

Spirograph Media for Kindergarten Teachers of 'Aisyiyah in Tanjung Sari Village

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Abstract : *This Community Activities Program is in the form of training for kindergarten teachers in Tanjung Sari Village, Medan Selayang, North Sumatra Province. The aim to be achieved in this activity is to increase the creativity of kindergarten teachers using spirograph media to improve fluency and train the fingers of kindergarten children in writing exercises, because the fingers of nerve movements that are accustomed to children will be happy and happy in learning and training the eyes to focus on what he does, the benefits of training children to be diligent and patient in doing assignments in class. This PKM activity is carried out collaboratively with partner schools through several approach methods such as participatory approaches, group approaches, individual approaches, lecture methods, and discussion methods. The training activity begins with socializing to ABA kindergarten teachers, the basic concept of spirograph media. Furthermore, understanding the concept is manifested in the form of giving exercises on variations in spirograph media pattern gear that will form a beautiful and interesting work. The results of community service activities for partner schools are in the form of increasing knowledge / insights and experiences of teachers - kindergarten teachers related to the concepts and practices of spirograph media which can then be implemented in each class in each kindergarten. so that it provides a significant contribution to improve children's writing exercises in carrying out learning activities.*

Keywords : *Spirograph media; kindergarten teacher; writing practice kindergarten children*

I. Introduction

According to Bredekamp & Coppl Early childhood education is education that is held to develop skills that are basic education and develop themselves intact in accordance with the principles of education as early as possible and throughout life. Aspects developed in early childhood education are aspects of the development of habituation including social, emotional, independence, moral, and religious values, as well as the development of basic abilities which include the development of language, cognitive, and motoric physics. Lots of young people stand out because of their fine fine motor skills. Sumantri (2005) The activity of fine motor skills of kindergartens aims to train children's motor coordination skills including coordination between hands and eyes which can be developed through play activities.

In fact, most kindergarten children have not yet developed subtle motoric children. Some children show delays in fine motor skills, especially holding pencils, are still not right in holding in line or have not followed the boundary line, the child who holds the pencil is not correct by using only two fingers, so the drawing results are less emphasis and the paper drawn is difficult to see the picture. There are several factors in developing early childhood skills that are often overlooked or forgotten by parents, mentors or even the teacher themselves. Other contributing factors are weak eye coordination and hand muscles. The above conditions cause a problem in kindergartens located in Medan Selayang District, North Sumatra Province.

Based on the results of team service interviews conducted with kindergarten principals related to children's fine motor skills in learning in the two partner schools it also illustrates that most children are still very low in will and diligent in writing practice. The low willingness is shown by several child behaviors, for example: (1) children are still often not serious in

learning while playing, (2) the activity of children in the class is still minimal, (3) children are less diligent and concentrated in learning, and so on. .

Related to this condition, the service team with partner schools intends to conduct spiropgraphic media training for kindergarten teachers, so that it can be applied to children. Spirografh media is very good at practicing children's fine motor skills and practicing their fingers so they are more agile and can write well. But the emphasis is not on the results of the writing, but on how we teach the children of Calistung. Many parents focus first on teaching children to read, but ignore writing skills. Even when teaching children to write, many parents focus on writing letters, and ignore the way they hold a pencil. Even though there are actually stages. And before the child enters the stage of learning to write and read, we should first sharpen his fine motor skills with various activities that can stimulate and strengthen his finger muscles. In addition, spirografh media is also useful for; (a) improve concentration, (b) increase patience, (d) be able to think more creatively, and (d) for children to accept self-expression well (e) channel children's emotions.

Spirografh media is a series of motion exercises using hand fingers that are used to facilitate writing exercises for kindergarten children in learning. The movement is made to stimulate the child's right brain, relieve or relax the back of the brain and the front of the brain (focusing dimension), stimulate the system that is related to feeling / emotional, namely the midbrain or limbic, and the cerebrum (concentration dimension). Jhon W Santrock (2008) The ability to write early appears when children can make scribbles, write letters and copy a few words, how to understand the different characteristics of letters such as distinguishing lines of one letter whether to be straight or not, open or closed and so on. Children begin to be interested in making and understanding the letters of what they see in the environment. Spirografh media that will be given in training to kindergarten teachers, namely:

This activity sometimes gets a negative reaction from the child, namely (1) the child makes his own writing that is not related to what the teacher instructs, (2) the child does not complete, claims to be tired, or scribbles what he has produced, (3) the child shows mechanistic behavior, children's writing is often reversed or no longer makes the form of huufuf or word, (4) Lack of teacher participation in scientific activities such as seminars or training related to the implementation of the learning process that effects such as the teacher's example.

The four problems mentioned above are priority issues that are urgent to find a solution. The solution offered is to conduct training using learning media for kindergarten children as well as supporting skills. Although the Spirografh media has only been launched in 2018, initiation needs to be done starting from the group of children aged 5 to 6 years. This service activity will focus on 2 Spirografh media sub-activities, namely improving children's fine motor creativity and children's learning perseverance using media. So that it can be expected that this program will continue independently by the community even though the service activities have been completed.

II. Research Methods

The first stage is the preparation stage. At this stage preparations will be made for administration, location and activity tools. Then, the next step is the second stage of implementation. At this stage training will be carried out using spirografh media. At the end of the implementation of the third phase the response will be taken as an evaluation material, and the distribution of certificates to the participants' teachers. Furthermore, in the final stage of the

activity, the closing and evaluation stages will be evaluated on the implementation of activities and preparing the final report on the activities. The method of approach taken is:

a) Lectures, Discussions, and Questions and Answers

The implementation team provided training material to TK teacher participants related to the use of spirograph media as well as providing the opportunity to ask participants for examples of training.

b) Training

The implementing team first explained how the implementation of the Spirograph media. After that the participants will get examples and explanations on how to carry out each writing training with the media and what are the benefits of each media. Then, the participants will practice together with the PKM implementation team how to practice spirograph media.

c) Mentoring

After the training, it was followed by assistance activities carried out for kindergarten teachers who did not understand well about the training material provided. To help teachers learn sustainably with the help of Spirograph media to train writing kindergarten children.

d) Evaluation

The implementing team evaluates the implementation of activities in the service program. When explaining how to practice kindergarten children with spirograph media, the implementation team evaluated the participants' understanding of the material presented by the implementation team. In the spirographic media training evaluation and its benefits, the implementation team evaluated the participants participating in this activity, the extent to which kindergarten teachers were able to overcome children's learning problems. In the first stage, the implementing team formed participants into several working groups consisting of 3-5 members. Then, each group identifies all the problems in learning faced by the child, then they will find a solution to the problem of learning the child by looking at the child's fine motor skills that provide certain benefits in overcoming children's learning problems. For example, one group has children who are less ready to be creative and diligent to do the writing exercises by moving their fingers using spirograph media ...

The form of partner participation in the implementation of PKM activities is in the form of providing rooms and tools and kindergarten teachers as participants of the activity. In this case the kindergarten teachers as activity participants are expected to be willing to actively participate in the full training starting from the beginning of the activity to completion.

III. Discussion

The successful implementation of this PKM program was achieved from: (1) there were positive responses from the participants of the program's implementation, (2) an increase in the understanding of the kindergarten teachers about the media and the application of spirograph media, and (3) increasing the competence of teachers in solving children's learning problems. Furthermore, as the continuity of the spirograph media program will be used as a simple guide to foster children's writing, it does not rule out the possibility for teachers to collaborate with other sources.

Through lectures and Q & A about the spirograph media that the training would like to carry out, information about understanding the use of the spirograph media was apparently still lay and the teachers still asked what it was? and how in providing learning to kindergarten

children even the headmaster was also curious to mobilize the media. Even though the media already exists on the market. but it has never been done for the learning process of kindergarten children. Through this you can smooth your child's motoric skills by using fingers and eye coordination and the child will focus on what is in front of his eyes. The training room is in the classrooms for kindergarten children. Even though there are still many kind of knick-knacks for kindergarten children, but with enthusiasm and curiosity, the kindergarten teachers train optimally.

IV. Conclusion

Based on the results of observations in the implementation of activities it can be concluded that:

- a. There is a good response and support from the second kindergarten school so that this implementation can be carried out well and according to plan.
- b. The participants were very enthusiastic in participating in the training activities. This can be seen from the active role of participants in participating in activities starting from the beginning to the end of the activity.

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