



Jl VI (1) (2021)

JURNAL INDRIA

Jurnal Ilmiah Pendidikan PraSekolah dan Sekolah Awal



<http://journal.umpo.ac.id/index.php/indria/index>

The Role of Montage Activities in Improving The Fine Motoric Skills in Early Childhood

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Article Information

Article History

Submitted:
January 2021
Approved:
February 2021
Published:
March 2021

Keywords:

*Montage Activities,
Fine Motoric Skills,
Early Childhood*

Abstrak

Penelitian ini bertujuan untuk mengetahui peranan kegiatan montase dalam meningkatkan kemampuan motorik halus pada anak usia dini. Jenis penelitian ini berupa studi kepustakaan (*library research*) yang menggunakan sumber data sekunder yang berupa dokumen seperti jurnal dan skripsi yang relevan dengan fokus penelitian. Analisis data menggunakan analisis data model Miles dan Huberman yang terdiri atas reduksi data, display data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kegiatan montase berperan dalam meningkatkan kemampuan motorik halus anak usia dini khususnya saat anak melakukan aktivitas menggunting, menempel gambar, menggambar dan mewarnai. Kegiatan montase selain dapat meningkatkan kemampuan motorik halus anak juga dapat mengembangkan daya imajinasi, menarik minat anak dalam belajar, mengembangkan kreativitas, keterampilan, sikap cekatan, dan telaten pada anak.

Abstract

This study aims at determining the role of montage activities in improving fine motoric skills in the early childhood. It is the type of the library research form using secondary data sources in the document forms such as journals and research results (thesis) that are relevant to the research focus. The data analysis applied data analysis model of Miles and Huberman which consists of data reduction, data display, and conclusion. The results show that the montage activities played a role in improving the fine motoric skills in the early childhood, especially when the children doing cutting, pasting, drawing, and coloring activities. In improving the children's fine motoric skills, the montage activities are also able to develop imagination, attract the children's learning interest, and develop the children's creativity, skills, dexterity, and painstaking attitudes.



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ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

DOI: <http://dx.doi.org/10.24269/jin.v6n1.2021.pp48-61>

INTRODUCTION

Early Childhood Education (PAUD) is a level of education that is carried out before they are applied in primary education with an age range between 0 to 6 years which is often called the golden age. Dachlofany and Hasanah (2018), argued that this education level is to provide or facilitate the maximum awareness and experience to support the growth and development of the children under religious values and norms and expectations of the society. Latif et al., (2013) stated that PAUD is one of the efforts to foster and guide the children from the birth to the age of six years carried out by providing a series of stimulus, namely education that is expected to help children grow up both in physical and spiritual aspects to prepare the children to face the next education level.

Early childhood development consists of several aspects such as physical, social, emotional, and cognitive development. In addition, the child development aspects proposed by experts are then poured into the regulation of the Minister of Education and Culture No. 146 of 2014 on Curriculum 2013 in early childhood Education in article 5 which states that the development aspects in the curriculum in early childhood Education include aspects of religious values, moral values, motoric physical, cognitive, language, emotional social, and arts (Damayanti et al., 2019).

Trianto (2011) believed that in the early childhood education, the aspects of children's development include the development of religious and moral values, cognitive, language, motoric physical, and emotional social. Fatmawati, (2020) stated that motoric development is the ability to perform movements that require physical control through coordinated activity between the nerve center and muscles which requires maturity in performing a movement. Motoric development in children will be seen clearly through the movements which may be carried out by the children.

Motoric development consists of gross motor and fine motor. The gross motor is called a movement involving large muscles and nerves that require exercise in its development. One's maturity is necessary for motion optimization. Fine motor is a motion that uses eyes coordination in performing such movements which means that it is the experience in performing fine movement activities that is necessary for the ability of fine motion to be more optimal (Khadijah and Amelia, 2020).

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Various kinds of activities such as coloring pictures, cutting activities, writing, sticking, weaning, tearing, and scratching can support the development of fine motor in children. A variety of learning activities such as montage activities can support the development of fine motor in children. Montage activities are named activities consisting of a combination of several activities that require fine motoric skills such as cutting, sticking to drawing, and coloring.

Nowadays, children in the early childhood who experience obstacles and difficulties in doing fine motoric activities such as the children who are asked to color something without going out of line, cutting based on the pattern, sticking on images appropriately, found that some children cannot color neatly without going out the line, cutting does not fit the pattern or the one who can not stick exactly based on the position provided. The children aged 4-6 years actually should have been able to do these activities appropriately. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 the year 2014 concerning National Standards in early childhood Education about the characteristics of fine motoric development of children aged 4-5 years who can coordinate their eyes and hands to make complex movements, while the age of 5-6 years should have been able to cut based on the pattern and stick to the picture appropriately.

Kholifah (2016) on her research result that talked about the improvement of the fine motoric ability through montage activities in Kindergarten students of Dharma Wanita Sitimerto District Pagu Kediri district, revealed that there was an increased improvement in children's fine motoric ability through montage activities shown through the percentage results obtained which increased in the pre-cycle stage until cycle III.

A similar research result was also found by Rahayu and Mas'udah, (2017) in their research on the Application of Montage Activities to Improve Fine Motoric Skills in Children Group A TK Al-Wardah Peterongan Jombang. They revealed that there is an increase in children's activities in each meeting, and the montage activities can also increase creativity and development of the children's art.

Based on the previous statements, this article was conducted to reveal and find out the role of montage activities in improving the Fine Motoric Skills in the early childhood.

LITERATURE REVIEWS

Fine Motoric Development in Early Childhood

The motor is the ability development to control body movements through coordinated activities between the nerve structure, brain, muscles, and spinal cord. Suryana (2016) asserted that children's brain organs will be very influential in the motoric development of a child because this organ is in charge of regulating every movement performed by them. Motoric development in early childhood is divided into two, namely fine and gross motoric development.

Fine motor is an activity that involves small or fine muscles that require coordination between the eyes and hands as well as good movement control that allow the child to be precise and careful in performing movements (Afandi, 2019). Fine manipulative skills involve the proper use of hands and fingers such as writing and drawing. In addition, fine motoric ability focuses on eye and hand coordination skills (Sit, 2017). Motoric ability can also be interpreted as the development of elements of maturity and control of gestures. Thus, the habit of doing various activities will make children more proficient in moving their fingers (Fitrianingsih et al., 2018).

Ismail (2006) showed some examples of fine motoric activities such as grasping, inserting objects into holes, turning pages or books, imitating making lines, drawing, folding, cutting, sticking, stringing, and composing (game building). Afandi (2019) defined that the principles of fine motoric development in early childhood are oriented to children's needs, learning while playing, creative and innovative, conducive environment, themes, developing life skills, using integrated activities, and activities that are oriented to the principles of child development.

The characteristics of fine motoric development of children aged 4-6 years contained in the Regulation of the Minister of Cultural Education of the Republic of Indonesia Number 137 of 2014 concerning about National Standards in early childhood Education are: First, the age of 4-5 years characteristics are: (a) make vertical lines, horizontal, curved, left / right, tilt left / right, and circles; (b) plagiarize; (c) coordinate the eyes and hands to perform complex movements; (d) perform manipulative movements to produce a form using various media; (e) expressing yourself by working in the art using various media; (f) control hand

movements using fine muscles (pinching, stroking, poking, clenching, twisting, twisting, squeezing). Both ages 5-6 years are characteristic of; (a) drawing based on his ideas; (b) imitating the form; (c) exploring with various media and activities; (d) using the stationery and cutlery properly; (e) cutting based on the pattern; (f) pasting the image appropriately; (g) expressing themselves through detailed drawing movements (UUD, n.d.).

Montage Activities

Montage is one of the artworks made from sticky or pastes various cutouts of images to form a unity of new works, therefore in the making, it requires a variety of images that can be sourced from various media such as print media, tabloids, newspapers, magazines, books, calendars and so forth (Sunaryo, 2010). Another sense of montage is as a work consisting of various mixtures of elements such as pieces of images from different sources, and then it is arranged based on a theme affixed to a basic field (Ayusari, 2017). The montage has several functions namely: (a) train the child's fine motor; (b) increase creativity, (c) introduce color; (d) hone the imagination. The montage material is in magazines, newspapers, books, posters, various image media, scissors, glue, and paper/plinth (Yulianto and Awalia, 2017).

In creating the montage work, it can be done through; (a) collecting various images by adjusting to the theme, the image can be from various sources such as newspapers, magazines, calendars, and so on and it would be better if the images are colored; (b) cutting as many images as possible to make it easier to select them when they are pasted; (c) creating an interesting paste composition so that the theme can be well reflected; (d) attaching the pieces of the image to a piece of paper or cardboard; (e) finishing it then put it in an attractive frame (Muharrar & Verayanti, 2016).

RESEARCH METHODS

The research method used in this research is the library research method. This research collects various information and data from various materials that come from the library. The data sources used in this research are the secondary data sources that are taken not

directly from the field but they are from the previous sources. The secondary data sources can be journals and research results (thesis) that support the research.

The data sources used in this study are as many as 10 journals relating to the improvement of fine motoric ability in early childhood through montage activities. The strategy of tracing journals in this article is by searching each journal based on the criteria such as keywords of montage activities, fine motoric ability, early childhood; the special range of journal publication years taken between 2016-2020; Indonesian Journals; and it has early childhood subjects; has a theme that is a montage activity in improving the fine motoric ability in early childhood. Here is the flowchart of the journal review:

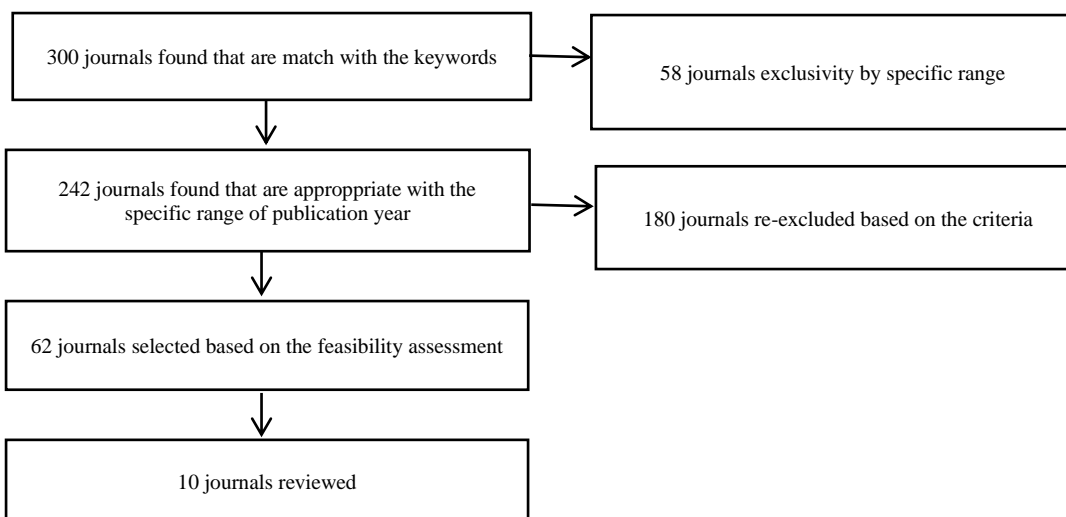


Figure 1. Journal review flowchart

The data collection techniques used in this research are the documentation techniques. The data analysis technique used is by applying Miles and Huberman model data analysis method. This data analysis technique consists of three stages, namely data reduction, data display, and conclusion.

RESULTS AND DISCUSSION

Several studies have been conducted by other researchers about montage activities and their relation to the development of fine motor in children. In this study, the researchers focused on 10 reviewed writings that were presented in this result section. Rahayu and

Mas'udah (2017) on their research revealed that montage activities in learning can improve children's Fine Motoric Skills, especially in the aspect of cutting and sticking. Besides, montage activities can also increase creativity in children, develop children's imagination, imaginary power, deft attitude, painstaking and creative children, as well as the children can certainly explore their abilities. Cahyaningrum (2018) the research results that fine motoric skills in children experienced enhancing through montage activities conducted repeatedly and through exercises and accompanied by rewarding.

The same data were also obtained by Amirul Mukminin and Suryana Dadan (2019) They revealed that the montage has a significant influence on the children's fine motoric development comparing the use of paper cutting activities with straight-line patterns because the montage can engage children in learning. Birohmatik et al. (2017) revealed that adding drawing activities in montage activities can increase the children's interest in learning. When children do the montage activities consisting of cutting, sticking, or drawing, they will be trained in moving their hands so that it can be a medium to improve their fine motoric skills.

Munawara (2016) revealed that there is a relationship between montage activities with the children's fine motoric ability that can be seen by the increase in the children number in each aspect observed each week. Furthermore, Andini and Rachman Hasibuan (2016) describes the ability of children in using limbs, functions, and movements in the development of the gross and fine motor. Besides, it can also help children in achieving optimal learning outcomes following expectations and can support learning activities in other abilities.

Furthermore, the research conducted by Sundayana et al. (2020) found that the montage activities can stimulate the fine motoric development in the children because the montage activities consisted of cutting and sticking activities which demand the fingers muscles movement, coordination of the eyes and hands as well as the concentration and imaginative power in producing work. Besides, the montage activities can also improve the children's ability to imitate shapes and clarify shapes. In line with the research by Febiyanti (2019) showed that through the montage activities, the children's fine motoric skills can be

improved, besides those activities can also improve their skills and creativity so they will be more honed.

Sholihah (2019) showed that the montage activities can improve the children’s fine motoric skills through several learning stages. The improvement of the children's ability occurred because montage activities can make the children interested in learning as well as the giving of repetitive activities and the freedom granting toward the children to create. It is similar to Rosulillah's research (2019) which showed that the montage activities can improve the children's fine motoric skills on the indicators of coordination of eye and hand movements.

Based on the presentations’ results above, here is a framework of the results based on the findings due to the roles of montage activities:

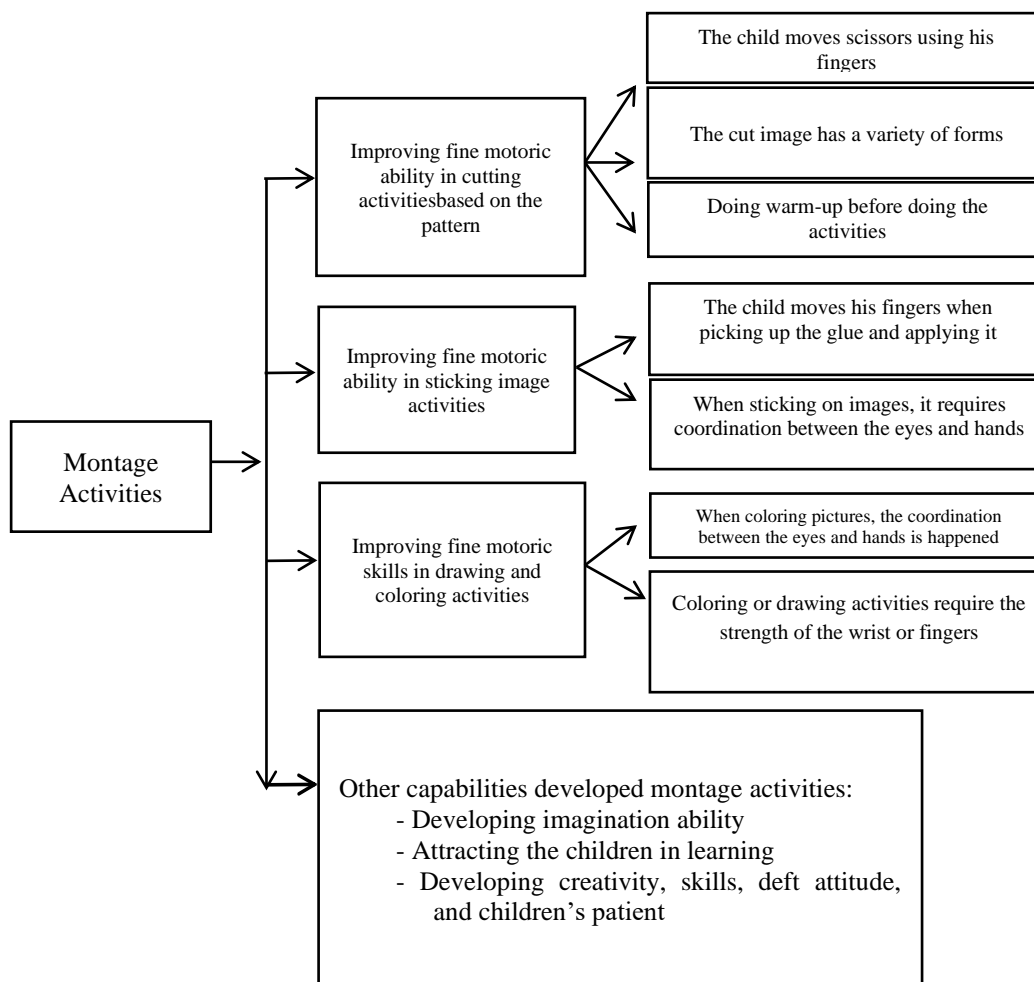


Figure 2. A Framework of Research Results

Based on the presentation's results above, the description shows that the roles of montage activities in improving the fine motoric abilities in the early childhood can be described as follows:

First, *the montage activities improve fine motoric ability in cutting activities due to the pattern*, based on the research results obtained that the montage activities can improve fine motoric ability in cutting aspects. This is because the montage activities consist of cutting and sticking on images. When the child is cutting, the child will move the scissors with his fingers. Giving the montage activities, the children will inevitably have to cut the picture due to the art-work that they want to make. The cut objects also have a variety of shapes so that they will be trained to cut by adjusting it to the image patterns from easy shapes to hard level.

The results revealed that the montage work is made of image cutouts. Sunaryo (2010) stated that the montage activity is a work of sticky or poster made by arranging the image cutouts so it creates a new form. In cutting, Sumantri (2005) argued that it is the cutting activity of a paper variety or other materials by following a certain groove, line, or shape. Cutting is also one of the activities that can develop the children's fine motor. Suratno (2005) added that cutting activities require skills in moving the muscles of the hands and fingers to coordinate in cutting so the children can cut paper, cloth, and so forth. This is following the research results which is conducted by Rahayu and Mas'udah (2017) who revealed that through cutting activities, children can increase their fine motoric skills in montage activities, this is because the cutting objects have a variety of objects. The same thing was also found by Munawara (2016) in her research that cutting activities in montage activities help children in their motoric development, in this case, the children can skillfully operate a scissor tool for cutting paper, skilled at cutting in the right place, practicing the child's carefulness in choosing which to cut and which should not be cut.

Secondly, *the montage activities improve the fine motoric ability in sticking activity on image*. Based on the exposure results, it is known that the montage activities consist of cutting and sticking on images which are both indicators of fine motor. On sticking activities, the child will take glue using his finger and apply glue from his finger to the picture. Based on these activities, the children will be trained to move their fingers

especially when this activity is carried out repeatedly, it will make the children not rigid in using their finger. Having applied the glue, they next attach the image on another paper. When the children stuck the pictures, the image to the paper is necessary to coordinate the eyes and hands, the focus and concentration of the child so that the image is stuck in the right position.

This is based on Ismail's statement (2006) who said that sticking is the activity of arranging objects and pieces of paper and it is embedded in a flat form and art-work. Pamadi in Sahdiyah (2013) defined that the image embedding is said to be good if it is put in the right place that has been provided in the form of an empty column which contained a border to limit the image object that has been cut.

The distribution of repetitive activities and continuous practice by Skinner's theory of direct interaction approach and control behavior through operant conditioning process is a teachers' teaching style that is carried out with several introductions from a teacher which is directed and controlled through repetition and practice (Rahyubi, 2012). This opinion is based on Cahyaningrum (2018), her research showed that the children's Fine Motoric Skills improved through montage activities that were carried out repeatedly and accompanied by exercise. Besides, this study also applied reward in the motivation form, encouragement, and praise toward the children to make them excited in participating in montage activities.

Thirdly, *the montage activities improve and increase the fine motor in the activities of drawing and coloring*. Based on the results of the studies, it is also found that montage activities can improve the Fine Motoric Skills on drawing indicators and coloring images. Drawing and coloring the image become the final stage of the montage activity where the work has still free space or if there is a white paper, it can be added by coloring which is based on the work theme made. Through drawing and coloring activities, there is also a coordination between the eyes and hands. The hands that are moved in coloring the picture will also be trained so that they do not look stiff that also affect the image result that has been colored.

Pamadhi (2011) believed that coloring in early childhood aims at training skills, neatness, and patience. The children will love coloring through various media either when drawing or laying colors when they are filling the image areas that must be colored. Nurlaili

(2017) argued that coloring activities in the early childhood are activities that can train the fine muscles on the children's fingers and can be done by coloring or painting images that have been made by the children themselves or the existence of the image patterns. The drawing activities for the children is a very fun activity because the children can channel their imagination and produce creative works of art.

Based on Rosulillah's (2019) research it is said that the coordination of hand and eye movements is the coordination of the muscles work that are involved in the implementation of the movement relating to the ability to select objects (the objects seen with the eyes) and be able to coordinate them well (movements from the arranged fingers) to achieve a certain physical task. Mukminin & Suryana Dadan, (2019) argued that the montage activities are something new for the children so that those activities have their own attraction for the children such as a variety of color variations pad drawings sourced from various sources. Sumanto (2005) also stated that the montage activities can be developed imagination, imaginary, deft attitude, painstaking, and creativity in the children.

Andini & Rachman Hasibuan (2016) suggested that the montage activities are designed to improve a wide range of motoric development, cognitive, language, and other developments. The montage activities also have benefits and objectives to increase creativity, train imagination, and train eye and hand coordination, so that is why the montage activities become one of the activities in the Kindergarten, especially in the aspects of fine motoric development.

CONCLUSION

Based on the results of the study, it can be concluded that the montage activities play the roles in improving the fine motoric ability in the early childhood. The montage activities can improve the fine motoric ability because the montage activities consist of the activities that can stimulate the children's fine motor. The activities are such as cutting activities, according to patterns, sticking on the images, as well as drawing, and coloring. By providing cutting, sticking, drawing and coloring activities repeatedly, it will be able to help the children in practicing their Fine Motoric Skills. For the educators, it is suggested to give activities that are repeated and accompanied by rewarding or praise the children who

have successfully completed activities. Those activities will also be very helpful to increase the children's interest in learning. In addition to the fine motor, the montage activities can also develop the children's imagination, attract the children's interest in learning, develop the children's creativity, increase the children's skills, form deft attitudes, and painstaking in the children.

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