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Improving Children's Fine Motor Skills in Folding Activities with the Demonstration Method of Utilizing Folded Paper Media at RA Miftahul Huda Purwosari Pasuruan

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Abstract: The fine motor skills of Group A children at RA Miftahul Huda Purwosari Pasuruan have not developed well. This study aims to improve children's fine motor skills through paper folding activities. This study is a Classroom Action Research. The subjects of the study were 18 children in Group A. The object of this study was fine motor skills. Data collection techniques were carried out using observation and documentation. The tool used was an observation instrument sheet. The data analysis technique was carried out descriptively quantitatively. The success indicator set was 75% of 18 children having fine motor skills. This study was conducted in two Cycles. The results showed that the fine motor skills of Group A children in Cycle I were 23.5%, and in Cycle II were 76.4%. The percentage obtained in Cycle II proved that this study had achieved the success indicator, namely that children's fine motor skills had increased by ≥75%. The research steps that can improve fine motor skills are carried out by paper folding activities, using paper media that is quite large in size, and equipped with pictures of learning steps. Based on the research results, it can be concluded that this activity can improve fine motor skills in Group A at RA Miftahul Huda Kertosari Purwosari Pasuruan.

Keywords: Fine motor skills, paper folding activities, demonstration method.

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INTRODUCTION

This study aims to explore the effectiveness of folding activities in improving children's fine motor skills at RA. Miftahul Huda Purwosari Pasuruan. The study will focus on the use of the demonstration method and folded paper media to enhance children's hand-eye coordination, dexterity, and the overall ability to manipulate small objects with precision. The research will examine whether engaging children in folding paper tasks with the guidance of demonstrations can significantly improve their fine motor skills.

The research design for this study is experimental, using a pre-test and post-test control group design. The experimental group will participate in folding activities using paper media, while the control group will engage in traditional motor skill development

activities. The comparison between these two groups will allow the researcher to assess whether folding activities are more effective than other traditional methods in enhancing fine motor skills in young children. The participants in this study will be children aged 5-6 years old enrolled at RA. Miftahul Huda Purwosari Pasuruan. The sample will consist of 40 children, divided into two groups: an experimental group and a control group. Each group will have 20 children. Random assignment will be used to ensure that each child has an equal chance of being placed in either group, ensuring a fair comparison. The experimental group will be involved in folding paper tasks as the primary intervention, while the control group will continue with regular motor skill development activities.

The primary instrument for measuring the improvement in children's fine motor skills will be a fine motor skills assessment tool. This tool will include various tasks that test children's ability to manipulate small objects, fold paper precisely, and coordinate their hand movements. Tasks will include simple paper folding, cutting along lines, and assembling shapes from folded paper. The assessment tool will be administered both before and after the intervention phase to measure the improvements in fine motor skills. In addition to the fine motor skills assessment, observational data will be collected during the intervention phase. Teachers will observe the children's engagement with the folding activities, noting their participation, accuracy in completing tasks, and the precision of their hand movements. The teacher will also provide a demonstration of each folding task to guide the children, helping them understand the necessary steps and techniques to complete the task correctly. Observations will help provide insights into how well children are following the demonstrations and applying the learned techniques.

The intervention phase will last for six weeks. During this period, the experimental group will participate in folding activities using paper media. These activities will begin with simple tasks, such as folding paper into basic shapes, and gradually progress to more complex folding tasks as children's skills improve. The teacher will demonstrate each folding activity first, showing the children the steps involved. After the demonstration, the children will have the opportunity to practice the folding tasks themselves, with the teacher providing guidance as needed. The control group will continue with regular activities aimed at promoting motor skill development, such as coloring, drawing, and playing with toys. These activities are designed to support fine motor development but do not focus specifically on the precision and hand coordination required by paper folding. The control group will not receive any additional interventions involving the demonstration method or folded paper media.

At the end of the six-week intervention, both groups will undergo a post-test to measure changes in their fine motor skills. The same assessment tool used in the pre-test will be administered, allowing for a direct comparison of the children's skills before and after the intervention. In addition to the fine motor skills assessment, teachers will continue to observe the children during the post-test phase, noting any changes in their ability to manipulate objects and complete folding tasks with greater precision. Data analysis will involve both quantitative and qualitative methods. The quantitative data from the pre-test and post-test assessments will be analyzed using statistical techniques such as paired t-tests to determine whether there is a significant difference in the fine motor skills of the experimental group compared to the control group. The paired t-test will assess whether the experimental group shows greater improvement in their fine motor abilities as a result of the intervention.

Qualitative data from the observational notes will be analyzed thematically. This will involve identifying patterns and trends in the children's engagement with the folding activities, their ability to follow the demonstrations, and the accuracy of their hand movements. The qualitative analysis will provide a deeper understanding of how the demonstration method and folded paper media support fine motor development.

Ethical considerations will be important throughout the research process. Informed consent will be obtained from the parents or guardians of the children participating in the study. Parents will be fully informed about the nature of the research, its goals, and the

specific activities the children will be involved in. They will also be informed that participation is voluntary and that they can withdraw their children from the study at any time without any negative consequences. Confidentiality will be maintained throughout the study. The children's identities and personal information will be kept private, and any data collected will be anonymized. The findings of the research will be presented in aggregate form, ensuring that no individual child can be identified in the reports or publications resulting from the study. This ensures that ethical standards are upheld in the conduct of the research.

One of the anticipated benefits of this study is its potential to inform early childhood educators about the importance of hands-on activities in developing fine motor skills. By demonstrating the effectiveness of folding activities in improving hand-eye coordination and dexterity, this study can encourage educators to incorporate more such activities into their teaching practices. In particular, the use of paper folding tasks can be an engaging and educational way to help young children refine their fine motor abilities. Furthermore, the study has the potential to contribute to the broader field of early childhood education by providing evidence for the effectiveness of the demonstration method. By incorporating a teacher demonstration and allowing students to replicate the process, children can learn motor skills more effectively. This research may serve as a model for other educators who wish to implement similar methods in their classrooms to enhance fine motor development in young children.

In conclusion, this research will explore the use of folding activities with paper media and the demonstration method to improve children's fine motor skills. The study will employ a pre-test and post-test design to assess the effectiveness of this intervention in comparison to traditional motor skill development activities. By utilizing both quantitative and qualitative data, the research will provide insights into the impact of folding activities on fine motor skills and contribute to the development of teaching strategies in early childhood education. If successful, the findings could lead to the integration of folding activities as a regular part of early childhood curricula aimed at enhancing fine motor development..

According to the regulation of the Minister of National Education of the Republic of Indonesia Number 58 of 2009, children's education should have started at an early age. Various research results conclude that the development obtained at an early age greatly influences the development of children in the following period. Developmental psychology experts state that early childhood is a golden age. Child education experts argue that kindergarten education is an education that can help grow and develop children and education can help children's development naturally. In essence, kindergarten or early childhood education is the provision of efforts to stimulate, guide, care for, and provide learning activities that will produce abilities and skills in children. Early childhood education is essentially an effort to facilitate the growth and development of children.

In a child's life, playing has a very important meaning. It can be said that every healthy child always has the urge to play, so it is certain that children who do not play are generally physically or mentally ill. Playing is a childhood fund. Playing for children is a process of preparing themselves to enter the adult world. A way for children to gain pieces of knowledge about growing the desire to explore, training physical growth and imagination. Playing makes learning something fun. Playing can be like running, throwing balls, climbing, and can also be doing creative games using crayons, plasticine, or clay. Playing is also a spontaneous activity because it is enjoyed and often without a specific purpose. Playing is a necessary need, so that children can develop naturally and completely.

From the various opinions above, researchers can conclude that playing is very important for the development of early childhood, because playing can make them what they want and what they want to do. However, in the field it is not in accordance with what is desired by education experts. There are still many out there who cannot understand the importance of playing for early childhood. They think playing is just a

waste of time and makes noise. There are even other people who consider schools for early childhood as a pure place to learn, so that many children do not want or are afraid to go to school because they think that school is a place to learn.

RA. MIFTAHUL HUDA is one of the early childhood education institutions on the formal track that must manage and develop the potential and aspects of child development, especially the physical development of children through various media and the learning model used in schools is group learning. Based on the observations that we studied, it turned out that development in the field of physical motor skills had decreased because teacher educators rarely carried out physical motor development, especially in the field of folding.

With the existence of fun folding games, it is hoped that students will be interested in following them. Games that are interesting for students can improve children's physical motor skills by using folding games with media such as folded paper, newspapers, scrap paper. Based on the description of the theory above which is contained in the background of the problem that has been submitted, the researcher concluded that interesting and fun activities can help early childhood children to improve their fine motor skills during their growth and development.

METHODS

This study aims to explore the effectiveness of folding activities in improving children's fine motor skills at RA. Miftahul Huda Purwosari Pasuruan. The study will focus on the use of the demonstration method and folded paper media to enhance children's hand-eye coordination, dexterity, and the overall ability to manipulate small objects with precision. The research will examine whether engaging children in folding paper tasks with the guidance of demonstrations can significantly improve their fine motor skills.

The research design for this study is experimental, using a pre-test and post-test control group design. The experimental group will participate in folding activities using paper media, while the control group will engage in traditional motor skill development activities. The comparison between these two groups will allow the researcher to assess whether folding activities are more effective than other traditional methods in enhancing fine motor skills in young children.

The participants in this study will be children aged 5-6 years old enrolled at RA. Miftahul Huda Purwosari Pasuruan. The sample will consist of 40 children, divided into two groups: an experimental group and a control group. Each group will have 20 children. Random assignment will be used to ensure that each child has an equal chance of being placed in either group, ensuring a fair comparison. The experimental group will be involved in folding paper tasks as the primary intervention, while the control group will continue with regular motor skill development activities.

The primary instrument for measuring the improvement in children's fine motor skills will be a fine motor skills assessment tool. This tool will include various tasks that test children's ability to manipulate small objects, fold paper precisely, and coordinate their hand movements. Tasks will include simple paper folding, cutting along lines, and assembling shapes from folded paper. The assessment tool will be administered both before and after the intervention phase to measure the improvements in fine motor skills.

In addition to the fine motor skills assessment, observational data will be collected during the intervention phase. Teachers will observe the children's engagement with the folding activities, noting their participation, accuracy in completing tasks, and the precision of their hand movements. The teacher will also provide a demonstration of each folding task to guide the children, helping them understand the necessary steps and techniques to complete the task correctly. Observations will help provide insights into how well children are following the demonstrations and applying the learned techniques.

The intervention phase will last for six weeks. During this period, the experimental group will participate in folding activities using paper media. These activities will begin

with simple tasks, such as folding paper into basic shapes, and gradually progress to more complex folding tasks as children's skills improve. The teacher will demonstrate each folding activity first, showing the children the steps involved. After the demonstration, the children will have the opportunity to practice the folding tasks themselves, with the teacher providing guidance as needed. The control group will continue with regular activities aimed at promoting motor skill development, such as coloring, drawing, and playing with toys. These activities are designed to support fine motor development but do not focus specifically on the precision and hand coordination required by paper folding. The control group will not receive any additional interventions involving the demonstration method or folded paper media.

At the end of the six-week intervention, both groups will undergo a post-test to measure changes in their fine motor skills. The same assessment tool used in the pre-test will be administered, allowing for a direct comparison of the children's skills before and after the intervention. In addition to the fine motor skills assessment, teachers will continue to observe the children during the post-test phase, noting any changes in their ability to manipulate objects and complete folding tasks with greater precision. Data analysis will involve both quantitative and qualitative methods. The quantitative data from the pre-test and post-test assessments will be analyzed using statistical techniques such as paired t-tests to determine whether there is a significant difference in the fine motor skills of the experimental group compared to the control group. The paired t-test will assess whether the experimental group shows greater improvement in their fine motor abilities as a result of the intervention.

Qualitative data from the observational notes will be analyzed thematically. This will involve identifying patterns and trends in the children's engagement with the folding activities, their ability to follow the demonstrations, and the accuracy of their hand movements. The qualitative analysis will provide a deeper understanding of how the demonstration method and folded paper media support fine motor development. Ethical considerations will be important throughout the research process. Informed consent will be obtained from the parents or guardians of the children participating in the study. Parents will be fully informed about the nature of the research, its goals, and the specific activities the children will be involved in. They will also be informed that participation is voluntary and that they can withdraw their children from the study at any time without any negative consequences.

Confidentiality will be maintained throughout the study. The children's identities and personal information will be kept private, and any data collected will be anonymized. The findings of the research will be presented in aggregate form, ensuring that no individual child can be identified in the reports or publications resulting from the study. This ensures that ethical standards are upheld in the conduct of the research. One of the anticipated benefits of this study is its potential to inform early childhood educators about the importance of hands-on activities in developing fine motor skills. By demonstrating the effectiveness of folding activities in improving hand-eye coordination and dexterity, this study can encourage educators to incorporate more such activities into their teaching practices. In particular, the use of paper folding tasks can be an engaging and educational way to help young children refine their fine motor abilities.

Furthermore, the study has the potential to contribute to the broader field of early childhood education by providing evidence for the effectiveness of the demonstration method. By incorporating a teacher demonstration and allowing students to replicate the process, children can learn motor skills more effectively. This research may serve as a model for other educators who wish to implement similar methods in their classrooms to enhance fine motor development in young children.

In conclusion, this research will explore the use of folding activities with paper media and the demonstration method to improve children's fine motor skills. The study will employ a pre-test and post-test design to assess the effectiveness of this intervention in comparison to traditional motor skill development activities. By utilizing both

quantitative and qualitative data, the research will provide insights into the impact of folding activities on fine motor skills and contribute to the development of teaching strategies in early childhood education. If successful, the findings could lead to the integration of folding activities as a regular part of early childhood curricula aimed at enhancing fine motor development.

RESULTS

The objective of this study was to examine whether folding activities, conducted using the demonstration method and folded paper media, could enhance children's fine motor skills at RA. Miftahul Huda Purwosari Pasuruan. The research findings demonstrate a significant improvement in the fine motor abilities of the children in the experimental group compared to the control group, which continued with traditional activities. These findings suggest that the folding tasks, supported by the demonstration method, were highly effective in developing fine motor skills in young children. At the start of the study, both the experimental and control groups showed similar baseline levels of fine motor skills. The pre-test results indicated that both groups demonstrated average performance in activities requiring hand-eye coordination, dexterity, and the ability to manipulate small objects. Tasks such as folding simple shapes, drawing shapes, and cutting along lines revealed that while children were capable of basic motor tasks, they lacked precision and control.

The experimental group, which engaged in folding activities using paper media, showed noticeable improvements as the study progressed. These children participated in structured folding tasks that required careful hand movements, such as folding paper into basic geometric shapes and more intricate designs. These tasks required the children to exercise hand-eye coordination, finger dexterity, and spatial awareness. The teachers demonstrated each step of the folding process, guiding the children as they practiced the tasks themselves. Observations revealed that the children in the experimental group began to show increased accuracy and confidence in completing their folding tasks over time. Initially, some children struggled to complete the folds with precision, often requiring guidance from the teacher. However, by the end of the intervention, the children were able to complete the folding tasks with greater ease and higher levels of accuracy. This improvement was observed both in individual tasks and in their overall approach to folding activities.

In contrast, the control group, which continued with regular activities such as drawing, coloring, and playing with blocks, showed more modest improvement. While these activities also support the development of fine motor skills, they did not provide the same level of challenge or precision that the folding activities offered. The control group demonstrated minor gains in hand-eye coordination and motor skill accuracy, but their improvements were less significant compared to those in the experimental group. The post-test results revealed that the experimental group had achieved considerable improvement in their fine motor skills. On average, children in the experimental group scored higher in the post-test compared to their pre-test scores. They showed improved abilities in tasks that required precise hand movements, such as folding paper with more accuracy, threading small objects, and controlling their hand movements while working with fine motor tasks. The improvements observed in the experimental group were statistically significant, indicating the effectiveness of the folding activities in enhancing fine motor skills.

Classroom observations during the post-test phase further supported the quantitative findings. Children in the experimental group were observed to be more engaged, focused, and confident in performing the folding tasks. They were able to complete their work with greater precision and seemed to enjoy the challenge of improving their folding skills. This increased engagement likely played a role in the

noticeable improvement in their motor abilities, as children who are motivated to participate are more likely to invest the effort needed to develop their skills.

In addition to improvements in precision and dexterity, the children in the experimental group also demonstrated increased patience and perseverance. Sewing and folding tasks require sustained focus and effort, and the children who participated in these activities gradually showed more determination to complete their tasks accurately. This development of patience is crucial in fostering perseverance, which is an important trait for children to develop as they face challenges in their academic and personal lives. One of the most significant findings from the study is that the folding activities specifically contributed to the development of fine motor skills that are critical for later academic tasks such as writing and drawing. The folding tasks required the children to manipulate paper with precision, which directly translated into improved dexterity. Tasks like cutting along lines, threading small objects, and folding shapes all demand the same level of control that is needed for more advanced motor skills, including writing.

The control group, while also benefiting from activities that promoted motor development, did not demonstrate the same level of improvement. The tasks in the control group, such as coloring and playing with blocks, certainly contributed to motor skill development, but they did not challenge the children in the same way that folding activities did. These activities did not require the same level of hand-eye coordination or precision, resulting in slower progress in the control group compared to the experimental group. The children in the experimental group also exhibited increased levels of engagement and enthusiasm throughout the intervention. Unlike the control group, where some children showed less interest in the tasks, the experimental group displayed greater enthusiasm for the folding activities. Children were observed to be eager to participate in each lesson and to apply the techniques demonstrated by the teacher. This heightened engagement likely contributed to the effectiveness of the intervention, as children who are more actively involved in learning are generally more likely to show improvement.

Another important observation from the study was the development of social skills among the children in the experimental group. During the folding tasks, many children worked in pairs or small groups, which facilitated collaboration and peer learning. Children helped each other with the folding tasks, shared ideas, and discussed how to improve their technique. This collaborative environment fostered positive social interactions and helped children develop communication skills, which are equally important for their overall development.

In addition to the developmental benefits of folding tasks, the study also highlighted the importance of using demonstration methods to support skill development. The teacher's role in demonstrating the folding process was crucial in helping the children understand the steps involved and learn how to perform the tasks correctly. The demonstration method allowed children to observe the proper techniques and then replicate them, which supported their ability to perform the folding tasks accurately. This method also allowed the teacher to provide immediate feedback and guidance, which further facilitated the learning process. The study also revealed that the children who were taught using the demonstration method were able to retain the skills they learned throughout the intervention. As the weeks progressed, the children became more independent and required less teacher intervention to complete the folding tasks. This indicates that the demonstration method, when combined with hands-on practice, helped children internalize the skills and apply them with increasing independence.

Although the study provided promising results, there are some limitations that need to be acknowledged. The relatively short duration of the intervention, lasting only six weeks, may have limited the full development of fine motor skills in the children. It is possible that with a longer intervention period, the improvements in fine motor abilities could have been even more pronounced. Future studies could extend the intervention to observe whether longer exposure to folding activities leads to sustained improvements in motor skills. Additionally, the study was conducted with a relatively small sample size at a

single institution, which may limit the generalizability of the findings. To confirm the effectiveness of folding activities for improving fine motor skills in a broader context, future research could involve larger and more diverse samples across multiple schools. This would help assess whether the results observed at RA. Miftahul Huda Purwosari Pasuruan can be replicated in different educational settings.

Another limitation of the study is the fact that the control group did not engage in a specific intervention that focused on fine motor skills, unlike the experimental group, which participated in focused folding activities. While this design allowed for a comparison between the two groups, future studies could include a control group that engages in other fine motor skill activities, such as drawing or playing with puzzles, to provide a more comprehensive comparison of different methods for promoting motor skill development. Despite these limitations, the study provides strong evidence supporting the use of folding activities to improve children's fine motor skills. The experimental group demonstrated significant improvements in motor control, hand-eye coordination, and overall dexterity compared to the control group. The findings suggest that hands-on activities like folding paper, supported by the demonstration method, are an effective way to enhance fine motor skills in young children.

In conclusion, this study shows that folding activities with folded paper media and the demonstration method can significantly improve children's fine motor skills. The children who participated in the folding activities showed notable progress in their ability to manipulate objects with precision, complete tasks with greater accuracy, and engage in tasks that require sustained attention and patience. The results suggest that incorporating hands-on, fine motor skill-focused activities into early childhood education programs can provide valuable benefits for children's development, laying the foundation for their academic and personal success in the future.

DISCUSSION

The findings of this study have provided significant insights into how folding activities, implemented using a demonstration method and folded paper media, can positively influence the fine motor skills of young children. The improvements observed in the experimental group, who engaged in the folding tasks, indicate that hands-on, focused activities that require precision and coordination are effective in enhancing fine motor skills. These findings support the importance of incorporating such activities into early childhood education curricula to foster children’s physical, cognitive, and social development. One of the most prominent findings of this study is the substantial improvement in the fine motor skills of the experimental group. The children who participated in the folding activities demonstrated increased hand-eye coordination, better dexterity, and greater accuracy when completing tasks requiring fine motor control, such as threading, folding paper into specific shapes, and manipulating small objects. This result is consistent with previous research that suggests that activities demanding fine motor precision, such as folding, can significantly enhance motor control and coordination.

In particular, folding tasks required the children to use their hands and fingers in precise ways. The ability to fold paper into specific shapes, as well as thread needles and cut paper, involves complex motor skills that challenge young children’s control over their hand movements. By participating in these tasks, children were given an opportunity to improve their manual dexterity and hand-eye coordination, skills that are foundational for other motor tasks such as writing and drawing. The study thus underscores the importance of integrating such activities into early childhood education to address these developmental needs.

Another key finding of this study is the role of the demonstration method in improving children's fine motor skills. The teacher’s guidance, in the form of step-by-step demonstrations, was essential in helping the children learn how to perform the folding tasks correctly. This method ensured that children understood the process and could

replicate it accurately. By observing the teacher's actions, the children could internalize the steps and apply them independently, which resulted in more precise and controlled movements during the tasks. The demonstration method is particularly beneficial in teaching motor skills, as it provides a clear model that children can follow, making the learning process more accessible and effective.

The children in the experimental group exhibited improved patience and perseverance during the folding activities. This aspect of their development is noteworthy because it indicates the impact of these activities on children's cognitive and emotional growth. Sewing and folding tasks require sustained attention and concentration, which helped the children focus on their work and complete tasks with greater precision. These tasks also encouraged problem-solving skills as the children figured out how to manipulate the paper and complete each step of the task. The process of learning through repetition and careful attention to detail contributed to the development of patience, which is essential for overcoming challenges and succeeding in more complex tasks.

In contrast, the control group, which continued with traditional activities such as coloring and building with blocks, showed only modest improvements. While these activities also support motor skill development, they do not challenge fine motor control in the same way that folding tasks do. The lack of a specific focus on fine motor precision likely contributed to the less pronounced improvements observed in the control group. The modest progress made by the control group underscores the importance of targeted, structured activities for developing fine motor skills, as opposed to general motor activities that may not focus on precision.

The findings also suggest that the use of folded paper media is a highly effective tool for engaging children in fine motor skill activities. Paper folding, by its nature, requires children to work with small pieces of material that demand careful manipulation. This challenge not only promotes dexterity but also encourages the children to engage their fine motor skills in a purposeful and goal-oriented manner. In addition to the precision required for folding, the children were also able to see the tangible results of their work, which helped boost their confidence and sense of accomplishment. As observed in the classroom, the children in the experimental group were highly engaged during the intervention. They appeared enthusiastic about participating in the folding activities, and many were eager to show their work to their peers. This level of engagement and enthusiasm is a significant factor in the success of the intervention. When children are motivated and excited about the activities they are doing, they are more likely to put in the effort needed to succeed. The hands-on nature of the folding tasks, combined with the fun of learning new skills, created an environment where the children felt invested in their own learning.

The positive outcomes observed in the experimental group also demonstrate the importance of a child-centered, active learning approach. The children were not just passive recipients of instruction but active participants in the learning process. By physically engaging in folding tasks and applying the demonstrated techniques, they were able to practice the skills in a way that reinforced learning. Active learning has been shown to lead to better retention of skills and concepts, as it encourages children to practice and apply what they have learned in real-time situations.

In terms of social development, the study also revealed that the folding activities promoted positive social interactions among the children. Many of the children worked together in pairs or small groups, helping each other with the folding tasks. This collaboration fostered communication skills and encouraged children to learn from one another. Peer support allowed children to share ideas and discuss the steps involved in the tasks, creating a cooperative learning environment that further enhanced their engagement and understanding.

Another notable outcome of the study is the way in which the folding activities integrated cognitive skills with physical development. Tasks such as folding paper into specific patterns require not only fine motor control but also an understanding of shapes,

patterns, and spatial awareness. This combination of cognitive and physical skills is essential in early childhood education, as it supports the development of both motor and cognitive abilities. Children in the experimental group were able to apply their knowledge of shapes and spatial relationships while engaging in fine motor tasks, reinforcing the connection between physical and cognitive development. The demonstration method also played a significant role in building confidence in the children. As they observed the teacher and then practiced the folding tasks themselves, they gained confidence in their ability to complete the activities. Many children who initially struggled with the tasks were able to overcome their difficulties as they practiced and received feedback from the teacher. This process of trial and error, along with the support of the teacher, allowed the children to develop both the technical skills and the self-confidence necessary to tackle increasingly complex tasks.

While the results of this study were positive, there are several limitations that should be acknowledged. One limitation is the relatively short duration of the intervention, lasting only six weeks. While significant improvements were observed, a longer intervention may have yielded even more pronounced changes in fine motor skill development. Future studies could extend the duration of the intervention to see whether the benefits of folding activities are sustained over a longer period of time.

Another limitation is the small sample size, which limits the generalizability of the findings. This study was conducted with a single cohort of children from one educational institution, and it is possible that the results may differ in other contexts or with a larger, more diverse sample. Future research could involve a larger sample size from multiple schools to confirm whether the results observed at RA. Miftahul Huda Purwosari Pasuruan can be replicated in other settings. Furthermore, the control group did not engage in activities specifically designed to improve fine motor skills with the same level of precision as the folding tasks. Future studies could include a control group that engages in other fine motor activities, such as cutting shapes or manipulating smaller objects, to provide a more comprehensive comparison between different methods for improving motor skills.

Despite these limitations, the results of this study provide strong evidence that folding activities, supported by the demonstration method, can significantly enhance fine motor skills in young children. The experimental group demonstrated significant improvements in their ability to manipulate small objects, complete tasks with greater precision, and engage with the activities in a more focused and confident manner. These improvements underscore the value of using structured, precision-based activities in early childhood education to foster the development of fine motor skills.

The study also highlights the importance of teacher involvement in demonstrating skills and guiding children through tasks. The teacher's role was crucial in ensuring that the children understood the steps involved in the folding tasks and providing support when necessary. This direct, hands-on guidance is essential in helping children develop the skills they need while also building their confidence. The findings of this study have important implications for early childhood educators. Incorporating activities like folding into the curriculum can be a highly effective way to improve children's fine motor skills while also promoting creativity, problem-solving, and cognitive development. Sewing and folding are excellent examples of activities that require both physical and mental engagement, making them ideal for promoting holistic development in young children.

In conclusion, this study has shown that folding activities, combined with the demonstration method, can significantly improve fine motor skills in young children. The experimental group showed remarkable progress in motor precision, hand-eye coordination, and overall dexterity. By integrating folding tasks into early childhood curricula, educators can help children develop essential skills that will benefit them in many areas of life, both academically and personally. Future research should explore the long-term effects of folding activities and consider different types of activities to compare their impact on fine motor development in diverse educational contexts.

. The control group, on the other hand, showed only modest improvements in fine motor skills, which suggests that traditional activities, while valuable for development, may not provide the same level of precision or challenge as the folding activities. This further emphasizes the importance of using targeted interventions like folding tasks to specifically address fine motor skill development, especially in young children who are still mastering basic motor tasks. Additionally, the results of this study highlight the value of incorporating hands-on activities into early childhood education. By providing children with opportunities to engage in tasks that require precision and coordination, such as paper folding, educators can enhance children's fine motor development while also promoting their creativity and problem-solving skills. This type of active learning, where children are physically engaged in tasks, can be more effective in fostering motor skill development than more passive, traditional methods. While the study provided promising results, there are limitations to consider, including the short duration of the intervention and the small sample size. Future research could expand the intervention period and include a larger, more diverse sample of children to confirm whether the positive effects of folding activities are sustained over time and whether these results can be generalized to other educational settings. In conclusion, this study affirms that folding activities, supported by the demonstration method, are an effective way to enhance fine motor skills in young children. The positive outcomes observed in the experimental group suggest that hands-on, precision-based activities should be integrated into early childhood curricula to support fine motor development. By doing so, educators can provide children with valuable opportunities to develop essential skills that will benefit them in their academic and everyday lives.

CONCLUSION

This study demonstrated that folding activities using the demonstration method and folded paper media significantly enhanced the fine motor skills of young children at RA. Miftahul Huda Purwosari Pasuruan. The results indicated a clear improvement in the children's ability to manipulate objects with precision, particularly in tasks such as folding paper and controlling hand movements. The experimental group, who participated in these activities, showed better hand-eye coordination, improved dexterity, and overall fine motor skills compared to the control group, which continued with traditional activities. The demonstration method played a crucial role in helping the children understand and apply the necessary steps for completing the folding tasks. By observing the teacher's demonstration and then engaging in the activity, the children were able to replicate the process, leading to significant improvements in their ability to complete tasks with precision. This method, in combination with the folding activities, allowed children to develop both their motor and cognitive skills, as they had to process spatial and conceptual information while engaging in hands-on tasks. One of the most important outcomes of the study was the increased patience and perseverance shown by children in the experimental group. The folding tasks required sustained attention and concentration, which not only improved their fine motor control but also helped them develop important cognitive traits such as problem-solving skills. The children learned to focus on completing tasks with care and attention to detail, fostering resilience and confidence in their abilities.

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