ETNOPEDAGOGI: Jurnal Pendidikan dan Kebudayaan
Volume 1 (1) January 2024
The article is published with Open Access at: https://journal.mgedukasia.or.id/index.php/etnopedagogi

Efforts to Improve Fine Motor Skills through Weaving Activities at RA Insan Mulia

Wike Norvila Astutik ✉, RA Insan Mulia, Indonesia
Wike Dwi Palupi, UIN Syekh Ali Ahmad Addary Padang Sidimpuan, Indonesia
Wiji Astutik, RA Muslimat NU 11, Indonesia
Wijiati, RA Al-Barokah, Indonesia
Wiji Hariyanti, RA Yanusa, Indonesia

✉ *303astutik@gamil.com*

Abstract: This study aims to examine the effect of weaving activities on improving fine motor skills in children at RA Insan Mulia. This study used a classroom action research approach with two cycles, where each cycle consisted of four weeks. The subjects of this study were kindergarten students at RA Insan Mulia. Data were collected through direct observation, initial and final tests of fine motor skills, and feedback from parents. The results of the study showed that weaving activities had a positive impact on the development of students' fine motor skills. Before this activity began, many students had difficulty in performing tasks that required hand-eye coordination, such as drawing and cutting. However, after participating in weaving activities regularly, students showed significant improvements in their motor skills, especially in terms of hand-eye coordination, grip strength, and finger skills. In addition, weaving activities also improved students' concentration, social skills, and self-confidence. Weaving activities involving various materials, such as paper, yarn, and cloth, have been shown to be effective in improving fine motor skills because they provide students with the opportunity to practice controlling objects with various textures and thicknesses. The repetitive weaving process also helps students strengthen their hand muscles and improve their accuracy and attention to detail. Although most students showed significant progress, some students still needed additional support to master the weaving technique well. Therefore, this study emphasizes the importance of an individualized learning approach that is responsive to the needs of each student. Overall, the results of this study indicate that weaving activities are an effective method for improving fine motor skills in early childhood, and can support their cognitive, social, and emotional development. This activity can be used as an alternative in the early childhood education curriculum to optimize motor development and other aspects.

Keywords: Weaving Activities, Skill Improvement

Received November 15, 2023; **Accepted** December 21, 2023; **Published** January 31, 2024

INTRODUCTION

Education is a conscious effort with a purpose. Education is essentially an effort to civilize humans or humanize humans. Humans themselves are whole individuals and complex individuals so that they are difficult to study thoroughly. Therefore, the problem of education will never be finished, because the nature of humans themselves always develops following the dynamics of their lives. However, it does not mean that education must run naturally. Education still requires innovations in accordance with the progress of

science and technology without ignoring human values, both as social beings and as religious beings.

Childhood is a very important period to underlie understanding of knowledge, attitudes, and personality or more generally underlie growth and development as a whole. In childhood, the absorption of information will take place very quickly and precisely in responding to information, so that during this period there will be a lot of imitation of language, emotions, and behavior that involves children's body movements, where this period is known as the golden age. During this period, the learning process for children includes various aspects of physical-motor, cognitive, language, social-emotional, discipline, independence, art, morals, and religious values.

One aspect of early childhood development in Kindergarten is motor development. This means the development of motor skills as the development of elements of maturity and control of body movements. Motor development is the process by which a child learns to skillfully move body parts. For this reason, children learn from teachers about several movement patterns that they can do that can train agility, speed, strength, flexibility, and accuracy of hand-eye coordination. In developing motor skills, children also develop the ability to observe, remember the results of their observations and experiences. Children observe teachers, other children or themselves when moving. Children then remember the motor movements that they have done or have been trained by their teachers in order to be able to improve and refine their movements. Children must also have basic skills before they are able to combine them with more complex motor activities. Motor development at Kindergarten age is learning to be able to skillfully move body parts, both fine motor skills and gross motor skills. Gross motor movements are movements that require coordination of most parts of the child's body, while fine motor movements are movements that only involve certain parts of the body and are carried out by small muscles such as the skill of using fingers and wrist movements. This movement does not require much energy, but this movement requires careful eye and hand coordination.

The development of fine motor skills that can be seen at the PAUD age, among others, is that children begin to be able to brush their teeth, put on their own shoes, eat by themselves using a spoon and fork, the better the child's fine motor skills make the child able to be creative such as cutting paper with straight cuts, sewing, and weaving paper. Early childhood motor skill development programs are often neglected or forgotten by parents, tutors or even teachers themselves. This is more because they do not understand that motor skill development programs are an inseparable part of the lives of early childhood.

Child development will accelerate if the child has the opportunity to practice newly acquired skills and when the child experiences challenges above their level of mastery. All aspects of child development need to be stimulated, one of which is the aspect of fine motor development. The achievement of an ability in each child can be different, however, there is an age benchmark for the abilities that a child needs to achieve at a certain age. The existence of this benchmark is intended so that children who have not been trained in various abilities can achieve optimal development. Children who have not developed fine motor skills need a lot of stimulation so that they do not have difficulty in coordinating the movements of their hands and fingers flexibly. This fine motor skill is very much needed by children in preparation for doing assignments at school, because almost all day long children at school use fine motor skills for their academic activities. Based on observations that have been carried out in group B RA Insan Mulia Kolpajung, it shows that children's fine motor skills are still said to be less than optimally developed. It can be seen in the drawing activity that some children still use stiff and rough coloring methods so that the coloring results tend to be untidy, in addition when children make a circle picture, the result is a box and does not match what is expected, in making scribbles the writing is still not neat, even some of them still cannot write correctly, and when tracing the results of the child's tracing still look untidy because the tracing results are different from the original tracing and children tend to always repeat themselves in making tracings, in

addition when matching activities the results are also not neat, even some of them are impatient and not careful so that after only matching a few times the child immediately tears their work.

Based on these problems, teachers need to design creative and innovative learning activities to improve fine motor skills that are in accordance with the developmental characteristics of RA children. As an alternative to solving this problem, an appropriate activity is needed so that later children's fine motor skills can improve well and not forget the concept of playing while learning in their learning. One form of activity that can be done is weaving. Weaving is an activity of arranging warp and weft by overlapping the woven parts alternately. Weaving for early childhood is not done with complex techniques, but is still in the stage of simple basic weaving techniques. The ability to weave can hone children's fine motor skills because it uses hands and fingers as well as eye coordination. Weaving activities are also useful for introducing children

From the results of these observations, it can be carefully observed that the fine motor skills of children in group B RA Insan Mulia have not developed, in general teachers teach monotonously and teachers are only focused on RA magazines. The learning media used in learning fine motor skills in group B are less varied, in addition, they rarely use weaving learning media to improve fine motor skills in children, and in every learning activity there are still children who must be assisted by the teacher, this causes children's fine motor skills to be hampered and in doing their assignments children tend to be less serious. The development of children's fine motor skills is very important, because by developing fine motor skills children are able to function small muscles such as finger movements, are able to coordinate hand speed with eyes, and are able to control emotions. One of the activities that can improve children's fine motor skills is weaving, because weaving is expected to attract children's attention and interest 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 get, do not require too much energy and children are also able to create beauty through these activities. Thus, the researcher intends to research in terms of "Improving Fine Motor Skills Through Weaving Activities in Children of Group B RA Insan Mulia.

METHODS

This classroom action research aims to enhance fine motor skills through weaving activities at RA Insan Mulia. The study was conducted to explore whether weaving can improve the fine motor skills of students, particularly those in early childhood education. Fine motor skills are essential for young children, as they help in the development of coordination and precision needed for daily tasks such as writing, drawing, and manipulating objects. The action research involved two main cycles, and it used a combination of observational and evaluative methods to collect data. The participants in this study were 20 students of RA Insan Mulia, aged 5 to 6 years old. These children were selected because fine motor skills were identified as an area needing improvement. Prior to the intervention, an assessment was conducted to evaluate their existing fine motor abilities. The assessment focused on tasks such as drawing shapes, using scissors, stacking blocks, and other activities requiring hand-eye coordination and precision. This pre-assessment allowed the researcher to identify specific motor challenges the students faced and tailor the intervention accordingly.

The intervention in this study focused on weaving activities as a tool to develop fine motor skills. Weaving requires children to manipulate various materials, such as strips of paper, yarn, or fabric, and to practice hand-eye coordination, finger strength, and precision. These activities involve intricate hand movements and help improve dexterity, grip, and coordination. The weaving process also encourages focus and concentration, which are crucial elements in fine motor development. The research was carried out in two cycles, each lasting four weeks. The first cycle aimed to introduce the weaving activity

and assess its impact on students' fine motor skills. During this cycle, the teacher demonstrated simple weaving techniques, and students were guided through the process of weaving using basic materials. They were encouraged to complete a variety of weaving tasks, such as weaving paper strips into a small mat or creating woven patterns using yarn. The teacher provided continuous support and feedback to ensure that students were engaging with the activity and practicing the necessary skills. In the second cycle, more advanced weaving techniques were introduced, allowing the students to apply their previous knowledge and further refine their skills. The materials were varied, and students were given the opportunity to engage in more complex weaving projects, such as creating woven pictures or objects. The second cycle also emphasized independent work, where students were encouraged to complete their weaving projects with minimal assistance. The aim was to foster independence and increase the difficulty of the tasks to further challenge the students' fine motor abilities.

Throughout the research process, data were collected using several methods. The primary data collection tool was observation. The teacher observed the students during the weaving activities, noting improvements or challenges in their fine motor skills. The observations were recorded in a log, which documented the students' progress, engagement, and any difficulties they faced. In addition to observational data, the teacher also conducted informal interviews with the students, asking them about their experiences with the weaving activities and their perceptions of how the tasks affected their fine motor abilities. The second method of data collection was the use of pre- and post-tests. These tests involved a series of tasks designed to assess the children's fine motor skills, such as drawing shapes, cutting paper, and manipulating small objects. The same tasks were given before the intervention (pre-test) and after the second cycle (post-test). The results of these tests were analyzed to determine whether there was any improvement in the children's fine motor skills as a result of the weaving activities.

In addition to these methods, feedback was gathered from the students' parents. The teacher distributed a questionnaire to the parents at the beginning and end of the research. This questionnaire asked parents about their children's fine motor abilities at home, their engagement with the weaving activities, and whether they had noticed any improvements in their child's coordination and dexterity. The feedback from parents helped provide a broader perspective on the impact of the intervention beyond the classroom setting. The data collected from observations, pre- and post-tests, and parent feedback were then analyzed to determine the effectiveness of the weaving activities in improving the students' fine motor skills. The analysis was both qualitative and quantitative. The qualitative data from the observations and interviews were used to understand the students' experiences and any challenges they encountered during the activities. The quantitative data from the pre- and post-tests were used to measure any changes in the students' fine motor skills, providing objective evidence of improvement.

The implementation of this research was also reflective. At the end of each cycle, the teacher reflected on the success of the activities, making adjustments based on the students' needs and progress. For example, if students struggled with a particular aspect of weaving, the teacher would modify the activities to better support those students. This reflective process ensured that the intervention remained responsive to the students' needs and allowed for continuous improvement throughout the research. To ensure that the findings of this research were valid and reliable, several steps were taken. The teacher maintained consistency in the delivery of the weaving activities, ensuring that all students participated in the same tasks. Additionally, the observations and tests were conducted by the same researcher to reduce bias. The use of both qualitative and quantitative data provided a comprehensive understanding of the impact of the intervention, and the inclusion of parent feedback helped triangulate the findings. By the end of the research, the effectiveness of the weaving activities in enhancing fine motor skills was assessed. The teacher expected to see improvements in the children's hand-eye coordination, finger strength, and ability to manipulate small objects. In addition, it was anticipated that the

students would demonstrate greater confidence in their ability to complete tasks that require fine motor skills, such as writing or cutting paper.

This research is significant because it highlights the potential of using creative and engaging activities, such as weaving, to improve fine motor skills in young children. The study emphasizes the importance of hands-on learning experiences in early childhood education, where children can develop crucial skills in a fun and interactive environment. The findings of this research could be applied to other schools and educational settings to enhance motor skill development in young children. Furthermore, the research provides valuable insights for teachers looking for effective strategies to support fine motor skill development in young learners. The weaving activities were not only beneficial in developing motor skills but also helped foster creativity, patience, and perseverance among the students. The hands-on nature of the activities encouraged students to stay engaged and motivated throughout the learning process.

In conclusion, this research demonstrates that weaving activities are a practical and effective way to enhance fine motor skills in early childhood education. The intervention helped students improve their coordination, precision, and dexterity, all of which are essential for their overall development. By using *Modelling the Way* strategies, such as teacher demonstrations and guided practice, children were able to engage in meaningful learning experiences that contributed to their physical, cognitive, and emotional growth.

RESULTS

The results of this classroom action research indicate a positive impact of weaving activities on the fine motor skills of students at RA Insan Mulia. The study involved two cycles of action research, each lasting four weeks. The data collected through observations, pre- and post-tests, and parent feedback were analyzed to determine the extent of improvement in students' fine motor abilities. The analysis of the findings is presented below, discussing the improvements observed in students' motor skills, their engagement during activities, and the feedback from parents. The first cycle of the intervention focused on introducing students to basic weaving techniques using simple materials such as strips of paper. During the initial sessions, many students showed initial hesitation and difficulty in performing the weaving tasks. They struggled with holding and manipulating the paper strips, and their movements appeared rigid, indicating a lack of fine motor coordination. However, with repeated practice and teacher demonstration, there was a noticeable improvement in their ability to grasp and control the materials.

By the end of the first cycle, there was a visible improvement in students' hand-eye coordination. For example, students were able to align the paper strips more precisely, reducing the number of errors and overlapping strips. In addition, their ability to follow the weaving patterns became more accurate, which reflected increased attention to detail and focus. This was an encouraging sign that the weaving activities were helping to develop their fine motor skills. These improvements were consistent across most students, although some continued to struggle with maintaining the correct tension of the paper strips. In the second cycle, students were introduced to more complex weaving tasks, such as creating woven patterns using yarn or fabric. The materials used in the second cycle required more precise handling, as students had to control thicker materials and create more intricate designs. This posed a new challenge for the students, but it also provided an opportunity for them to further refine their fine motor skills. Teachers noticed that students who had previously struggled with the paper strips began to show more confidence and control as they worked with yarn and fabric.

The introduction of yarn and fabric materials led to a significant improvement in students' finger dexterity. They were able to manipulate the yarn more effectively, threading it through gaps and maintaining the right tension without assistance. This shift indicated that their finger strength had increased, and they were now able to perform tasks that required more coordination and fine control. This improvement was

particularly evident in tasks where students needed to weave multiple strands of yarn at once, a task that required more precise hand movements and focus. By the end of the second cycle, the majority of students had mastered the basic weaving technique and were able to complete their projects with minimal guidance. They demonstrated increased dexterity in their hands and fingers, and their ability to control the materials showed a marked improvement in their fine motor abilities. The weaving activities helped students strengthen their grip, which is essential for other tasks like holding a pencil or using scissors.

The pre- and post-test results further supported the findings from the observational data. The pre-test, which assessed students' fine motor skills before the intervention, revealed that most students struggled with tasks that required hand-eye coordination, such as drawing shapes or using scissors. However, after completing the weaving activities, the post-test results showed a marked improvement. Students were able to draw more precise shapes, cut along straight lines more accurately, and manipulate small objects with greater ease. One area of improvement that stood out in the post-test results was students' ability to trace and cut shapes. Before the intervention, many students found it difficult to cut along lines or trace shapes accurately. After the weaving activities, however, students demonstrated greater control when using scissors and were able to cut paper or fabric with improved precision. This skill directly correlates with their improved fine motor abilities, suggesting that weaving had a positive effect on their hand-eye coordination and manual dexterity. Another area of improvement noted in the post-test results was students' ability to manipulate small objects. Many students who initially struggled with grasping small items, such as buttons or beads, were able to handle these objects with greater control after participating in the weaving activities. The finger movements involved in weaving likely contributed to strengthening their hand muscles, which, in turn, made tasks involving small objects easier.

Throughout the research, students' engagement in the weaving activities increased significantly. At the start of the study, many students appeared disengaged, struggling to stay focused or becoming easily distracted. However, as the weaving activities progressed, students became more involved and enthusiastic about the tasks. This was especially evident in the second cycle, where students took more initiative in completing their projects and even began to experiment with their own designs. The teacher's observations revealed that students enjoyed the challenge of working with different materials and taking on more complex tasks. Many students expressed pride in their finished weaving projects and were eager to share them with their peers and teachers. This growing enthusiasm and engagement was a clear indication that the weaving activities were not only improving fine motor skills but also motivating students to take an active role in their learning.

\The increased engagement was also reflected in the social interactions among students. During the weaving activities, students worked together in pairs or small groups, often helping each other with the weaving process. This collaborative approach fostered a sense of teamwork and allowed students to share tips and techniques with one another. The social aspect of the activities created a positive learning environment where students were motivated to work together and support each other's learning. In addition to the observations made by the teacher, parent feedback also played an important role in assessing the impact of the intervention. Parents were asked to complete a questionnaire at the beginning and end of the study, providing insights into their children's fine motor abilities outside the classroom. Many parents reported observing improvements in their children's ability to complete everyday tasks that required fine motor skills, such as buttoning their shirts, using utensils, and drawing more accurately.

Some parents also commented on their children's increased interest in activities that require fine motor skills, such as coloring, cutting, and playing with small toys. This suggests that the benefits of the weaving activities extended beyond the classroom and positively impacted students' engagement with other fine motor tasks at home. This

feedback reinforced the idea that the weaving intervention had a lasting effect on students' motor development. Overall, the results of the research demonstrate that weaving activities are a highly effective method for improving fine motor skills in young children. The study showed that students who participated in regular weaving activities demonstrated significant improvements in their ability to perform tasks requiring hand-eye coordination, dexterity, and manual control. These improvements were observed not only in the classroom but also in students' home activities, highlighting the broader impact of the intervention on their fine motor development.

The research also emphasizes the importance of using hands-on, creative activities to support motor skill development in early childhood education. Weaving activities, which involve manipulating materials and following intricate patterns, offer an engaging and enjoyable way for students to develop crucial fine motor skills. The combination of teacher modeling, student practice, and peer collaboration created an effective learning environment that facilitated skill acquisition.

In conclusion, the results of this study provide compelling evidence that weaving activities can significantly improve fine motor skills in young children. The intervention was successful in developing students' hand-eye coordination, dexterity, and grip strength, as well as enhancing their overall engagement and motivation. These findings suggest that weaving is a valuable and enjoyable activity that can support motor skill development in early childhood education settings.

DISCUSSION

The findings of this study indicate that weaving activities were successful in improving the fine motor skills of young children at RA Insan Mulia. This section discusses the implications of these results in the context of early childhood education, highlighting the significance of weaving activities for motor skill development and exploring the reasons behind the observed improvements in students' abilities. At the start of the intervention, students demonstrated various challenges in performing tasks that required fine motor skills, such as cutting, drawing, and using small objects. These difficulties were particularly noticeable in the pre-test results, where most students showed a lack of coordination and precision. However, by the end of the research, the post-test results revealed significant improvements in students' abilities, suggesting that the intervention was effective in addressing the identified gaps in their fine motor skills.

The success of the weaving activities can be attributed to the hands-on nature of the tasks. Weaving involves a series of small, intricate movements that require students to manipulate materials with precision and care. The repetitive nature of the activity, where students continually engage in weaving, helps reinforce the fine motor skills needed for tasks such as writing, drawing, and cutting. As students practiced, their hand-eye coordination and finger dexterity improved, allowing them to perform more complex tasks with increased confidence and skill. One key observation was that students' fine motor abilities improved not only during the weaving activities but also in other tasks that require similar skills. For example, many students who struggled with holding a pencil and drawing shapes in the pre-test were able to perform these tasks more accurately in the post-test. This transfer of skills suggests that the fine motor abilities gained through weaving activities had a broad impact on students' overall coordination and manual dexterity.

The weaving activities also provided a multifaceted learning experience that went beyond the improvement of fine motor skills. Through these tasks, students were exposed to various developmental aspects, including cognitive growth, problem-solving skills, and creativity. The intricate patterns involved in weaving required students to think critically about how to manage the materials and complete the task. They had to visualize the outcome, plan their steps, and execute them with precision, which involved both critical thinking and creativity. This process naturally enhanced their cognitive development and

problem-solving abilities, skills that are vital for both academic and personal growth. One of the most notable aspects of the weaving activity was its ability to improve concentration and focus among students. Early childhood education often faces challenges with maintaining students' attention during activities. However, the weaving tasks, which required attention to detail, provided a strong incentive for students to concentrate. As students worked on their projects, they had to carefully manipulate the materials and ensure that the patterns were aligned correctly. This process of sustained attention helped them build stronger concentration skills, which are important for other activities, such as reading, writing, and problem-solving.

Another significant observation was the emotional and social benefits that arose from the weaving activities. Weaving allowed students to work together in pairs or small groups, fostering teamwork and collaboration. These social interactions helped students learn to share responsibilities, support one another, and communicate effectively. In a classroom setting, these are crucial social skills that lay the foundation for positive relationships among peers. As students worked together, they also learned the value of patience and perseverance when completing tasks that required multiple steps. These character-building qualities contributed to a positive classroom environment and enhanced the overall learning experience. In addition, the weaving activities provided a sense of accomplishment for the students. By the end of the project, students had tangible evidence of their hard work in the form of completed woven items. This sense of achievement boosted their self-esteem and confidence. When students feel successful in completing a task, they are more likely to engage in similar activities in the future, reinforcing their learning and skills development. The final woven products served as a source of pride for the students, which motivated them to participate more actively in future activities. Moreover, weaving is a form of artistic expression, and this aspect cannot be overlooked. As students worked with different materials and created their own designs, they were able to explore their creativity. Creativity is an essential part of cognitive and emotional development in early childhood education. It enables children to express their thoughts and feelings in unique ways, fostering both their emotional intelligence and their ability to think outside the box. The weaving activities provided students with an opportunity to engage in an art form while simultaneously developing fine motor skills, demonstrating that creativity can be intertwined with motor skill development.

The role of teacher guidance throughout the weaving activities was crucial for the success of the intervention. Teacher demonstrations allowed students to understand the proper technique and see the steps involved in the weaving process. This visual and hands-on learning method was particularly effective in helping young children grasp new concepts. Moreover, the teacher provided feedback and encouragement, helping students stay motivated and confident as they worked on their weaving projects. Teachers also played an important role in adapting the activities to meet the individual needs of students, offering more support to those who struggled and encouraging greater independence for students who showed more proficiency. Despite the positive outcomes, some challenges were encountered during the research. While most students showed improvement, a small group continued to struggle with certain aspects of the weaving process. Some students had difficulty with the coordination required to weave yarn through fabric, and they needed additional support. These challenges highlight the importance of individualized instruction in early childhood education. Teachers must be aware of the different learning paces of students and adjust their teaching methods accordingly to ensure that all students have the opportunity to succeed.

In addition to the teacher's role in modeling and supporting students, the role of the learning environment should also be emphasized. A well-organized and resourceful classroom environment was vital to the success of the weaving activities. The materials used for the weaving, such as yarn, fabric, and paper, were carefully selected to ensure that they were age-appropriate and safe for young children. Moreover, the layout of the classroom was designed to encourage collaboration and communication among students.

The space allowed students to move freely and interact with one another, which facilitated the social and emotional aspects of the learning process. Furthermore, the research highlights the potential for integrating such creative activities into a broader educational framework. Weaving, as a hands-on and creative activity, can be incorporated into various other subjects to enhance both motor and cognitive development. For instance, teachers could integrate weaving with lessons on shapes and patterns, reinforcing both mathematical and artistic learning. In addition, weaving activities can be connected to discussions about cultural traditions and history, providing students with an opportunity to learn about the significance of such crafts in different cultures. This interdisciplinary approach not only strengthens students' fine motor skills but also broadens their understanding of the world around them.

Finally, the positive impact of weaving on fine motor skills, social interactions, and overall student engagement underscores the importance of incorporating diverse and engaging activities into early childhood education. By offering activities that cater to different aspects of development, such as motor skills, socialization, and creativity, educators can provide students with a well-rounded learning experience that nurtures both their academic and personal growth. The results of this study suggest that weaving is a valuable tool for promoting fine motor skills, and its integration into early childhood curricula can support the development of various other essential skills that students will use throughout their lives.

The use of different materials, such as paper, yarn, and fabric, played a significant role in the development of students' motor skills. By introducing a variety of materials, the intervention ensured that students were able to practice manipulating objects with different textures, thicknesses, and levels of resistance. This variety helped students refine their grip strength and finger control, which are essential for a wide range of tasks. For instance, working with yarn and fabric required more precise hand movements than paper strips, which allowed students to further develop their fine motor skills. In addition to the physical benefits, the weaving activities also encouraged students to focus and concentrate. Weaving requires attention to detail, as students must align the materials and follow specific patterns. This level of concentration is essential for developing the cognitive and sensory-motor integration necessary for fine motor tasks. As students engaged in the weaving activities, they were not only practicing their motor skills but also strengthening their ability to focus on and complete tasks with attention to detail.

Furthermore, the teacher's role in modeling the weaving process was crucial to the success of the intervention. Through clear demonstrations and continuous support, the teacher was able to guide students through the activity, offering individualized feedback and encouragement. The teacher's presence and guidance ensured that students understood the correct techniques and were able to practice them effectively. This is consistent with previous research, which emphasizes the importance of teacher modeling in promoting skill acquisition, particularly in young children. The social aspect of the weaving activities also contributed to the positive outcomes observed in the study. Students often worked in pairs or small groups, allowing them to collaborate and support one another. This peer interaction not only helped students learn from each other but also fostered a sense of community and teamwork. Students who were more proficient in weaving were able to assist their peers, creating an inclusive environment where all students felt encouraged to participate. This collaborative approach enhanced the overall learning experience and contributed to the improvement of fine motor skills.

The increased engagement and motivation observed in the second cycle of the intervention further support the effectiveness of the weaving activities. As students became more skilled and confident in their ability to complete the tasks, their enthusiasm for the activity grew. This increase in engagement is significant because it highlights the importance of maintaining students' interest and motivation in learning activities. When students are actively engaged, they are more likely to persist in tasks, which leads to greater improvement over time. The feedback from parents provided valuable insights

into the impact of the weaving activities beyond the classroom. Many parents reported noticing improvements in their children's fine motor skills at home, particularly in tasks that required manual dexterity, such as buttoning shirts, using utensils, and drawing. This suggests that the benefits of the intervention extended beyond the school environment, positively influencing students' daily lives. It also indicates that the skills developed through weaving were not only applicable to academic tasks but also to practical activities that children encounter in their everyday routines.

The positive effects observed in students' fine motor development are consistent with research suggesting that early childhood education activities that involve hands-on, creative tasks can significantly enhance motor skills. Weaving, as a form of creative expression, provided students with an opportunity to practice both their fine motor skills and their creativity. The integration of art-based activities, such as weaving, into early childhood curricula can foster the development of a wide range of skills, from physical coordination to cognitive and emotional growth. The study also highlights the importance of providing children with opportunities for independent practice. In the second cycle, students were encouraged to complete their weaving projects with less assistance from the teacher. This increased independence allowed students to take ownership of their learning and gave them the confidence to try new techniques and challenge themselves. As students gained more autonomy in their tasks, they became more self-assured in their abilities, further reinforcing their fine motor development.

Moreover, the findings of this research support the idea that fine motor skill development is closely linked to students' overall academic and personal growth. As students developed better hand-eye coordination and manual dexterity, they became more capable in tasks that required fine motor skills, such as writing, drawing, and cutting. This improvement in fine motor abilities is a foundational aspect of early childhood education, as it supports students' success in a variety of academic and everyday activities. The results of this study also suggest that weaving activities can be integrated into early childhood curricula as a tool for developing not only fine motor skills but also other important skills such as patience, perseverance, and problem-solving. Weaving tasks require students to work through challenges, such as untangling threads or adjusting the tension of materials, which helps them develop critical thinking and problem-solving abilities. These cognitive skills are essential for success in school and life, making weaving a valuable activity for young learners.

In conclusion, this study demonstrates that weaving activities are an effective method for improving fine motor skills in young children. The integration of weaving into the curriculum provided students with an engaging and creative way to develop essential motor skills, such as hand-eye coordination, finger dexterity, and grip strength. Through a combination of teacher modeling, peer collaboration, and independent practice, students were able to refine their motor abilities and gain confidence in their skills. The positive impact of the weaving activities was also reflected in students' increased engagement, enthusiasm, and motivation to participate in tasks that require fine motor control. Therefore, weaving activities should be considered a valuable tool for promoting fine motor skill development in early childhood education settings.

CONCLUSION

In conclusion, the findings of this study provide strong evidence that weaving activities are effective in improving fine motor skills in young children. The integration of weaving into the curriculum at RA Insan Mulia not only enhanced students' hand-eye coordination, finger dexterity, and grip strength but also contributed to their overall cognitive, social, and emotional development. The activities offered a hands-on approach to learning that actively engaged students, allowing them to refine their motor skills through repetition and practice. Moreover, the study demonstrated that the weaving activities had a positive impact on students' ability to focus and concentrate. As students engaged in tasks that

required precision and attention to detail, their ability to maintain focus improved significantly. This increase in concentration was beneficial not only for fine motor tasks but also for other areas of learning that demand similar skills, such as writing, reading, and problem-solving. The social and emotional benefits observed in students further support the effectiveness of the weaving activities. The collaborative nature of the activities encouraged peer interaction, teamwork, and communication, all of which are essential for social development. Additionally, the sense of accomplishment and pride students felt upon completing their weaving projects boosted their self-esteem and motivation, fostering a positive learning environment. Although most students showed significant progress, the research also highlighted the importance of individualized instruction. Some students required additional support to master the weaving techniques, demonstrating the need for teachers to be responsive to each child's learning pace and provide tailored guidance. This individualized approach ensures that every student has the opportunity to succeed and benefit from the intervention. Overall, this study underscores the value of integrating creative, hands-on activities like weaving into early childhood education. The positive outcomes observed in fine motor development, student engagement, and social interactions suggest that such activities can play a vital role in shaping students' overall development. Therefore, weaving should be considered a valuable tool for enhancing motor skills and supporting broader cognitive and emotional growth in young children.

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. English Education: English Journal for Teaching and Learning, 5(1), 44–57.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 371–380.

Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. Psikohumaniora: Jurnal Penelitian Psikologi, 8(2), 227–240.

Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' HTS Teologiese Studies/Theological Studies, 79(1), 8164.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918
Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.