

# Utilization of Turmeric Media to Improve Motor Ability to Write Hijaiyah Letters

**Irmawati**

Early Childhood Islamic Education, Faculty of Teacher Training and Education, UIN Sunan Kalijaga,  
Jl. Marsda Adisucipto No 1 Yogyakarta 55281, Indonesia. Tel. +62-274-540971, Fax. +62-274-519739.

**Corresponding author**

20204032017@student.uin-suka.ac.id

**Abstract:** The background of this research is the low motoric ability of children in writing hijaiyah letters and learning seems boring because they only use the same media every day. This study aims to improve children's motor skills in writing hijaiyah letters through the use of turmeric media. This research is a Classroom Action Research conducted in class B TK Pertiwi 26-13 Bogares Kidul, using 20 children as research subjects. The instrument uses observation notes, interviews and documentation. The results showed that children's hijaiyah writing motor skills could be improved by using turmeric media. The results of the first cycle showed that there was an increase in motor skills in writing hijaiyah letters compared to before the action. In the second cycle, the percentage obtained is greater and is in the Very Good Developing criteria, which has reached the predetermined success indicators. Thus, it can be said that the motor skills of children in writing hijaiyah letters for grade B children in Kindergarten Pertiwi 26-13 Bogares Kidul can be increased by using turmeric media.

**Keywords:** Writing Hijaiyah; Motor Ability; Turmeric Media.

---

## Introduction

The improvement of early childhood development includes six developmental scopes, of which the most important to support children's learning is the motor aspect (TANU, 2019). Motor skills education can support children's independence to adapt to their environment (Nurhayadi & Agasi, 2018). Motor development is the process of improving children's skills (Hasan Syahrizal & Muntholib, 2021). This developmental foundation develops in line with the maturity of the nerves and muscles of the child (Nababan & Tesmanto, 2021). Motor development is one aspect of development in early childhood that needs to be considered (Wahidah & Candra, 2021). In line with the theory of Elizabeth B. Hurlock which states that children's motor skills are movements that directly involve muscles to move and process requirements that make a person able to move his limbs hands, feet, and limbs (Hurlock, 1978). In addition, (Daeng Sari, 1996) Fine motor activity is a motor activity that involves the activity of small or fine

muscles. This movement requires eye and hand coordination as well as good motion control that allows him to carry out accuracy and precision in motion.

Fine motor activity is if you do movements that only involve small muscles, such as the skill of using your fingers and proper wrist movements (Taznidaturrohmah et al., 2020). In the activities, fine motor movements do not require a lot of energy but only involve eye coordination and careful hand movements (P et al., 2020) Examples such as drawing, writing, cutting, putting together a puzzle, or inserting blocks according to their shape (Nasution & Sutapa, 2020).

For this reason, fine motor skills need to be honed. This is because this ability will make it easier for children to carry out basic daily activities, such as eating, writing, or cutting paper for school purposes. This ability is also important to help him practice his academic skills (Mahmud, 2019). If the child's motor skills are not developed, the child will experience developmental disorders such as

difficulty in writing, difficulty in drawing objects, and other (PH et al., 2018).

The standard of fine motor development for children aged five to six years should include children who are able to coordinate hand and eye movements, children are able to hold pencils correctly. For this reason, it is necessary to have interesting and fun learning to stimulate children's motor development (Kamelia, 2019). However, this is contrary to the conditions in TK Pertiwi 26-13 Bogares Kidul.

Based on observations made by researchers in group B at Pertiwi Kindergarten 26-13 Bogares Kidul, they found problems regarding children's motor skills in writing children's hijaiyah letters. The results of the observations showed that during the learning of hijaiyah letters, the teacher only briefly gave examples of writing hijaiyah letters using markers on the blackboard. In addition, during the process of writing hijaiyah letters, the learning media is still monotonous and less creative. Because the teacher only uses pencils and books.

To overcome this, the researchers provided a solution by utilizing turmeric media to improve motor skills in writing the letter hijaiyah. Writing hijaiyah letters is one way of teaching the Qur'an (Fitri Ayuningtias, 2018). Introducing hijaiyah letters from an early age so that children's fine motor skills can develop well, especially if they are taught in a good and right and fun way (Sari et al., 2020). Later when the child can read the Qur'an, the child will be able to write it smoothly (Adolf Bastian, 2021)

Researchers also reviewed research conducted in the first previous research from (Nurjani, 2019) with the results showing that children's fine motor skills can improve fine motor skills with cutting activities. The second study from (Dini et al., 2020) The results showed that children's fine motor skills can improve through drawing activities. The third research from (Dewi & Aulina, 2021) The results of the study shows that children's fine motor skills can be improved through jumpout batik activities.

From the results of a review of the results of previous research, researchers have a novelty in the current research, namely by utilizing turmeric

media to improve motor skills in writing hijaiyah in children at TK Pertiwi 26-13 Bogares Kidul.

## Materials and Methods

### Study area

Utilization of Turmeric Media to Improve Motor Ability to Write Hijaiyah Letters



**Figure 1.** *Marsdenia tenacissima* found by author on Gunung Ijo Flowering twigs.

### Procedures

This study uses a classroom action research methodology (Arikunto Dk, 2006) because classroom action research can provide solutions to problems in the classroom. The purpose of this study was to improve motor skills in writing hijaiyah letters by utilizing turmeric as a medium in TK Pertiwi 26-13 Bogares Kidul. The subjects used were nineteen children from group B aged five to six years. In the process of this research, the researcher used turmeric as a medium that could improve fine motor skills in writing the Hijaiyah letters in stages in two cycles by doing; planning, implementation, observation, and reflection. The research instrument used an instrument in the form of notes from observations, interviews, and documentation.

### Data analysis

The data analysis technique used in this study is quantitative descriptive analysis (Suharsimi Arikunto, 2013) which states that descriptive analysis is used to describe that the actions taken can lead to improvements, improvements, and changes for the better. While quantitative

descriptive analysis to determine the percentage of children's ability to recognize hijaiyah letters. The framework for this research is described in Figure 1

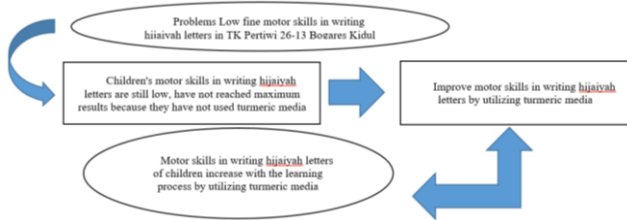


Figure 2. Research Framework

## Results and Discussion

Children in Class B have problems with their lack of motor skills in writing hijaiyah letters. Various identification problems have been described as the

causes of low motor skills in writing hijaiyah letters in class B TK Pertiwi 26-13 Bogares Kidul. To overcome these problems, actions have been taken by utilizing turmeric media in learning. The application of turmeric media learning has been carried out in two cycles of 3 meetings each. This turmeric media was carried out aiming to improve motor skills in writing hijaiyah letters in class B TK Pertiwi 26-13 Bogares Kidul. The pre-cycle was carried out before the action was carried out which was called pre-action. The pre-action observation was carried out in September 2021. At this stage, the researcher observed the motor skills of writing hijaiyah letters in group B. The results of the observation of children's pre-action hijaiyah writing motor skills using the observation sheet instrument, the results are presented in Table 1.

Table 1. Motor Ability to Write Hijaiyah Letters in Class B Pre-Cycle.

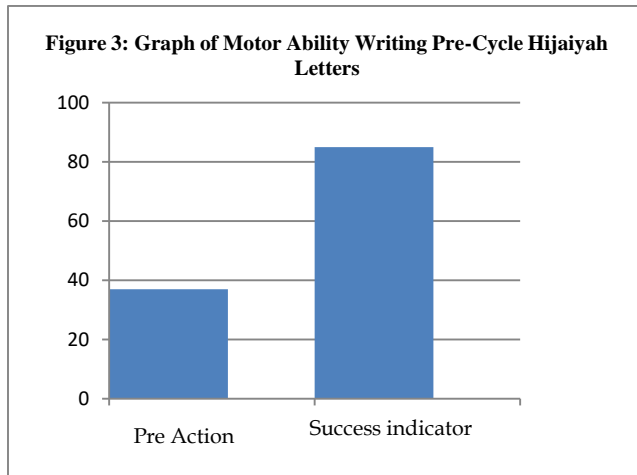
Aspect	Indicator	Presents	Category
<b>Children's motor skills in writing hijaiyah letters</b>	1. Children can move their fingers according to the shape of the hijaiyah letters	86%	BSH
	2. Children can hold turmeric to imitate hijaiyah writing	84%	BSH
	3. Children can move their wrists freely to write hijiyah letters	85%	BSH
<b>The ability of children's independence in using motor skills to write hijaiyah using turmeric media</b>	4. Children can imitate manipulative movements to write hijaiyah	40%	MB
	5. Children can produce hijaiyah writing with turmeric media	37%	MB
	6. Children can use motoric to write hijaiyah independently	34%	MB
	Success Indicator	85%	

Based on the table above, it can be seen that there are three indicators of motor skills in writing hijaiyah letters that have met the success indicators, reaching 85%. While the indicators did not meet the indicators of success, the researchers held discussions with collaborators to determine the planned activities to be carried out in the first cycle. The indicators for assessing motor skills in

writing hijaiyah that will be assessed in cycles I and II are Children can imitate manipulative movements to write hijaiyah, Children are able to use motoric to write hijaiyah independently, and Children can produce hijaiyah writing with turmeric media which almost has the following is a graph that shows the results of observations that improve motor skills in writing hijaiyah letters for

B grade children of Pertiwi Kindergarten 26-13 Bogares Kidul.

More details can be seen in Figure 3.



Based on the results of observations of the motor skills of writing hijaiyah letters in pre-action children, some indicators have not yet developed. This can be seen from the results of Children Able to use moral to write hijaiyah independently pre-action with an average of 37% with an achievement target of 85%. This situation makes the basis for efforts to develop motor skills to write hijaiyah letters by utilizing turmeric media. Researchers conduct discussions to determine the plan of activities that will be carried out in the first cycle. After conducting the discussion, the first step that will be carried out to improve learning activities is to improve learning media for children. At the time of observation, researchers still used pencils and picture books, media that are usually given by classroom teachers, so that children still lacked exploration of their learning. And the researchers still gave very few directions before the activity so that the children still played as they pleased.

In cycle 1, researchers used turmeric as an effort to improve the ability to recognize hijaiyah letters in children. The core activity is holding and moving hands to write hijaiyah letters in the final activity, where the researcher evaluates the activities that have been carried out, then the children continue to pray and say hello. Before entering the learning material, the teacher does apperception according to the theme of singing the song "the family of the Prophet".

After the initial activity, the researcher explains the activities that will be carried out in the core activity. At this stage, children begin to write hijaiyah using turmeric media and HVS paper. Then the teacher demonstrates how to write hijaiyah letters so that children understand and understand. During the activation process, the researcher observed the children who were doing the activity. After completing the main activity, the final activity is where the researcher evaluates the activities that have been carried out today, then the children continue to pray and say hello. As an illustration of the implementation of learning cycle 1, it can be seen in Figures three and four



**Figure 4.** Demonstrating how to write Hijaiyah letters using turmeric media in Cycle I



**Figure 5.** using turmeric media to write hijaiyah letters cycle I meeting 2.

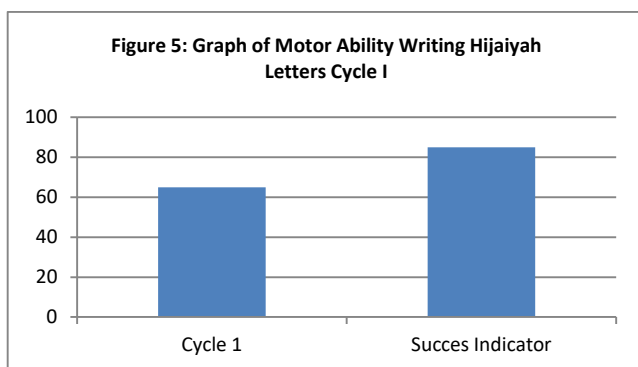
The results of data analysis, the children's abilities at the 1st meeting of cycle 1 are presented in Table 2. Based on table 2 it can be explained that the motor skills of writing hijaiyah letters of children in class B TK Pertiwi 26-13 Bogares Kidul in cycle 1 are as follows: manipulative movement to write hijaiyah, the percentage with the criteria of Developing According to Expectations (BSH) is 65%. This is because there are still children who cannot move their fingers smoothly in the process of writing hijaiyah letters. In the indicator of

Children Able to use Morik to write hijaiyah independently, the percentage with the criteria of Developing According to Expectations (BSH) is 66%. This is because there are still children who still need the help of the teacher when writing hijaiyah letters. On the indicator, Children can produce hijaiyah writing with turmeric media

percentage with the criteria of Developing According to Expectations (BSH) of 64%. This is because there are still children who are not yet fluent in moving their motors to write hijaiyah letters. As depicted in the graph in Figure 5.

**Table 2.** Motor Ability to Write Hijaiyah Letters in Class B Cycle I.

Indicator	Presents	Category
1. Children can imitate manipulative movements to write hijaiyah	65%	BSH
2. Children can use motoric to write hijaiyah independently	66%	BSH
3. Children can produce hijaiyah writing with turmeric media	64%	BSH
<b>Average</b>	65	
<b>Success Indicator</b>	85	



Based on the results in cycle 1, the success indicator reached 85%. The results of the reflection showed an increase in children's ability to recognize hijaiyah letters as much as 65%. There has been a change in the child's ability in cycle 1. This research was continued with cycle 2 to improve motor skills in writing hijaiyah letters by using turmeric as a medium. At this stage, children are given time to write hijaiyah letters with turmeric. Figure 6 is an image that has succeeded in writing hijaiyah letters using turmeric by children at Pertiwi Kindergarten 26-13 Bogares Kidul. In cycle 2, the indicators of children are children who can imitate manipulative movements to write hijaiyah, the percentage with very good development criteria (BSB) is 98%. This is because children are able to imitate how to move their hands to write letters but often forget. In the indicator of Children Able to use Morik to write

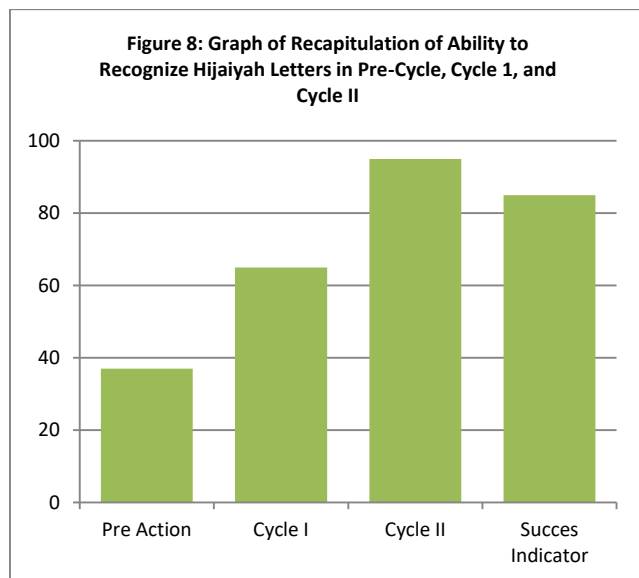
hijaiyah independently, the percentage with Very Good Developing criteria (BSB) is 90%. This is because children are able to move their fingers to write hijaiyah letters independently, but children still often forget how. On the indicator, Children can produce hijaiyah writing with turmeric media, the percentage with Very Good Developing criteria (BSB) is 88%. This is because children are able to use their motor skills to complete the task of writing hijaiyah letters. The Motor Ability to Write Hijaiyah Letters in cycle 2 can be seen in Figure 7.



**Figure 6.** Writing Hijaiyah letters using turmeric media Cycle II

Based on the results in cycle 1, the success indicator reached 85%. The results of the reflection showed an increase in children's ability to recognize hijaiyah letters as much as 65%. There has been a change in the child's ability in cycle 1. This research was carried out in cycle 2 to improve motor skills in writing hijaiyah letters by using turmeric media. Children can write hijaiyah well in TK Pertiwi 26-13 Bogares Kidul. There was an increase in the child's ability by 95% in cycle 2. The

recapitulation of children's abilities in the pre-cycle, cycle 1, and cycle 2 can be seen in Figure 8.



The success of the action seen in the research has shown a match between theory and research results. This can be seen through the child's learning process when children do these activities. They can use the motor well = because they created the hijaiyah letter shape. The children looked enthusiastic and full of enthusiasm while working on writing the hijaiyah letters. From the results of research in the pre-cycle, 37% of children's motor skills are classified as very low. After researching the first cycle of action obtained an increase of 65%. However, the increase was still below the success expected by the researchers so that the researchers carried out the second cycle. And after the second cycle of research, the results were very satisfactory with a percentage of 95%. The aspect that is measured in this study is the child's motor skills in writing hijaiyah letters. There is an increase in children's abilities after classroom action research is carried out using turmeric media.

### Conclusions

The motor skills of writing hijaiyah letters for B graders at Pertiwi Kindergarten 26-13 Bogares Kidul can be improved by applying learning through the use of turmeric media. This increase can be seen from the results of pre-action which

were initially in the criteria of starting to develop, increasing in cycles one and two. This can be seen from the increase in the ability to recognize hijaiyah letters after the application of image media, namely in cycle 1. Cycle II obtained an increased percentage gain from the previous cycle which had reached the predetermined success indicators. This shows that the use of turmeric media is very effective in improving motor skills in writing hijaiyah letters for early childhood.

**Conflict of Interest:** No potential conflicts of interest were reported by the authors.

### References

- Adolf Bastian, S. (2021). Upaya meningkatkan kemampuan mengenal huruf melalui media pohon huruf. *Obsesi*, 6(3), 1303–1311. <https://doi.org/10.31004/obsesi.v6i3.1772>
- Arikunto Dk. (2006). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara,.
- Daeng Sari, D. P. (1996). *Metode Mengajar di Taman Kanak-Kanak*. Jakarta: Depdikbud.
- Dewi, N. S., & Aulina, C. N. (2021). Dalam Meningkatkan Keterampilan Motorik Halus. *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini*, 5(1), 18–27. <https://doi.org/DOI:https://doi.org/10.24853/yby.5.1.%25p>
- Dini, U., Nurvitri, D., & Multahada, A. (2020). PENGEMBANGAN. *PRIMEARLY Jurnal Kajian Pendidikan Dasar Dan Anak Usia Dini*, III(November), 128–133. <https://doi.org/DOI:https://doi.org/10.37567/prymerly.v3i2.324>
- Fitri Ayuningtias. (2018). Effort Improving Ability Read Alphabet of Hijaiyah With Reading Aloud Method On The Child group A1 PAUD Sitti Khadijah. *ECEIJ Early Childhood Education Indonesian Journal*, 2(1), 56–61. <https://doi.org/https://doi.org/10.31934/eceij.v1i2.516>
- Hasan Syahrizal, S., & Muntholib, A. (2021). Media Kartu Bergambar Untuk Pengenalan Huruf Hijaiyah. *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling*, 04(01), 59–70. <https://doi.org/DOI:https://doi.org/10.46963/mas.h.v4i01.224>
- Hurlock, E. B. (1978). *Perkembangan Anak*. Jakarta: Penerbit Erlangga.
- Kamelia, N. (2019). Perkembangan Fisik Motorik Anak Usia Dini (Standar Tingkat Pencapaian Perkembangan Anak) STPPA Tercapai di RA Harapan Bangsa Maguwarharjo Condong Catur Yogyakarta. *KINDERGARTEN: Journal of Islamic Early Childhood*

- Education*, 2(2), 112.  
<https://doi.org/10.24014/kjiece.v2i2.9064>
- Mahmud. (2019). Urgensi Stimulasi Kemampuan Motorik Pada Anak Usia Dini. *DIDAKTIKA: Jurnal Kependidikan*, 12(1), 76–87. <https://doi.org/10.30863/didaktika.v12i1.177>
- Nababan, R., & Tesmanto, J. (2021). Painting Pada Anak Kelompok Bermain di TK Advent Tahun Pelajaran 2020 / 2021. *Research and Development Journal of Education*, 7(2), 518–524. <https://doi.org/DOI: http://dx.doi.org/10.30998/rdje.v7i2.11246>
- Nasution, S. T., & Sutapa, P. (2020). Strategi Guru dalam Menstimulasi Keterampilan Motorik AUD Pada Era Pandemi Covid 19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1313–1324. <https://doi.org/10.31004/obsesi.v5i2.849>
- Nurhayadi, Y., & Agasi, A. A. (2018). Pengarahan tentang Pentingnya Pendidikan Usia Dini di Kampung Bulak, Kecamatan Pondok Gede, Bekasi. *SYUKUR (Jurnal Inovasi Sosial Dan Pengabdian Masyarakat)*, 1(1), 43. [https://doi.org/10.22236/syukur\\_vol1/is1pp43-51](https://doi.org/10.22236/syukur_vol1/is1pp43-51)
- Nurjani, Y. Y. (2019). Upaya Mengembangkan Motorik Halus Anak Usia Dini Melalui Kegiatan Menggunting. *Journal of SPORT (Sport, Physical Education, Organization, Recreation, and Training)*, 3(2), 85–92. <https://doi.org/10.37058/sport.v3i2.1026>
- P, Y. S., Ramli, S. A., & Hajeni, H. (2020). Peningkatan Keterampilan Motorik Halus Anak Melalui Kegiatan Meronce Pada Kelompok B Taman Kanak-Kanak Pkk To'Lemo Kabupaten Luwu. *TEMATIK: Jurnal Pemikiran Dan Penelitian Pendidikan Anak Usia Dini*, 6(2), 76. <https://doi.org/10.26858/tematik.v6i2.15885>
- PH, L., Armitasari, D., & Susanti, Y. (2018). Pengaruh Stimulasi Motorik Halus Terhadap Tahap Perkembangan Psikososial Anak Usia Pra Sekolah. *Jurnal Pendidikan Keperawatan Indonesia*, 4(1), 30. <https://doi.org/10.17509/jpki.v4i1.12340>
- Sari, A. N., Djuani, & Qadafi, M. (2020). Implementasi Metode Iqro Dalam Pengenalan Huruf Hijaiyah Pada Siswa RA Perwanida II Mataram. *Islamic EduKids: Jurnal Pendidikan Anak Usia Dini*, 02(02), 14–26. <https://doi.org/MELALUI KEGIATAN TARI KELhttps://doi.org/10.20414/iek.v3i1.3444>
- Suharsimi Arikunto. (2013). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- TANU, I. K. (2019). Pentingnya Pendidikan Anak Usia Dini Agar Dapat Tumbuh Dan Berkembang Sebagai Generasi Bangsa Harapan Di Masa Depan. *Adi Widya: Jurnal Pendidikan Dasar*, 2(2), 19. <https://doi.org/10.25078/aw.v2i2.960>
- Taznidaturrohmah, Y. E., Pramono, P., & Suryadi, S. (2020). Upaya meningkatkan kemampuan motorik halus melalui kegiatan montase pada anak kelompok B di TK Dharma Wanita Dinoyo 01 Mojokerto. *Jurnal Pendidikan Anak*, 9(1), 20–26. <https://doi.org/10.21831/jpa.v9i1.29805>
- Wahidah, F., & Candra, L. Y. (2021). Upaya Peningkatan Kemampuan Motorik Halus Anak Usia Dini (Classroom Action Research di RA Mutiara Hati). *Childhood Education: Jurnal Pendidikan Anak Usia Dini*, 2(2). <https://doi.org/DOI: https://doi.org/10.53515/CJI.2021.2.2.138-150>