



Implementation of Collage Activities to Enhance Fine Motor Skills in Early Childhood Children Aged 5–6 Years at RA Al-Furqon Madina

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Abstract

This study aims to examine the implementation of collage activities in enhancing the fine motor skills of children aged 5–6 years at RA Al-Furqon Madina. The study was motivated by the children's initially low fine motor skills, specifically regarding the application of glue, the placement of materials according to patterns, and suboptimal hand-eye coordination. A Classroom Action Research (CAR) method was employed, conducted over two cycles comprising the stages of planning, action implementation, observation, and reflection. The research subjects consisted of 22 children aged 5–6 years. Data were collected through fine motor skill tests, interviews, and documentation, and subsequently analyzed using both qualitative and quantitative descriptive methods. The results indicate that collage activities can improve the children's fine motor skills. Improvements were evident in the children's ability to apply glue more effectively, place materials according to patterns, and complete their collages more neatly and independently. The percentage of children reaching the "Developing as Expected" (BSH) and "Developing Very Well" (BSB) categories increased from 59.09% at the pre-action stage to 68.18% by the end of Cycle II. Thus, the implementation of collage activities proved effective in enhancing the fine motor skills of children aged 5–6 years at RA Al-Furqon Madina.

Keywords : implementation, collage activities, fine motor skills, early childhood, classroom action research.

INTRODUCTION

Early childhood education (PAUD) is a crucial educational stage, as it serves as the foundational basis for a child's subsequent development. Early childhood is a "golden age"—a period characterized by rapid physical, cognitive, social, emotional, and linguistic development. Consequently, the stimulation provided during this stage significantly determines the quality of a child's future growth and development.

Collage is an art activity involving the combination of various materials on a base surface to create a work with aesthetic value (Dadan, 2016). In early childhood education, collage activities can effectively stimulate fine motor skills, particularly through actions such as picking up materials, applying glue, affixing materials, and coordinating eye-hand movements.

Submitted: 04-10-2026 Approved: 06-10-2026. Published: 20-10-2026

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ISSN: Print 2722-1504 | ONLINE 2721-1002

<https://ejournal.uika-bogor.ac.id/index.php/jpg/index>

The author conducted a preliminary observation at RA Al-Furqon Madina involving 22 children aged 5–6 years. The results indicated a need to improve the children's fine motor skills. Evidence of this included many children struggling to coordinate eye and hand movements effectively during collage activities. They faced difficulties in handling collage materials, applying glue evenly, affixing materials according to patterns, and completing their collages neatly. Furthermore, some children required teacher guidance throughout the activity. These conditions demonstrate that the children require more optimal stimulation to enhance their fine motor skills.

Prior to the implementation of Classroom Action Research (CAR), collage activities at RA Al-Furqon Madina were already being conducted as part of the art curriculum. These activities were typically aligned with specific themes outlined in the teachers' Daily Lesson Plans (RPPH). During implementation, the teacher would first explain the activity and show an example of a finished collage before distributing the necessary tools and materials to the children. Subsequently, the children were asked to apply glue to a provided image and affix collage materials according to the designated pattern. Prior to the Classroom Action Research (PTK) at RA Al-Furqon Madina, collage activities were conducted in a simple manner and lacked continuity. Teachers generally used a limited variety of materials—often employing only one type per activity—and relied on a restricted range of learning themes. Consequently, the collage activities failed to optimally engage the children's interest. Furthermore, teacher guidance during the learning process was insufficient; many children struggled to apply glue evenly, handle collage materials, and affix them according to the designated patterns.

As a result, the children's finished collages lacked neatness, and their fine motor skills remained underdeveloped. To address this, the researcher introduced a variety of collage media—including eggshells, mung beans, kidney beans, soybeans, and corn—alongside images aligned with the learning themes. The researcher also provided guidance, demonstrations, and encouragement throughout the activities, leading to increased child interest, more active participation, and improved fine motor skill development. RA Al-Furqon Madina was selected as the research site because preliminary observations revealed issues regarding the fine motor development of children aged 5–6, necessitating improvement efforts through Classroom Action Research (PTK). Additionally, the school granted permission and support for the research, collaborating at every stage of the intervention. This support fostered an environment where the research could proceed effectively, ultimately benefiting both teachers and students.

Based on the foregoing, the author concludes that the fine motor skills of children aged 5–6 at RA Al-Furqon Madina require further improvement. Collage activities are viewed as a viable educational alternative for stimulating fine motor development, as they cultivate hand-eye coordination, finger dexterity, precision, and concentration. Therefore, the researcher is interested in conducting Classroom Action Research (CAR) titled "Implementation of Collage Activities to Improve Fine Motor Skills in Children Aged 5–6 Years at RA Al-Furqon Madina."

METHOD

The method employed in this study is Classroom Action Research (CAR). CAR is a social process aimed at enhancing the quality of the actions taking place within that context. Furthermore, according to Suharsimi Arikunto (2023), Classroom Action Research involves the examination of learning activities—specifically actions intentionally introduced and collaboratively carried out by the teacher within the classroom—with the goal of continuously improving and enhancing instructional practices.

The study was conducted at RA Al-Furqon Madina, Panyabungan District, Mandailing Natal Regency, during the second semester of the 2026 academic year. The research subjects were 22 students (aged 5–6 years) from the "Usman Bin Affan" class, comprising 10 boys and 12 girls. The object of the study was collage-making activities, intended to improve the children's fine motor skills—specifically eye-hand coordination, precision, and neatness.

Instructional interventions were implemented through collage activities using various materials, such as paper, seeds, and natural elements. The children were given the opportunity to explore the materials, select those they wished to use, apply glue, and affix the materials according to provided patterns. These activities were designed to train skills such as grasping (pinching), using tools, applying glue, attaching materials, and coordinating eye and hand movements. Observations were conducted throughout the learning process to assess the children's activities and their finished work based on meticulousness, pattern accuracy, neatness, and the ability to use materials and tools.

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RESULTS AND DISCUSSION

Overview of RA Al-Furqon Madina

RA Al-Furqon Madina is an early childhood education institution operating under the auspices of the Al-Furqon Madina Islamic Education Foundation. The institution was established in 2014 out of a commitment to the importance of early childhood education grounded in Islamic values. As it has developed, RA Al-Furqon Madina has continuously strived to enhance the quality of education by providing a safe, comfortable, and enjoyable learning environment, supported by qualified educators and adequate learning facilities. These conditions facilitate the implementation of various learning activities, including collage-making, which serves as a means to develop children's fine motor skills.

RA Al-Furqon Madina employs 11 educators, comprising a principal, a vice-principal, center teachers, and classroom teachers. Additionally, the school has support staff who ensure the smooth running of administration and school management. The student body consists of 125 children divided into several class groups, with an average of 20–23 children per class. This study focuses on the "Usman Bin Affan" class (Group B), which comprises 22 children. Preliminary observations indicated that the fine motor skills of the children in Group B had not yet developed optimally, particularly in activities

requiring hand-eye coordination—such as picking up small items, applying glue, cutting, and pasting materials according to a pattern.

The implementation of collage activities is supported by the learning environment and facilities available at RA Al-Furqon Madina. Collage activities are conducted during the core learning session, providing children with the opportunity to select materials, apply glue, and paste items onto a provided pattern. The materials used may include paper, seeds, natural elements, or recycled materials, depending on the learning theme. The activity provides a hands-on learning experience while fostering hand-eye coordination, precision, concentration, neatness, and independence in children. With teacher support, a conducive learning environment, and the availability of learning materials, collage activities can be systematically implemented to support the fine motor skill development of children aged 5–6.

Data Analysis

Table 1: Summary of Pre-intervention Observations on Fine Motor Skill Development in Children at RA Al-Furqon Madina (2025/2026 Academic Year)

No	Criteria	Total	Percentage
1	Developing Very Well	0	0%
2	Developing as Expected	3	13,64%
3	Beginning to Develop	8	36,36%
4	Not Yet Developing	11	50,00%
Total		22	100%

Based on Table 1, the children's fine motor skills at the pre-intervention stage were still classified as low. Out of 22 children, none reached the "Developing Very Well" (BSB) category (0%); 3 children (13.64%) fell into the "Developing as Expected" (BSH) category; 8 children (36.36%) were in the "Beginning to Develop" (MB) category; and 11 children (50.00%) were in the "Not Yet Developed" (BB) category. This situation was evident from the fact that some children still struggled to neatly attach collage materials, apply the appropriate amount of glue, and arrange seeds according to a pattern, while also requiring teacher assistance to complete the activities. These findings indicate that the children's independence, concentration, and fine motor skills had not yet developed optimally; therefore, engaging learning activities involving direct use of the fingers and hands were required. Based on these conditions, the researcher implemented an intervention in Cycle I using collage activities to improve the fine motor skills of children aged 5–6 years at RA Al-Furqon Madina.

1. Cycle I Intervention

The intervention in Cycle I was carried out over two sessions—Monday, June 8, 2026, and Tuesday, June 9, 2026—focusing on developing fine motor skills through collage activities. During this cycle, the researcher conducted learning activities aligned with the predetermined theme and linked to the research indicator: improving children's fine

motor skills through collage. The implementation of the Cycle I intervention comprised four stages: planning, implementation, observation, and reflection.

a. Planning Stage

In the planning stage, the researcher prepared the necessary materials and resources for the Cycle I intervention. Planning involved developing a Daily Lesson Plan (RPPH) for the entire cycle, taking into account input from the classroom teacher. The RPPH served as a guide for both the researcher and the teacher in conducting the learning activities. In addition, the researcher developed a research instrument in the form of an observation sheet to monitor the development of the children's fine motor skills during the collage activity. The researcher also prepared a camera for documentation, arranged the collage materials and media, and provided an overview and explanation of the planned collage activity.

b. Implementation Phase

The implementation of the action involved carrying out the learning activity in accordance with the Daily Lesson Plan (RPPH) developed during the planning phase. Cycle I was conducted over two sessions. The first session took place on Monday, June 8, 2026, focusing on the theme of "pets," from 08:15 to 10:30 WIB.

The lesson began with the welcoming of students in accordance with the Standard Operating Procedures (SOP) of RA Al-Furqon. The teacher greeted students at the school entrance and directed them to line up in an orderly fashion before entering the classroom. Next, the students sat in a circle, and the teacher opened the lesson with greetings, a prayer, a check-in on their well-being, and attendance taking. The teacher then introduced the day, date, month, and year, followed by the recitation of the **Asmaul Husna** (Beautiful Names of Allah), short **Surahs** (Quranic chapters), **Hadiths** (prophetic traditions), and daily prayers to foster religious and moral values. Afterward, the teacher conducted an apperception activity by linking the lesson theme to a collage project. The teacher displayed a sample collage and introduced the tools and materials to be used, such as pattern outlines, glue, and colored paper scraps. The teacher also explained the activity's objectives: to train fine motor skills and enhance the children's concentration through the process of pasting.

During the core activity phase, students first participated in scheduled breaks, toilet training, and snack time, following school SOPs. Subsequently, the students were guided to engage in the collage activity. Prior to implementing Cycle I, the teacher conducted a pre-cycle activity to assess the students' initial fine motor skills through pasting and coloring tasks using simple materials—specifically origami paper and a single type of seed. The teacher demonstrated how to apply glue, pick up materials, and affix them to the pattern outline. Throughout the activity, the teacher and the researcher observed the children's ability to hold tools, use glue, handle materials, and paste items, as well as their precision and neatness in completing the task. Observations revealed that the majority of students still required teacher assistance and guidance, indicating that their fine motor skills had not yet developed optimally.

Next, during the first session of Cycle I, the collage activity utilized a wider variety of materials; specifically, the students created a collage of a chick using eggshells. The teacher showed an example of a finished collage and explained the activity steps: taking an appropriate amount of glue, applying it to the chick-shaped pattern, and then picking up and attaching eggshells to that pattern. The students then carried out the collage activity under the teacher's guidance. During the first session, some children still struggled with picking up the eggshells, using the glue, and placing the shells according to the pattern. They also required teacher assistance in positioning the eggshells, indicating that their fine motor skills still needed improvement.

During the closing activity, the teacher and the researcher evaluated the lesson that had taken place. The students were asked to clean up and organize the tools and materials used, wash their hands, and return to their seats. The teacher gave the students the opportunity to show their collages and briefly describe their work in front of the class. The teacher offered praise and encouragement to acknowledge the students' efforts. Afterward, the teacher conducted a question-and-answer session regarding the activity and, together with the students, summarized the lesson. The session concluded with a prayer and a message encouraging the students to keep studying and practicing at home.

Based on the data in the research appendix, the collage activity in the first session of Cycle I began to show progress in the children's fine motor skills. Observations revealed that seven children fell into the "Developing as Expected" (BSH) category, while five fell into the "Beginning to Develop" (MB) category. These results were then presented in a summary table to track the development of the children's fine motor skills through the collage activity during the first session of Cycle I.

Table 2 Summary of Observation Results for Cycle I
Meeting I at RA Al-Furqon Madina, Academic Year 2025/2026

No	Criteria	Total	Percentage
1	Developing Very Well	1	4,55%
2	Developing as Expected	5	22,73%
3	Beginning to Develop	8	36,36%
4	Not Yet Developing	8	36,36%
	Total	22	100%

Based on Table 4.9, the results of observations of children's fine motor skills in Cycle I, Meeting I, have not achieved the expected completeness. Of the 22 children, 1 child (4.55%) was in the Very Well Developing (BSB) category, 5 children (22.73%) were in the Developing According to Expectations (BSH) category, 8 children (36.36%) were in the Starting to Develop (MB) category, and 8 children (36.36%) were still in the Not Yet Developing (BB) category. These results show that children's fine motor skills are starting to improve, even though they have not yet reached the predetermined indicators of success. Children begin to recognize the steps for collage activities, such as applying glue, taking egg shells, and gluing them according to the picture pattern provided.

This collage activity provides children with the opportunity to practice eye and hand coordination, finger muscle strength, precision, concentration and independence in completing tasks. However, because this activity is still a new experience for some children, they still need direction and guidance from the teacher so that the collage results are not completely neat and match the pattern. This is in line with Hurlock's opinion which states that fine motor skills develop through gradual and repeated practice. Apart from that, Sujiono explained that collage activities can train children's eye and hand coordination, precision and finger skills. Therefore, the collage activity in Cycle I had a positive impact on the development of children's fine motor skills, although improvements were still needed at the next meeting.

c. Implementation of Cycle I Meeting II

Cycle I Meeting II was held on Tuesday, June 9 2026 with the theme of pets, starting at 07.00–11.15 WIB. Implementation of actions is carried out in accordance with the Daily Learning Implementation Plan (RPPH) that has been prepared. In the initial activity, the teacher welcomed students in front of the school according to the RA Al-Furqon SOP and directed them to line up in an orderly manner before entering the classroom. Once in class, the teacher opens the lesson with greetings, prayers, asking about news, and taking attendance. Next, students are invited to read Asmaul Husna, short surahs, hadith and daily prayers as an introduction to religious values. The teacher then conducts an apperception by reminding the collage activity at the previous meeting and providing motivation so that students are more careful and focused. The teacher shows collage media and explains the learning objectives, namely improving fine motor skills through sticking activities and increasing students' concentration.

In the core activity, students again carried out a collage activity of pictures of chicks using egg shells with the opportunity to work more independently. The teacher reminds the activity steps and gives an example of how to take egg shells, apply glue, and attach them to the pattern. At this meeting, students began to show changes compared to the previous meeting. Children begin to be more able to use their fingers to pick up egg shells, apply glue, and stick them according to a pattern. Hand-eye coordination, accuracy and neatness also begin to appear, although some children still need the teacher's help. Thus, the fine motor skills of students in Cycle I, Meeting II, began to develop compared to conditions in the pre-cycle and first meeting stages.

In the closing activity, the teacher invites students to clean and tidy up the tools and materials that have been used. Next, students are given the opportunity to show the results of the collage they have made in front of the class. The teacher gives appreciation, praise and reinforcement for the efforts made during the activity. The teacher then conducts questions and answers regarding the collage activity as a form of reflection on learning and together with the students concludes the activities that have been carried out. The activity ends by reading a closing prayer and greetings before the students prepare to go home.

Based on the data in the observation attachment, children's fine motor skills in Cycle I Meeting II are starting to show development. Of the 22 children, 9 children were in the Very Well Developing (BSB) category, 7 children were in the Developing According to Expectations (BSH) category, 3 children were in the Starting to Develop (MB) category, and 3 children were in the Not Yet Developing (BB) category. These results show an increase in the child's fine motor skills compared to the previous meeting. Data from the results of collage activities in Cycle I of Meeting II were then clarified through a recapitulation table.

Table 3. Summary of Observation Results Cycle I,
Meeting II at RA Al-Furqon Madina
Academic Year 2025/2026

No	Criteria	Total	Percentage
1	Developing Very Well	2	9,09%
2	Developing as Expected	7	31,82%
3	Beginning to Develop	7	31,82%
4	Not Yet Developing	6	27,27%
	Total	22	100%

Based on Table 3, observations of the children's fine motor skills during Cycle I, Meeting II, indicate an improvement compared to the previous meeting. Out of 22 children, 2 (9.09%) fell into the "Developing Very Well" (BSB) category, 7 (31.82%) into the "Developing as Expected" (BSH) category, 7 (31.82%) into the "Beginning to Develop" (MB) category, and 6 (27.27%) into the "Not Yet Developing" (BB) category. These results demonstrate that the children's fine motor skills began to progress following the collage activity.

This improvement in fine motor skills was evident in the children's growing understanding of the steps involved in the collage activity. The children appeared more confident in applying glue, picking up eggshells, and affixing materials according to the picture pattern. Furthermore, more intensive teacher guidance and direct demonstrations helped the children complete the activity more neatly. The collage activity also provided opportunities for the children to practice eye-hand coordination, finger muscle strength, precision, and concentration, as well as to foster independence in completing tasks.

These research findings align with Hurlock's view that fine motor skills develop through repetitive and gradual practice. This perspective is also supported by Sujiono, who explains that collage is an activity capable of training eye-hand coordination, enhancing precision, and developing fine motor skills in early childhood.

Although an improvement was observed during Cycle I, Meeting II, the results did not yet meet the established success indicators for the study. Consequently, the instructional intervention continued into Cycle II, incorporating improvements to teaching strategies, providing more intensive motivation to the children, and utilizing more engaging collage

materials. These improvements were intended to increase the children's engagement in the activity, thereby fostering more optimal development of their fine motor skills.

2. Cycle 1 Observations

Observations for Cycle 1 were conducted in collaboration with the teacher. The aspect observed was the children's fine motor skill development. The results of the Cycle 1 observations are presented in the following table:

Table 4. Assessment of Children's Fine Motor Skills at RA Al-Furqon Madina, Academic Year 2025/2026

Assessment of children's fine motor skill development	Siklus I			
	Meeting I		Meeting II	
	Number of children	Percentage	Number of children	Percentage
BSB	1	4,55%	2	9,09%
BSH	5	22,73%	7	31,82%
MB	8	36,36%	7	31,82%
BB	8	36,36%	6	27,27%

Table 4 shows that the children's fine motor skills improved from Meeting I to Meeting II during Cycle I. The number of children in the "Developing Very Well" (BSB) category increased from 1 child (4.55%) to 2 children (9.09%), while the "Developing as Expected" (BSH) category rose from 5 children (22.73%) to 7 children (31.82%). Conversely, the number of children in the "Not Yet Developing" (BB) category decreased from 8 children (36.36%) to 6 children (27.27%), whereas the "Beginning to Develop" (MB) category remained at 7 children (31.82%). These results indicate that the implementation of collage activities began to have a positive impact on the children's fine motor skill development. However, the level of success achieved did not yet meet the established success indicators; therefore, the intervention needed to continue into Cycle II with certain improvements made to the learning process.

3. Cycle I Reflection

Based on the results of the intervention in Cycle I, the children's fine motor skills improved from Meeting I to Meeting II but did not yet reach the established success indicators. In Meeting I, there was 1 child (4.55%) in the "Developing Very Well" (BSB) category, 5 children (22.73%) in the "Developing as Expected" (BSH) category, 8 children (36.36%) in the "Beginning to Develop" (MB) category, and 8 children (36.36%) in the "Not Yet Developing" (BB) category. In Meeting II, the BSB category increased to 2 children (9.09%), BSH rose to 7 children (31.82%), MB remained at 7 children (31.82%), while BB decreased to 6 children (27.27%). These conditions indicate that the collage activities were beginning to have a positive impact on the development of the children's fine motor skills, even though the results did not yet meet the study's success indicators.

Observations revealed that there were still some challenges during the implementation of the activities. Some children were unable to affix collage materials neatly, still required teacher assistance, and could not maintain concentration throughout the activity. During the pre-cycle stage, the activities utilized simple materials such as origami paper, a single type of seed, and coloring tasks. Most children still needed teacher help to use glue, gather materials, and place the materials onto the patterns. In Cycle I, the activity was developed to involve creating a chick collage using eggshells. During the first session, the children still struggled to pick up and affix the eggshells according to the pattern; however, by the second session, they began to demonstrate improved finger dexterity, better hand-eye coordination, and greater precision and neatness.

Based on observations and discussions with the collaborating teacher, the failure to meet success indicators stemmed from several factors. Regarding activity implementation, some children struggled to apply glue, pick up materials, and affix them according to the image pattern; some also became bored easily and failed to complete the task. From the teacher's perspective, guidance was unevenly distributed, as the teacher focused primarily on children experiencing difficulties. Furthermore, demonstrations on creating the collage needed to be clearer and presented in a step-by-step manner. Regarding materials, some collage items lacked appeal and were relatively small, making it difficult for children to handle and attach them. Finally, regarding the children themselves, some were unaccustomed to collage activities, lacked focus, were easily distracted, and lacked precision when attaching materials.

Based on this reflection, improvements for Cycle II involved providing clearer, step-by-step demonstrations of collage creation, increasing support for children in the MB (Developing as Expected) and BB (Not Yet Developing) categories, using more engaging and user-friendly materials, and offering motivation, praise, and recognition. These improvements aim to boost the children's confidence, engagement, and independence during activities, thereby optimizing the development of their fine motor skills. The reflection phase served as the basis for evaluating actions taken in Cycle I and planning improvements for the subsequent cycle.

Theoretically, the improvement in fine motor skills observed in Cycle I demonstrates that collage activities provide stimulation through actions such as picking up materials, applying glue, and affixing items to an image pattern. These activities engage hand-eye coordination and the small muscles of the fingers. This finding aligns with Sujiono's (2012) view that collage activities train hand-eye coordination. The results also support Hurlock's (2013) explanation that fine motor development progresses through continuous practice. Furthermore, Santrock (2018) states that fine motor skills develop through opportunities to engage in repetitive manipulative activities.

4. Implementation of Cycle II, Meeting I

Cycle II was conducted to improve upon the results obtained in Cycle I. Based on the reflection, the researcher and the teacher made adjustments to the collage activity by providing clearer instructions, increasing guidance, using more engaging materials, and

offering children more opportunities to work independently. Cycle II was carried out over two sessions, following the stages of planning, implementation, observation, and reflection.

During the planning stage, the researcher developed a Daily Lesson Plan (RPPH), incorporating input from the classroom teacher. The researcher also prepared research instruments—such as observation sheets and a camera for documentation—along with the media and materials required for the collage activity. This plan was formulated to address the shortcomings identified in Cycle I, ensuring a more effective learning process in Cycle II.

The first session of Cycle II took place on Monday, June 14, 2026, from 08:15 to 10:30 WIB, featuring a collage activity themed around pets. During the opening segment, the children were welcomed in accordance with school standard operating procedures (SOPs), participated in morning exercises, and entered the classroom in an orderly fashion. The teacher invited the children to sit in a circle, exchanged greetings, led a prayer, asked how they were doing, and checked attendance. Next, the teacher engaged the children in a conversation about pets—specifically cats—covering their characteristics, diet, habitats, and care requirements. The teacher then outlined the learning objectives and introduced the tools and materials to be used.

In the core activity, the teacher guided the children in creating a cat collage using various types of seeds. The teacher first showed an example of a finished collage and explained the procedural steps: applying glue to the image outline, selecting seeds, picking them up with their fingers, and affixing them to the pattern. Using a variety of seeds provided the children with ample opportunities to practice finger movements while picking up, selecting, and attaching the materials. Throughout the activity, the teacher and researcher observed the children's concentration, finger strength, precision, hand-eye coordination, and independence. During this session, the children demonstrated improved abilities compared to Cycle I, although some still required teacher guidance.

In the closing phase, the children were guided to tidy up and clean the tools and materials they had used. After washing their hands, they were given the opportunity to display their collages to the class and briefly describe their work. The teacher acknowledged and encouraged the children's efforts, after which the class summarized the learning activity together. The session concluded with singing, a post-lesson prayer, exchanging greetings, and following the school's standard pickup procedures.

Based on observational data from Cycle II, Session I, the children's fine motor skills showed improved development. Out of 22 children, 10 fell into the "Developing Very Well" (BSB) category, 8 into the "Developing as Expected" (BSH) category, 2 into the "Beginning to Develop" (MB) category, and 2 into the "Not Yet Developing" (BB) category. These results indicate an improvement in fine motor skills following the implementation of refined instructional strategies involving collage activities using various types of seeds.

5. Implementation of Cycle II, Meeting II

Cycle II, Meeting II was conducted on Wednesday, June 15, 2026, from 07:00 to 11:15 WIB, focusing on the theme of pets. The session began with welcoming the students, lining up, entering the classroom, exchanging greetings, praying, checking on their well-being, and taking attendance. The teacher then led the children in reciting the **Asmaul Husna** (Beautiful Names of Allah), short **Surahs** (Quranic chapters), **Hadiths**, and daily prayers as part of the routine habituation activities. Next, the teacher conducted an apperception phase by recalling the collage activity from the previous meeting and motivating the children to be more meticulous and focused during the session.

In the core activity, the students once again engaged in a cat-themed collage activity using various types of seeds. The teacher gave the children the opportunity to work more independently. Before the activity began, the teacher reiterated the procedural steps and provided a brief demonstration. The children then applied glue to the image pattern, picked up seeds with their fingers, selected appropriate materials, and affixed them to the cat image in a more organized manner. An improvement in fine motor skills was evident during this meeting; the children demonstrated greater dexterity in using their fingers, controlling hand movements, coordinating hand-eye movements, and concentrating, as well as placing the seeds more precisely and neatly. Most children were also able to complete the activity with greater independence, requiring minimal assistance from the teacher.

During the closing activity, the teacher guided the students to clean up and organize the tools and materials they had used. The children were then given the opportunity to display their collages at the front of the class. The teacher offered appreciation, praise, and positive reinforcement for their efforts. Subsequently, the teacher conducted a brief question-and-answer session for reflection and, together with the students, summarized the activities that had taken place. The session concluded with a closing prayer and farewell greetings as the children prepared to go home. Based on Table 4.13, the children's fine motor skills in Cycle II, Meeting II showed improvement compared to Meeting I. Out of 22 children, 6 (27.27%) fell into the "Developing Very Well" (BSB) category, 9 (40.91%) into the "Developing as Expected" (BSH) category, 5 (22.73%) into the "Beginning to Develop" (MB) category, and 2 (9.09%) into the "Not Yet Developing" (BB) category. These results indicate an increase in the number of children in the BSB and BSH categories, while the number of children in the MB and BB categories decreased.

The improvement in fine motor skills during Cycle II, Meeting II was evident in the children's ability to apply an appropriate amount of glue, pick up seeds using their fingers, and affix materials to a cat-shaped pattern more neatly. The children also appeared more independent and meticulous, and were able to maintain concentration until the activity concluded without requiring significant teacher assistance. This demonstrates that gradual and repetitive practice has a positive impact on the development of children's fine motor skills. These findings align with Hurlock's views on the importance of repetitive practice for fine motor development, as well as Sujiono's

views on how collage activities can train eye-hand coordination, precision, and finger dexterity.

6. Cycle II Observations

Observations for Cycle II were conducted collaboratively with the teacher, focusing on the children's fine motor skills. Table 4.14 shows an improvement in fine motor skills from Meeting I to Meeting II. In Meeting I, 4 children (18.18%) were in the BSB category, 8 (36.36%) in the BSH category, 6 (27.27%) in the MB category, and 4 (18.18%) in the BB category. In the second session, the number of children in the BSB category rose to 6 (27.27%) and the BSH category to 9 (40.91%), while the number in the MB category fell to 5 (22.73%) and the BB category to 2 (9.09%).

These results indicate a gradual improvement in fine motor skills following the collage activities using various types of seeds. Improvements were observed in the children's ability to pick up and select materials, apply glue, and affix items according to a pattern. Furthermore, the children demonstrated greater independence, precision, focus, and neatness in completing their tasks. Thus, the interventions in Cycle II yielded better results than those in Cycle I and successfully met the study's success indicators.

7. Reflection on Cycle II

Based on observations from Cycle II, the children's fine motor skills showed improvement compared to Cycle I. In Meeting I, 4 children (18.18%) fell into the BSB category, 8 children (36.36%) into BSH, 6 children (27.27%) into MB, and 4 children (18.18%) into BB. In Meeting II, the number of children in the BSB category increased to 6 (27.27%) and the BSH category to 9 (40.91%), while the MB category decreased to 5 children (22.73%) and the BB category to 2 children (9.09%).

This improvement was driven by the use of engaging learning media, the provision of demonstrations before activities began, teacher guidance and motivation during the learning process, and opportunities for the children to practice repeatedly. An enjoyable learning atmosphere also contributed to the success of the intervention, as the children felt more comfortable, active, and confident, and were unafraid of making mistakes while completing the collage activities.

These research findings align with the views of Hurlock (2013), Santrock (2018), and Sujiono (2012), who emphasize the importance of eye-hand coordination, manipulative activities, the use of small muscles, and repetitive practice in children's fine motor development. Collage activities provide children with hands-on experience in picking up, holding, applying glue, and attaching various materials according to a pattern, allowing their fine motor skills to develop gradually.

In addition to the development of fine motor skills, changes in the children's behavior were also evident during Cycle II. Children who previously lacked confidence and relied on teacher assistance began to demonstrate independence in completing the collage activities. They became more active, were willing to experiment with various materials, were able to concentrate for longer periods, and showed enthusiasm throughout the

learning process. The children also began to demonstrate patience and precision when arranging collage materials according to the provided patterns.

Overall, the results of Cycle II indicate that collage activities using various types of seeds can enhance the fine motor skills of children aged 5–6 at RA Al-Furqon Madina. This improvement is evident in the increased number of children reaching the BSB and BSH categories, alongside a decrease in the number of children in the MB and BB categories. By the second meeting, 15 children (68.18%) had achieved the BSB and BSH categories, while only 7 children (31.82%) remained in the MB and BB categories. Thus, based on the research findings, the intervention in Cycle II is deemed successful, and the study can be concluded.

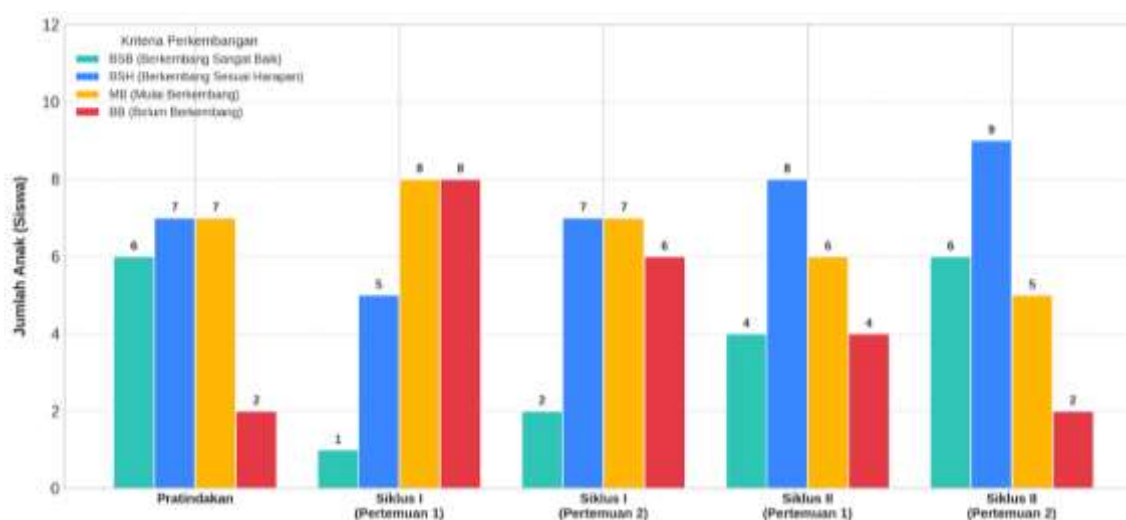


Figure 1. Graph of Fine Motor Skill Development among RA Al-Furqon Madina Children (Pre-action, Cycle I, and Cycle II)

Research Discussion Results

Based on the research conducted, the implementation of collage activities proved effective in enhancing the fine motor skills of children aged 5–6 years at RA Al-Furqon Madina. This improvement occurred because collage activities provided children with opportunities to use their fingers and hands directly to apply glue, pick up collage materials, affix materials according to a pattern, and neatly complete the final collage. Through repeated practice across each cycle, the children's fine motor skills developed progressively. Observations indicated an improvement in fine motor skills during each learning cycle. By the end of Cycle II, six children had reached the "Developing Very Well" (BSB) category, and nine children had reached the "Developing as Expected" (BSH) category. The children became capable of applying glue more precisely, picking up and affixing materials according to patterns, and completing activities more neatly and independently. These improvements demonstrate that collage activities foster eye-hand coordination, finger dexterity, precision, and independence in task completion.

These findings align with Santrock's theory, which states that children's motor skills develop effectively when they have opportunities for continuous practice. In this study,

collage activities were conducted during every session, giving children the chance to practice repeatedly. The more frequently the children engaged in these activities, the more skilled they became in using their fingers and hands to apply glue, handle materials, and affix them according to patterns. Such activities not only enhanced eye-hand coordination but also fostered concentration, precision, and independence in completing tasks. Thus, collage activities serve as an effective method for developing the fine motor skills of children aged 5–6 years.

According to Papalia, a child's fine motor development is influenced by stimulation provided through various age-appropriate activities. Collage activities provide direct stimulation by training children to use their fingers to pick up, paste, arrange, and organize collage materials. These activities allow children to repeatedly exercise the small muscles of their hands, thereby fostering optimal fine motor skill development. These findings align with Hurlock's view that repetitive practice supports children's motor development. Through collage activities conducted progressively from Cycle I to Cycle II, children became increasingly accustomed to using their hands and fingers. During the activities, children practiced applying glue, picking up eggshells and seeds, and affixing them according to a picture pattern. These tasks required repetitive finger movements, which improved hand-eye coordination. Observations revealed that by the end of Cycle II, the number of children achieving the BSB (Developing Very Well) and BSH (Developing as Expected) categories had increased compared to the pre-intervention stage. Thus, the study results support Hurlock's theory, demonstrating that continuous practice helps enhance the fine motor skills of children aged 5–6 years.

This study reinforces the view of Sujiono (2012), who explains that fine motor skills can be enhanced through engaging and enjoyable play activities that provide children with hands-on experiences—such as pasting, stringing beads, paper folding, and creating collages. In this study, collage activities utilizing eggshells and seeds successfully captured the children's interest, leading to more active participation in the learning process. The children used their fingers and hands to apply glue, pick up materials, and affix them according to a pattern. These activities fostered hand-eye coordination, improved concentration and precision, and encouraged independence in task completion. Thus, collage-making serves as an effective learning activity for enhancing the fine motor skills of children aged 5–6.

Furthermore, the findings support Santrock's (2018) theory that fine motor skills develop when children have opportunities to engage in repetitive manipulative activities. Through collage-making, children performed repeated actions such as grasping, pinching, picking up, pasting, and arranging materials. Such practice helped improve their control over hand and finger movements, resulting in work that was neater, more precise, and aligned with the teacher's provided patterns. Conducting collage activities repeatedly across sessions made the children increasingly skilled in using their fingers and hands, while simultaneously boosting their hand-eye coordination, concentration, precision, and independence.

The improvement in fine motor skills observed in Cycle II was driven not only by the collage activities themselves but also by instructional adjustments made following reflections from Cycle I. Teachers demonstrated the collage-making process more clearly, provided guidance to children facing difficulties, offered encouragement, and created a more engaging learning atmosphere. Additionally, as the children became accustomed to working with the collage materials, they grew more confident, focused, precise, and independent in completing the tasks. At the beginning of the learning process, some children struggled to apply glue effectively, affix materials according to the pattern, and use their fingers with purposeful control. However, when the activity was repeated during Cycle II, the children began to grasp the procedural steps, enabling them to complete the task with greater proficiency, neatness, and independence.

Collage activities also foster hand-eye coordination, as children must observe the provided pattern and then coordinate their hand movements to place materials in the correct positions. This repetitive process enhances hand-eye coordination over time. Consequently, the collages produced in Cycle II appeared neater, more precise, and better aligned with the designated patterns. This improvement can be explained through the concept of neuroplasticity—the brain's ability to form and strengthen connections between nerve cells in response to experience and practice. As children repeatedly engage in collage activities, their finger control, hand-eye coordination, and precision in execution continue to develop.

Viewed through the lens of Hurlock's theory (2013), the improvement observed in Cycle II stems from the fact that fine motor development requires practice that is both gradual and repetitive. During Cycle I, the children were still adjusting to the collage materials, meaning their hand-eye coordination had not yet reached optimal development. Having gained experience in Cycle I, the children became more accustomed to the activity, leading to enhanced motor skills in Cycle II. According to Santrock (2018), fine motor development is also influenced by opportunities to engage in activities involving the manipulation of small objects. Collage activities provide such opportunities through the repetitive actions of picking up materials, applying glue, and affixing materials according to a pattern.

The improved results in Cycle II also support the view of Sujiono (2012), who stated that learning activities designed to be engaging and enjoyable can boost children's motivation to learn. In this study, the teacher provided direct demonstrations, guided the children throughout the activities, and offered encouragement and praise upon the successful completion of tasks. These conditions fostered a pleasant learning atmosphere, enabling the children to become more confident, active, focused, and independent while participating in the collage activities.

The study results indicate that the implementation of collage activities can enhance the fine motor skills of children aged 5–6 years. This improvement was evident in the children's increasing proficiency—across successive cycles—in applying glue, handling collage materials, affixing materials according to patterns, and completing tasks. These findings align with previous research demonstrating that collage activities can improve

fine motor skills in early childhood. A study by Siti Rahmawati (2021) showed an improvement in hand-eye coordination following collage activities. Research by Nur Aisyah (2022) also demonstrated improved fine motor skills through Classroom Action Research. Furthermore, a study by Dewi Sartika (2023) concluded that collage activities help train hand-eye coordination, strengthen finger muscles, and boost children's creativity. Research by Rina Wulandari (2020) indicated that collage media positively impacted the fine motor development of Group B children, while a study by Yuni Astuti (2022) showed that collage activities could progressively improve fine motor skills until success indicators were met.

Based on a comparison with previous studies, it can be concluded that the results of this research reinforce earlier findings stating that collage activities are effective in enhancing fine motor skills in early childhood. The similarities between this study and previous ones lie in the observed improvements in hand-eye coordination, finger dexterity, precision, and independence among children following collage activities. The differences lie in the media employed, the research location, the number of subjects, and the learning themes. In this study, the collage activities utilized eggshells during Cycle I and various types of seeds during Cycle II, thereby offering children a more varied learning experience. This variety of media fostered greater enthusiasm among the children and supported the improvement of their fine motor skills by the end of Cycle II.

The research findings indicate that collage activities are beneficial for enhancing the fine motor skills of children aged 5–6 years. Consequently, collage activities serve as a viable alternative for regular implementation in early childhood education settings. These activities are relatively easy to conduct, as teachers can utilize materials readily available in the local environment, making the learning process more engaging and dynamic. Through collage activities, children have the opportunity to use their fingers skillfully—from picking up materials and applying glue to affixing items according to a provided pattern. Such activities help improve the children's precision, concentration, and independence.

Theoretically, these findings reinforce the views of Hurlock, Santrock, and Sujiono, who posit that fine motor skills develop through repetitive practice, appropriate stimulation, and engaging, enjoyable learning activities. From a practical standpoint, the study demonstrates that collage activities using materials such as eggshells and seeds offer an alternative approach to developing hand-eye coordination, finger muscle strength, concentration, precision, and independence in children aged 5–6 years. Thus, implementing collage activities serves as an effective instructional strategy to support the development of fine motor skills among children at RA Al-Furqon Madina.

CONCLUSION

Based on the Classroom Action Research (CAR) conducted at RA Al-Furqon Madina regarding the implementation of collage activities to enhance the fine motor skills of children aged 5–6, it can be concluded that the implementation followed stages of planning, action execution, observation, and reflection. The activities were carried out in phases: pre-action, Cycle I, and Cycle II. Throughout the learning process, the teacher

provided examples, guidance, motivation, and opportunities for the children to actively engage in collage activities. Instructional improvements made based on reflections from each cycle rendered the activities more engaging, enjoyable, and aligned with the characteristics of early childhood learners.

The implementation of collage activities proved effective in enhancing the fine motor skills of children aged 5–6 at RA Al-Furqon Madina. Improvement occurred progressively from the pre-action stage through Cycle I to Cycle II. By the end of Cycle II, 6 children (27.27%) fell into the "Developing Very Well" (BSB) category, and 9 children (40.91%) fell into the "Developing as Expected" (BSH) category; thus, a total of 15 children (68.18%) achieved the BSB and BSH categories. This improvement was evident in the children's ability to apply glue, select and pick up collage materials, affix materials according to patterns, and complete activities with greater neatness and independence. Collage activities also provided opportunities for children to practice hand-eye coordination, finger dexterity, concentration, precision, and independence. Consequently, collage activities serve as an effective alternative learning activity to support the development of fine motor skills in children aged 5–6.

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