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THE INFLUENCE OF ACTIVITIES CUT THE GRASS ON THE FINE MOTOR SKILLS OF CHILDREN AGED 4-5 YEARS AT PAUD BUNGONG JEUMPA PIDIE JAYA

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Abstrak

Anak usia 4-5 sudah terampil dalam kemampuan motorik halus, seperti dalam menggunakan jari-jari tangannya untuk meraih, menggenggam, melepas, mengepal, dan memegang suatu benda. Namun berdasarkan observasi pada PAUD Bungong Jeumpa Pidie Jaya ditemukan 9 dari 17 anak di TK A berusia 4-5 tahun terlihat perkembangan motorik halus anak belum optimal, seperti anak masih mengalami kesulitan dalam menggunting, menarik garis pada kertas dan terlihat kaku dalam menggunakan alat-alat tulis. Maka tujuan penelitian ini adalah untuk mengetahui adanya pengaruh aktivitas *Cut the grass* terhadap motorik halus pada anak usia 4-5 tahun di PAUD Bungong Jeumpa Pidie Jaya. Penelitian ini menggunakan metode penelitian kuantitatif dengan pendekatan pre-eksperimental one group pretest posttest design. Total sample untuk data penelitian bersumber dari 17 orang anak dengan menggunakan instrument lembar observasi. Berdasarkan data yang ditemukan maka uji hipotesis nilai thitung > ttabel yaitu $11,57 > 1,74588$, maka terjadi penolakan H_0 dan penerimaan H_a . sehingga dapat disimpulkan bahwa ada pengaruh aktivitas *Cut the grass* terhadap motorik halus anak usia 4-5 Tahun di PAUD Bungong Jeumpa Pidie Jaya.

Kata Kunci: *Cut the grass*, Motorik Halus, Anak

Abstract

Children aged 4-5 are skilled in fine motor skills, such as using their fingers to reach, grasp, release, clench, and hold objects. However, based on observations at PAUD Bungong Jeumpa Pidie Jaya, it was found that 9 out of 17 children in Kindergarten A aged 4-5 years showed that the children's fine motor development was not optimal, such as children still having difficulty cutting, drawing lines on paper and looking stiff in using tools. Write. So, this research aims to determine the influence of the activity *Cut the Grass* on fine motor skills in children aged 4-5 years at PAUD Bungong Jeumpa Pidie Jaya. This research uses quantitative methods with a pre-experimental one-group pretest-posttest design approach. The total sample for research data came from 17 children using an observation sheet instrument. Based on the data, the hypothesis test value $t_{count} > t_{table}$ is $11.57 > 1.74588$, then H_0 is rejected, and H_a is accepted. So, it can be concluded that the activity *Cut the Grass* influences the fine motor skills of children aged 4-5 years at PAUD Bungong Jeumpa Pidie Jaya.

Keywords: *Cut the grass*, Fine Motor, Children

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A. INTRODUCTION

Motor development is the development of controlling body movements through coordinated activities between the central nervous system and muscles. Children's motor development is divided into gross and fine motor development.¹ Fine motor skills involve the coordination of small muscles of the hand, fingers, and wrist to perform tasks that require fineness of movement. Fine motor development is closely related to brain growth and children's cognitive skills development. Fine motor activities help strengthen the connection between the brain and muscles, allowing children to understand abstract concepts better. Various factors can influence differences in fine motor skills in early childhood. Muscle strength is one of the things needed to have good fine motor skills.²

Fine motor skills are essential for many daily tasks, such as tying shoelaces, arranging toys, or using kitchen tools. Developing these skills is crucial in preparing children to face everyday tasks as adults. The physical development of children's fine motor skills must receive attention by implementing various plans in the learning process. The learning process should help children explore, observe, see, show, and develop the child's imagination and minor muscle movement abilities.³

The ability to perform delicate motor tasks gives children important independence. By developing skills such as buttoning clothes, using stationery, or tidying up toys, children become more independent and can carry out daily tasks without adult help. Children aged 4-5 years old begin to enter the school environment and face academic tasks that require fine motor skills, such as writing, drawing, and correctly holding a pencil. Good fine motor development can facilitate this learning process. Children need to stimulate their small muscles with skilful use

¹ Dewi Fitriani, Aisyah, and Novi Arvionita, 'Aplikasi Kegiatan Main Finger Painting Dalam Peningkatan Kreativitas Motorik Halus Anak Usia Dini', *Bunayya : Jurnal Pendidikan Anak*, VI.2 (2019), 204-17 <<https://jurnal.ar-raniry.ac.id/index.php/bunayya/article/view/7491>>.

² Asni Karlina Sanenek and others, 'Analisis Pengembangan Kemampuan Motorik Halus Pada Anak Usia Dini', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7.2 (2023) <<https://doi.org/10.31004/obsesi.v7i2.4177>>.

³ Muthmainnah, Heliati Fajriah, Ria Ulfa, 'Peningkatan Kemampuan Motorik Halus Melalui Kegiatan Brush Painting Di Tk It Baitusshalihin Ulee Kareng Banda Aceh', *Bunayya : Jurnal Pendidikan Anak*, 7.1 (2021), 1 <<https://doi.org/10.22373/bunayya.v7i1.9285>>.

of their fingers or proper wrist movements. That way, writing skills and muscle strength for further education are handy.⁴

Fine motor development is significant for a child's overall development. Kindergarten-age children often have difficulty moving their fingers for cutting, drawing, tearing, folding, arranging, and filling patterns by glueing small objects.⁵ Therefore, focusing on fine motor development in children aged 4-5 is crucial to support their holistic development. Activities and games that stimulate fine motor skills can help create a strong foundation for children's success in many aspects of their lives. Based on the results of observations that researchers conducted from 21 to 25 August 2023 at PAUD Bungong Jeumpa Pidie Jaya, it can be seen that 9 out of 17 children in Kindergarten A or children aged 4-5 years have problems with fine motor development where there are children who have not yet developed Optimally, this can be seen when children are unable to carry out fine motor movements such as cutting, drawing lines on children's paper and seem stiff when using writing tools. Researchers also noticed that children cannot yet carry out any activities involving fine motor skills. This attracted researchers' interest in an activity that could assess children's fine motor development. Namely, activities: Cut the grass.

In this research, they cut the grass in Indonesian, which means cutting grass. The grass referred to in this research is not natural grass but paper cutouts in the shape of grass. Cut the grass is a type of activity carried out by children to hone their ability to create creative activities that are interesting for children, and this activity includes basic techniques for making various forms of handicrafts, decorative forms and pictures from paper using the help of cutter tools.⁶ Activity Cutting the grass is more dominant in fine motor activities in cutting grass-patterned paper. You can train your ability to coordinate hand muscles through cutting activities, such as

⁴ Mutiara Sari Dewi, 'Profil Perkembangan Motorik Halus Pada Pembelajaran Anak Kelompok A (Usia 4-5 Tahun) Di Sentra Bahan Alam', *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 2.1 (2021) <<https://doi.org/10.19105/kiddo.v2i1.3939>>.

⁵ Zherly Nadia Wandu and Farida Mayar, 'Analisis Kemampuan Motorik Halus Dan Kreativitas Pada Anak Usia Dini Melalui Kegiatan Kolase', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4.1 (2019) <<https://doi.org/10.31004/obsesi.v4i1.347>>.

⁶ Achmad Afandi, *Buku Ajar Pendidikan Dan Perkembangan Motorik* (Ponorogo: Uwais Inspirasi Indonesia, 2019).

grasping and pinching. It is essential to carry out these activities gradually and repeatedly so that motor skills, excellent motor skills, can improve, making it easier for future activities involving small muscle coordination.⁷

Research using the activity of cutting patterned paper has also been carried out by other researchers, such as wisdom research, with the conclusion of the study being that cutting using patterns can improve fine motor development, increase interest in learning in early childhood and increase children's creativity in participating in the teaching and learning process during school activities. Al-Hikmah Sukaraya Kindergarten.⁸ This research has something in common with Wisdom research: they use paper-cutting techniques with patterns for children's fine motor skills. The difference is the wisdom of using various patterns and various media. Still, in this research, children will cut out existing patterns and develop their creativity in making and cutting out grass patterns. Grass patterns range from simple to relatively complex patterns, from large pattern sizes to gradually making small patterns. This gradual technique, in terms of the size of the pattern and the shape of the grass pattern, will have an impact on the child's eye and hand coordination as well as the coordination of the fingers when holding the scissors, controlling the movement of the scissors so that the grass pattern is neat and unbroken. This research aimed to determine the effect of cut-the-grass activities on fine motor skills in children aged 4-5 years at PAUD Bungong Jeumpa Pidie Jaya.

B. METHOD

This research uses quantitative research methods. Quantitative methods are research that uses numbers, and the analysis side uses statistics.⁹ This type of research is experimental research, with a pre-experimental approach, namely research carried out using a method before the treatment is given, the variables are

⁷ Rahma Rahma, 'Peningkatan Kemampuan Motorik Halus Melalui Kegiatan Menggunting Dan Menempel', *Damhil Education Journal*, 2.1 (2022) <<https://doi.org/10.37905/dej.v2i1.1321>>.

⁸ Hikmah, Herman, and Isnawati Zainuddin, 'Upaya Meningkatkan Keterampilan Motorik Halus Melalui Kegiatan Menggunting Dengan Menggunakan Pola Pada Anak Usia Dini', *Jurnal Ilmiah Abdi Ilmu*, 13.1 (2020).

⁹ Aziz Alimul Hidayat, *Metode Penelitian Paradigma Kuantitatif* (Surabaya: Health Books Publishing, 2015).

measured beforehand (pretest), and after the treatment, a measurement/test (posttest) is carried out with indicators of the child's development.¹⁰

This research uses a one-group pretest-posttest design, whereas a one-group pretest-posttest design gives a test at the beginning (Pretest) before treatment and a final test (posttest). This research was conducted to see the effect of cutting the grass on the fine motor skills of children aged 4-5 years at PAUD Bungong Jeumpa Pidie Jaya. The one-group pretest-posttest research design can be described in the following table:

Table 1. Pre-test and Post-test Research Design¹¹

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O ₁	X	O ₂

The location of this research was PAUD Bungong Jeumpa, Pidie Jaya, carried out on 09-13 October 2023. The population in this study was all children aged 4-5 years at PAUD Bungong Jeumpa, totalling 17 children. The technique used in determining the sample is the total sampling technique. Because it takes the entire population used as a sample. Population sampling is used when the population is relatively small, namely, less than 30 people.¹² The data collection technique is through observation using an observation sheet as a data collection tool. The data analysis technique for this research is to test the research hypothesis using the t-test.

C. RESULTS AND DISCUSSION

This research was carried out in 3 stages, namely the pretest stage. Treatment and posttest. The pretest is an initial test to obtain the child's score. In this study, the pretest score was obtained by cutting out the shape of the electrocardiogram pattern.

¹⁰ I Made Laut Mertha Jaya, *Metode Penelitian Kuantitatif Dan Kualitatif, Anak Hebat Indonesia* (anak hebat indonesia, 2020) <<https://doi.org/10.1017/CBO9781107415324.004>>.

¹¹ Fajri Ismail, *Statistik Untuk Penelitian Pendidikan Dan Ilmu Ilmu Sosial* (Jakarta: Kencana, 2018).

¹² Hardani and Dkk, *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: Pustaka Ilmu Group Yogyakarta, 2020).

The researcher asked the child to cut out the shape of the electrocardiogram pattern using scissors to assess the child's fine motor skills development. The teacher gave the score on the observation sheet, which was validated. Based on data from initial test scores on children's fine motor skills, it can be described that in the fine motor skills of children aged 4-5 years, there are five children in the Not Yet Developing (BB) category, 11 children in the Starting to Develop (MB) category, and one other child in the Developing According to Expectations category. (BSM).

Researchers show simple technology in everyday life today. The researcher introduces children to simple technology in everyday life. The researcher asks the child to name the simple technology. The researcher provides paper that has a pattern of grass. The researcher offers *directions for cutting the grass activities* and cutting correctly according to the pattern. The researcher asked the child to cut out the grass pattern. Then, the child takes scissors and grass pattern paper. Children take scissors and grass pattern paper; the teacher will assess the results of the activities for each treatment on the observation sheet. The treatment was carried out three times. Even though the treatment is carried out using the same steps, the difference will be seen in that the more often the activity is carried out, the more it will train the child's ability to cut so that it will further develop the child's fine motor skills. This can be seen from the results *post-test*.

A post-test is a test to measure whether the learning/treatment we carry out is effective. Therefore, the posttest is always carried out at the end of learning/treatment. The following are the steps for the activities carried out:

- a. Researchers will test each child's fine motor development by cutting out paper with electrocardiogram wave patterns or (heartbeat waves).
- b. Researchers display images that have electrocardiogram wave patterns.
- c. Researchers asked children to cut out paper with electrocardiogram wave patterns.
- d. Children cut out paper with electrocardiogram wave patterns.
- e. Researchers assessed children's fine motor skills using observation sheets.

The post-test results found that in the fine motor skills of children aged 4-5 years, there was one child in the Starting to Develop category, seven other children in the Developing According to Expectations category and nine children in the Very Well Developing category. Children's OK motor skill assessment indicators are used for literacy and STEAM learning outcomes.

Table 2. Indicators of Achievement of Fine Motor Development

Learning Access	Subelemen	TP/ATP
Literacy and STEM learning outcomes	Children demonstrate early abilities to use and engineer technology and to search for information, ideas and skills safely and responsibly	Children demonstrate early ability to use technology and to search for information, ideas and skills safely and responsibly: a. Children know some simple technologies in everyday life. b. Children use various simple technologies every day according to their function. c. Children are exposed to several technologies to search for information, ideas and skills. d. Children use technology safely and responsibly, both independently and in groups.

Source: Literacy, STEAM and the Standards, Curriculum and Assessment Agency¹³

This research aims to determine the influence of the activity Cut the Grass on fine motor skills in children aged 4-5 years at PAUD Bungong Jeumpa Pidie Jaya. Hypothesis testing is carried out by comparing $t_{\text{results count}}$ (t-test) with t_{table} using score acquisition *pretest* and score *posttest*. Value t_{table} obtained by determining the value based on the significance level (0.05) with degrees of freedom ($dk = n-1$), so that through this method, t is obtained as follows:

$$t_{\text{table}} \quad dk = n - 1$$

$$dk = 17 - 1$$

¹³ Melita Rahardjo and others, 'Contoh Alur Tujuan Pembelajaran Fase Fondasi Elemen Dasar-Dasar Literasi, Matematika, Sains, Teknologi, Rekayasa, Dan Seni' (guru.kemdikbud.go.id, 2022), pp. 1-8 <<https://guru.kemdikbud.go.id/kurikulum/perkenalan/cp-atp/konsep-alur-tujuan-pembelajaran/>>.

dk = 16 (1,745)

Based on the t_{count} and t_{table} that has been carried out, the t value is obtained t_{table} is 1.745. so it shows that the value of $t_{\text{count}} > t_{\text{table}}$, namely $11.57 > 1.745$. Thus, H_0 is rejected, and H_a accepted, which means there is an influence of activity *Cut the grass* on the fine motor skills of children aged 4-5 years at PAUD Bungong Jeumpa Pidie Jaya

Based on research conducted from 09 to 13 October 2023 and data processing that has been carried out, it is known that the Cut the Grass activity affects the fine motor skills of children aged 4-5 years at PAUD Bungong Jeumpa Pidie Jaya. The Cut the Grass activity is used to develop fine motor skills in young children by cutting paper with grass patterns. This cutting technique for fine motor skills has also been proven effective for training children's fine motor skills by previous studies. Among them is research conducted by Anggra Debi Praminta et al., with research results that show that pattern-cutting activities can influence the fine motor skills of young children in group B at Islam Qoshrul Ubudiyah Surabaya. An increase can be seen in the score before treatment (pretest) of 252 and the score after treatment (posttest) of 364. The percentage of children's fine motor skills development before and after treatment was 44.46%. The value obtained after treatment was higher than before based on the Wilcoxon signed-rank test analysis results, showing a significant increase in value.¹⁴

Further research conducted by Nurhidayat et al. showed that the fine motor skills of group B children in the Darma Wanita Kindergarten, Pao Village, Tarawang District, Jeneponto Regency, before the cutting activity, the children's fine motor skills were still said to be underdeveloped because some children were still unable to hold objects well, squeeze. Until the paper forms a round shape and cannot be cut properly. However, after being given cutting activities to children in group B, Darma Wanita Kindergarten, Pao Village, Tarawang District, Jeneponto Regency, their fine motor skills have developed, so it can be concluded that cutting activities can

¹⁴ Anggra Debi Praminta and Elisabeth Christiana, 'Pengaruh Kegiatan Menggunting Pola Terhadap Kemampuan Motorik Halus Anak Usia Dini Kelompok B Di Tk Islam Qoshrul Ubudiyah', *PAUD Teratai*, 3.3 (2014).

influence children's fine motor skills.¹⁵ Based on research conducted by Hikmah, this research concludes that cutting using patterns can improve fine motor development, increase early childhood interest in learning and increase children's creativity in participating in the teaching and learning process during activities at the Al-Hikmah Sukaraya Kindergarten school.¹⁶

Furthermore, the results of the research carried out by Putra et al. with a description of the results of their research explain that the results of hypothesis testing also clarify that there is an influence from the implementation of cutting out transportation patterns on the fine motor skills of group B children of Al Karomah KB. Therefore, it can be concluded that the fine motor skills of group B children after being given treatment in the form of cutting out transportation patterns were more developed than before when the children only focused on colouring activities, connecting lines, collages, and so on. This is proven by the child's skill in cutting according to the pattern and neat work in the cutting activity.¹⁷ Lastly, Saadah's research obtained results from the buffalo paper cutting activity, which affected children's fine motor skills. This is because cutting buffalo paper media is carried out in stages according to the cutting stages. Apart from that, the buffalo paper media used is concrete safe because it is smooth and thick, can train children's finger dexterity, does not break quickly and is attractive to children.¹⁸

So, it can be concluded that the activities can influence the fine motor skills of young children because Cut the Grass involves cutting activities where children use their fingers, which is done in stages according to the learning steps so that children's fine motor skills can increase gradually. Starting with introducing simple media that

¹⁵ Nurhidayat Nurhidayat, Ahmad Afiif, and Dahlia Patiung, 'Pengaruh Kegiatan Menggunting Terhadap Kemampuan Motorik Halus Anak Kelompok B TK Darma Wanita Desa Pao Kec. Tarawang Kab. Jenepono', *NANAEKE: Indonesian Journal of Early Childhood Education*, 3.2 (2020).

¹⁶ Hikmah, Herman, and Zainuddin.

¹⁷ Wijaya Adi Putra, Sri Laeli Norhayati, and Pipit Rika Wijaya, 'Pengaruh Menggunting Pola Transportasi Terhadap Kemampuan Motorik Halus Anak KB Al Karomah Tahun Ajaran 2022-2023', *Tematik: Jurnal Penelitian Pendidikan Dasar*, 2.1 (2023) <<https://doi.org/10.57251/tem.v2i1.985>>.

¹⁸ Dwi Aminatus Saadah and Dewi Komalasari, 'Pengaruh Kegiatan Menggunting Media Kertas Buffalo Terhadap Kemampuan Motorik Halus Anak Usia 4-5 Tahun Di TK Ihyaul Ulum Lamongan', *PAUD Teratai*, 7.2 (2018).

involves children's fine motor skills, such as scissors and paper, how children use various simple presses, including how children hold scissors and paper; at this stage, children use simple media safely and effectively independently and in groups.

D. CONCLUSION

Fine motor skills in children are related to the movement of the child's fingers. When a child's fine motor skills are well stimulated, the child can use his fingers well. One technique proven effective for training children's fine motor skills is the scissor technique. The cutting technique used in the research is cutting grass-shaped patterns known as Cut the grass. Cut the grass is cutting the shape of grass in various types of paper or other materials by following the grooves, lines or shapes of the grass on the paper. The results of the research hypothesis test show an influence of the activity Cut the Grass on the fine motor skills of children aged 4-5 years at PAUD Bungong Jeumpa Pidie Jaya.

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