

The Effectiveness of Weaving Activities in Improving Fine Motoric in Group B Children TK Aisyiyah Bustanul Athfal 05 Mustafa Street No. 3 Medan

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ARTICLE INFO	ABSTRACT
Article history: Received: January 14, 2023 Revised: March 22, 2023 Accepted: April 25, 2023 Available Online: May 11, 2023	<p>In improving the fine motoric quality of Early Childhood, teachers must have high creativity in conveying learning by using activities that make children motivated and eager to learn. One of them is with weaving activities which have the aim of improving fine motor skills in early childhood. This study uses qualitative methods and is descriptive with data collection techniques by observation, interviews, documentation. The subjects of this study consisted of 19 students in group B-2. The purpose of this study was to determine the development of children's fine motor skills through weaving mats and mangoes in indergarten. Aisyiyah Bustanul Athfal 05 Medan.</p> <p>The results of the study show that children's fine motor development can develop through this weaving activity. Although still need guidance and direction from the teacher. And it is hoped that kindergarten teachers After this research is carried out, it is necessary to have an in-depth teaching intensity for children's motor development in the school. One of them is by using weaving activities and not sticking to the diary at school.</p>
Kata Kunci : Fine Motor; Weaving Activities	
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A. Introduction

Early Childhood Education is a form of education that focuses on laying the groundwork for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behavior and religion), language and communication, in accordance with the uniqueness and stages of development that are passed by early childhood. For example, when organizing educational institutions such as Play Groups

(KB), Kindergartens (TK) or PAUD institutions based on children's needs.

Education is a learning that is usually taught by an intermediary to people who need knowledge, an intermediary can also be interpreted as a teacher, can also be self-taught. There are many ways to convey education or learning to children. According to (Etivali & Kurnia, 2019) A way or method of teaching is an important point of education or a teaching that is structured or designed, in the application of students, and assessed analytically so that students can get what students will achieve. Students or students will get an active and practical teaching or learning.

The definition of early childhood education as included in the 2003 National Education System Law article 1 paragraph 14 states that: Early childhood education is a coaching effort aimed at children from birth up to the age of six which is carried out through providing educational stimuli to help growth and physical and spiritual development so that children are ready to enter further education.

In the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education there is a statement that one of the PAUD standards is the standard for the level of developmental achievement, which contains rules for the growth and development of early childhood from birth to the age of six. Child development achieved is an aspect of understanding, namely religious and moral values, physical-motor, cognitive, language, social-emotional, and art. Physical motor development which consists of fine motor and gross motor is one aspect of the basic abilities of children that need to be developed.

Development occurs from an early age to adulthood. Progress cannot be measured, but it can be felt. Development is progressive, systematic and continuous. The things that develop in each individual are the same, it's just that there are differences in the speed of development, and there are developments that precede previous developments, even though developments between one aspect and another occur simultaneously.

This development moves gradually but surely, through one stage to the next, which is progressively progressing day by day, from the time of conception to the end of

life. This shows that from the time of conception until death, individuals are never static, but always experience changes that are progressive and continuous.

Kindergarten is a period in which the physical development and abilities of children take place very quickly. One of the ongoing developments in kindergarten children is their motor development. This motor development has to do with the development of motor centers in the brain. Therefore, children's motor skills are related to the development of other children's abilities such as children's cognitive and social-emotional development.

According to (Sitepu & Sitepu, 2021) It is very important to give education at an early age because education at an early age determines how children grow and develop. At an early age various growth and development begins and will continue continuously such as physical-motor development, language development, cognitive development, social-emotional development and moral development, this development will form the basis of further child development. All potential children will begin to develop at this age. According to (Khaironi, 2017) Early age is the most appropriate time to stimulate individual development. In order to provide various development efforts, it is necessary to know about the developments that occur in early childhood. Knowledge about early childhood development will be an asset to prepare various stimulations, approaches, strategies, methods, plans, media or educational game tools, which are needed to help children develop in all aspects of their development according to the needs of children at each stage of their age.

One aspect of early childhood development in Kindergarten is motor development. This means that the development of motor skills as the development of elements of maturity and control of body movements. According to (Abessa et al., 2016) revealed that fine motor is the movement of hand-eye coordination and movement of manipulation of small objects. This view believes that fine motor skills are the ability to coordinate the eyes and hands in manipulating small objects. This means that eye and hand coordination in fine motor skills is limited to movements carried out by the fingers and wrists.

Fine motor development that can be seen at kindergarten age, among others, is that children begin to be able to brush their teeth, put on their own shoes, eat on their own using a spoon and fork. The better the child's fine motor movements make it easier for children to be creative such as cutting paper with straight cutouts, sewing, and weaving paper.

Child development takes place in a holistic or comprehensive process. Therefore, the stimulation provided takes place in a holistic activity. One of the developments in early childhood that looks very rapid is physical or motor development. Motor development is closely related to physical development. Motor development as the development of elements of maturity and control of body movements. There is a mutually influencing relationship between body fitness, motor skills, and motor control.

According to (Pura & Asnawati, 2019) Fine motor development is the process of acquiring movement pattern skills that children can do, for example in gross motor development children learn to move all or most of their body parts, whereas in learning fine motor skills children learn the accuracy of hand and eye coordination children also learn to move their wrists so that they are flexible and children learn to be creative and imaginative.

According to (Maulaya & Nurmala, 2021) Fine motor development is a series of movements that include small muscles throughout the body, the fine motor skills that each child has differ from one child to another, some are slow and some are in accordance with development depending on child maturity.

According to (et al., 2016) fine motor skills are related to activities that use smooth muscles such as drawing, cutting, pasting and so on. Skills that include the use of tools or media for learning activities.

According to (Agustina et al., 2019) It is very important to improve children's fine motor skills because indirectly the child's fine motor development will determine movement skills such as writing and cutting. These movements involve certain body parts and are preceded by the development of small muscles such as the skill of using flexible fingers and wrists, training eye coordination.

As for According to (Fauziddin, 2018) The function of fine motor development in Kindergarten is as a tool for:

Practice accuracy and neatness, 1) Develop fantasy and creativity; 2) Cultivate observation, hearing and thinking power; 3) Train children's fine motor skills; 4) Develop children's imagination; 5) Introducing ways to express oneself through creations using techniques that have been mastered; 6) Practicing cooperation and tolerance with friends.

According to (Dr. Khadijah & Nurul Amelia, 2020) The stages of fine motor tasks for early childhood are:

No	Usia	Fine Motor Development
1	0-1 Years	Crumples paper, tears and grips tightly.
2	1-2 Years	Doodling, folding paper, simple cutting, and often putting things in place.
3	2-3 Years	Moves objects, puts things away, folds simple cloths, puts on shoes and clothes
4	3-4 Years	Buttoning clothes, eating alone, using scissors, and drawing faces.
5	4-5 Years	Can use a fork well, cut according to directions, and imitate triangles.
6	5-6 Years	Able to use a knife for soft foods, tie shoelaces, can draw people with six body points, can imitate numbers and simple words.

According to (Ayu Fatmawati, 2020) The tasks for developing fine motor skills for children after an early age are:

Age 0-1 Years: 1) Playing fingers and toes; 2) Holding objects with 5 fingers; 3) Grabbing objects in front of him; 4) Lie on your stomach with your chest lifted and both hands supporting; 5) Putting objects in the mouth; 6) Transferring toys from one hand to another; 7) Grasp the object with the thumb and forefinger; 8) Squeezing; 9) Scratching head; 10) Holding small or thin objects; 11) Hitting or tapping toys.

Age 1-2 Years: 1) Holding stationery; 2) Make free streaks; 3) Arrange the Tower with three blocks; 4) Hold the glass with both hands; 5) Spilling objects from containers and putting them back in; 6) Mimic vertical or horizontal lines; 7) Turn the page of the book even though it's not perfect; 8) Rip the paper.

Age 2-3 Years: 1) Squeezing paper or cloth using 5 fingers; 2) Folding paper even though it's not neat or straight; 3) Cutting paper without a pattern; 4) Finger coordination is good enough to hold flat objects, both toothbrushes and spoons

Age 3-4 Years: 1) Pour water, sand, or seeds into a container or bowl; 2) Put a small object in the bottle; 3) Meronce beads that are not too small with a rather stiff thread; 4) Cut the paper following a straight line pattern.

Age 4-5 Years : 1) Make vertical, horizontal, left/right curved, left/right tilted, and circle lines; 2) Trace the shape; 3) Coordinating the eyes and hands to perform complex movements; 4) Performing manipulative movements to produce a form using various media; 5) Express yourself by creating art using various media.

Age 5-6 Years : 1) Drawing according to his ideas; 2) Mimic the shape; 3) Exploring with various media and activities; 4) Using stationery properly; 5) Cut according to the pattern; 6) Paste the image appropriately; 6) Express yourself through detailed drawing movements.

It can be concluded that the tasks of fine motor development for children aged 0-6 years are carried out from the basic stage to the difficult stages, such as the early stages of children starting to play their fingers up to the detailed drawing stage.

Fine motor skills require the development of small muscles such as the skill to use fingers and wrists that are flexible, train eye coordination. According to (Dr. Khadijah & Nurul Amelia, 2020) The following are several strategies for developing children's fine motor skills, namely: 1) Folding activity. This folding activity is a way of processing paper into a work of art that requires more creativity and can even be a three-dimensional work of art, namely in the form of ships, birds, cats, houses, and so on. The folding technique in this activity should be guided by two people, namely the educator and the child. The educator teaches children to fold paper one by one with the child, such as how to fold while holding. Folding activities that are taught consistently will provide benefits, including: a) Children will become more familiar with the concepts and terms of geometric mathematics, because when the teacher explains they will often use geometric mathematical terms, for example: line, point,

intersection of 2 lines, center point, triangle, and so on; b) Playing folding will improve children's fine motor skills, pressing paper with fingertips is an effective exercise to train children's fine motor skills; c) Improving and understanding the importance of accuracy, when making paper folding models, this makes children learn to recognize the desired size and shape and their accuracy; d) Improve children's self-image and talents; e) When folding paper, children will get used to learning to follow coherent instructions.

2) Cutting activities. Cutting activity is one of the activities of cutting various kinds of paper and other materials by following certain lines, grooves and shapes. This cutting activity is one type of activity to develop children's fine motor skills, especially organizing the eyes and hands and controlling hand activities that use smooth muscles. As for how to stimulate children to safely cut paper, namely: a) Mark the center of the paper with a line using a ruler and pen; b) Show the child how to hold the scissors; c) Show the child how to move or use the scissors to open and close the scissors; d) Ask the child to select paper by holding the scissors in one hand; e) Then scissors slowly follow the line or pattern, keep doing the cutting activities until the child understands how to cut paper and put the scissors back in a container.

3) Strategy through the game. There are several games that can develop fine motor skills in early childhood, namely: a) Game of beads; b) Ripping game; c) The game of picking up with chopsticks; d) Sewing game; e) Weaving game; f) Spider web games and more.

According to (Change et al., 2021) there are several factors that can affect fine motor development in early childhood, namely: 1) Genetic factors, namely hereditary factors. There are several factors that can support the process of motor development, for example strong muscles, good nerves, and intelligence which can cause fine motor development to be faster; 2) Health Factors and the Prenatal Period, namely conditions where the fetus while in the womb is in good health, not poisoned, not deficient in nutrition and vitamins can cause good and fast motor development; 3) Factors of

difficulty in giving birth, for example when giving birth using assistive devices such as vacuums, pliers, causing the baby to experience brain damage and can slow down the development of the baby's fine motor skills; 4) Health and nutrition factors after birth will accelerate motor development; 5) The existence of stimulation and guidance as well as the opportunity for children to move all limbs will speed up motor development; 6) Excessive protection so that children are not allowed to do many activities. For example, children who are not allowed to climb stairs will hinder their fine motor development; 7) Premature is the birth of a baby before the normal time will also affect the process of developing the baby's fine motor skills; 8) Individuals who have physical and psychological, social and mental disorders will usually experience obstacles in their development; 9) Culture in an area can also affect the development of children's fine motor skills. Forexample, in an area where girls are not allowed to ride bicycles, these girls do not get lessons about riding a bicycle.

Fine motor development will develop optimally and as expected if the principles of motor development are observed. There are several principles of fine motor development contained in the Ministry of National Education (2007), namely as follows: 1) Give freedom to children to express; 2) Provide stimulation for children's creativity; 3) Provide guidance and direction; 4) Growing a sense of courage and avoiding things that can undermine courage; 5) Guide children according to their abilities and level of development; 6) Give and create a pleasant atmosphere; 7) Conduct supervision

One of the activities that can improve children's fine motor skills is weaving, because weaving is expected to attract the attention and interest of children because weaving is an activity that requires movement with eye and hand coordination, can train children's accuracy and patience, the materials used for weaving are easy to handle. can, it doesn't really need energy and children are also able to create beauty through these activities. According to (Lydia Ersta Kusumaningtyas, 2018) One of the activities that can improve children's fine motor skills is through weaving activities, because weaving activities can train children's concentration, train eye and hand coordination, train

accuracy and are expected to attract students' attention and interest.

Meanwhile, according to (Ningrum & Halus, 2015) One of the activities that is expected to improve children's fine motor skills, namely through weaving activities. Weaving is a process of weaving or crossing materials from plants to form a strong and usable family. Plant materials that can be woven are sticks, rattan, roots, blades, pandanus, mengkuang, and several other plant materials that dry easily and are soft. Through weaving activities, children are expected to be able to hold and manipulate objects, and have the ability to coordinate eyes and hands.

According to (Alfiah, 2021) Weaving has many uses for kindergarten children, apart from having an educational element it also develops eye and finger coordination, including that children can get to know traditional crafts practiced by Indonesian people, to train children's fine motor skills, train children's emotional attitudes by well, expressions can be fostered that grow from their own personality and children can become skilled and creative and have high and unforgettable artistic value for children. Children can also have adventures with their imagination, can make and arrange woven patterns that have other and more interesting patterns and are accompanied by interesting media as well.

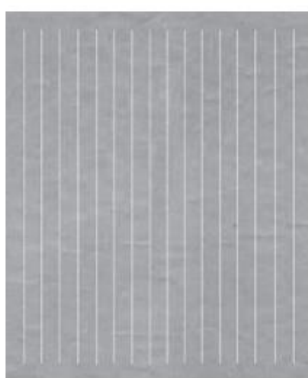
According to (Mararangkayu & Kutai, 2017) Weaving for children aged 5-6 years is not done using complex techniques, but is still in the basic technique of simple weaving. Weaving is taught very simply to children. The ability to weave can hone children's fine motor skills because they use their hands and fingers as well as eye coordination. In addition to developing fine motor skills, weaving can also be used as a tool to train children's logic, learn mathematics, and train concentration.

Weaving activities can improve children's fine motor skills because they involve the use of hands and fingers in addition to coordination with the eyes. In addition to developing fine motor skills, this activity can also be used as a means to familiarize a child's range of thinking, learn simple mathematics and deepen the habit of thinking.

Weaving activities in improving children's fine motor skills include weaving mat shapes and weaving mango fruit shapes. Techniques that are introduced to children

usually use single and double woven basic techniques. The child is asked to alternate between the weft and warp, but alternately. Weaving is defined as a technique of interweaving the warp and weft. Lungsi, namely the ribbon or woven strips that are located perpendicular to the weaver. Weft is a ribbon or strip that is inserted into the warp and the direction is opposite or transverse to the warp.

Gambar 1. Lungsi



Gambar 2. Pakan



To make it easier and to attract children's interest, the colors for the webbing should be distinguished. Weaving in two different colors is enough, but if you want to use different colors, it is recommended. If using paper, the type of paper that can be used is buffalo paper, origami paper or other paper that is colored and rather thick. Origami paper can be used for older children because it is thinner. The goal is that besides being more interesting, children can also learn to concentrate by matching the parts that are included or not based on color variations (adjusted for age levels).

Weaving activities are also useful for introducing children to culture, namely through arts and crafts that exist throughout Indonesia. By weaving, it is hoped that the physical abilities of children's fine motor skills will increase by themselves without any coercion. Weaving can indirectly train children's flexibility in subtly stretching and crossing which also trains children's fine motor sensitivity.

B. Methods

This study uses a descriptive qualitative method with data collection techniques by observation, interviews, documentation at TK Aisyiyah Bustanul Athfal 05 Medan.

Descriptive research is research conducted to describe or explain systematically, factually and accurately regarding certain facts and characteristics, in other words descriptive research only describes or describes what is the application of this carried out by researchers or researchers who act as teachers (developers) or conduct development research. The subjects of this study consisted of 19 students from Group B-2 Kindergarten. ABA 05 Medan.

C. Result and Discussion

Based on the facts obtained in the field from the results of observations, interviews, and documentation regarding the effectiveness of weaving activities in improving the fine motor skills of children in kindergarten. Aisyiyah Bustanul Athfal 05 Medan. Then it can be concluded as follows:

Fine motor, is a series of movements involving small muscles such as skills using flexible fingers and wrists, training eye coordination. As for fine motor activities that use small muscles such as drawing, cutting, pasting and so on. These activities can improve children's fine motor skills.

According to Ms. Arni, fine motor is a movement that can involve the movement of small muscles by carrying out activities that use the fingers and involves the concentration of the child, increasing the enthusiasm of the child in learning through weaving activities and with fine motor skills can improve other aspects of development for children.

Thus, based on the results of interviews conducted by researchers with Mrs. Arni, fine motor skills can be improved through weaving activities that have been carried out in kindergarten. Aisyiyah Bustanul Atfal Medan. Where from this weaving activity can improve fine motor skills in children, namely to increase children's focus, children's patience, increase the speed of children's fingers, increase the value of simple mathematics for children, increase the value of beauty, and others.

Meanwhile, according to Mrs. Sri, fine motor skills are activities that involve small movements that can increase children's focus, patience, thoroughness, aesthetics, positive

energy, aesthetic value and others. And there are activities that can improve children's fine motor skills in the form of coloring, drawing, weaving, and others. Thus, based on the results of interviews conducted by researchers with Mrs. Sri, fine motor skills can be improved through weaving activities in kindergarten. Aisyiyah Bustanul Athfal 05 Medan where weaving activities can improve children's fine motor skills in the form of patience, thoroughness, positive energy, and can increase children's aesthetic values.

In addition to the results of interviews with the teachers, the researchers also obtained input from several parents of students during the same interview. The results of seven parents of students regarding the activities of singing in improving children's fine motor skills. It can be seen from the results of the parents' answers that fine motor skills can improve after doing weaving activities because a lot of fine motor development has increased such as increasing children's focus, training children's patience, increasing children's simple mathematical intelligence, increasing children's multiple intelligences, and can increase children's interest in doing these weaving activities because activities related to knowing handicrafts, knowing shapes, knowing colors, and others.

Researchers concluded that weaving activities in improving children's fine motor skills are very influential in the development of children's fine motor skills. Where in this activity it is able to teach students to respect each other, be more responsive, expressive, creative, increase focus, train patience, besides that children are more enthusiastic in carrying out this learning activity, far compared to learning activities that are not accompanied by movements such as coloring where children are only able to focus on their own activities besides that students tend to get bored quickly. Based on the results of the study, there are 3 lessons that can improve children's fine motor skills, namely: learning kinesthetic attitudes, learning art, learning hand movements. This is in accordance with the theory According to (Nurwita, 2019) Fine motor skills are also a bridge for children to develop aspects of intelligence related to bodily kinesthetic intelligence which includes children's abilities in sensitivity and skills in controlling and coordinating body movements and skills in using equipment certain equipment used by children in their play activities. And from a social aspect, of course, the maturity of

children's fine motor skills helps them instill a positive self-image in the form of self-confidence in interacting with other people and their environment.

According to (Matheis & Estabillo, 2018) From an academic point of view, fine motor skills play a very large role for early childhood, especially in the arts, because the more fine motor skills early childhood has, the better children's achievements in the arts and this will continue in learning at the educational level higher later. In the development of fine motor skills, children's skills are not the same, because these skills will grow according to the stimulation given to the child.

According to (Tawulo & Anhusadar, 2022) The fine motor skills that are used are a group of small muscles, such as: fingers, hands, arms, and require accuracy and hand-eye coordination.

Furthermore, research conducted by Nur Aqidah entitled "Weaving Activities in Improving Fine Motoric Abilities of Group B Children at Tunas Harapan Kindergarten, Selayar Islands Regency" obtained an average percentage of 56% indicating that the criteria for developing according to expectations (BSH) in cycle II had increased by obtaining an average percentage of 76% with very good development criteria (BSB).

Furthermore, research conducted by Oktavia Nuraeni research entitled "Improvement of Fine Motor Skills Through Weaving Activities with Paper in Group B Children TKLKMD Sedyo Rukun Bambanglipuro Bantul" the results of the study in the first cycle were 72.84%, while the success set was 76%. cycle II has shown a success of 80.56%, so the research in cycle II was stopped.

Furthermore, research conducted by Eva Susanti research entitled "Efforts to Improve Children's Fine Motor through Weaving Coconut Leaves Activities in Group B Kindergarten Baladil Amin" the results of the study in cycle I Cycle I obtained a value of 3.21 with the good category cycle II experiencing an increase and obtained a value of 3.89 with a very good category.

Then the research conducted by Marvuah Research entitled "Developing Fine Motor Abilities Through Weaving Activities in Group B Children in Integrated Islamic Kindergarten Rabbani Peace Bandar Lampung" the results of the study showed that

children's fine motor skills through weaving activities had been carried out optimally. Activities to develop children's fine motor skills given by the teacher go according to expectations and developmental achievements which are used as indicators of implementation in fine motor aspects.

So it can be concluded that this study has the validity of the data which can be seen from the several sources described above. Where weaving activities can improve children's fine motor skills, in the form of increasing children's creativity, increasing thinking or imagination, increasing children's focus, increasing the flexibility of children's fingers, increasing kinesthetic values, increasing simple math values for children, and improving aspects of development for children.

D. Conclusion

Based on research conducted by researchers on group B-2 kindergarten children. Aisyiyah Bustanul Athfal 05 Medan No. 1 as well as the discussion described, it can be concluded that weaving activities to improve children's fine motor skills play a very important role. increase kinesthetic values, increases simple math values for children, and improve aspects of development for children. The researchers got this based on the results of interviews with respondents consisting of 2 teachers, namely Mrs. Arni and Mrs. Sri, then from the results of 7 parents of students in kindergarten. Aisyiyah Bustanul Athfal 05 Medan which is on Jalan mustafa No.3. From the description above, weaving activities can improve children's fine motor skills as expected.

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