



## PROBLEMATICS OF IMPROVING FINE MOTOR ABILITIES OF CHILDREN AGE 5-6 YEARS

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### ABSTRACT

Fine motor skills are an aspect of development that is emphasized in early childhood education. AbilityFine motor skills are developed from an early age in order to have the skills to coordinate the eye and hand. The research objective is to examine the literature, articles and research documents that identify problems in improving fine motor skills of early childhood. Methods: references in the form of primary articles of approximately 20 articles 15 national journals with a period of 5 years and international journals with a period of 7 years with accredited quality and reputation. This research uses qualitative research with literature review method. The samples of this research are: 1) Related to fine motoric development of early childhood, 2) Respondents are early childhood, 3) The independent variable is problematics and the dependent variable is fine motor skills, 4) The treatment given is a problem which can improve fine motor skills. Results and discussion: The Literature Review states that media can affect fine motor skills, including pencil shavings collage, constructive play with paper, unit beam, playdough, kirigami. method can have an effect on improving fine motor skills, that isu aquatic / water learning, cutting activities, collage activities, cutting and pasting activities, demonstration methods, printing activities using banana leaves, coloring pictures, practical life in montessori education, interactive writing. There are several factors that can affect the improvement of fine motor skills, namely counseling through play activities, learning plans, learning preparation, learning environment, being overweight, and motivation.. **Conclusion:** learning media, learning methods are problems that do not dominate, but there are other factors that are problematic in improving fine motor skills, including counseling through play activities, lesson plans, learning preparation, learning environment, overweight, and motivation.

### KEYWORDS

fine motor problems; fine motor skills; early childhood

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### INTRODUCTION

Early childhood is a unique person and has different characters according to the stage of development. Early childhood is a golden age (golden age), which is a period where children are sensitive to the stimulation given (Montessori in Sujiono and Sujiono, 2010). In this period, the physical and psychological aspects of the child begin to improve and psychologically, the child can respond (Hainstock in Sujiono and Sujiono, 2010). PAUD is an educational service that prioritizes children's development according to their development stage (Santi, 2009: xi). Motor development is part of the developmental aspect that can be developed with the educational path (Goodway, Ozmun & Gallahue, 2019). Fine motor development is a fundamental skill to improve development and skills (Owens, 2008). Motor development is the skill of small muscles in children, these movements are characterized by physical and nervous maturity in children. Fine motor skills are useful for children to complete activities. The motor skills of children vary in accordance with the stimuli given to them.

Several factors can develop fine motor development, namely: physical skills related to movement, age, desire or motivation, situation, gender, child psychology, chromosomal abnormalities, genetics (Al-Maqassary, 2014). Each individual can achieve optimal completion of the fine motor development stage, so appropriate stimulation is needed. In each phase, children need stimulation to develop their development. the more stimulation is given, the more what he knows. If you do not get enough stimulation, the child will have deficiencies and obstacles to his development. Self-confidence and curiosity will develop through motor stimulation.

### RESEARCH METHOD

This research is a qualitative research with literature method *review*. This study aims to analyze the problematics of improving fine motor skills of children aged 5-6 years. The dependent variable is early childhood, while the independent variable is fine motor skills. The population is all types of research journals with the topic of discussion of fine motor development. The sample is a research journal with the topic of fine motor development. The selected journal criteria are fine motor skills of early childhood, early childhood education. References in the form of primary articles of approximately 20 articles from 15 national journals with the last 5 years and international journals with the last 7 years with accredited quality and reputation. Literature review contains reviews, findings and other research materials obtained from literature sources to form the basis of research.

*Literature review* contains analysis, summary, and author's opinion about some of the literature regarding the points reviewed. The research data taken are described and compared and then analyzed. The steps in the literature review are: 1. Formulating problems 2. Searching for literature 3. Evaluating data 4. Analysis and interpretation

### RESULTS AND DISCUSSION

The problem of improving fine motor skills in early childhood can be seen from several studies that have been conducted. The results of the research are as follows:

NO	Indicator	Percentage	%
	Learning media affect fine motor skills improvement	6 journals	30%
	Learning methods affect fine motor skills improvement	9 journals	45%
	Another factor	5	25%



	that affects fine motor improvement	journals	
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Table 1. Journal Review Results

Based on the table above, the results are described as follows:

1) Learning media influence

fine motor enhancement.

The research was conducted by Dwi Nomi Pura, and Asnawati (2019) the results of the study show that Fine motor skills of children usually take a long time, so in early childhood activities are needed to develop fine motor skills of children. In its implementation, children learn actively and are directly involved in pencil shavings media collage activities. Through this research, educators can provide appropriate teaching strategies for children to gain experience. Through collage activities, children will get more knowledge. Pencil shavings media collage affects fine motoric development, children can be directly involved in shaping, exploring according to their fantasies.

Other research was conducted by Nur Wulan Rahmawati, Chumdari, and Lies Lestari (2016) the results of their research, namely constructive play using kokoru paper can improve fine motor skills. In addition, children are more active and enthusiastic in the learning process because through constructive play using kokoru paper increases children's interest in the teaching and learning process. Constructive play using kokoru paper has a good effect on other aspects of development. The benefits of constructive play are that it can develop children to train fine motor skills, perseverance, be creative, train concentration, endurance (Tedjasaputra, 2001: 57)

Other research was conducted by Mohammad Fauziddin (2017) research results, namely children who learned to play with unit blocks scored higher than those who did not. This shows that learning through playing using unit block games can have an effect on improving fine motor skills. Learning to use a

variety of educational play tools can stimulate fine motor skills in children.

Another study was conducted by Fransisca Anggraeni Suriantoso, Ni Made Ayu Suryaningsih, and Christiani Endah P (2016). The results of the study showed that in preliminary observations in several activities involving fine motor skills, some children still experienced difficulties, namely when holding objects and squeezing. The movement of holding the object in question is holding stationery, eating utensils. Meanwhile, the squeezing movement is the movement of wringing paper and cloth. Lack of stimulation causes children to have difficulty controlling their fine motor skills. The skills of twisting, squeezing, squeezing and making creations with playdough have improved. By providing playdough play activities that suit children's needs, children will get sufficient stimulation to develop their fine motor skills.

Another study conducted by Sumardi, Lutfi Nur, and Peny Angraeny (2018) showed that the fine motor skills of children through the use of playdough have increased. This is evident in the improvement of children's abilities in each indicator. Based on the fine motor skills of children in the first cycle there were 4 children who had not developed and 16 children began to develop, in the second cycle there were 9 children who began to develop and 8 children developed according to expectations, and the third cycle there were 13 children developing according to expectations and 4 children developing very well.

Another study was conducted by Rakimahwati, Nora Agus Lestari, Sri Hartati (2018), the results of the study were that kirigami had an effect on children's fine motor skills. Fine motor skills of children are more influential in using kirigami than using origami, as seen from the mean value of the experimental group at 81.2 while the control group is 74.5. Kirigami has an effect on improving children's fine motor skills.

Pencil-shaved media collage, constructive play using kokoru paper. Application of



learning through playing with blocks, kirigami media, playdough media can improve fine motor skills of early childhood.

## 2) Learning methods can affect the improvement of children's fine motor skills.

The research was conducted by Lutfi Nur, Anne Hafina, Nandang Rusmana, and Rafdlal Saeful Bakri (2019) the results of the study were children's motor skills in aquatic / water learning lies in the category starting to develop. In improving motor skills, aquatic learning is carried out with appropriate activities, namely swimming according to the stages. With a structured training plan, exercise systematically, repetitively, the training weight increases according to the stage of development. Early childhood motor skills in aquatic learning are in the category of starting to develop.

Other research conducted by Yan Yan Nurjani, Endah Jubaedah, Sri Nurjayanti, and Siti Aliyah (2019) the results of the study are cutting activities can improve fine motor skills. Children's learning outcomes in child cutting activities have increased. The results of observations before action and observations after action in cycle I show that the fine motoric development of children before the first cycle of action has increased.

Another study conducted by Darwati and Hanita (2017) found that collage activities have an effect on improving children's fine motor skills. Fine motor skills cannot be separated from the flexibility of the hands, the senses of the eyes, the fingers, and the ability to think. Collage with chicken feathers does not only involve fine motor skills, but also imagination, art, creativity and intellectuality, and is adapted to the child's level of development and experience.

Other research conducted by Sarina, Muhammad Ali, and Halida (2017) shows that fine motor learning through cutting and sticking has increased. After participating in learning using cutting and sticking techniques,

the fine motoric development of children in children aged 4-5 years has increased.

Another research conducted by Irma Oktaviana Ana Sari, and Hafidz 'Aziz (2018) shows that the use of demonstration methods affects fine motor development, because children can follow the movements demonstrated by the teacher. So that the motor development of children can increase. The teacher provides stimulation so that children are active in every activity. Coloring, cutting, and pasting activities (3M) with demonstration methods have an effect on the fine motor skills of children.

Another research conducted by Suriati, St. Kuraedah, Erdiyanti, and La Ode Anhusadar (2020) research results show that through printing activities with banana stalks, fine motor skills have improved. After the first cycle of action, the child's fine motor skills showed an increase but had not reached the target, then continued in the second cycle of action, the child's fine motor skills increased as expected.

Another research conducted by Lily Haryati (2017) showed that the activity of coloring images affects children's fine motor skills. The difficulty experienced by the teacher is that the tools and materials are less attractive.

Another study conducted by Phunum Bhatia, Alan Davis, and Ellen Shamas Brandt (2015) showed that practical life in montessori education affects children's fine motor skills. The results of this small-scale study indicate that Montessori practical life activities have an influence in improving the fine motor skills of kindergarten children. Students in the treatment group outperformed the controls on all three dependent variables of accuracy, speed, and established hand dominance on a flag-posting task requiring the use of proper clamp grips. The results are consistent with a small number of previous studies on the effects of practical life activities.

Another study conducted by Anna H. Hall (2016) showed that interactive writing can





improve children's literacy development. During this 8-10 minute lesson at preschool, students engage in discussion, writing, and revising activities that can strengthen oral language skills, alphabet knowledge, phonemic awareness, concepts about print, and early writing skills. To help preschoolers make letter-sound connections while writing, it is helpful to provide short alphabet linking activities at the start of some lessons. Interactive writing can enhance children's literacy development.

Aquatic / water learning methods, collage activity methods, cutting and pasting, demonstration methods, printing using banana leaves, coloring activities, practical life activities in montessori education, interactive writing activities can remind children fine motor skills.

### 3) Another factor that affects

#### increase in fine motor skills of children.

The research was conducted by Abarua (2017), the results of the study show that it provides an opportunity to develop their abilities / creativity and explore their skills through various media of beach waste, improving fine motor development. Children are very active in completing assignments from the teacher. Very active means that the child follows the lesson well so that the assigned task can be completed. So it can be concluded that the learning carried out can improve the fine motor skills of children.

Another study was conducted by J. Michelle Huffman, and Callie Fortenberry (2011). The results of the study showed that children have difficulty writing names, have frustration and confusion. Throughout the day, perceptive teachers use their incisive observations to record how the children use their arms, hands, and fingers. Responsive teachers can reduce frustration and nurture emerging fine motor skills by providing materials and activities that support different instruction for each stage of physical development. With deliberate planning and

preparation, a classroom environment can establish the coordination of the entire arm, whole hand, brace, and brace in preparation for learning to write. With lesson planning, learning preparation and a comfortable classroom environment can improve children's fine motor skills.

Another study was conducted by J. Cheng, P. East, E. Blanco, E. Kang Sim, M. Castillo, B. Lozoff, S. Gahagan (2016), the results of the study showed that overweight children can affect children's fine motor skills. These findings point to the need to tackle children's weight problems at an early age, before the onset of large differences in motor skills between healthy body weight and unhealthy weight.

Another research conducted by Wahyu Nanda Eka Saputra, and Indah Setyaningrum (2016) shows that the guidance and counseling services that can be applied are consultation and guidance services using the play method. The problem of delays in fine motor development must be addressed immediately. One of the alternative activities carried out is counseling services carried out by counselors.

Another study conducted by David Gaul and Johann Issartel (2015) showed that the environment affects fine motor skills. The analysis revealed that only grade 2 children met the expected level of motor skill proficiency. It was also found that although the children's raw scores increased with age, the children's fine motor skills did not progress to the levels expected by normative data. This leads us to question the role and impact of modern society on the development of good motor skills over the last few decades. The analysis revealed that only grade 2 children met the expected level of motor skill proficiency. It was also found that although the children's raw scores increased with age, the children's fine motor skills did not progress to the levels expected by normative data.

Guidance services through play, lesson planning, learning preparation and learning environment, being overweight and motivation can improve fine motor development.



There are many problems with improving fine motor skills of children in various PAUD, namely some children are less skilled in carrying out tasks that should be done at their age. Children are less skilled at writing, cutting, pasting, shaping and cutting patterns, coloring, imitating shapes, and so on. Fine motor skills are useful for children to complete tasks related to skills.

Based on the results of journals that have been analyzed, learning media is a complicated problem in PAUD. This is because teachers are less innovative, therefore teachers must be innovative in developing learning media, so that children's fine motor development can increase. This is in accordance with the theory proposed by Gerlach & Elly (1971: 3) Media is a material that can foster knowledge and skills. Learning media is a tool that functions to convey messages in order to achieve goals (Syaiful Bahri Djamarah and Azwan Zain, 2010: 121). In general, learning media is useful for improving the learning process. Learning media are used in learning.

Based on the research results above, the learning method is a factor that affects the improvement of children's fine motor skills. This is because children do not participate in learning, so that children's development does not increase. Therefore it is necessary to have a learning method so that the learning process is more varied and children can play an active role. The learning method is a strategy for channeling messages so that learning can achieve its goals (M. Sobry Sutikno: 2009). By using the learning method, the teaching and learning process will be fun. In addition to the existence of learning methods, the learning process varies, and children can receive knowledge from educators or teachers easily.

Based on the research results above, there are several other factors that can improve fine motor skills, including counseling through play, learning planning, learning preparation, and environment, weight,

environment, and motivation. Games are one of the techniques in counseling guidance. According to Kathryn Geldard and David Geldard (2001), counseling through play functions for children's self-control, strength, and emotional expression. The form of play therapy techniques for children can be through writing, shaping, drawing, telling stories, and so on. Learning planning is the elaboration, enrichment, and development of the curriculum. To design a lesson plan, the teacher must review the environment in the school.

This has an effect on the model or content of learning planning, adjusted to conditions in the school environment. Learning planning is a learning management activity so that learning objectives are achieved (Lukmanul Hakim, 2009: 238). The learning environment is another problem that can improve children's fine motor skills. This is because an unsuitable and uncomfortable environment will hinder the child's fine motor development. So that there is a need for a comfortable and pleasant environment for children to learn and play, so that children's fine motor development increases. The learning environment requires proper stimulation so that children learn optimally (Slameto in Noviana, 2012). Motivation is another factor that affects the improvement of children's fine motor skills.

This is because the teacher's motivation is lacking in the process of developing children's fine motor skills, so that children experience learning difficulties and deficiencies in the process of children's fine motoric development. Therefore, motivation is needed to improve the fine motoric development of children. This is in accordance with the theory put forward by Mc. Donald (in Djamarah, 2008: 148) Motivation is a person's change which is marked by the emergence of actions and reactions to achieve goals.



### CONCLUSION

Many things can affect children's fine motor skills including learning media and learning methods. However, learning media and learning methods do not dominate in improving children's fine motor skills, as for other factors, namely counseling through play, learning planning, learning preparation, learning environment, being overweight, and motivation. Therefore, it is necessary to increase the child's fine motor skills so that children can develop according to their developmental stages and move on to further development.

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