

# WEAVING ACTIVITIES IN EARLY CHILDREN TO IMPROVE THE FINE MOTORIC OF GROUP B CHILDREN TK ABA MEDAN

Selamat Pohan<sup>1</sup>

<sup>1</sup> Universitas Muhammadiyah Sumatera Utara, Indonesia  
( email: [selamat@umsu.ac.id](mailto:salamat@umsu.ac.id) )

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**Abstract:** *Regarding improving the quality of fine motor skills in Early Childhood, teachers must have high creativity in conveying learning by using activities that make children highly motivated and enthusiastic about learning. One of them is with weaving activities which have the aim of improving the fine motor skills of early childhood. This study uses qualitative methods and is descriptive in nature with data collection techniques by observation, interviews, documentation and triangulation of sources. The subjects of this study consisted of 19 students in group B. The purpose of this study was to determine the fine motor development of children through weaving activities in the form of mats and mangoes in TK ABA Medan. The results of the study show that children's fine motor development can develop through this weaving activity. Even though they still need guidance and direction from the teacher and the teacher. After this research was carried out, it was necessary to have an intensity of in-depth follow-up teaching for the motor development of children in the TK. One of them is by using weaving activities and not only with the teacher's diary, but adding other activities.*

**Keywords:** Effectiveness, Weaving Activities. Fine Motor.

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## A. Introduction

Education is a lesson that is usually taught by an intermediary to people who need knowledge, an intermediary can also be interpreted as a teacher, can also be self-taught. There are many ways to convey education or learning to children. According to (Etivali & Kurnia, 2019) A way or method of teaching is an important point of education or a teaching that is structured or designed, in the application of students, and is assessed analytically so that students can get what the students will achieve. or students will get an active and practical teaching or learning.

The implementation of education activities starts from the family environment since the child is born even from the time the child is in the womb. Education since the child is in the womb is given through various parental behaviors, one of which is by saying good words to the baby. After a child is born into the world, the first education will be passed in the family environment. Parents act as the first teacher for children. Behavior, speech, and appearance of parents will be imitated by children. Along with increasing age, children will then undergo education outside the home. Outside the home, children interact with a wider environment and diverse individuals.

Educational activities carried out by individuals include a learning process, where the results will bring positive changes in human life. This influence is not only felt individually, but can also be felt by the community around the individual. According to (Khaironi, 2017) Early childhood education is education given to children under the age of seven. The early childhood category is children aged 0 to 6 years. Early childhood is born into the world with all the

potential (intelligence) bestowed by God, but these potentials will not develop and appear optimally in children if they are not stimulated from an early age.

Based on the results of observations by researchers in Group B TK ABA Medan, it can be seen that when observing the fine motor development of children there are still many who have not developed properly as seen from writing which is still stiff, difficult to use scissors, unable to draw according to the example, unable to throw objects from the specified distance to get to the destination, not being able to choose a picture according to the order, it is difficult to open drink bottle caps and unwrap food, and some children still cannot wear their own pants. Likewise, when the weaving activity took place there were still many children who were not interested and their fingers were still stiff. The children also finished weaving beyond the time allotted by the teacher, besides that the majority of children in the class had not been able to weave according to the pattern exemplified by the teacher.

Based on the observations of researchers, this is due to a lack of learning activities that can improve children's motor skills, especially fine motor skills. Based on this fact, the researchers wanted to conduct research to find out how weaving activities improve fine motor skills in Group B children of TK ABA Medan, entitled "Weaving Activities in Early Childhood in Improving Fine Motoric in Group B Children TK ABA Medan".

## **B. Literature Review**

### **1) Early Childhood Development**

According to (Khaironi, 2017) Early age is the most appropriate time to stimulate individual development. In order to provide various development efforts, it is necessary to know about the developments that occur in early childhood. Knowledge about early childhood development will be an asset to prepare various stimulations, approaches, strategies, methods, plans, media or educational game tools, which are needed to help children develop in all aspects of their development according to the needs of children at each stage of their age.

According to (Muis, 2017) At an early age, besides playing as a form of life in acquiring skills, children are also able to receive various knowledge in academic learning to prepare them to enter further basic education. At this time, children experience a sensitive period or a sensitive period in accepting various efforts to develop all their potential.

According to (Sitepu & Sitepu, 2021) It is very important to give education at an early age because education at an early age determines how children grow and develop. At an early age various growth and development begins and will continue continuously such as physical-motor development, language development, cognitive development, social-emotional development and moral development, this development will form the basis of further child development. All potential children will begin to develop at this age.

However, these developments are divided into several aspects. According to (Talango, 2020) these developmental aspects include cognitive development, language development, physical development, moral development, and social-emotional development. Further explanation:

#### **1. Cognitive Development**

Cognitive is one of the many aspects that affect the thinking process of every human being.

Cognitive processes relate to intelligence abilities that characterize a person with a variety of interests especially aimed at ideas and learning. In the cognitive process is the individual's ability to connect, assess and consider an incident or event.

#### **2. Language Development**

Language is a symbol system used by individuals to communicate information ideas. Language as a communication tool has several aspects. Sowers states that language aspects can be divided into two types, namely receptive aspects and expressive aspects.

### 3. Physical Development

Motor Physical-motor development is related to changes that occur in humans, such as becoming taller or becoming bigger, also related to their movement patterns. Children's physical development is characterized by the development of gross motor and fine motor development. Motoric development in particular is an individual process of producing movement patterns in the body and developing into skills.

### 4. Moral Development

Moral development is related to the behavior of an individual. Moral behavior is behavior that follows the norms and values that exist in society. The process of moral development itself provides a simple understanding for children to understand the impact of their behavior on others and not to act evil.

### 5. Socio-Emotional Development

Social emotional development is the ability of a child to understand other people through the way children act with the people around them, including adults. This refers to the behavior and responses that children give when playing and doing activities with family members, teachers, friends and caregivers.

## 2) Fine Motor

According to (Lukman & Neviyarni, 2021) Motoric is a translation of the word "motor" which is interpreted as a term that refers to things, conditions, and activities that involve the muscles as well as their movements. Motoric is a biological basis from within that causes a body movement.

According to (Wahyudi & Nurjaman, 2018) Motoric is maturity that depends on the child's nerve and muscle centers, in carrying out activities that can develop children's muscles and nerves, parents must be able to provide activities and games that can stimulate motor skills. In a given activity requires eye and hand coordination to train emotional, focus, and main motor movements in achieving aspects of child development.

According to (Agustina et al., 2019) it is very important to improve children's fine motor skills because indirectly the child's fine motor development will determine movement skills such as writing and cutting. These movements involve certain body parts and are preceded by the development of small muscles such as the skill of using flexible fingers and wrists, training eye coordination.

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## 3) Weaving activities

According to (Mararangkayu & Kutai, 2017) Weaving for children aged 5-6 years is not done using complex techniques, but is still in the basic technique of simple weaving. Weaving is taught very simply to children. The ability to weave can hone children's fine motor skills because they use their hands and fingers as well as eye coordination. In addition to developing fine motor skills, weaving can also be used as a tool to train children's logic, learn mathematics, and train concentration.

According to (Alfiah, 2021) Weaving has many uses for kindergarten children, apart from having an educational element it also develops eye and finger coordination, including that children can get to know traditional crafts practiced by Indonesian people, to train children's fine motor skills, train children's emotional attitudes by well, expressions can be fostered that grow from their own personality and children can become skilled and creative and have high and unforgettable artistic value for children. Children can also have adventures with their imagination, can make and arrange woven patterns that have other and more interesting patterns and are accompanied by interesting media as well.

There are several types of woven materials that can be used in weaving activities in TK, including: Banana leaves, paper, plastic, pandan and other than using paper, plastic, leaves for weaving activities, cloth can also be used, because cloth is considered safer and more practical.

### **C. Method**

This study used descriptive qualitative method. According to (Nugrahani farida, 2014) Qualitative research is a research procedure that is capable of producing descriptive data in the form of speech, writing, and behavior of the people being observed. Through this qualitative research it is possible to gain an understanding of reality through an inductive thinking process.

Qualitative researchers emphasize the socially constructed nature of reality, as well as the close relationship between the researcher and the subjects studied and the pressures of the situations that shape the research. According to (Nugrahani farida, 2014) Qualitative researchers seek answers to questions that highlight how social experience emerges as well as acquires its meaning. In contrast, quantitative research focuses on measuring and analyzing causal relationships between various variables, not concerned with the process.

### **D. Research Results And Discussion**

Based on the facts obtained in the field from the results of observations, interviews, and documentation regarding the effectiveness of weaving activities in improving the fine motor skills of children in TK. ABA Medan. Then it can be concluded as follows:

From the observations of researchers that in weaving activities is a series of movements that improve fine motor skills in children such as small muscles in the form of skills using flexible fingers and wrists, training eye coordination. As for fine motor activities that use small muscles such as drawing, cutting, pasting and so on. These activities can improve children's fine motor skills.

According to Ms. Arni, this weaving activity can improve fine motor skills, a movement that can involve the movement of small muscles by carrying out activities that use the fingers and involve children's concentration, increasing children's enthusiasm for learning through weaving activities.

Meanwhile, according to Mrs. Sri, weaving activities can improve fine motor skills by increasing children's focus, patience, thoroughness, positive energy, aesthetic value and others. And there are activities that can improve children's fine motor skills in the form of coloring, drawing, weaving, and others.

From all the interview results the researcher concluded that weaving activities in improving children's fine motor skills were very influential. In this activity it is able to teach students to respect each other, be more responsive, expressive, creative, increase focus, train patience, besides that children are more enthusiastic in carrying out this learning activity, far compared to

learning activities that are not accompanied by movements such as coloring where children only able to focus on their own activities other than that students are more likely to get bored quickly

Based on the results of initial observations obtained from observations of children's fine motor skills through weaving activities in group B as follows:

No	Components Observed	Results
1	Skill	20,45%
2	Speed	10,43%
3	Accuracy	30,19%

Initial activity (the first 30 minutes) the teacher starts learning by inviting the children to line up in front of the class and then the children enter the class. After the children sit neatly the teacher invites the children to pray before studying which is continued by greeting the children and taking the children's roll call one by one.

Before entering the core activity the teacher invites the children to move by singing. this is done so that the child is enthusiastic about participating in learning, after that the child is asked to sit down and the teacher asks the child about the work of the parents. Then the teacher explained that today there will be 3 activities namely writing, coloring, weaving mats.

The next core activity (60 minutes) before doing the assignment, the teacher divides the children into three groups. The teacher explains each of the activities including weaving activities, the teacher first distributes the warp and feed to each child. After that the teacher explained how to weave, at meeting 1 a single woven model was used to produce a mat shape.

Final Activity (30 Minutes). After the children finished resting then the children returned to class. The teacher invites the children to sing "coming home from school" together. After that the teacher reviews the learning activities again and continues by praying greetings and going home. From the results of the research that was carried out by the researchers themselves, which was carried out for 2 weeks, it was observed that aspects of fine motor skills that were observed experienced a good improvement from the initial conditions before the research was carried out up to the final stage of the research. These aspects are skills that initially started to develop (MB) developed according to expectations (BSH) (from 3 children to 8 children), the speed aspect, which at the beginning of the study only developed according to expectations (BSH) became very well developed (BSB) (from 2 children became 10 children), the aspect of accuracy which at the beginning of the research only started to develop (MB) became developed according to expectations (BSH) (from 4 children to 10 children).

Increasing the development of children's fine motor skills in TK. ABA Medan in group B after the research was carried out if the presentation at the beginning of the study from the initial conditions began to develop (MB) and experienced an increase after the research was carried out to reach very good development (BSB). Based on the results of the study, there are 3 lessons that can improve children's fine motor skills, namely: learning kinesthetic attitudes, learning art, learning hand movements.

This is in accordance with the theory According to (Nurwita, 2019) Fine motor skills are also a bridge for children to develop aspects of intelligence related to bodily kinesthetic intelligence which includes children's abilities in sensitivity and skills in controlling and



coordinating body movements and skills in using equipment certain equipment used by children in their play activities.

So it can be concluded that this study has the validity of the data which can be seen from the several sources described above. Where weaving activities can improve children's fine motor skills, in the form of increasing children's creativity, increasing thinking power or imagination, increasing children's focus, increasing the flexibility of children's fingers, increasing kinesthetic values, increasing simple math values for children, and improving aspects of development for children.

### E. Conclusion

Based on research that has been done on early childhood group B TK. ABA Medan and the discussion described above, it can be concluded that weaving activities play a very important role in improving children's fine motor skills. These developments take the form of increasing children's creativity, increasing thinking power or imagination, increasing children's focus, increasing the flexibility of children's fingers, increasing kinesthetic values, increasing simple mathematical values for children, and improving aspects of development for children. In addition to seeing directly the researchers obtained interview results from respondents, namely 7 parents of students in TK. ABA Medan. From the description above it can be concluded that weaving activities can improve children's fine motor skills as expected.

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