

**THE EFFECTIVENESS OF THE STEAM APPROACH ON THE FINE MOTOR DEVELOPMENT
OF CHILDREN IN RA MIFTAHUL ULUM, EAST KALIPANG, GRATI DISTRICT, PASURUAN
REGENCY**

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Abstract : every child has enormous potential in each person who is different from one another, that potential can develop very well or even just walk in place depending on how to hone it. This study analyzes the steam method approach as a means to explore children's potential and examines how effective the steam approach is to increase children's interest in learning at RA Miftahul Ulum, East Kalipang, Grati, Pasuruan Regency. The research approach used is a qualitative descriptive method approach. The research was conducted at RA Miftahul Ulum East Kalipang, Grati Sub-district, Pasuruan Regency as a benchmark for Early Childhood Education (PAUD) institutions in Grati District which incidentally has not used the steam method approach as a means of assessing children's abilities in the six aspects of development that have been set in the standard level. achievement of child development (STPPA). Learning observation guidelines and documentation studies and classroom action assessments were used as instruments in this study. The approach used in analyzing children's learning interest is the ability of children in learning which includes six aspects of development including aspects of Religious and Moral Values (NAM), Social Emotional (SOSEM), Cognitive, Language, Physical Motoric and Art Development aspects. STEAM has a significant impact in improve fine motor ability of children on B group , the problem solving system has also become an integral part of the STEAM method approach during the learning process. Suggestions for further research are the analysis of the STEAM method approach in increasing student interest in learning at other PAUD institutions to provide a comprehensive picture of the effectiveness of the STEAM method of learning approach to Early Childhood Education and become input for policy makers to implement more enjoyable learning for early childhood by the STEAM method approach.

Keywords: PPL, effectiveness, approach, learning, Steam, fine motor, early childhood education.

PRELIMINARY

A. BACKGROUND

Early Childhood Education (PAUD) is an effort to educate children, so that the needs of early childhood are served according to their developmental period. Law Number 20 of 2003 concerning the National Education System Article 1 number 14 states that:

Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Learning and teaching are concepts that cannot be separated from one another in the teaching process. The two activities will be integrated into an activity when there is interaction between the teacher and students during the teaching.

Fine motor development is related to the development of complex smooth muscles in the body, such as writing, buttoning clothes, holding a spoon, and so on.

Fine motor skills do not only develop through maturity, but there needs to be learning. To learn motor skills, it is necessary to have learning readiness, this is related to the ability and readiness of children physically.

"Learning to teach is an activity that has educative value. Educational values color the interactions that occur between teachers and students. Interactions that have educative value are due to teaching and learning activities carried out, directed to achieve certain goals that have been formulated before teaching is carried out

Therefore increasing interest in early childhood learning after this pandemic is really needed because starting from the beginning of 2020 to mid-2021 all schools are carried out offline, mainly at RA Miftahul Ulum East Kalipang, Grati Pasuruan District, therefore learning at RA MIFTAHUL ULUM uses several interesting methods for students even though the learning uses shifts.

B. RESEARCH METHOD

This research is included in the category of qualitative research, therefore the approach taken is through a descriptive qualitative approach.

The point is that in qualitative research the data collected is not in the form of numbers, but the data may come from class actions, field notes, personal documents, memo notes, and other official documents. So that the goal in this qualitative research is to "want to describe the empirical reality behind the existing phenomena in depth, detail and thoroughly.

Therefore, this research approach uses a qualitative approach by matching empirical reality with applicable theories, using descriptive analytical methods, namely:

1. Qualitative research using the natural environment As for the characteristics of qualitative research according to Sudjana and Ibrahim, as a direct data source,
2. Qualitative research is analytical descriptive, such as: observations, interviews, photo shoots, written footage, from documents, field notes,
3. The emphasis of qualitative research is on the process, not on the results.
4. Qualitative research is inductive in nature, starting from the field, namely empirical or inductive facts,

Qualitative research emphasizes meaning, prioritizing how people interpret life.

C. RESEARCH RESULTS

From the results of observations, class actions during PPL activities took place and interviews with RA Miftahul Ulum teachers in East Kalipang, Grati Pasuruan District, Early childhood learning at RA Miftahul Ulum has decreased because children are too often close to gadgets and less effective learning approaches that lead to decreased learning. children, therefore, it is necessary to do some creative ways to overcome them, including:

1. Entertaining method

In learning Indonesian, there is a method called the entertainment method that can help increase likes, pleasure and more interest in a material.

For example, students are asked to observe, sing, t



ell stories, tell stories or listen to fairy tales in children's language so that children do not feel they are learning but they can absorb moral messages through fun activities.

In this pandemic season, this entertainment method is very suitable to be applied for more fun teaching and learning activities.

Teachers are not stressed with task preparation and students are not bored and bored because the assignment method is fun and entertaining.

2. Creative Method

Who and what is the condition of the students or students being taught by the teacher? This is very important to know before implementing fun creative methods.

If in early childhood learning, teachers are required to be as creative as possible in processing classes and learning through any materials around the school and home environment that can be used for learning activities with children, then teachers can use learning techniques using various media from natural materials. that can be creative and interesting.

For example, the use of lost parts and real materials which are of course very much around us and are also often ignored on the grounds that they are no longer used or are too complicated to manage. Lostpart can be used for more creative and fun learning tools for students.

so that the applied learning can create a special attraction for students in learning.



3. Create Lesson Plans That Involve Children

So far, teachers often make lesson plans according to curriculum needs and without involving children.

The current pandemic condition where children's learning tends to decline requires things that are aspirational from the wishes of the child.

Involve the learning plan with the child's wishes and conditions so that it can be accepted and carried out in pleasant conditions.

No matter how great the lesson plan is, if the child is not interested in running it, it will be difficult for the teacher to carry out the maximum KBM process.



D. DISCUSSION

Fine motor development aims to develop fine motor skills related to both hand movement skills, being able to coordinate speed, skill, without eye movements, emotional mastery, introducing finger movements such as writing, drawing, and manipulating objects with the fingers so that children become skilled and ripe. As an effort to make teaching and learning more fun, teachers must apply some interesting methods that can improve their fine motor development, such as entertainment methods, creative methods and methods of making lesson plans that involve students so that they feel happy and not bored when the learning process takes place.

E. CONCLUSION

Based on the results of research that we have done for more than 1 month at RA Miftahul Ulum East Kalipang, Grati District, Kab. In Pasuruan, we have learned a lot and know that the steam method approach is very effective in improving the fine motor development of students at RA Miftahul Ulum East Kalipang, Grati District, Pasuruan Regency, therefore we as educators must always be able to manage learning methods and methods. for our students to be creative and interesting as possible, so that they do not feel bored and bored when the learning process takes place, they even feel very happy and do not feel burdened at all.

F. SUGGESTION

In this study the researchers suggested several things, including:

1. For Teachers and Principals

- a. Make yourself a role model and a good example for them.
- b. Make every activity a fun learning process
- c. Give trust for children to be responsible for all their activities.
- d. Actively play and always provide motivation for students.

2. For Students

The results of this study can be used as a reference for the development of children's interest in learning after the pandemic.

G. REFERENCES

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