

Overview of Fine Motor Skills in Early Childhood

Galuh Mulyawan^{1*}, Basrowi², Devi Ayu Kurniawati³, Muthia Sari⁴

^{1,2,3,4} Bina Bangsa University, Banten, Indonesia

Corresponding Email: *galuh.muliawan@gmail.com

Abstract

Study This aims to describe the ability to motor smoothly in children age early. The issues raised are the importance of developing motor skills for children early and how condition ability in children in the environment is studied. The method of research used is qualitative with a descriptive approach. Data was collected through live observation, interviews with teachers and parents, and documentation activity for children. The subject of study is 30 children 3-6 years old in kindergarten. Research results show that a big child can motor smoothly to fit with the stage of development, but there is variation in specific skills. Children can generally hold pencils with the right, cut follow the lines, and string beads big. However, some children Still struggle in activities requiring precision like tying rope shoes or buttoning clothes. Factors that influence the development of motor fine include stimulation at home, school activities, and children's individual characteristics. Research This highlights the importance of collaboration between party schools and parents in supporting the development of motor a fine child early age.

Keywords: Ability, Fine Motor Skills, Children Age Early

INTRODUCTION

Development child age early is period critical in growth man (Ariyanti, 2016; Widodo, 2020). One of the aspect important in development the is ability motor smooth. Development physique differentiated become two that is development motor rough and developmental motor smooth. Skill (Aguss, 2021; Widi, 2015) motor rough is activities that use leg muscles, arms big or whole body like standing, walking, jumping, and running. Skills motor fine work with to hook muscle small in body parts. Motor fine influential big to skill child in a way academic in learning base ability this involving use muscles small, such as those found on the hands and fingers, for do precise and controlled movements (Sholihah, nd; Sutini, 2018) .

Development motor smooth on children age early is very important because play a role in various activity daily like writing, drawing, cutting, and buttoning clothes and so on (Aulina, 2017; Khadijah & Amelia, 2020). The focus of child development at that time is to develop aspects of child development optimally, completely and in a balanced way so that they are ready to learn at the next level of education in line with their chronological age. Ability this also becomes base for development more skills complex in the future.

In accordance with the Regulation of the Minister of Education & Culture Number 137 of 2014 concerning Early Childhood Education Standards, aspects of child development consist of religious-moral, social-emotional, cognitive, language, physical-motor, & art aspects. One aspect of child development that is important and has a major influence on children's academic achievement *or* school readiness *in* elementary education is the physical-motor aspect is aspects required for development child.

However, some study show existence difference in level development motor smooth on every children. In the process of developing children's fine motor skills, various problems are often encountered, thus affecting the achievement of children's fine motor skills (Utomo *et al.*, 2018). The problems that arise are caused by various factors. As in 2020 pandemic *Covid 19 virus* consequence the presence of this virus, activity communities in various countries

including Indonesia become disturbed so that make public in this world must still silent at home including children age early who did online learning and lack thereof activity physical motoric because room scope limited children who can influence development their physical motor skills moment This.

Delay or difficulty in develop fine motor skills, which can impact on other aspects of development they, including ability cognitive and social-emotional (Nurjanah, 2017). With understand description ability motor smooth on children age early, expected can give contribution in effort increase quality growth and development the next child influence education child age early and supportive development child holistically, therefore that, research This aiming for know How development motor skills in children age early.

METHOD

This study uses a quantitative method with a descriptive approach. This design was chosen to provide a clear and measurable picture of fine motor skills in early childhood; the population in the research is children aged 3-6 years in urban areas. The study attacked with 30 samples of children. Research Instruments were used, using previously developed fine motor assessment instruments. These instruments cover various aspects of fine motor skills, including skills in writing and drawing, cutting and drawing, manipulating small objects, constructing objects, and coordination of eyes and hands.

RESULTS AND DISCUSSION

Research on the description of fine motor skills in early childhood in Serang city has revealed various interesting findings. The study involved 30 children aged 3-5 years, providing valuable insights into the development of their fine motor skills.

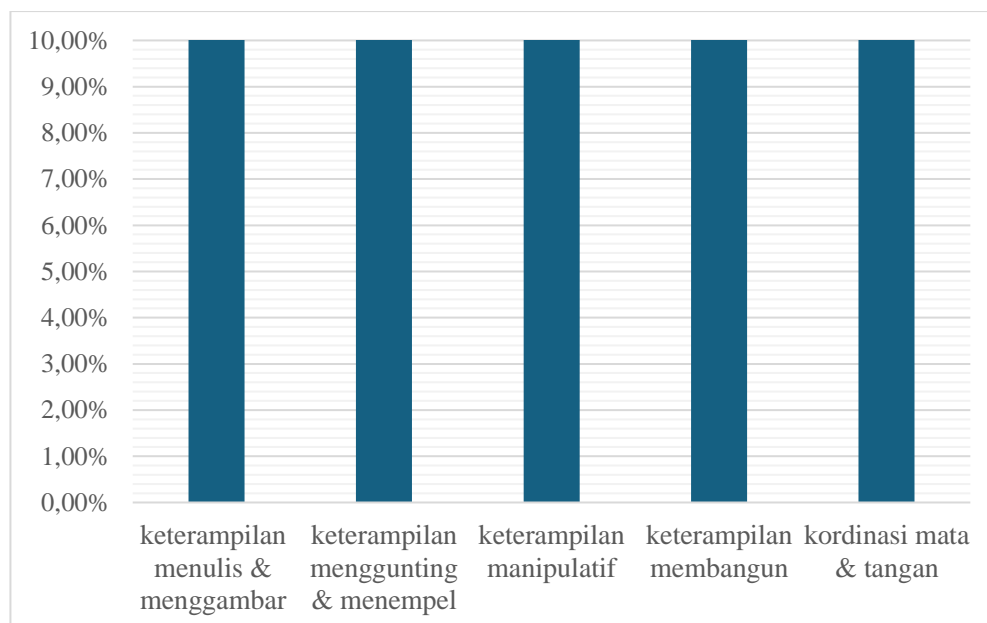


Figure 1. Fine motor skills child

From the graph percentage fine motor skills child can known that from 30 children 3-5 years old there is some of the indicators include is skills writing and drawing, skills cutting and pasting, skills manipulative, skills building and skills hand from a number of aspect in fine

motor skills child known skills cut and paste is the lowest skill with mark percentage 45.82 percent ability this is very important for stimulate fine motor skills child like in research (Eka Purwanti, 2023; Widodo, 2020) that activity to cut can develop fine motor skills child. However from results observation level skills cut and paste still not enough good matter. This caused by many parents who forbid it use scissors to his son, so that in aspect This ability child to obtain the smallest thing between aspect other.

On the aspect skills writing and drawing that gets percentage lowest furthermore with gained 46.75 percent in the aspect this is also a development child still below 50 percent even though in terms of aspects this is very important in fine motor development child matter reinforced with research conducted by Erlianda *et al.*, 2019 that activity writing and drawing can stimulate fine motor skills child but from results obtained ability child still not enough good matter. This because the focus is on learning at school and also at home.

On the aspect skills coordination eyes and hands to obtain percentage 47 percent matter this is also still below 50 percent. It means ability child still below average if we look at skills coordination eyes and hands acquires great importance in fine motor development child matter. This proven with study (Febrianta, 2017) that children's motor skills can be stimulated with related activities with coordination eyes and hands like throw a small ball to a specific target and catch the ball activity the still less done by parents because of parents more like give a cellphone to a child compared to with activity play in a way direct.

On the aspect skills manipulative to obtain percentage 48 percent matter. This still below 50 percent or under from half ability child expensive. If we see importance manipulative skills are very important matter. This in line with study (Darmastuti, 2012; Maidah, 2019) who stated that manipulative skills such as enter beads beads in thread buttoning up clothes, tying up rope shoes, are activities daily activities that are carried out, however matter the still done by parents to his son with reasons for activity the can finished with fast, even though activity like tie rope shoes, buttoning clothes, closing zipper is activities that can be done stimulate fine motor skills child.

Next on the aspect skills build to obtain the highest percentage, namely 56.25 percent although ability this is the highest between other aspects but number This Still classified as not enough high, if see importance skills build on research (Eka Purwanti, 2023; Lestari, 2020) who said that importance skills construct such as stacking blocks, putting together puzzles, forming plasticine with form get up room can stimulate fine motor skills children, activities activity This is frequent activities done at school so that child more used to.

CONCLUSION

The results of research conducted on several children 's education age early in the city attack about description fine motor skills child is at an average percentage under 50% done with evaluation a number of aspects between skills writing and drawing, skills cutting and pasting, manipulative skills, skills build, coordinate eyes and hands. So that matter This need improved, see importance fine motor skills child at the time to come upcoming for growth and development child said, so that needed coordination in a way structured with parents, schools and other parties' others that aim For support fine motor development good and optimal child.

REFERENCES

- Aguss, R. M. (2021). Analisis Perkembangan Motorik Halus Usia 5-6 Tahun Pada Era New Normal. *Sport Science and Education Journal*, 2(1).
- Ariyanti, T. (2016). Pentingnya pendidikan anak usia dini bagi tumbuh kembang anak the importance of childhood education for child development. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 8(1).
- Aulina, C. N. (2017). Buku ajar metodologi pengembangan motorik halus anak usia dini. *Umsida Press*, 1–186.
- Darmastuti, T. (2012). Meningkatkan Kemampuan Motorik Halus Anak dalam Kegiatan Meronce dengan Manik–Manik melalui Metode Demonstrasi pada Anak Kelompok A di Tk Khadijah 2 Surabaya. *PAUD Teratai: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 1(1), 7.
- Eka Purwanti, D. C. N. (2023). *Permainan Media Edukatif Puzzel Geometri Untuk Meningkatkan Motorik Halus Pada Anak Kelompok Bermain Kelompok Bermain Aisyiyah 24 Bp Wetan Gresik*. Universitas Muhammadiyah Gresik.
- Erlianda, T., Fauzi, A., & Amri, K. (2019). Meningkatkan Kemampuan Motorik Halus Anak melalui Kegiatan Menulis di Atas Pasir. *Atfaluna: Journal of Islamic Early Childhood Education*, 2(2), 74–85.
- Febrianta, Y. (2017). Model Pembelajaran Motorik Yang Menyenangkan Di Pendidikan Anak Usia Dini. *Trihayu: Jurnal Pendidikan Ke-SD-An*, 3(3).
- Khadijah, M. A., & Amelia, N. (2020). *Perkembangan fisik motorik anak usia dini: teori dan praktik*. Prenada media.
- Lestari, L. D. (2020). Pentingnya mendidik problem solving pada anak melalui bermain. *Jurnal Pendidikan Anak*, 9(2), 100–108.
- Maidah, N. (2019). *Penggunaan Media Manipulatif dalam Meningkatkan Kemampuan Kognitif di Raudlatul Athfal Al Musthofa Mlokorejo Puger Jember Tahun Pelajaran 2019/2020*.
- Nurjanah, N. (2017). Pengaruh Kegiatan Finger Painting Terhadap Perkembangan Motorik Halus Anak Usia Pra Sekolah di Tk At-Taqwa Cimahi. *Jurnal Keperawatan BSI*, 5(2).
- Sholihah, W. (n.d.). *Pengaruh Kegiatan Menggunting Pola Menggunakan Media Piring Kertas Terhadap Kemampuan Motorik Halus Anak Usia 5-6 Tahun Di Ra Uswatun Hasanah*. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.
- Sutini, A. (2018). Meningkatkan keterampilan motorik anak usia dini melalui permainan tradisional. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 4(2).
- Utomo, I. A., Ramli, M., & Furaidah, F. (2018). *Penerapan Strategi Bermain melalui Media Busy Book untuk Meningkatkan Fisik Motorik Halus Anak Usia Dini*. State University of Malang.
- Widi, S. C. P. (2015). Kemampuan motorik kasar dan halus anak usia 4-6 tahun. *Jurnal*

Pendidikan Jasmani Indonesia, 11(2).

Widodo, H. (2020). *Dinamika Pendidikan Anak Usia Dini*. Alprin.