



Origami Exploration: Preschool Learning Management In Developing Children's Fine Motor Abilities

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Abstract. PAUD learning to improve children's fine motor skills. Origami was chosen as a method because it can stimulate fine motor skills development through precise hand movements and eye coordination. This research was conducted at KB Nurul Hilmi Bondowoso. The research approach used is qualitative research, with a descriptive research type. The data collection techniques used were interviews, observation, and documentation. Data analysis techniques include data reduction, data display, and data verification. Based on the results of this research, exploring origami can improve children's fine motor skills. Before starting learning, KB teacher Nurul Hilmi Bondowoso prepared a daily activity plan related to the activities to be carried out, namely improving children's fine motor skills and preparing observation sheets for students' activities. At the learning stage, KB teacher Nurul Hilmi Bondowoso used the demonstration method in classroom learning activities. At the evaluation and assessment stage of early childhood work, teachers use three categories, namely dexterity, neatness, and following the teacher's instructions.

Keywords: Children's Fine Motor, Learning Management, Origami

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi efektivitas penggunaan origami dalam pengelolaan pembelajaran PAUD untuk meningkatkan kemampuan motorik halus anak-anak. Origami dipilih sebagai metode karena dapat merangsang perkembangan keterampilan motorik halus melalui aktivitas yang melibatkan presisi gerakan tangan dan koordinasi mata. Penelitian ini dilakukan di KB Nurul Hilmi Bondowoso. Pendekatan penelitian yang digunakan adalah penelitian kualitatif, dengan jenis penelitian deskriptif. Teknik pengumpulan data yang digunakan yaitu interview, observasi dan dokumentasi. Teknik analisis data yakni reduksi data, display data, dan verifikasi data. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa dengan diadakan eksplorasi origami dapat meningkatkan kemampuan motorik halus anak. Sebelum memulai pembelajaran, guru KB Nurul Hilmi Bondowoso mempersiapkan rencana kegiatan harian terkait kegiatan yang akan dilaksanakan yaitu tentang peningkatan kegiatan kemampuan motorik halus anak, menyiapkan lembar observasi aktifitas anak didik. Pada tahap pembelajaran berlangsung guru KB Nurul Hilmi Bondowoso menggunakan metode demontrasi dalam kegiatan belajar di kelas. Dan pada tahap evaluasi dan penilaian hasil karya anak usia dini, guru menggunakan tiga kategori yaitu ketangkasan, kerapihan, dan mengikuti petunjuk guru.

Kata kunci: Motorik Halus Anak, Manajemen Pembelajaran, Origami

INTRODUCTION

Article 1, Item 14, Early Childhood Education is a coaching effort aimed at children from birth to age six, which is carried out by providing stimulation to help physical and

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spiritual growth and development so that children are ready to enter further education (Bustomi, 2012).

Early childhood is a child aged 0-6 years or called the golden age, a critical period for children. If their growth and development needs are not met adequately, it will significantly influence the child's growth and development. The next step is to During this period, especially those aged 4-6 years, children experience a sensitive period, where children are sensitive to receiving various stimuli. The sensitive period is a period of maturation of physical and psychological functions ready to respond to stimulation provided by the environment around the child. This is the most appropriate period to lay the foundation for developing moral abilities and religious, socio-emotional, cognitive, and language values. And physical motor skills. To optimize the achievement of these educational goals, the learning process is designed and adapted to the child's developmental stages and learning characteristics.

The early childhood education learning process will provide full opportunities for students to fulfill their needs for expression, imagination, and creativity, using various methods and media such as crayons, pencils, plasticine, scissors, natural materials, used materials, and paper. So that children's development can be stimulated. Children will create something they want. Therefore, there is often a saying that early childhood education is a coaching effort shown to children from an early age, which includes providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter education: elementary school and the next stage of life.

Fine motor skills use the delicate muscles of the fingers and hands. This movement is a movement skill. Fine motor movements only involve specific body parts and are carried out by small muscles, such as finger skills and precise wrist movements (R, 2004).

Creativity is closely related to the world of early childhood education. Teacher creativity in creating learning activities influences optimizing aspects of children's development. One aspect that is important to develop is motor ability. Motor skills allow children to involve all their five senses and body parts in playing. This is very important for the growth and development of early childhood. Children's motor skills are divided into two parts, namely gross motor movements and fine motor movements. Gross motor movements require coordination of most parts of the child's body; therefore, they usually

require energy because large muscles carry them out, whereas fine motor movements involve only certain parts of the body and are carried out by tiny muscles, such as using fingers and precise wrist movements, often requiring precision and hand-eye coordination (Harahap & Seprina, 2019).

Through play, children learn more about the world. They can develop physical, mental, and emotional maturity, which can be influenced by playing to grow into intelligent, creative, and innovative children (Roslianti et al., 2022). Early Childhood Education is a coaching effort aimed at children from birth to the age of 6 (six) years, which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education in Minister of Education and Culture Regulation No. 137 of 2014 concerning national PAUD standards that the provision of educational stimulation to help physical and spiritual growth and development to children aged birth to six years is implemented through stimulating aspects of child development which include aspects of religious and moral values, cognitive, social-emotional, physical motor, language, and art. These six aspects of development are stimulated according to the characteristics of the child's age through learning activities in PAUD, which are packaged into play activities. For a child, playing is an activity that is done every day. Children generally enjoy playing anywhere, anytime, and as long as possible. Children gain pleasure or satisfaction when playing. Children can explore, express, discover things, socialize, imagine, and be creative while playing.

Play activities carried out by children are immersion play or immersive games. Playing is an intentional activity that makes an individual happy, drifting or immersed in every event. When children play, they will forget to eat, bathe, and even spend time. Therefore, educators at PAUD should be able to package learning activities into play activities so that children are not burdened with learning activities at PAUD institutions. Reading, writing, and counting activities are packaged into fun play activities to immerse children in the game. Children are no longer burdened with learning activities that require them to sit still or do activities that they do not like. With the statements from the experts above, the author wants to research how the essence of managing preschool learning in developing children's fine motor skills can be improved if the origami paper folding game is played. Preschool children have a golden period in their development. Fine motor skills

are fine coordination involving small muscles. Data from the Bavarium Preschool Morbidity Survey shows that delays in children's fine motor development reached 22.05%, so the role of parents is very influential on children's fine motor development (Rusmini, 2023).

THEORETICAL STUDY

Origami is a paper-folding activity that originated in Japan. It is the art of folding paper to produce a shape (flowers, insects, birds, etc.) called origami. *Folding* is a skill carried out by hand to produce specific shapes without using adhesive. It requires hand coordination, neatness, and precision. If the child's likes or interests accompany the folding activity, then this activity will produce satisfaction and joy for the child (Sandra Adetya & Gina, 2022).

Learning is a core activity in the educational process because, through this learning activity, it is hoped that educational goals can be achieved in the form of changes in behavior in children, and it is also the hope of all parties that each child achieves the best learning outcomes according to their respective abilities. The learning process occurs because there is a goal to be achieved. However, many teachers need help to create lessons and convey learning to students because they need to adapt to the characteristics of their students (Lestarinigrum & dkk, 2022).

Learning is carried out carefully with the intention that learning occurs and makes it successful. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur. In other words, learning is a process that helps participants design and set goals before implementing them and control their implementation. Early childhood learning is a process of interaction between children, parents, or other adults in an environment to achieve developmental tasks.

Motor development is an essential aspect of development in a child's life. Children with good motor skills will quickly learn new things that are very useful in their education. Motor development is divided into two parts: gross and fine motor skills. Fine motor skills are the organization of a group of small muscles, such as the fingers and

hands, which often require precision and coordination with the hands. Fine motor skills are optimizing coordination between muscles and nerves in detail. One is the movement of the child's fingers to do something. Children's fine motor skills can be stimulated by playing, which involves the child's fingers (Suarmini, Suyanta, Komang, Putra, & Bagus, 2022).

One aspect of development that needs to be stimulated is fine motor skills. Fine motor skills involve finely tuned movements. Grasping a toy, buttoning a shirt, or doing anything that requires hand skill demonstrates fine motor skills. Fine motor skills are called movements that involve specific parts of the body and only use a small part of the body's muscles. Fine motor skills require hand-eye coordination but do not require force (Sandra Adetya & Gina, 2022).

RESEARCH METHODS

The research approach used is qualitative research with descriptive research type. Qualitative research seeks to reveal symptoms thoroughly and by the context by collecting data from natural settings using the researcher himself as the key instrument. The data collection techniques used were interviews, observation, and documentation. The sources used are secondary data and supporting data in journals related to the discussion. Data analysis techniques include data reduction, data display, and data verification. The location of this research is KB Nurul Hilmi Bondowoso.

RESULTS AND DISCUSSION

The fine motor development of young children at KB Nurul Hilmi Bondowoso emphasizes the coordination of motor movements, which, in this case, is related to placing or holding an object using the fingers. At the age of 4 years, children's coordination of fine movements is very developed, even almost perfect. However, children still experience difficulties, such as arranging blocks into a building. Due to the child's desire to place the blocks perfectly, the building itself sometimes collapses. At the age of 5 or 6 years, the coordination of fine motor movements develops rapidly. At this time, children can coordinate visual motor movements, such as coordinating eye movements with hands

and arms. According to Hurlock, muscle control of the hands, shoulders, and wrists improves rapidly during childhood, and by the age of 12, the child has nearly reached the level of perfection of an adult. On the other hand, reasonable finger muscle control develops more slowly (Elizabeth B Hurlock, 1978). therefore, to compensate for the slow development of fine motor skills, it is necessary to provide children with exercises that do not bore them.

From the results of interviews and observations of researchers, the Nurul Hilmi Bondowoso family planning children for their fine motor development can be classified as follows: First, 3-year-old children, for example, pouring water, sand, or grain into a container (bowl or bucket), putting small objects into in bottles (small pebbles, grains or paper made small like balls), stringing beads that are not too small with a rather stiff thread; Second, 4-year-old children, for example, make lines, trace, complete puzzles.

Before starting learning, KB teacher Nurul Hilmi Bondowoso prepared a daily activity plan related to the activities to be carried out, namely improving children's fine motor skills and preparing observation sheets for students' activities. KB teacher Nurul Hilmi Bondowoso stimulates the development of fine motor skills in children with ideas and creativity that he has and discusses with his colleagues in order to come up with a fun origami paper folding game for children so that children do not get bored quickly during the game; children will not think about the game. Folding paper is done just as usual. This learning planning needs to be done in order to be ready to carry out learning.

Lesson planning translates the applicable curriculum into learning programs, which are then used as guidelines for teachers in organizing the learning process (Lestarinigrum & dkk, 2022). Lesson planning translates the current curriculum into learning programs, which are then used as guidelines for teachers to organize the learning process. KB teacher Nurul Hilmi Bondowoso must prepare learning planning before learning because the teacher is responsible for educational success. Family planning teacher Nurul Hilmi Bondowoso prepares plans at the beginning of the week when learning begins. Preparing a plan is hoped that it can produce the desired results. According to the statement made by family planning teacher Nurul Hilmi Bondowoso, sound planning is like a journey map showing an excellent final destination in the best way. The planning carried out by

KB teacher Nurul Hilmi Bondowoso was preparing to learn teaching modules and to prepare materials for origami activities.

Fine motor development is significant for young children because early childhood is ideal for learning fine motor skills. Early childhood is an ideal time to learn fine motor skills. As stated by Elisabeth B Hurlock, several reasons are as follows: 1) Children's bodies are more flexible than the bodies of teenagers or adults so that children can more readily accept all lessons; 2) Children do not have many skills that will clash with the skills they have just learned, so learning skills is more accessible for children; 3) Overall, children are braver when they are little than when they grow up.

KB Nurul Hilmi Bondowoso's child is very interested in origami media because of its uniqueness, which is fun artwork. This can be seen from the child's excitement when a piece of paper is held and folded several times, and the next time, it turns into a work that the child could not have imagined before. By implementing folding activities through origami, the learning process can be fun and give children new experiences in folding, forming, and creating things from paper.

Developing a child's fine motor skills depends on how much stimulation is given. This is because the child's smooth muscles have not yet reached maturity. Sufficient practice will help children control their muscle movements to achieve perfect motor conditions characterized by smooth, fluid, and flexible movements (Guru et al., 2020).

It complements learning at KB Nurul Hilmi Bondowoso to develop children's fine motor skills through origami games. Goy planning teacher Nurul Hilmi Bondowoso is able to stimulate children to foster their interest in playing with origami. Apart from that, family planning teacher Nurul Hilmi Bondowoso can create a pleasant atmosphere for children so that children do not quickly feel bored and fed up when playing origami paper folding.

Children with good fine motor coordination, which develops optimally, will find it easier to adapt to everyday physical activity experiences. On the other hand, children who have poor fine motor coordination and do not develop optimally will be more easily frustrated, feel like they have failed, and feel rejected. This condition will hurt other aspects, such as the child's personality. Therefore, it is essential to develop fine motor

skills from an early age; of course, this is done with activities that are fun for the child and appropriate to the child's developmental stage. Developing fine motor skills from an early age will help children in their lives now and in the future.

The data found in the teaching and learning process at KB Nurul Hilmi Bondowoso showed that children's fine motor skills developed well because the KB Nurul Hilmi Bondowoso teacher provided stimulus to the children and tried to hone their ability to think creatively. The game method that is considered adequate by KB Nurul Hilmi Bondowoso is giving origami paper folding games and being accompanied by teachers who have lots of creative ideas.

At the learning stage, KB teacher Nurul Hilmi Bondowoso used the demonstration method in classroom learning activities. However, if an incident occurs that is beyond our collective will and ability, this method can be adapted to the situation and conditions in the class. The implementation of the learning includes attending to the children, singing together, giving an apperception, explaining the activities that will be carried out, and explaining how to play with folding origami paper to the children using the demonstration method. After that, the teacher sees the condition of the children and whether they are ready to play. The teacher ensures that Each child gets media that will be used to play, and then the teacher invites the children to play the origami paper folding game together.

This game needs to be carried out in a fun way because children play while learning or learn while playing; therefore, playing activities must be fun and improve abilities and train fine motor skills. Here, the family planning teacher, Nurul Hilmi Bondowoso, becomes a facilitator, guides and manages the learning that will be carried out, and can apply the resulting skills to children according to the intended goals. Here, the family planning teacher, Nurul Hilmi Bondowoso, can understand a child's different needs.

The activity carried out at the final stage of learning is evaluating the results obtained at the observation stage. Based on the learning results, family planning teacher Nurul Hilmi Bondowoso conducted a reflection to see the weaknesses and strengths that occurred when the learning was implemented. These advantages and disadvantages are used as a reference for planning subsequent activities. With the evaluation that has been carried out, future lessons can be even better so that what is hoped for when the origami

paper folding game is held can be achieved, namely that children's fine motor skills can develop.

Observations were obtained using documentation; the author obtained data that stimulated the improvement of fine motor skills through paper folding games using several learning efforts by the RPPH that had been created at the learning planning stage. Furthermore, in evaluating and assessing the work of early childhood children, teachers use three categories: dexterity, neatness, and following the teacher's instructions. To determine the final grade of children's work at an early age.

The observations show that children enjoy playing with origami. This game can train children's concentration and memory because they can imitate the teacher's demonstration.

The results of this research also confirm the fundamental aspect of behavioristic learning theory, which states that learning is a change in a child's ability to behave through the interaction of stimuli and responses (Suswandari, 2021). The relevance of the results of this research is that the stimulus of the origami paper folding game activity can produce a response in the form of improved children's fine motor skills. In other words, children's fine motor skills improve because they are given the proper stimulation, namely the game of folding origami paper.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of this research, exploring origami can improve children's fine motor skills. Based on the results of this research, it can be concluded that exploring origami can improve children's fine motor skills. Before starting learning, KB teacher Nurul Hilmi Bondowoso prepared a daily activity plan related to the activities to be carried out, namely improving children's fine motor skills and preparing observation sheets for students' activities. At the learning stage, KB teacher Nurul Hilmi Bondowoso used the demonstration method in classroom learning activities. Moreover, at the evaluation and assessment stage of early childhood work, teachers use three categories, namely dexterity, neatness, and following the teacher's instructions.

Suggestions for further research are as follows: Researchers can systematically integrate origami activities into the PAUD curriculum. This can be done by preparing a learning plan that aligns origami activities to develop fine motor skills and other relevant learning objectives. Meanwhile, suggestions for PAUD teachers are to develop more diverse and exciting variations of origami techniques to maintain children's interest and motivation. For example, they explore origami with various difficulty levels and themes to suit children's preferences and fine motor skills.

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