

Area group Learning Strategies by Using Brush Away Technique in Identifying Fine Motor and Art Skills for Kindergarten

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Abstract

One strategy that can be done by the teachers to identify fine motoric and art skills is by using brush away technique. This study aimed to determine the effectiveness of abdominal brush away activities, to identify the advantages of brush away with other fine motoric activities in fine motoric and art skills of early childhood, and to know the difficulties of children in brush away activities. This research uses a qualitative descriptive approach. Data collection techniques using observation sheet instruments include anecdotal records and interviews. The data analysis in this study is using triangulation method through the description of the observation sheet. The results of this study are brush away technique makes it easy to identify fine motor and art skills for the early childhood, the advantage of brush away is there are some achievements in fine motor and art development in one activity, the children feel difficulty when they are cutting and rubbing the color with the fingers in brush away. In this research, it was found out brush away had just been introduced to the children, so some of them are not perfect when coloring in brush away activities by their fingers. The benefits of this research are as additional new knowledge in identifying fine motor and art skills for kindergarten and as a reference for future research.

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INTRODUCTION

Early Childhood Education is a golden period in the growth and development of children. The important thing that needs to be considered so that the child develops according to his age stage is directing, and guiding by building positive character in the child and balancing all aspects of his development. Early Childhood Education, as an education held before the basic education level, has a target group of children aged 0-6 years as a golden period of development (Latif, 2013). It is during this golden period that children begin to be sensitive and sensitive to receiving various stimuli. Children also have the potential to learn many things quickly.

The term golden age is commonly associated with early childhood because, in this age range, children experience growth and very rapid development in various aspects. The development aspects consist of the development of religious and moral values, motor development, cognitive development, language development, social-emotional development, and art development. Motor development is closely related to the development of the motor center in the brain. The motor development aspects are divided into 2, namely gross motor and fine motor. The fine motorist is a movement carried out using small muscles such as the fingers that require hand-eye coordination (Sujiono, 2008).

Not all children have the maturity to master fine motor skills at the same stage, as stated by Gaul, and Issartel (2015) that environmental factors influence the development of superb motor skills in children. Cameron, Brock, Murrah, Bell, Worzalla, Grissmer, and Morrison (2012) said that environmental factors and socioeconomic status also affect fine motor skills in children. Wang, Lekhal, Aarø, Holte, and Schjolberg (2014) revealed that children's age also affects fine motor skills. The better subtle motor movements of children make children able to be creative, such as cutting paper, drawing, coloring, and weaving. Andriani (2015) says art learning is several activities that can be carried out by children by more involving motor skills, fine motor skills.

One strategy that can be done by the teacher to identify fine motor skills and art is by using the brush away technique. The brush away activity is a series of actions from drawing a pattern to a paper, then cutting out the design and then giving color to the edges of the model with crayons, then brush away using a finger.

Susriyanti research (2012) concluded that the brush away activity in Pertiwi III Kindergarten, Muarokalaban can improve children's fine motor skills. Ardianthi, Manuaba, and Putra (2015) explained that by applying the demonstration method through brush away, activities could improve fine motor skills in children. Martinasari, Putra, and Darsana (2016) demonstrated that children's fine motor skills could increase by applying the method of giving assignments through brush away activities.

Observation results at Kindergarten PGRI 101 Semarang. Brush away activities have never been taught to children, because teacher considers these activities challenging to train for children, with the reason that most children do not want to have dirty hands exposed to crayons when they brush away, and in drawing and cutting patterns that are made by children themselves with help teacher, so that children do not explore their creativity in fine motorist and art.

Therefore the brush away technique needs to be done to introduce brush away to the child in learning the great motor area and art. In brush away method, there are several dimensions that can be used to identify a child's fine motor abilities, including holding a pencil, drawing patterns, editing patterns, coloring the edges of a design, and brushing away with a finger, while identifying children's art is the result of drawing patterns, the result of painting the sides of the model, and the result of brush away.

The purpose of this study was to determine the effectiveness of brush away activities in identifying fine motor skills and early childhood art, identifying the advantages of brush away activities in fine motor skills, and creativity in early childhood with other unique motor activities, and knowing the difficulties of children in brush away activities.

The benefits of this research are to add new knowledge in identifying fine motor skills, and art in early childhood, and as a reference for future research.

METHODS

This study used qualitative research methods. Sugiyono (2006) that qualitative research methods or often called naturalistic research, because the investigation is carried out in natural conditions (natural settings), the data collected and the analysis is more descriptive qualitative. Data and sources of data in this study were from the results of observations of teaching and learning activities in Kindergarten PGRI 101 Semarang, and the results of interviews conducted with teachers and principals in Kindergarten PGRI 101 Semarang.

The procedures in the design of this study include description stage researchers conduct interviews, and observations or observations when teaching and learning activities take place then reduce the information obtained to identify the problem to be studied, at the reduction stage researchers conduct research and collect data for data analysis, and the selection stage, researchers conduct data analysis, make reports on research results, and conclusions — analysis of the data in this study with translation techniques, or descriptions from the observation sheet. The story of the observation sheet is adjusted to the assessment rubric.

RESULTS AND DISCUSSION

The following are the results of a discussion of the research that has been carried out.

Fine Motor Learning Activity

Fine motor skills are organizing the use of a group of small muscles such as fingers, and hands, which often require precision, and eye-and coordination (Sumantri, 2005) art is the result of the beauty of human creation. The purpose of learning artworks is to train competency skills and creativity so that it can be

concluded that fine motoric learning activities and art are activities that involve small muscles in the fingers, and eye-hand coordination, to produce a work of art. Eye-hand coordination plays a vital role in fine motor activities, as revealed by Ningsih (2015) in the presence of good eye-hand coordination, it will increase high concentration so that it can achieve the goal of fine motor skills.

Learning activities in Kindergarten PGRI 101 in the fine motor area and art include *meronce*, sticking, cutting, collage, coloring, drawing, plagiarizing, weaving, making shapes from plasticine, folding paper, sewing, and tasting.

Meronce activities conducted at Kindergarten PGRI 101 were *meronce* with beads, straws, and paper. The materials used usually use mattress threads, beads, straws which are cut into pieces, and paper that is cut into small pieces then rolled. The artistic value of this activity is a diverse *meronce* pattern. Sticking activities carried out by children in Kindergarten PGRI 101 included sticking pictures, sticking pieces of geometry, pasting the appropriate parts of images. The cutting activity carried out in Kindergarten PGRI 101 is cutting the paper with rectangular, triangular, and circular shapes. However, this activity still involved teachers because some children were still having difficulty cutting. Collage activity is an art activity attached to a pattern. Kindergarten PGRI 101, collage was done by sticking seeds and dried leaves on a pattern that had been provided by the teacher. Grains used are usually green beans, corn, soybeans. The coloring activities in the fine motoric area and art in Kindergarten PGRI 101 which is usually done is to color the images on the worksheet. Drawing activities in the fine motoric area and art in Kindergarten PGRI 101 is drawing by imitating the pictures made by the teacher on the board according to the theme. The plagiarism activity in the fine motoric area and art in Kindergarten PGRI 101 is to copy geometric shapes, trace the fingers, and trace the leaves. Weaving activities carried out in fine motorized areas, and art in Kindergarten PGRI 101 are weaving from banana leaves, and weaving from the paper in a simple pattern. The activity of

making shapes in the fine motor area and art is making shapes according to the theme using plasticine. The activity of folding paper in the fine motor area and art is to fold shapes according to the theme with folding paper. Kindergarten PGRI 101 sewing activities in fine motor area and arts are sewing with paperboard material (used dos snacks or milk) which are cut in various shapes and given holes with perforators and then threads used using wool yarn. The sewing technique is by inserting a thread into the paper that has been given a hole alternately. The activity tasted by children in the fine motor area, and art was tasted with banana leaf media, leaves, and fingers colored with food coloring.

Brush away Technique for Identifying Fine Motoric Ability and The Art of Early Childhood in Kindergarten PGRI 101

The brush away technique is a coloring technique using finger swabs on paper with a pattern that has been colored by the edges using crayons to be rubbed on the paper to create artwork. In brush away activities, various dimensions can be used to identify fine motor skills and art in early childhood, namely holding a pencil, drawing, cutting, coloring, and brushing away with a finger.

Hold a pencil

Holding a pencil is the child's first step in making a drawing or graffiti. When a child learns to hold a pencil and is first introduced with a pencil, maybe the way to hold a pencil done by a child will be different, some will hold, some will only use two fingers to hold, and maybe someone will be able to hold it perfectly (Figure 1). As time goes by, the ability to hold a pencil will be better for children who are not perfect in holding a pencil, and the child's subtle motive abilities will develop, such as the research conducted by Bindman, Skibbe, Hindman, Aram, and Morrison (2014) that holding a pencil influences a child's fine motor skills.



Figure 1. Hold a Pencil

Drawing

The drawing activity in Kindergarten PGRI 101 was carried out by imitating images made by the teacher. For drawing activities carried out in the brush away technique, the images created are free images according to the creativity of the child (Figure 2) for example, flower images, leaf images, house drawings, animal pictures, and others. Drawing activities influence fine motor skills because drawing children can practice writing, as suggested by Pinatih, Kristiantari, and Ardana (2015) that drawing can improve children's fine motor skills in writing.



Figure 2. Drawing

Cutting

Cutting activities are the advanced stages of tearing the paper. Cutting activities need to be taught in kindergarten because these activities can train eye-hand coordination and develop fine motor skills (Figure 3). Previous research conducted by Putra (2017) that cutting activities can improve children's fine motor skills. Koenarso (2012) revealed that cutting could enhance fine motor skills in children. Saadah, and Komalasari (2018) also said that cutting activities affect the development of the child's soft mottling abilities. Cutting activities have been carried out in Kindergarten PGRI 101, in fine motorized areas, and art, but there are still some children who cut out with the help of teachers.

The cutting pattern is taught by cutting straight lines, cutting triangles, circles, and cutting shapes.

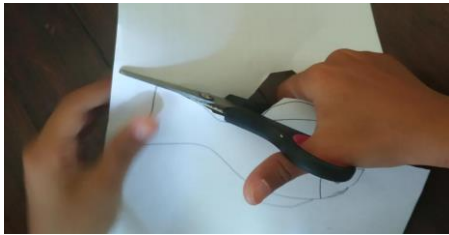


Figure 3. Cutting

Coloring

Sumanto (2005) creativity that can be developed in coloring activities for children in kindergarten is the freedom to choose and combine color elements in objects that are colored according to the wishes of the child. It can be concluded that coloring is an activity of affixing colors with various media on images or objects following the imagination and creativity of children (Figure 4). Coloring activities in Kindergarten PGRI 101 have often been done in fine motor areas, and art. The coloring activity carried out is coloring the picture on the child's worksheet.

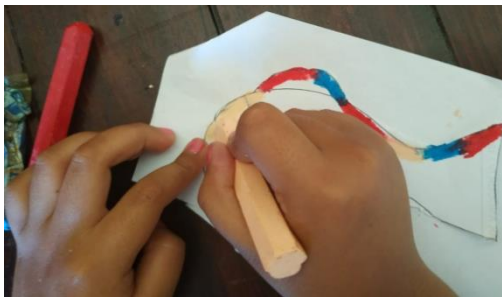


Figure 4. Coloring

Brush away with the finger

The technique of scratching colors with fingers (Figure 5) so that a work of art is formed. Brushing away with your fingers can develop a child's fine motor skills and the results of a brush away (Figure 6) our children's artwork. This technique has never been taught to children in kindergarten PGRI 101, so with this study, children are introduced to brush away.

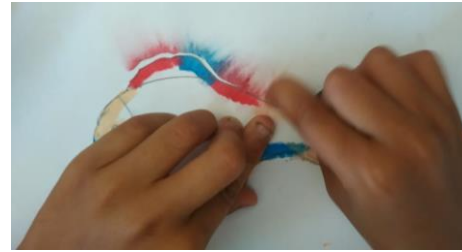


Figure 5. Brush Away with Finger



Figure 6. The Results of a Brush Away

The Effectiveness of Brush away Activities for Identifying Fine Motor Ability, and The Art of Early Childhood

Brush away activity is a series of activities from drawing the shape of a pattern and then cutting out the design and then colored the edges using crayons, then brushed away using a finger on the paper to create artwork. From the results of research and analysis that have been carried out in Kindergarten PGRI 101 Semarang, an effective brush away activity is to identify fine motor skills and art of early childhood.

Based on the results of the research obtained the effectiveness of brush away activities to identify fine motor skills, and art in early childhood lies in the assessment carried out. When children carry out brush away activities, the assessment involves several achievements of fine motoric development, and art in early childhood making it easier to identify fine motor skills, and art in early childhood.

Advantages and Disadvantages of Brush away

Brush away is a work of art that is done by brushing away the color with your fingers. Brush away activity consists of several dimensions, including holding a pencil, drawing a pattern, cutting a pattern, coloring the edges of a pattern, and brushing away the pattern whose edges have been colored. The five dimensions are included in

fine motor skills and three of these dimensions include the ability of early childhood art, in identifying fine motor skills in early childhood in accordance with the Ministry of Education and Culture Regulation Number 146 of 2014, the level of fine motoric achievement of children aged 5- 6 years that must be achieved, namely (1) imitating according to his ideas, (2) imitating shapes, (3) conducting exploration with various media and activities, (4) using stationary and cutlery properly, (5) cutting according to the pattern, (6) attaching the image appropriately, (7) express themselves through detailed drawing movements. In the brush away activity, the dimensions contained in it can be used to identify fine motor skills in early childhood, especially for children aged 5-6 years, and following the achievement of fine motor development in children aged 5-6 years.

Based on results of study, and the results of the analysis conducted, brush away activity has advantages compared to other fine motor activities, including: in one activity there are several achievements of fine motoric development and art, while in other fine motor activities the developmental achievements obtained are only one, for example, activities attached to the achievement of progress obtained are only attached. Early childhood can express their creative ideas when drawing and coloring the edges of a pattern. Teachers are more effective when identifying fine motor development, and the art of early childhood, because the assessment carried out involves several achievements in fine motor development and art in early childhood.

Improve children's fine motor skills in moving their fingers when they brush away the color. From the results of research and analysis that have been carried out in Kindergarten PGRI 101 Semarang, an effective brush away activity is to identify fine motor skills and art in early childhood. The effectiveness of brush away activities to identify fine motor skills and art in early childhood lies in the assessment carried out when the child does brush away activities, the evaluation of which involves several achievements in fine motor development, and art in early childhood, making it easier to identify

abilities fine motor skills, and art in early childhood.

Difficulty in Brush away Activities

Based on the results of research conducted in Kindergarten PGRI 101 Semarang, the difficulty of children in the brush away activity is when cutting and brushing away the color with the fingers. From the results of the research obtained there are still some children with the results of the assessment cutting out BSH (Developing according to Expectations), the child obtains these results because the effects of child cutting are still not neat, besides there are children with assessment results cutting out MB (Still Developing), the results are obtained by the child because the child still needs the help of the teacher when cutting. In the activity to brush away the color with the fingers also there are still many children with the results of the assessment of BSH (Developing according to Expectations), these results are obtained because the child did not complete the activity to completion.

CONCLUSION

Based on the results and the discussion of this study, it can be concluded that: the brush away technique in-group area learning strategies are effective for identifying fine motor skills, and art in early childhood. Because the assessment involves several achievements in fine motor development and art in early childhood, making it easier to identify fine motor skills, and art in early childhood. The advantages of brush away activities compared to other fine motor activities include: in one activity there are several achievements of fine motoric development and art, while in other fine motoric activities the developmental achievements obtained are only one, for example, activities attached to the achievement of the progress obtained are only attached; early childhood can express creative ideas, and art when drawing, and color the edges of patterns; teachers are more effective when identifying fine motor development and the art of early childhood because the assessment carried out involves several achievements in fine motor

development and art in early childhood; improve children's fine motor skills in moving the fingers, when brushing away the color. The difficulty of the child in the brush away activity is when cutting and brushing away the color with the fingers.

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