

Application of Mosaic Technique to Develop Children's Fine Motor Skills in PAUD Nurul Iman

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Abstract

From birth to six years of age, children participate in Early Childhood Education (ECE), a pre-basic education program that aims to prepare them for future learning through formal, non-formal, and informal means by providing them with educational stimuli that support their physical and spiritual development. Along with physical growth, children undergo a period of increased self-awareness, social competence, and environmental understanding throughout the early years of life. Researchers at PAUD Nurul Iman Desa Talang Baru want to learn more about the effects of mosaic techniques on the development of fine motor skills in young children so they can plan an appropriate study. The term "Classroom Action Research" comes from the English word "classroom research," meaning "research done in a class to find out the consequences of actions applied to a research subject in the class." This study draws on classroom actions to answer the research question. The study and conversations done led to the conclusion that the mosaic approach may help the group A children of TK ABA Khadijah Bangunjiwo Timur Kasihan Bantul strengthen their fine motor abilities.

Keywords: *mosaic technique; fine motor abilities of the child; Early Childhood Education*

History:

Received : 13 Nov 2023

Revised : 25 Nov 2023

Accepted : 28 Nov 2023

Published : 31 Dec 2023

^{1,2}Sekolah Tinggi Ilmu Tarbiyah Pagar Alam

Publishers: LPM IAIN Syaikh Abdurrahman Siddik Bangka Belitung, Indonesia

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Introduction

The goal of early childhood education is to prepare children for later schooling by fostering their intellectual, emotional, and physical development from the time they are born until they are six years old (Suchodoletz et al., 2023). Children in the early years of life go through a period of rapid physical, mental, social, and cognitive development, as well as a number of other developmental milestones that are age- and stage-specific (Alfiyanto, 2020; Safira & Hidayah, 2022).

In Permendikbud 137 of 2014 pertaining to ECCE "Early childhood education is one form of education that focuses on laying the foundation towards growth and 6 (six) developments: religious and moral, physical, motor, cognitive, language, social-emotional, and art, by the uniqueness and stages of development according to the age group passed by early childhood"

Motor development in early childhood is different, as well as different roles according to the child's social environment (Agustina et al., 2022). Early childhood motor development is part of an indispensable need in everyday life, especially in training children's large muscles and small muscles and coordinating hands and eyes in children (Suryadin & Wahyuningsih, 2023). Fine motor development also serves to get social recipients where children are allowed to try to perform motor movements tailored to each child's abilities (Chen et al., 2022).

Mosaic is a type of fine motor exercise by arranging strands of paper, applying glue, and then pasting it on a picture pattern (Wahyudi & Nurjaman, 2018). Children will be interested and not bored quickly when they see pictures, and they are moved to stick strands of paper pieces according to the pattern of the picture. Mosaics are elements arranged and glued together on a plane surface. Elements are placed and adhered to a flat surface to form mosaics. Solid items in the shape of plates, little cubes, bits, or other forms are mosaic components. Although the

mosaic pieces might vary in form, they are always around the same size (Kurnia & Rosdianti, 2023).

Nurani et al. In explaining that mosaic creation is a medium or game tool that can be created. This activity centres on children's creativity in decorating and exploring colours and centres on children's fine motor skills in sticking pieces of paper in the space provided. Mosaic images are images that are pasted with pieces of coloured materials such as paper, grain, and other materials by attaching them to a flat plane either in the form of paper, pieces of plywood, styrofoam or the surface of objects such as pieces of tiles, walls, flower vases and so on. This sticking activity is related to fine motor activities. In order for it to aid in the maturation of children's fine motor skills (Mardiana et al., 2021).

Based on the description of the problem above, the researcher wanted to know the extent to which the application of mosaic techniques can develop children's fine motor skills in PAUD Nurul Iman, Talang Baru Village, Pajar Bulan District, so the researcher conducted a study entitled "Developing Fine Motor Skills through the Application of Mosaic Techniques at an Early Age in PAUD Nurul Iman, Talang Baru Village"

Method

The research method employed in this study is known as Classroom Action Research (CATR), which is an acronym for "classroom research," which refers to studies carried out in a classroom to determine the results of specific actions taken in relation to a research topic.

Results and Discussion

This statement is based on the findings from a two-part study that used mosaic method activities to foster fine motor skill development in preschoolers at PAUD Nurul Iman Desa Talang Baru in Pajar Bulan District, Lahat Regency. The study included two meetings each cycle. The researcher conducted a pre-action task to assess the child's fine motor abilities. Analysis of the tracing, cutting, and sticking patterns reveals the level of fine motor ability had by the children in the control group prior to the intervention. According to the findings from the first and second meetings regarding the children's abilities in mosaic techniques, out of a total of 21 children, 0 were classified as undeveloped in the area of tracing patterns. Another 13 were classified as starting to develop, 5 were classified as developing according to expectations, and 3 were classified as developing very well. Regarding pattern cutting, out of a total of 21 children, 0 (or 0% of the total) are considered to be undeveloped, 12 (or 57.14%) are considered to be starting to develop, 8 (or 38.10%) are considered to be developing according to expectations, and 1 (or 4.76% of the total) are considered to be developing very well. When it comes to sticking patterns, out of a total of 21 children, 0 (or 0% of the total) are considered to be completely undeveloped, 12 (or 57.14%) to be in the beginning stages of development, 7 (or 33.33%) to be developing as expected, and 2 (or 9.52%) to be developing exceptionally well.

The development of fine motor skills achieved in cycle I, has not achieved the success set, due to several obstacles that arise in the implementation of cycle I actions. These obstacles include: (1) several children still look less enthusiastic about participating in mosaic activities, (2) there are children still left behind following the stages of tracing, cutting and pasting patterns exemplified or demonstrated by the teacher because they are crowded with their next-door friends, To ask the teacher to repeat the lagging stages, (3) there are children who have not been independent in completing the stages of tracing, cutting and pasting patterns and asking teachers or friends to help complete them, and (4) there are children whose work has not reached the criteria well (not neat and not yet appropriate techniques for tracing, cutting and pasting patterns).

Early childhood fine motor abilities in PAUD Nurul Iman improved significantly as a consequence of improvements made to the limitations that occur in cycle II activities. Mosaic analysis of the first two meetings of the second cycle reveals that, in terms of tracing patterns, 0% of the total 21 children are considered to be undeveloped, 19.05.% are considered to be starting to

develop, 47.62% are considered to be developing according to expectations, and 33.33% are considered to be developing very well. Among the 21 children surveyed, 0% are considered to be undeveloped in terms of pattern cutting, 4.05% are considered to be starting to develop, 6.10% are deemed to be developing according to expectations, and 4.05% are deemed to be developing very well. Out of a total of 21 children, 0% are considered to be undeveloped in terms of pattern sticking, while 3 (14.29%) are in the beginning stages of development, 15 (71.43%) are developing according to expectations, and 3 (14.29%) are developing very well.

Based on the discussion of the results of mosaic technique activities above, the fine motor skills of early childhood in PAUD Nurul Iman, Talang Baru Village, Pajar Bulan District, Lahat Regency, can be said to have improved well. In addition to the results achieved, other successes can also be seen in the enthusiasm and enthusiasm of the children during the activity. This also shows that the process of activities like this is by what is desired and planned by researchers, namely children are willing to carry out activities without any coercion or pressure. This is evidenced by children willing to repeat mosaic activities, even though the activity has ended. In essence, children like the atmosphere of activities with variations of learning carried out, so that new things or challenges arise. For this reason, children's fine motor activities must be developed and enriched with innovations, to motivate and attract children to do so. This mosaic technique can develop children's fine motor skills, especially in the aspects of tracing, editing and sticking which ultimately develops the ability to move small muscles in children.

Based on the discussion above, this mosaic technique has benefits for early childhood, including shape recognition, colour recognition, training creativity, fine motor training, training emotions and recognizing geometry concepts. The advantages of mosaic techniques, include: (a) can develop children's creativity, emotions and social, (b) tools and materials are easily available, (c) activity steps are easy for children to understand, (d) train children's patience levels, (e) train children's concentration, (e) have a variety of patterns and colours, (f) has an attractive appearance, and (g) make children independent.

For kindergarten-aged children, learning mosaic skills is both a play activity and an artistic expression, thus it's crucial for teachers to have a solid grasp of mosaic knowledge and techniques. Consequently, the mosaic method is an essential tool for helping youngsters build fine motor skills, which are crucial for their success in all areas of development.

Conclusion

Based on the results of research and discussions conducted, it can be concluded that the mosaic technique can develop fine motor skills of group A children of TK ABA Khadijah Bangunjiwo Timur Kasihan Bantul. The development of fine motor skills achieved in cycle I, has not achieved the success set, due to several obstacles that arise in the implementation of cycle I actions. These obstacles include: (1) several children still look less enthusiastic in participating in mosaic activities, (2) there are children still left behind following the stages of tracing, cutting and pasting patterns exemplified or demonstrated by the teacher because they are crowded with their next-door friends, To ask the teacher to repeat the lagging stages, (3) there are children who have not been independent in completing the stages of tracing, cutting and pasting patterns and asking teachers or friends to help complete them, and (4) there are children whose work has not reached the criteria well (not neat and not yet appropriate techniques for tracing, cutting and pasting patterns). Improvements made to the constraints that arise in cycle I resulted in a significant improvement in fine motor skills achieved by early childhood in PAUD Nurul Iman in cycle II actions.

The findings revealed that 41% of children who did very well in pre-cycle fine motor ability assessments were able to reach these goals. Kids' fine motor abilities improve to 60.3% in the first cycle of activities. A very well-developed group for children's fine motor abilities was represented by 82.5% of those who did very well in cycle 2 activities. For children to develop their fine motor skills through mosaic techniques, it is recommended that they follow these steps: (1) make mosaic paper with different colors. (2) explain the steps of tracing, cutting, and pasting. Use large-sized

asturo paper and paste each piece of mosaic on the board. (3) encourage the children to finish the project on their own without help from adults. (4) remind them to use good and correct fingers when holding a pencil, scissors, and applying glue.

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