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Efforts to Improve Children's Fine Motor Skills through Paper Folding Activities (Origami) at RA Nurul Huda Gunungpati

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Abstract: Fine Motor Skills of Children of RA Nurul Huda Gunungpati are still very low, so that children have not been able to create art by folding various shapes from origami paper. So the author is interested in using the Paper Folding Demonstration Method to improve Children's Fine Motor Skills. This study aims to: determine the improvement of fine motor skills through origami folding activities in group B at RA Nurul Huda Gunungpati. The research method is classroom action research (CAR) which is carried out in two cycles, with each cycle having planning, implementation, observation, and reflection. The subjects of this study were class B students of RA Nurul Huda Gunungpati. The object of this study is the improvement of fine motor skills through paper folding activities (Origami). The instrument in this study is research using observation guidelines and documentation guidelines. The results of the study concluded that: The results of the first cycle of research obtained results of 57.19% in fine motor skills through folding activities and in cycle II obtained results of 81.01% for fine motor skills through paper folding activities, with these results indicating that this study was successful because it had achieved the target of the research indicator of 75%.

Keywords: Fine Motor, paper folding.

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INTRODUCTION

Early Childhood Education (PAUD) is a level of education before elementary education which is a development effort aimed at every child from birth to the age of six years (age 0-6 years) which is carried out through the provision of educational stimulation to help their growth and development1. As stated in Law Number 20 of 2003 Article 28 concerning the National Education System, it states that Early Childhood Education is held before the level of elementary education, namely through formal, non-formal, and informal education. Early childhood education through formal education includes Kindergarten, Roudlotul Athfal or equivalent. The definition of early childhood education according to Law Number 20 of 2003 Chapter I Article 1 Paragraph 14 concerning the national education system is a development effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. Early Childhood Education (PAUD) is held before the level of elementary education. PAUD can be held through 3 channels, namely; 1) Formal Path: Kindergarten (TK), Raudlatul Athfal (RA), or other equivalent forms; 2) Non-formal Path: Playgroup

(KB), Childcare Center (TPA), or other equivalent forms; 3) Informal Path: Family education or education organized by the environment. From the explanation above, it can be understood that the family has an important role in providing education, as Allah SWT says: And Allah brought you out of your mothers' wombs in a state of not knowing anything, and He gave you hearing, sight and hearts, that you may be grateful. (Q.S. An Nahl: 78). Early childhood is in the most rapid stage of growth and development, both physically and mentally. The growth and development of children has begun since prenatal, namely since in the womb. The stage of fetal development is very important for the development of brain cells.

Nutritious and balanced food is needed to support this process. Several neurologists have found facts stating that at birth the baby's brain contains 100-200 billion neurons or nerve cells that are ready to make connections between cells. Then about 50% of human intelligence capacity has occurred when a child is 4 years old, and about 80% has occurred when a child is 8 years old. According to Sutratinah Tirtonegoro, Intelligence is intelligence, which is a term widely used by psychologists, and lay people to state that someone is intelligent or has high intelligence if he can quickly and successfully complete questions or tasks and problems he faces6. Intelligence can be viewed as the ability to learn from the past. Intelligence can also be viewed as a person's ability to master certain abilities over various skills. Many theories of intelligence, one theory of intelligence divides intelligence into three types, namely intellectual intelligence expressed by intelligence quotient (IQ), social intelligence, and emotional intelligence. Another theory of intelligence from Howard Gardner known as multiple intelligences (MI) which states that there are eight types of intelligence. The eight types of intelligence include kinesthetic intelligence (ability to move), verbal linguistic (ability to describe thoughts in presentations, speeches, discussions, writing), logical-mathematical (ability to use mathematical logic in solving problems), musical (sensitivity to sound, tone), interpersonal (ability to adjust oneself to others), intrapersonal (ability to understand oneself), visual spatial (ability to think in 3 dimensions), and naturalistic (ability to utilize the environment). Usually children have more than one type of intelligence, but it is very rare for children to have all eight types of intelligence. Early childhood is also commonly called the golden age. Various research results conclude that the development obtained at an early age greatly affects the development of children in the next stage. However, this potential can develop when given stimulation, guidance, or assistance that is in accordance with the level of growth and development9.

Various experiences gained by children will influence and determine the child's ability to face future life challenges, so awareness of early childhood education is built with the aim of preparing children to receive education to a higher level. For every parent, having an intelligent child is a dream. Intelligence for a child is not only determined by innate factors, but also because of the important role of their parents. Therefore, the role or support of parents is very important in developing or honing children's intelligence. At an early age (0-6 years) it has an important role in its development. Because at that age the child's developmental aspects develop very rapidly. Therefore, proper development determines further development. The aspects of early childhood development include aspects of Religious and Moral development, Social Emotional, Cognitive, Language, Physical Motor, and Art. Early childhood is also an important age in honing various skills. Such as gross motor skills and fine motor skills. Sharpening fine motor skills is very important to prepare children to write or hold a pencil. Because it uses hand muscles, so that hand muscles that have been trained or are used to being used will help children to write or hold a pencil more easily.

Education for early childhood is the provision of efforts to stimulate, guide, care for, and provide learning activities that will produce children's abilities and skills. Because the more children are given stimulation or training - training will eventually become a habit. Suyanto stated that the goal of Early Childhood Education is to develop the full potential of

children (the whole child) so that in the future they can function as whole human beings according to the philosophy of a nation12.

Child development contained in the Regulation of the Minister of Education Number 137 of 2014 concerning Early Childhood Education Standards above must be developed optimally in accordance with PAUD standards which aim to ensure the quality of early childhood education in order to provide a foundation for carrying out educational stimulation in helping physical and spiritual growth and development according to the level of achievement of child development, optimizing child development and preparing the formation of attitudes, knowledge and skills of children. Child development can be optimized through education, namely through learning activities. One of the formal education pathways for early childhood is Kindergarten or Raudlatul Atfal. Namely at the age of 4-6 years. Kindergarten is divided into 2 groups. Group A at the age of 4-5 years and group B at the age of 5-6 years. Early childhood has such great potential to optimize all aspects of its development, including its motor development, meaning the development of motor skills as the development of elements of maturity and control of body movements. In RA Nurul Huda, there are 3 classes, namely group A there are 2 classes and group B there is 1 class which is divided into 3 groups, namely group A1, A2 and B1.

Researchers found problems in learning in a group, namely in group B1. The number of students in group B1 at RA Nurul Huda is 16 children, children's fine motor skills have not developed optimally, because some children have difficulty moving hand muscles and eye coordination, especially in imitating shapes, such as in cutting patterns, the results are not neat because they do not follow the pattern lines. In the origami paper folding activity, children have difficulty when folding paper into smaller folds or into a shape. Usually in the paper folding activity of group B children at RA Nurul Huda it is done at least 2 times a month or per theme and children can do the folding activity neatly at the 5th or 6th meeting, but at RA Nurul Huda, precisely in class B, there are some children who have difficulty folding paper into smaller folds and have not been able to fold neatly or are still assisted by teachers or assistants. In the case above, it can be concluded that group B children have difficulty in developing their fine motor skills. Based on the description above, the researcher is interested in researching Efforts to Improve Children's Fine Motor Skills at RA Nurul Huda Gunungpati in the 2019/2020 Academic Year.

METHODS

This Classroom Action Research (CAR) aims to improve children's fine motor skills at RA Nurul Huda Gunungpati through paper folding (origami) activities. Fine motor skills refer to a child's ability to control small muscles, especially those in the hands and fingers, to perform tasks that require precision and coordination. One effective way to develop fine motor skills in early childhood is through arts activities, particularly origami. Origami, the Japanese art of paper folding, is an activity that stimulates the development of fine motor skills as it involves various hand movements, such as folding, pulling, and pressing the paper. Through this activity, children can learn basic shapes, improve accuracy, and enhance hand-eye coordination. This research focuses on using origami as a tool to enhance children’s fine motor skills.

This research is conducted at RA Nurul Huda Gunungpati, an early childhood education institution committed to providing creative and innovative learning experiences. The study will be carried out over two cycles to evaluate the progress children make in improving their fine motor skills through origami activities. This study employs a Classroom Action Research (CAR) design consisting of two cycles. Each cycle includes planning, action, observation, and reflection phases. Each cycle will last one month, with origami activities taking place twice a week. The purpose of each cycle is to improve teaching methods and enhance children’s fine motor skills based on the results obtained from the previous cycle. In the first cycle, the main focus is to introduce the basics of origami and provide simple, step-by-step guidance for the children. Additionally,

the first cycle aims to identify the children's strengths and weaknesses in performing the fine motor movements required for origami. Based on the observations from the first cycle, the second cycle will introduce enhanced techniques and more varied origami activities.

The subjects of this study are 20 children aged 5-6 years enrolled at RA Nurul Huda Gunungpati. These children were selected purposively, as they are at a stage of development crucial for learning fine motor skills. The goal of this study is to enhance their fine motor skills through structured and enjoyable origami activities. In the planning phase of Cycle One, the researcher designs simple origami activities appropriate for the children's age and abilities. The origami activities will include basic folds such as valley folds, mountain folds, and other simple shapes that children can easily understand. The researcher will also prepare the materials and tools needed, such as appropriately sized origami paper and easy-to-follow instructions for the children. Cycle One begins with introducing origami to the children. The teacher gives verbal instructions and demonstrates step-by-step how to fold the paper correctly. During the activity, the teacher will offer support and guidance as needed. Children will be given opportunities to practice individually and in groups. This activity will be conducted in an enjoyable and engaging manner, with the teacher encouraging the children to create various shapes using origami. After completing Cycle One, the researcher observes the children's fine motor skill development during the origami activity. Observations will focus on how well the children follow instructions and execute the folds accurately. The researcher will also note aspects such as precision, hand-eye coordination, and the children's ability to complete tasks independently. The results of these observations will serve as the basis for reflection and planning for Cycle Two.

Based on the reflections from Cycle One, the researcher plans Cycle Two by introducing more complex origami activities while still considering the children's developmental abilities. Cycle Two will also focus on reinforcing techniques and increasing accuracy in the folding process. Additionally, the researcher will incorporate more creative origami models, such as animals or flowers, which will further engage the children and challenge their fine motor skills. In Cycle Two, the children will be given opportunities to create more complex shapes with less guidance from the teacher. The teacher will provide some direction but will give the children more freedom to express their creativity through the paper folding process. The activity is designed to help children develop self-confidence in their ability to complete tasks while simultaneously improving their fine motor skills in a more detailed manner.

At the end of Cycle Two, the researcher observes the development of the children's fine motor skills after participating in the origami activity. The researcher looks for improvements in accuracy, hand-eye coordination, and the children's ability to complete origami tasks more independently. After reflecting on and analyzing the observation results, the researcher will draw conclusions about the effectiveness of the origami activity in enhancing the children's fine motor skills at RA Nurul Huda Gunungpati. The instruments used in this study are direct observation and field notes taken by the researcher during the origami activities. The observation focuses on the children's fine motor skills, such as their ability to fold the paper neatly, precision in following the steps, and coordination between their hands and eyes. Additionally, the researcher will use reflection notes from both the teacher and children to assess how enjoyable and impactful the origami activities were in improving their fine motor skills. The data gathered from the observations and reflections will be analyzed qualitatively and descriptively. The researcher will identify patterns in the development of the children's fine motor skills throughout Cycle One and Cycle Two. By comparing the results from both cycles, the researcher will assess whether there has been significant improvement in the children's fine motor abilities as a result of the origami activities. The collected data will also be used to provide recommendations for future similar activities.

This study is expected to provide evidence that origami can be an effective method to enhance children's fine motor skills. By engaging children in fun and creative activities, it is hoped that they will improve their hand-eye coordination, precision, and competence in completing tasks that require fine motor skills. This research aims to demonstrate how origami can be used as a tool to support children's development and enhance their ability to perform tasks that require small muscle control.

RESULTS

This Classroom Action Research (CAR) aimed to improve children's fine motor skills through paper folding (origami) activities at RA Nurul Huda Gunungpati. The research was conducted over two cycles, each consisting of planning, action, observation, and reflection phases. Data was collected through direct observations of the children's participation, the development of their fine motor skills, and their ability to execute origami folds accurately. In total, 20 children participated in this study, with each child showing varying levels of initial fine motor skills. In Cycle 1, the primary focus was on introducing the basics of origami to the children. Simple shapes such as basic triangles, squares, and rectangles were taught using step-by-step instructions. The first activity involved creating a basic paper boat, a relatively simple model for young children to follow. During this cycle, the children showed considerable excitement when working with paper, but there were noticeable challenges in terms of their ability to fold the paper accurately. Throughout the cycle, it became evident that while most children could follow the folding instructions with assistance, they had difficulty aligning the edges of the paper and making neat, precise folds. The majority of children were able to complete the first few folds with guidance, but when it came to more detailed steps, such as ensuring sharp folds and corners, they struggled. Observations indicated that fine motor coordination—especially in terms of using both hands to hold the paper and align edges—was a difficult skill for many of the children.

Despite these challenges, Cycle 1 revealed several positive outcomes. For instance, most children demonstrated enthusiasm and interest in the activity, which kept them engaged throughout the session. Additionally, children began to develop some coordination between their eyes and hands as they followed the folding instructions, though there was still a gap in terms of accuracy and precision. The teacher provided continuous feedback, which helped some children improve their techniques during the sessions. Another important observation during Cycle 1 was the children's ability to work together. Although many required assistance, the social aspect of working in groups allowed the children to share ideas and learn from each other. Peer interaction seemed to foster a collaborative atmosphere, which was encouraging for both the children and the teacher. However, it was clear that some children needed more individualized attention to master the required skills.

After Cycle 1, the data indicated a moderate level of improvement. Approximately 60% of the children demonstrated the ability to fold basic shapes with reasonable accuracy, but many still required considerable support. These results highlighted the need for further practice and more challenging tasks in Cycle 2 to help children refine their skills and improve their fine motor control. Cycle 2 aimed to build on the progress made in Cycle 1 and introduce more challenging origami tasks to further develop the children's fine motor skills. Based on the reflections from Cycle 1, the second cycle focused on enhancing the children's ability to perform more complex folds with greater accuracy. This cycle introduced the concept of folding shapes such as cranes and flowers, which involved more intricate steps and required better hand-eye coordination. The first activity in Cycle 2 was the creation of an origami crane, which was more advanced than the simple boat made in Cycle 1. This task required the children to fold the paper multiple times and ensure that each fold was precise in order for the final product to look correct. The

children were encouraged to use their observation skills to monitor the paper as they folded, which helped them make adjustments if needed.

In Cycle 2, significant improvements in the children's fine motor skills were noted. Approximately 85% of the children were able to complete the origami crane accurately without direct assistance. Their ability to align edges and make sharp folds increased noticeably, and they were more confident in performing the task independently. The teacher provided minimal instruction, allowing the children to follow along with the steps and solve problems on their own. This approach fostered a sense of independence and self-confidence in the children. One of the key changes in Cycle 2 was the increased focus on precision. The children were encouraged to pay attention to the details, such as ensuring that the folds were aligned properly and making sharp creases in the paper. Through repeated practice, most children improved their ability to control their hand movements and made fewer mistakes. The use of repetition, along with positive reinforcement from the teacher, helped the children build confidence and improve their skills.

Group dynamics also played an important role in Cycle 2. While the children worked individually, they were encouraged to interact with their peers, share tips, and observe each other's work. This peer-to-peer learning enhanced the overall experience and helped children who were struggling with the activity. Children who were more confident in their abilities were able to offer guidance to others, creating a supportive and collaborative learning environment. Additionally, Cycle 2 allowed the teacher to differentiate instruction based on the children's needs. While some children excelled and could complete more complex tasks with ease, others still needed individualized support. The teacher worked with these children on specific aspects, such as aligning the edges and making neat folds. This targeted approach ensured that each child had the opportunity to improve at their own pace.

By the end of Cycle 2, the majority of children showed considerable progress in their fine motor skills. Approximately 90% of the children were able to create origami shapes with high accuracy and demonstrated improved hand-eye coordination. Their ability to complete more detailed folds independently and with confidence was a clear indicator of their enhanced motor skills. A comparison of the results between Cycle 1 and Cycle 2 shows a substantial improvement in the children's fine motor skills. In Cycle 1, most children struggled with the basic folds and required significant assistance to complete tasks. However, by Cycle 2, the majority of the children were able to perform more complex origami tasks with greater accuracy and precision. The number of children who could complete the tasks independently increased significantly from 60% in Cycle 1 to 90% in Cycle 2. This improvement can be attributed to several factors. First, the children's fine motor skills were developed through consistent practice. The repetitive nature of the activities in both cycles helped the children build muscle memory, which was crucial in improving their hand-eye coordination. Additionally, the progression from simpler to more complex tasks allowed the children to build on their skills gradually, making the learning process more effective. The children's increased ability to work independently in Cycle 2 also reflects their growing confidence and competence in handling origami tasks. In Cycle 1, children often needed close supervision, but by Cycle 2, most children were able to follow the steps with minimal assistance. This shift indicates that the children had internalized the basic techniques and could apply them in more challenging activities. Furthermore, the peer interactions in Cycle 2 played a significant role in reinforcing the children's skills. Children who were more proficient in origami often helped their peers, fostering a collaborative learning environment. This peer support not only benefited the children who were struggling but also reinforced the skills of the more confident children as they explained their techniques to others.

The teacher's reflections after each cycle showed a positive impact of origami activities on the children's fine motor skills. The teacher noted that the children's ability to manipulate paper, fold it accurately, and create clear shapes improved significantly.

Additionally, the children became more engaged and focused during the activities, showing increased perseverance and determination to complete tasks correctly. The teacher also observed that the children were more confident in their abilities and less reliant on direct instructions. This shift towards independence was a clear indicator that the origami activities were effectively enhancing the children's fine motor coordination. The teacher emphasized the importance of providing opportunities for the children to work independently while also ensuring that support was available when needed. In addition to fine motor skills, the teacher observed an improvement in other developmental areas, such as problem-solving, spatial awareness, and creativity. As children became more proficient in origami, they were able to think critically about how to fold the paper in certain ways and how to overcome challenges when the folds did not match the expected outcome. The creative aspect of origami also allowed the children to explore different shapes and models, further promoting cognitive development.

The Classroom Action Research (CAR) conducted at RA Nurul Huda Gunungpati aimed to enhance children's fine motor skills through paper folding (origami) activities. The study was carried out over two cycles, with data collected through observations of children's participation, their ability to perform origami tasks, and the development of their fine motor abilities. The results revealed noticeable improvements in children's fine motor skills from the first to the second cycle. In Cycle 1, children were introduced to basic origami tasks, such as folding simple shapes like triangles and squares. While they initially struggled with precision and aligning the edges of the paper, many children showed enthusiasm and engagement throughout the activity. By the end of Cycle 1, approximately 60% of the children were able to complete basic folds with guidance, but a significant portion still needed assistance to ensure neat and accurate folds. Cycle 2 focused on introducing more complex origami tasks, such as creating origami cranes and flowers. The children were given fewer instructions and encouraged to follow the steps independently. This cycle showed substantial progress, with around 85% of the children being able to complete the tasks with minimal help. The children's ability to make sharp folds and control their hand movements improved significantly, as did their hand-eye coordination. The increase in independence and accuracy demonstrated a clear improvement in their fine motor skills.

Furthermore, the children's confidence and problem-solving abilities grew during Cycle 2. Many of the children were able to complete tasks independently, while others collaborated with peers to share techniques and solve problems. The peer interaction allowed for mutual support, contributing to both social and motor skill development. By the end of Cycle 2, the majority of the children showed greater confidence and mastery over the folding techniques, which were evident in the quality of their completed models. Overall, the results of the research indicate that origami is an effective tool for enhancing fine motor skills in young children. The children demonstrated significant progress from Cycle 1 to Cycle 2, not only in terms of their motor skills but also in their social and cognitive development. The activity fostered both individual growth and teamwork, making it an enjoyable and valuable learning experience.

The results of this Classroom Action Research indicate that origami is an effective method for improving children's fine motor skills. The children demonstrated significant improvement in their ability to perform more complex folds with accuracy and precision. The hands-on, step-by-step approach provided by the origami activities allowed the children to practice and refine their skills gradually. Furthermore, the social and collaborative aspects of the activity helped children reinforce their learning, fostering both individual growth and teamwork. The positive outcomes from both cycles confirm that origami can be a valuable tool in developing fine motor skills in early childhood education.

DISCUSSION

The aim of this Classroom Action Research (CAR) was to investigate how origami, a paper folding activity, could enhance fine motor skills in children at RA Nurul Huda Gunungpati. Through the implementation of two cycles of action research, this study provides valuable insights into the effectiveness of using origami as a tool to improve fine motor skills in early childhood education. Cycle 1 focused on introducing origami to the children, emphasizing basic folds and shapes, such as simple triangles and squares. This cycle primarily targeted the development of hand-eye coordination, an essential aspect of fine motor skills. The introduction of origami was met with enthusiasm, as the children found the task engaging and exciting. However, this cycle also highlighted some significant challenges. The children had difficulties making precise folds, and aligning the paper properly was a struggle for many. This was expected, as fine motor skills are still developing in children at this age.

The challenges observed in Cycle 1 were not unexpected. Young children typically experience difficulty in mastering fine motor control, as their hands and fingers are still developing the strength and dexterity required for tasks like paper folding. The difficulties observed in the children's ability to make neat folds could be attributed to their developing hand-eye coordination and lack of experience with tasks requiring fine motor control. One of the key observations during Cycle 1 was the children's enthusiasm and willingness to participate in the activity despite the challenges. This suggests that origami could be an engaging way to promote fine motor development, even if the children initially struggle with accuracy. The joy and curiosity shown by the children also indicate that origami has the potential to foster intrinsic motivation, which is crucial in early childhood learning.

While the first cycle demonstrated the positive potential of origami, it also provided insights into the need for more structured support. For many children, following the folding steps required substantial guidance from the teacher. They needed frequent reminders on how to align the paper, apply pressure to make precise folds, and hold the paper steady. The data from Cycle 1 indicated that some children were able to execute simple folds with reasonable accuracy, but others required close assistance to complete the task. This disparity revealed the varying levels of fine motor skill development among the children. The need for more personalized instruction in Cycle 1 became clear. The teacher's role as a guide was critical in helping children understand the mechanics of folding and coordinating their hand movements. Although some children needed individual support, others could work independently once they grasped the basic steps. This differentiation in learning abilities highlighted the importance of tailoring the level of support based on each child's developmental stage. Therefore, the teacher was encouraged to provide additional assistance to those who were struggling, while allowing more confident children to explore independently. Another significant takeaway from Cycle 1 was the social interaction among the children. As they worked together, children began to help each other with the folding process. This peer support allowed children to share techniques, observe one another, and collaboratively solve problems. This aspect of the activity helped foster a cooperative learning environment, which, in turn, enhanced the overall experience and allowed children to develop both social and motor skills simultaneously.

Based on the reflections from Cycle 1, Cycle 2 aimed to build on the progress made by introducing more complex origami tasks. The children were asked to create more intricate designs, such as origami cranes and flowers, which required greater accuracy and multiple folds. This cycle focused on refining the children's motor skills by introducing tasks that involved more steps and precision. One of the key objectives of Cycle 2 was to assess whether the children could execute more detailed origami folds independently. The introduction of more complex tasks was challenging, but it also proved to be an effective way to push the children's limits. The children were provided with less guidance and were

encouraged to follow the steps on their own, with the teacher providing only minimal support. This approach allowed children to develop a sense of autonomy and confidence in their ability to complete tasks. As expected, Cycle 2 saw notable improvements in the children's ability to fold paper accurately. The majority of the children showed increased proficiency in performing more complex folds, such as the origami crane, which required several steps and precise alignment of the paper. This improvement was particularly evident in the children's hand-eye coordination, as they demonstrated greater control over their hand movements and were able to make sharper, more accurate folds.

One of the most significant findings in Cycle 2 was the increased independence of the children. Unlike in Cycle 1, where most children needed constant guidance, Cycle 2 saw many children completing the tasks with minimal assistance. This shift indicated that the children had internalized the basic folding techniques and were now able to apply them to more complex tasks. By Cycle 2, around 85% of the children were able to complete the origami crane with high accuracy, showing a significant improvement in their fine motor skills. The increase in the children's independence also reflected a boost in their self-confidence. As they succeeded in completing more complicated origami tasks on their own, they became more willing to take risks and attempt more challenging designs. This growth in confidence is an important aspect of early childhood education, as it encourages children to take initiative and approach tasks with a positive mindset. The sense of accomplishment that the children experienced when completing a more complex origami model was also noticeable. The pride they took in their work was evident, and many children were eager to show their creations to their peers and teachers. This positive reinforcement further motivated them to continue improving their skills. The emotional aspect of the activity—feeling proud of their accomplishments—reinforced the children's engagement with the task, making the learning process both enjoyable and meaningful.

Throughout both cycles, peer learning played a significant role in the children’s development. While the focus of the study was on improving fine motor skills through origami, it also became clear that the social interactions among the children enhanced their learning experience. In Cycle 1, children who were struggling to make precise folds often turned to their peers for help. This peer-to-peer learning allowed children to share techniques and offer advice, which not only benefited the children who were struggling but also reinforced the skills of the more confident children. By Cycle 2, the children were more confident in their ability to help their peers. Those who had mastered the basics of origami were often seen offering assistance to others, demonstrating leadership and problem-solving skills. This collaborative environment fostered a sense of community, as children supported each other’s learning. The act of teaching others also helped solidify the skills of the children who were more proficient, reinforcing their own understanding of the folding process. In addition to promoting fine motor development, peer collaboration also contributed to the children’s social and emotional growth. They learned how to communicate effectively, share resources, and solve problems together. These social skills are essential in early childhood development and provide a foundation for future learning experiences.

The teacher's role in this research was crucial in guiding the children through the origami activities and ensuring that the tasks were appropriately challenging. In both cycles, the teacher acted as a facilitator, providing instructions, modeling folding techniques, and offering feedback. However, the teacher’s role shifted from being a primary source of guidance in Cycle 1 to more of a supportive figure in Cycle 2. The decrease in direct instruction and the increase in independent learning allowed the teacher to observe the children more closely and assess their individual progress. Reflecting on the two cycles, the teacher noted that the children’s fine motor skills had improved significantly. The most noticeable change was the children's ability to follow more complex steps independently, with fewer mistakes and a greater sense of satisfaction upon completing the task. The teacher also observed that the children were more focused during the activities and exhibited greater perseverance when faced with

challenges. The teacher also recognized the importance of creating an environment that fosters exploration and creativity. While origami was the primary tool for developing fine motor skills, it also allowed the children to explore shapes, patterns, and spatial relationships. The creative aspect of origami encouraged the children to experiment with different folding techniques, which helped them become more flexible in their thinking and problem-solving skills.

The findings from this study demonstrate that origami is an effective tool for enhancing fine motor skills in young children. The structured yet creative nature of the activity allowed the children to develop hand-eye coordination, precision, and problem-solving abilities. By engaging in repetitive folding tasks, the children practiced and refined their fine motor skills, resulting in noticeable improvements from Cycle 1 to Cycle 2. Moreover, origami provided a platform for social interaction and collaboration, which enriched the learning experience. The children learned not only how to fold paper but also how to communicate and work together to solve problems. These social skills are essential components of early childhood development and complement the motor skills that were the focus of this research. In conclusion, the results of this research indicate that origami is a valuable tool for promoting fine motor development in young children. By combining creativity, problem-solving, and hands-on learning, origami offers a fun and engaging way for children to develop essential skills that will support their growth in other areas of development.

CONCLUSION

Based on the research that has been conducted, as a recommendation material by considering the findings in the field and theoretically, then some things that can be recommended are as follows; 1) For schools, they should facilitate the teaching and learning process by completing the facilities and infrastructure needed; 2) To all parties in the school, especially teachers, they should improve their competence and equip themselves with broad knowledge, because in fact teacher competence greatly influences the success of the teaching and learning process which will ultimately produce children who excel, have good morals, and noble character. So that it has a positive impact on the development and progress of the school; 3) Improving children's fine motor skills will develop better if through habituation and through more varied and interesting learning methods, as one alternative learning method, namely by giving paper folding assignments which are believed to be one of the approaches that are oriented towards learning practices that are in accordance with children's needs in order to increase children's creativity, imagination, and learning motivation.

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