

Implementation Of The Montessori Practical Life Skills Method To Develop Fine Motor Skills In Children In Group A At The Surya Citra Angkasa Early Childhood Education Center

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Abstract

Mira Susanti (2025). This research is entitled implementation of the montessori practical life skills method to develop fine motor skills in children in group a at the surya citra angkasa early childhood education center. The purpose of this study was to determine the development of Fine Motor Skills in Group A Children at Surya Citra Angkasa Preschool. The type of research used was Classroom Action Research with research subjects of group A PAUD child with a total of 10 children. This research was carried out in two cycles and in 1 cycle it was divided into 4 stages, namely planning, implementation, observation and reflection. The results of the pre-cycle research were only 30% completed, in cycle 1 it can be explained that children's fine motor skills developed by 70% and in cycle 2 it increased to 90% of 10 children, there were 2 children who obtained the criteria for developing according to expectations and 7 children obtained the criteria for developing very well and 1 child obtained the criteria for starting to develop. This shows that the application of the Montessori method in developing children's fine motor skills at Surya Citra Angkasa Preschool is very effective in developing children's motor skills. According to the researcher's observations, this method frees children to explore their environment, teaches independence, and various interesting activities such as experiments, demonstrations, and exercises of practical life. This allows children's motor development to progress rapidly, further stimulating and honing their fine motor skills.

Keywords: Montessori Method, Fine Motor Skills, Practical Life Skills

INTRODUCTION

Early Childhood Education (PAUD) is an effort made to stimulate, guide, care for, and provide learning to children from birth to the age of 6 years.

According to Law Number 20, 2003 concerning the National Education System Article 1 paragraph (14) states that Early Childhood Education (PAUD) is a development effort aimed at children from birth to the age of 6 (six) years which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education.

During this sensitive period, children will develop more of their inner aspects. During this time, stimulation of all aspects plays a crucial role in enhancing these aspects of development. These developmental aspects will ultimately facilitate children's interaction and socialization with their surroundings. One aspect of development that is crucial to develop during early childhood is fine motor skills.

Children's fine motor skills use more small muscles, involving fine movements such as grasping, buttoning clothes, and doing anything that involves eye and hand coordination.

According to Yudha M. Saputra and Rudyanto (2005), fine motor skills are a child's ability to carry out activities using fine (small) muscles such as writing, squeezing, grasping, drawing, stacking blocks and putting in marbles.

It's important for parents and teachers to stimulate children's motor skills, as one of the reasons for developing motor skills is to improve their focus. This is because motor skills training activities enable children to follow movements and concentrate on an object. This way, children's motor skills will develop optimally, directly and indirectly influencing their daily behavior.

Several factors influence a child's motor development, particularly those that already exist and those that have never existed before. Children's creativity requires a high level of curiosity, imagination, and the ability to ask

lots of questions and experiment. They are interested in various activities, driven by genetics, malnutrition, parenting, and cultural background. Motor development is divided into two categories: gross motor skills and fine motor skills. Gross motor skills require coordination of specific muscle groups, enabling children to jump, climb, run, and ride a bicycle. Fine motor skills, on the other hand, require hand-eye coordination, such as drawing, writing, and cutting (Firti Ayu Fatmawati, 2020).

Fine motor skills need to be developed in kindergarten to develop hand strength and hand-eye coordination. If a child's fine motor skills are underdeveloped, they will have difficulty controlling their hands. This is why some children are prone to dropping things when holding things because their hands are stiff and inflexible.

Based on field observations in Group A at Surya Citra Angkasa Preschool, some children's fine motor development is still low. This is evident in their difficulty performing activities requiring hand-finger coordination. This is because children tend to focus more on physical activities involving gross motor skills, such as running, jumping, or free play in the classroom.

Therefore, researchers use the Montessori method to develop fine motor skills in practical life skills activities with the aim that children can develop hand-eye coordination, accuracy, and fine muscle strength.

Practical Life skills Not only is it a form of activity that teaches self-care skills but also emphasizes basic daily motor activities, namely training children's fine motor skills, (Yunifita: 2019) Practical life skills is a daily life activity carried out in the learning process which is the provision of life skills in early childhood which will help develop children's fine motor skills. During Practical life skills activities This activity can train children's hand-eye coordination, fine motor skills, and independence. This ensures that children don't feel pressured to engage in practical life skills activities. There are several more varied and enjoyable learning methods to engage

children's interest and develop fine motor skills. One such method is the Montessori method.

The Montessori method is a method of playing while learning, which gives children freedom to learn with the aim of developing their overall potential, including fine motor skills.

METHOD

The research method used by researchers is action research (PTK), which is a combination of methods carried out in a single research project. The meaning of action research can be seen from the structure of the word, which consists of research and action (Action), so it can be interpreted that what is meant by research is scientific activities carried out to find out the truth related to the problems being studied, while action is a series of actions or activities carried out in a series of problems that are carried out to achieve the objectives of the action research (Sukardi; 2013; 2-3).

Classroom Action Research is a systematic observation of learning activities to improve the learning process as a reflection of what has been implemented to improve deficiencies that occur so that professionalism can be achieved. ism can be achieved. (Muhammad Nasir, Indrawati 2021).

From the above explanations, it can be concluded that action research is research conducted by teachers to solve learning problems faced by teachers, to improve learning processes and outcomes, and to try new things in learning activities to improve learning processes and outcomes. The researcher's position in this study is as a researcher and practitioner who applies the Montessori practical life skills method to early childhood group A at the Suvrya Citra Angkasa Bayan Early Childhood Education Center. This research also involves actions in the classroom that are carried out through a cyclical process of planning, implementation, observation, and reflection in the application of the research.

RESULTS AND DISCUSSION

Research result

Pre Cycle

In the initial conditions before conducting the research, it was found that students in class A of Surya Citra Angkasa Preschool, some children's fine motor development was still low, this can be seen from the difficulty of children doing activities that require hand and finger coordination, because children tend to focus more on physical activities that involve gross motor skills, such as running, jumping, or playing freely in the classroom.

The data shows that the Fine Motor Skills of Group A Children at Surya Citra Angkasa Preschool are still relatively low. Therefore, it is necessary to take corrective action so that fine motor skills, especially using the Montessori method, in children improve. It can be seen that there are 10 children in Group A, but only 3 children or around 30% got a score in the range of 70-75 or are in the Complete category and the other 70% are still in the Not Complete category, which means that fine motor skills are very low. Before the research was conducted, the researcher first observed or observed the teaching and learning process at Surya Citra Angkasa Preschool, the results obtained from the observations made showed that the fine motor skills of early childhood children in Group A were still low. This was because the learning process was still monotonous and the teaching method was still less interesting. Of course, this has a significant impact on children's motor skills because children tend to like interesting and fun learning. In an effort to develop children's fine motor skills, it is necessary to take action in cycle I because based on the results obtained, many have not reached the indicator.

Cycle 1

In this cycle, it can be seen that children's fine motor skills are starting to develop, with 70% achieved by 7 children, and 3 other children are still in the process of developing. Thus, it can be concluded that the development of children's fine motor skills occurs through *Practical Life Skill* activities using the

Montessori method has developed well. However, it is still said that it has not reached the performance indicators that have been previously determined by researchers, namely 80%, thus improvements must be made in the next stage, namely in cycle II. Based on the results of observations that have been carried out by researchers, it appears that the development of children's fine motor skills is still relatively low. And there are several things that need to be improved before continuing the implementation of actions in cycle II which are expected to develop children's fine motor skills even better. The results of the reflection on cycle I are as follows: a. There are still many children who are in a hurry and feel that they are competing when pouring water into a bottle so that more water spills than water enters the bottle, b. Children need a long time to complete the activity of scooping grains into a bowl, c. Children still have difficulty when tying shoelaces, d. Researchers are not detailed and explain too quickly in explaining the steps of each activity.

Cycle II

In cycle II, it can be seen that children's fine motor skills have developed very well. Of the 10 children, 2 children achieved the expected development criteria, 7 children achieved the very good development criteria, and 1 child achieved the beginning development criteria, with a percentage of 90%. Furthermore, no children achieved the criteria of not yet developing. Thus, it can be concluded that children's fine motor skills develop through *Practical Life Skill* activities, the Montessori method has developed very well. After examining the observational data, it can be concluded that the children are developing better than before. This is evident from the observational data in Cycle I, with an average of 70% and in Cycle II, with an average of 90%. Therefore, the researcher did not need to continue the action to Cycle III.

DISCUSSION

The results of the research conducted starting from the pre-cycle then continued with 2 cycles, showed that there was significant development in children's fine motor skills

from cycle I to cycle II and were able to achieve success indicators.

In the pre-cycle, it can be seen that there are 10 children in group A, but only 3 children or around 30% got a score in the range of 70-75 or were in the Completed category and the other 70% were still in the Not Completed category, which means that the children's fine motor skills, especially in activities...*practical life skills* very low. Before conducting the research, the researcher first observed the teaching and learning process at Surya Angkasa Kindergarten.

In cycle I, research was conducted to develop children's fine motor skills through *Practical Life Skill* activities using the Montessori method. This study involved 10 children in group A of Surya Citra Angkasa Preschool. In cycle 1, there was significant development, but in the process of implementing the activities there were still shortcomings and obstacles so that the results obtained had not reached the success indicator. The results of the cycle I action obtained data that children's fine motor skills had not developed well, but all 10 children reached the criteria for starting to develop. The percentage of success obtained in cycle I was 70%. Where around 7 children had completed and 3 children were in the incomplete category, so the researcher had to continue the cycle II action so that children's fine motor skills could develop even better.

According to the opinion (yunifita 2020:81), *Practical Life* four different exercises are taught, namely self-care (dressing, buttoning clothes, tying shoelaces, washing hands), caring for the environment (cleaning the table, mopping), social relationships (lessons on manners, respect), movement control and coordination (walking, jumping, practicing balance, pouring objects into a glass,

Based on the researcher's observations, it appears that children's fine motor skills are still relatively low. Several obstacles exist and some areas need to be addressed before continuing with the actions in Cycle 2.

Research conducted by (Nyoman Wida Komalasari, et al. 2020), stated that using the

Montessori method can improve fine motor skills in early childhood.

The results of the reflection on cycle 1 are: 1. There are still many children who are in a hurry and feel that they are competing when pouring water into a bottle so that more water spills than goes into the bottle, 2. Children need a long time to complete the activity of scooping grains into a bowl, 3. Children still have difficulty when tying shoelaces, 4. The researcher is not detailed and explains the steps of each activity too quickly.

In cycle 2, the researcher corrected the errors and obstacles that occurred in cycle 1. The efforts made by the researcher to correct the errors encountered in cycle 1. For example, the researcher explained and directed the children to do the activity of pouring water into the bottle slowly and explained to the children that they were not doing a competition activity. And also provided a detailed explanation and not rushed, showing the steps to carry out each activity. In addition, the teacher also provided a direct example. In accordance with the theory put forward by (Mansur: 2005; 77) One of the effective early childhood learning models is by providing examples to children because early childhood children tend to imitate the actions of others. After the teacher and researcher conducted an evaluation of the classroom action research carried out, the following results were achieved: 1. Children were directed to do the activity of pouring water into the bottle slowly and explained to the children that they were not doing a competition activity, 2. By doing the same activity repeatedly, children will get used to it and their fine motor skills have developed. So the child is patient in carrying out activities such as scooping grains into a bowl and tying shoelaces, 3. By explaining in detail and not rushing the steps of each activity, the children understand and can complete the activities with the expected results, some even develop very well.

According to the results of research conducted by (Nurhikmah Pohan 2018), it states that the Montessori method is effective in developing the physical motor skills of early childhood.

Another opinion from Hainstock states

that the Montessori method is a learning method that uses an individual approach, where children regulate their own learning, utilize learning media that can be monitored and corrected if they make mistakes, while educators only monitor the child's habits and style. The characteristics of this method are emphasizing activities that arise from the child and adapting to the child's learning stage according to their development (Maria Montessori: 2013).

This is also in accordance with the theory (Lindzey. Gardner: 1993). It states that the Montessori Method is a method of playing while learning, which gives children freedom in learning so that learning will be fun and active.

In the second cycle of action, significant development occurred. Of the 10 children, 2 children achieved the criteria for developing as expected, 7 children achieved the criteria for developing very well, and 1 child achieved the criteria for starting to develop. The percentage of success obtained in the second cycle was 90%.

In accordance with the opinion of (Lisa Gitleman: 2022: 48) states that Practical Life Skill is an activity that includes a series of activities designed to train children's fine motor skills, including tasks that are part of life as a family member in a household (setting the table, serving food and cleaning up after eating), tasks that are necessary for personal hygiene and health (washing the face, washing hands and brushing teeth), and tasks of getting dressed (buttoning clothes and tying shoelaces).

From the research conducted from pre-cycle to cycle I and cycle II, it can be concluded that on average, children's fine motor skills have developed. This development proves that the Practical Life Skill activity Using the Montessori method can develop children's fine motor skills and make learning more effective, varied, and interesting for children. Thus, Practical Life Skill activities Using the Montessori method is one way to develop children's fine motor skills.

CONCLUSION

Based on the results of the research

conducted, it can be concluded that the *Practical Life Skill* activities Using the Montessori method can develop the fine motor skills of children in Group A of Surya Citra Angkasa Pre-school. In the pre-cycle, only 30% of children's fine motor skills have developed, in cycle 1, it developed by 70% and in cycle 2 it developed to 90%. Out of 10 children, 2 children achieved the expected development criteria, 7 children achieved the very good development criteria, and 1 child achieved the beginning development criteria. From the research conducted from the pre-cycle to cycle I and cycle II, the researcher can conclude that on average, children's fine motor skills have developed. With this development, it can be proven that the *Practical Life Skill* activities using the Montessori method can develop children's fine motor skills and make learning more effective, varied, and interesting for children. Thus, *Practical Life Skill* activities using the Montessori method is one way to develop children's fine motor skills.

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