

## Paper Quilling : How it Applies to Early Childhood Fine Motor Development

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**Abstract.** Fine motor skills are activities that involve small muscles in certain parts of the body and require careful coordination, although they do not require much energy. One activity that can stimulate children's fine motor development is paper quilling or the art of rolling paper. This activity is done by rolling pieces of paper using fingers or special tools, then forming rolls that are glued together so that they do not come apart easily. This Classroom Action Research was conducted at RA Al Ashriyah, located on Jalan Cut Nyak Dhien, Gampong Jawa, Langsa Kota, Langsa. The study aimed to improve children's fine motor skills through paper quilling activities. Data collection techniques included observation of children's ability to imitate shapes, accurately paste paper forms, and cut along guided lines. A qualitative approach was used for data analysis. The findings showed that paper quilling activities were effective in improving children's fine motor development. Before the action, the percentage of indicator achievement was only 30.7%, increasing to 66.7% in cycle I, and reaching 91.7% after cycle II.

**Keywords:** *fine motor skills, paper quilling, early childhood*

**Abstrak.** Motorik halus adalah gerakan halus yang melibatkan bagian-bagian tertentu saja yang dilakukan oleh otot-otot kecil saja, karena tidak memerlukan tenaga, namun begitu gerakan yang halus ini memerlukan koordinasi yang cermat. Kegiatan *paper quilling* menjadi salah satu pilihan yang menarik untuk meningkatkan perkembangan motorik halus anak. *Paper quilling* atau seni menggulung kertas adalah salah satu teknik menyusun kertas menjadi sebuah bentuk gambar. Kemudian digulungnya kertas dengan jari atau alat *quilling* jika ada, hingga membentuk sebuah gulungan dengan ujung kertas yang sudah direkatkan dengan lem terlebih dahulu agar gulungan tidak mudah lepas. Penelitian ini dilakukan di RA Al Ashriyah yang beralamat di Jalan Cut Nyak Dhien Gampong Jawa, Kecamatan Langsa Kota, Kota Langsa. Teknik pengumpulan data yang akan digunakan dalam penelitian ini antara lain adalah observasi (meniru bentuk, menempel bentuk dengan tepat dan menggunting sesuai dengan arahan). Teknik analisis data yang digunakan dalam penelitian ini adalah teknik analisis data kualitatif. Hasil penelitian bahwa kegiatan *paper quilling* dapat meningkatkan perkembangan motorik halus anak sebelum tindakan nilai ketuntasan 30,7% meningkat pada siklus I menjadi 66,7% dan setelah dilakukan tindakan siklus II mengalami peningkatan mencapai 91,7%.

**Kata Kunci:** *motorik halus, paper quilling, anak usia dini*

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## **Introduction**

Early childhood is the golden age, where children are receptive to what others show them, both visually and aurally (Diem-Wille, 2018). This is a period when children can absorb a great deal of information and develop rapidly, and for this reason they require special attention from their parents, educators, and other adults around them (Veryawan & Hasibuan, 2020). Early childhood education is fundamentally carried out through play-based learning or learning through play. Play is crucial for young children because it helps develop various aspects of their development. These aspects include religious and moral values, physical development, language skills, social-emotional development, cognitive abilities, and artistic expression (Farhurohman, 2017; Muhammad Ilham et al., 2024; Sari et al., 2024). Through play, children learn about themselves and their surroundings, because children learn by playing. There are various types of games that can be used to develop children's creativity, ranging from simple to complex games, with or without tools. Evidently, all of these are based on child development (Putro, 2016).

Children's motor skills are divided into two categories: gross motor skills and fine motor skills. Gross motor skills involve activities using large muscles, including basic locomotor, non-locomotor, and manipulative movements, while fine motor skills refer to a pre-kindergarten child's ability to perform activities using small muscles, such as writing, drawing, and others (Masruroh & Khulusinniyah, 2019). Fine motor skills are fine movements that involve only certain parts of the body and are performed by small muscles, as they do not require strength, but these fine movements require careful coordination (Indraswari, 2012).

Fine motor skills are movements that only involve certain parts of the body performed by small muscles. For this reason, movements in fine motor skills do not require energy but require eye and hand coordination or careful and precise coordination. Thus, it can be concluded that fine motor skills are movements that do not require a lot of energy because they use small muscles in certain parts of the body, namely the eyes and hands, but require careful coordination, such as the ability to hold small objects with the fingers or use scissors (Akollo et al., 2023; Iqbal et al., 2023).

From the observations conducted by the researcher at RA Al Ashriyah School in Langsa City, the researcher identified an issue where the learning activities used to enhance children's fine motor skills are still relatively limited in variety, as evidenced by

the standards for children's achievement levels. For example, some children are still unable to fold or roll paper properly, and there are also children who are less skilled at writing and coloring. For this reason, there is still a need for stimulation of children's fine motor skills (M. Ilham et al., 2023).

The activities that are often carried out are repetitive activities such as writing, coloring, free drawing, and cutting. In addition, providing stimuli for children's fine motor skills must be in accordance with their developmental stage, so there needs to be innovation or creativity in creating learning materials so that children do not get bored and the class becomes enjoyable. Educators or teachers must also be able to master the learning materials and media, as well as have other creative ideas for learning that will be applied to children. For this reason, children will gain new knowledge from other activities that can improve their fine motor skills, such as drawing and creating things from used or processed materials. Based on the results of the observation, the researcher wants to further improve children's fine motor development by adjusting the standards for improving children's achievements in using paper quilling activities so that children can do new and interesting activities to improve their fine motor development.

According to Wisnu, paper quilling is part of an artistic activity involving the skill of rolling paper, where flexibility or hand speed requires coordination of the fine muscles in the fingers. This skill will be achieved if children are patient, diligent, and persistent in performing the paper rolling activity (Dedek Wahyuningtyas et al., 2020). The concept of learning through play can effectively stimulate the development of children's fine motor skills through the process of creating interesting and unique kokoru paper quilling shapes (Sutapa & Suharjana, 2019).

According to Molly (2015), Kokoru paper quilling is a very safe and easy-to-use medium for training eye, hand, and brain coordination in early childhood. The activity of creating artwork using Kokoru paper involves the technique of rolling paper, and the wavy texture of Kokoru paper makes it easier for children to create various shapes according to their preferences (Dwi Setyo Asih & Norma Ita Sholihah, 2020).

According to Brinallloy (2012), paper quilling or the art of rolling paper is one technique for arranging paper into a picture form. A quilling picture can consist of several rolled paper pieces. Each rolled paper piece has a different width. The paper is then rolled using fingers or a quilling tool if available, forming a roll with the paper edges already glued beforehand to prevent the roll from unravelling. After that, it is arranged into a desired pattern or shape (Azizilana & Putri, 2023).

According to Andika (2013) paper quilling is the art of rolling paper. Paper quilling is an activity that requires flexibility of the fingers, patience, neatness, and a relatively long time. Paper quilling was chosen for this study because through this activity, children can move their fingers from picking up the quilling paper and quilling needle, inserting the paper into the needle, rolling the paper, applying glue to the end of the paper, and then attaching it to the provided paper. Essentially, this activity is very interesting, varied, enjoyable, and quite challenging for children. Additionally, by using attractive patterns and colourful paper, it is hoped that this activity will capture children's interest (Damayanti, 2015).

Through paper quilling, which is a challenging yet varied and enjoyable activity for children, using easily obtainable materials, and with a very simple and straightforward creation process. The results can also be pasted on patterned or plain paper using tools or without tools. In addition, paper quilling can also stimulate children's fine motor skills and creativity by training them to use their hands to roll paper and glue it properly. The rolling process requires concentration and manual skills so that children can produce refined rolls. After finishing rolling the paper, the child then sticks the rolls onto the pattern and tries to use just the right amount of glue, not too much and not too little. For this reason, the results are refined and do not come off easily. Paper quilling activities are expected to improve children's fine motor skills.

## **Method**

This study is a classroom action research (CAR) whose implementation can be observed, felt, and experienced directly. The study aims to answer questions regarding the effectiveness of learning practices that have been carried out in the classroom, as well as how improvements can have a real impact on improving learning outcomes.

The research was conducted cyclically, covering the stages of planning, action, observation, and reflection. The main focus of this research is to improve the learning process in order to enhance student learning outcomes in the classroom. The research was conducted at RA Al-Ashriyah, located at Jl. Cut Nyak Dhien, Gampong Jawa, Langsa City District, Langsa City. The research was carried out from May to June 2023. The subjects of this research were students in class B III at RA Al Ashriyah Langsa City, consisting of 12 children, 6 boys and 6 girls.

The data collection technique used in this research was observation, with activity indicators such as imitating shapes, pasting shapes accurately, and cutting according to instructions. The data analysis technique used was qualitative data analysis, particularly in comparing results between cycles. This analysis was also used to calculate the students' achievement points to determine the development of children's fine motor skills through paper quilling activities as a medium to support the improvement of fine motor skills.

## Result and Discussion

### Result

#### Pre Cycle

Based on the results of observations and interviews conducted by researchers regarding problems with children's fine motor development, steps need to be taken to ensure that improvements are in line with normative conditions. Many children are not yet skilled and neat in rolling, gluing, and folding paper. They are not neat in writing because they are not skilled at holding pencils. In finger painting activities, many children are not yet able to move their fingers freely, for this reason the results are not very good. These conditions became the basis for the researcher to stimulate children's fine motor development through paper quilling activities. The initial results obtained by the researcher in this study are as follows.

**Table 1. Initial Results of Children's Fine Motor Development Before Treatment**

No	Nama	Indikator I				Indikator II				Indikator III				Jumlah	Ketuntasan Siswa (%) Persiklus				
		Sub I		Sub II		Sub I		Sub I											
		BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB						
1	AAF	1				1				2				1			5	31.3	
2	AI	1				1				1					2		5	31.3	
3	ANP	1				1				1					2		5	31.3	
4	CA		2			1				1				1			5	31.3	
5	CSM	1				1				1				1			4	25.0	
6	FS	1				1				1				1			4	25.0	
7	FAZ	1				1				1				1			4	25.0	
8	GH	1				1				2				1			5	31.3	
9	HDS		2				2			1					2		7	43.8	
10	HL	1				1				1					2		5	31.3	
11	LSZ	1				1				1				1			4	25.0	
12	YS	1				1				1				1			4	25.0	
<b>Jumlah</b>		14				13				14				16				<b>Rata-rata</b>	29.7
<b>Ketuntasan Sub Indikator</b>		29.2				27.1				29.2				33.3				<b>Ketuntasan</b>	
<b>Ketuntasan Indikator</b>		28.1								29.2				33.3					

#### Cycle I

In cycle 1, the activity involved making paper quilling into the shape of an apple. The children appeared very enthusiastic because, in addition to rolling the paper, they were also allowed to choose the colour of the paper according to their preferences, making the learning process more enjoyable. However, during the activity, some children still frequently asked the teacher for help in rolling the paper because their fingers were still not very flexible and appeared stiff. This can be seen from the children's ability to perform the paper quilling activity of shaping an apple into a decorative ornament. Here are the observation results from Cycle I:

**Table 2. The Findings of Children's Fine Motor Development Through Paper Quilling Activities Cycle I**

No	Nama	Indikator I				Indikator II				Indikator III				Jumlah	Ketuntasan Siswa (%) Persiklus				
		Sub I		Sub II		Sub I		Sub I											
		BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB						
1	AAF		2				3				3			2		10	62.5		
2	AI			3			3			2					3	11	68.8		
3	ANP			3			2				3				3	11	68.8		
4	CA			3			3			2				2		10	62.5		
5	CSM		2				3				3				3	11	68.8		
6	FS		2				2				3				3	10	62.5		
7	FAZ			3			2	3			3				3	14	87.5		
8	GH						2				3				3	8	50.0		
9	HDS			3			3			2					3	11	68.8		
10	HL		2				3				3				3	11	68.8		
11	LSZ			3			3			2				2		10	62.5		
12	YS			3			3			2					3	11	68.8		
<b>Jumlah</b>		29				35				31				33				Rata-rata	66.7
<b>Ketuntasan Sub Indikator</b>		60.4				72.9				64.6				68.8				Ketuntasan	
<b>Ketuntasan Indikator</b>		66.7								64.6				68.8					

Based on the table above, it can be observed from the results of cycle I that the children's fine motor skills have not developed well, as can be observed from the results of the criteria above, such as criterion one, which is imitating shapes, reaching 66.7%. The second indicator, sticking shapes correctly, reached 64.6%, and the third indicator, cutting according to instructions, reached 68.8%. The results of the research in cycle I were found to be still relatively low compared to the predetermined indicators. However, these results showed an improvement compared to the children's fine motor skills development before the intervention.

Based on the above challenges, the researcher made several changes to the activities in Cycle II, such as warming up the fingers before the activity to prevent

stiffness and allow greater flexibility when sticking paper, rolling, and cutting. The children were also shown a video demonstrating how to create paper quilling art (rolled paper art) shaped into a wall decoration, with the children sitting in a circle. In addition, the children will practice paper quilling for a second time with a different activity, namely making wall decorations. The children are seated in groups, and the groups are divided appropriately so that children who are closer to each other are not placed in the same group. The aim is for the children to be more focused and concentrated and to be able to work together with their friends.

## Cycle II

Based on the results of the actions taken in cycle II, researchers were able to observe the development of children's fine motor skills. It can be concluded that the development of children's fine motor skills has improved significantly. After conducting several activities in this cycle, the children have become accustomed to paper quilling activities. As a result, the development of children's fine motor skills has improved significantly and shows evidence of success. The following are the results of the improvement in the children's fine motor skills through paper quilling activities as follows.

**Table 3. The Results of The Children's Fine Motor Development Through Paper Quilling Activities Cycle II**

No	Nama	Indikator I				Indikator II				Indikator III				Jumlah	Ketuntasan Siswa (%)				
		Sub I		Sub II		Sub I		Sub I											
		BB	MB	BSh	BSB	BB	MB	BSh	BSB	BB	MB	BSh	BSB						
1	AAF				4				4				4			3	15	93.8	
2	AI			3					4				4			3	14	87.5	
3	ANP				4			3					4				4	15	93.8
4	CA				4			3					4				4	15	93.8
5	CSM			3					4			3					4	14	87.5
6	FS				4			3					4				4	15	93.8
7	FAZ			3					4				4				4	15	93.8
8	GH				4				4				4			3	15	93.8	
9	HDS				4			3					4				4	15	93.8
10	HL				4				4			3					4	15	93.8
11	LSZ				4				4			3				3	14	87.5	
12	YS			3				3					4				4	14	87.5
<b>Jumlah</b>		44				43				45				44				Rata-rata	91.7
<b>Ketuntasan Sub Indikator</b>		91.7				89.6				93.8				91.7				Ketuntasan	
<b>Ketuntasan Indikator</b>		90.6				93.8				91.7									

From the results of the observation, it can be seen that the development of children's fine motor skills through paper quilling activities shows very good progress,

as evidenced by the improvement in each indicator and can be seen from the average score of 91.7%. This result shows that there was a 25% increase from the previous meeting, namely the previous cycle. Thus, this study was stopped in cycle II because the average score obtained in this meeting had reached the predetermined success indicator of 85%.

After observing the activities in Cycle II, which were improvements on Cycle I, it was evident that these improvements yielded results, as the classroom environment became more conducive. Additionally, the children became more focused and concentrated on the activities due to appropriate group division. The children also found it easier to perform the activities because of the warm-up exercises before starting the activity, which involved moving their fingers to prevent stiffness. The children also found it easier to stick the paper because of the patterns made by the teacher. The researcher also explained in more detail how to make paper quilling by providing direct examples and watching videos for this reason, the children could easily understand it and no longer needed guidance from the teacher. The children practiced making wall decorations from paper quilling in a refined and good manner. This can be seen from the improvement in each indicator.

## **Discussion**

This study commenced with an initial observation-based assessment. Prior to conducting the study, the researcher interviewed the classroom teacher and observed the children to determine their fine motor skills development. Further, observation was used as a method to analyze the children's basic condition. The results of the observation were then discussed and collaborated between the researcher and the classroom teacher involved in the collaboration.

In this cycle I meeting, the researcher introduced the children to the art of paper quilling through images with a range of fruits and flowers. The core activity in meeting I began with an explanation of what paper quilling is. This was followed by an introduction to the materials used in paper quilling directly to the children, after which the researcher explained each material used in making paper quilling.

The aim was for the children to understand the art depicted in the images shown by the researcher and to remember the materials used to make paper quilling (paper rolling art) that had been explained earlier. Then, in the second meeting of cycle I, the children began to make paper quilling works that would be shaped into apple-shaped

decorations. The aim was for the children to stimulate their fine motor skills development in accordance with the predetermined indicators.

In Cycle II, the researcher made several changes to the activities, including warming up the children's fingers before the activity so that their fingers would not be stiff and would be more flexible when sticking, rolling, and cutting paper. The children were invited to watch a video on how to make paper quilling art (rolled paper art) in the form of a wall decoration, sitting in a circle. In addition, the children practiced paper quilling again with a different activity, namely making wall displays, and in Cycle II, the children stuck the paper according to a predetermined pattern so that it was easier for them to stick it in an orderly manner. The children were made to sit in groups, and the groups had to be divided so that children who were closer to each other were not placed in the same group so that the children could focus and concentrate better. This also allowed the children to work together with their friends.

After conducting activities during cycles, I and II, the researcher can see the results of the activities that the researcher prepared in cycles I and II, namely the increase in children's fine motor development through paper quilling activities. Children gained a lot of experience during the research. For this reason, they were also able to produce works such as decorations and wall displays. The improvement in children's fine motor development can be seen in the table below.

**Table 3. Improving Children's Fine Motor Skills Through Paper Quilling Activities Cycle I and II**

No	Name	Pre- Cycle	Cycle I	Cycle II	Improvement
1	AAF	31,3%	62,5%	93,1%	<b>61,8%</b>
2	AI	31,3%	68,8%	87,5%	<b>56,2%</b>
3	ANP	31,3%	68,8%	93,8%	<b>62,5%</b>
4	CA	37,5%	62,5%	93,8%	<b>56,2%</b>
5	CSM	25,0%	68,8%	87,8%	<b>62,8%</b>
6	FS	25,0%	62,5%	93,8%	<b>68,8%</b>
7	FAZ	31,3%	87,5%	93,8%	<b>62,5%</b>
8	GH	31,3%	50,0%	93,8%	<b>62,5%</b>
9	HDS	43,8%	68,8%	93,8%	<b>50%</b>
10	HL	21,3%	68,8%	93,8%	<b>72,5%</b>
11	LSZ	25,0%	62,5%	87,5%	<b>62,5%</b>

12	YS	25,0%	68,8%	87,5%	62,5%
<b>Average score</b>		<b>30,7 %</b>	<b>66,7%</b>	<b>91,7%</b>	

Based on these results, many improvements were achieved in the research activities in cycle II. Most children were able to roll paper neatly and stick the rolled paper according to instructions. They used scissors appropriately and learned in a pleasant atmosphere. The children's fine motor skills development has reached an average score of 91.7% in the previously established indicators. The learning process is considered successful if the average percentage of children's fine motor skills development reaches 85%. These results prove that paper quilling activities are effective in improving children's fine motor skills development at RA Al Ashriyah Kota Langsa. Thus, the classroom action research conducted through paper quilling activities can be considered successful and capable of improving children's fine motor skills at RA Al Ashriyah in Langsa City.

This aligns with research conducted by Puspitasari (2021), which found significant changes in children's fine motor skills before and after participating in paper quilling activities. Based on the paired sample test, the Sig. (2-tailed)  $0.000 < 0.05$ , it can be concluded that the paper quilling activity has an effect on the fine motor skills of children aged 5-6 years. For future researchers studying aspects of child development, paper quilling activities can be simulated. Additionally, research conducted by Rohmatin & Hasibuan (2017), showed that the results of data analysis revealed that in Cycle I, teacher activity showed a percentage of 50%, which increased to 85% in Cycle II. Children's activity in Cycle I was 45%, increasing to 75% in Cycle II. Fine motor skills through paper quilling activities in Cycle I Session 1 were 49%, and in Cycle II Session II, they were 81%. Based on the above, it can be concluded that there was an improvement in fine motor skills among children through paper quilling activities.

## Conclusion

Based on the research conducted, it can be concluded that paper quilling activities can improve children's fine motor skills. Before the intervention, the achievement rate was 30.7%, which increased to 66.7% in cycle I and further increased to 91.7% after the intervention in cycle II. Children's fine motor skills improved through paper quilling activities in every indicator. The improvement in children's motor skills was assessed

using established indicators, the first being the ability to imitate shapes, which increased from 30.2% before the intervention to 91.7% after cycles I and II. Similarly, the indicator for accurately attaching shapes before the intervention was 29.2%, and after the first and second cycles, it increased to 93.8%. The indicator for cutting according to shape and pattern before the intervention was 33.3%, and after the intervention, it increased to 91.7%. This improvement process can be seen from the children's skills in rolling, sticking meticulously, and using scissors. In addition, finger exercises make children's fingers more flexible and less stiff in doing paper quilling activities.

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