



"Sticker Board" activity to develop fine motor aspects for early childhood

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ABSTRACT

The purpose of this study was to describe the development of Sticker Board Activity media, to analyze the eligibility and effectiveness of media to develop fine motor aspects in sticking pictures properly in early childhood. This study uses the Research & Development method with the ADDIE model. The research subjects were group B children at Tunas Harapan Kindergarten, Hulu Sungai Selatan. Data collection techniques through questionnaires and observation. Data analysis is a descriptive analysis using tables and graphs. The results of this study are the results of the eligibility of the media to get a percentage of 96% with the criteria of very feasible and effective in developing fine motor aspects in sticking pictures correctly by 93% of children getting a Very Good Developed score. The conclusion from this study is that Sticker Board Activity media is considered very eligible and effective in developing fine motor aspects in sticking pictures properly in early childhood. The suggestion for developing this media is to use reusable sticker material so that the media is more durable and can be used long term.

Keywords: early childhood; fine motor; learning media; sticker board

INTRODUCTION

The field of early childhood education is inextricably linked to the evolving needs and demands of the 21st century. The concept of 21st-century learning encompasses the 4C: critical thinking, creativity, collaboration, and communication. In order to meet these demands, it is necessary to apply models, strategies, approaches, and innovative learning media. The selection of appropriate learning media is a crucial aspect of the educational process, as it can facilitate the enhancement of advanced cognitive processes, creativity, collaboration, and communication skills in students (Daryanto et al., 2022; Wahyudi et al., 2022). The role of learning media is to facilitate communication between the teacher, who presents the learning material, and the students, who receive it. This enables students to gain a deeper understanding of the material through a more concrete and real-world approach to learning. Given that

children in early childhood are not yet able to think abstractly, it is essential that learning media be employed to render learning more real and concrete, thereby facilitating children's understanding.

One aspect of development in early childhood is the physical-motor aspect, which encompasses both gross motor and fine motor skills. The fine motor aspect refers to the movement of fine muscles to achieve movement or skill (Pratiwi et al., 2021). According to the Standards for Child Development Achievement Levels, fine motor indicators for early childhood include cutting, tearing paper, grasping, sticking, pinching, folding, and others (Kemendikbud, 2014).

However, these conditions are not aligned with the observed reality. Based on preliminary observations and interviews with educators at Tunas Harapan Kindergarten in Anjiran Village, Angkinan District, Hulu Sungai Selatan Regency, it has been determined that a significant issue exists, specifically that nearly 70% of students have not developed the expected level of proficiency in the fine motor skills required for accurately attaching pictures. This is evidenced by the following indicators: children are unable to pick up sticker pictures properly and require assistance from the teacher; children are unable to adhere pictures to the provided template with precision; and children are unable to adhere pictures neatly (Ramadina & Cinantya, 2022). Furthermore, the findings of a study examining children's fine motor development are also pertinent to this discussion. This study revealed that only 20% of children demonstrated excellent fine motor development, 10% exhibited satisfactory development, 40% displayed ongoing development, and 30% exhibited inadequate development. Moreover, it is established that these issues are attributable to the necessity of instilling a greater degree of children's knowledge pertaining to the subject matter. In other words, there is a dearth of activities that effectively engage the use of children's fine motor skills. Additionally, the absence of utilization of learning media with contextual themes has resulted in a decline in the interest and significance attached to children's learning.

The consequences of failing to promptly address the issue of fine motor development, particularly in the accurate affixing of images, can be significant. In addition to affecting the child's ability to perform routine tasks or activities that engage the fine muscles in the fingers and hands, it can also have a detrimental impact on their future academic and occupational performance. For instance, children may experience

difficulty in picking up small objects, holding utensils such as spoons and forks during mealtimes, and may consequently face challenges in developing the fine motor skills required for early writing. At the outset of learning to write, children need to develop proficiency in holding a writing instrument and imitating patterns correctly. This can be achieved effectively when children's fine motor skills are adequately stimulated.

Efforts are underway to address these issues through the development of a Media Activity Sticker Board. The Media Sticker Board Activity is an educational learning aid in the form of a collection of stickers with images and sticky boards that can be used to develop fine motor skills in children, particularly in terms of accurately affixing images. The Media Sticker Board Activity was developed with the theme "*Lingkungan Sekitarku*," which is based on the environment in the South Kalimantan region, which is renowned for its wetland environment. The wetland area is distinguished by the prevalence of water bodies, including rivers, swamps, seas, beaches, peat soils, and paddy fields. Moreover, the region's natural conditions, flora, and fauna exhibit distinctive characteristics that differentiate them from other regions. For example, the flora and fauna endemic to South Kalimantan include the Kasturi tree, pineapples, the Bekantan monkey, the Haruan fish, the Biawak lizard, crocodiles, snakes, and others. The theme was selected with the objective of facilitating contextual learning, thereby rendering the use of the Sticker Board Activity media a more engaging and meaningful experience for early childhood education. The use of engaging learning media has the potential to enhance children's motivation to learn, fostering a greater enthusiasm for engaging with activity sticker boards. Providing children with repeated opportunities to try new tasks allows them to develop proficiency in using fine muscles. It is therefore hoped that the sticker board activity media will facilitate the development of fine motor skills in early childhood, particularly in the context of sticking pictures.

In view of these considerations, a research project was initiated with the objective of developing the Sticker Board Activity Media to enhance fine motor skills in early childhood. The project was designed to delineate the evolution of the Media Sticker Board Activity and to assess its viability and efficacy in fostering the development of fine motor skills in early childhood, with a particular focus on the accurate affixing of images.

METHOD

The type of research used in this study is Development Research or known as Research & Development (R&D). R&D research is research that produces products that can be directly used. So, it can be concluded that R&D research is a research method used to produce new products or improve existing products (Sugiyono, 2016). The R&D research model used is the ADDIE model. This model was first developed by Dick and Carey to design learning systems (Aldoobie, 2015). This model consists of five implementation steps, namely Analysis, Design, Develop, Implementation and Evaluate. Addie's R&D method can be seen in the picture below.

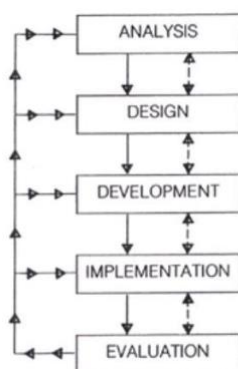


Fig 1: ADDIE development model

This research was conducted at Tunas Harapan Kindergarten in Anjiran Village, Angkinan District, Hulu Sungai Selatan Regency, South Kalimantan Province with research subjects being group B children or children aged 5-6 years. Data collection techniques used are questionnaires and observation. The research instruments used were questionnaires and observation sheets. Questionnaires were used to obtain media feasibility data by the validator and observation sheets were used to assess the effectiveness of Sticker Board Activity media in developing children's fine motor aspects, especially in sticking pictures properly. The data analysis technique used is descriptive analysis using tables and graphs. Indicators of success are achieved if the eligibility of the media gets a percentage of > 80% with the criteria of "very feasible" and the effectiveness of the Sticker Board Activity media in developing fine motor aspects of children individually gets results > 13 with the criteria of "Developing According to Expectations" and classically 90% of children get value with a minimum of "Developing According to Expectations" Criteria.

RESULTS AND DISCUSSION

The Media Sticker Board Activity was developed using the ADDIE Model which consists of 5 research steps. The first step is Analysis, namely conducting a needs analysis related to the solutions to the problems found, then analyzing the main tasks, KI, KD and learning objectives for children aged 5-6 years, especially in fine motor aspects (Yulianti & Sulisty, 2018).

The second step is Design, namely designing Sticker Board Activity learning media. Design is a systematic process that starts from designing concepts and content in the product to be developed. The Media Sticker Board Activity was designed in accordance with the needs analysis and task analysis of group B children and adapted the material to the "Theme of *Lingkungan Sekitarku*".

The third step is Development, namely making or developing Sticker Board Activity media according to the design. In addition, at this stage an assessment instrument was also developed to measure the success of the media's performance in developing fine motor aspects in terms of sticking images correctly. Then proceed with the media feasibility test conducted by the material expert validator and media expert. Product feasibility tests are carried out to assess the feasibility of the media being developed and the results will be used as input and suggestions for needed improvements. The feasibility of the Media Sticker Board Activity was tested by two validators, namely the material expert validator and media expert. Based on the validation results, the feasibility validation results for the Sticker Board Activity media are obtained as following **Tabel 1**.

Table 1. Feasibility results of Sticker Board Activity learning media

Assessment Aspects	1st Validator Score	2nd Validator Score	Average
Learning Materials	36	36	36
Media Interface	22	21	21.5
Support the learning process	16	15	15.5
Practicality and Safety of Media	31	30	30.5
Total Score	105	102	103.5
Percentage	97%	94%	96%
Criteria	Very Eligible		

Based on table 1, it is known that the results of the Sticker Board Activity media feasibility test on the learning material aspect get an average score of 36, on the media display aspect get an average score of 21.5, on the supporting aspects of the learning process get an average score of 15.5 and on the practicality and safety aspects of learning media get an average score of 30.5. Overall, the score obtained from the assessment of all aspects achieves an average score of 103.5 with a percentage of 96% and the criteria are "Very Eligible".

The fourth step is Implementation, namely carrying out the Media Sticker Board Activity for group B children (age 5-6 years) at Tunas Harapan Kindergarten in three meetings until the specified success indicators are achieved. Several things were done at this stage, including preparing the teacher by providing explanations and demonstrations in the use of media and guiding children when learning to use the media. This is done so that the learning objectives by using the Sticker Board Activity media, namely developing the fine motor aspects of children in terms of sticking pictures correctly can be achieved. In accordance with the objectives of the implementation stage, including achieving learning objectives, obtaining solutions to problems found and ensuring an increase in students' abilities by using the products developed (Cahyadi, 2019). Indicators for assessing fine motor development in terms of sticking pictures correctly consist of: 1) Children are able to pick up stickers well; 2) Children are able to stick the pictures correctly according to the pattern; 3) Children are able to stick pictures neatly; and 4) Children are able to be creative in sticking pictures (Kurniawan, Eko, & Komalasari, 2019; Ramadina & Cinantya, 2022; Syawalia et al., 2021). The results of children's fine motor development in terms of sticking pictures correctly can be seen in the **Table 2**.

Table 2. The results of the development of children's fine motor skills in terms of attaching pictures correctly

No	Assessment aspect	1st Meeting's Score				2nd Meeting's Score				3rd Meeting's Score			
		4	3	2	1	4	3	2	1	4	3	2	1
1	Children are able to pick up stickers well	0	5	10	0	0	5	20	0	4	9	2	0
2	Children are able to stick the pictures correctly according to the pattern	0	5	10	0	0	13	2	0	5	7	3	0
3	Children are able to stick pictures neatly	0	5	10	0	0	11	4	0	0	11	4	0

Children are able to be creative in sticking pictures	4	0	13	2	0	0	13	2	0	0	14	1	0
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The fifth step is Evaluation, namely carrying out an evaluation to provide value for the product being developed. Evaluation is carried out in two forms, namely formative evaluation and summative evaluation. Formative evaluation is carried out every time a learning meeting and summative evaluation is carried out after the end of the entire series of research activities (Safitri & Aziz, 2022). The results of the formative evaluation carried out regarding the effectiveness of the Sticker Board Activity media in developing children's fine motor aspects in terms of sticking pictures correctly can be seen in the following **Table 3**:

Table 3. Results of the development of fine motor aspects in sticking images correctly using the media activity sticker board

Assessment Category	Meeting 1	Meeting 2	Meeting 3
Under Developed	0	0	0
Still Developing	6	3	1
Developing According to Expectations	9	12	10
Very Good Development	0	0	4
Classical Completeness	9	12	14
Percentage	60%	80%	93%

Based on the table above, it is known that at meeting 1, there were 6 children getting “Still Developing” scores and 9 children getting “Developing According to Expectations” scores on fine motor aspects in terms of sticking pictures properly, so that the classical completeness achieved was 60%. At the 2nd meeting, 3 children got “Still Developing” scores and 12 children got “Developing According to Expectations” scores, so that classical completeness reached 80%. At the 3rd meeting, there was only 1 child who got the “Still Developing” score, 10 children got the “Developing According to Expectations” score and 4 children got the “Very Good Development”, so that classical completeness reached 93%. Based on the results of this study, it can be seen that there is a tendency to increase fine motor aspects in terms of sticking pictures correctly using the Sticker Board Activity media as shown in the following graphic:

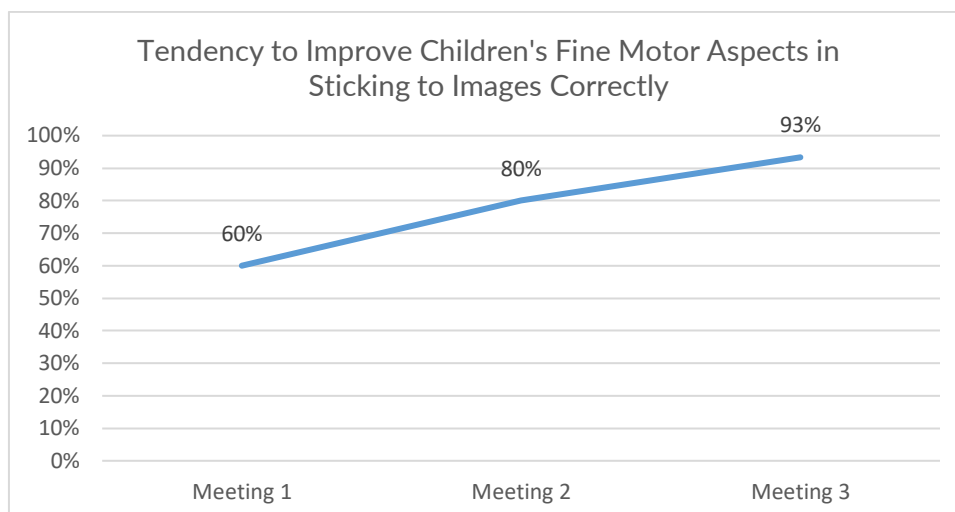


Figure 2. Graph of the trend of increasing fine motor aspects using media activity sticker boards

Based on the picture above, it is known that there is an increase in the fine motor aspects of children in terms of sticking pictures correctly using the Sticker Board Activity media at each meeting, and achieving classical completeness in accordance with the success indicators set at the third meeting. Based on the results of the feasibility test and the effectiveness of the Sticker Board Activity media that the Sticker Board Activity media with the theme "My Surrounding Environment" is considered "Very Feasible" to implement and is effective for developing fine motoric aspects of early childhood in terms of sticking pictures properly.

Based on the research results, it is known that the feasibility results of the Sticker Board Activity media get a score of 93% with the criteria of "Very Eligible", so it can be concluded that the media is feasible to continue into the implementation stage of early childhood learning, especially in developing fine motor aspects in sticking pictures properly. Aspects of assessing the feasibility of the media consist of aspects of learning material, media appearance, media function as a support for learning and practicality and safety in using Sticker Board Activity media for group B children.

In assessing aspects of learning materials, in general assessing the suitability of the material contained in the media with Core Competencies (KI), Basic Competencies (KD), learning objectives, indicators of child achievement, themes, activities/games and learning resources. The material contained in the Sticker Board Activity media is in accordance with the indicators of achievement of the development of students aged 5-

6 years. In accordance with the Minister of Education Regulation No. 137 of 2014 that one of the indicators in the Child Development Achievement Level Standard (STPPA) for ages 5-6 years in the physical motor aspect is sticking to the picture correctly (Nurafia et al., 2021). According to Sadiman et.al in Daulae (2019), there are several things related to the suitability of learning materials that need to be considered in developing learning media, namely analyzing student needs, formulating learning objectives and formulating material. This is part of a series of steps in developing learning media. The material and content contained in the media is also in accordance with the specified theme, namely "*Lingkungan Sekitarku*". The content on the Sticker Board Activity media includes objects in the wetland environment such as natural phenomena (rain, lightning, sunshine, rainbows), animals (bekantan, biawak, snails, haruan fish, crocodiles) and plants (rice, corn, pineapple, grass, roses).

The Media Sticker Board Activity with the theme "*Lingkungan Sekitarku*", consists of 2 types of sticking activities. The first activity is pasting the pictures according to the matching picture patterns, and the second activity is sticking pictures according to the child's creativity. In the second activity, there is a page that describes the three environments found in children's daily lives, namely the school environment, the home environment and the surrounding environment (rice fields, swamps and rivers). The reason for choosing rice fields, rivers and swamps is because the location of the children's residence and school is in the area of South Kalimantan which is known as a wetland environment. Thus, learning becomes contextual and meaningful for children so that children easily understand learning (Cinantya & Maimunah, 2022; Novitawati & Anggreani, 2021; Wulandari, 2020). Contextual learning is learning that links the material taught in schools with real conditions so that it encourages students to make connections between the knowledge they have and its application in everyday life (Ramdani, 2018).

In the aspect of media display, the assessment indicators consist of the suitability of the arrangement of the images, the selection of colors and the selection of the type and size of the font. These components are a concern in the development of Sticker Board Activity media so that the media is more attractive so that it attracts attention and increases children's learning motivation. This is in accordance with the opinion of (Mukminan, 2008) in (Nurseto, 2011) which states that several principles need to be considered in media development, including: (1) Visible: easy to see, (2) Interesting: interesting, (3) Simple: simple, (4) Useful: useful content, (5) Accurate:

accurate/true, (6) Legitimate: reasonable/legal and (7) Structured: structured. These seven principles are known as VISUALS (Aslamiah et al., 2023; Widyastuti et al., 2014).

Furthermore, in the aspect of supporting learning, the development of Sticker Board Activity media pays attention to the benefits of media in learning, such as encouraging creativity, learning activities, interaction with teachers or friends and stimulating children's curiosity. This is in accordance with the principles of using learning media, namely, the learning process is more fun, interactive and feedback is available (Amali et al., 2020; Hardiyansyah et al., 2019; Miftah & Nur Rokhman, 2022).

On the practicality and safety aspects of the media, the assessment includes the ease of use of the media for teachers and for children. In addition, the materials used are also safe or not harmful to children. Media size is also a consideration so that it affects the ease of carrying or moving the media when you want to use or store it. All aspects of the feasibility of the media assessed are in accordance with the principles in the development of learning media for early childhood consisting of: (1) learning media is multipurpose or can be used to develop all aspects of early childhood development, (2) using materials which are easy to get in the school environment, (3) use materials that are safe or harmless to children, (4) generate creativity, fun and imagination when playing, (5) according to the purpose and function, (6) can be used individually, in groups or classical and (7) made according to the level of development of children according to their age (Zaini & Dewi, 2017).

Based on the results of the media effectiveness test, it is known that the Sticker Board Activity media is effective in increasing the fine motor aspects of children in terms of sticking pictures up to 93%. This shows that the Media Sticker Board Activity is able to improve fine motor skills in sticking pictures properly for children aged 5-6 years. This can be seen from the indicators, among others, that children are able to take or pick up sticker pictures, children are able to stick pictures properly, children are able to stick pictures neatly and children are able to be creative in sticking pictures. This refers to one of the indicators of the Standard Level of Achievement of Child Development (STPPA) aged 5-6 years in the aspect of fine motor skills, that is, children are able to attach pictures correctly (Kemendikbud, 2014).

Fine motor skills are skills that require strength to use small muscles, such as using fingers and wrist movements (Rahayu & Mas'udah, 2017; Sujiono et al., 2014; Yani et al., 2021). Fine motor skills can develop through the development of fine

muscles and their functions in daily activities, for example writing, folding paper, pasting pictures, cutting (Syawalia et al., 2021). Fine motor skills are influenced by opportunities to practice and learn. The more often they do activities that train fine muscles, the more their fine motor skills are stimulated, so that children's fine motor development can develop optimally (Afifah et al., 2022). Wiyani in (Pangesti et al., 2019) states that there are several factors that influence the development of fine motor skills in early childhood, including dietary factors, stimulation, physical readiness, gender and culture.

Fine motor skills are very important to be stimulated because they relate to other aspects of development, one of which is the child's social-emotionality. If a child has poor fine motor coordination or does not develop optimally, the child will become easily frustrated, annoyed and insecure (Nurlaili, 2019) in (Sanjaya & Adhe, 2022). Hurlock (2013) states that there are several benefits from children's motor development, including: 1) self-help or self-help, for example children are able to do activities independently such as eating, dressing and taking care of themselves, 2) social - help or help with work in children's social environment such as helping with work at home or at school, 3) skilled children in playing activities to entertain themselves, 4) children skilled in learning activities at school so that it is beneficial for the development of children's achievements (Pangesti et al., 2019).

CONCLUSION

Based on the results of the study, it can be concluded as follows: 1) an Sticker Board Activity media has been developed with the theme of the "*Lingkungan Sekitarku*" to develop fine motor aspects of early childhood in terms of sticking pictures properly, 2) Media Sticker Board Activity has met the due diligence assessment criteria by category "Very Eligible" and 3) Media Sticker Board Activity effectively improves the development of children's fine motor aspects in terms of sticking pictures correctly at each meeting until 93% of children get the minimum assessment criteria Developing According to Expectations.

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