child's ability to hold pencils and crayons in collage pattern drawing activities that are good and correct because of the child's ability to use hand and finger coordination. In addition, with the application of collage media, children are very enthusiastic about participating in the lesson, so no more children feel bored and play alone again.

Then in the learning activities of making pictures made or drawing patterns, most children have been able to make vertical, horizontal, left/right curved and circular lines. For children who have not been able to make their own lines, the child is taught to trace from the picture pattern that the teacher has provided, because all cannot experience the same fine motor development and of course the ability of one child to another is different.

With the application of collage media following the steps mentioned above, little by little there has been a change in the improvement of children's fine motor skills at each meeting. This can be seen from the children's interest in learning which becomes more

enthusiastic, active, creative and innovative in learning activities. This can be seen, when children finish working on one form of collage ordered by the teacher, then they try to form a collage of other images. Therefore, as a comparison before and after the teacher uses collage media in learning activities.

Of all students in group A1 in the final observation, it is known that there are 60% or 12 students who can achieve very well-developed indicators, there are 30% or 6 students who are starting to develop in achieving indicators while the remaining 10% or 2 children are still not developing in achieving the specified indicators. This shows that the application of collage media in developing fine motor skills of early childhood in RA Lampung Timur can be said to be well succeeded.

CONCLUSION

Based on the results of the discussion and data analysis of the research results that the authors conducted, this study can be concluded that with the application of collage media in learning activities as an effort to develop fine motor skills of early childhood in Raudhatul Athfal Masyariqul Anwar, Sekampung Udik District, East Lampung which is good and correct following the steps that have been determined based on several existing theories, then the development of fine motor skills of children can develop well. This can be seen from the development of the number of students who can achieve very well-developed assessment indicators, where at the beginning of the study there were only 8 children, then after the research and changes made by the teacher then the children who were able to achieve very good development increased to 12 students. Most of these students have been able to make vertical, horizontal, left / right curved and circular lines, trace shapes, coordinate eyes and hands to perform complex movements, perform manipulative movements to produce a form of objects using various media and will be able to express themselves by creating art using various media other than collage.

There are several suggestions from the research results conducted for the Head of Raudhatul Athfal Lampung Timur to help teachers determine the right media, methods and approaches in the learning activities. Supervise the process of teaching and learning activities carried out by the teacher. Then for teachers to always communicate with other educators to find a way out of the problems that exist in their class. Always actively provide creative, active and innovative learning to students so that it is not boring and attracts children's interest in learning. Fine motor skills are one of the main priorities that must be developed properly from an early age.

REFERENCES

- Azhar Arsyad. (2011). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Guslinda, & Kurnia, R. (2018). Media Pembelajaran Anak Usia Dini. *Media Pembelajaran*, 121.
- Jumiyati, *, Priyantoro, D. E., Metro, I., & Hasanah, U. (2023). Implementation of Coloring Activities Early Childhood in Developing Fine Motor Skills. *Journal of Childhood Development*, 3(1), 1–12. <https://doi.org/10.25217/JCD.V3I1.3139>
- Kartikawati, E., Roni, M., & Purwanti, S. N. (2022). Parenting Education for Early Childhood Social-Emotional Development. *Journal of Childhood Development*, 2(1), 64–70. <https://doi.org/10.25217/JCD.V2I1.3350>
- Kebudayaan, K. P. dan. (2013). *Standar Tingkat Pencapaian Perkembangan Anak (STPPA) PAUD Kurikulum 2013, Permendikbud No. 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini*. Jakarta.
- Kushendar, K., & Mayra, Z. (2021). The Role of Counseling Guidance in Early Childhood Education and Their Emotional Development. *Journal of Childhood Development*, 1(2), 97–101. <https://doi.org/10.25217/JCD.V1I2.1826>

- Martzog, P., & Suggate, S. P. (2022). Screen media are associated with fine motor skill development in preschool children. *Early Childhood Research Quarterly*, 60, 363–373. <https://doi.org/10.1016/J.ECRESQ.2022.03.010>
- Pangastuti. (2019). Media Puzzle Untuk Mengenal Bentuk Geometri. *Journal of Early Childhood Education and Development*, 1(1), 52.
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Riyadi, S., Muhammadiyah, U., Selatan, T., Darwis, I. M., Tukiyo, I., Widya, U., ... Mas'ud Muhammadiyah, I. (2023). Analysis of the Relationship between Fine Motor Skills and Montage Activities in Early Childhood. *Journal of Childhood Development*, 3(1), 56–63. <https://doi.org/10.25217/JCD.V3I1.3328>
- Rochanah, R., Muna, F. I., & Ariyanto, B. (2022). The Building Religious Character of Children Orphanage at Nurul Jannah Kudus. *Bulletin of Early Childhood*, 1(2), 68–79. <https://doi.org/10.51278/BEC.V1I2.552>
- Utama, F. (2017). PENGENALAN AKSARA MELALUI MEDIA. *Iqra': Jurnal Kajian Ilmu Pendidikan*, 2(2), 433–457.
- Utama, F. (2018). ESQ Way 165: Alternatif Metode Pengembangan Kecerdasan Emosi dan Spiritual Anak. *Journal of Early Childhood Care and Education*, 1(1), 7–12. <https://doi.org/10.26555/JECCE.V1I1.59>
- Utama, F., & Tanfidiyah, N. (2019). Pendekatan dalam Studi Islam Emphatic dan Homeschooling Scaffolding Vigotsky untuk Perkembangan Kecerdasan Anak Usia Dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 7(1), 43–64. <https://doi.org/10.21043/THUFULA.V7I1.4943>
- Virawanti, T., & Sugiarto. (2022). Development of Styrofoam Media as Puzzles to Develop Fine Motoric Children Aged 3-4. *Journal of Childhood Development*, 2(1), 21–27. <https://doi.org/10.25217/JCD.V2I1.2318>
- Yudhi Munadi. (2008). *Media Pembelajaran*. Jakarta: Gaung Persada Press.
- Yusuf, M., & Ma'arif Lampung, U. (2023). Learning Management and Learning Media Based on Local Wisdom at RA Ma'arif Inclusion Metro. *Journal of Childhood Development*, 3(1), 22–29. <https://doi.org/10.25217/JCD.V3I1.3236>

Copyright Holder :

© Nur Arifah Hanafiah, Sabil Mokodenseho, Ratna Ayu Pawestri Kusuma Dewi, Achmad Zahrudin., (2023).

First Publication Right :

© Bulletin of Early Childhood

This article is under:

CC BY SA