



## EFFORTS FOR CHILDREN'S FINE MOTOR DEVELOPMENT THROUGH COLORING SCHEDULE MEDIA IN GROUP B CHILDREN AT TKN PERMATA HATI

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### ABSTRACT

The application of the coloring method through drawing sketches in developing children's fine motor skills and being able to find out fine motor development in group B children. The reason for choosing coloring picture sketch media is because coloring is one of the types of activities that children like to increase their creativity and imagination to develop their fine motor skills. This research is a class action research using qualitative data analysis. Data collection methods are carried out by observation and documentation. The instrument used is an observation sheet. The data analysis technique used is descriptive quantitative. Children's attention when learning children's fine motor development activities can be improved through the coloring sketch method. Children's attention has increased each cycle. In the pre-action, the attention of children with good attention criteria was only 40%. After the action in cycle I it increased to 60%, and in Cycle II the child's attention increased again to 93%. so that it can be concluded that the child's response in the activity of coloring a sketch of a picture is able to develop a child's imagination

### KEYWORDS

Pull Out Learning Model, Inclusive Education, Children with Special Needs.

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## INTRODUCTION

Early childhood is an individual who is experiencing a very rapid process of growth and development. The process of human development as a whole has started since being in the mother's womb and continues to enter the golden age. Early childhood education is a form of education that focuses on laying the groundwork for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), social-emotional (attitudes and behavior and religion), language and communication, by the uniqueness and stages of development that is passed by an early age, for example, when organizing educational institutions such as Playgroups (KB), Kindergartens (TK) or PAUD institutions based on children's needs. Kindergarten (TK) is a form of preschool education that is in the path of school education. Kindergarten (TK) was established as an effort to develop all aspects of the personality of students. As has been stated in government regulations the action of 2020 concerning preschool education (Kemdikbud, 2020).

The strategies for developing creativity in kindergarten-aged children can be developed through creating products (work products), exploration activities, mental activities, music Gough project activities language, and can also be developed through imagination (Suyadi & Ulfah, 2013). Early childhood includes all the efforts taken by educators and parents in the process of caring, nurturing, and educating children by creating an environment where children can explore experiences that provide opportunities for them to know and understand the learning experiences they get from the environment, through a way of observing, imitating, and experimenting that takes place repeatedly and involves all the potential and intelligence of the child (Rahma, 2020).

Fine motor skills or thinking power to imagine (in wishful thinking) or create pictures (paintings, essays, etc.) of events based on reality or one's

experiences, and fantasies. Developing children's fine motor skills is an effort to stimulate, grow and increase the potential for intelligence as well as creativity during their growth. fine motor skills of children is also a world that is very close to the world of children. Children's fine motor skills are a means for them to surf and learn to understand the reality of their existence as well as their environment. Early childhood education is a coaching effort to help the growth and development of children. One of the abilities developed in kindergarten education is fine motor skills, especially children's ability to color sketches. Because coloring is a type of activity that children like to improve their creativity and fine motor skills (Aulia Nanda & Rahma, n.d.).

Observations made by researchers at Permata Hati Kindergarten during learning show that children's fine motor skills have not yet developed, children's creativity has not yet existed so there is a lack of intellectual abilities, children's lack of fine motor skills, children's cognitive abilities have not developed scientifically. This is influenced by the lack of teacher creativity so students are also less creative in learning. children's fine motor skills do not appear to have improved when doing tasks related to skills or art. Of the 15 children in the class, there are to try painting and free-drawing activities, and the first children said "can't" when asked to make shapes and pictures. children who still have difficulty contemplating new ideas in learning, this is also due to the lack of variation in the learning process related to art which affects children's motivation and interest in learning, so children's learning outcomes are not as expected and it is very necessary to increase children's imagination (Wiyati, 2019).

Based on this problem, researchers feel the need to make improvements in developing children's fine motor skills. Researchers chose one of the interesting learning activities to improve children's fine motor skills, namely through coloring the media sketch images. Because drawing sketch media helps children have fine motor skills about things that are outside their environment so that the development of children's thinking and fine motor skills is not limited



to certain things and stimulates other aspects of children's development (Nurhadijah et al., 2021).

Coloring activities also help children's language skills, children are trained to explain or tell stories about their work to the teacher, besides that this activity is an artistic activity realized by coloring techniques. The materials provided can help children develop their fine motor aspects. Children learn more easily with concentration through fun activities such as coloring pictures of landscapes, pictures of animals, and pictures of plants. Based on the results of observations made by researchers twice in 1 month, it shows that the fine motor skills of the school children have not fully developed optimally. Of the 15 children, there were 12 children in group B who were included in the low fine motor category. Based on the background of the problems that have been described, the researchers conducted research on the development of children's fine motor skills through the medium of sketches of coloring pictures in group B children

## RESEARCH METHOD

This research is a type of classroom action research (PTK) that aims to improve the learning process, namely to increase the creativity of early childhood 5-6 years (Arikunto, 2012). In the field of education, especially in learning practices, classroom action research has developed into Classroom Action Research (CAR) research. PTK is action research carried out in the classroom when learning takes place. PTK is carried out to improve or increase the quality of learning. PTK focuses on the class or on the learning process that occurs in the classroom. PTK through a combination of definitions of three words, namely "Research" + "Action" + "Class". The meaning of each of these words is as follows: Research is the activity of examining an object by using a method with a certain methodology to obtain data or information that is useful in solving a problem under study. Action is a movement of activities that are deliberately carried out with a specific purpose.

Actions carried out in CAR are in the form of a series of activity cycles. Class, is a group of students who at the same time, receive the same lesson from the same teacher. Students who study are not only limited in a classroom, but can also be when students are on field trips, or study in other places under the direction of the teacher.

Kunandar (Kunandar, 2007) Classroom action research or CAR (Classroom Action Research) has a very important and strategic role in improving the quality of learning if implemented properly, meaning that those involved in PTK (teachers) try to consciously develop their abilities in detecting learning through meaningful actions that are calculated to solve problems or improve situations and then carefully observe their implementation to measure their level of success.

Classroom action research (PTK) is an activity of collecting, processing, analyzing, and concluding data to determine the level of success of the types of actions carried out by the teacher in the learning process. Some of the types of action referred to include: strategies, approaches, models, methods, techniques, and ways that are chosen and used by the teacher in carrying out the learning process. PTK begins with a problem that is felt by the teacher in learning at his school. The problem is then analyzed and reflected on to find out the factors that cause it. Once the causal factors are clear, then the problem is formulated, and then a strategy or method is sought to solve the problem (Yanti & Rahma, 2020).

The new work method is then carried out, and continuously evaluated in its implementation so that the most efficient method is found. So it can be concluded that PTK can be interpreted as a process of studying learning problems in the classroom through self-improvement to solve problems by carrying out various planned actions in real situations and analyzing every effect of the treatment that will be applied (Suharsimij, 2013).



Figure 1. Action Research

## RESULTS AND DISCUSSION

The research was conducted on group B children at Permata Hati Kindergarten, Alur Baung Village, Karang Baru District, totaling 15 children. Before carrying out the research, the researcher first prepared the materials needed to carry out the research which was carried out in 2 cycles accompanied by 2 observers.

Data on children's fine motor activity through coloring sketches in group B children at Permata Hati Kindergarten. in cycle I can be seen in the following table.

Table 1. RPPH Fine Motor Activity Rubric Data for Children Cycle I

No	Indikator Motorik Halus Anak	Jumlah anak yang tidak tuntas	Jumlah anak yang tuntas	%
1	Anak mampu menyelesaikan kegiatan mewarnai tepat waktu	8	7	47%
2	Anak mewarnai dengan kreatif	10	5	33%
3	Anak dapat mewarnai secara rapi	11	4	27%
4	Anak dapat mewarnai sesuai gambar	11	4	27%
5	Anak dapat menirukan suara sesuai gambar	11	4	27%
6	Anak memegang klayon/pensil dengan benar	11	4	27%

No	Indikator Motorik Halus Anak	Jumlah anak yang tidak tuntas	Jumlah anak yang tuntas	%
7	Anak dapat menyebutkan warna yang mereka warnai	10	5	20%
8	Anak mewarnai tidak keluar garis	10	5	20%
<b>Persentase ketuntasan secara keseluruhan</b>		9	6	40%

Based on the table, it can be seen that the fine motor skills of children through coloring activities are still very low, namely only achieving an average fine motor mastery value of 40%, which is in the very poor category, this shows that children's fine motor skills are still relatively low, and need there have been improvements made in terms of the implementation of learning.

Reflection aims to see the various deficiencies that arise after the teacher carries out the meeting. The results of this reflection are discussed with the observer teacher, namely the teacher and colleagues. From the results of these reflections, the teacher can note various deficiencies that need to be corrected. So that it can be used as a basis for the preparation of re-planning.

Children's fine motor activity data is data on kinesthetic intelligence of children through rhythmic gymnastics activities in group B children at Permata Hati Kindergarten in cycle II which can be seen in the following table:

Table 2. Data of RPPH Fine Motor Activity Rubric for Children Cycle II

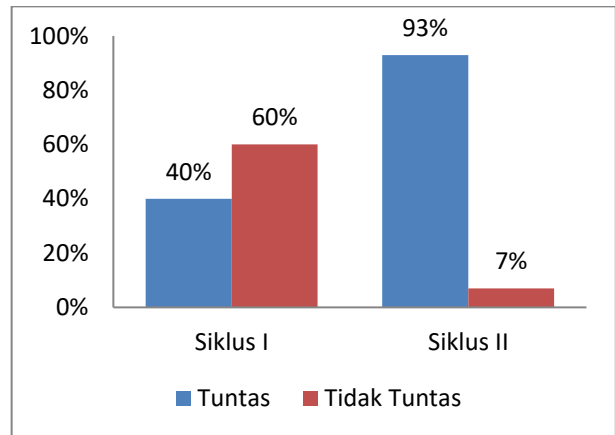
No	Indikator Motorik Halus Anak	Jumlah anak yang tidak tuntas	Jumlah anak yang tuntas	%
1	Anak mampu menyelesaikan kegiatan mewarnai tepat waktu	1	14	93%
2	Anak mewarnai dengan kreatif	1	14	93%
3	Anak dapat mewarnai secara rapi	1	14	93%
4	Anak dapat mewarnai sesuai gambar	1	14	93%
5	Anak dapat menirukan suara sesuai gambar	1	14	93%
6	Anak memegang klayon/pensil dengan benar	1	14	93%



No	Indikator Motorik Halus Anak	Jumlah anak yang tidak tuntas	Jumlah anak yang tuntas	%
7	Anak dapat menyebutkan warna yang mereka warnai	1	14	93%
8	Anak mewarnai tidak keluar garis	1	14	93%
<b>Persentase ketuntasan secara keseluruhan</b>		1	14	93%

Based on the table, it can be seen that the fine motor skills of children through coloring activities are classified as very good, namely the average fine motor mastery value of 93% is in the very good category. This shows that the fine motor skills of group B children in Permata Hati Kindergarten, after learning through coloring, have shown very good results.

Reflection aims to see the various deficiencies that arise after the teacher carries out the meeting. The results of this reflection are discussed with teacher observers, namely teachers and colleagues. From the results that have been carried out, it is found that the fine motor skills of children through coloring activities are still very good, that is, the average fine motor mastery value of 95% is in the very good category. This shows that the fine motor skills of group B children in Permata Hati Kindergarten after learning through coloring have shown very good results. Fine Motoric Development in Permata Hati Kindergarten Children Based on data analysis, it can be seen changes in children's fine motor skills in each cycle. Changes in the child's fine motor skills showed an increase in fine motor skills after participating in learning by coloring sketch images in group B children in Permata Hati Kindergarten from cycle I and cycle II can be seen in the following graph



Graph 1. Percentage of increase in rubric data (performance) of children's fine motor RPPH activities in each cycle

Based on the above, an increase of 53% was obtained in terms of fine motor skills for this child based on cycle I of 40% and an increase of 93% in cycle II. This shows that in cycle I the children were not able to color neatly, whereas in cycle II the children were able to color properly and almost all indicators of imagination development had all appeared. So it can be concluded that children's fine motor development develops through coloring sketches of pictures.

### CONCLUSION

After carrying out the research, it was found that an increase of 53% in terms of fine motor skills was based on the first cycle of 40% and an increase of 93% in cycle II. This shows that group B children (5-6 years) in Permata Hati Kindergarten really like learning by coloring sketches. Teacher activity during the implementation of cycle I and cycle II with an average percentage of 67.5% in cycle I and increased by 96.5% in cycle II. Children's activities during the implementation of cycle I and cycle II with an average percentage of 50% in cycle I and increased by 94% in cycle II. The results showed that the fine motor skills of children in Permata Hati Kindergarten. Really like learning by coloring sketches and have developed well after carrying out coloring activities.

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