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EFFORTS TO IMPROVE FINE MOTOR SKILLS THROUGH CUTTING ACTIVITIES USING PATTERNS IN GROUP A AT PURWAKARTA NATURE KINDERGARTEN

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Abstract :

This study aims to develop and improve fine motor skills through cutting activities in early childhood in Group A of Purwakarta Nature Kindergarten. Fine motor skills are an important aspect of early childhood development because they support writing, drawing, and daily activities that require hand-eye coordination. The research method used was Classroom Action Research (CAR), implemented in two cycles, each consisting of planning, implementation, observation, and reflection. The subjects of this study were 15 children in Group A of Purwakarta Nature Kindergarten. This study was conducted in the first semester of the 2025/2026 academic year. Data collection techniques used in this study were observation and assessment of pattern cutting skills. The research results indicate an improvement in children's fine motor skills in each cycle. Children are increasingly able to hold scissors correctly, follow patterns more neatly, and demonstrate perseverance and independence. It can be concluded that cutting activities using patterns are very effective in developing or improving fine motor skills in Group A children at Purwakarta Nature Kindergarten in the first semester, by 30.5%.

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Keywords : *Cutting Activities, Fine Motor Development*

Abstrak :

Penelitian ini bertujuan untuk mengembangkan dan meningkatkan keterampilan motorik halus melalui kegiatan menggunting pada anak usia dini di kelompok A TK Alam Purwakarta. Keterampilan motorik halus merupakan aspek penting dalam perkembangan anak usia dini karena dapat mendukung kemampuan menulis, menggambar serta aktivitas sehari-hari yang membutuhkan koordinasi tangan. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam 2 siklus, masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah anak-anak kelompok A TK Alam Purwakarta yang berjumlah 15 anak. Penelitian ini dilaksanakan pada semester 1 tahun ajaran 2025/2026. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan penilaian keterampilan mengunting pola. Berdasarkan hasil penelitian menunjukkan bahwa adanya peningkatan keterampilan motorik halus anak pada setiap siklus, anak semakin mampu memegang gunting dengan benar, mengikuti pola dengan lebih rapi serta menunjukkan ketekunan dan kemandirian. Dapat disimpulkan bahwa melalui kegiatan menggunting menggunakan pola sangat efektif dalam mengembangkan atau meningkatkan keterampilan motorik halus pada anak kelompok A TK Alam Purwakarta semester 1 sebesar 30,5%.

Kata Kunci: *Kegiatan Menggunting, Pengembangan Motorik Halus*

INTRODUCTION

The use of fine muscles, such as writing, drawing, stacking blocks, and squeezing, is a child's ability to engage in activities using fine motor skills. This refers to the ability to coordinate small muscle groups in the fingers and hands to use objects or tools to perform activities or objects that require precision and accuracy. Physical skills involving small muscles and eye-hand coordination are skills related to fine motor skills. Fine motor skills can be trained and developed through regular stimulation, such as playing with plasticine, drawing lines, cutting, crumpling, and folding paper.

Fine motor development varies from child to child. These differences in accuracy and strength are influenced by the child's genetics and the stimulation they receive. The social environment (family) is the most significant influence on a child's fine motor skills. The influence of a child's immediate social environment can help increase or decrease a child's intelligence, especially in early life.

With appropriate stimulation, children can develop optimally in fine motor skills. At every stage of development, children need stimulation to develop their mental and fine motor skills. Children's knowledge stems from what they see and hear; the more they see and hear, the more they want to know. Lack of stimulation can quickly cause children to become bored. However, this doesn't mean parents or teachers should force children. Any form of pressure or fear can interfere with a child's development.

Fine motor skills in children are the ability to perform actions using their small muscles in everyday activities, such as holding small objects between their fingers and thumbs, or using their mouths to taste different flavors of food. The term "motor" is often associated with movement, and it's important to note that it doesn't just refer to ordinary daily movements through the muscles and skeleton, but also movements that involve the muscles, nerves, brain, and skeleton.

Motor development is divided into two categories: gross motor skills and fine motor skills. Gross motor skills involve body movements using most of the body's limbs and significantly influence a child's maturity, growth, and physical development, such as kicking, running, jumping, and so on. Fine motor skills, on the other hand, involve movements that use the small muscles or specific parts of the body, influenced by opportunities for learning and practice. For example, the ability to move objects from one hand to another, scribble, stack blocks, cut, write, and so on. Therefore, these skills are crucial for optimal child development.

Based on the author's observations at Alam Kindergarten, Purwakarta, in Group A, it was discovered that some children still needed stimulation to develop their fine motor skills. One activity that was still difficult for children to perform was cutting. Given this situation, the author was interested in conducting a study entitled "Efforts to Improve Fine Motor Skills Through Cutting Activities Using Patterns in Group A at Alam Kindergarten, Purwakarta."

RESEARCH METHOD

This research uses the action research model of Kemmis and Taggart (in Arikunto, 2002:83), which forms a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection.

FINDINGS AND DISCUSSION

The implementation procedure for this classroom action research consisted of two cycles. Each cycle was implemented according to the desired changes, as

designed in the factors being investigated. Based on observations made by the researcher from the beginning to the end of the school year regarding fine motor development in children in Group A, several children still needed guidance to improve their fine motor skills. The learning process in Group A was good, but five children were still unable to perform the cutting activity independently. Therefore, the teacher's methods must be varied and engaging so that the learning can be mastered in a fun way.

To improve the children's fine motor skills, the researcher used a sensory box for the cutting activity. Each stage of the cutting activity used a sensory box, making it easier for the children. The use of this sensory box provided a more varied learning experience, making the children more active and engaged in the learning process. Before conducting the classroom action research, the researcher first observed the children's fine motor development using picture patterns. This was done to compare the scores before and after the intervention. Of course, the researchers hoped that improvements would be seen after the intervention.

Observations regarding fine motor development revealed that some children still experienced difficulties and required special guidance, such as when holding scissors, using them, or moving their hands to cut patterns determined by the teacher.

It was clear from the beginning of the observation that the children still needed guidance and direction to be able to use both hands and move their fingers to improve their fine motor skills, particularly when cutting with various patterns. The following is the initial data obtained by the researcher using the following observation instruments.

This research consisted of two cycles, starting with the planning, action, observation, and reflection stages. Cycle I activities were conducted on Tuesday, September 2, 2025. Cycle II on Wednesday, September 3, 2025. The following is an overview of the classroom action research that was implemented:

1. **Cycle I**
   a. Planning
      The following are the planning stages in Cycle I: 1) determining the learning theme, 2) designing the learning as outlined in the daily activity plan, 3) compiling research instruments, 4) preparing learning media, and 5) preparing tools used to document the learning process.
   b. Implementation
      Cycle I activities were conducted on Tuesday, from 8:00 AM to 11:00 AM WIB. The theme studied was "Myself," with the subthemes "Five Senses" and "Eyes." Fifteen children attended the lesson that day. The material implemented that day focused on improving fine motor skills through cutting activities with patterns integrated into the activities. In Cycle I, the researcher collaborated with the accompanying teacher. The researcher observed, assessed, and documented all children's actions related to the developmental aspects they wanted to develop. The accompanying teacher was tasked with directing the researcher's teaching activities in accordance with the RPPH (Lesson Plan Plan) that had been prepared and previously discussed with the researcher. The learning stages of Cycle I were as follows:

      Implementation consisted of three stages of activity as follows:

1) The play environment is a space for activities prepared by the teacher for children to develop all aspects of their development. Within the play environment, the teacher prepares the day's learning activities in accordance with the RPPH.
2) The pre-play environment is a place where children communicate with the teacher and their peers about the learning objectives and the rules that have been created and agreed upon to ensure the implementation of the learning objectives.
3) The play platform is where the teacher observes all children's activities during the learning process and provides the support and motivation they need.
4) The post-play platform is where children express their feelings during the play activities.

c. Observation
   Based on observations during the learning process of cutting activities using various media provided to early childhood in Cycle I, the early childhood children were just adjusting to the cutting activities implemented in Cycle I. Some children were able to adapt, while others needed more time to adjust. Some children appeared enthusiastic and synergistic, and were very interested in the various media used in each cutting activity.
d. Reflection
   This reflection activity is intended to provide input for the researcher and input into planning for the next cycle. The results of Cycle I are expected and aimed at changing the learning process after Cycle II. In Cycle I, the researcher held a discussion regarding the implementation of the learning process and any obstacles that emerged that could affect the optimal achievement of fine motor skills in early childhood. Several obstacles that needed to be resolved were: 1). During the question and answer session with the children conducted by the teacher, there were children who were on standby close to the teacher, some of whom seemed very enthusiastic in answering about the cutting activity that would be carried out with the media that had been provided. 2). Thus, only a few children were very enthusiastic in cutting activities using patterns that had been determined by the teacher concerned. 3). Preparing the research instruments used were instruments in the form of observation sheets that would be used to record the development of fine motor skills through cutting activities with predetermined media. 4). Preparing the facilities and media that would be used, before conducting the research, the researcher also prepared the media that would be used. In this study, tools and materials were used in the form of scissors, glue, and paper patterns. 5). Preparing tools to document the activities.

Below is a table of the implementation stages of the results of Cycle I obtained in fine motor learning through cutting activities using patterns from the five senses box. The scores are as follows:

No.	Child's Name	Child's Finger Control Skills in Cutting	
		Accuracy	Neatness
1	AHD	1	2
2	AKU	2	3
3	SHA	1	1
4	HRP	3	2
5	JAP	2	2
6	KMR	3	3
7	KPA	2	1
8	LGD	2	2
9	NA	3	3
10	SAK	3	3
11	SLR	2	2
12	USE	2	3
13	ZAF	2	2
14	ZSA	1	2
15	GAM	2	2
	Total Score	31	33
	Percentage Score	31%	33%
	Average	21%	23%

Cycle Table.1

2. Cycle II

a. Planning

The following are the planning stages in Cycle II: 1) determining the learning theme, 2) designing the learning as outlined in the daily activity plan, 3) compiling research instruments, 4) preparing learning media, and 5) preparing tools used to document the learning process.

b. Implementation

The learning stages in Cycle II are:

Implementation consists of three stages of activity as follows:

1) The play environment is a place for activities prepared by the teacher for children to develop all aspects of their development. Within the play environment, the teacher prepares the day's learning activities in accordance with the RPPH (Lesson Plan).

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2) The pre-play environment is a place for children to communicate with the teacher and their peers about the learning objectives and the rules that have been created and agreed upon to ensure the implementation of the learning process.

3) The play environment is a place where the teacher observes all children's activities during the learning process and provides the support and motivation they need.

4) The post-play setting is a place for children to express their feelings during the play activities.

c. Observation

Observation assessments were conducted during the activity, covering all children's activities during the cutting activity. Observation and mentoring were conducted simultaneously during the learning process.

The researcher observed the learning process from beginning to end to determine whether actions were carried out according to plan or if there were any changes. Observations, combined with mentoring, were conducted during the learning process in Cycle II, from the beginning to the end of the activity, ensuring smooth progress.

d. Final Reflection

In the final reflection of Cycle II, conducted by the researcher while teaching in the class, the results of this reflection were discussed regarding the learning process that occurred during the actions. Children were very enthusiastic about the learning that occurred during the classroom action research from beginning to end. Children in Group A also appeared very enthusiastic and enjoyed the ongoing cutting learning using the five-sensory box. In Cycle II, in addition to displaying their cutting results, they also shared their experiences with their peers. Cutting activities using various media, particularly the sensory box, have been shown to teach children fine motor skills.

Below is a table of the implementation stages of the second cycle results obtained in learning fine motor skills through cutting activities using patterns in the sensory box. The results are as follows:

No.	Child's Name	Child's Finger Control Skills in Cutting	
		Accuracy	Neatness
1	AHD	3	3
2	AKU	4	4
3	SHA	3	3
4	HRP	4	4
5	JAP	3	4
6	KMR	4	4

7	KPA	3	2
8	LGD	3	3
9	NA	4	4
10	SAK	4	4
11	SLR	3	4
12	USE	3	4
13	ZAF	3	4
14	ZSA	3	3
15	GAM	3	4
	Total Score	50	54
	Percentage Score	50%	54%
	Average	34%	36%

Cycle Table*. 2*

CONCLUSION

The research conducted was a classroom action research study consisting of two cycles, each consisting of planning, implementation, action, observation, and reflection. The results obtained in these cycles were derived from data in the form of observation sheets. The data from these observation sheets was used to determine improvements in early childhood. Data analysis in this study occurred interactively both before and after the study. Prior to the study, the researcher conducted an analysis to determine the formulation of the emerging problem. This analysis was also conducted during the data collection process on the children's initial abilities. This pre-study analysis aimed to determine the extent of the children's problems and abilities so that appropriate research actions could be taken. Based on observations of the implementation of learning and the impact of stimulation provided to children, it was revealed that the most dominant problem was related to fine motor skills in early childhood.

Fine motor skills are the organization of the use of small muscle groups, such as the fingers and hands, which often require precision and coordination with the hands. These skills include the use of tools to work on objects (Sumantri, 2005:143).

Movements that involve only certain body parts and are performed by small muscles, such as the skill of using fingers and precise wrist movements, are fine motor skills (Bambang Sujiono, 2008:12.5). Therefore, these movements do not require much energy, but they do require careful hand-eye coordination. As children's fine motor skills improve, they can engage in creative activities, such as cutting paper, drawing, coloring, and weaving. However, not all children have the maturity to master these skills at the same stage.

a. Motor development is a crucial factor in overall individual development. Some of the influences of motor development on individual developmental

constellations are as follows: Through motor skills, children can entertain themselves and experience feelings of pleasure.

For example, children experience joy when they learn to play with dolls, throw and catch balls, or manipulate toys (Hurlock, 1996).

b. Through motor skills, children can move from a state of helplessness in the first months of life to a state of independence. Children can move from one place to another and act independently. This will support the development of selfconfidence.

c. Through motor development, children can adapt to the school environment. At preschool age or in the early grades of elementary school, children can be taught to write, draw, paint, and line up.

d. Normal motor development allows children to play and socialize with their peers, while abnormal motor development will hinder children's social interactions and even lead to exclusion or marginalization.

The Usefulness/Improvement of Children's Fine Motor Skills Through Play Activities. Early childhood education is a development effort aimed at children from birth until the age of six, which is carried out through the provision of educational stimulation to help physical and spiritual growth and development. Motor development is the development of elements of development and control of body movements. Motor development develops with the maturity of nerves and muscles. In the competency standards of the Kindergarten curriculum, it is stated that the goal of education in Kindergarten is to help develop various potentials of children both psychologically and physically which include morals and religious values, social emotional, cognitive, language, physical/motor skills, independence and art to enter further education. Introducing and training children's fine motor movements, improving the ability to manage, control body movements and coordination, and improving body skills with a healthy lifestyle so that it can support strong, healthy and skilled physical growth.

Fine motor skills involve moving the small muscles in the fingers and hands. These movements are motor skills that can encompass several functions. Through fine motor skills, children can entertain themselves and gain a sense of enjoyment, while also adapting to their school environment.

Fine motor skills involve only specific body parts and are performed by small muscles, such as the skillful use of fingers and precise wrist movements. These movements require precise hand-eye coordination. Fine motor skills seen during kindergarten include brushing teeth, combing hair, putting on shoes, and so on. Motor development is the process of acquiring skills and movement patterns that children can perform. For example, with gross motor skills, children learn to move all or most of their body parts, while with fine motor skills, children learn precise hand-eye coordination. Children also learn to flex their wrists and learn to be creative and imaginative. Improved fine motor skills enable children to create creative activities, such as cutting and weaving paper. However, not all children have the maturity to master these skills at the same stage. In carrying out fine motor movements, children also need the support of physical skills and mental maturity. The benefits of fine motor skills include the following:

1. Developing independence, for example, dressing oneself, buttoning clothes, tying shoelaces, etc.

2. Socialization, for example, when children draw with their friends.

3. Developing self-concept, for example, when children become independent in carrying out certain activities.

4. Self-esteem: independent children will feel proud of their independence.

5. Useful skills for school activities, such as holding a pencil or pen.

The following is documentation during the Classroom Action Research carried out in class A

of Purwakarta Alam Kindergarten.

Based on the results of the research conducted, it can be concluded that efforts to improve fine motor skills through patterned cutting activities in group A at Alam Kindergarten, Purwakarta, have shown positive results. This activity is highly effective because it helps children develop hand-eye coordination, enhances finger control, and strengthens accuracy and concentration. Through structured patterned cutting, children's fine motor skills are further honed and play a supporting role in their readiness for subsequent learning activities.

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