

EFFORTS TO IMPROVE LEARNING IN THE DEVELOPMENT OF MOTORIC SKILLS AT AISYIYAH PUCANGAN KINDERGARTEN

RAHMANTO¹, PUTRI NUR AISYAH², ANNISA MUTAWAKKIL³, HANIFA NUR HIDAYATI⁴, BERLIAN AZ-ZAHRA⁵, PRATIWI RAHMA HAKIM⁶, MUHAMAD SUHARDI⁷

UIN Raden Mas Said Surakarta^{1,2,3,4,5,6}, Universitas Pendidikan Mandalika⁷

e-mail : sugiarto210304@gmail.com

ABSTRAK

Perkembangan keterampilan motorik pada anak usia dini memiliki arti penting karena menjadi dasar untuk berbagai aspek pertumbuhan anak. Keterampilan motorik yang kuat memberikan dukungan yang sangat dibutuhkan oleh anak dalam melakukan aktivitas sehari-hari seperti berjalan, berlari, menulis, dan berkomunikasi. Keterampilan ini tidak hanya penting, tetapi juga memerlukan pengembangan dan peningkatan yang berkelanjutan. Inisiatif ini berfokus pada peningkatan pembelajaran dengan menekankan pengembangan keterampilan motorik melalui program-program yang mendukung kemampuan ini. Di Taman Kanak-Kanak Aisyiyah Pucangan, program pengembangan keterampilan motorik dibagi menjadi dua jenis: program pengembangan keterampilan motorik kasar dan program pengembangan keterampilan motorik halus.

Kata Kunci: Perkembangan, Motorik, Siswa

ABSTRACT

The development of motoric skills in early childhood holds significant importance as it serves as the foundation for various aspects of a child's growth. Strong motoric skills provide essential support for children in performing daily activities such as walking, running, writing, and communicating. These skills are not only crucial but also require continuous development and enhancement. This initiative focuses on improving learning by emphasizing motoric skills development through programs that support these abilities. At Aisyiyah Pucangan Kindergarten, the motoric skills development program is categorized into two types: the gross motoric skills development program and the fine motoric skills development program.

Keywords: Development, Motoric, Students

INTRODUCTION

Development is a change that includes both quantitative and qualitative aspects. This developmental process shows an increase in the body's capabilities, structural complexity, and functions in an orderly and predictable pattern. One important form of development is motoric development, which refers to the ability to control body movements through coordination between the nervous system, muscles, and brain. (Aghanaita, 2017)

Physical development includes growth and transformation in the structure of the individual's body. The most striking transformations involve changes in their appearance and physical dimensions. Meanwhile, motoric development refers to a gradual change in the body's ability to control and execute movements, which develops through the interaction between biological maturity and experience gained throughout life, reflected in the evolution of acquired movements. (Rohyana, 2018)

motoric development is a process in which physical control is realized through coordinated movements between the nervous system and muscles, and includes a level of maturity in the implementation of the movement. Understanding motoric development in early childhood is essential to ensure their growth takes place naturally. Because every child has a

unique developmental path, variations in motoric development in early childhood become common. (Indri, et al., 2022)

motoric development is divided into two main categories, namely gross motoric and fine motoric. Gross motoric involves large movements such as walking, running, and jumping, while fine motoric is related to the ability to perform fine movements such as picking up small objects with the fingers. This process of motoric development begins from birth, and is an important part of a child's ability to interact with the surrounding environment.

This motoric development is an important foundation in children's development, as good motoric skills allow them to explore the world, learn, and interact with others effectively. Therefore, understanding motoric development is very important in caring for and supporting children's development optimally, Motoric development includes the development of two main aspects: gross motoric and fine motoric. Gross motoric involves greater physical activity such as running, walking, and jumping, which requires a lot of energy and involves large muscles. On the other hand, fine motoric is about movements that require more delicate hand skills, such as folding, cutting, and writing, where small muscles are used and coordination between the eyes and hands is key. (Lolita)

Education is a deliberately planned effort to create a learning environment and learning process that encourages students to actively develop their various potentials. The main purpose of education is to help students to have spiritual strength, self-control, good personality, intelligence, high morals, and skills that are useful for themselves, society, country, and nation.

Early Childhood Education (PAUD) has an important role in the foundation of education for children aged 0-6 years. This age is known as the golden age, where children have the ability to absorb information up to 80%. Therefore, good stimulation at the stage This is very valuable. Adults, such as parents and teachers, have a responsibility to provide a variety of relevant information to children in their environment.

Early childhood can be considered a golden period in an individual's developmental journey. At this stage, children experience tremendous growth and development in various aspects, including physical-motoric, emotional, cognitive, and psychosocial. This period has a very important role in life, because at this time the development of the individual takes place very rapidly, and one of the main achievements is his physical growth and remarkable motoric development. (Lismadiana)

Kindergarten is part of the official education system aimed at children aged 4-6 years. Children in this age group are often considered to be in a very important period, referred to as the golden age, in which they have exceptional learning abilities if they continue to receive stimuli that correspond to their developmental stage. During this time, it is important to optimize five aspects of child development, namely cognitive, language, physical-motoric, moral values an religion, as well as the social-emotional aspect. (Kadek, 2020)

One of the important aspects in early childhood education is the development of children's fine motoric skills. Fine motoric involves careful use of the fingers in daily activities. This ability requires good eye and hand coordination, as well as proper movement control. With focus and concentration, children can achieve a level of precision and precision in their fine motoric movements. This is an important step in the development of a child's skills that will be useful in later development.

Motoric development in early childhood is important because motoric is a basic skill that is very important for child development. Good motoric skills will help children in carrying out daily activities such as walking, running, writing, and speaking. However, there are still many early childhood children who experience delays in their motoric development. This can be caused by various factors such as lack of adequate motoric stimulation, health problems, or unsupportive environmental factors. Therefore, development research Motoric in early

childhood is very important to help identify these factors and find the right solution to improve motoric skills in children. Thus, it is hoped that early childhood children can grow and develop optimally in all aspects of their lives. (Etri & Nova, 2020)

METHODS

The method used in this study is a qualitative descriptive method, where the research process emphasizes the analysis or depiction of an object, namely self-development in students without involving quantitative measurements or calculations that tend to use numbers and numerical calculations in the data analysis process. The qualitative descriptive method taken in this study focuses on the research object in the form of student development in an effort to improve motoric skills learning. The data collection process is carried out by observation interview techniques to resource persons who can inform regarding the development of learning with a focus on motoric skills at Aisyiyah Pucangan Kindergarten. The data that has been collected in the analysis with understanding of subjective context and the development of patterns of themes and related programs.

RESULTS AND DISCUSSION

Efforts to improve learning by focusing on the development of motoric skills at Aisyiyah Kindergarten have programs that can support motoric-based development. The motoric-based development program at Aisyiyah Kindergarten is grouped into two types, namely gross motoric and fine motoric development.

The fine motoric skills development program at Aisyiyah Pucangan Kindergarten is integrated in the learning modules that have been set before the new school year. This lesson is related to the learning materials that have been prepared by educators for students at Aisyiyah Pucangan Kindergarten. The development of fine motoric skills included in learning is in the form of weaving, batik, stiffening, drawing, painting, and coloring. Weaving activity is an activity where students are required to to scoring/crossing materials- materials that become one clump. This weaving activity is useful for training students' fine motoric skills, students are expected to be able to hold, roll, rotate which is related to balance and train the motoric skills of the hands and fingers of students at Aisyiyah Pucangan Kindergarten.

Batik is one of the traditions in Indonesia, especially in Java, where the batik process itself is useful in training the fine motoric skills of students' hands. With the ability to control the hands carried out by students with the appropriate pattern, it will increase the final result which not only trains fine motoric skills but also trains the concentration of the students.

Drawing is an activity that is carried out by creating a drawing with scratches on a field. Drawing the fine motoric training process by yourself, especially for students, namely students can control their hands, control small muscles and control finger movements.

Painting is the same as drawing, which is creating an image on a field, but in the process of painting media and tools that used tends to lead to paints and brushes. Painting is also useful in the development of fine motoric skills in students, by controlling the movements of the hands and fingers in great detail. This includes using a brush or other tool to produce precise lines, shapes, and details, which help to strengthen the small muscles in the hands.

Coloring is the next process of drawing, which is the activity of coloring the picture. When students color, they must carefully control the movements of their hands and fingers to fill and shade the image with color. It helps in the development of their fine motoric skills.

As for the development of gross motoric skills at Aisyah Pucangan Kindergarten, which is an activity based on the ability of students to make dynamic movements. The activity programs that support the development of the gross motoric skills of students at Aisyiyah Pucangan Kindergarten are by holding drumband activities, dance, song

Drumband activity is an activity in which men play musical instruments together. Through drumband exercises, kindergarten students will train their gross motoric skills, which include body movements that involve large muscles such as arms, legs, and upper body. This includes hitting the drums, walking in a line, and performing other movements that require coordination of large muscles. These exercises help improve children's gross motoric skills.

Dancing is an activity that involves body movements that can train gross motoric skills. This includes different types of movements such as jumping, spinning, moving arms and legs, and moving in general. While dancing, learners will develop coordination skills, balance, and great muscle strength. It can also help them improve body awareness and movement control.

Gymnastics or song movement is an activity that is carried out with the aspect of moving the limbs according to the rhythm of the song, Through gymnastics, students can improve ability they deep control movement body Increase Balance and develops large muscles, so it is a good exercise to train gross motoric skills

Athletic activities such as throwing the ball and running are one of the activities that function to improve the development of students' gross motoric skills at Aisyiyah Pucangan Kindergarten, with this activity involving coordination between the legs, arms, and body in maintaining balance and directing movements, maintaining body balance when moving quickly, which is an important aspect of gross motoric.

The learning modules used have been designed at the beginning of each semester depending on the theme used in relation to child development. The reference for the creation of this module is the output received from the results of the program carried out.

All of these learning modules are summarized in the lesson plan. The lesson plan contains details about the learning objectives, teaching methods to be used, learning resources, student activities, and assessment of learning outcomes. The lesson plan helps teachers plan lessons systematically so that the teaching and learning process becomes more structured and effective.

Deep processthe development of motoric skills at Aisyah Kindergarten is inseparable from several problems faced by educators. In spite of In the classification of classes based on age, the number of students ranges from 20 to 21 and is accompanied by two teachers in each class. With this limitation, there are obstacles to the development of motoric skills in students, namely the number of hyperactive students and the rapidly changing mood of students.

With the number of hyperactive students in this school year at Aisyiyah Pucangan Kindergarten, it is enough to add to the tasks of the educators at Aisyah Pucangan Kindergarten. Therefore, it is necessary to hold a solution to this problem by designing a group-based learning system. With a group-based learning system but will still prioritize the development of students' motoric skills at Aisyiyah Pucangan Kindergarten

CONCLUSIONS

The results of the study show that Aisyiyah Pucangan Kindergarten has motoric skill development programs based on gross motoric and fine motoric. Fine motoric programs involve activities such as weaving, batik, drawing, painting, and coloring, which assists learners in developing their fine motoric skills. The gross motoric program involves activities such as drumband, dancing, song/gymnastics, throwing a ball, and running, which helps in training children's gross motoric skills.

RPP (Plan Learning Implementation) is used as a guideline for teachers to plan lessons in a more structured way. Learning modules that have been prepared based on themes relevant to children's development are also integrated into the lesson plan.

Although there are several challenges, such as the number of hyperactive students and rapid mood swings, educators at Aisyiyah Pucangan Kindergarten try to overcome this problem



REFERENCES

- Aghnaita. (2017). Perkembangan Fisik- Motoricik Anak 4-5 Tahun Pada Permendikbud no. 137. Al- Athfal Jurnal Pendidikan Anak, Vol 3, No 2.
- Entri Yanti, N. F. (2020). Faktor Yang Mempengaruhi Perkembangan Motoricik Anak Usia Prasekolah. Jurnal Kesehatan Medika Sainatika, Vol 11, No 2.
- Fitriani, R. (2018). Perkembangan Fisik Motoricik Anak. Jurnal Golden Age Hamzanwadi University, Vol 3 No. 1.
- Indraswari, L. Peingkatan Perkembangan Motoricik Halus Anak Usia Dini Melalui Kegiatan Mozaik Di Taman Kanak-Kanak Pembina Agam. Jurnal Pesona PAUD, Vol 1, No 1.
- Indri Ariani, dkk. (2022). Perkembangan Motoricik Pada Anak Usia Dini. Jurnal Pendidikan dan Konseling, Vol 4, No 6.
- Lismadiana. Peran Perkembangan Motoricik Pada Anak Usia Dini .
- Setiani, R. E. (2013). Memahami Pola Perkembangan Motoricik Pada Anak Usia Dini. INSANIA, Vol 18, No 3.
- Wisudayanti, K. A. (2020). Peningkatan Motoricik Halus Anak Usia Dini di Era Revolusi Industri 4.0. Jurnal Pendidikan Anak Usia Dini, Vol 1, No 1.