Indonesian Journal of Early Childhood Education Studies (IJECES)
Volume 12, Number 1, June 2023, Pages 19-28
e-ISSN: 2476-9584 (Online), p-ISSN: 2252-8415 (Print)

Art Project Practice Learning: Early Childhood Education in Children's Fine Motor Development

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DOI: 10.15294/ijeces.v12i1.67670
Submitted: 04/04/2023 **Revised:** 27/05/2023 **Accepted:** 19/06/2023

ABSTRACT
Children are dynamic individuals and have the urge to be curious about everything. This research aims to develop children's fine motor skills through Art Project Practice activities at kindergarten of Pertiwi Sidorekso, Kudus, Indonesia. The research subjects consist of 7 boys and 10 girls. The Art Project Practice carried out is assembling and coloring the giant educational game tools sub-theme of land transportation equipment. The method used is mixed methods with an exploratory sequential research design. This research was conducted in stages (sequential) where the researcher firstly started by exploring qualitative data and analyzing it then using the findings in the qualitative phase to develop instruments and analyze them quantitatively. While the collecting data applies interviews, observations, documentation and questionnaires. Qualitative data analysis uses data reduction, data presentation and draw conclusions. Meanwhile, the quantitative data were analyzed using descriptive statics. The instrument obtained can be used to measure children's fine motor development. The results showed that Art Project Practice making and coloring giant educational game tools could improve children's fine motor skills by 22%. The indicators of fine motor development assessed were assembling the giant educational game tools pattern, cutting geometric sheducational game toolss, accuracy in pairing geometric sheducational game toolss, brush holding strength, and coloring abilities that had reached the expected level of development (BSH). From the responses, it indicates that children prefer to carry out Art Project Practice on the sub-theme of land transportation because learning is conducted according to the character of children's play and the creation of works of art.

Keywords: Children, Art Project Practice, Fine Motor Skills, Giant Educational Game Tools

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1. INTRODUCTION

Guslinda & Kurnia (2018) stated that children are dynamic individuals and have the urge to be curious about everything. The dynamic character and curiosity of every child are basic potentials that should be developed in a directed and optimal manner to become more independent, disciplined, and easily directed to absorb knowledge (Putra, 2017; Wandi & Mayar, 2019). Furthermore Astuti (2016) stated that children have very fast learning abilities. One of motor aspect that can affect children's behavior because physical motor skills are very important to support daily life (Tahel & Ginting, 2018; Wandi & Mayar, 2019). In line with Tahel and Ginting, Gehris, et al (2014) mention movement or motor skills can prepare children for school and life by building children's self-confidence and social skills.

Anandítha (2017) explains that children's motor skills get better during the increase of age due to the maturity of body and muscle functions. Children's fine motor development is emphasized on the coordination of movements related to putting or holding objects using the fingers (Nilawati, Nurhasanah, Rachmayani, 2019; Saputra & Setianingrum, 2016). It is affirmed that the better the fine motor movements of children make them more creative. From this explanation, it can be seen that fine motor skills in children are very important.

According to Anggadewi (2017) also Maghfiroh & Suryana (2021) children need the right media to express their desires and feelings when they do not have good verbal communication skills. Media in early childhood learning is called an educational game tool. In this research, the researchers want to analyze the learning process of art project practice using giant educational game tools. Kustiawan (2016) explains that giant educational game tools is the development of large-sized children's learning media which are models or imitations of real objects. This art project practice is carried out on the theme of transportation equipment, so that the giant educational game tools made is in the form of cars.

Giant educational game tools provides a different experience when being played and compared to the common small educational game tools. Children will get a different experience because they feel like in a real car. Through pictures and coloring or visual works, it can be used as a medium that tells children's feelings when they are not talking. Aisyah (2014) stated that visual works made by children can be used as a medium of expression and to measure their insights.

Putra (2017) said that the world of children is a playing age, children are often found exploring objects around them. In line with this opinion Rais, et al (2018) stated that childhood is a critical period to hone children's creative skills and to support creative thinking, which basically lays on the foundation for their creative potential in the future. For this reason, learning in kindergarten is carried out through various play activities (Sri Handayana, Zuhairi, 2019; Kusumaningtyas et al, 2016). Nevanen, et al (2014) revealed that a good learning environment encourages and motivates them to work, practice, explore and learn.

Assembling and coloring giant educational game tools through art project practice is an artistic activity. Even according to Latip (2022) suitable games for preschool age include coloring because children like and recognize colors and sheducational game toolss of objects in their environment. Meanwhile Suhaya (2016) stated that most teachers believe that art education improves children's creativity. Based on these problems, the researchers conducted a research of Art Project Practice learning to explain the results of fine motor skills development.

2. METHOD

This research was conducted at Pertiwi Kindergarten Sidorekso, Kudus, Indonesia in the academic year of 2022-2023. The population in this research were all 43 students of Pertiwi Sidorekso Kindergarten. The research subjects are taken as samples of 17 children consisting of 7 boys and 10 girls.

This research uses mixed methods with an exploratory sequential design with the aim of exploring children's perceptions in learning Art Project Practice. Creswell (2019) explained that the exploratory sequential mixed methods research data obtained is a combination of qualitative and quantitative data which explores qualitative data then analyzing and using the findings in the quantitative phase. Qualitative data were obtained from observation, interviews and documentation, while quantitative data were obtained from questionnaires.

The following figure is the design stage of the mixed methods exploratory sequential approach used in this research according to Creswell (2019):

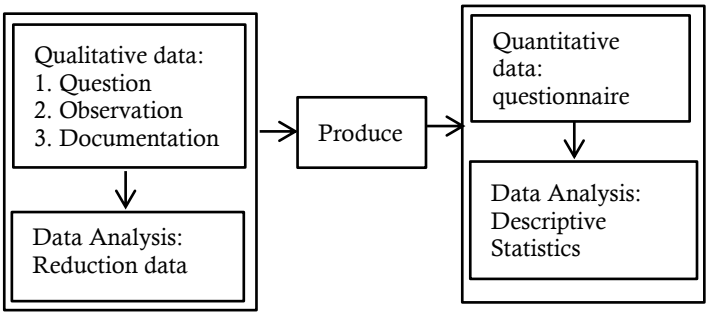

Figure 1. Mixed methods model chart of exploratory sequential approach adopted from Creswell (2019)

The qualitative data used came from interviews with children and teachers. This interview was applied in open-ended questions addressed to students and teachers. Edi (2016) explains that open-ended questions are questions that invite a number of answers. This research observation relates to the use of educational game tools in the learning process. According to Hasanah (2017) observation is an activity that uses the five senses, sight, smell, hearing, to obtain the information needed to answer the research problems. The required documentation is observation photos. The qualitative data obtained is processed by data reduction method.

Quantitative data obtained from the recapitulation of the results of the questionnaire. The researcher made a questionnaire to find out the children's responses about learning Art Project Practice. This questionnaire was given before and after the activity so that it can be seen how effective Art Project Practice is for children.

3. RESULTS AND DISCUSSION

The first information in the form of research interviews aims to analyze the needs of children and teachers regarding to educational game tools and appropriate learning methods. Rohani (2019) explains that the planning of learning media begins with identifying media needs. The results shows that children prefer interesting, large-sized media and stimulate their motor skills through playing. This is in accordance with the concept of children's learning media, namely giant educational game tools. Meanwhile, media analysis of teacher’s needs leads to the need for educational game tools that

is easy to make or use, cheap, safe and can stimulate all aspects of child development. In line with the fact Dewi (2017) states that learning media is a tool that can be used as an intermediary in stimulating all aspects of development in early childhood both aspects of moral and religious values, physical and motor aspects, language aspects, social emotional aspects, cognitive aspects and artistic aspects.

The next step in the observation stage is that the media used should adapt to the class conditions. The Giant educational game tools made is in the form of a car toy made of duplex peducational game toolsr. According to Ragil (2017) this educational game tool is included in the type of model (imitational objects) that is made as instructional media in the context of teaching and learning activities whn the real object cannot be brought into the classroom because it is too large.

Researchers made a questionnaire about the children's response to the need for giant educational game tools in playing activities. The results of the questionnaire recapitulation can be seen in Figure 2 as follows:

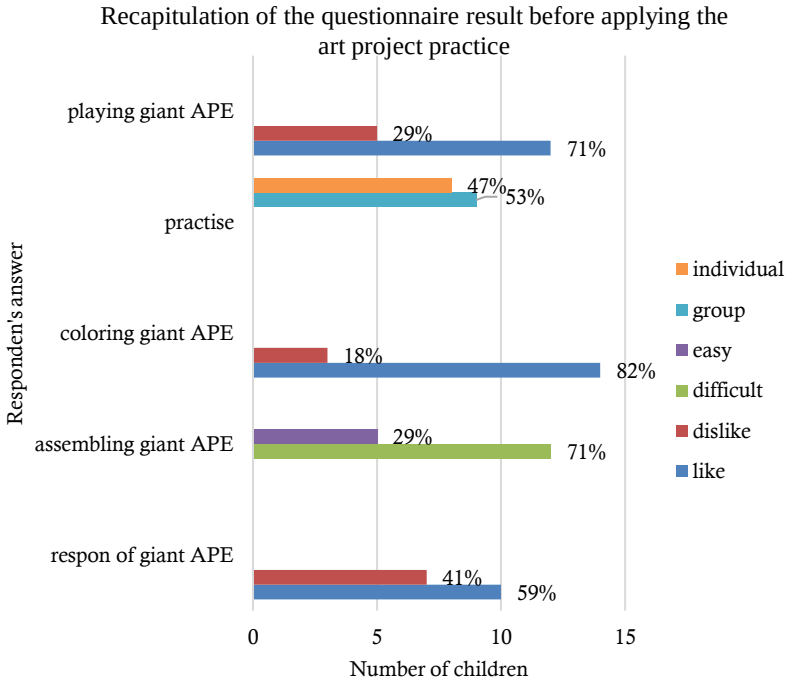

Figure 2. Recapitulation of the questionnaire result before applying Art Project Practice

Based on Figure 2, 59% of children like giant educational game tools, but 71% find it difficult to assemble giant educational game tools because of the large size and stiff peducational game toolsr. Therefore, according to Damayanti (2017) through this giant educational game tools assembling activity, it can improve children's fine motor skills. Furthermore, 82% like to color the media because children are interested in playing and mixing colors. While 53% prefer the activities is applied in groups rather than playing individually. This is because when being in a group they can interact with their colleagues. Then 71% enjoy playing the finished giant educational game tools because the child

could get into the car and walk. Then, it can be seen that coloring and playing giant educational game tools which is done in groups is the best choice.

Mutiah (2015) and Priyanto (2014) explained through the results of the questionnaire, it was found that children liked the giant educational game tools and played it in groups more because according to. Through the results of the questionnaire, it was found that children liked the giant educational game tools and played it in groups more because according to. According to Zaini & Dewi (2017) playing with children requires the right media according to their needs to stimulate all aspects of child development. In addition, children tend to prefer playing in groups rather than playing individually because they like to make a joke and communicate with their friends.

The Art Project Practice process starts from determining the type of giant educational game tools which refers to the sub-themes related to the research findings. The learning theme is transportation equipment, the sub-theme is land transportation with transportation equipment products in the form of cars. The initial stage is to assemble a giant educational game toolS pattern consisting of four sides, namely the front, back, right and left of the car. The wheels and windows are added geometric sheducational game toolss such as circles, rectangles and triangles. Lailah (2013), Irma (2018) and Murtining (2018) explained that children can cut out these geometric sheducational game toolss and then stick them on the car body properly. This cutting and sticking activity can improve children's fine motor skills.

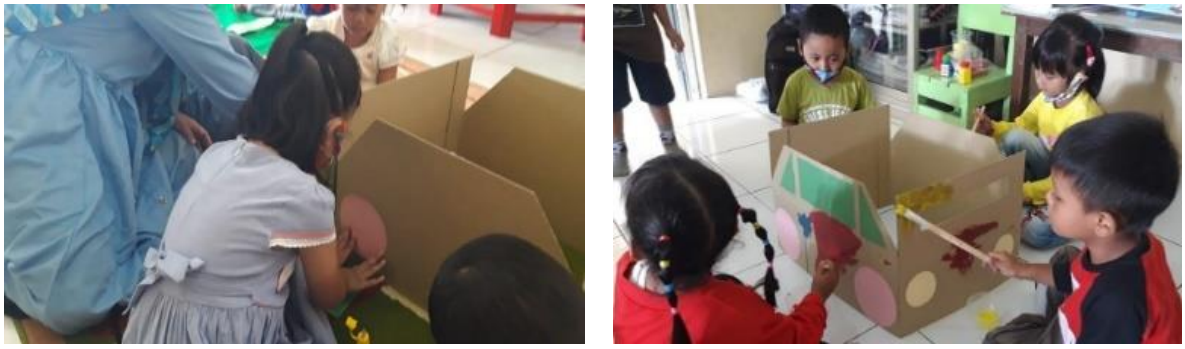

Figure 3. Documentation of Art Project Practice activities

The last step is coloring the giant educational game tools. This activity provides a new experience for children who usually color pictures on peducational game toolsr, now children can color three-dimensional media. Rohmah & Shofiyuddin (2018) states that learning outcomes of three-dimensional media coloring are more effective than peducational game toolsr coloring media. The children seemed enthusiastic about coloring the giant educational game tools's outer body. Children felt free to paint colors as they wish. Children's fine motor skills will develop through coloring activities (Meylinie, at al 2017; Warnida, 2019).

As the assessment of the art project practice of assembling and coloring the giant educational game tools, the results of the assessment of the fine motor aspects of children are as follows:

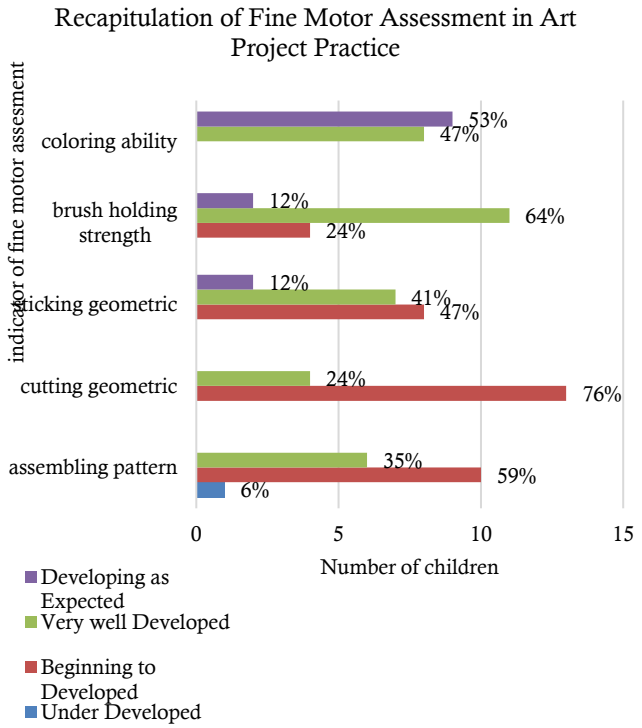

Figure 4. Recapitulation result of the child's fine motor assessment in Art Project Practice

Through the fine motor assessment in the Art Project Practice, the BB assessment result is only found in the indicator of the ability to compose patterns, which is 6%, meaning that there is 1 child who has not been able to carry out on their own. In the Beginning to Developed assessment result, the indicators for assembling patterns were 59%, cutting geometric sheducational game toolss 76%, sticking geometric sheducational game toolss 47% and brush holding strength 24%. The meaning of the Beginning to Developed score is that the child can meet the indicators with the guidance or assistance of the teacher. For the Very Well Developed value, there are 35% on the indicator of assembling patterns, 24% for cutting geometric sheducational game toolss, 41% for sticking geometric sheducational game toolss, 64% for aspects of brush holding strength and 47% for coloring ability. Children get Very Well Developed scores if they are able to carry out on their own without the help of the teacher. Next, the BSB rating is 12% on sticking to geometric sheducational game toolss and the ability to hold a brush, while the ability to color is 53%. Children are declared BSB because they are able to carry out indicators independently and develop according to their creativity.

There are five indicators for assessing children's fine motor skills in this Art Project Practice. To assemble the pattern, there is still one child who had not been able to do because this activity requires strong hand muscles to fold thick and stiff duplex peducational game toolsr. However, most of them began to develop, meaning that children were able to carry out with the guidance of the teacher. In cutting activities, all children are able to carry out on it although most still need the teacher's help. Furthermore, the indicators of sticking to geometric sheducational game toolss, holding a brush, and the ability to color could be carried out by children independently, being able to help their friends and even make color mixing to get new colors other than the primary colors provided.

The second questionnaire was given after the Art Project Practice activity. The results of the recapitulation of children's responses to giant educational game tools can be seen in the following figure:

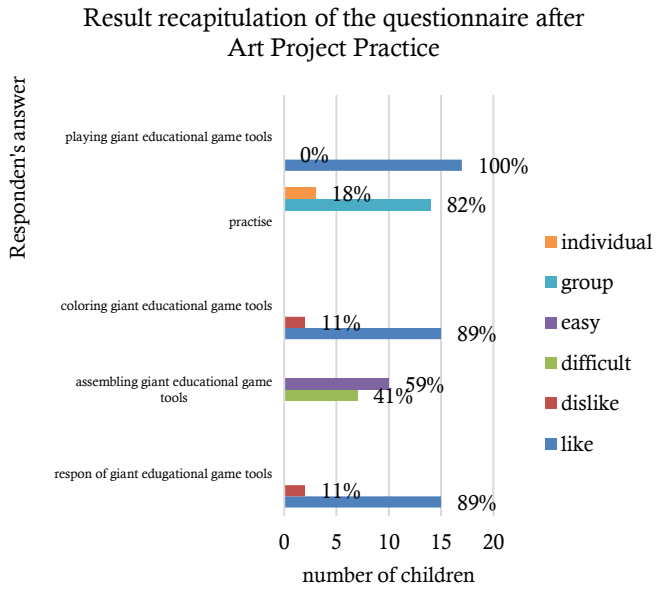

Figure 5. Graph of the result recapitulation of the questionnaire after Art Project Practice

Based on the recapitulation of the questionnaire data in Figure 5, it can be seen that children's interest in art project practice increased after the giant educational game tools assembling and coloring activity. The number of children who liked to color increased to 89%. Furthermore, it was admitted that 59% of children found it easy to assemble a giant educational game tools. A total of 89% children like to color, 82% prefer the activities are conducted in groups and all children like to play giant educational game tools. This media can be played indoor or outdoor according to the situation and conditions. As educators, surely, we should support what children like so that children can continue to increase their potential. As Boyd & Cutcher (2015) suggest that children don't lose their enthusiasm for painting and drawing, and leave what may be the best works of art in their lives then the adults around can support them. Jokela (2019; Sánchez-Arenas, 2016) states that the importance of arts education can also support decolonization, revitalization, and cultural sustainability in schools, communities, and businesses.

4. CONCLUSION

Art Project Practice related to learning media contains elements of art, that children can play with colors and have motor activities. In accordance with the opinion of Rahma, (2017) which asserts that playing using self-generated game tools can fulfill all aspects of children's happiness. This is in accordance with research findings which show that playing with giant educational game tools, children looked enthusiastic and interactive when cutting, coloring, and playing. Assembling a giant educational game tools pattern that is large enough for children can train hand muscle strength. The fine motor indicators developed are the ability to compose giant educational game tools patterns, the

ability to cut geometric sheducational game toolss, the accuracy of pairing geometric sheducational game toolss, the strength to hold a brush, and the ability to color. The achievement of children's development in this Art Project Practice could develop as expected. Looking at many benefits of Art Project Practice for children's fine motor development, this activity can be applied in learning by all kindergarten educators. Art Project Practice innovations can be carried out as needed to maximize all aspects of children's development through play activities. Opportunities and challenges for the future where school principals with a transformational leadership style implemented through partnership programs cannot be separated from the support of various parties including the community and government as an important part of the education system including early childhood education.

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