

## ART AND CRAFT ACTIVITIES FOR EARLY CHILDREN TO IMPROVE FINE MOTOR ABILITY

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### Abstract

Precision and good coordination are needed to move small muscles with fine motor abilities. Fine motor abilities are used in actions including cutting, tearing, folding, pasting, and putting together small things. Finger muscles, or fine motor abilities, are needed for this task. Early skill development is necessary to prepare children for their eventual entry into the world of formal education. Children aged 0 to 6 are considered to be in the early childhood period. The development that must be accomplished by the time a child turns 3 years old is already complex. Children need appropriate stimulation starting at that age to promote growth and physical development so that their abilities match the phases of age development. Through arts and crafts, children's fine motor skills can be improved. Activities involving art and crafts can be used to express oneself or as a component of aesthetics and creative expression. Since art and craft activities are tied to the creation of art, which requires strong finger muscles as well as good eye-hand coordination, they are beneficial for promoting the growth of fine motor skills in children.

**Keywords:** Art and Craft, Early Childhood, Fine Motor.

### INTRODUCTION

Children aged 0 to 6 are considered to be in the early childhood period. Children's development in all facets of their growth and development begins and is primarily based in their early years (Humaedi et al., 2021). Early infancy is a delicate time for growth and development because this is when the child will be exposed to all the stimulus necessary to reach their full potential (Sumiyati, 2018). In early infancy, from birth to age six, intellect will develop at a rate of 50%, then at age eight, it will reach 80%, and at age 18, it will develop at a rate of 100% as stated by Puryanti & Isnaningsih, (2022). The developmental milestones that must be attained by early childhood at the age of three are becoming more complex, one of which is fine motor movement.

Fine motor skills are used to move a set of tiny muscles, such as the fingers (Maghfuroh, 2018). Fine motor abilities, or actions involving just small muscles and specific parts, require precise coordination rather than energy (Agustina et al., 2019). Fine motor abilities are hence the ability to precisely and carefully coordinate the movement of small

muscles. Activities like gluing, coloring, cutting, squeezing, arranging small objects, folding, and drawing can help toddlers develop their fine motor abilities. Children will benefit from developing their fine motor skills since they can affect cognitive skills including recognition, solving straightforward tasks, and comparing. In addition to having a large impact on children's academic performance in elementary school, fine motor skills are a crucial component of child development that also have a big impact on mobility, self-care, and social interaction (Muarifah & Nurkhasanah, 2019). The growth of a child's motor abilities will stand out or be more obvious the more frequently the children is trained or developed physically and motorically. Children whose physical motor skills are rarely sharpened will develop later than children whose skills are frequently sharpened, which will have an adverse effect on the child's development.

As claimed by (Kamala & Chandra, 2021) the following are the causes of children's deficient fine motor skills:

1. Children with difficult births will have delayed motor development, especially if there is brain damage to the kid.
2. The provision of nutrient-dense food (nutrition) to supply dietary ingredients, nutrients, or nutrition to offer energy that can hasten and aid the development of human organs.
3. Boys enjoy rougher play, thus girls pick up fine motor abilities more quickly than boys do.
4. Family members are more likely to support and mentor children from financially secure families. Families in poor economic situations, on the other hand, frequently place a greater emphasis on getting by than on supporting their children's motor development.
5. Writing projects are frequently given by teachers to students in order to help them develop their fine motor abilities in a classroom setting less able to benefit from the media usage occurring around them. Additionally, the less engaging instruction that teachers give students to develop their motor skills.
6. Instead of sending their children outside to play with their pals, modern parents want to see them sitting peacefully inside the house watching YouTube videos.

Early childhood fine motor skill issues can take many different forms, thus parents must monitor their children's growth and development from an early age in order for their development to coincide with the stages of age development. To prepare children for learning to write when they begin a formal education, it is important to develop their fine motor abilities (Indrijati, 2016).

Fine motor skill development frequently requires simple stimuli, like art and craft projects. Arts and crafts are play activities that encourage children to create a piece of art or a craft (Azhima, 2019). The aesthetics and creative expression categories include art and craft. This aspect serves a purpose as one of the few outlets for self-expression, providing a catharsis for children's feelings and emotions that may not be expressed in other types of activities. Art and craft activities can also be a suitable way for children to let go of pent-up tension and frustration while generating feelings of fun and excitement. They also serve as opportunities for language and communication skills as children listen to instructions and

converse with each other while they work on the projects (Habe & Setyowati, 2019). Creativity and the tools and materials for the medium are inextricably linked in art and craft activities. Because they may be made with materials and tools found around them, art and craft projects can be easily implemented. Children can engage in art and craft projects that include coloring, drawing, sticking, cutting, squeezing, and other activities depending on the theme they wish to create.

## **IMPLEMENTATION METHOD**

Activities done at the Daycare Denali Development Center (DDC) at Pipa Jaya, Force 66 No. 201 City Center Complex B11, subdistrict Kemuning, Palembang City, South Sumatra. Children from birth to age six who attend daycare receive social welfare services in addition to education and care. This action took place on December 7, December 14, and December 21, 2022. There were phases of observation, training to become a facilitator, and practice creating lesson plans commencing from September 5 to December 6 2022 before the activity started in December. This was done so that students would be able to understand the situation of the children that attend DDC and be able to create lesson plans that would meet the objectives. There are seven stages to planning an activity, including:

1. First Phase

The DDC Psychologist is then shown the lesson plans that the students have created for review.



**Figure 1. The psychologist is shown the lesson plan**

2. Second Phase

Preparation of the materials and tools to be utilized in accordance with the design theme and the intended shape.

3. Third Phase

Prior to implementation, class settings are made to ensure that activities flow smoothly.

4. Fourth Phase

Before the activity begins, there is a prayer as the childrens enter the room, followed by jubilant clapping.

5. Fifth Phase

Act as a facilitator before the children start their artwork. The facilitator provides a detailed description of the project, including the materials and tools that will be used.



**Figure2: Describe activities to children**

#### 6. Six Phase

Tahap pelaksanaan dilakukan secara satu per satu, namun jika ada anak yang sudah bisa menguasai satu teknik dan bisa ditinggal maka proses pembuatan dapat dilakukan secara bersamaan.



**Figure 3: art and craft activity**

#### 7. Seventh Phase

The children's final step is to snap pictures of their individual works to send to their parents as evidence of today's activities.

## **RESULT AND DISCUSSION**

The training sessions for arts and crafts run from 10.20 to 11.30 WIB and last 70 minutes each. Six children, with an average age of 3 to 4 years, participated in each session's art and craft instruction activities. The documentation of the program activities that have been completed is as follows:

- 1) The firstgathering took place on December 7, 2022. Making paper suns with a moon and star theme was one of the activities, as were the children's tasks, which included
  1. Children cut striped high-visibility paper.
  2. Children present folded paper glue to those with HIV.

3. The children then adheres the striped paper to the cardboard's edge.
4. The child applies glue to the cardboard before sticking the small pieces of tissue paper to it.
5. The children finishes by adding glitter.



**Figure 4: Children cutting and coloring**



**Figure 5: Children displaying their work**

Children should learn more about colors, the many items around them, and their expectations for the features they wish to stimulate, such as strengthening and endurance training for the fingers, attention training, and hand-eye coordination training.

2) On December 14, 2022, the second gathering took place. Dinosaurs were the focus of the activities, which included building dino hangers and giving the children assignments, such as:

1. Have the children color cardboard using pom-poms and yellow paint.
2. A child sticks a tail and four dinosaur legs.
3. A child draws a dino head, an eye mount, and a dino skin pattern.
4. The rope hanging is done by the facilitator.



**Figure 6: Children sticking and coloring with pom-poms**

The anticipated outcomes include children being able to recall colors and the desired stimuli, such as teaching children how to grasp stationery and improve their focus and hand-eye coordination.

3) On December 21, 2022, the third gathering took place. Making mother's day cards with rocket graphics in a moon and star motif was one of the activities, as were the children's tasks, which included

1. Children use crayons to paint pictures of rockets.
2. A child ignites a rocket by leaving red paint finger prints.
3. For writing greetings with the Facilitator's assistance.



**Figure 7: Children use fingerprints and crayons to color**

The anticipated outcomes take the form of the features that you want to stimulate, such as teaching your fingers to become accustomed to gripping writing instruments and honing your hand-eye coordination.



**Table 1. Before and after activities**

No	Fine Motor Skills	Before	After I.II.III
1.	cutting	The children finds it challenging to move the scissors and put them on the finger.	The children can operate the scissors very gently, but he or she still needs help holding the thing that needs to be cut.
2.	coloring	The children does not finish all the pieces and simply colors one side	The children gets better at moving the crayons or brushes swiftly while coloring, and they can now color in all the designated places.
3.	sticking	Children struggle to glue little objects or pieces of paper into position after first taping them in place	The child already has the right reflex at the end of sticking, namely by pressing so that it adheres perfectly without being instructed. Some children still require assistance placing items when they stick, while others are already able to do so.

In addition to developing children's fine motor skills through cutting, squeezing, sticking, coloring, and assembling small objects, art and craft activities also introduce children to the world around them and the colors of objects, get them used to working independently and finishing tasks, and boost their self-confidence in their accomplishments.

## **CONCLUSION**

In order for children' motor skills to grow properly, they must be trained. The physical and intellectual growth of children and their motor development are strongly intertwined. Children from 1 to 3 years old often have different motor development traits than those from 3 to 5 years old. Through art and craft projects, fine motor skills can be improved, with the level of difficulty being adapted to the child's developmental stage. Children may focus on children participating in various activities when activities are taking place because they can follow directions properly and sit calmly in their chairs. This allows for the growth of developing children's abilities to be unique for each child. To get around this, the student's job as a facilitator is to teach the children how to perform these things one by one until they can do it on their own, so that the components of stimulation they want can be attained gradually. The children is now able to gently and correctly manipulate the scissors, color with a variety of tools, and attach little objects thanks to the ongoing exercises. Prior to starting school, children must engage in stimulating activities. For best outcomes in the long run, these activities should be performed with a planned level of difficulty that is tailored to the phases of age development.

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