STIMULATION OF CHILDREN'S FINE MOTORIC ABILITIES AGE 4-5 YEARS THROUGH TRACING ACTIVITIES

Lilis Suryani[1], Raden Dewi R[2], Elminah[3], Nurlita Sari[4], RD Tati Hamdiah[5], Kalipah[6]
[1,2,3,4,5,6] Universitas Panca Sakti Bekasi

lilisyeyen2019@gmail.com[1]
dewighalif@gmail.com[2]
bundaelminah126@gmail.com [3]
nurlitasari021079@gmail.com[4]
raden.tatihamdiah@gmail.com [5]
kalipahseno65@gmail.com[6]

Abstract

The purpose of this study is to provide an overview of early childhood stimulation so that it can be given for fine motor development in early childhood aged 4-5 years which is given through tracing activities. The research begins in July - December 2022 in the learning process in semester one, where the research is at Mutia 4 Cengkareng Islamic Kindergarten, West Jakarta. The research method used in this study is a qualitative approach with narrative methods. Stimulation for early childhood is very important for optimizing children's development, one of which is fine motor aspects. Activities carried out in the development of fine motor aspects are tracing activities. The results of this study obtained an illustration that tracing in Mutia 4 Cengkareng Islamic Kindergarten was done with joy, where the tracing process was carried out well by students of Mutia 4

Cengkareng Islamic Kindergarten, out of 26 children there were 20 students who were able to trace with very good development results (BSB), 3 students wanted to carry out tracing activities with the results developing according to expectations (BSH) and 3 students had problems participating in copying activities with results starting to appear (MM) due to factors not being interested in participating in tracing activities. This will also affect the readiness of the child in maximizing the movements of the wrists, fingers, and coordination of eye functions, so that in the next stage the child is able to coordinate movements of the wrists and fingers, as well as eye coordination movements properly and even sustainably until at the drawing and writing stage.

Keywords: *Stimulation, Fine Motoric, Tracing, Early Childhood*

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Coresponding Author
Email Address: lilisyeyen2019@gmail.com
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INTRODUCTION

Early childhood life (PAUD) is the basic stage of learning for each child as they progress through their growth and development. This is intended so that early childhood can grow and develop optimally, providing the best opportunity for them to eventually become a golden generation that can benefit the country and households.

According to the Ministry of National Education (Ministry of National Education 2010) in (Haidar et al., 2022), the government's efforts to overcome delays in child development include facilitating educational activities for preschool children. In learning activities for early childhood, an activity that is fun for children is needed as an effort to achieve aspects of their growth and development. In facilitating these early childhood education activities, a method is also needed in these activities that make children happy and happy. The process of growing and developing children has the role of parents, and teachers as well the environment is very important.

In young children, fine motor skills are often underestimated and not very important. Parents only focus on children being able to read and ignore the children's fine motor skills which are the foundation or reference of their writing ability. Their ability to write will be aided by the early development of their fine motor skills. For children aged 4-5 years, specific fine motor skills include: 1. Finger strength and flexibility, 2. Wrist flexibility, and 3. Eye-hand coordination (Dewi & Surani, 2018). (2015). Ministry of Education and Culture (2015) p. 11, The ability of fine motor skills in young children is related to the growth of muscles in the fingers and wrists, according to the Ministry of Education and Culture.

The development of fine motor skills in early childhood requires good hand-eye coordination, especially when drawing, writing and cutting. With better fine motor skills, children can be creative by doing things like drawing and coloring, and sharpening pencils with a pencil sharpener. However, not all children are mature enough to master skills at the same stage (Tuntari, 2014). The results of Sumiati's research (2016) when studying the relationship between stimulation and development of children aged 4-5 years in Karangtengah Village, Baturaden District, Banyumas Province, showed that a total of 8 children (19.5%) experienced deviant or retarded symptoms. , And The other 33 children (80.5%) experienced fine motor development according to their age.

Skills that require control and muscles as well as hand and eye coordination, as well as skills that require high precision such as thickening, writing, matching, drawing, cutting, and attaching clothes buttons, are one of the fine motoric developments of children which are expected to be able to encourage aspects of their development. .

Fine motor development is one of the developments that has skills that require control and muscles as well as hand and eye coordination, as well as skills that require high precision such as thickening, writing, matching, drawing, cutting, and attaching clothes buttons.

According to Allen and Marotz (2010: 140) in (Dewi & Surani, 2018), referring to the fine motor development of children aged 4-5 years, including: (1) building towers with 10 blocks or more; (2) forming objects or objects from clay; (3) Imitating several pictures of certain letter shapes and spellings; (4) holding a pencil or marker by holding 3 fingers; (5) coloring and drawing; (6) more accurate when hammering nails and dowels; and (7) stringing small beads with thread. Allen and Marotz reported that fine motor development tasks for children aged 4-5 years consist of seven types of developmental tasks that can be stimulated through learning activities. The importance of children's fine

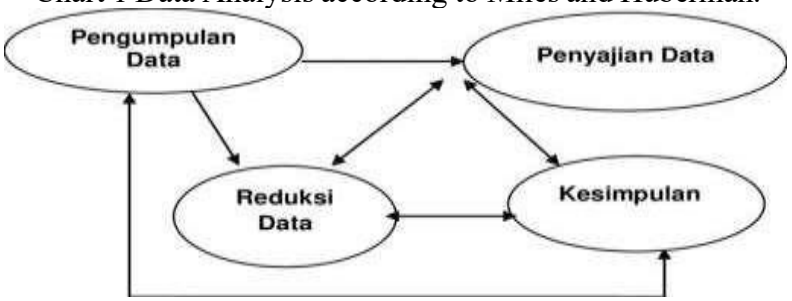
motor skills in the process of their growth and development, so we write this article to be known, hopefully this article will be useful for readers, academics and all of us.

METHODS

The research method uses a qualitative approach with the type of narrative method. This study focused on stimulating fine motor aspects for children aged 4-5 years, a total of 26 children in Islamic Kindergarten Mutia 4 Cengkareng through tracing activities. Data collection techniques include the use of observation or observations, interviews, and documentation. The data collection tools used were human tools or the researchers themselves, interview guides, and observation sheets. The validity test of the research data is based on four criteria, namely reliability (reliability test), transferability (transfer test), reliability and certain validity (ability to confirm).

Data analysis was performed using Miles & Huberman (1994:12) including: (1) Collection, (2) Data Reduction, (3) Data Display, and (4) Conclusion Drawing (Miles & Huberman, 2001). Meanwhile, according to Daiute & Lightfoot (2004) in Carswell (2007), narrative research takes many forms and originates from different human and social sciences. Narrative can mean the theme given to a particular text or discourse, or the text used in the context or form of investigation in qualitative research (Chase, 2005).

Chart 1 Data Analysis according to Miles and Huberman.



RESULTS AND DISCUSSION

Mutia 4 Islamic Kindergarten is one of the kindergartens located in Cengkareng, West Jakarta, fine motor physical activities through tracing activities are carried out by group A children, totaling 26 children. Children can grow and develop optimally if all aspects of their growth and development are met, both in the form of physical growth stimulation, such as meeting the child's daily nutritional needs, as well as emotional needs in the form of attention and affection from parents and family members as well as the environment in which early childhood is is at.

The results of the study were that Mutia 4 Cengkareng Islamic Kindergarten, out of 26 children, 20 students had been able to copy with very good development results (BSB), 3 students wanted to do copying activities with results that developed according to expectations (BSH) and 3 students had problems participating in copying activities with results starting to appear (MM) due to factors not being interested in participating in tracing activities.

Background of Tracing Activities

In activities at Mutia 4 Cengkareng Islamic Kindergarten, in learning using conventional or classical methods, this makes activities centered on the teacher not on students. Use LK and minimal APE. In learning activities, they often use worksheets and learning is very minimal APE. Students cannot choose the play activities they want,

students only follow the worksheets given by the teacher, this makes the learning atmosphere unpleasant for students. Fine motor skills have not been stimulated properly, because the activities carried out are centered on the teacher, the stimulation to be achieved is not stimulated properly.

The purpose and benefits of stimulating Tracing activities

Efforts to stimulate and improve skill abilities fine motor skills, through tracing activities it is hoped that children will be trained in their fine motor skills and children can grow and develop properly according to their age, tracing activities prepared by the teacher, the level of difficulty is adjusted to their age, so that students can develop according to their age. Children can learn while playing in a pleasant atmosphere, it is hoped that tracing activities will create a pleasant atmosphere for students, so that students can be creative with enthusiasm.

Planned Tracing Activities

Mutia 4 Cengkareng Islamic Kindergarten makes a learning plan in each of its activities. So that the learning that is carried out has a good direction.

PROTA

This plan is made for learning once a year by the school

PROSEM

This plan is made for one semester learning

RPPM

This plan is made for learning in one week

RPPH

This plan is made for daily study

Steps

The teacher as a facilitator in developing fine motor aspects of tracing activities, starting from giving directions on steps and giving instructions in tracing, and the teacher also facilitates the equipment that will be used by children.

Tracing activities are integrated with other aspects of development, such as social-emotional here, patience, perseverance and focus will be trained. The aspect of artistic development will also be stimulated, the results of tracing activities will be developed by children into images that are similar to the actual ones with added colors using crayons or colored pencils. The process of tracing activities by prioritizing the character values of patience and concentration will also stimulate the social-emotional aspects.

Assessment

Done by using the method of observation, checklist, and anecdotes work and also use the BB, MB, BSH, BSB rating scale. From all these assessments the results are accumulated in individual webbing and report cards. Assessment is also given by the teacher, both daily, weekly, monthly and semester assessments. Assessment in early childhood is usually made in a narration and is described and conveyed to parents.

The advantages and disadvantages of tracing activities

Excess

Learning while playing with tracing activities children are invited to learn while playing, in order to create fun activities. Stimulates all aspects of development. Tracing activities that are carried out not only stimulate fine motor aspects, but also improve other aspects. Child-centered learning. Tracing is a child-centered activity. The teacher acts as a facilitator.

Programs based on children's needs. The activities carried out are based on the needs of the child, not the needs of the teacher.

Lack

Sometimes students are impatient in doing tracing activities. In carrying out tracing activities there are students who do it impatiently, so that the results are at the developing stage. It takes time to create it. In preparing for tracing activities it takes time to create it.

Obstacles and solutions to plagiarism

Obstacle

It takes time to create it. In setting up activities take time to create, so this inhibits plagiarism. Limited media or playing tools Limited media or playing tools in copying activities hinders the activities to be carried out. The lack of media and tools to play makes tracing activities incomplete.

Solution

Prepare learning media beforehand. In setting up plagiarizing activities, the teacher prepares before the learning activities are carried out, so that the learning that will be carried out goes well. The teacher makes learning media. In carrying out activities the teacher prepares all the implementation, this is one of the functions of the teacher as a facilitator.

Impact of stimulating Tracing activities

Tracing activities carried out aim to stimulate motor skills fine motor skills of students, so that their fine motor students can be stimulated properly. Children are also trained patience and concentration. In tracing activities, children are trained to have patience and concentration, because this tracing activity requires patience and concentration in doing so. Children can solve the problems they face. In tracing activities, children will experience a process to be able to complete their activities, from this process children can train to be able to solve the problems they are facing.

The fine motor skills of children aged 4-5 years can be stimulated through tracing activities, this is the result of research which proves that it is carried out in the teaching and learning process by means of teachers providing tracing activities in class A for students aged 4-5 years which are carried out at the beginning learning in semester one. In this tracing activity, 26 students participated happily .

DISCUSSION

Tracing activities are activities that require hand-eye coordination to hold writing materials using and imitating pictures according to instructions to train children's hand-eye coordination. Whereas in (KBBI) the meaning of tracing is drawing or writing existing lines from a picture or writing (by pasting a blank sheet of paper over the image or text you want to copy). Another meaning of plagiarism is imitating or imitating.

Table 1 Tracing Activities

	Tracing Activities	Tools used
	Finger Tracing Activity	Pencil, Eraser, 3M Book, Finger
	Tracing activities	Hand
	Image Tracing Activities	Pencils, Erasers, 3M Books, Shapes



Photo Documentation of Children's Activities

In tracing learning activities at Mutia 4 Cengkareng Islamic Kindergarten, for the success rate 20 students have been able to trace with very good development results (BSB), 3 students want to do copying activities with results developing according to expectations (BSH) and 3 students have problems in participating in tracing activities with results starting to appear (MM) due to the factor of not being interested in participating in tracing activities or other fine motor training activities. In addition to tracing activities as an effort to maximize the function of aspects of fine motor development in Mutia 4 Cengkareng Islamic Kindergarten children, they also carry out activities such as lining, coloring, drawing, pasting, cutting, and others.

In overcoming the delay in fine motor skills in tracing activities, we as teachers and parents need cooperation, patience and attention by providing stimulation for their fine motor development in tracing pictures or other activities regularly and continuously both at school and at home. This means providing tracing activities by being allowed to choose various media in order to make it attractive first, by using several types of media and varying sizes.

If there is a delay in the development of fine motor skills, it could be due to disturbances that are not always caused by disease, but personality factors possessed by children and environmental factors also greatly influence the disturbance and delay in children's fine motor skills (Marmi, 2012) in (Haidar et al., 2022).

Disorders of children's fine motor development can cause children's development to not match their age, this is an impact that usually occurs due to a lack of prevention for this development. Therefore teachers and parents must be sensitive and willing to pay attention to children's needs in maximizing fine motor skills, so that they are in line with the expected aspects of their growth and development. Likewise with other aspects of growth and development for early childhood.

Mutia 4 Islamic Kindergarten carries out learning activities by paying attention to physical-motor development for children aged 4-5 years including (a) Having instructions from the teacher as a facilitator is a form of development strategy (b) Integrated activities with other activities are also one of the activity development strategies (c) By prioritizing the character values of patience and concentration, it makes students enthusiastic to try and rejoice in carrying out the activity process.



Photo Documentation Master giving directions

Stimulation of the fine motor skills of children aged 4-5 years at Mutia 4 Cengkareng Islamic Kindergarten, West Jakarta with tracing activities, which include: finger and eye coordination, finger muscle strength, wrist flexibility reaches as expected, that fine motor function children aged 4-5 years according to expectations through stimulation of tracing activities. The improvement in fine motor skills of children aged 4-5 years is evidenced by the child's ability to coordinate the fingers and eyes which are able to follow the curves of the pictures drawn. traced over each image given.

CONCLUSIONS

Based on the findings in this study it can be concluded that tracing activities to provide stimulation to fine motor physical development get adequate results, because the teacher places more emphasis on the importance of fine motor physical abilities in children, and tends to focus on the development of preparation for writing and drawing in children, so it is very possible to find problems developing image tracing activities in children.

But what must be considered, this condition is related to the values and culture that surround it. Because cultural and value factors are determining factors for the direction of early childhood education and influence the determination of behavioral norms and how to educate children. Stimulation of fine motor skills children aged 4-5 years in Kindergarten Islam Mutia 4 Cengkareng, West Jakarta by tracing pictures, which include: finger and eye coordination, finger muscle strength, wrist flexibility reaches as expected,

that the fine motor function of children aged 4- 5 years as expected. The improvement in fine motor skills of children aged 4-5 years is evidenced by the child's ability to coordinate fingers and eyes which are able to follow the curves of the image that is traced to each given image.

PAUD institutions are educational places that can shape the character of their graduate students and are expected to be maximal in providing services and facilities that support the teaching and learning process in these institutions, taking into account the professionalism of its human resources, namely teachers as educators for early childhood who have qualified competencies.

Parents are expected to be able to cooperate with institutions and teachers in welcoming their son's education in accordance with the expected results, namely in all aspects being able to follow to the next education

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