Through activities, coloring, cutting and pasting in developing children's fine motor skills in RA Insan Tangkas Village Bujak Subdistrict Batukliang Regency Lombon Tengah NTB

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***Abstract*-** This child's fine motor skills are the basis for developing all potential in early childhood. This study aims to determine fine motor development in children through coloring, cutting and pasting activities. This research was conducted at RA Insan Tangkas with ten research subjects aged 5-6 years. This type of research is Classroom Action Research (CAR) which is carried out in two cycles. The instrument used is an observation sheet of children's receptive language skills. The results showed that the development of children's fine motor skills was quite significant for two cycles. Children's learning outcomes with coloring, cutting and pasting activities reach a percentage of 80%.

***Index Terms*-** Fine Motor Skills, Cutting, Coloring and Pasting

I. INTRODUCTION

Early age is also called *golden age* because all developments in children develop very rapidly at this age. According to Benjamin S. Bloom in his book,*Stability and Change in Human Characteristics*, explained that at the age of four, half of the intelligence potential has been formed so that if at the age of 0-4 years a child does not get the right brain stimulation such as media or methods, his brain performance cannot develop optimally and 80% of a child's intelligence is reached at the age of eight years (Angga Saputra, 2020).

Early childhood education (PAUD) is a basic education level which is a coaching effort proposed for children from birth to the age of six, which is carried out through the provision of educational stimuli to assist physical and spiritual growth, so that children have readiness to enter further education. . Held on formal, non-formal and informal channels. The definition of Early Childhood is children ranging from 0 years to the age of 6 years. The formation of a child's character and personality is largely determined at that age. (Agustin, 2018). Children experience a period of very fast growth and development at an early age (Ciolan, 2013). That is the reason why researchers want to improve art skills so that they can develop talents and potential in early childhood because it is at this golden age that it will be easier for children to instill a love of art (Akbar, 2009).

Erly childhood are individuals who are different, unique, and have their own characteristics according to their age stages. Early childhood is the golden age*golden age*) where stimulation of all aspects of development plays an important role for further developmental tasks. It should be realized that the early days of a child's life, including kindergarten children, are the most important period in a child's life span. At this time brain growth is experiencing rapid development (Anton Komaini, 2018). Permendikbud number 146 of 2014 curriculum 2013 early childhood education is designed with characteristics to optimize the development or potential possessed by children which include 6 aspects namely: religious and moral values, physical motor, cognitive, language, social emotional and artistic. Where all of these aspects are reflected in the balance of attitude, knowledge, and skill competencies (Minister of Education and Culture 2014).

A series of basic abilities possessed by every human being can be developed as well as possible, that is the meaning of potential. Work, business and development can be carried out if this potential is optimized (Ningsih et al. 2022). Physical activity in the early years of children's growth is a skill needed to have a healthy lifestyle in the future (Tandon et al., 2020). As is well known, most children's activities require motor skills, the physical activity environment and opportunities to engage in physical activity during a child's growth period become a sizable opportunity for children's health and early learning (Story et al., 2006).

Early childhood development goes quickly, this is because nerve cells develop according to the child's experience. The more the child has a lot of experience, the greater the child's potential to enter a new world (Masnipal, 2018). Early childhood education basically includes efforts to provide stimulation and care in learning activities that will produce children's abilities and skills. Learning experience during this developmental period is obtained by children by observing, imitating and conducting experiments

directly involving all the potential and abilities of children (M. Fadlilah, 2014).

Fine motor skills are skills in carrying out movement activities using small muscles in certain parts of the body such as the hands and fingers, mouth and hand-eye coordination (Matheis & Estabillo, 2018). Therefore, fine motor skills play an important role in the overall functioning of the child. There is a relationship between fine motor skills and children's academic success at school and in the number of activities carried out daily (Memi, 2014). Each child experiences the development of fine motor skills differently. There are those that are well developed and appropriate, then there are those that experience delays. This is usually influenced by various factors (Murtie, 2014). So the characteristics of children's fine motor development are more emphasized on more specific body movements such as writing, drawing, cutting and folding.

Based on the observations that researchers encountered in the field, precisely in the learning process at RA Insan Tangkas, Bujak Village, Subdistrict Batukliang Regency, Central Lombok. In carrying out activities, the child's fine motor skills have not been developed properly and are fun. This is because learning activities are always monotonous in developing children's fine motor skills. The motivation given by the teacher to children in carrying out activities related to fine motor skills is also not optimal.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

This study uses qualitative research with a class action research approach (CAR). The CAR implementation model carried out in this study is to use a collaborative CAR model, in which researchers collaborate with collaborators consisting of class teachers, accompanying teachers and two research colleagues. At the time of research, researchers took the place as educators in front of the class. In accordance with the CAR model used, namely the Kurt Levin model, researchers along with a team of collaborators carried out the CAR stages, namely planning, implementing, observing and reflecting (Dimyati 2013). This research was conducted using two (2) cycles. The following describes the cycle used in this study.

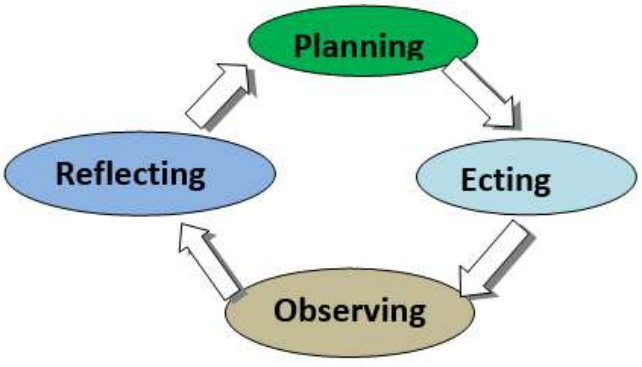

Figure 1. Cycle According to Kurt Lewin

The research was carried out in cycles, starting with the first cycle. The results of the first cycle determine the results of the second cycle. Each cycle consists of several steps. There are four stages of classroom action research, namely: Planning (*plan*), Action (*action*), Observation (*observation*), Reflection (*reflex*). The stages of implementing the research were carried out as follows: 1. The planning stage where the researcher did: (a) prepared a lesson plan (RPP), (b) prepared equipment according to the theme, and (c) prepared observation sheets; 2. The implementation stage, where the researcher: (a) conveys how to color, cut and paste properly and correctly, (b) through coloring, cutting and pasting activities to develop children's fine motor skills; 3. Observation stage, where the team of collaborators observes the development of children's fine motor skills using observation sheets; and, 4. The reflection stage, where the researcher and the collaborator team ponder and review the successes and failures that have occurred in the learning process that has taken place. If in cycle I there are still deficiencies or irregularities in the implementation of learning, it is necessary to continue for improvement in cycle II. If the analysis shows improvement, then the cycle can be stopped. The subjects in this study were children aged 5-6 years. Children at RA Tangkas Insan Bujak Village, Subdistrict Batukliang Regency, Central Lombok NTB with a total of 10 children, namely 7 boys and 3 girls. The object of this study was fine motor skills in children aged 5-6 years in class B. The research instrument used was an observation sheet used to measure children's fine motor skills during the use of coloring, cutting, pasting activities and a question and answer rubric. Data analysis techniques in this study used descriptive qualitative analysis techniques.

Table 1. Observation rubric of children's fine motor skills

No	Children's Fine Motoric Ability through ActivitiesColoring, Cutting and Pasting
1	Children can color according to the pattern well
2	Children can draw according to the examples given
3	Children can cut according to the pattern given
4	Children are able to stick according to the pattern given

Children's receptive language skills are measured and categorized using the criteria Not Developed (BB), Starting to Develop (MB), Developing As Expected (BSH), and Developing Very Well (BSB). The results of the observation data collection above will then be translated into the percentage category using the percentage formula, namely:

$$p = \frac{f}{n} \times 100\%$$

Information:
P=Percentage
F=Frequency of each questionnaire answer

N=Sum of ideal scores
100 = Fixed Number (Anas Sudijono, 2005).

The cycle success category will use a percentage score of 80% in the child's Fine Motor skills in the BSH and BSB criteriawith the following details:

Table 2. Criteria for the Success of Children's Fine Motor Skills

Criteria	Description
BB	When the child is in the Undeveloped category 1 time
MB	When the child is in the Start Developing category 2 times
BS	If the child is in the Developing According to Expectations category 3 times
BSB	When the child is in the Very Good Development category 4 times

III. FINDINGS AND DISCUSSION

Cycle I

The first cycle was carried out by researchers and observed by a team of collaborators. Implementation of cycle 1 through coloring, cutting and pasting activities with the theme that has been prepared in the planning stage. In this cycle, the level of fine motor skills of children is found as follows:

Table 3. Observation Results of Children's Fine Motor

No	Name	observed aspects				Star	Criteria
		1	2	3	4		
1.	AS	✓	✓			2	MB
2.	AR	✓	✓	✓		3	BSH
3.	AM		✓	✓		2	MB
4.	LH	✓	✓	✓	✓	4	BSB
5.	MA	✓	✓			2	MB
6.	HW	✓			✓	2	MB
7.	SAH	✓	✓	✓	✓	4	BSB
8.	DE			✓		1	BB
9.	SUL		✓		✓	2	MB
10.	SM		✓	✓	✓	3	BSH

Based on the 4 aspects that the researchers observed in the pre-cycle, it can be concluded that in carrying out coloring activities, cutting, namely in aspect 1, 7 children can color according to the pattern well. Whereas in aspect 2, namely drawing skills according to the example given, only 8 children were able to do it, in aspect 3, namely cutting according to the pattern given, there were 7 children who were able to do it. Whereas in aspect 4, namely the child is able to stick according to the pattern given, there are only 5 children who are able to do it. It can be concluded that in carrying out coloring activities, cutting and sticking that is easiest for children to do is drawing skills according to the example given by the teacher.

From the table above, look for the percentage for the criteria for children who get BSH and BSB scores for each assessment to determine the success of the study.

Table 4. Percentage of research success in cycle I

Criteria	(F)	(%)
BB	1	10
MB	5	50
BSH	2	20
BSB	2	20
Sum of BSH & BSB	4	40 %

The table above shows that only four children or 40% meet the BSH & BSB criteria. And children who are still in the MB criteria are two children or 50% and those who are in the BB criteria are one child or 10%.

Cycle II

Cycle II was also carried out by researchers in collaboration with a team of collaborators. The implementation of cycle II was carried out by following the planning stages after reflection on cycle I.

Table 5. Observation Results of Children's Fine Motor

No	Name	observed aspects				Star	Criteria
		1	2	3	4		
1.	AS	✓	✓	✓		3	MB
2.	AR	✓	✓	✓		3	BSH
3.	AM		✓	✓	✓	3	MB
4.	LH	✓	✓	✓	✓	4	BSB
5.	MA	✓	✓			2	MB
6.	HW	✓			✓	2	MB
7.	SAH	✓	✓	✓	✓	4	BSB
8.	DE		✓	✓		2	MB
9.	SUL		✓	✓	✓	3	MB
10.	SM	✓	✓		✓	3	BSH

Based on the 4 aspects that the researchers observed in the pre-cycle, it can be concluded that in carrying out coloring activities, cutting, namely in aspect 1, 7 children can color according to the pattern well. Whereas in aspect 2, namely drawing skills according

to the example given, only 9 children were able to do it, in aspect 3, namely cutting according to the pattern given, there were 8 children who were able to do it. Whereas in aspect 4, namely the child is able to stick according to the pattern given, there are only 7 children who are able to do it.

From the table above, look for the percentage for the criteria for children who get BSH and BSB scores for each assessment to determine the success of the study.

Table 6. Percentage of research success in cycle II

Criteria	(F)	(%)
BB	-	0
MB	2	20
BSH	6	60
BSB	2	20
Sum of BSH & BSB	8	80 %

The table above shows that only eight children or 80% meet the BSH & BSB criteria. And children who are still in the MB criteria are two children or 20% and those who are in the BB criteria are none or 0%.

Regarding data that is class action, in this section the researcher will describe the results of observations and documentation of coloring, cutting and pasting activities at RA Insan Tangkas, Bujak Village, Subdistrict Batukliang Regency. Central Lombok, among others:

Prepare pictures according to the theme, prepare equipment and needs for cutting activities, prepare equipment for pasting activities, prepare equipment for cutting pictures to make it easier for students to carry out activities, provide directions from beginning to end during coloring activities, cutting and pasting pictures in developing fine motor skills children, overcoming and correcting some children who are unable to color, cut out pictures correctly, because there are still many children who do not know how to use scissors properly so children need help from researchers, provide an assessment of children's work after the activity is finished, and determine the results of the 3M assessment by use a checklist sheet that is appropriate to the level of achievement of the child's development. In developing children's fine motor skills through 3M activities, coloring, cutting and pasting, preparing pictures according to the theme, then preparing equipment and needs for 3M activities. Such as preparing drawing paper, crayons, colored pencils, scissors, glue and layers of paper that will be given according to the number of children.

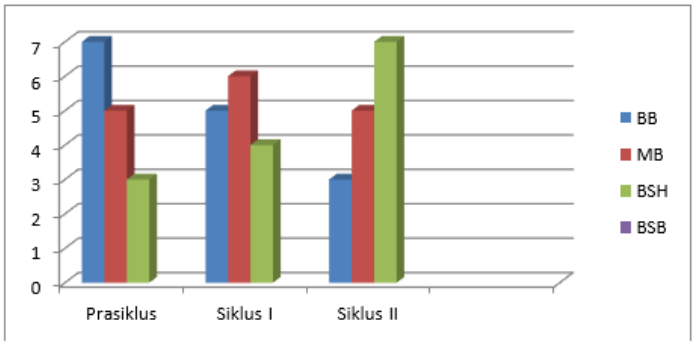

Figure 2. Graph of Four Aspect

Based on the results of research and observations made to completion, it shows that there is an increase in children's fine motor skills in 3M activities. this proves the positive impact of 3M's activities. In addition, from the results of this study the researchers observed several changes that occurred during the activity, including: First, in 3M activities can create new enthusiasm for children in artistic works. *Second*, Helping children develop their fine motor skills, such as coordinating between the eyes and hands. This development can be seen from the children's activities in carrying out 3M activities. Thus, based on action research and observations that have been made, it is proven that 3M activities can improve children's fine motor skills.

IV. CONCLUSION

Based on the results of the implementation of the action, it can be concluded that the improvement of children's fine motor development with coloring, cutting, pasting activities was carried out in 2 cycles. In the implementation, the children looked enthusiastic so that the children's fine motor skills improved and the children's fine motor development increased after using coloring, cutting, sticking activities in RA Insan Tangkas, Bujak Village, Subdistrict Batukliang Regency ,Central Lombok NTB.

This research was conducted within two cycles. Determination of success is determined based on the development of children's fine motor skills which reach 80% with children's abilities at Developing According to Expectations (BSH) and Very Well Developing (BSB). The development of children's fine motor skills develops from the first cycle to the second cycle with a percentage value of 40% to 80%.

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