



Teachers' Efforts in Developing Fine Motor Skills in Early Childhood

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Abstract

This research is motivated by the importance of fine motor development in early childhood, especially 5-6 years old, because this ability plays an important role in supporting children's learning activities. However, the fine motor skills of children at Rohman Nur Islamic Kindergarten, Natar District, have not yet developed optimally, as seen from several children who have difficulty in buttoning clothes, cutting, folding paper, and holding colored pencils properly. Therefore, it is necessary to use interesting learning media that are appropriate to the characteristics of children, one of which is sawdust which has a light texture, is easy to shape, and is easily found in the surrounding environment. This study aims to determine the efforts of teachers in developing fine motor skills in children aged 5-6 years through sawdust media. This study uses a qualitative method with a descriptive type, with 21 subjects consisting of 6 children who have not developed, 9 children who are starting to develop, and 6 children who are developing as expected. Data collection techniques are carried out through observation, interviews, and documentation, then analyzed through the stages of data collection, data presentation, and drawing conclusions. The research results show that teachers' efforts through careful planning, the use of appropriate learning methods and media, guidance, and ongoing evaluation can significantly improve children's fine motor development, reaching the expected development category. Therefore, the use of sawdust can be an effective alternative learning medium to support the fine motor development of early childhood.

Keywords : *Fine Motor Skills, Teacher Efforts, Early Childhood, Sawdust*

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INTRODUCTION

Early childhood education plays a crucial role in optimizing all aspects of a child's development, including fine motor skills. Fine motor skills involve the coordination of small muscles, particularly the fingers and wrists, which play a role in supporting learning activities such as writing, drawing, cutting, and stringing. However, a pre-survey conducted at Rohman Nur Islamic Kindergarten in Natar District revealed that the fine motor skills of children aged 5-6 years are still not optimally developed. This is evident in the difficulties experienced by children in cutting, folding paper, and holding writing instruments properly. Of the 21 children, 6 were categorized as not yet developing, 9 were beginning to develop, and 6 were developing as expected. Teachers play a strategic role in stimulating children's fine motor skills through the use of creative learning media tailored to their

characteristics. Fine motor skills learning activities have traditionally been limited to conventional media such as paper, pencils, and plasticine. However, the use of natural materials such as sawdust can be an attractive, readily available alternative, and provide a more exploratory learning experience.

Several previous studies have shown that the use of varied and environmentally-based learning media can increase children's engagement and develop fine motor skills more optimally. However, the use of sawdust as a learning medium is still rarely studied, especially in the context of early childhood education at the kindergarten level. This indicates a research gap related to the use of local natural materials as innovative media in children's fine motor development. Based on this, this study aims to determine the efforts of teachers in developing fine motor skills in children aged 5-6 years through the use of sawdust media at Rohman Nur Islamic Kindergarten, Natar District, South Lampung Regency. This research is important to conduct as an effort to provide alternative learning media that are creative, innovative, and environmentally friendly, and can improve the quality of learning in early childhood education.

The hypothesis in this study is that the use of sawdust media can improve the development of fine motor skills in early childhood. This study uses a descriptive qualitative method with data collection techniques through observation, interviews, and documentation, and analyzed through the stages of data collection, data reduction, data presentation, and drawing conclusions. In this study, fine motor skills are defined as the ability to coordinate small muscle movements, especially the hands and fingers, in carrying out directed activities. Sawdust media is a natural material in the form of wood powder processed which is used as a learning aid to stimulate children's fine motor activities through exploratory and creative activities.

METHOD

This study uses a qualitative approach with a descriptive type that aims to understand in depth the efforts of teachers in developing children's fine motor skills through sawdust media in natural conditions. The population in this study were all students aged 5–6 years at Rohman Nur Islamic Kindergarten, Natar District, South Lampung Regency, totaling 21 children, consisting of 11 boys and 10 girls, and the class teacher as the main informant. The sampling technique used was purposive sampling, namely the selection of subjects based on certain considerations, such as direct involvement in learning activities using sawdust media and understanding the process of developing children's fine motor skills. The primary instrument in this research was the researcher, who served as the human instrument responsible for collecting, analyzing, and interpreting data. Supporting instruments included observation guidelines, interview guidelines, and documentation in the form of photographs and child development records. The research procedure consisted of planning, implementation, and reporting stages. During the implementation stage, the researcher observed learning activities, interviewed teachers, and collected relevant documentation.

Data analysis was conducted using descriptive qualitative methods through the stages of data reduction, data presentation, and conclusion drawing, which took place interactively throughout the research process. Data validity was tested through triangulation of sources, techniques, and time to ensure validity and consistency. Simple quantitative data were used to support the descriptions. The limitations of this study lie in the limited number of subjects and the research context, which was

conducted only at a single institution. Therefore, the results cannot be broadly generalized, but they still provide an in-depth picture of the phenomenon studied.

RESULTS AND DISCUSSION

Teacher's Efforts to Develop Fine Motor Skills in Children through Wood Powder Media

Based on the researchers' observations, it was found that teachers have a well-planned strategy for using sawdust as a learning medium to develop fine motor skills in early childhood. Teachers adapt activities to the developmental stage of children aged 5-6 years.

1. The teacher does planning learning

The results of the observation showed that the teacher had prepared a learning plan the day before carrying out learning activities, making a RPPH that was in accordance with the learning objectives using sawdust media.



Figure 1. Teachers Make RPPH

Developing a lesson plan (RPPH) is a crucial step that must always be taken before any learning activity begins. Furthermore, the choice of learning media, such as sawdust, should be tailored to the learning objectives and the limited tools and materials available in the school environment. This ensures that the RPPH can be successfully implemented and support effective and enjoyable learning activities for children.

2. The teacher determines use the method to be used

Results observation show that , in the RPPH made by the teacher, the project method is determined, where the children will make various shapes using sawdust as a medium.



Figure 2. Children carry out project method activities

When determining learning methods, teachers first consider the learning objectives they wish to achieve. Furthermore, teachers revealed that the

method used is also tailored to the media used in the learning process, such as sawdust for fine motor development activities. In these activities, teachers tend to use project methods and hands-on practice, which means children see examples first before trying them themselves.

3. Use of Learning Media

Results observation show that the teacher prepares the main media that is powder wood And tool supporters other like Glue , mold , plate plastic , paint and brush . Subject on stage use of learning media This is child , on stages This development motor fine on child obtained is print powder wood with various shape , coloring powder wood use brush , child can pressing powder wood on mold with finger And child can coordinate movement eye And hand with Good .



Figure 3. The teacher prepares tool And material

Use of learning media is Wrong One component important in support success of the learning process teaching , especially on child age early . The teacher conveys that the teacher explained that use of learning media give impact positive to involvement child during activity study . Children visible active , enthusiastic , and capable communicate longer . In terms of overall results , interviews show that use of fun learning media And effective , and support development motor fine as well as creativity child .

4. Playing a role in Give Guidance

Based on results observations made on group learning age 5-6 years , visible that teachers play a role active in give guidance to child during the process . The teacher does not only give instructions at the beginning activities , but teachers also in a way direct accompany child when they start do activities , such as activity print through powder media wood . The teacher looks around room For ensure every child understand steps that must be taken done . Besides that , teacher too give motivation And strengthening to child during activity ongoing .

5. The teacher conducts a learning evaluation

The teacher does evaluation with observe direct process and results Work child during activity ongoing . In activity print using powder wood , the teacher pays attention How child follow steps , as well as ability child in prepare task in a way independent . Besides that , teacher too invite child For do reflection simple to activities carried out to child about their experiences

during the activity, such as the parts they liked most or the difficulties they encountered.



Figure 4. The teacher does reflection and evaluation activity

The teacher also explained that the evaluation aims to determine the extent to which students understand and are able to carry out the assigned activities. Teachers evaluate learning by observing the process and results of students' work, providing feedback, and reflecting on it to improve the quality of subsequent learning.

DISCUSSION

This discussion focuses on analyzing in depth the research results related to teachers' efforts in developing fine motor skills in children aged 5-6 years through sawdust media at Rohman Nur Islamic Kindergarten. The findings of this study align with previous research, which found that the use of natural media, particularly sawdust, plays a positive role in developing fine motor skills in early childhood. Previous research has shown that play activities involving natural materials, such as sawdust, can help children develop hand-eye coordination and improve accuracy. These findings align with previous research, which indicates that sawdust is a natural medium that can be used as a learning tool to stimulate fine motor development in early childhood.

The evaluation of the effectiveness of using sawdust as a learning medium aims to determine how beneficial the media is in supporting children's learning activities, especially in helping the development of fine motor skills and creativity in early childhood. The results of the study showed that when sawdust media was used in learning activities, children appeared more interested and actively involved. Children's involvement during the activity process showed that this media was able to attract attention and make the learning process more enjoyable. The research findings also showed that activities using sawdust can help develop fine motor skills in early childhood. When children pick up, grasp, press, paint and shape, indirectly train the strength of their fingers. This shows that the use of sawdust media contributes to the development of fine motor skills in children. Based on the findings of the study, it can be understood that sawdust media can be used effectively in early childhood learning activities.

CONCLUSION

The use of sawdust media in learning, carefully planned by teachers, has proven effective in developing fine motor skills in early childhood aged 5-6 years. Through systematic stages of activities ranging from planning, method selection, media use, guidance, and evaluation, children showed improved abilities, especially in the accuracy and strength of finger movements. The results also showed a

significant change from an initial condition that was underdeveloped to very good, so that sawdust media can be an effective alternative in supporting the development of fine motor skills in early childhood.

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