



Advancing Educational Practices: Implementation of Montage Techniques in Early Childhood Learning

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Abstract

Early childhood is a child who is in the process of development, both physical, intellectual, social, emotional and language development that takes place gradually. Therefore, in learning for early childhood, teachers must be able to apply learning methods, one of the learning methods that can be applied is by using the montage technique. This study aims to determine: 1. Planning the Application of Montage Techniques by Teachers to Children Aged 4-5 Years 2. Implementation of the Application of Montage Techniques by Teachers to Children Aged 4-5 Years 3. Factors Influencing the Application of Montage Techniques. This type of research is qualitative research with a descriptive approach. The primary data sources of this study are the principal and teachers while the secondary data sources are documents and books. Data were collected using techniques, observation, interviews, and documentation and processed by reducing, presenting and drawing conclusions. The results of the research conducted were found as follows: (1) Planning the implementation of montage techniques Teachers prepare teaching materials by analyzing the module first, teachers make learning plans (RPPH), (2) Teachers prepare tools and materials for children then teachers explain the steps in montage activities using demonstration methods, (3) Supporting factors include adequate tools and materials, teachers utilize facilities at school then the motivation and enthusiasm given by teachers to children become supporting factors in the implementation of montage techniques. While the inhibiting factors are limited time and the condition of children who are still aggressive and do not follow the rules in activities because of their early age.

INTRODUCTION

Early childhood is an individual who experiences a rapid and fundamental development process for the next life or is called the golden age (Handayanik et al., 2024). This golden age is a critical period for children, because the development of

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Children at this time will affect their development in the future (Lestari et al., 2020). In the development of early childhood there are 6 aspects of development, one of the important aspects to be developed in Early Childhood Education is the aspect of fine motor development. Fine motor skills are movements that only involve certain parts of the body and are carried out by small muscles, therefore they do not require much energy (Kamaruddin et al., 2023). These fine movements require careful coordination, one of which is making crafts such as: sticking, cutting, squeezing and stringing.

At the age of 4-6 years is the age where children's motor development is very active in various activities so that if children's motor development is not developed properly, it will affect their development later, especially in children's fine motor development (Bushnell & Boudreau, 1993). Children's fine motor skills are abilities in a particular field related to movement involving certain body parts and carried out by small muscles such as skills in using fingers and wrist movements (Elliott & Connolly, 1984). As is well known, early childhood has a very unique character, both physically and mentally. Therefore, the learning strategies and models applied to early childhood need to be adjusted to the uniqueness they have. Therefore, the learning method applied by a teacher will greatly influence the success of the learning process (Suri & Chandra, 2021).

The use of appropriate learning methods that are in accordance with the child's character will facilitate the development of various potentials and abilities of the child optimally and the growth of good positive attitudes and behaviors (Mustafa, 2022). One method that can be applied to early childhood learning is by using the montage technique. Montage activities are activities that collect various images and utilize previously existing forms (Eisenstein et al., 1989). Montage is designed to improve various cognitive, language, motor and other developments.

Based on the author's observations at TK IT Az Arman Balai Baru Padang City, teachers occasionally apply montage techniques. For its application at the beginning of the lesson, the teacher begins teaching by praying, then carrying out activities that can create children's skills such as motor skills. After that, the teacher applies the core activity, namely the montage technique by preparing the tools and materials that will be used such as scissors, glue, paper containing pictures. The teacher explains to the children to do montage activities and the children are asked to work using the montage method (Hanafiah et al., 2023). The implementation of the montage technique, the first step taken is that the teacher prepares all the tools and materials that will be used by the children (Smith et al., 1985). The teacher explains how to apply the montage technique and how to apply it by preparing paper containing themed pictures, then the children are asked to cut the pictures and then stick them on the themed pictures they have chosen.

METHOD

The type of research used in this study is a Qualitative research method with a Descriptive approach (Nassaji, 2015). Qualitative research is research that is not in the form of numbers or figures but explains what it is about a fact that occurs. Qualitative research is research that is descriptive and analytical (Fossey et al., 2002). Descriptive in qualitative research means describing and explaining events, phenomena and social situations being studied. Analysis means interpreting and comparing research data (Spiggle, 1994). The data source in this study is the subject from which the data can be obtained (Engkizar, Munawir, et al., 2021). To reveal the application of montage techniques by teachers at TK IT Az Arman, the data sources in this study are: Primary data is data that comes directly from informants in the field. Therefore, the primary data sources in this study are the principal (1 person) and

class A teachers (1 person) at TK IT Az Arman. The secondary data sources in this study are books and documents at TK IT Az Arman (Engkizar, Sarianti, et al., 2021).

RESULTS AND DISCUSSION

Based on research conducted by the author at the Az Arman Balai Baru Integrated Islamic Kindergarten, Padang City, the author obtained results from observations and interviews (van Oers, 2003). In learning, it is very important to make a plan in advance, teachers must be able to create teaching materials and design learning activities while playing for children. In making plans, teachers first read, analyze modules and create teaching materials for students so that the development of students develops according to their age (Posnanski, 2002). When making learning plans, teachers at the Az Arman IT Kindergarten experienced obstacles because the conditions of the children were different and the children's activities had to be in accordance with their age limits (Rimm-Kaufman et al., 2000).

In making a plan, of course a teacher must think of the right strategy for his students, especially early childhood because early childhood is called the golden age and the growth and development obtained must be right (Fitriah et al., 2023). Teachers must provide the right learning for early childhood (Stipek & Byler, 1997). The learning carried out at TK IT Az Arman is scientific learning where children observe, ask questions, collect information and communicate it to teachers and friends.

When designing activities, teachers at TK IT Az Arman analyze and read the module first so that it is in accordance with the theme, topic and sub-topic that will be discussed with the children (Engkizar et al., 2022). Teachers at TK IT Az Arman create activities according to the theme that appears. In determining activities, teachers must know the theme that will be discussed first, then the indicators of early childhood development that will be designed for the activity (Samuelsson & Carlsson, 2008). After the teacher determines the theme for the montage activity, the teacher prepares the children's needs such as preparing tools and materials before the activity begins (Wahyuningrum & Hartutik, 2022). The tools and materials used by teachers at TK IT Az Arman are drawing paper, HVS paper, scissors and glue. Then the teacher also provides ready-made media to the children. So that children understand the activities that will be made (Engkizar et al., 2018).

From the results of the observations and interviews above, according to the author, teachers at TK IT Az Arman before conducting learning, teachers make learning plans in advance by reading the module and then making teaching materials according to the child's development (Paris et al., 1984). The learning carried out at TK IT Az Arman is scientific learning where children are active in class. Children observe, ask questions, collect information and communicate it to teachers and friends (Gottman & Graziano, 1983). This scientific learning aims to stimulate the cognitive development of early childhood. Teachers at TK IT Az Arman before carrying out activities also do ice breaking first so that children become enthusiastic and create a pleasant atmosphere in the classroom. In planning this montage technique, teachers prepare all the children's needs such as scissors, drawing paper, HVS paper, and glue. Through this montage activity, it can hone children's development, one of which is for the development of their fine motor skills (Nurmala & Zulfahmi, 2024).

In the implementation of montage techniques at TK IT Az Arman, teachers at the school use the demonstration method to explain the steps in this montage activity (Sever et al., 2010). The teacher conveys the instillation of concepts in children and when carrying out the activity the teacher practices in front of the class

the correct way to cut, then the teacher practices how to stick and after being explained and practiced the teacher distributes the children's worksheets, tools and materials needed (Beyer & Davis, 2008). Teachers at TK IT Az Arman during the montage activity make ready-made media first to be shown to the children so that children can easily see clearly the activities that children will do. For that, the teacher must provide an example in front of the class and explain how montage works, then explain how to use scissors correctly, then glue the picture that has been cut and pasted on HVS paper. During the activity, if there are children who have difficulty during the activity, the teacher must guide the child (Durden & Dangel, 2008).

The use of montage techniques in early childhood is to train small muscles, for example finger muscles, wrists, arms (Säisänen et al., 2021). This montage technique can also train children's fine motor skills. Fine motor skills are also very important for children's development, for example for writing (Chandler et al., 2021). During the implementation of this montage technique activity, teachers at TK IT Az Arman explained the steps of the montage technique, then prepared the tools and materials needed, after which they distributed worksheets to the children. During this activity, the teacher also supervised the children during the activity and asked the children if the children had difficulty doing the montage activity (Khofifah et al., 2024). During this montage activity, the teacher also gave rewards and assessments to the children, such as giving praise to the children's work, giving stars to their work.

From the results of the observations and interviews above, according to the author, the implementation of this montage technique activity, the teacher uses a demonstration method through scientific learning by conveying the theme first, after that the teacher explains and conveys the steps in this montage activity, then prepares the materials and tools used, provides direction, and supervises children during the activity (Danan, 2010). During this activity, the teacher also provides reinforcement to children such as giving words of praise to the child's work. The teacher also assesses the child's work. Because each child has different abilities. So that giving an assessment is very important for children to see the development of their fine motor skills (Piek et al., 2008). The teacher facilitates all the needs of the child in order to develop the child's fine motor skills at TK IT Az Arman.

CONCLUSION

Based on the description that the author has presented, the Application of Montage Techniques by Teachers to Children Aged 4-5 Years at TK IT Az Arman Balai Baru Padang City, the following conclusions can be drawn: Planning the application of montage techniques at TK IT Az Arman, Teachers prepare teaching materials by analyzing the module first, teachers make learning plans (RPPH), Implementation of the application of montage techniques at TK IT Az Arman, teachers prepare tools and materials for children then teachers explain the steps in montage activities using the demonstration method, Supporting and inhibiting factors in the application of montage techniques to children aged 4-5 years at TK Az Arman, supporting factors include adequate tools and materials, teachers utilize facilities at school then the motivation and enthusiasm given by teachers to children become supporting factors in the implementation of montage techniques. While the inhibiting factors are limited time and the condition of children who are still aggressive and do not follow the rules in activities because they are still young.

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