



# **Analysis of Teacher's Ability in Mastering the Stages of Scissors to Develop Fine Motoric Children Aged 4–5 Years in the Insan Kamil Karangasem Playgroup, Bulu District, Sukoharjo Regency in 2022**

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**Abstract.** Giving stimulation of fine motor development to children aged 4–5 years, will provide good reinforcement of children's abilities when using scissors media. Teachers as facilitators of various children's play activities at school, of course, must be able to provide various stages of playing. Continuous stimulation will further improve children's motor skills. Fine motor skills include drawing, writing, and tying shoelaces, and activities that involve the use of small body movements. At this stage, the teacher needs to provide various media to support the optimization of the child's abilities. One of the fine motor skills of children that need to be developed is the ability to cut in children aged 4–5 years. This study aims to determine the ability of teachers in providing services to the problems of cutting skills in children. When there are still some children who are not skilled at holding scissors and using them well, good hand muscle strengthening stimulation is needed. Seeing this problem, teachers are required to be able to stimulate children's fine motor skills in cutting activities. The purpose of this study was to see how the teacher stimulates, planning teacher activities in providing stimulation to children, and the extent to which teachers' knowledge of the pre-scissor stage and the cutting stage of children aged 4–5 years, whose fine motor development has not developed well. The more playing experience the teacher provides in order to stimulate the child's ability in cutting activities, the better the child's ability will be. This research was conducted in the 4–5 year old group of Insan Kamil, Bulu Subdistrict, Sukoharjo Regency. The teacher's understanding of the stages of fine motor strengthening and the stage of cutting in children, needs to be known by the teacher as a facilitator in the institution. This research method uses descriptive qualitative research. The data were obtained from articles in journals and interviews with teachers at the Insan Kamil Karangasem Bulu Playgroup. The research is then described by describing the findings through observation, recording and analysis of the researcher's problems and then mapping them into a complete and practical pattern. The results showed that the teacher's ability to master the cutting stage in children includes stimulation of strengthening children's fine motor skills, understanding the cutting stage, standard scissors media for children, and understanding the cutting stage in playing activities at the center. The teacher's

mastery of all these things will be seen in the way the teacher provides a variety of play activities in the classroom.

**Keywords:** fine motor · teacher · early childhood · cutting

## 1 Introduction

A child is not an adult in a mini or small form, because every child has different characteristics and needs from adults. He needs the help of adults to be able to achieve growth and development. Diana, "RELATED PARENTING PATTERNS WITH FINE MOTOR DEVELOPMENT OF PRESCHOOL AGE CHILDREN. (At PAUD HOPE BUNDA Surabaya)."

Meanwhile, according to Desni (2012: 56), early stimulation is a stimulus that is carried out since the baby from the womb which is carried out every day to stimulate all the five sense systems. Early stimulation starts from the age of 6 months of pregnancy until the child is 2–3 years old. The form of stimulation given can be done every day with love and feelings of joy [2]. The first five years or so are known as the golden period for children's motor development. Motor is all movements or activities that may be carried out by the whole body. While motor development is defined as the development of the elements of maturity and body movement control. Motor development is closely related to the development of motor centers in the brain [3]. The development of a child can be interpreted by the growing function of a person's sensory abilities, such as hearing, seeing, touching, feeling and smelling. The meaning of motor is gross or fine movement [4]. (Rivanica R, Oxyandi M, 2016).

Please While the meaning of growth and development can be described as a continuous process that occurs since the design process and continues until adulthood. Where a child to reach adulthood, the child must go through various stages of growth and development. The achievement of optimal growth and development depends on the biological potential as well as the knowledge and experience of the parents. (Soetjningsih D, 1985). The process of children's motor development will then continue to be stimulated at school with the teacher. On the basis of STPPA, teachers can provide a variety of play activities to improve children's motor development, namely how teachers provide strengthening stimulation to small muscles and good coordination with the eyes when using playing media. Playing media can be in the form of crayons, pencils, merjan, tweezers or tweezers, scissors and so on. Motor development is divided into two parts, namely fine motor and gross motor.

According to KBBI, the notion of cutting is the activity of cutting (cutting and so on) using scissors. According to Suratno, Suratno. Development of early childhood creativity [5]. (Jakarta: Ministry of National Education, 2005) Early Childhood Creativity Development. (Jakarta: Ministry of National Education, 2005). Maretiani, Rahman, and ..., "Analysis of Fine Motor Skills in Children Age 4–5 Years in Kindergaten Tunas Bangsa Ciamis Regency." [6]. Motoric itself can be meaningful as a coordinated muscle work movement with the nervous system and brain, in that case the motor must be developed as well as possible so that motor development can grow perfectly in accordance with its achievement because fine motor activities and gross motor skills are always

related to daily life. -day in the neighborhood around family and friends. ( Padang et al., 2020:283).

Fine motor movements are skills using media with eye-hand coordination. According to Janet W. Lerner in Wiyani (2013: 66), while quoting the opinion of Danim (2014: 47) fine motor skills include drawing, writing, and tying shoelaces, and activities that involve the use of small body movements [2]. Harahap, "The Relationship of the Role of Parents to Stimulation of Fine Motor Development in Children Age 4–5 Years in Pante Raya Village, Wih Pesam District, Bener Meriah Regency in 2018." "Fine motor development in children aged 4 years develops very quickly and even almost perfectly, at the age of 4 years is able to make jumps and jumps on one leg with a lancet and is able to catch the ball well, at 5 years old children have been able to coordinate visual motor movements such as coordinating hand movements, arms and body together. Fine motor development is clearly evident in the improvement of children's skills such as drawing and dressing. At the age of 4–5 years, the most prominent development is motor. (Sumiyati S. Yuliani DR: 2016).

As age grows, abilities in early childhood will continue to develop well if it is always properly stimulated by parents at home and teachers at school. The abilities of early childhood include motor, cognitive, language, and social emotional abilities which develop rapidly from the age of 0 to 6 years, will be a strong foundation for children to continue their survival in the community in their future. A child's life skills will also get better if his motor skills develop properly.

Optimizing the development of children's motor skills depends on the stimulation provided by parents at home and teachers at school. In PAUD institutions, strengthening of children's fine motor skills is provided through learning activities through playing in their activities at school. Teachers as role models for children at school must of course be able to provide the right stimulation for the development of children's abilities.

A teacher has an important role as a facilitator for the development of early childhood abilities in schools. Fine motor skills are one of the important things that must be stimulated to hone children's skills. When the teacher is able to provide the right stimulation to the child's fine motor development, then in general, the child will not experience difficult obstacles in writing, drawing, tearing and cutting activities. The strength of the hand muscles and proper eye coordination will appear in the process and the work of children who are getting better. One of the stages that children generally must master is the cutting stage.

Cutting activities for early childhood begin with the stage of cutting without a pattern, then proceed with cutting according to a predetermined pattern. But before that, teachers need to pay attention to the accuracy of children when holding scissors as the main media that will be used by children. Teachers who have understood the stages before children get to know scissors media can certainly evaluate the variety of games given to their students.

Before introducing scissors as a tool to improve children's fine motor skills, the teacher must be observant to see the developments that occur in each individual child which is clearly different from one another. The role of the teacher when introducing the stage of cutting in early childhood is very necessary. The cutting stage begins with strengthening hand muscles and training eye coordination. Through various play

activities, teachers can provide reinforcement for children to be more skilled in using scissors.

The results of observations made by researchers found that the ability of teachers when providing stimulation to children's fine motor skills in cutting still needs to be improved. This can be seen in the preparation of the free scissors play activity, when some children still have difficulty holding the scissors, moving the scissors and cutting according to an upright and curved pattern.

At the stage of introducing cutting activities, the teacher first identifies the child's needs and then begins to provide various stimulant activities that aim to strengthen the child's small muscles.

[7] With their creativity, teachers can help children to express their ideas and ideas according to their imagination by giving children freedom. So that children will get new experiences that trigger the emergence of creativity so that it is easier for children to remember, see, practice from the experiences they have gained, (Allan Firman Jaya, 2019).

[7] The ability to cut an individual develops starting from how to hold the right scissors, how to move the scissors and cut straight lines (Mahoney and Markwell, 2004). Teaching cutting to children is given in stages. This is in accordance with the Peabody Development Motor Scales that children aged 2 years can perform the open and close movements of scissors. Furthermore, children aged 2.5 years can cut a length of 15 cm. At the age of 3, 5 years the child can cut a 15 cm line and at the age of 4 years the child can cut a circle shape (Folio M and RR F, 2000).

However, parenting at home also has a major influence on the child's ability to cut. Scissors are always identical as sharp objects, more often avoided from the hands of children. While one of the important factors for success in the development of children's fine motor skills is in children's skills in using scissors as a child's play tool.

The teacher as a service provider for learning through play should be able to provide the initial stages towards the phase of skilled children using scissors media. A part from being a facilitator, the teacher also acts as an evaluator for every development that children go through. In the development of fine motor skills, one of the stages that children must go through is the stage of the ability to cut. The teacher's ability to provide cutting stimulation to children will be interconnected with the stimulation of children's fine motor skills in other activities. If the steps in providing muscle strengthening stimulation to children are missed, then in the future, children may have difficulty using scissors.

The Standard for Child Development Achievement Levels for ages 4–5 years, shows that at that age, children are able to use any media to be creative. At the age of five, children are even able to cut out simple shapes such as cutting circles and more complicated patterns.

Based on observations of children aged 4–5 years at the Insan Kamil KB, Karangasem Bulu, Sukoharjo Regency, it was shown that many of them could not use scissors and asked the teacher a lot of questions about the cutting activities carried out. In this case the teacher does not understand the stages of cutting in order to improve children's fine motor skills. This can be seen in the variety of play activities that are still less than optimal to stimulate cutting skills for children.

Teachers who do not understand the various stages of improving children's fine motor skills in cutting activities will focus on physical observations of how children hold scissors. This is where it is necessary to plan fine motor strengthening activities in children so that eye coordination and hand muscle strength are able to hold scissors and use them well. Meanwhile, to get good eye coordination and hand muscle strength, children need to be trained first to do pre-scissor activities or fine motor activities before cutting.

The variety of cutting activities for children that have not been mastered by the teacher is also the cause of children becoming less skilled in using scissors. There are even teachers who give cutting activity stages to children that do not match the stages that apply to ages 4–5 years. This is what makes the child's cutting ability less well stimulated.

[7] Cutting activity is one of the fine motor activities that can train hand-eye coordination. The advantages of cutting for children are to train fine motor skills, train hand-eye coordination and concentration, increase self-confidence, be fluent in writing and expressive expressions. Sumantri (2005: 157) The various stages that children must go through to strengthen muscles and eye coordination, can be obtained from various play activities such as pinching with two fingers, tearing, making scribbles on paper or books, squeezing, and many other interrelated activities. In addition to stimulating children to often use scissors as a play tool, teachers also need to pay attention to the shape of scissors that are according to standards for early childhood to make it easier for children to use them.

[8] According to Muhtar (2013: 194) there are various stages that must be passed by children in cutting activities. There is a pre-scissor stage, or before the child is taught to cut. Pre-cutting activities are teaching children to be able to do activities that can improve children's basic motor skills first, for example in activities: squeezing, picking, twisting, tearing and so on. This is done with the aim of strengthening the motor development of children. By providing stimulation to the child's motor development optimally, the child's motor development will be flexible and can do more complicated things. Furthermore, if the pre-scissor stage has been mastered well by the child, then the teacher can begin to introduce the cutting stage to the child. Children with good fine motor stimulation from parents at home, it will be more skilled in cutting activities at school with the teacher. It could be, a child who is skilled at using scissors from home, he has gone through several stages of cutting at once.

The following are the stages of cutting that teachers need to understand regarding the stimulation of strengthening children's fine motor skills in cutting activities. The first stage is to cut the edges of the paper, then cut out the full opening of the scissors, open and cut continuously along the paper, cut between two straight lines, cut shapes but not lines, cut thick lines in a controlled manner and then cut in various ways form.

Objects used by children can be in the form of paper, cloth, thick paper, or objects made of natural materials. So here it takes the creativity of teachers in providing a variety of play in central activities at school. The more variety of play at the pre-cutting stage and the cutting stage provided by the teacher, the more children will feel happy to explore with scissors and other media.

The teacher also acts as an evaluator in assessing the learning progress of students. Teachers can also assess children's fine motor development in accordance with STTPA (Standard Level of Achievement of Child Development) according to their age, in this study according to the stages of age 4–5 years.

[3] According to Ahmad Tafsir in his opinion that teachers are people who are responsible for the development of their students by seeking the development of all the potential of students, both potential, cognitive, affective and psychomotor. In addition to the teacher's role in providing a variety of play activities, the availability of scissors media that are in accordance with scissors standards for early childhood also supports children's fine motor achievement in cutting activities. For adults, of course it will be very easy to insert the thumb, index finger and middle finger into the hole on the handle of the scissors and then move it open and close. But for early childhood, it takes more concentration to be able to do this.

The teacher's action in evaluating the child's STTPA at the cutting stage will facilitate the teacher's work in providing further stimulation to the children. By using STTPA, teachers can monitor the extent of the development of their students' abilities at the stage of strengthening children's fine motor skills. Teachers can also seek information from parents or the child's immediate environment about parenting applied by parents to their children.

This study aims to find out how far the teacher's role is in improving abilities and how the teacher's role is in providing a variety of play for children's fine motor skills in the field of cutting activities for children aged 4–5 years in the Insan Kamil Play Group, Karangasem Village, Bulu District, Sukoharjo Regency, Central Java. 2022.

[2] This research is also in line with P. Resty in its title, "Analysis of the Teacher's Role in Stimulating Fine Motors in Aisyiah Busthanul Athfal III Kindergarten." That the teacher's role in providing fine motor play activities is very important in stimulating children's motor development.

[9] This research is also in line with R. Novianti in the title, "Efforts to Improve Fine Motor Skills Through Cutting Activities Using Patterns for Children at this Age" That children's fine motor skills are an important part for children to be the initial foundation of independent and skilled attitudes in later life.

[10] Other relevant research includes the article by Hermawan, Sidik Eka Setyaningrum, Fitriani Wahyu "Cutting Patterns in Class A School for Refugees Students from Dompot Dhuafa for the 2019–2020 Academic Year".

Stimulation from the teacher in order to strengthen children's cutting skills will give the impression of a good experience for each child if the provision of a variety of play is provided based on the child's interests. Then the teacher plays the role of providing playing steps that will be useful for children as basic information when using scissors media.

## 2 Method

This study uses a qualitative descriptive model. So in this study, the method used is descriptive method. With the descriptive method, the researcher is able to provide an overview or explanation of the activities that occur according to the facts. This is in

accordance with the problem points to be studied, namely how the teacher's role is? in stimulating fine motor skills in the cutting ability of children aged 4–5 years in KB Insan Kamil, Bulu District, Sukoharjo Regency, Central Java. The subjects studied were the teachers of the Bulan class or the 4–5 year age group class, which consisted of two people and the Bulan class children, totaling 16 children in the Insan Kamil KB.

The technique and method of collecting data is through direct observation when the teacher conducts teaching and learning activities in the classroom as well as by direct interviews in order to obtain more in-depth information.

[11] Observation begins when the teacher makes lesson plans and prepares a variety of games for children. In the RPP (Learning Implementation Plan) made by the teacher, it will be seen how the teacher's mastery of how the teacher acts to stimulate children who are not yet skilled at using scissors. The Learning Implementation Plan must be prepared by the teacher. The lesson plan is a guideline and reference in implementing learning. The quality of the learning process and outcomes is largely determined by the quality of the lesson plans that are prepared. The lesson plan that is compiled must also be based on STPPA as a guide to see how far the development of the child's motor skills has occurred in the child.

Interviews were addressed to the classroom teacher to find out how far the teacher knows the stages of pre-cutting and cutting activities, as well as how teachers provide solutions to the development of children who experience delays in cutting activities.

### 3 Results and Discussion

[12] One of the factors that influence children's fine motor stimulation is use learning media (Nobre et al. 2020). When conducting research, classroom teachers in the age group of 4–5 years provide scissors as a medium for children as a variety of play activities for children. The variety of games provided by the teacher include: finger painting, illustrated paper with straight, curved patterns, circular geometric shapes, wavy curved lines, and various other simple patterns and scissors, clothespins used to clamp seeds and tear paper.

During the finger painting, pinching and tearing activities, the children seemed to enjoy these activities. However, in the paper cutting activity, there were 4 children who had difficulty moving the scissors properly. Eye coordination and hand muscles are still not in sync when moving the scissors by opening and closing.

The teacher then gives an explanation and an example to the children how to put their fingers into the hole of the scissor handle. The teacher gives direction to the child in a clear voice and simple language that can be understood by the child. In addition to observations, the researchers also conducted interviews with one of the family planning teachers, Insan Kamil in the Bulan class, namely Ibu Tri Astuti;

My personal experience when observing the fine motor development of children in the Bulan class, there are indeed some children who have not been able to use scissors properly. They have not been able to coordinate hand movements and eye concentration when cutting. As a result, the child experiences a slight delay in cutting activities. The child's hand movements also still look stiff and not yet flexible when holding the scissors. In this cutting activity, the teacher has provided examples of simple patterns on paper

that children can cut and gave examples of how to move the scissors. Although there are still some children who have difficulty in cutting.

### 3.1 Stage of Ability to Understand Child Development

On the next day, the teacher provided pre-scissor activities for the children. So here children are not invited directly to use scissors. The teacher provides a variety of play activities according to the number of children, namely 16 children. The media provided by the teacher during the pre-cutting stage included: tearing banana leaves according to pattern lines on the leaves, finger painting, clamping seeds using clothespins, squeezing newsprint into balls and drawing freely. The teacher then directs the children to choose activities according to their interests.

At this stage, the teacher gives the child a foothold to train finger muscle strength and eye concentration when doing activities. Then the teacher evaluates the child's motor development in the pre-scissor stage activities. The assessment is carried out as a reflection to carry out cutting activities the next day.

In line with observations, interviews with other teachers, namely Ibu Putri Anjarwati, were also conducted to deepen the knowledge of family planning teachers Insan Kamil. The following is his explanation regarding the preparations made by the teacher in order to stimulate the cutting ability of children aged 4–5 years at Insan Kamil Family Planning;

In my opinion, children must first strengthen their hand muscles and eye coordination through pre-scissor activities, before children will use scissors as a play tool directly. The activities provided by Ibu Putri can be done well by the children.

### 3.2 Scissor Skill Level

On the next day's activity, Ibu Putri invited the children to start using scissors as a tool to play with. Previously, Mrs. Putri gave reinforcement to children that the key to cutting activities is concentration of hands and eyes. Here Mrs. Putri provides some simple patterns for the children. Patterns on paper such as straight lines, zigzags, crosses to geometric shapes are provided to stimulate children's cutting skills.

For children who still have difficulty cutting paper media, the teacher provides sponges that can be cut easily by children. The soft nature of the sponge makes it easier for children to coordinate their hand and eye muscles. After carrying out various activities starting from the pre-scissor stage to the cutting stage itself, the next step was to observe some children who were still having difficulty cutting. The teacher then gives examples of movements and invites children to use scissors more often.

The teacher also invites children to be creative with paper, scissors and glue. The paper provided by the teacher is in the form of colorful paper which is expected to make children feel happy and not bored with the activities provided by the teacher.

The child is free to choose the color he likes and cut the paper into various shapes he wants, then the teacher invites the child to paste the cutout on the paper. Children are invited to describe their work to the teacher.

In connection with the analysis of descriptive data above, the description that the author can convey from the results of observations and interviews with the Insan Kamil



Playgroup teacher is as follows; [13] The teacher gives understanding to children that cutting activities are cutting various paper or other materials by following certain grooves, lines or shapes is one of the activities that develop children's fine motor skills. Then the teacher invites the children to strengthen hand muscles and eye concentration through pre-scissor activities.

Eye-hand coordination can be developed through cutting activities. When cutting, the child's fingers will move according to the pattern of the shape being cut. Cutting skills are very useful for children in training themselves to be able to use tools and practice cutting drawing skills, this will certainly help children's motor development because with the right cutting activities, choosing where to cut is a skill exercise for children.

## 4 Conclusion

Based on the research that has been done, the following conclusions can be drawn. That the teacher's ability to develop children's fine motor skills has a positive impact on the planned play activities that will be given to children. That ability Teachers in understanding the stages of cutting in KB Insan Kamil are carried out through the pre-scissor introduction stage by providing various activities that stimulate the strengthening of the child's hand muscles and eye coordination, as well as cutting activities with various media.

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**Author's contribution.** E prepared this research conducted data analysis and wrote the manuscript. CW supervised and article review.

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