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DEVELOPMENT OF FINE MOTOR SKILL OF THE CHILDREN THROUGH SCISSORING ACTIVITIES IN PERTIWI 1 DUKUH WALUH KINDERGARTEN

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ABSTRACT

This study aimed to improve children's fine motor skills through task-based learning in scissor-cutting activities at TK Pertiwi 1 Dukuhwaluh, Kembaran District, using a Classroom Action Research approach with observational data collection. The participants were 15 children aged 5-6 years in Group B, and the data were analyzed quantitatively. In the pre-cycle, 13% of children (2 students) had not yet developed the skills, 73% (11 students) were beginning to develop, 7% (1 student) were developing as expected, and 7% (1 student) had very well-developed skills. By Cycle 1, no children remained in the undeveloped category, while the beginning to develop group maintained 73% (11 students) with some individual changes, and both the developing as expected and very well-developed groups increased to 13% (2 students each). In Cycle 2, all children showed progress, with no students in the beginning stage, 13% (2 students) maintaining expected development, and a significant 87% (13 students) achieving very well-developed status. The study exceeded its 80% success target, with 87% of children reaching the highest skill level, demonstrating that the task-based cutting activities effectively enhanced fine motor skills in Group B children at TK Pertiwi 1 Dukuhwaluh.

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1. INTRODUCTION

Child growth and development, especially in early childhood momentum needs to be facilitated comprehensively which is part of the educational objectives provided for early childhood. Basic growth and development which includes coordination of fine motor and gross motor functions is part of the educational function. Fine motor is always associated with the skills and abilities of children physically involved in the function of small muscles, the role of synchronization between eyes and hands. To improve this fine motor function, of course, it needs to be constantly trained through routine activities that are stimulated to children.

Early activities to support children's fine motor development can be done with activities that can strengthen hand coordination and grasping functions from an early age even from infancy (Sumantri, 2020). Developing children's fine motor abilities and skills, especially in the cutting activities they do, is influenced by how much the frequency of children's activities in using scissors in each stimulation provided (Widayati, 2019). An example of a form of activity that can be taught to early childhood for fine motor development is to cut with various shapes and patterns. This can be done more frequently to get optimal results.

In the cutting activity, there are two stages, namely the pre-cutting stage and the developmental stage of cutting (Latif, et al, 2013). For the pre-cutting stage, of course, the initial introduction to how to use and the function of the scissors themselves. Children are also introduced to media that can be used to learn to cut. While in the developmental stage of cutting, including children's activities in cutting around the edges of the cut pattern, cutting with full openings, cutting continuously for certain paper sizes, cutting in the middle between two straight lines that have been drawn, cutting out certain pattern shapes, cutting in a controlled manner on thicker lines, and cutting with a variety of diverse shapes or patterns.

Early childhood, of course, the development of fine motor skills varies, so that in their activities some have more ability than others, and some are slower than some other children. Therefore, in cutting activities, it also needs to be done gradually so that children can adjust and achieve the expected results. The tasks given to early childhood are intended to be able to help optimal development of all aspects in the development of basic behaviors and abilities for children where the tasks given can be done individually or in groups (Gunarti et.al., 2017).

Preliminary observations by researchers revealed that 13 out of 15 children showed delays in fine motor skill development, indicated by limited finger and body movement abilities. These findings led to the identification of several contributing factors that caused the emergence of problems, particularly among Group B children at Pertiwi 1 Dukuhwaluh Kindergarten.

Previous research conducted by Nur Hidayah (2021) entitled “Improving children's fine motor skills through cutting natural materials at Masyithoh 04 Pekalongan Kindergarten” found that there was a development in children's ability to cut natural materials from the initial pre-cycle process to cycle 1 and finally in cycle 2. Dian Wahyuning Asih, et al. (2022) in a study entitled “Improving fine motor skills through cutting activities” obtained research results that fine motor skills

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improved after a change in media with colorful character images that attracted children's interest. The previous research mentioned above conducted by Nur Hidayah was cutting using natural materials and research conducted by Dian Wahyuning Asih using colored character drawing media. While the research conducted by the researcher is cutting using illustrated paper in accordance with the theme, namely the theme of my needs with the sub-theme of clothing.

Based on the above background and seeing from various studies that have been conducted by previous researchers, the researcher took the research title "Fine Motor Development of Children Through the Method of Giving Tasks at TK Pertiwi 1 Dukuhwaluh". It is hoped that through this research, research results will be obtained that are able to provide input in the context of helping children's fine motor development at TK Pertiwi 1 Dukuhwaluh Kecamatan Kembaran District Banyumas Regency.

2. METHOD

This research is a Classroom Action Research (PTK), which is one type of action research aimed at developing the quality of learning in the classroom. The method used in this research is a quantitative method, with the type of Classroom Action Research (PTK), which is a form of reflective study conducted by researchers and teachers through the method of giving task in the form of cutting simple patterns and certain patterns at TK Pertiwi 1 Dukuhwaluh, Kembaran District Banyumas Regency.

In its implementation, this research involves the teacher in providing cutting that will be followed by children as previously exemplified by the teacher. This assignment can be carried out either individually child by child or done by them in groups by setting the same or different cutting theme.

The research subjects were children of class B1 of Pertiwi 1 Kindergarten Dukuhwaluh Kembaran District, which is located at Jalan Nangka RT 05 RW 04 Dukuhwaluh Village, Kembaran District, Banyumas Regency. The number of children involved in this research was 15 students with 7 boys and 8 girls with an average age of 5-6 years. This research was conducted with a duration of October 21, 2024 - November 2, 2024.

3. RESULT AND DISCUSSION

The first stage of this research is the Pre-Cycle stage where this activity is carried out at Pertiwi 1 Dukuhwaluh Kindergarten, Kembaran District Banyumas Regency. The number of students involved was 15 children where 8 of them were girls and the remaining 7 were boys. Of all 15 children, it can be said that they are still low in their fine motor skills in cutting activities. This can be seen from the data that only 2 children out of 15 children or around 14% have shown developing as expected and developing very well, while 13 children out of 15 other children or 86% have not been able to improve their abilities. This is because when learning to cut children still have difficulty in cutting according to the line pattern. Therefore, researchers need to conduct Classroom Action Research.

This condition shows the need for more attention to the teaching methods applied in the classroom. Teachers have not fully provided consistent and directed stimuli in honing children's fine motor skills. In addition, limited facilities and infrastructure also affect the development of children's abilities. By optimizing appropriate learning media, it is hoped that this activity can provide maximum results.

In addition, the teacher's role in providing individual guidance still needs to be improved. Teachers should provide concrete examples that are interesting and easy for children to follow, especially in activities such as cutting. Giving appreciation is also important to build children's learning motivation and create a more positive learning atmosphere. Thus, children can feel more confident to complete the tasks given.

The main factor that causes children's low fine motor skills is the lack of frequency of practice in cutting activities and the limited learning media used. Many children have not been able to cut with a predetermined line pattern due to lack of coordination between eyes and hands and weakness in the skill of holding scissors correctly.

To overcome this problem, the assignment method was chosen as an effective alternative. This method aims to provide more structured and sustainable stimulation for children. By engaging in routine scissor activities, children are expected to train their finger muscle strength, as well as improve their eye-hand coordination skills.

Based on these conditions, classroom action was carried out through the assignment method with cutting activities as the main focus. The action process was divided into two cycles, where each cycle was designed to provide more structured

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stimulation to improve children's fine motor skills.

Through this approach, children are invited to gradually recognize and master good cutting techniques. Teachers also have a strategic role in providing guidance and continuous evaluation. In addition, with the improvement cycle, teachers can identify obstacles and appropriate solutions to achieve optimal learning outcomes. And from the learning process, the results were obtained as presented in the following table:

Table 1.
Pre-cycle Assesment Result

No	Activity Period	BB		MB		BSH		BSB	
		f	%	f	%	f	%	f	%
	Starting Condition	2	13%	11	73%	1	7%	1	7%

Note :

BB : Belum Berkembang (Undeveloped)

ML : Mulai Berkembang (Starting to Develop)

BSH: Berkembang Sesuai Harapan (Developing as expected)

BSB: Berkembang Sangat Baik (Very well developed)

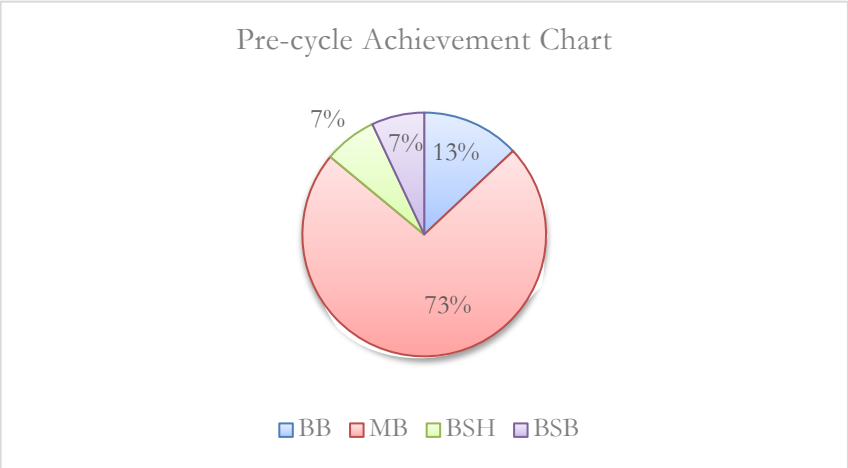

Chart 1
Pre-cycle Achievement Result

Based on the diagram above, in the classroom it was found that the initial condition of class B1 children at TK Pertiwi 1 Dukuhwaluh had just begun to develop, namely 13 students out of 15 students or 87% in cutting activities. So the researcher made an effort with Classroom Action Research through the use of the assignment method in cutting activities to improve the fine motor skills of students

of TK Pertiwi 1 Dukuhwaluh, Kembaran District. Start the researcher making improvements through the cycle.

Learning planning activities were carried out on Monday, October 21, 2024 at TK Pertiwi 1 Dukuhwaluh, Kembaran District. Researchers discuss with the class teacher what needs to be done in the implementation of cycle 1 class action activities, which include activities to design one cycle. Cycle 1 with the theme My Needs sub-theme Clothing, held on October 21-26, 2024 and RKH 1 October 21, 2024.

Interesting and varied learning media are also prepared to make it easier for children to understand the tasks. Learning media are all concrete or abstract objects that are used in children's learning environment and with these objectsthe child is helped in understanding the lesson they are learning (Debeturu, & Wijayaningsih, (2019). Media such as patterned paper with bright colors and interesting pictures will help children focus and be motivated. Teachers also ensure that each child gets the appropriate equipment, such as scissors with a safe size for early childhood. In addition, teachers also plan a variety of supporting activities that can attract children's interest in learning. For example, inserting small games related to fine motor activities such as grasping a small ball or sticking pieces of paper cut out. With these additional activities, it is expected that children can be more mentally and physically prepared before starting the cutting task.

The opening activity aims to build a fun learning atmosphere and attract children's interest. By involving simple games, children become more relaxed and ready to follow the core activities. Interaction between teachers and children in question and answer sessions also helps build closeness and increase children's confidence in participating. In this study, the opening activity was carried out by praying, greeting, giving the task of throwing the ball, asking questions about the benefits of clothes. The room arrangement is arranged in such a way that there is empty space that can be used for throwing the ball. The steps of learning improvement are with the teacher explaining the benefits of clothes, the teacher asking children to mention the kinds of clothes, the teacher explaining the differences in the kinds of clothes.

During the core activities, the teacher provides individualized guidance to children who are having difficulty. Children who are less skilled in holding scissors or following pattern lines are given more intensive direction. The teacher also gives examples of cutting movements slowly so that children more easily understand the

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techniques taught. In this study, the activity was carried out cutting activities with paper media with straight line patterns. The arrangement of the children's space occupies their respective seats. The teacher's improvement steps tidy up the children in a sitting position in the chair, the teacher mentions the title of the activity, the teacher explains the rules in the cutting activity, the teacher gives an example of the cutting movement with the straight line pattern paper media, the teacher together with the child repeats the cutting movement, the teacher together with the child performs the overall cutting movement, the researcher prepares some of the tools and materials needed and will be used for cutting, introduces the tools and materials used for cutting, asks the child to try to use the tools and materials one by one according to the teacher's direction, then directs the child to cut with two straight line patterns.

In the closing activity, the teacher invites the children to reflect on their experience during the cutting activity. Children are given the opportunity to tell about the difficulties or successes they experienced. Activities like this help children to develop speaking skills and foster self-confidence. In this activity, children and researchers sit in a circle on the floor. The spatial arrangement is still the same as in the opening activity. Organizing the position of children sitting on the floor in an orderly manner in a circular position. The steps of improvement, the researcher sits on the floor with the children forming a circle, the researcher gives an example of playing clapping one two three, the researcher asks the children to play clapping one two three, the teacher provides rewards and feedback.

Observation, based on observations by researchers, it was found that through the method of giving assignments in cutting activities there were still many children who were busy in carrying out cutting activities, busy in the sense of sound and other activities that were not assignment activities, so that many of the tasks given could not be completed on time. From the activities that have been carried out, the results of reflection or reflection are felt that this activity still has to be repeated because students are still not fluent in cutting activities. While in the core activities there are still many children who are busy in doing cutting activities so that many of the tasks given are not completed on time.

From these observations, teachers and researchers realized that the approach used still needed improvement. Most children have not been able to complete the task well due to limitations in understanding the cutting technique. Therefore,

teachers need to increase the intensity of guidance and provide more in-depth examples in the next cycle. In addition, teachers need to identify children who need special attention. By providing more personalized assistance, teachers can help children to more quickly understand and master cutting skills. This step will be the main priority in Cycle 2.

Based on this observation, we will find out the ability of students after the corrective action is given where this learning improvement is carried out based on the results of reflection, namely to obtain data on the shortcomings and advantages of learning improvement actions carried out by researchers so that they can be used as a determination of learning improvement actions in the next cycle. Then analyze the data that has been obtained.

Table 2.
Cycle 1 Assesment Result

Achievement Progress	Cycle 1		Description
	Freq	Percentage (%)	
BB	0	0%	Undeveloped
MB	11	73%	Starting to Develop
BSH	2	13%	Developing as expected
BSB	2	13%	Very well developed
Total	15	100%	

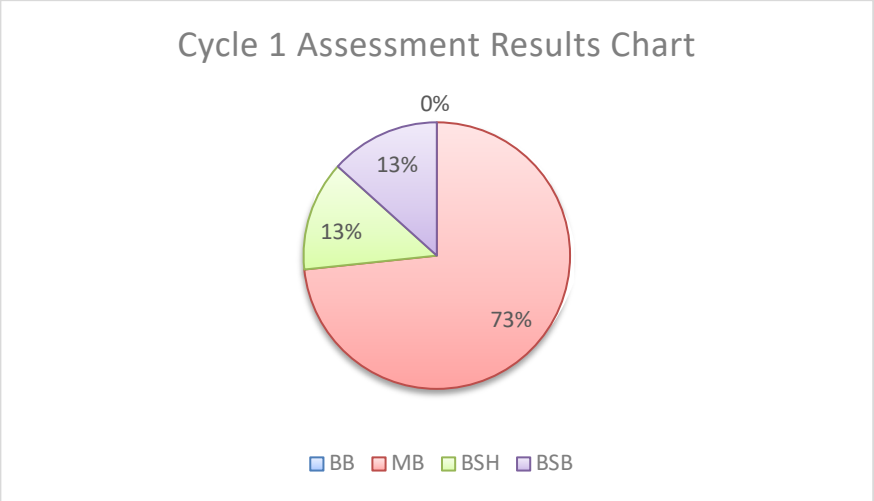

Chart 2
Cycle 1 Assesment Result

From the data and graph above, it can be seen that children's fine motor skills have increased from the pre-cycle stage that developed as expected from 7% to 13%. And the original 13% of children who had not developed had decreased to 0%. However, because it has not yet reached the final success criteria, namely that fine motor skills have increased to 80%. Therefore, researchers made an activity plan for cycle 2.

Cycle 2 was carried out from October 28 to November 2, 2024, with the theme "My Needs" and the sub-theme "Clothing." On November 1, 2024, the fifth lesson

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plan (RKH 5) was implemented. During the opening activity, the children sang a song titled "Baju Baru." The classroom was arranged to create an empty space in the center for singing activities. The children were positioned in two rows within that space. To improve the activity, the researcher took several steps: first, the researcher demonstrated the complete "Baju Baru" song; then, the song lyrics were spoken line by line; next, the children were asked to repeat each line; afterward, the whole class sang the song together; and finally, the children sang the song in smaller groups.

At this stage of Cycle 2, teachers also develop a more structured evaluation plan. Every development that the child shows will be recorded in detail to ensure that the actions taken give appropriate results. With a clear evaluation, teachers can identify the overall development of children's abilities.

In addition, teachers design additional activities that are fun but still support children's fine motor development. For example, inviting children to decorate paper cutouts with various colorful ornaments. This creative activity not only trains cutting skills but also hones children's creativity.

In the core activities, teachers pay special attention to the correct technique of holding scissors. The teacher ensures that each child understands how to move the scissors to follow the pattern line stably. Clear demonstrations and personalized guidance are given especially to children who seem to have difficulty following instructions.

In addition, the teacher divides the children into small groups to encourage cooperation and mutual help. Within the group, more advanced children can help their friends who are still struggling. This group activity not only trains motor skills but also develops children's social skills in interacting with their peers.

The core development activity carried out is the activity of demonstrating cutting with dress-shaped paper media. The organization of children is arranged for the position of children to occupy their respective seats, the researcher monitors the children. The researcher tidies up the children in a sitting position in the chair. The researcher mentions the title of the activity. The researcher explained the rules in the cutting activity. The researcher gave examples of cutting movements. The researcher and the children repeat the cutting movements. The researcher together with the children do the whole cutting movement.

In the closing session of the learning activity, the teacher and students

gathered in a circle to carry out a fun activity called "clap the bucket", where the teacher demonstrated the movements and guided the children to follow along. This activity created a cheerful atmosphere and helped strengthen interaction between teacher and students. At the end of the session, the teacher gave appreciation through applause, kind words, and small rewards like stars in the children's assignment books. These gestures aimed to encourage children's enthusiasm and build their self-confidence. Furthermore, the children were invited to present their cutout work in front of the class, giving them an opportunity to feel proud of their creations and practice performing confidently in front of others.

On the tenth day of observation, the focus was on assessing fine motor skills through cutting assignments. Researchers carefully monitored and recorded each child’s progress to ensure accurate data collection. The results indicated notable improvements, especially among children who had previously struggled with cutting activities. With consistent guidance and engaging learning media, many children were able to cut more neatly and handle more complex patterns. Observations also revealed better concentration and enthusiasm, as the varied and enjoyable learning environment kept the children focused. Teachers found that those who received more intensive support tended to show faster development in their fine motor skills.

Reflection on the results of observations will determine the improvement of students' abilities after the corrective actions provided where some children improve their fine motor skills, so that conclusions can be drawn not to take corrective actions for the next day. And it can be said to have been successful.

Table 3
Cycle 2 Assesment Result

Achievement Progress	Cycle 2		Description
	Freq	Percentage (%)	
BB	0	0%	Undeveloped
MB	0	0%	Starting to Develop
BSH	2	13%	Developing as expected
BSB	13	87%	Very well developed
Total	15	100%	

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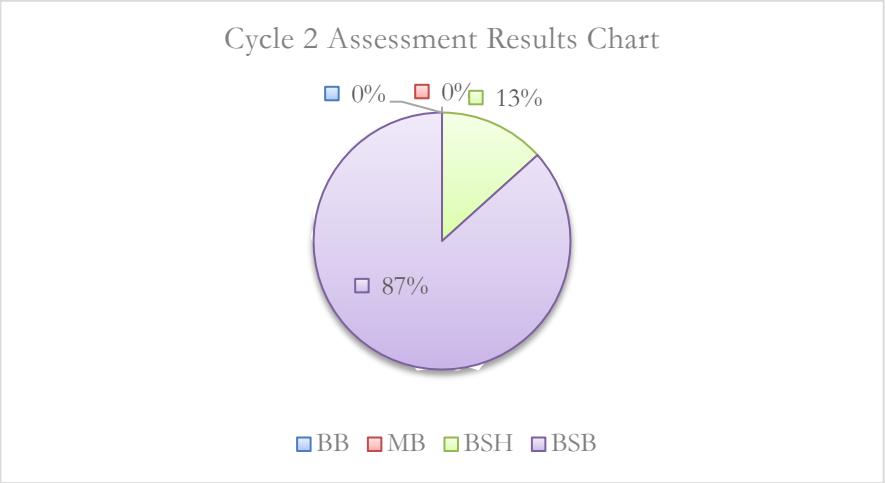

Chart 3
Cycle Assesment Result

From the graph above, it can be seen that fine motor skills increased from cycle 1, the number of children in the category of developing very well from 13% increased to 87%. And initially children who began to develop as much as 73% decreased to 0% and shifted to the developing as expected group and the developing very well group. For children in the developing as expected group there are still 2%.

In cycle 1, the research results showed an increase in children's fine motor skills in cutting activities through the method of giving assignments at each meeting conducted. The table below shows the learning outcomes of children's fine motor skills in cutting activities through the assignment method.

Table 4
Pre Cycle-Cycle1 Assesment Result

Achievement Progress	Pre Cycle		Cycle 1		Description
	Freq	Percentage (%)	Freq	Percentage (%)	
BB	2	13%	0	0%	Undeveloped
MB	11	73%	11	73%	Starting to Develop
BSH	1	7%	2	13%	Developing as expected
BSB	1	7%	2	13%	Very well developed
Total	15	100%	15	100%	

Based from the table above, it can be obtained that there is an increase in fine motor skills through the method of giving assignments on cutting activities at each meeting. The initial data of the pre-cycle group of children who have not developed as many as 2 children or 13% then in cycle 1 obtained data on children who have not developed are no longer there or become 0%, so there is a decrease

of 13%. As for children who began to develop, the number was still the same, namely 11 children or 73% and for children who developed as expected and who developed very well doubled even though the number only increased by one child for each, but the percentage increased from 7% to 13%. Thus children can be said to have improved their fine motor skills through the method of giving assignments on cutting activities, although the increase has not been too much.

In Cycle 1, the results of improving fine motor skills through the method of giving assignments to early childhood cutting activities at TK Pertiwi 1 Dukuhwaluh, Kembaran District are known but still require further improvement because the results of Cycle 1 are still not in accordance with the expectations of researchers or can be said to be unsuccessful. So it is necessary to make improvements by carrying out Cycle 2 with the results of learning fine motor skills through the method of giving assignments on cutting activities for early childhood at TK Pertiwi 1 Dukuhwaluh, Kembaran District which can be seen in tabular form as follows:

Table 5
Cycle 1 - Cycle 2 Assesment Result

Achievement Progress	Pre Cycle		Cycle 1		Description
	Freq	Percentage (%)	Freq	Percentage (%)	
BB	0	0%	0	0%	Undeveloped
MB	11	73%	0	0%	Starting to Develop
BSH	2	13%	2	13%	Developing as expected
BSB	2	13%	13	87%	Very well developed
Total	15	100%	15	100%	

Table 6
Recapitulation of Pre-Cycle, Cycle 1, and Cycle 2

No	Stages	BB		MB		BSH		BSB		Total
		f	%	f	%	f	%	f	%	
1.	Pre-Cycle	2	13%	11	73%	1	7%	1	7%	15
2.	Cycle 1	0	0%	11	73%	2	13%	2	13%	15
3.	Cycle 2	0	0%	0	0%	2	13%	13	87%	15

From the table above, it can be seen that the increase in fine motor skills of early childhood children through the method of giving tasks in cutting activities from each meeting has increased. Although the results obtained do not show 100% of children developing very well, this has met the criteria for the success limit targeted by the researcher, namely 80% of the number of students must be able and included in the very well developing group. The data above shows that children

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who have not developed and are starting to develop are no longer there or have become 0%, while for children who are developing according to expectations there are still 2 children or 13% and according to what is targeted, children who are developing very well there are 13 children or 87%. This has met the criteria for success that have been determined by the researcher. The increase can also be seen in the table of Recapitulation of Children's Learning Outcomes in Pre-Cycle, Cycle 1 and Cycle 2 below:

Table 7
Recapitulation of Pre-Cycle, Cycle 1, and Cycle 2

No	Criteria	Pre Cycle	Cycle 1	Cycle 2
1.	Undeveloped	13%	0%	0%
2.	Starting to Develop	73%	73%	0%
3.	Developing as expected	7%	13%	13%
4.	Very well developed	7%	13%	87%

Based on the table data above, the research conducted shows that there is an increase in children's fine motor skills through the method of giving tasks in cutting activities at TK Pertiwi 1 Dukuhwaluh, Kembaran District, where the expectation of achieving children's abilities that develop very well reaches 87%. So this research can be said to be successful according to expectations because the improvement efforts made, the success indicator of 80% can be achieved. Cutting activities in this study are one form of fun and interesting play activities for kindergarten children and can develop fine motor and cognitive aspects. In each meeting, an increase in children's abilities can be seen.

4. CONCLUSION

Improving fine motor skills of early childhood through the use of assignment methods in cutting activities at TK Pertiwi 1 Dukuhwaluh, Kembaran District, which uses quantitative methods with the aim of determining the improvement of fine motor physical abilities and improving children's learning outcomes, obtained results that this study can be said to be successful because the success indicator that has been set, namely 80%, can be achieved This can be seen from the increase in children in the “Developing Very Well (BSB)” category from 7% at the pre-cycle stage, increasing to 13% in cycle 1 and increasing again to 87% in cycle 2.

From the description of the discussion of the results of the improvements that have been made, the researcher provides the following suggestions: For

Educators: Educators to increase creativity and interest applied in the learning process in order to motivate or increase children's enthusiasm to be actively involved in the learning process, educators should create RKH as well as scenarios for developing learning improvements so that children's abilities continue to improve. Educators provide special guidance to children who are not yet able to cut or other activities through the method of giving assignments. Educators conduct evaluations in each activity from the beginning of the activity to the end of the activity, so that the development of children's abilities and fine motor skills can be seen at each stage. Educators improve their competence as educators by participating in training and actively participating in teacher activity associations (KKG). To become creative and innovative educators. Educators improve coordination with fellow educators, and also coordination with parents of students, because with the coordination that is carried out it will greatly help overcome various difficulties faced by each student and researchers to be able to optimize the learning facilities that have been provided at school in order to achieve the learning outcome targets that have been set. For Parents: Parents participate in understanding the strengths and weaknesses of each child in order to be able to provide guidance at home, so that parents know what aspects of development the child must achieve. Parents must understand that the principle of learning in kindergarten is learning while playing. Parents must be able to be good examples and motivators for the success of their child's educational achievements. Parents give appreciation to their children whatever their achievements in learning so that children are motivated to increase their enthusiasm for learning and develop their abilities and potential. For Schools: Provide learning media that support and are interesting for children, strive to improve the quality of teachers. And strive for adequate facilities and infrastructure.

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