

## **Steps of Cutting to Improve Psychomotor Abilities for Early Children, Age Group 4-6 Years**

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### **Abstract**

Psychomotor is a movement that only involves certain body parts that are carried out by small muscles. Therefore, Psychomotor movements do not really need energy but require careful coordination and accuracy. Psychomotor skills begin to develop after very simple activities such as holding a pencil, holding a spoon, and stirring. Cutting is easy, but if it does not go through the proper steps, the cut results will not be as expected. Scissors is a continuation of the stages of paper tearing activities in early childhood, cutting activities intended to train the child's Psychomotorics, especially training the child's fingers with paper media and knobs with certain stages and patterns.

**Keywords:** Cutting is Part of The Psychomotoric Stages of Early Childhood

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### **INTRODUCTION**

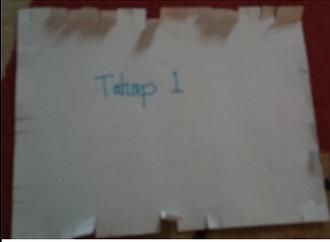
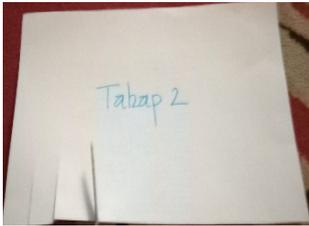
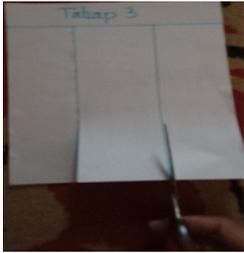
In order to increase the learning awareness of the Indonesian people, the government implements children's education from an early age so that children can continue their education to a higher level with the provisions and abilities that have been prepared. Of course, this will relate to the preparation before learning; including the media, the stages of learning, and the goals to be achieved.

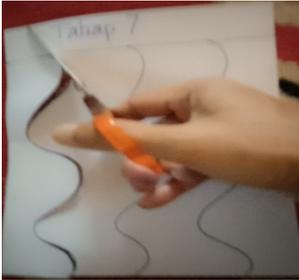
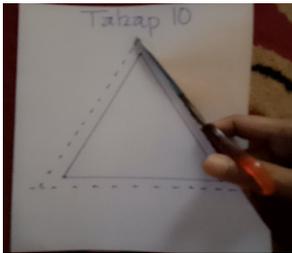
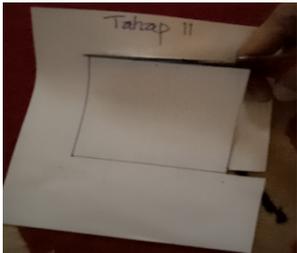
Cutting is one activity that supports psychomotor development (cutting is a series of activities after tearing and kneading). Cutting plays an important role in the learning process; the goal is to train children's concentration and accuracy. Cutting can be used as a tool to bring the teacher's perceptions and understanding closer to the child's grasping power. With the cutting stage, children will be more enthusiastic about playing while learning, increasing their motor-sensory abilities, developing their finger muscles, and developing their hand muscles. The benefit of cutting is that students can coordinate lines and fingers by following a straight-line pattern. Also, students will be perfect in holding scissors. Besides that, children will learn to control emotions, and children can play while learning (Crain W in Mahmuda, 2015, p.7).

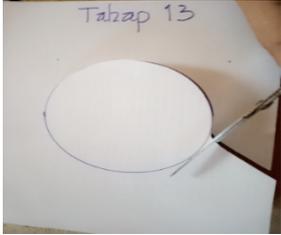
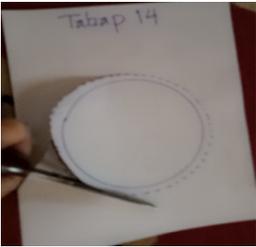
Cutting is an activity that involves and requires coordination between eyes, hands, and concentration (Chabibah, 2005, p. 1). From the description above, it can be concluded that cutting is a skill to operate a scissors tool to cut an object - all forms of communication tools that can be used to convey messages/information from sources to students which aim to stimulate the thoughts, feelings, interests, and attention of students to participate in learning activities.

Early Childhood Education is one of the strategic policies in human resource development considering that (1) this early age is the golden age, (2) the growth and development of children at an early age greatly determine the degree of health quality, intelligence, and maturity, emotional and human productivity at a later stage (Muhammad, 2012, p. 1).

**Table 1. The Steps of Cutting in Early Children**

No	Tools and Materials	Steps	Description
1.	- Small scissors (adjust to the child's developmental age) - Paper (can use used paper (newspaper, consumable paper, and others), Hvs paper, or folding paper.	Step 1 	The child cuts the edges of the paper with the tip of the scissors as a whole. Then stick it in a picture book or special attachment book, with the aim of the child archiving all of his activities.
2.		Step 2 	The child cuts the edges of the paper by opening the scissors completely and closing them again so that they form a one-piece pattern on the entire surface of the paper.
3.		Step 3 	The children cut precisely in the vertical straight line pattern that the teacher has drawn on the paper, and the children cut according to the pattern that the teacher has provided.
4.		Step 4 	The child cuts between the two vertical straight lines that the teacher has drawn on the paper, and the child cuts according to the pattern that the teacher has provided.
5.		Step 5 	The child cuts a left curved pattern that resembles a wave that the teacher has drawn on the paper, and the child cuts according to the pattern that the teacher has provided.

6.		<p>Step 6</p> 	<p>The child cuts a right-curved pattern that resembles a wave that the teacher has drawn on the paper, and the child cuts according to the pattern that the teacher has provided.</p>
7.		<p>Step 7</p> 	<p>The children cut out the wave patterns that the teacher has drawn on the paper, cut according to the pattern that the teacher has provided.</p>
8.		<p>Step 8</p> 	<p>The children cut the zigzag pattern that the teacher has drawn on the paper, cut according to the pattern the teacher has provided</p>
9.		<p>Step 9</p> 	<p>The child cuts a triangle shape right on the line that the teacher has drawn on the paper, cuts according to the pattern that the teacher has provided</p>
10.		<p>Step 10</p> 	<p>The child cuts a triangle outside the line that the teacher has drawn on the paper, and the child cuts according to the pattern that the teacher has provided</p>
11.		<p>Step 11</p> 	<p>The child cuts a rectangle right on the line that the teacher has drawn on the paper, and the child cuts according to the pattern that the teacher has provided</p>

12.		<p>Step 12</p> 	<p>The child cuts a rectangle outside the line that the teacher has drawn on the paper, and the child cuts according to the pattern that the teacher has provided.</p>
13.		<p>Step 13</p> 	<p>The child cuts a circle right on the line that the teacher has drawn on the paper, and the child cuts according to the pattern that the teacher has provided</p>
14.		<p>Step 14</p> 	<p>The child cuts a circle outside the line that the teacher has drawn on the paper, and the child cuts according to the pattern that the teacher has provided</p>
15.		<p>Step 15</p> 	<p>The child cuts a round fruit shape that is not far from the shape from the previous stage. Like a tomato or something else</p>
16.		<p>Step 16</p> 	<p>The child cuts an oval or oval fruit shape that is not far from the shape from the previous stage. Like a mango picture or something</p>
17.		<p>Step 17</p> 	<p>The child cuts a leaf shape which explores the two shapes between the triangle and the circle that are not far from the shape from the previous stage.</p>

18.		<p style="text-align: center;">Step 18</p> 	<p>Children cut more complicated shapes to explore various shapes.</p>
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Children's motor skills are obtained by the child always trying to move physically in a controlled and directed manner in accordance with the general rules of cutting procedures. The ability is obtained from repeated hand exercises so that the longer the child will be able to control and direct so that what is produced from their hands is completed with what they want. From this habit, work skills will be achieved. From the description above, the researcher concludes that psychomotor skills, that is, teachers need to provide examples of the stages well, and it is suggested that teachers do more frequent pattern cutting activities so that children's psychomotor skills are more stimulated.

### RESEARCH METHODS

This research is a qualitative descriptive study. In this paper, analysis documents are used as one of the techniques for collecting data through written and electronic documents from four studies. The analysis document that the author uses in this study is the *RPPH* (Daily Learning Implementation Plan) made by the teacher concerned. The instrument in this study was an observation sheet (checklist).

### FINDING AND DISCUSSION

Regarding descriptive data analysis, this section will describe the results of observations and interviews from the teacher's efforts in developing children's psychomotor skills through cutting pattern activities in group A at Kindergarten At-Taqwa Jl. Merdeka Belakang 69 Tarogong Kidul District Garut Regency, they are 1) The teacher prepares a picture according to the theme; 2) The teacher prepares the tools and equipment for cutting activities; the teacher prepares pattern-cutting activity equipment to make it easier for students to carry out activities; 3) The teacher provides directions from beginning to end during cutting pattern activities in developing children's psychomotor skills; 4) The teacher observes and corrects some children who are less able to cut paper properly; there are still many children who do not use scissors properly so students need the help of the teacher; 5) The teacher provides an assessment of the results of student work after the activity ends; The teacher determines the results of the pattern-cutting activity assessment using a checklist that matches the cutting activity indicator.

In the process of developing children's psychomotoric activities through cutting pattern activities, the teacher has carried out several stages, including preparing images according to the theme in pattern-cutting activities in developing children's psychomotor skills. Therefore, preparing a theme in pattern-cutting activities is very important in order to make it easier for children to build a concept about an object or event in the implementation of the process of psychomotor development activities. Furthermore, in psychomotoric development through cutting patterns, after the teacher prepares pictures according to the theme, then the teacher prepares the tools for cutting activities. Namely, the teacher prepares scissors, glue, and pictorial magazines that the children will cut according to the number of children.

The results of observations made by researchers are in line with the results obtained by previous experts if the interesting tools and materials used by children increase their motivation. The teacher prepares interesting tools or materials and provides direction to students during pattern-cutting activities in developing children's psychomotor skills.

The teacher is a facilitator for students in activities; then the teacher explains how to cut correctly to students from beginning to end in order to make it easier for students to do pattern-cutting activities in developing psychomotor skills. Agree with Polina Resty that teachers play a role in teaching children; teachers act as facilitators who provide opportunities for children to express their experiences.

The success of a child depends on the readiness of a teacher. The teacher explains how to hold the scissors properly and correctly first to the students; then the teacher explains the stages of cutting, starting from cutting the edges of the image to follow the shape of the picture pattern. The teacher not only provides guidance on cutting activities but the teacher also observes and corrects some children who are less able to cut paper properly. After the teacher has finished explaining how to cut properly, then the teacher distributes a patterned picture magazine that the students will cut.

It can be seen from the pattern-cutting activity; there are some children whose psychomotor development is still underdeveloped. The child cannot hold the scissors properly and correctly, so they need the teacher's help to complete the pattern-cutting activity. The teacher not only exemplifies how to cut properly and correctly, but the teacher also has to assess the results of implementing pattern-cutting activities in developing psychomotor skills carried out by children because each individual has different abilities. So that giving an assessment by the teacher on the results of the implementation of pattern-cutting activities carried out by children in psychomotoric development is very important to do. According to Hansen, Kirstine, one of the real forms of seeing children's differences is by examining the child's achievement because the level of ignition of each children's ability is different.

## **CONCLUSIONS AND SUGGESTIONS**

### **CONCLUSION**

Based on the analysis results and previous discussion, the researchers concluded that the teacher's efforts in developing children's psychomotor skills through pattern-cutting activities at Kindergarten At-Taqwa Jl. Merdekaakang 69 Tarogong Kidul District Garut Regency. The activities are (1) The teacher prepares pictures according to the theme (sets the theme by analyzing the 2013 curriculum syllabus), (2) The teacher prepares tools for cutting activities such as scissors, pictorial magazines with patterns and glue, (3) The teacher provides directions during pattern-cutting activities in developing psychomotor skills of children; after the teacher prepares the tools and materials, then the teacher explains how to cut properly and correctly, (4) The teacher explains how to hold the scissors correctly, the teacher explains how to cut a patterned picture correctly, so it doesn't cross the pattern, and the teacher explains how to glue and stick pictures correctly, (5) The teacher observes to improve some children who are less able to cut paper properly; after the teacher give directions, then the teacher correct some children who are less able to cut properly and correctly. The teacher supervises and corrects children who are less able to cut properly, (6) The teacher provides an assessment of the results of student work.

### **SUGGESTION**

Based on the conclusions of the research and discussion results, the researcher suggests (1) for the school to achieve optimal learning objectives, the teacher should be more creative and innovative in presenting material in class so that children are motivated to take part in learning activities, and (2) for teachers. It is better to use good learning strategies and motivation toward children so that learning becomes more effective and fun and children do not feel bored quickly, especially for the aspects of psychomotor skills.

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