

Improving Fine Motor Skills in Children with Special Needs Through Foam Squeezing Play Therapy

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Abstract:

The development of children with special needs (ABK) has obstacles in terms of fine motor development. Like the ability to play the foam squeezing game. This research method uses quasi-experiment, namely providing intervention to children. A sample of 15 children was taken using purposive sampling according to the inclusion criteria. The research results obtained in the intervention group before and after foam massage play therapy obtained a p-value of 0.000. The discussion in the research found the effect of foam squeezing play therapy on improving the fine motor skills of children with special needs. It is recommended that SDLB Negeri 4 Bengkulu be more creative and use varied learning methods such as squeezing foam so that children's fine motor skills are more stimulated.

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INTRODUCTION

Children with Special Needs (ABK) are children who have different characteristics from children in general, they experience obstacles in their growth and development, they need special activities and services in order to achieve optimal development (Adriana, 2017). Each child has stages of fine motor development that are different from each other, this development is based on the individual child's intellectual abilities (Meiuta, 2019). The World Health Organization (WHO) provides clarification that on average from 5% to 25% of young children have a history of Minimal Brain Dysfunction (MBO), and one of them is a disturbance in their fine motor development system. According to data from Kemenkes 2016 stated that an average of 0.4 million in percent (16%) of toddlers in Indonesia have a history of developmental disorders, including disorders in the development of their fine and gross motor skills, as well as having an impact on the development of creativity, lagging behind. children in speaking and lack of intelligence. According to data from UNICEF in 2021, it was found that 27.5% of 3 million children used fine motor development. Incidence of fine motor disorders in pre-school children in the United States is around 12-16%, Thailand 24%, Argentina 22%, and in Indonesia between 13%-18%.

In Indonesia, based on data from the Indonesian Ministry of Health, data shows that there are 16% of children who experience developmental disorders, both fine and gross motor development, hearing problems, low intelligence and language delays. Playing is an activity that can stimulate children's growth and development and is a reflection of physical, intellectual, emotional and social abilities so that playing is a good medium for learning because by playing

children will learn to communicate, adapt to new environments, do what they can. do it, and can recognize time, distance and sound (Sudirjo, 2018).

According to Lutfiana (2020) "Saying that squeezing foam is a job that reflects a form of appreciation for the beauty of objects that exist in nature. Apart from that, it is also a child's appreciation for the objects used. The roncean material used can be like a roncean object with material used, with beads and with grain." Children with Special Needs (ABK) are children who have different characteristics from children in general, they experience obstacles in their growth and development, they need special activities and services in order to achieve optimal development (Soetjiningsih, 2013).

Fine motor skills are developments related to physical skills involving small muscles and hand eye coordination. The younger the child, the longer it takes to concentrate on activities related to fine motor skills, almost every day children use their fine motor skills, for example buttoning clothes, eating with a spoon, tying shoelaces when wearing shoes, if at school children do things like cutting, writing, coloring, children squeezing foam beads and so on (Zulaihah, 2019). According to Lisa (2020) Dependent Research Variables Educational Game Tools and Independent Variables are Fine Motor Development. The time of this research is 4 months. The method used starts from pretest about fine motor skills of children and then carried out with interventions with 10 indicators and posttest. The results obtained are the effect of providing Educational Tools to children aged 4-6 years in Kindergarten AL-Kautsar with p-value 0,000 so it is smaller than the p-value of α ($<0,005$).

METHOD

The research design used in this study was a pre-experimental two-group pretest-posttest design (Sugiyono, 2019). In this research design there is a pretest and posttest after the intervention is given. One group consisted of 15 children; sampling was carried out according to the researchers' criteria. Before playing the game of squeezing foam, children were given a questionnaire to assess fine motor development, after that the children played squeezing foam. In the final session the child was given another questionnaire to see if there was any improvement in their fine motor skills. Before the research, the researcher had obtained permission and a research time contract.

RESULT

Table 1. Average Fine Motor Skills Before and After Foam Squeezing Intervention in Children with Special Needs

Variable	Mean	N	SD	p-value
Pre	3.80	15	1.082	0.000
Post	4.87		1.125	

Based on the results of table 1., it shows that the average score for squeezing foam before the intervention was given was (3.80) with a standard deviation of (1.082). After being given the foam squeezing intervention, the average fine motor score was (4.87) with a standard deviation of (1.125). The statistical test results showed that the P value was <0.05 , which means there was a significant influence between the foam squeezing pretest and the foam squeezing posttest on improving fine motor skills in children with special needs.

DISCUSSION

Based on the research results, it was found that the average fine motor score before being given the foam squeezing intervention was (3.80) with a standard deviation of (1.082). After being given the foam squeezing, the average fine motor score was (4.87) with a standard deviation of (1.125). The statistical test results showed that the P value was <0.05 , which means there was a significant influence between the foam squeezing pretest and the foam squeezing posttest on improving fine motor skills in preschool children.

The results of this study are in line with research (Raharjo, 2014) which states that respondents who had less fine motor development experienced an increase in fine motor development to become good. In line with Ferasinta's research (2021), the results of the test analysis in the pre and post therapy intervention group for playing playdough obtained a p-value of 0.000. There is a significant effect after playdough therapy on improving the fine motor skills of preschool children. In line with Mulyawartini's (2019) research, the results showed an increase from cycle I to cycle II. In the implementation of learning and the results of data analysis, scores are obtained classical completeness is 30% in cycle I and increases to 90% in cycle II. Teacher activity also increased with average scores-average 3 increased to 4 in cycle II.

Then analyzed by the Paired t-test statistical test with a significance level of $\alpha = 0.05$. The statistical test results were $p = 0.000$ ($p < 0.05$) which shows that there are differences in children's fine motor development before and after given a lego game (parallel play)(Andarwati, 2020). In line with Ferasinta's research (2022), The results of this study indicate that most of the children experienced motor skills development beyond expectation (43.8%) before being given playing collage therapy. Then their motor skills development increasing as very well developed (100%) after being given playing collage therapy. Furthermore, the results of the t-test calculation obtained a p-value of 0.000 ($\alpha 0.05$), which is means that there is a significant increase in motor skills development through preschool children aged 3-5 years in PAUD Tunas Harapan of Bengkulu after being given playing collage therapy.

CONCLUSION

The average fine motor value before being given the foam squeezing intervention was (2.87) with a standard deviation of (0.915). After being given the foam squeezing intervention, the average fine motor value was (3.53) with a standard deviation of (0.640). The suggestion in this research is that related parties can implement games such as squeezing foam into the learning curriculum in the future.

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CONFLICT OF INTEREST

There is no conflict of interest in this research. The research was carried out according to procedures and obtained official research permission. Research is not related to the interests of other parties or anything else.

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