

## Implementation of “Kurikulum Merdeka” to Develop Children’s Fine Motor Skills in Raudathul Athfals (Ra) Jambi City

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### ABSTRACT

Providing a good environment for children should be a priority for parents and their educators, because the environment can be a means of learning for children. This research aims to provide an overview of how structuring a play environment can provide a stimulus to help the fine motor skills of young children grow. Qualitative research using observation, interviews, documentation and field notes as data collection methods. It is set in three schools, namely RA Halimatusa'diah, RA Ahsan, and RA Iqra' Sabila located in Jambi province which was assisted by teaching staff there to obtain the data sought. This research found that the implementation of the play environment arrangement was considered successful in stimulating the fine motor development of young children in three Raudathul Athfals (RA).

**Keywords:** Early Childhood, Play Environment Arrangement, Fine Motor Skills

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### INTRODUCTION

Good fine motor development is very important in early childhood development, where children at this time begin to experience improvements in their motor skills, and good experience is needed during their school years, where at this age children are at the kindergarten education level. Additionally, Chandler et al. (2021) added that good fine motor skills are very important for early childhood, where writing skills will appear in learning at school and which marks the value of these skills for early childhood.

There are several versions that explain the age of children who are included in the early childhood level, quoted from The National Association For The Education Of Young Children (NAEYC) (in Amini, 2014) explaining that early childhood is at the age level of 0-8 years. Meanwhile, according to Khaironi (2018), early childhood is at the age level of 0-6 years. Reporting from Nugraha (2015), if we look at chronological age, those aged 0-8 years are considered early childhood, this is in accordance with the unesco agreement.

Government Regulations In Accordance With Law Of The Republic Of Indonesia Number 20 Of 2003 explain the age range at the level of 0-6 years. This difference is

because the age of 6-8 years is considered a transition period from dependent to more independent childhood. Based on these references, the child's age group is at the 0-6 year level.

This age range is in the golden age, which is the period when they begin to receive stimulation and obtain information from education both at school and the environment where they socialize, both intentional and unintentional information. From this period, the maturation of physical and psychological functions is formed which makes them able to respond to the stimulation provided.

An educator or parent must be able to use this period as a time to develop, direct, guide and shape the character of early childhood, because during this period everything that sticks in the child's memory cannot be repeated a second time, this is where this period is often considered becomes a determining period for the child's future life (Hadisi, 2015; Uce, 2017).

The education given to young children is an important factor in shaping their future qualities as human beings, because at this time it is necessary to develop characters who are able to give rise to creative and innovative ideas that are in line with future developments. (Baiti, 2020).

In this age range, quality learning is needed to support children's development, especially to stimulate children's fine motor skills. Because during this period the development of fine motor skills will continue to develop, especially when the child is 4 years old (aguss, 2021). Fine motor skills are physical skills that rely on the coordination of fine muscles or only certain parts of the body (Naibaho & Indarto, 2018; Papalia, 2024).

Even though it is considered trivial because it does not require energy, fine motor skills require careful coordination between the eyes and hands. This growth will be faster at the age of 5-6 years, therefore children can make eye and hand movements simultaneously (Aguss, 2021).

A good play environment, whatever it is that can be used to create a physical, comfortable, interesting, and planned atmosphere that makes them more independent, good at socializing, and able to do their own problem solving which encourages their creative side to emerge (Hs, et al., 2023).

Providing a good environment for children should be a priority for parents and their educators, because the environment can be a means of learning for children. Children who have a good learning and playing environment can improve the child's problem solving, as well as stimulate children in thinking, which is a good environment that has a positive impact on children in solving their daily problems when they grow up (Zein, et al. ., 2021).

With play areas that are diverse, safe and conducive to supporting children's creativity, young children can feel comfortable, which makes them enthusiastic about learning (Baiti, 2020; Yuliantina & Boki, 2023). This is reinforced by research from Hs and colleagues (2023) which explains that with the presence of a play environment, there is a significant increase in children's curiosity which makes them more enthusiastic, active and willing to explore and increase their creativity.

This process is not limited to just one place, where the facilities provided to early childhood must be scrutinized and it can be seen what its meaning is in helping their development, because the play environment is the main thing that has quite a big influence on the learning process of early childhood. This needs to be supported by the curriculum, learning media and school management so that this learning process can be carried out well (baiti, 2020; Yenizar & Hikmah, 2020).

However, in indonesia, teaching staff still focus on the results of their work and assignments when teaching kindergarten children, because there are still many parents who expect their children to go to kindergarten with output that meets the criteria for entering the next level of education, elementary school, among others. Good at reading, writing and arithmetic. This can be seen through research conducted by Nur'afifah (2020) who explains that the arrangement of the ideal playing environment has not yet been fully realized, because there are still many schools that do not have facilities that support children in playing while learning according to their objectives. And, this is also reinforced by research by Hs and colleagues (2023) in Jambi city which found that currently teachers are still focused on work results and assignments.

Based on this, further information is needed regarding arranging a good play environment for kindergarten children. Researchers conducted pre-research in August 2023 in three kindergarten units in the city of jambi, namely kindergarten RA Ahsan and obtained the results that there were teachers who were not optimal in carrying out learning activities. This shows that the activities carried out were still conventional in nature, where the teaching and learning system still focused on on blackboards, books and stationery.

Researchers also found that there was a lack of facilities to maximize the arrangement of the play environment in each kindergarten unit. At RA Iqra' Sabila, this kindergarten unit experienced problems where the teaching staff did not utilize the potential of the environment in their school in maximizing the arrangement of the play environment in the kindergarten unit.

Also, the principal, ra halimatusa'diah, explained that there were still demands being received by the kindergarten unit, both from the students' parents and the foundation, because there were still many parents who demanded that their children after graduating/leaving the kindergarten unit be able to read and write. And count to get into your favorite elementary school. And this is the concern of the foundation which makes the kindergarten unit inevitably not implement the arrangement of the play environment in its school and focus on preparing children in reading, writing and arithmetic.

The arrangement of the play environment should be carried out to provide stimulus for fine motor skills, which can be seen from various sources such as according to the ministry of national education research and development curriculum center explaining good learning for early childhood which explains that the learning process focuses on children's activities learning while playing, because it can develop potential in the fields of physical, intelligence, socio-emotional, language and communication or abilities that

children actually have. And the researchers found that during the pre-research, what the researchers found was that they only used one method of learning while playing, namely just singing.

Even though there are many things that can be done in teaching and learning that focus on learning while playing, such as structuring the play environment, structuring the play environment for early childhood is very necessary for children, this is reinforced by Rachimah et al (2024) who explain that by structuring the play environment, it is possible to makes children more independent, responsible, disciplined, makes their own decisions, creative, and strengthens social relationships.

In arranging a good children's play environment to support children's development during the golden age, the curriculum has an important role in making this learning process carried out according to the child's needs (Khoirurrijal, et al. 2022). The curriculum is a learning design that has a vision, mission and goals of an educational institution that has been programmed and always follows current developments which serve as a reference for teaching staff to achieve educational goals (Manalu, et al., 2021; Khoirurrijal et al., 2022). Also, the purpose of creating a curriculum is to serve as a guide for implementing the learning process (Khoirurrijal, 2022).

The government has provided support for the arrangement of play environments for early childhood, this is proven by the publication of the free learning curriculum, this curriculum is a curriculum that provides a diversity of concepts in the implementation of learning, as well as providing freedom for students to develop creativity and innovation in learning activities. Child-centered.

The independent curriculum has a new curriculum product, namely independent learning, where the educational process has the same opportunity to think and learn for both teachers and students during pkbm in order to trigger the emergence of existing potential, both in teaching staff and students (Kahar & Putri, 2023).

Khoirurrijal (2020) added that this curriculum was created with the aim of being able to train students' freedom of thinking. In order to develop children's potential by carrying out interesting and interactive pkbm which makes children more interested and can trigger their creativity regarding issues that occur in their environment.

The independent curriculum is supported by several educators in indonesia, as in research conducted by Jannah & Rasyid (2023) which explains that this independent curriculum makes it easier for children to adapt to their environment, which makes it easier for them to socialize with new environments.

However, when the pre-research was carried out, researchers found that there were still several obstacles to the teaching staff implementing this curriculum. Among them are several teaching staff who still do not have references in differentiated learning models, lack of understanding of the psychological conditions of early childhood, which makes some teaching and learning processes in the classroom not very effective and teachers or teaching staff still have a lack of competence in creating a play environment. /children's learning creatively and diversely, especially in making or using ape (educational game equipment) at school. In addition, there are still many kindergarten units where the

teaching staff lacks skills in managing the arrangement of the play environment even though teaching aids are available in the kindergarten units, what's more, there are schools that still don't have facilities or teaching aids either made by the teachers themselves or made by factories.

The independent learning curriculum should encourage the enthusiasm of teaching staff to be more creative and innovative in developing learning. With a child-centered concept, so that the learning provided is appropriate to the level of developmental achievement and is fun. Through the independent learning curriculum, teachers provide freedom to explore in totality.

From the explanation above, it can be concluded that structuring the children's play environment is very important for kindergarten educators (teachers) to implement, by developing an independent learning curriculum that is child-centred, providing a high level of creativity and innovation for teachers and children. Based on this, the author conducted research regarding the implementation of independent curriculum development with play environment arrangements to develop children's fine motor skills in preschools in Jambi city.

## **METHOD**

Qualitative research using observation, interviews, documentation and field notes as data collection methods. This research is set in three Islamic kindergartens (Raudathuil athfal/RA) in Jambi City, namely RA Halimahtuisa'diah, Ahsan, and Iqra' Sabila. Located at Purnama Street no. 48, Suka Karya, Kota Baru, Jambi City, Sunan Gunung Jati st., Kenali Asam Bawah Village, Kota Baru District, Jambi City, and Usmail Malik Street, Mayang Manguirai, Alam Barajo, Jambi City was chosen because these three RAs have complete facilities to implement play environment arrangements in their schools which makes them suitable places to set research locations.

Researchers used an observation instrument from Sidik (2018), where this instrument is an observation guide for assessing the fine motor development of early childhood. As well as an interview guide that researchers have compiled and validated by Dr. Zukhairina. M.P.dI, Dr. Herwina Dewi Librianty, S.E., M.Pd. and Dr. Indryani. S.Pd., M.PdI and has been considered valid and reliable for use in research.

## FINDING AND DISCUSSION

**Table 1: Guide to Observation of Fine Motor Development by Sidik (2018)**

Aspek	Sub-aspek	Komponen	Indikator
Motorik Halus	Menulis Permulaan	1.1 Memegang Alat tulis	1.1.1. Dapat menggenggam pensil dengan benar
		1.2. Menggerakkan Alat Tulis	1.2.1. Dapat menggerakkan alat tulis dengan menebalkan garis vertikal
			1.2.2. Dapat menggerakkan alat tulis dengan menebalkan garis horizontal
			1.2.3. Dapat menggerakkan alat tulis dengan menebalkan bentuk lingkaran
			1.2.4. Dapat menggerakkan alat tulis dengan menebalkan bentuk segi tiga
			1.2.5. Dapat menggerakkan alat tulis dengan menebalkan bentuk huruf
		1.3. Menyalin Huruf, Kata, Kalimat dengan Huruf Balok	1.3.1. Dapat menyalin huruf vokal
			1.3.2. Dapat menyalin huruf konsonan
			1.3.3. Dapat menyalin kata
			1.3.4. Dapat menyalin kalimat
		1.4. Menulis Nama dengan Huruf Balok	1.4.1. Dapat menyalin nama depan dengan huruf balok.
			1.4.2. Dapat menyalin nama lengkap dengan huruf balok.
			1.4.3. Dapat menyalin nama ayah dengan huruf balok.
			1.4.4. Dapat menyalin nama ibu dengan huruf balok.
		1.5. Menyalin Huruf Balok dari Jarak Jauh	1.5.1. Dapat menyalin huruf vokal dari jarak jauh
			1.5.2. Dapat menyalin huruf konsonan dari jarak jauh
1.6. Menyalin Huruf, Kata, Kalimat dengan Huruf Bersambung	16.1. Dapat menyalin huruf vokal dengan huruf bersambung		
	1.6.2. Dapat menyalin huruf konsonan dengan huruf bersambung		
	1.6.3. Dapat menyalin kata dengan huruf bersambung		
	1.6.4. Dapat menyalin kalimat dengan huruf bersambung		

## OBSERVATION RESULTS

From the fine motor balance indicators of early age children, RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila demonstrated good fine motor balance in their students, this was proven by almost all of the achievements in the fine motor balance indicators being seen in the majority of students during the research process.

Similar to the indicator of mastering and moving the writing instrument, from the three terseibuit Kindergarten units, the research concludes that early age children in the teirseibuit preschool unit can already master the writing instrument well without the help of a teacher or student who has perfect skills and can move the writing instrument in accordance with the task given It's like drawing triangles and circles. This indicates that the activities carried out by the school with the help of environmental stewardship have provided a positive stimulus for the early stages of fine motor balance in young children at RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila.

In other indicators such as copying letters, words and sentences, and writing names, researchers concluded that students in RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila are still not perfect in writing sentences, such as full names and the names of their parents, because they still need help from their teachers. Researchers argue that early childhood children, even though they have been given stimulation from the arrangement of the playing environment, still need more practice in doing this task, because it is a little more complex. On the indicator of copying huiruif, numbers from a distance (without writing them down on the paper) research can conclude that the children at RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila have already mastered huiruif and number learning at school, this is proven by the fact that the majority of students in these three Kindergarten units have already been able to do so Meireika's ethereal movements meireika's intuition, the guiruifs that guirui asks for.

## **INTERVIEW RESULTS**

The results of interviews conducted by researchers with teaching staff at RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila that researchers have concluded are that at RA Halimatusa'diah with the arrangement of the playing environment, children can choose games that they like, such as drawing lines on the dots provided so that they become a picture and they color it. This can help stimulate their fine motor balance. In RA Ahsan, the arrangement of the play environment has an impact on children becoming more enthusiastic about learning because creative games make children interested in playing them, where RA Ahsan has determined games that focus on children's cognitive and motor skills that make children understand how to intuitively write letters and numbers from the games they see while playing and can even write sentences like "Mom went to the market to buy vegetables" At RA Iqra' Sabila, researchers concluded that the arrangement of the play environment can balance their fine motor skills well, this can be seen from the many children who have even been able to write their own names.

## **DISCUSSION**

In this study, the implementation of the arrangement of the play environment is considered successful in stimulating the fine motor balance of early childhood children in RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila. The condition of the school that provides activities, toys and games that are suitable is a strengthening factor for these three Kindergarten units to provide stimulation to their students. It is not only fine motor

balance that can be stimulated by this media, by using the method of arranging the playing environment, the child's enthusiasm in learning can also be stimulated, and other balances that are also stimulated but are not discussed in this study.

The data obtained regarding the implementation of the independent curriculum in the arrangement of the playing environment to balance the fine motor skills of early childhood in KINDERGARTEN Jambi City, will be analyzed through indicators of fine motor characteristics of early childhood by Sidik (2018), which explains that there are 6 components in the fine motor skills of early childhood, namely holding writing tools, moving writing tools, copying letters, words, sentences with block letters, writing names with block letters, copying block letters from a distance, copying words, sentences with interconnected letters. RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila use environmental play arrangements as a learning medium for children at their school to help stimulate the fine motor skills of students there.

Stringing is a form of activity to make objects by stringing parts of perforated or intentionally perforated materials using yarn, rope and the like (Ropiah, 2019). Games like this are considered to be able to improve the fine motor skills of early childhood students (Ropiah, 2019; Waidah et al., 2021).

This form of play or activity such as beading has been used in the media for arranging the playing environment at RA Iqra' Sabila. From the results of observations and interviews conducted, researchers concluded that beading activities and other games or activities can help balance fine motor skills in early childhood. Other activities such as coloring, painting and *meineimpeil*, RA Halimatuisa'diah implemented drawing and coloring activities as one of the many activities and games available in the media for arranging the playing environment in the pre-school unit. This is in accordance with the opinion of Sari & Aziz (2018) that coloring, cutting and sticking activities can improve children's fine motor balance. Collage activities are activities that combine painting techniques (hand painting) with the skills of cutting and gluing materials to the drawing paper/base area used, until a unique, interesting and different arrangement is produced using paper, natural materials and artificial materials (Primayana, 2020). This activity is used in the arrangement of the play environment at RA Ahsan as their learning media. And it has been proven that the fine motor skills of early childhood children at RA Ahsan are at a relatively high level, where already many can carry out tasks provided with perfect assistance, but there are not a few who still need assistance or still lack assistance even without assistance.

Of the 6 indicators of fine motor balance in early childhood children, RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila demonstrated good fine motor balance in their students, this was confirmed by almost all of the achievements in the indicators of fine motor balance that had been seen in the majority of students during the ongoing research process.

As in the indicators of holding and moving writing tools, from three kindergarten units in the capital, researchers concluded that early childhood in the kindergarten unit in the capital has been able to hold writing tools well without help from teachers or who

have not been perfect and can move writing tools according to the tasks set up such as drawing triangles and circles.

This indicates that the activities carried out by the school with the help of environmental play arrangements have provided positive stimulation for the early stages of fine motor balance of early childhood in RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila. In other indicators such as copying letters, words and sentences, and writing names, researchers concluded that students in RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila are still not perfect in writing sentences, such as full names and the names of their parents, because they still need help from their teachers. Researchers argue that early childhood children, even though they have been given stimulation from the arrangement of the playing environment, still need more practice in doing this task, because it is a little more complex. On the indicator of copying letters, numbers from a distance (without being written on paper) researchers can conclude that children in RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila have mastered the recognition of letters and numbers in their schools, this is proven by the fact that most students in these three kindergarten units have been able to move their brains when they invent letters that the teacher asks for. There are many activities and games provided by RA Ahsan, and RA Iqra' Sabila on the media for arranging the playing environment in the kindergarten units.

## **CONCLUSION**

In this study, the implementation of the arrangement of the play environment is considered successful in stimulating the fine motor balance of early childhood children in RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila. The condition of the school that provides activities, toys and games that are suitable is a strengthening factor for these three Kindergarten units to provide stimulation to their students. It is not only fine motor balance that can be stimulated by this media, by using the method of arranging the playing environment, the child's enthusiasm in learning can also be stimulated, and other balances that are also stimulated but are not discussed in this study.

Of the 6 indicators of fine motor balance in early childhood children, RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila demonstrated good fine motor balance in their students, this was confirmed by almost all of the achievements in the indicators of fine motor balance that had been seen in the majority of students during the ongoing research process. This indicates that the activities carried out by the school with the help of environmental play arrangements have provided positive stimulation for the early stages of fine motor balance of early childhood in RA Halimatuisa'diah, RA Ahsan, and RA Iqra' Sabila. There are many activities and games provided by RA Ahsan, and RA Iqra' Sabila on the media for arranging the playing environment in the kindergarten units.

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