

Improve Fine Motor Skills Through Rice Collage Activities in Early Childhood

Nuralida Hawa¹, labib Sajawandi²

Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Purwokerto, Indonesia
email:hawe.yes25@gmail.com,sajawandilabib@gmail.com

Abstract:

This study aims to improve fine motor skills and the quality of learning through collage activities using food materials in the form of in PAUD Al Mu'minin. The research method used is PTK (Classroom Action Research) with two cycles consisting of planning, implementation, observation, and reflection. Each cycle involves collage activities using food materials in the form of rice in this study. This researcher uses data collection in the form of observation, and documentation. The results of the study show that collage activities with rice can train children's focus, expand creativity and foster children's interest through artwork. The results are proven through learning activities through collage activities with rice, which have increased from cycle 1, namely 3 children or 30% of children have developed very well. In cycle II, namely 8 children or 80% of children have developed very well. This proves that children's fine motor skills have increased by 50%. It is concluded that learning for PAUD can be done using interesting and enjoyable media, one of which is collage activities with rice.

Keywords: Fine motor skills, rice collage, early childhood

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INTRODUCTION

Childhood development is a very important thing that must be considered and developed because it grows rapidly both in the brain and in the physical nature of the child. Stimulation in all aspects of development has a profound impact on the next stage of a child's development. It is expected that all potential child development will develop optimally, taking into account appropriate and directed stimuli, stimuli, and instruction. In particular, Article 5 explains that in connection with Permendikbud No. 146 of 2014 regarding the PAUD curriculum, the PAUD curriculum consists of six main aspects of development: religious and moral values, motor development, cognitive skills, linguistic skills, social-emotional development, and art. One of them is a good bike. Various aspects of development that encompass early childhood development include other aspects of motor, cognitive, emotional, social, language, moral and religious development. Fifth This aspect is a unit that cannot stand alone and have each other Linkages.

Early Childhood Education (PAUD) plays an important role in the design of children's character and personality from birth to the age of 6. One of the main goals of Early Childhood is to develop the full potential of children during the golden age of development and both physically and mentally. This process requires support for children to learn and acquire the various skills they need to optimize their possibilities. One aspect of development that needs special attention is the development of physical machines. It is of two types: gross motifs and fine motor skills. A large motor consists of movements that use large muscles. B. kicking and catching the ball. Meanwhile, fine motor skills are related to activity, including small muscles such as clothes painted with buttons,bends,object,preserved.

Collage is an art technique that is done in the field by attaching various elements to create an entire piece of art. In general, collage can be defined as a work of art that develops from the process of bonding different types of materials in a harmonious setting for the formation of an attractive visual unit. Collage can also be interpreted as a form of application work that combines drawing or painting techniques by attaching certain materials. For this reason, editing collages require persistence, accuracy, and skill when combining, editing and celebrating material to produce aesthetically valuable works of art. The materials used in the collage are very diverse, including pieces of paper, patchwork, metal, wood chips, seeds, rice and other foods. Rice Collage itself is a type of collage art that uses rice grains as the main material. The rice is placed and connected to a flat medium such as HVS paper, cardboard, or board to form a specific pattern or image. Based on observations made on children, it was found that the child's motorcycle ability was not fair. The people Older people will be very happy when they see their children have developed a fifth or Most aspects of its development, especially if the child's fine motor skills are developed very well.

In this study, the researchers were interested in improving the media in the form of food used in learning to improve the good motorcycle abilities of the children of Paud al Mu'minun. Therefore, the researchers conducted a study entitled "Improving Good Motor Skills Through Collage Activities in Early Childhood." The purpose of this study is to explain and determine the improvement of children's creativity development through collage activities with rice plants.

RESEARCH METHOD

This study uses a mobile approach (classical action research) which aims to systematically address classroom learning problems and compile to improve the quality of student learning processes and outcomes. The exam was conducted at Paud al Mu'minun in Sumbang, and many of the research topics consisted of up to 10 children, of six boys and four girls. This class action research is carried out in the form of a cycle in which the four main phases are planned, measured, observed and reflected, and planned. Each of these phases forms a unit of the cycle. The reflexes created at the end of each cycle are intended to assess and evaluate the results achieved. It is also the basis for further measurement design.

In the first cycle, the researcher carried out the planning stage, carried out measurements, observations and reflections. While conducting this study, the researchers acted as teachers and the principal acted as observers. The entire observation process during the implementation of the campaign is recorded using a previously created observation sheet. Reflection was carried out by researchers with colleagues and observers to assess the success of the learning process. Three meetings are held in the second cycle, and like the first cycle, reflection is done together. The level of performance and success of the child in each cycle is explained thoroughly in the form of a story. The indices used in this study include:

1. Children can adjust their fingers well if they take rice correctly.
2. Children show their skills when reaching for and manipulating rice grains with their experienced fingers.
3. Children can express themselves and explore ideas through various techniques for rice collage activities.

In this study, the researcher focuses on developing children's creativity according to the indicators. Researchers took 3 indicators of children's creativity as a measure of success. These indicators are made as a basis for the assessment made by children during the learning process. The way to calculate completeness, both completed and incomplete, is as follows:

$$P = (n/N) \times 100\%$$

Information:

Q: Introduce yourself

n: Number of children who have been completed/have not completed

N : total number of students

RESULT AND DISCUSSION

In the initial experiment to test the fine motor skills of children at the age of 4-6 years of paud al mu'minun using 3 indicators, it was carried out using observational data. The following is a table of pre-cycle observation results below.

Table. Frequency and Pre-cycle Presentation

o	N	Na	indicat or 1	indicat or 2	indicat or 3	Informati on
1		R ₁	2	2	1	MB
2		R ₂	3	2	3	BSH
3		R ₃	1	1	1	BB
4		R ₄	2	2	1	MB
5		R ₅	2	2	3	MB
6		R ₆	2	1	1	BB
7		R ₇	2	2	1	MB
8		R ₈	2	2	2	MB
9		R ₉	2	2	2	MB
10	1	R ₁₀	3	3	2	BSH

Rating and frequency categories

period		BB	MB	BSH	BSB
No	pra syclus	F %	F %	F %	F %
1		2 20%	6 60%	2 20%	0 0%

Description of neglect indicators:

1. Children can adjust their fingers well if they take rice correctly.

2. Children show their skills when reaching for and manipulating rice grains with their experienced fingers.
3. Children can express themselves and explore ideas through various techniques for rice collage activities.

Assessment achievement criteria:

R = Respondent

1. BB = Not Developed
2. MB = Started to Develop
3. BSH = Developed as Expected
4. BSB = Very Well Developed Based

on the results of observations before the implementation of the Action. In the initial condition, it was found that the fine motor ability of children in early childhood education al mu'minun showed that 2 children who had developed according to expectations (20%) out of 10 children. This is reflected in the child's lack of motor power. Based on these findings, researchers developed an activity to improve children's fine motor power using play activities with rice collages.

Therefore, in cycle 1, it is necessary to complete it to achieve the expected success. To understand more deeply about the indicators of children's creativity development, the first cycle meeting will be held at the second and third meetings. The following results of the observation of Cycle I can be seen in the table below.

Table. Cycle 1 Results

No	Name	indicator 1	indicator 2	indicator 3	Information
1	R ₁	2	3	3	BSH
2	R ₂	4	4	3	BSB
3	R ₃	1	2	1	BB
4	R ₄	2	2	3	MB
5	R ₅	3	4	4	BSB
6	R ₆	3	2	2	MB
7	R ₇	3	3	2	BSH
8	R ₈	3	3	2	BSH
9	R ₉	3	4	3	BSH
10	R ₁₀	4	4	3	BSB

Rating and frequency categories

periods		BB	MB	BSH	BSB
No		F %	F %	F %	F %
1	cycle's 1	1 10	2 20	4 40	3 30

Based on the table above, it shows that out of the 10 children who were the subject of the study who had motor skills, namely 1 (10%) of the children who had not developed in doing rice collage activities, the children were not able to coordinate their hands when picking up and sticking the veras on the paper that had been in the form of a pattern that had been provided. In the category of starting to develop, there are 2 children (20%) who are starting to develop. Children are able to do these activities but still need the help of teachers. The category develops with the hope that there are 4 children (40%) Where the child can do according to expectations, the child is able to combine the color of rice well. In the very good development category, there are 3 children (30%) who are able to glue, combine rice colors, and are able to express exploration and self-expression through a variety of rice techniques very well.

After cycle I is over, the next step is reflection. Researchers and principals participate in this reflection as observers. In this reflection, it is discussed about the obstacles faced in cycle I, the first is the lack of knowledge of teachers in conditioning the classroom. While the teacher was explaining, some children were still talking to other children. Second, there are still children who do not follow the activity rules given by the teacher during painting activities. Through the analysis of the data above, it can be concluded that the first cycle of learning has not met the standards. Therefore, the second cycle action will be carried out. The results of the observation of the second cycle at PAUD al Mu'minun are shown in the table below.

Table. Cycle II results

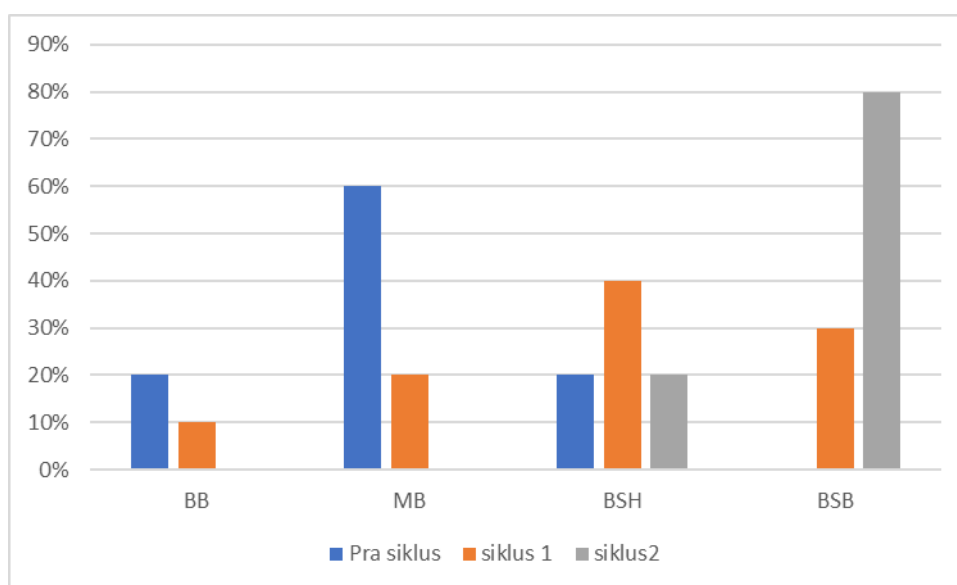
N o	Na me	indicat or 1	indicat or 2	indicat or 3	Informati on
1	R ₁	4	4	3	BSB
2	R ₂	4	4	3	BSB
3	R ₃	3	2	3	BSH
4	R ₄	4	3	4	BSB
5	R ₅	3	4	4	BSB

6	R ₆	3	2	2	BSH
7	R ₇	4	3	4	BSB
8	R ₈	4	4	3	BSB
9	R ₉	3	4	4	BSB
10	R ₁₀	4	4	3	BSB

Rating and frequency categories

periods		BB	MB	BSH	BSB
No		F	F	F	F
		%	%	%	%
1	cycle's 2	0	0	2	8
		0	0	20	80

Based on the table above, the results show that of the 10 children who are research subjects who have fine motor skills, there are 2 children (20%) according to expectations, where children can do rice collage activities well. In the category of developing very bad, there are 8 children (80%) who are able to interact with using rice collages very well. Meanwhile, children who have not developed and begun to develop none in cycle II are based on the percentage of children's motor ability in activities using rice collage in the pre-cycle, cycle 1, cycle II shown in the bar diagram below



Picture. Percentage Increase Chart Pre-Cycle, Cycle I, Cycle II

Rice collage theory is a development of the concept of collage art, and it is a concept of collage art using rice grains as the main material to create two-dimensional artworks with unmistakable textures and colors. According to Erhani (2020), color rice collage includes the process of coloring rice with flat media such as HVS paper, cardboard, and boards, rice grain adhesion, and forming certain patterns or images. This activity not only creates visually appealing artwork but also serves as a medium to stimulate children's exceptional skills by attaching activities that require precision and adjustment of hands and eyes.

CONCLUSION

Based on the results of the reflection of the research conducted and the discussion, we can draw the conclusion that collage activities can increase collage activities with food, namely rice, children's motorcycles, especially Poud al-Muminun. This is evident from the success of this activity, offering a range of benefits, including an understanding of local children, children's refined motorcycle abilities, and being encouraged to explore and develop their own potential. The activity also reflects the principles of learning while playing, allowing children to practice their ability to combine colored rice colors to express themselves and imagine themselves. The use of rice as a collage medium has a positive and important effect on the development of fine motorcycles in the children of Paud al-Mu'minin. The use of engaging and entertaining learning media is essential for children's development, especially as it relates to education fine motor development, experimentation and imagination.

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