

FINE MOTOR DEVELOPMENT IN PREPARING CHILDREN'S BEGINNING WRITING ABILITY IN ISLAMIC KINDERGARTEN, SUDIANG, MAKASSAR

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Abstract: The research objectives are: To find out the type of activities carried out by the teacher in developing children's fine motor skills to prepare the preliminary writing of children in Group B Sudiang Asri Islamic Kindergarten in Makassar, and to find out the factors that are supporting and inhibiting in developing children's fine motor skills to prepare the preliminary writing of children in Group B Sudiang Asri Islamic Kindergarten Makassar. The type of research carried out is descriptive qualitative research, namely this study attempts to describe the circumstances and situations that occur in the process of developing fine motor skills in preparing children's writing skills in Sudiang Asri Islamic Kindergarten. The technique used to collect data in this study is observation, interviews and documentation. Based on the results of research on fine motoric activities in preparing the child's initial writing skills, it can be concluded as follows: (1) . Teacher activities in an effort to develop children's fine motor skills to prepare for the initial writing of Group B children in Sudiang Asri Islamic Kindergarten in Makassar City, playing beams, folding paper, cutting, forming with plasticizer, playing and painting with fingers. These activities can develop nine prerequisites for early child writing, namely readiness development, balance, shoulder balance, forearm control, wrist balance, grip, two-handed use, eye and hand movement coordination and sensorimotor experience. (2). The supporting factor in the child's fine motor development activities is in the aspect of the teacher also has an effort to attract the attention of students by inviting communication with a distraction of humor, so that students do not feel bored and not sleepy when the learning process takes place. Availability of fine motor development game equipment. In the inhibiting factor is the aspect of students when learning is done sometimes there are still children who are reluctant to do learning activities provided by the teacher, where students sometimes they do not pay attention to what has been ordered by the teacher to do.

1. INTRODUCTION

Teaching to write in kindergarten can be taught in a fun way through games both individually and in groups that are adjusted to the age level of children who are still in the playgroup, in training fine motor skills children do not need coercion let alone get out of the child's development corridor. In order to practice eye-hand coordination skills, the teacher can actively participate in activities that use the whole body to move in activities such as playing water; washing, cutting and so on are ways to train children's fine motor skills as well as a way to train children's concentration and balance in motion.

The phenomenon that occurs in Sudiang Asri Islamic Kindergarten, that is, most parents of children want children to study in kindergarten so they can read, write and count. But the fact is that in other words for some children there are those who really can't do writing activities like their parents hoped, even holding a pencil is very difficult for him especially to write.

Some parents feel that children only come to kindergarten just to play even though according to their parents children go to school so that their children can read, write, and count. And it is not uncommon for children to be asked by their mothers to write and what only children do is make scribbles, so children get inappropriate words from their parents like stupid words, why can't you write, or is that what you learn at school.

According to Hurlock (1978) the fine motor development of kindergarten children is emphasized in the coordination of fine motor movements in this case relating to the activity of putting or holding an object using the fingers. At the age of 4 years the coordination of fine motorized movements of a child is very developed and even almost perfect. Even so, this age child still has difficulty in arranging blocks into a building. This is due to the desire of the child to put the beam perfectly so that it sometimes breaks down the building itself. At the age of 5 or 6 years the coordination of fine motor movements develops rapidly. At this time children have been able to coordinate motor visual movements, such as coordinating eye movements with hands, arms, and body simultaneously, among others, can be seen when children write or draw.

According to Abdulrahman (1996) fine motor is a motor activity that involves the activity of small or smooth muscles; this movement demands more eye and hand coordination and good control abilities, which allows it to do precision and accuracy in its movements. These include fine motorized movements, including cross-cutting, throwing, catching ball, picking up beads, drawing, writing, sewing and others. This skill develops more slowly compared to gross motor skills because the demands are higher.

Whereas according to Moeslichatoen (2004) pre-school age children are expected to have mastered a number of skills that demand fine motor skills, such as using scissors well even though they are not straight, folding paper and entering letters into envelopes, carrying a cup of tea a few meters without spilling, entering thread into needles, apply jam on bread, tie shoelaces, form objects with clay, wash and dry the face without soaking clothes, opening and attaching shirts and removing belts and others.

In accordance with the fine motor development that must be achieved, the activities carried out in early childhood must be directed to improve their skills in this regard. This is important, because as described earlier, only opportunities and exercises are believed to be able to increase children's skill in carrying out activities that demand these fine motor movements.

Motor is response and motion. According to Kephart (in Abdurrahman, 1996) motor skills are activities aimed at displaying a typical act or completing a particular goal, such as throwing a ball. In fine motor development, kindergarten children are emphasized on the coordination of the fingers, relating to the tracing, cutting, sticking, all using the fingers which are also called fine motor, aged 4-5 years the coordination of fine motor movements develops rapidly, the child has been able to coordinate the eyes and hands simultaneously (Jamaris, 2003). Fine motor development involves matters related to the fingers and hands and develops rapidly at the age of 4-5 years. If the teacher or parents want to teach / train writing to children this is the right time to introduce it to the writing, because now children have begun to be able to control their eyes simultaneously.

According to Moeslichattoen (2004) Fine motor skills using smooth muscles in the feet and hands, this movement requires speed, accuracy and skill to move, fine motor movements can be trained through the activities of folding, forming, drawing freely, crossing out activities on paper. This fine motor development is the basic capital of children to write. As in the case of gross motor activities carried out by school-age children, fine motor activities also carry certain risks of accidents. But because to be able to do so, children are required to be more calm and focus more attention and control their movements, so the risk is expected to be smaller.

Rini Hildayani et al (2007) Fine motor development of children at the age of 4-5 years is increasing but requires stimulus so that it can develop well to develop fine motor skills for children can be done by playing while learning that is done inside and outside the room like children digging sand and land, pouring water, picking up and collecting small stones, leaves or other small objects, playing marbles, editing paper, sewing, and swinging. Whereas Aisyah et al (2000) mentioned that those who could develop fine motor skills were composing beams, cutting, dancing, painting, sticking, matching.

Slamet Suyanto (2005) activities that can develop children's fine motor skills are modeling of plasticine, dancing with musical instruments, drawing small and colorful brushes, playing dough, tracing, painting with fingers, tasting, modeling, (searching for traces) , coloring pictures, finger painting, hand washing. Activity picking, tearing paper, squeezing paper

playing fingers on paper, picking up small objects. Cutting around the edges of the paper, cutting with full scissor openings, opening and cutting continuously along the paper, cutting various shapes, cutting thick lines in a controlled manner.

According to Klein (in Cahaya 2012) five principles of movement in the development of children's fine motor skills are:

- 1) Principle 1: Children develop their motor skills in the skull (cephalo-caudal) directly. They develop control in motion from head to tip of the toes directly. Children learn to control their head and shoulders before walking or before their fine motorcycles are ready.
- 2) Principle 2: Controlling motion is carried out directly in proximal-to-distal. This means that children learn first in controlling themselves to a small camp compared to other places. Children learn to grab, and control the shoulder before reaching the elbow, wrist, and finger control.
- 3) Principle 3: Balance must be prepared before body movements allow. Babies can control the shoulders up to their stomachs, and move their bodies to the left and right side, front back. Furthermore, the control is filtering every child's body movements.
- 4) Principle 4: Their first movement is to move the whole body. Children learn not to connect movements to a specific part of the body. First the child grabs with both his hands, feet, eyes and sometimes with his mouth. Then there is an increase they learn to separate their movements with one hand, one leg and mouth are no longer used, while the other hand can reach effectively. In the first grip all the hands and fingers are used simultaneously. And in the next development the child can move the fingers separately.
- 5) Principle 5: Children must be trained to concentrate / pay attention to themselves and the environment in order to deal with problems. First, if they have no balance, and the child feels that they will fall from their seats will leave all their attention and fine motorized tasks. If they are hungry, sick or feel uncomfortable this is something that teachers / parents need to pay attention to.

Writing is a hand activity in expressing ideas, ideas and feelings on paper to be communicated to others. There are many theories that discuss the nature of writing, and experts conclude that writing is one of the tools of communication. Hafferman and Lincoln (2000) argue that writing is a communication activity carried out alone without the support of voice pressure, tone, expression, verbal communication gestures. Tarigan (1987) argues that writing is a language skill that is used to communicate indirectly and is a productive and expressive activity using graphology, language structure and vocabulary. Smith (1982) argues for writing that writing cannot be separated from language because the writing function is the same as the language function. The basic function of language is as a mediator of experiences communicated in facts, ideas, hopes and threats. Writing is also a way of strengthening (evidence).

Writing is not only pouring ideas that are in the head, but need rules in writing so that ideas, hopes of the writer can be conveyed correctly. Therefore to make quality writing there are several steps that need to be used; namely the use of language / sentence that is correct and correct, both mechanical or punctuation skills are correct, the three determinations are the pouring of creative ideas, the fourth language and paragraph use must be effective, the fifth one the author knows for certain the goals, conditions and situations about what is written.

Utami Sri Rahayu (2011) mentions efforts that can be done in preparing children to write, namely (1) thickening the shape, (2) following the dashed lines / dots. At 4-5 years old children can be asked to draw their own geometric shapes. Guide his hand so he wants to scratch the pencil and then give the child confidence to draw the various geometric shapes themselves.

Choose material that is a child's favorite or center of interest. For example, he really likes animals, well, start with various animal pictures. Give a picture book of various animals, then give a pencil and ask it to thicken the various shapes of the animal. Let it do it slowly. No need to be forced, if the child does not want to continue. While waiting for him to finish the picture, tell the features of the animal. So, there is additional knowledge that can be obtained. After the child is able to thicken the image of various forms of animals, continue by "drawing" animals following the dotted line or dots. Then it can be improved with the next skill, which is imitating geometric shapes, such as circles, triangles, rectangles, and so on. Beginning, parents can guide while holding the child's hand. Next, stimulate the child to imitate himself. In order to enrich his insight, ask him to draw the shapes of objects around him in the form of a circle. For example, the face of his mother, the dining table, eggs, citrus fruits, balls, and so on.

Another aside, the teacher can only give direction to the child's parents, but in general parents do not want to accept if their children cannot write. Especially if there are children who are the same age as they are able to write then even more insults will be given to their children, and not infrequently children are threatened by their parents as they are not given snacks tomorrow if they cannot write.

So the child will feel burdened, and even there are children who do not want to go to school because of the various kinds of threats. Seeing the phenomenon that occurs, as an educator, I am interested in doing research on how teachers develop children's fine motor skills to prepare for children's early writing in Kindergarten and what are the supporting and inhibiting factors in developing children's fine motor skills in kindergarten.

The research objectives are as follows:

1. To find out the type of activities carried out by the teacher in developing children's fine motor skills to prepare the preliminary writing of children in Group B Sudiang Asri Islamic Kindergarten in Makassar.
2. To find out the factors that are supporting and inhibiting in developing children's fine motor skills to prepare the preliminary writing of children in Group B Sudiang Asri Islamic Kindergarten Makassar.

2. RESEARCH METHOD

The type of research carried out is descriptive qualitative research, namely this study attempts to describe the circumstances and situations that occur in the process of developing fine motor skills in preparing children's writing skills in Sudiang Asri Islamic Kindergarten.

The technique used to collect data in this study is observation, interviews and documentation. This research is a qualitative descriptive study. Therefore, the data analysis technique used in this research is descriptive analysis techniques. Before the data is analyzed first, it is processed in a concise and systematic manner (writing the results of the interview, documentation then classifying, reducing and presenting). This activity continues continuously since researchers enter the field so that data analysis takes place during data collection.

3. RESEARCH RESULT

Fine motoric development as one of the aspects that was developed in an effort to prepare the initial writing skills of children in Sudiang Asri Islamic Kindergarten Makassar. With a pattern of learning that is done fun through individual and group activities that are appropriate to the age level of children who are still in the pre-operational period.

In training fine motor skills, the teacher must design activities carried out in a pleasant atmosphere with the principle of playing while learning. In order to train the eye and hand coordination skills the teacher can actively provide activities involving fine motor skills.

Develop fine motor skills by arranging the beam when the child holds the beam and holds it so the child will use their hands to be able to grasp the beam so that it is not released. At that time the child will accidentally train his grip. Then when the child is doing the activities of arranging the beam, the child will practice to arrange the beam slowly in putting it. This activity trains children how to grasp and remove beams. This activity will help children train the child's fine motoric, which is to train the nerves of the child's fingers and hands as well as concentration and emotion. This is in line with the opinion expressed by Luluk Asmawati et al (2009: 11.5)

Beams are a play tool that is useful for physical development of children. Children will use large muscles to move beams when placing beams carefully on a building or some form they use small (smooth) muscles that are very important for the development of writing.

Folding is one of the efforts that can be done in fine motor development as proposed by Hajar Pamandhi and Eva Sukardi S (2008: 7.6) explains that:

Early childhood development efforts must be developed through fine motoric games with various media and various activity techniques. Paper folding is a form of fine motor development activities that require precision and skill and art development, this activity is a medium for flexing smooth muscles which can be adjusted to the child's age level.

This opinion is in accordance with the results of research which states that folding paper is a medium that can be used to help children in fine motor development. That folding paper in various forms will be a medium for children to move their fingers for flexibility and small muscle strength and eye and hand coordination so that the ability to hold stationery is easier.

Folding activities are activities given to children to train children's fine motor skills and hand and eye coordination in carrying out these activities. This activity provides training for children how children have the ability to control hand movements through cutting movements. When the child cuts with various media tigers the child must be able to press the scissors using the fingers gently and the shoulder muscles and arms support the fingers when cutting. At the time of eye contact must pay attention to the movement of the hand that is cutting the paper. As stated by Hajar Pamandhi and Eva Sukardi S (2008) that cutting can be a medium for children to train motoric in directing which direction to cut, which is a movement exercise for children.

Cutting activities are carried out with various kinds of media, namely free cutting, by giving children freedom to edit without certain patterns. Cutting follows a pattern that is an activity that is done by giving paper to the child, where the paper that has been given has a certain pattern, and the child must follow the pattern like a circle pattern, square, zigzag, straight line, rectangle, triangle.

Forming with plasticine in this activity the child holds, squeezes and presses the plasticine until it's soft, so that in squeezing the child can move his fingers with a little effort. Holding plasticine and releasing it into practice how to bend and straighten the fingers repeatedly so that indirectly move the fine motor of a trained child.

Meronce is an activity carried out to train the child's fine motor skills through finger movements for muscle flexibility and child concentration. Meronce activities use beads and straws which have been cut and threaded, while the colors used by children vary according to children's tastes.

Finger painting activities are activities that can provide strength and flexibility to children. This activity is carried out by grasping the dough and raising the hand from the dough at this time the strength of the muscle hand of the five fingers together, but when the child paints on paper using the index finger, and is sweet in a straight position while rubbing on the paper where the thumb and little finger just folded. When the child grasps the dough, the child must hold the lower wrist while the hand of the hand moves to grasp and release the dough repeatedly. This activity can also be done by dipping all the fingers on the dough and then sticking it on the paper together.

In observations carried out on the implementation of fine motor development activities to prepare the initial writing skills in Sudiang Asri Islamic Kindergarten Makassar support factors.

In the aspect of the teacher is the level of the teacher's ability to manage very good learning. Teachers always motivate students to be more eager to carry out learning. The level of education of all teachers who teach in Group B in Sudiang Asri Islamic Kindergarten, Makassar City with a background in education undergraduate. And have pocketed teacher certification as proof that they are professional teachers in early childhood education especially in kindergarten.

The teacher also has an effort to attract the attention of students by inviting communication with a distraction of humor, so that students do not feel bored and not sleepy when the learning process takes place. Availability of in-door and out-door game facilities that can be used by teachers to support the learning process especially those related to children's fine motor development

In inhibiting factors in the implementation of learning activities. In the aspect of students when learning is done sometimes there are still children who are reluctant to do learning activities provided by the teacher, where students sometimes they do not pay attention to what the teacher has ordered to do.

4. CONCLUSION

Based on the results of research on fine motoric activities in preparing the child's initial writing skills, it can be concluded as follows:

1. Teacher activities in an effort to develop children's fine motor skills to prepare for the initial writing of Group B children in Sudiang Asri Islamic Kindergarten in Makassar City, playing beams, folding paper, cutting, forming with plasticizer, playing and painting with fingers. These activities can develop nine prerequisites for early child writing,

namely readiness development, balance, shoulder balance, forearm control, wrist balance, grip, two-handed use, eye and hand movement coordination and sensorimotor experience.

2. The supporting factor in the child's fine motor development activities is in the aspect of the teacher also has an effort to attract the attention of students by inviting communication with a distraction of humor, so that students do not feel bored and not sleepy when the learning process takes place. Availability of fine motor development game equipment. In the inhibiting factor is the aspect of students when learning is done sometimes there are still children who are reluctant to do learning activities provided by the teacher, where students sometimes they do not pay attention to what has been ordered by the teacher to do

5. SUGGESTIONS

1. The need for development and procurement of training in producing activities related to fine motor development in relation to the preparation of the beginning of the training

2. In carrying out the teaching of preliminary writing for children, it is hoped that the teacher will first train children's motor skills. When the initial teaching is done the teacher needs to be careful in assisting students not to be stressed if they have not been able to follow the teaching staff's instructions which can have an effect on reluctance to do it at other times.

3. For schools it is expected to be able to prepare the tools and playing materials for fine motor development so that the teacher can design activities that are in accordance with the tools and materials available.

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