

Improving Children's Fine Motor Skills Through Collage Activities At TK B Cahaya Qur'an Pagelaran Sub-District

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Abstract: This research aims to improve the fine motor skills of early childhood through fun and creative collage activities. Fine motor skills are skills that involve the coordination of small muscles in the hands and fingers, which play an important role in daily activities such as writing, drawing, and cutting. Collage activities are believed to be an effective means of developing hand-eye coordination and training children's accuracy, patience, and independence. This study used a classroom action research (CAR) approach, which was carried out in two cycles with four stages, namely planning, implementation, observation, and reflection. The research subjects were 15 children in group Bat Cahaya Qur'an Kindergarten in Pagelaran Subdistrict, consisting of 15 children. Data were collected through observation, documentation, and interviews, then analyzed descriptively qualitatively to determine the improvement in children's fine motor skills after being given collage activities. The results showed that collage activities were able to significantly improve children's fine motor skills. Children became more skilled in using tools such as scissors and glue, more coordinated in moving their hands and fingers, and produced neater and more creative work. In addition, this activity also improved the children's concentration, cooperation, and self-confidence during the learning process. Thus, collage activities can be used as an effective and enjoyable learning alternative in developing the fine motor skills of early childhood in PAUD institutions.

Keywords: Fine Motor Skills, Collage Activities, Children

Introduction

Fine motor skills do not develop automatically, but need to be stimulated through fun and meaningful activities for children (Depdiknas, 2010). Teachers in early childhood education (ECE) institutions play an important role in providing various learning experiences that can develop children's hand coordination and skills. One form of activity that is effective for this purpose is collage activities, which is the activity of attaching various materials such as paper, cloth, seeds, or pieces of images to certain media to form simple works of art (Muthmainah, 2022). Through collage, children learn to control fine finger and hand movements.

Collage activities can also foster self-confidence, independence, and stimulate children's creativity. In the process, children will practice choosing materials, sticking with glue, and arranging the desired pattern. This process involves coordination between eyes and hands, which is very important in fine motor development (Saputra, 2023). In addition, collage activities are able to provide aesthetic experience, enrich imagination, and train children's patience in completing the task completely.

Early childhood fine motor development has a close relationship with children's readiness to enter basic education. Children who have good fine motor skills will more easily adapt to learning activities at school, especially in terms of writing, drawing, and using stationery correctly (Mutiah, 2019). Conversely, children who experience delays in fine motor development tend to have difficulty in performing early academic activities. Therefore, kindergarten teachers need to design learning activities that stimulate these skills in a fun and meaningful way.

In practice in the field, children are still found who have difficulty in moving their fingers flexibly, such as in cutting, pasting, and holding stationery (Anwar, Agusniati, Setianingsih, & Zuama, 2025). This condition indicates that fine motor stimulation has not been provided optimally. One of the causes is the limited learning media used by the teacher, as well as the methods used by the teacher.

In practice in the field, there are still children who have difficulty in moving their fingers smoothly, such as in cutting, pasting, and holding stationery (Anwar et al., 2025). This condition indicates that fine motor stimulation has not been provided optimally. One of the causes is the limited learning media used by teachers, as well as learning methods that do not attract children's interest. In fact, with the use of appropriate methods and media, children will be more active, creative, and enthusiastic in learning (Suma & Subagia, 2021).

Kindergarten B Cahaya Qur'an Pagelaran District is an early childhood education institution that seeks to foster the potential of children as a whole, including in the aspect of fine motor. Based on initial observations, it is known that some children still have difficulty in controlling hand and finger movements when doing writing or cutting activities. This condition shows the need for more creative and fun learning strategies, one of which is through collage activities that are in accordance with children's interests and abilities (Sari, 2025).

Collage activities are expected to be an alternative learning activity that not only develops fine motor skills, but also fosters children's interest in learning and self-confidence. Through this activity, children can practice doing activities that involve coordination between vision and hand movements with a fun learning atmosphere (Yu et al., 2025). The teacher acts as a facilitator who guides children in recognizing various collage materials and directs children to express themselves through artwork (Muslihuiddin, Wardhana, Ramdhan, & Repo, 2024).

In addition to improving fine motor skills, collage activities also support the development of other aspects such as cognitive, social, and emotional aspects of children. When children choose materials and arrange them, they learn to think logically and make

simple decisions. Interaction with peers during the activity helps children learn to work together and appreciate the work of others (Sujiono, 2011). Thus, collage activities have holistic educational value and support children's overall growth and development.

Theoretically, collage activities are in line with the principles of early childhood learning, namely learning while playing and playing while learning. Children will more easily absorb learning experiences through activities that are interesting and meaningful to them (Hurlock, 2010). Through creative activity-based learning such as collage, teachers can stimulate children's development optimally without causing learning pressure. This kind of learning helps children develop basic skills that become the foundation for the next stage of development.

Based on the description above, this study aims to determine the extent to which collage activities can improve the fine motor skills of early childhood and how the application of these activities in the learning process at Kindergarten B Cahaya Qur'an. It is hoped that the results of this study can be input for PAUD teachers in designing effective and fun learning activities for early childhood.

Methodology

This research uses a Classroom Action Research (PTK) approach because it aims to improve the learning process and improve children's fine motor skills through collage activities. By using PTK, researchers can directly see changes in children's abilities from each action given in collage activities. This approach is very suitable to be applied in PAUD because it is participatory and contextual, where teachers play an active role as observers as well as implementers of sustainable learning actions (Arikunto, 2018).

The implementation of this class action research was carried out in two cycles, where each cycle consisted of four stages, namely: planning, acting, observing, and reflecting. In the planning stage, the researcher compiled a Daily Activity Plan (RKH) which contained the steps of collage activities according to the level of development of children aged 5-6 years (Sunata, 2019). The implementation stage is carried out by actively involving children in sticking, cutting, and arranging collage materials using media such as color paper, seeds, and dry leaves. Furthermore, at the observation stage, researchers and teachers record children's activities to assess their fine motor skills, while the reflection stage is used to analyze the results of activities and determine improvements in the next cycle so that learning objectives are achieved more optimally (Sanjaya, 2011).

The subjects in this study were children in group B of Cahaya Qur'an Kindergarten, Pagelaran District, totaling 15 children, consisting of 8 boys and 7 girls. Data were collected through observation, interviews, documentation, and assessment of children's work. The data analysis technique uses the Miles and Huberman interactive model which includes three stages, namely data reduction, data presentation, and conclusion drawing (Miles, M. B., & Huberman, 2007). Observation data from each cycle was compared to determine the improvement of children's fine motor skills, especially in the skills of the children's work.

Result and Discussion

Fine motor skills also play a role in shaping children's learning readiness at the next level of education. Children who have good fine motor control will find it easier to write neatly, hold a pencil correctly, and complete tasks that demand accuracy (Papalia, Olds & Feldman, 2008). Conversely, children with weak hand coordination often have difficulty in learning to write and draw, which can affect their self-confidence. From a developmental psychology perspective, fine motor skills are an integral part of a child's sensorimotor development that emphasizes the relationship between sensory stimuli and motor responses (Piaget, 2007). In other words, the child's ability to recognize the shape, color, and texture of objects will be integrated with the ability to control hand movements in creating.

(Hurlock, 2010) mentions that fine motor skills are also characterized by the increasing speed and accuracy of children in performing daily activities. Children who initially need help from teachers or parents to button their clothes can gradually do it themselves (Rajani, 2023). This ability illustrates that fine motor development goes hand in hand with increasing children's independence. In addition, another feature of fine motor development is children's increasing interest in creative activities such as drawing, coloring, or playing with plasticine (Santrock, 2011). These activities give children the opportunity to express themselves as well as train their ability to control finger and hand movements. Thus, the characteristics of fine motor development in early childhood can be observed from children's manipulative, coordinative, and creative abilities in using tools and materials (Hauser, 2019). These characteristics become important indicators for teachers in assessing the extent to which the development of children's fine physical skills has developed according to their age stage (Depdiknas, 2010).

Children's fine motor development does not occur automatically, but is influenced by various internal and external factors that interact with each other. According (Hurlock, 2010), internal factors include the child's physical condition, age readiness, and genetic factors. Children with healthy physical conditions have the potential for more optimal motor development compared to children who are often sick or malnourished. In addition to internal factors, cognitive aspects also play an important role in fine motor development. (Arina & Yenti, 2024) explains that the ability to think and understand instructions affects the way children perform directed movements. Children who have a good level of attention and concentration will more quickly learn to control hand movements when writing, sticking, or cutting (Asmara, Rulyansah, Aquariza, & Syaikhon, 2024).

Early childhood fine motor development indicators are used as a reference in assessing the extent to which children's fine physical abilities develop. According to Permendikbud No.137 of 2014, indicators of fine motor development achievement include the ability to use tools correctly, imitate shapes, cut, fold, stick, and button clothes independently. This indicator is a guideline for PAUD teachers in designing learning activities that are appropriate to the age level of the child (Afifah & Arbarini, 2025).

(Sujiono, 2011) states that fine motor indicators can be seen from the child's ability to coordinate hand movements with vision. For example, children can imitate line patterns, draw simple shapes, or cut to the boundary line. These activities indicate progress in

neuromuscular coordination and movement control. According to (Hurlock, 2010), good fine motor development is also reflected in the neatness and accuracy of the child's work. Children who are able to stick small objects with precision show the ability to concentrate and control mature hand movements. Therefore, teachers need to observe children's work not only from the aesthetic aspect, but also from the process and accuracy aspects. (Santrock, 2011) adds that manipulative skills such as holding a pencil correctly, arranging small blocks, and counting are important indicators that show children's readiness to learn writing at the next level. These activities strengthen finger muscles and increase hand endurance in doing repetitive activities. (Papalia, Olds & Feldman, 2008) explains that indicators of fine motor development also include emotional and social aspects. Children who are patient and persistent in completing motor tasks show good self-control, which is the result of hand skill practice and focused attention (He et al., 2025). Thus, indicators of fine motor achievement are not only oriented towards physical abilities, but also include the ability of concentration, coordination, and children's work attitude. Teachers need to use these indicators as a reference in assessing children's development in a comprehensive and sustainable manner (Hasbi, 2025).

Collage activities have various types that can be adapted to the age and ability of the child. Common types of collage used in PAUD include paper collage, fabric collage, grain collage, and collage of natural materials such as dried leaves or flowers (Depdiknas, 2010). Each type of collage has its own characteristics; for example, paper collage helps children practice cutting and pasting skills, while grain collage trains accuracy and finger coordination in attaching small materials. The media and tools used in collage activities include cardboard paper as a base, scissors, glue, pencils, and small containers for materials (Sujiono, 2011). The selection of materials and tools that are safe and child-friendly is important so that the learning process is fun and does not endanger children.

Collage activities have a positive impact on physical development, especially in improving children's visual-motor coordination skills. When children adjust the position of paper pieces or attach materials with glue, there is a coordination exercise between vision and hand movements. This activity trains children to estimate the distance, direction, and strength of movement needed to make their work neat and beautiful (Santrock, 2011). The process also fosters patience, perseverance and focus, as the child has to work carefully so that the collage materials can be attached correctly.

Furthermore, collage activities strengthen hand grasping power and improve the accuracy of finger movements. Children who often do this activity tend to have better motor control in writing activities, buttoning clothes, or tying shoelaces (Depdiknas, 2010). Thus, collage is a form of activity that supports children's readiness to enter primary education, especially in academic skills that require high fine motor skills (Hasyim, 2025). Teachers have an important role in designing and implementing collage activities to suit children's developmental stages. Teachers must choose materials, tools, and collage themes that are safe, interesting, and challenging for children. In addition, teachers also need to provide simple examples and guide children without limiting their creativity (Astuti, Marlina, & Suryana, 2018).

The learning approach should be child-centered by emphasizing the principles of learning by doing and learning by playing so that children can learn while being creative (Islamiyah, 2025). During the activity, the teacher acts as a facilitator and motivator, helping children who have difficulties and providing positive reinforcement for their work. The teacher's evaluation does not only focus on the final result, but also on the children's process in developing their fine motor skills. Thus, teachers play a major role in ensuring that collage activities are truly an effective means of developing children's fine motor potential (Hapsari et al, 2023)

This class action research was conducted at Kindergarten B Cahaya Qur'an Pagelaran District with the aim of improving children's fine motor skills through collage activities. The research was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The research subjects totaled 15 children, consisting of 8 boys and 7 girls. In the initial condition (pre-cycle), most children did not show optimal ability in coordinating hand and finger movements, such as when cutting, pasting, or arranging pieces of collage material. This can be seen from the observation results which show that only 40% of children can do these activities independently and neatly (Sanjaya, 2011). Based on these conditions, researchers together with the class teacher tried to implement collage activities as a form of creative learning that is expected to provide stimulation to children's fine motor development.

In cycle I, collage activities were carried out with the theme "Nature around Me", where children were invited to cut and paste pieces of colored paper to form simple images such as flowers, leaves, and the sun. The teacher provides examples and directions gradually so that children understand how to use tools and combine colors. The observation results show an increase in children's ability to control hand movements and eye-hand coordination. Children began to be able to hold scissors correctly and attach pieces of material more precisely (Suyadi, 2018). However, there are still some children who have difficulty in maintaining the neatness of the work. The percentage of children's fine motor skills increased to 66.7%, showing progress but not yet reaching the expected target (Arikunto, 2018).

Based on the results of reflection on cycle I, it was concluded that collage activities can attract children's interest, but more varied strategies are needed so that children are more active and creative. Therefore, in cycle II, collage activities were developed using various materials such as flannel, seeds, and pieces of textured paper. The theme of the activity this time was "My Favorite Animal", where children were given the opportunity to choose materials and arrange them according to their imagination. The teacher acts as a facilitator who guides without too much intervention, so that children learn independently in completing their tasks (Sujiono, 2011). The observation results showed a significant increase in children's manipulative skills, such as the accuracy of holding tools, eye-hand coordination, and the ability to stick neatly. The percentage of achievement of children's fine motor skills reached 86.7%, indicating the success of the actions taken.

The improvement of children's fine motor skills through collage activities shows that art-based activities have an important role in children's physical development and

creativity. The activities of cutting, pasting, and arranging collage materials train cooperation between finger and eye muscles, and develop concentration and accuracy (Hurlock, 2010). Collage activities can also increase children's self-confidence when they see their work displayed in the classroom (Anwar et al, 2025). In addition, learning that is done in a fun and exploratory way makes children more enthusiastic and eager to learn. The results of this study are in line with the opinion of (Papalia, D. E., Olds, S. W., & Feldman, 2008) that art activities can be an important means of developing fine motor skills and strengthening movement coordination in early childhood.

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Conclusion

Based on the results of the application of collage activities has proven effective in improving the fine motor skills of early childhood. Through collage activities, children are trained to use the small muscles of the hands and fingers optimally through the activities of cutting, pasting, and arranging materials into works of art. The results showed a significant increase from pre-cycle to cycle II, where children's ability to coordinate hand and eye movements, accuracy in using tools, and neatness of the work is getting better. In addition, collage activities also have a positive impact on children's personality development such as increased concentration, accuracy, independence, and self-confidence. Learning done with a learning by doing approach makes the learning process more fun and meaningful. The role of the teacher is very important in designing varied collage activities, guiding children according to their level of development, and providing constructive evaluation. Thus, it can be concluded that collage activities are one of the effective, creative, and relevant learning methods in developing fine motor skills of early childhood in PAUD institutions.

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