

The Effect of Weaving Activities on Fine Motor Skills of Group B Children at Permata Hati Playground

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ABSTRACT

This study aims to examine the effect of weaving activities on the fine motor skills of Group B children at Permata Hati Playground, Ogan Ilir. The research employed a pre-experimental design using a One-Shot Case Study approach. The sample was selected through purposive sampling, based on the consideration that the children demonstrated low levels of fine motor skills. A total of 16 children participated in the study. Data were collected through observation, testing, and documentation. The data were analyzed using a t-test, yielding a calculated t-value of 1.8, which is greater than the t-table value of 1.75 at a significance level of $\alpha = 0.05$ and degrees of freedom (df) = 15. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. These findings indicate that weaving activities have a positive effect on the fine motor skills of children.

Keywords : *Weaving Activities, Fine Motor Skills of Group B Children, Early Childhood Education.*

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INTRODUCTION

Children are energetic humans with various unique characters. The definition of early childhood according to NAEYC (*National Association for the Education Young Children*) states that early childhood is a child aged 0-8 years. During this period, children will experience very rapid growth and development in various aspects of their development. Early childhood needs to be continuously stimulated in six aspects of their development such as religious and moral values, physical motor development, cognitive development, language development, social emotional development, and artistic development. Each child has different skills with distinctive characteristics that are highlighted.

One of the skills that need to be honed is children's motor skills. Fine motor skills according to Magill Richard A in (Khadijah & Nurul, 2020) are skills that require control of small muscles of the body to achieve the goal of the skill. In general, fine motor skills include eye and hand coordination that requires high precision. Meanwhile, Sujiono & Nuraini argue that fine motor skills are movements that involve small muscles that require eye and hand coordination, as well as manipulative skills. Sujiono emphasized that proper stimulation of children's fine motor skills will affect children's success in the learning process in elementary school, especially in writing activities and other academic skills (Sujiono & Nuraini, 2009).

Fine motor skills are an important foundation in the development of children's cognitive and social abilities. Children who have good fine motor skills tend to be more easily involved in learning activities because they are able to manipulate writing tools, cut, or arrange objects more skillfully. This shows that fine motor development supports academic readiness and strengthens coordination and attention (Hurlock, 2005).

The growth of motor skills in children cannot develop to maturity just like that, but must be continuously trained. The development of motor skills is influenced by various factors

including readiness to learn, opportunities to practice, good models, guidance, and motivation. Each skill must be learned individually, and it is better to learn skills one by one (Nuraini & Wardhani, 2023).

Every child must receive continuous and ongoing stimulation so that their development is optimal. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, one of the scopes of fine motor development of children aged 5-6 years is "conducting exploration with various media and activities"

According to (Masrurah & Khulusinniyah, 2019) motor skills in children really need to be trained and developed so that children can grow well. Children's motor development is tied to the child's physical and intellectual condition. Optimal physical development in children and children's motor skills will become basic movements such as writing, cutting, and dancing. So fine motor skills need to be stimulated and developed in early childhood so that the process of children's fine motor development is directed. Fine motor skills are skills that are stimulated in early childhood by involving movements in the form of skills in training small muscles, eye and hand coordination in creating works of art.

Weaving is one of the activities that can develop children's fine motor skills. Weaving is arranging the warp and weft. The warp is the part of the weave that runs upwards and the weft is the part of the weave that runs sideways that will penetrate the warp (Kuswanto et al., 2021). Weaving is an activity that aims to produce goods or objects of use and art that is carried out by interlacing or overlapping parts of the woven material alternately (Mayar, 2022).

Then according to Nasir in (Melati & Suzanti, 2022), weaving is an activity that produces various commonly used objects and an artistic object with the technique of infiltrating and overlapping vertical and horizontal lines alternately and then uniting them. Furthermore, according to Susilo et al., weaving is a technique for making works of art or handicrafts that are carried out by overlapping/crossing and strengthening one woven material with another (Hariastuti, 2022). Furthermore, according to Sumanto in (Nurul, Falah et al., 2023), weaving is an activity that requires skills carried out by overlapping and infiltrating parts of the woven material alternately between the weft and warp where the results of this weaving activity can be decorative objects or objects that can be used for daily activities.

In the field of education, weaving means uniting blades or sheets that will be arranged such as bamboo that has been cut, torn leaves, rattan that has been woven, janur, paper that has been cut or made into woven patterns, dried animal skin or pieces of patchwork material. Weaving activities carried out in a programmed manner by children can improve their fine motor skills (Muarifah & Nurkhasanah, 2019). This weaving activity can train children's finger motor skills which are carried out with fun activities and interesting media with various colors. Through weaving activities, teachers can stimulate finger and eye movements while training children's focus.

Researchers have conducted initial observations on July 2, 2024, July 3, 2024, and July 4, 2024. During the observation, researchers found that in reality there were children whose fine motor development was still not optimal. Children still have difficulty in moving their fine motor skills, are still awkward in holding crayons when coloring, still have difficulty in cutting and pasting activities, have poor posture, and very poor focus.

Several studies have been conducted by other researchers, such as those conducted by Putri Az-Zahra, Taty Fauzy, and Dessy Andriani 2022 regarding "The Effect of Weaving Activities on Fine Motor Skills of Early Childhood". The results of their research show that weaving activities can improve children's fine motor skills. Another study was also conducted by Puspa Melati and Lizza Suzanti in 2022 entitled "Development of Fine Motor Aspects of Children Aged 5-6 Years with Weaving Activities" which showed that this weaving activity can develop the child's fine motor skills at the age of five to six years. Where weaving activities are made in such a way as to attract the child's attention, *flannel* is made in various colors so that the child can recognize colors.

The focus of this research is weaving activities in order to determine the effect of weaving activities on the fine motor skills of young children. The novelty of this research is that the woven media uses *EVA plastic material elastic foam*, lightweight and has various colors and interesting marine animal shapes and has been adapted to early childhood. Based on the description above, the researcher is interested in conducting a study entitled "The Effect of Weaving Activities on Fine Motor Skills of Group B Children at Permata Hati Playground Ogan Ilir".

METHOD

The method used in this study is a quantitative research method, namely the experimental research method. This research method aims to determine the effect of a particular treatment on the symptoms of a particular group compared to other groups that use different treatments. This method is used in accordance with the objectives to be achieved, namely to determine whether there is an effect of weaving activities on children's fine motor skills in group B children at Permata Hati Playground Ogan Ilir.

The population in this study were all children in group B at Permata Hati Playground Ogan Ilir in the 2024/2025 academic year, totaling 20 children. The sample in this study was 16 children in class B at Permata Hati Playground Ogan Ilir. The sample selection technique used in this study was the *purposive technique. Sampling*. The researcher chose children in group B at Permata Hati Playground because in that class there were many children whose fine motor skills were classified as lacking, poor posture, and very poor focus.

Data collection techniques in this study are 1) Tests given to children in the form of activities designed to measure children's fine motor skills, both before and after weaving activities. The results of the test were then analyzed to determine the effect of weaving activities on children's fine motor skills; 2) Observations made were structured observations using a *Likert scale*. Observation sheets used to collect data from the beginning of learning to the end of learning to see if there was an effect of weaving activities on children's fine motor skills, adjusted to the child's ability indicators; 3) Documentation taken by researchers includes document collection including teacher data, number of students, school vision and mission.

The research design used is a *one-shot case study*. Where in this study the sample is given *treatment* and at the end of the learning the sample is given a *post-test* (final test). *The One Shot Case Study design* is a pre-experimental research design that uses one group without a pretest and without a control group, where direct treatment is given and the results are measured afterwards. This design was chosen because it is practical, suitable for limited conditions, and can provide an initial picture of the effects of an intervention, especially in an educational or social context. The results of this design can also be the basis for further research with a stronger design (Sugiyono, 2018).

Table 1. One Shot Case-Study Design

XO

Information:

X : Providing *treatment*

O : Observation of the child after *treatment*

The data analysis technique to answer the research hypothesis used in this study is the t-test. Before that, a prerequisite test was carried out, namely the data normality test to determine whether the data follows a normal distribution.

FINDINGS AND DISCUSSION

This research was conducted in the Permata Hati playgroup by providing treatment to children in group B using weaving activities. The treatment given was in accordance with the



research instrument sheet. In this study, the initial data viewed were the children's scores that came from the lower limit of the interval class with the category "Developing According to Expectations", namely 63. The purpose of the *posttest* was to determine whether the weaving activity had an influence on the development of fine motor skills of children in group B at Permata Hati Playground.

The final data for this study is based on *posttest data*. The data collection tool or instrument in this study is an observation sheet containing 2 indicators, with each indicator developed into 3 items so that there are a total of 6 assessment items. This action aims to determine whether there is an effect of weaving activities on the fine motor skills of group B children at Permata Hati Playground Ogan Ilir.

The sample in this study was 16 children in group B at Permata Hati Playground Ogan Ilir. The analysis of children's fine motor skills is located in the Developing According to Expectations (BSH) interval class of children's fine motor skills by finding the minimum interval class value of children's fine motor skills. Then the results were obtained in the range of 63-81 so that the value used was 63.

Next, an analysis of *the posttest value was carried out*, the final value of which was obtained as the final value. So that the average *posttest score was obtained* (\bar{x}) = 72 And standard deviation (*Sde*) = 20.15. With the highest score being 100, while the lowest score is 40.

The reference in this study is the *checklist observation sheet* accompanied by direct observation by the researcher. Based on the results of the *posttest score recapitulation*, it appears that 1 child got a score of 100, then 1 child got a score of 97, after that there were 2 children got a score of 95, there were 2 children got a score of 93, then 1 child got a score of 85, then 1 child got a score of 81, then there was 1 child with a score of 80, then 1 child got a score of 79, then 1 child with a score of 78, there was 1 child got a score of 60, there was 1 child with a score of 59, there was 1 child got a score of 55, also 1 child with a score of 43, and finally 1 child got a score of 40.

From the value data obtained from *the posttest*, it can be presented in the *posttest frequency distribution table* in Table 2:

Table 2. Frequency Distribution of Children's Fine Motor Skills Group B at Permata Hati Playground Ogan Ilir

Interval Class	Frequency	Relative Frequency
82-100	7	43.75%
63-81	4	25%
44-62	3	18.75%
25-43	2	12.5%
Total	16	

Based on the data in table 2 in the first interval class, namely a score of 82-100, there is 7 children (43.75%) are included in the category of developing very well (BSB). Furthermore, in the second interval class, the score range is 63-81, there are 4 children (25%) in the category of developing according to expectations (BSH). While in the third interval class in the range of 44-62, there are 3 children (18.75%) in the category of starting to develop (MB). While in the last interval class with a score range of 25-43, there are 2 children (12.5%) in the category of not yet developing (BB). With the explanation of table 4.1, it can be presented in the form of a bar graph as follows:

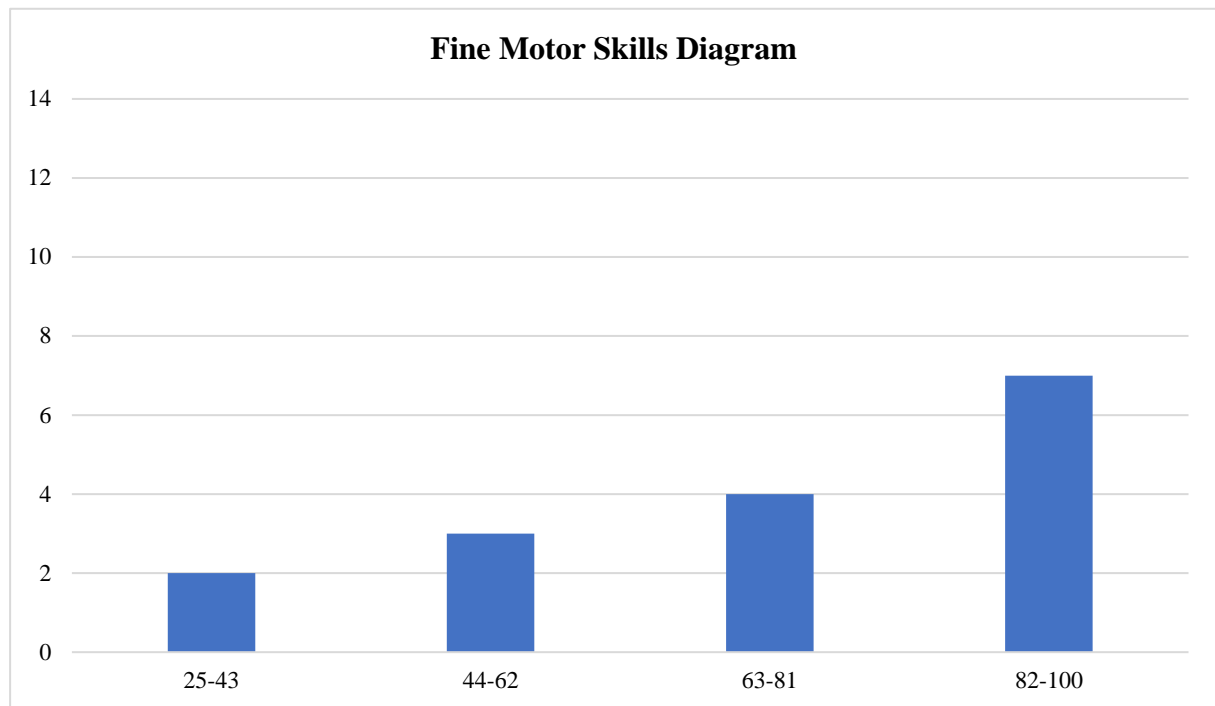


Figure 1. Bar chart of fine motor skills of children in group B at Permata Hati Playground Ogan Ilir

Then a normality test was carried out to know data that obtained normally distributed or No. The normality test in this study used the *Chi Square test*. The results obtained after the *Chi Square statistical test* can be seen in table 3 and table 4.

Table 3. Results of the Posttest Data Normality Test Calculation with Chi Square Formula

Interval Class	f_0	Real Limits	Z- score	Class Limits	Class Interval Area	f_h
82-100	7	100.5	1.41	42.07	23.99	3.83
63-81	4	81.5	0.47	18.08	0	0
44-62	3	62.5	-0.47	18.08	60.12	9.61
25-43	2	43.5	-1.41	42.02	7.04	1.12
		24.5	-2.36	49.06		

Furthermore, the results of the data calculations using *Chi Square* obtained can be presented in the form of a frequency distribution which can be seen in table 4.

Table 4. Frequency Distribution of Posttest Data Normality Test Results with the Chi Square Formula

f_0	f_h	$f_0 - f_h$	$(f_0 - f_h)^2$	$\frac{(f_0 - f_h)^2}{f_h}$
7	3.83	3.17	10,049	2.62
4	0	4	16	0

3	9.61	-6.61	43,6921	14.56
2	1.12	0.88	0.7744	0.38
Amount				17.56

From the calculation results that have been carried out with $n-1$ and a 5% confidence interval, the value of $\chi^2_{\text{count}} = 17.56$ is obtained while the value of χ^2_{table} is 24.996. So it can be concluded that $\chi^2_{\text{count}} \leq \chi^2_{\text{table}}$ ($17.56 \leq 24.996$) this states that the data obtained is normally distributed. Can be presented in the form of a curve:

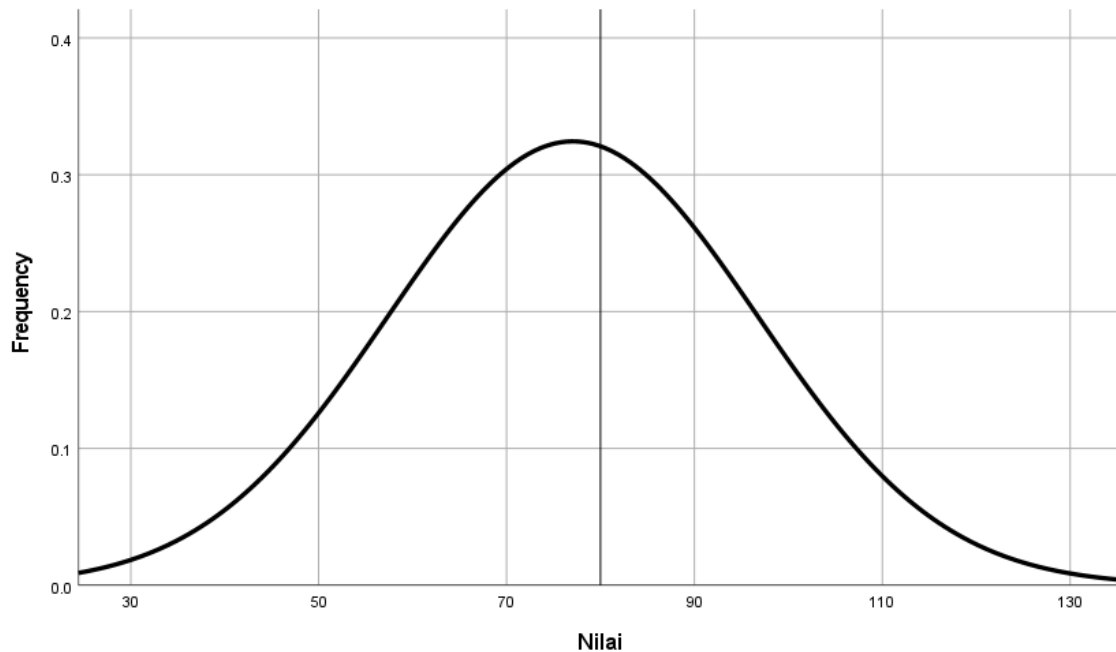


Figure 2. Normal Distribution Curve

In this study, the hypothesis will be tested using a t-test based on the purpose of the study, namely to determine whether there is an effect of weaving activities on the fine motor skills of group B children at Permata Hati Playground Ogan Ilir.

The steps taken in drawing conclusions from a hypothesis are:

Formulation of the hypothesis, namely:

H_0 : There is no influence of weaving activities on the fine motor skills of group B children at Permata Hati Playground Ogan Ilir.

H_a : There is an influence of weaving activities on the fine motor skills of group B children at Permata Hati Playground Ogan Ilir.

Determining t_{count}

To perform a t-test, you must calculate the mean value (\bar{x}) and standard deviation. After finding the average and standard deviation, then compare the average and standard deviation values of the *posttest value*. The results of the t-test calculation are as follows:

It is known:

t : calculated t value

$$t = \frac{\bar{x} - q_0}{\frac{s}{\sqrt{n}}}$$

\bar{x} : 72

$$t = \frac{72 - 63}{\frac{20,15}{\sqrt{16}}}$$

q_0 : 63

$$t = \frac{9}{\frac{20,15}{4}}$$

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S : 20.15

$$t = \frac{9}{5} = 1,8$$

n : 16

Calculating t_{table}

The $t_{table\ value}$ is obtained from the t distribution with probability $(1 - \alpha)$ and $dk = (16 - 1) = 12$, with a value of $\alpha = 0.05$. So the t_{table} is 1.75. The table is listed in the appendix.

Testing Criteria

The hypothesis testing criteria are based on the final conclusion, where if $t_{count} \leq t_{table}$ then H_a is rejected and H_0 is accepted. If $t_{count} \geq t_{table}$ then H_a is accepted and H_0 is rejected. From the calculation results, the results of $t_{count} 1.8 \geq t_{table} 1.75$ were found based on $\alpha (0.05)$ and $dk (15)$. From the results of the calculation, it means that H_0 is rejected and H_a is accepted. So it can be concluded that there is an influence of weaving activities on the fine motor skills of group B children at Permata Hati Playground Ogan Ilir.

Based on the research on "The Effect of Weaving Activities on Fine Motor Skills of Group B Children at Permata Hati Playground Ogan Ilir", From the hypothesis testing, it was found that there was an effect of weaving activities on the fine motor skills of group B children at Permata Hati Playground Ogan Ilir. The data obtained were processed by conducting normality tests and t-tests. Data from the study used weaving activities with the theme of marine animals. This data collection adhered to the observation sheet with a research instrument approved by the validator. The *posttest results* were obtained after the treatment was carried out in the form of a behavior test on the children. The research instrument has two indicators with three sub-indicators (items) for each indicator. Then, each sub-indicator has four descriptors.

In indicator 1, namely carrying out activities that show children are able to make coordinated eye, hand, and head movements in imitating various regular movements. Item 1, children are able to direct their hands to take and arrange woven materials while paying attention to the steps with their eyes stably. The data shows that 11 out of 16 children (68.75%) are included in the BSB category. 3 out of 16 children (18.75%) are in the BSH category, 2 out of 16 children (12.5%) are in the MB category, and 0 out of 16 children (0%) are in the BB category. From this indicator, children are trained to take, arrange and pay attention to the weaving steps stably and with focus. In accordance with the opinion of (Cahya Bulan & Suzanti, 2022) that from weaving activities children will remember the patterns that must be followed and with focus and patience arrange the weaving. Furthermore, in (Simamora et al., 2024) from weaving activities children can carefully arrange, insert woven materials one by one with concentration.

Indicator 1, item 2, namely children are able to form weaving patterns systematically. There are 6 out of 16 children (37.5%) included in the BSB category, 5 out of 16 children (31.25%) included in the BSH category, 3 out of 16 children (18.75%) included in the MB category, and 2 out of 16 children (12.5%) included in the BB category. In this indicator, children weave regularly, systematically so that a clear weaving pattern is formed. In (Kuswanto et al., 2021) weaving requires high patience and precision so that the weaving results are regular and systematic. Furthermore, in (Luvasi et al., 2023) children's fine motor sensitivity can be developed through weaving activities combining weft and warp straight and correctly.

Indicator 1 item 3, children can coordinate hand and eye movements when weaving. From the *posttest results*, 10 out of 16 children (62.5%) were in the BSB category, 2 out of 16 children (12.5%) were in the BSH category, 4 out of 16 children (25%) were in the MB category, and 0 out of 16 children (0%) were in the BB category. In this indicator, children are trained to hone eye, hand, and head coordination. In line with (Kuswanto et al., 2021) that children can explore by weaving while training their patience and eye and hand movement coordination. In addition, (Lisa Natalia Manik et al., 2024) it is stated that weaving activities can involve children's eye and hand coordination and help train children's patience and accuracy.

In indicator 2, activities are carried out that show that children are able to skillfully use their right and left hands in various activities. Item 4, children can smoothly use their right hand to hold woven materials and their left hand to arrange or pull the weft or warp alternately. There are 8 out of 16 children (50 %) with the BSB category, 4 out of 16 children (25%) with the BSH category, 2 out of 16 children (12.5%) with the MB category, and 2 out of 16 children (12.5%) with the BB category. In this indicator, children combine right and left-hand movements well when weaving. As according to In (Nurhikmah et al., 2024) , weaving can improve the ability to move the fingers and move the wrists gently. This is also stated in (Nurul, Falah et al., 2023) , that from weaving activities children can move their hands in a directed manner.

Indicator 2, item 5, namely children are able to perform movements involving both hands synchronously when overlapping woven materials with appropriate accuracy and speed. Obtained 6 out of 16 children (37.5%) in the BSB category, 5 out of 16 children (31.25%) in the BSH category, 3 out of 16 children (18.75%) in the MB category, and 2 out of 16 children (12.5%) in the BB category. In this indicator, children are trained to move their hands quickly and precisely, proficient in moving their hands simultaneously. This is stated in (Fitriani et al., 2023) , in weaving activities requiring precision, perseverance, good skills. In (Nisa & Aulina, 2024) , weaving can hone children's fine motor skills and dexterity.

Indicator 2, item 6, namely children can demonstrate good fine motor control in manipulating woven materials into a work. There are 6 out of 16 children (37.5 %) in the BSB category, 4 out of 16 children (25%) in the BSH category, 2 out of 16 children (12.5 %) in the MB category, and 4 out of 16 children (25%) in the BB category. In this indicator, children are encouraged to carry out weaving activities until they are finished and the desired pattern is completed properly. In (Ningsih, 2022) , it is explained that when weaving, children need patience in arranging the warp and weft to complete the woven work. In (Ramadhani et al., 2024) , weaving activities can be said to be successful if the child completes his work.

This study focuses on weaving activities in children in group B. Colorful weaving materials attract children, as well as *plastic materials. eva foam* that can be stretched if pulled by the child so that it is not easily torn. The difficulty in implementing weaving activities in group B is that if the child makes a mistake when overlapping the weft or warp, then the child must dismantle and repeat the steps so that it may make the child impatient and reduce his motivation to complete the work.

CONCLUSIONS

There is an influence of weaving activities on the fine motor skills of group B children at Permata Hati Playground Ogan Ilir. With the criteria for testing the hypothesis based on the final conclusion, where if $t_{\text{count}} \leq t_{\text{table}}$ then H_a is rejected and H_0 is accepted. The results of the t_{table} calculation at degrees of freedom (dk) $n-1 = 15$ and $\alpha (0.05)$ produced $t_{\text{count}} 1.8 \geq t_{\text{table}} 1.75$. This study shows that weaving activities are effective in improving children's fine motor skills, so they can be routinely implemented at Permata Hati Playground as part of developmental stimulation, as well as being an inspiration for other Early Childhood Education institutions.

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