

# **Counseling, Detection of Children's Fine Motor Development and Sensory Play Finger Intervention in Preschool Children in Bogor District**

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## **Abstract**

According to the Central Statistics Agency (2018), to maximize the development potential of children aged 0-6 years, the government has created an early childhood education (PAUD) program. The PAUD program prioritizes children's physical growth and development (fine and gross motor coordination) and children's intelligence, socio-emotional skills, and language and communication, which aim to provide positive stimulation for children's growth and development. Stimulation for children needs to be done as early as possible. Its implementation can be carried out regularly as a prevention because when stimulation is carried out, the hormones needed for children's development can be produced by the body. One of them is by doing sensory play activities. Sensory play is a game that can train children to use one or more senses. Sensory play becomes a stimulus that will enter the child's brain, which then the nervous system will process it by producing a sensation that can encourage the child's senses to move, this is called a stimulus-response. When children get a lot of stimulus, children will get more and more pleasant experiences (Munzilin, et al., 2021). The methods used are lectures and discussions. The implementation of community service was carried out at PAUD Uswatun Hasanah, Bogor Regency on January 8, 2024, with 38 participants. After the community service activity, participants learned the importance of providing stimulation for children's fine motor development.

**Keywords:** PAUD, Preschool, Development, Fine Motor, Sensory Finger.

## Introduction

Limited stimulation can cause various problems, thus becoming an obstacle for preschoolers in carrying out various daily activities. Stimulation is a form of play that challenges the mind so that it is useful in stimulating all sensory systems including hearing, sight, touch, smell to taste<sup>1</sup>. Stimulation can play a role in the growth and development of children ranging from cognitive, and affective to psychomotor functions. Stimulation or stimulation activities are given so that children experience optimal growth and development.

Based on data from the World Health Organization (WHO), 5-25% of preschool children in the world experience brain dysfunction disorders, including fine motor disorders. UNICEF states that growth and development disorders are still high, including motor development which is found in 27.5% or 3 million children<sup>1</sup>.

According to the Central Statistics Agency (2018), to maximize the development potential of children aged 0-6 years, the government has created an early childhood education (PAUD) program. The PAUD program not only prioritizes children's physical growth and development (fine and gross motor coordination), but also children's intelligence, socio-emotional skills, as well as language and communication, which aims to provide positive stimulation for children's growth and development<sup>2</sup>.

## Method

The implementation of community service was carried out at the Uswatun Hasanah PAUD, Bogor Regency on January 8, 2024. Materials and Tools/Instruments for Community Service. Materials and Tools/Instruments used in Community Service activities are PowerPoint extension materials, development screening questionnaire, sago flour, cake coloring, liquid soap, vegetable oil, newspaper, drawing media, the place to store paint, and water for washing hands. The form of this community service activity is by providing counseling on child development, conducting fine motor development screening, and providing intervention in the form of sensory finger play.

## Results

The implementation of community service was carried out at SMK Insani, Bogor Regency on January 8, 2024, with 38 participants. After the community service activity was carried out, participants learned the importance of stimulating children's fine motor development.

**Table 1. Children's Fine Motor Development Before and After Implementation Sensory Play Finger Painting**

Fine motor development	Pretest		Posttest	
	Frequency (f)	Presentation(%)	Frequency(f)	Presentation (%)
Appropriate	6	15,8	29	76,3
Doubtful	12	31,6	6	15,8
Deviant	20	52,6	3	7,9
Total	38	100	38	100

## Discussion

Before the community service activity was carried out, the implementer requested permission for socialization/counseling at the Uswatun Hasanah PAUD, Bogor Regency. After obtaining permission, the mothers of the PAUD students and PAUD teachers were gathered in the hall to conduct counseling regarding Children's Fine Motor Development and the implementation of sensory play finger painting. Then continued with questions and answers, filling in the attendance list, taking pictures together and discussions. After the community service activity was carried out, participants learned the importance of providing stimulation for children's fine motor development.

Based on Table 1, the results from 38 respondents showed the frequency of fine motor development before the implementation of sensory play finger painting, there were 6 (15.8%) children who were detected to be inappropriate fine motor development, children with doubtful fine motor development as many as 12 (31.6%) and children who were in the category of deviant development as many as 20 (52.6%). While the frequency of fine motor development after the implementation of sensory play finger

painting, children with appropriate development categories were 29 (76.3%), children with doubtful development categories were 6 (15.8%), and children in the category of deviant development 3 (7.9%).

Finger painting is an activity that requires children to touch directly without using painting media or only using the child's fingers when using the coloring mixture to paint a picture. From the results of the analysis that has been carried out, the researcher found that before and after the intervention there were changes in fine motor development in several children, this can be seen from the results of the analysis before the intervention, children who were in the category of deviant fine motor development were 20 (52.6%) and the results of the analysis after the intervention, children in the deviant category were 3 (7.9%). According to the implementer's analysis, this can happen because when doing finger painting activities, children can make various movements using their hands including their fingers, with these movements the child gets a stimulus that ultimately makes small muscles stronger so that the child's fine motor skills can improve or the child can have fine motor skills that are appropriate for their age. This activity also provides an opportunity for children to mix various colors or use colors according to their wishes, this makes children more able to recognize colors

However, there are still children who are in the deviant category and the doubtful category after the intervention, according to researchers when the intervention was carried out, this could happen because there were some children who were easily bored with the activities being carried out, resulting in a lack of enthusiasm and willingness of children in doing this finger painting activity.

According to the implementer, fine motor development in children can be trained with various routine activities, so that children can use their fine muscles well and fine motor development can increase according to the child's age.

## **Conclusion**

Mothers of PAUD students and PAUD teachers know the importance of providing stimulation for children's fine motor development.

## **References**

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