

APPLICATION OF 3M (DRAWING, TEAR, PASTING) TO IMPROVE ARTISTIC ABILITY IN CHILDREN AGED 5-6 YEARS

Suharni^{1✉}, Humaidah Br. Hasibuan²

⁽¹⁾⁽²⁾ Early Childhood Islamic Education, North Sumatra State Islamic University

DOI: 10.29313/tjpi.v12i2.12371

Abstract

The background of this research is the lack of children's ability to use media related to 3m activities. The purpose of this study was to see children's artistic abilities in 3m activities, namely drawing, tearing, and pasting. The method used in this study is a qualitative approach method. Methods of data collection by conducting interviews, observation, and documentation. Based on the results of research regarding the application of 3m activities to improve artistic abilities in children aged 5-6 years at PAUD Bunda Street Gurilla No 23, Medan Perjuangan District, Medan City, which was carried out for one month experienced a good improvement. The results of the increase in children's artistic abilities that occur can be seen in the change in attitude during learning takes place. In the early stages of learning, children show reluctance or hesitation during activities, so over the learning period, children begin to feel comfortable and begin to be confident in showing the works of art made by children. It can also be seen that, when applying 3M, children are categorized as quite good at drawing according to the teacher's instructions, drawing lines with five fingers, tearing paper, and gluing pieces of paper according to the drawing pattern.

Keywords: Drawing; Tear; Paste; Art Ability.

Copyright (c) 2023 Suharni, Humaidah Br. Hasibuan

✉ Corresponding author :

Email Address: harniybancin@gmail.com

Received July 25, 2023. Accepted August 20, 2023. Published August 21, 2023.

INTRODUCTION

Early childhood can also be interpreted as a golden age, or in language it is a golden age which means an important stage of development for every child. When a child enters this age group, it means that the child is experiencing a period of growth and development that can be said to be very rapid in various aspects of the child. An important aspect of optimizing children's artistic development is the stimulation aspect. Art is a tool that can stimulate children's character and creativity. There are several indicators of children's artistic activity which are reflected in the child's ability to convey their thoughts or ideas through the media provided (Salindeho et al., 2022).

Fine motor skills are the ability to control the small muscles that control finger and eye movements precisely. Unbuttoning and buttoning clothes, beeping, paper folding, drawing, cutting, building blocks, finger painting, etc. Fine motor skills are the ability to move in a way that requires the coordination of small muscles, such as the eyes and hands, in a balanced way (Reziaka et al., 2022). Hand-eye coordination and careful hand movements are all that are needed for fine motor movements to occur, so they don't require a lot of energy. Because their hands are capable of many things, children with excellent motor maturity usually perform independent activities. The study of motor skills in children's performance can significantly contribute to a full understanding of the whole personality (Gümüşdağ, 2019).

Based on Safitri's research in 2018, he concluded that fine motor skills through 3m are a very important part of artistic ability, which must receive the right motivation and according to the stages of age development, because it is a necessity for children. Willingness to move to a higher level at the school level. Good motor skills through 3m are components that support the development of other aspects such as cognitive, social and emotional development of children. Fine motor development includes crocheting, folding, cutting, binding, shaping, early writing, and composing (Loita, 2017). Based on this research it was concluded that the cutting model can develop children's fine motor skills (Hermawan & Setyaningrum, 2020).

In addition, (Suryana & Vaneza, 2020) claims that a child's ability to use their small muscles for various tasks is related to their fine motor skills. The use of fingers in tasks and objects increases as a child's fine motor skills develop. *Journal of Education Tambusai 2020 Volume 4 Number 1 ISSN: 2614-6754 (print) Pages 572-580 ISSN: 2614-3097 (online) 574*. Because children's play is the basis of everything they do, play activities are fun, charming, and inventive. A child's ability to use their hands, eyes, and other small muscles properly, such as cutting, writing, and pasting, are known as fine motor skills. As these abilities develop, children increase activities related to fine motor skills.

In Group B based on the results of the facilitator's observations in class B during learning semester one there are ten out of thirteen children in the class can use the patch well even though these children are not very good at placing the patch according to the line. And there are three out of thirteen children who are not good enough at patching activities. However, these children have shown the results of their own work to the fullest. Based on the results of discussions with teachers, children at school still lack activities that can train fine motor skills, namely sticking.

The following is a possible research problem that the author found at the Bunda PAUD school. The lack of application of 3m in the development of children aged 5-6 years at PAUD Bunda. Because it happened that the school used more books and student worksheets. The purpose of this study is to find out the reality in the development of art in children aged 5-6 years at Bunda PAUD, so in an effort to improve the development of art in children it can be done through a process learning which uses media 3m draw, tore, stick. Through the use of learning media is expected that children can develop creativity aspect art through 3m.

Developing early childhood arts is just as important for growth as any other field. In order for art to develop as well as possible, this development must also be optimized. The child's developmental stage and preferred learning method must be taken into account when developing strategies that maximize the six dimensions of development. Similar to how various approaches are needed for the development of the best art. Teachers need to be aware of the developmental phases of preschoolers and their level of competence (Sari, 2020).

One of the phases of development that needs to be optimally developed in children is the development of art from an early age. The six dimensions of development are interconnected and include social-emotional development, growth in religious and moral values, language development, cognitive development, physical development, and artistic development. Other elements of the development process must be taken into account to optimize it (Sari, 2020). If efforts to develop art are carried out, whether intentionally or not, it will undoubtedly have an impact on other developments. For example, when toddlers automatically paint or draw, their fine motor skills also improve.

Children, especially when they are young, enjoy drawing or sculpting with soft clay and wax, cutting, folding, or organizing waste paper. Why do children love to draw so much? because every child has their own hobbies, because children have creative minds, strong motor skills, therefore children who like to paint draw more joy from their hearts or minds from painting, because this activity is a play activity. Drawing is an art activity that is liked in early childhood. Education experts note that children who don't like to draw are classified as disabled (anomaly). They can spend a lot of time in these activities (Ningrum et al., 2014).

The instructor or teacher instructs students in drawing using various lines and shapes in the first phase. Usually done by smearing or playing as a creative activity, and when the result is deemed successful, participants are more motivated and willing to try again until they achieve success. Conversely, creativity will lose its energy and potential if it is labeled as bad. For any development, support in the form of acknowledgments is essential. Children's drawings often contain different substances, and these differences do not appear to be planned or organized. The lingering innocence of infancy lends to a beautiful picture quality; this sort of thing usually happens in children's drawing contests. From this freedom grows a creative soul which is a reflection of personality. The expression of a sense of creativity in a work is greatly influenced by the expression of one's soul, which is the reality of the created form according to one's instincts (Loita, 2017)

Ripping is not something to be taken lightly. We can't explicitly prohibit them from catching, so the skill manuals that are part of this activity are very important. However, proper equipment or tools must be used for this activity. For example, torn journals or used or recycled paper. Tearing primarily develops children's emotional intelligence, especially their capacity to regulate impulses or emotions, in addition to their fine motor skills. At this age, children are very passionate about everything. Undoubtedly a challenging area for parents. One of the fine motor tasks for young children is tearing paper. especially young children with special needs, such as those with autism (Samsidar, 2019).

Sticking is an exercise that can help develop a child's fine motor skills. Collage is another name for gluing. For children, sticking is one of the most interesting activities because it involves arranging and sticking objects according to their preferences. Collage, by definition, is an arrangement of various materials on a flat surface. Various types of paper, textured materials, and other interesting items are used as adhesives (Siregar, 2020).

While some glues are not completely clean and perfect, most children are able to glue the paper to the blank part of the paper that needs to be glued. Early childhood compliance is carried out by taking into account several factors. Children can maximize and optimize all areas of their growth thanks to this provision. Everything can be designed by children using their imagination and creativity. To maximize children's abilities, educators or teachers act as enablers and motivators. Teaching teachers are required to submit the required documents. The development of children's creativity can be influenced by various resources provided by the teacher. In addition, various sources encourage child educators not to get bored (Suryana & Vaneza, 2020)

Based on the findings of the researchers, 3m drawing, tearing, pasting is not used too often in everyday learning, which is often used in artistic aspects of learning that contain development, namely drawing and coloring.

From some of the theoretical explanations above, the researcher found that the application of 3m drawing, tearing, pasting to improve the artistic abilities of children aged 5-6 years is the child's ability to remember or record what he sees in the long term he defines lines, spaces, shapes, which then produce perfect work of art in his mind. Because that the author is interested in raising the title

of applying 3m, drawing, tearing, pasting to improve artistic abilities in children aged 5-6 years at PAUD Bunda

METHODOLOGY

This research was conducted at Bunda PAUD Jln Gurilla No 23, Medan Perjuangan District, Medan City. The time of the research is in the first semester of the 2022 school year to be precise in November. This research is qualitative research with descriptive method. According to (Sugiyono, 2017), this type of qualitative research is case study in nature and tends to use analysis.

The subjects of this study were children aged 5-6 years at PAUD Bunda with a total of thirteen students. The reason the researcher chose thirteen students to study was to see the results of the children's work through 3m namely drawing, tearing, gluing.

The data for this study were collected in the form of thirteen children's works by drawing, tearing, pasting on children aged 5-6 years at PAUD Bunda. This research is qualitative research by conducting field research. Therefore, the object of research is an object in the field that can produce information about research research.

Data analysis, interviews were used by researchers to obtain information from carefully selected individuals using unstructured interview techniques. This is done considering that the information that researchers receive is completely natural and they get real data, while informants are expected to be able to answer questions as they are. so that researchers can obtain as much information as possible. Regarding observation, researchers use active observation, that is, researchers come directly to the research location to be actively involved with informants who researchers use as sources of information. Regarding 3m's activities, the researcher reduced the data by drawing, tearing, and pasting. The 3m works that the researcher uses are thirteen existing works. By considering thirteen works of 3m unique drawing, tearing, pasting for analysis.

To test the validity of the data, researchers used a triangulation technique, namely. researchers go directly to the field to conduct research and documentation, interviews and observations (Yulianingsih et al., 2022). To analyze the creativity of the researchers used documentation data in the form of children's work by drawing, tearing and pasting what was produced by sources, then researchers compared with interview data and field observations.

In qualitative research, theory is defined as the paradigm of a researcher in his research activities, whether stated explicitly or not, by applying a certain paradigm so that the research is directed (Rahmat, 2009). Qualitative research is also based on the philosophy of post - positivism because it is useful in researching natural objects. Qualitative research develops following a proposition as a process that never stops. It develops from the researcher's process of searching for and understanding reality as it is given. Quality research requires more than research skills and experience. However, trust must be developed with support (Somantri, 2005).

RESULTS AND DISCUSSION

The results of the 3m drawing , tearing, sticking imaginative students were obtained after taking the ability test, where the results of the imaginative 3m drawing, tearing, pasting abilities of the students were assessed based on the results of the 3m imaginative analysis based on the theory of creativity . There are 3 aspects of creativity through 3m drawing , tearing, pasting. Which draws value from the results of the drawing, tearing is assessed from the tear and sticking is assessed from the results of the pasting.



Figure 1

Son already capable draw a line with five fingers
Children are able to draw hands according to the teacher's teachings
Children are able to make works of art through hand drawing activities



Figure 2

Son already capable move the finger muscles of the child through tearing
Children are able to tear the paper according to what is in the picture
Son already capable Tear the paper into small pieces according to
the teacher's instructions



Figure 3

Son already capable pasting scraps of paper
The child is able to arrange the paper paste according to
the hand in the picture
The child is able to stick according to what the teacher teaches

From this exposure, children's ability in art has increased significantly as a result of this exposure. Each child can receive the time and adjustments needed during the process of capturing their exposure to the material provided. In essence, the first step of the child's adjustment process involves differences. Children who initially worry about doing, drawing, lining, or gluing gain more confidence as they carry out activity ideas. It can be said that efforts to improve young children's abilities in the field of fine arts are greatly assisted by the process of drawing, tearing, and pasting. The presence of this activity where children work together can best develop their artistic abilities.

Early Childhood Fine Arts

Early childhood tends to do various art activities either with direction and guidance or done freely. This activity is often done by children at an early age due to their curiosity. Children's curiosity will develop better if accompanied by proper guidance from adults. Just as a child's curiosity about fine arts, when optimally accompanied by adults, of course, can maximize children's artistic development. Adults who give children the opportunity to express children's artistic ideas will certainly increase children's motivation to keep trying. On the other hand, if children are not given opportunities or are limited, of course this will also limit the ideas that children will express (Sari, 2020). Because one part of development influences another, artistic development in young children is very important. In addition, everyday life and children's art are closely related. Haksel believes that without music, drawing, dance, and theatre, early childhood education will not be efficient and comprehensive. The expressive function, the communicative function, the talent development function, and the creative function are the four main goals of teaching art to children between the ages of 5 and 6. Adults must, of course, consider the role of art in the growth of young children (Sari, 2020).

Art plays an important role as a play exercise in general education. Children under the age of 10 are experiencing a golden era of artistic expression. The freedom to use various media and methods in children's artistic activities is the main approach to early childhood education because artistic expression is one of the needs of children. This makes it easier for people to understand how early childhood images are formed (Loita, 2017).

Children's abilities and skills in interacting with the world, as well as their visual and aesthetic experience in processing fine arts, must be developed through art activities at the age of 5 to 6 years. The conclusion is that because it influences the other two developments, the development of children's art is a development related to beauty that must be maximized. The

development of early childhood art begins with the child's natural curiosity, combines the results of his thoughts and emotions towards his environment, then develops with the help of adults (Mustaqim, 2018).

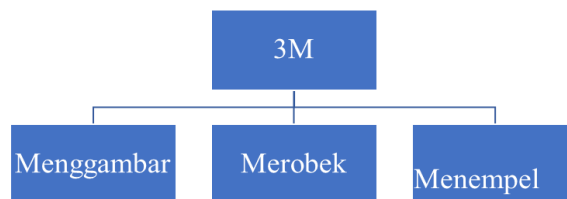


Figure 4. Design: 3M Technique (Drawing, Tear and Pasting)

The 3m technique is a combination of three simultaneous drawing, tearing and pasting. The combination of these three functions produces an interesting work. According to Muharam and Warti Sudaryanti, the 3m process of drawing, tearing, pasting starts as follows: The first is to copy an existing model, but it is possible to make your own model. Then form a pattern according to the instructions. Variations can be made by changing sizes, combining matching patterns of the same and different types, adding colors, and changing the print by punching holes in the print (Herlidasari et al., 2021).

The steps of the 3m technique that need to be considered in this technique are that there must be 3 operations to produce a work, namely drawing, tearing, and pasting. The steps are: Define work to be done. The results of this work are adapted to the existing material; Prepare equipment and materials. Seperto glue, paper and ruler; Before the teacher asks the child to do a task, he gives an example from a larger media. This way children can clearly see the activities being described; and Children get ready-made tools and materials. Then the child was asked

Drawing on Children Aged 5-6 Years

Drawing is an instinctive need, like eating and drinking and others. So, it is in the lives of children, who are indistinguishable from the pictures. There are so many types of images that we can find. Drawing is the activity of creating images using various techniques and tools, it can also involve certain surface markings and the use of drawing tools. Basically, drawing is a mental and visual expression of what one experiences in the form of lines and colors. Drawing is basically a combination of skills. Sensitivity, creativity, knowledge and vision, the ability to involve children will definitely have a good effect on children if children's skills are stimulated properly (Salmina & Nurtiani, 2020).

The benefits of drawing activities for children are: Drawing activities as a storytelling tool. Drawing trains children's thinking ability from reality to symbols, which is part of the imagination process that cannot be expressed; Drawing as a way to express feelings. Children's drawings tell and express through pictures something that is visible and natural in them, so drawing is an art, although it is not the same as drawing adults. Drawing activities for children are not just coloring activities. However, drawing activities can provide flexibility for children to express their opinions; Drawing serves as a toy. Drawing trains children's universal imagination. Imagination is part of the child's imagination, which is often foreign to be seen in a simple child's environment; Drawing task to train memory. Events or events experienced by children become ideas that allow children to express them in the form of pictures. Events that evoke memories are symbolized and expressed in certain forms. It can train children's memory; Design tasks that can lead to comprehensive (general) thinking. When the child thinks he wants to capture all his experiences in pictures (the whole story), ie. to tell something he's just seen, he draws pictures and relates the pictures to stories he's heard before.

Drawing activity as an expression of feelings. Draw can push child to reduce spontaneity and teach him talk. Draw practice balance. Thoughts and feelings a child is always the same. Susanto (1956) explains that until the age of 5-6 years, the thoughts and feelings of children are still in

accordance with what the child imagines. Draw practice creativity child. For example, sometimes a Children attract the attention of educators and others in different ways. to do something different from the others. The child takes a different picture than the one that was taken. This is where the idea to create a masterpiece came from art, incl picture. Draw can practice concentration. The act of drawing is the result of observing the medium that surrounds it. Therefore, learning fine arts including drawing can train children's ability to observe the environment. While drawing/painting, children discover things they may never forget. Why, because it is a child's ability to have new or previously seen experiences (Husnu, 2021).

Tearing In Children Aged 5-6 Years

Kids can try their hand at shredding paper as it trains their muscles, nerves, brain and fingers in a rare artistic activity. According to (Adiningsih & Syafrina, 2019) , states that tearing paper is a fun activity where the act of tearing creates a distinct impression that can be captured by the child's senses, because children have extraordinary memory abilities, especially at the age of 5-6 years so that at that time is the right time to introduce 3m media according to children's abilities and needs (Hasibuan et al., 2021).

Even though the training activity is not the main activity, it should not be immediately neglected because of the importance of the manual skills taught through this activity. Exercises must be performed, but with the appropriate equipment or assistance. For example, during this exercise, paper or notebooks are torn. Apart from training fine motor skills, tearing actually trains children's emotional intelligence. Children of this age are passionate about everything. Of course, this is entering a difficult zone for parents because tearing paper is one of the fine motor activities of early childhood (Samsidar, 2019).

The meaning of tearing paper because it is entertaining and evokes emotions that can be felt by children. Muscles, nerves, brain and fingers are all involved in tearing paper. Children must be given support and motivation to keep them involved in these activities. Children must also be taught how to tear properly, after that simple patterns must gradually imitate the shape of certain objects to maintain the flexibility of the child's fingers. the bigger it gets. When practiced diligently, these components work in unison (Adiningsih & Syafrina, 2019).

There are no children who do not want to tear. When given a piece of paper, he quickly took it, let alone told to tear it up. That's why ripping is considered a place where children's creativity is encouraged. In addition, this activity is also useful for stimulating imagination, generating ideas, channeling emotions, encouraging artistic interest and optimizing fine motor skills in preschoolers.

Attached to Children Aged 5-6 Years

One of the exercises that helps children develop their fine motor skills is sticking. Collage is another name for pasting. Sticking is attractive to children because it allows them to arrange and rearrange objects to their liking. Collage, by definition, is an arrangement of various materials on a flat surface. Various types of paper, textured materials, and other interesting items with two or three dimensional shapes are the materials used for gluing (Abarua, 2017).

Despite some imperfect attempts, most children are able to glue the paper to the white part of the paper that needs to be glued. Early infant attachment is influenced by a number of factors. To ensure that children make the most of every stage of their development, these provisions have been made. Everything can be designed the way the child wants, using their imagination and ingenuity. To maximize children's skills, educators or teachers act as enablers and motivators. As an educator, the coach's job is to provide the materials needed. The variety of material provided by educators can affect the development of children's creativity. This versatile material also helps educators motivate children to avoid childhood boredom (Rezieka et al., 2022).

The teacher must try to collect equipment that is special and has never been used by children for adhesives. These elements come from nature. The substance used increases how attractive the binding action is. Old milk containers, grocery bags, magazines, cans, fruit wrappers, and other materials can all be used to make glue. The bigger it is, the more material choices. Kids

can also make their own adhesive components. Children use brushes and colors to create drawings on drawing paper, which are then dried and adjusted by cutting. The process of experience in early infancy suppresses the child's creative freedom. Children's artwork reflects their creative spirit (Yanti & Utami, 2021).

CONCLUSION

Based on the results of the study it can be concluded that there is an increase in artistic skills in children aged 5-6 years through 3m drawing, tearing, pasting. The process of activities is carried out step by step according to the level of learning. From drawing activities, children can draw lines with five fingers, draw according to the teacher's instructions and create works of art through drawing. Likewise, in tearing activities, children can move their finger muscles by tearing, they can tear paper according to instructions. And the last part is the sticking part, the child can stick pieces of paper, can arrange paper glue according to the part of the picture, and the child can hold it according to what is taught. Teachers need to train children's artistic abilities in a more professional manner to expand knowledge, especially applying drawing, tearing and pasting to improve artistic abilities at the age of 5-6 years. It is expected to develop and improve learning skills. It is hoped that the activities of drawing, tearing and pasting in the 3m mandatory activities to improve the artistic abilities of children aged 5-6 years can be beneficial for children in the future, and can develop their imaginations that are even more creative.

ACKNOWLEDGMENTS

The researcher thanks the director and teachers of PAUD Bunda for giving me the opportunity and helping me in my research. Thank you also to the researchers from the Medan Campus of the Islamic University of North Sumatra. And thanks to the research director who directed this letter. The researcher also thanks the editor of Pokkimele magazine for the opportunity to publish this article.

REFERENCES

- Abarua, H. (2017). Improving Children's Fine Motoric Skills Through Sticking Activities in Play Groups. *Journal of Applied Guidance And Counseling* , 1 (2), 133–147. <https://doi.org/https://doi.org/10.30598/jbkt.v1i2.149>
- Adiningsih, VE, & Syafrina, R. (2019). Improving Children's Fine Motor through Ripping Paper Activities in Children Aged 4-5 Years TK Negeri 2 Samarinda. *Color Journal : Early Childhood Education and Learning* , 4 (2). <https://doi.org/https://doi.org/10.24903/jw.v4i2.371>
- Gümüşdağ, H. (2019). Effects of pre-school play on motor development in children. *Universal Journal of Educational Research* , 7 (2), 580–587. <https://doi.org/10.13189/ujer.2019.070231>
- Hasibuan, HB, Nasution, Z., & Zannah, M. (2021). Improving English Vocabulary Mastery Using Audio Visual Media in Children Aged 5-6 Years at RA Babussalam. *Raudhah Journal* , 9 (1), 51–59. <https://doi.org/10.30829/raudhah.v9i1.943>
- Herlidasari, A., Jannah, M., & Syafitri, AR (2021). Efforts to Improve Fine Motor Skills Using the 3M Technique (Folding, Cutting and Pasting) in Early Grade Elementary School Children. *IJIGAEEd: Indonesian Journal of Islamic Golden Age Education* , 2 (1), 18–30.
- Hermawan, SE, & Setyaningrum, FW (2020). Efforts to Improve Fine Motoric Skills in Children's Cutting Skills Through Pattern Cutting Activities for Class A Students at School For Refugees Dompot Dhuafa for the 2019-2020 Academic Year. *Dompot Dhuafa Education Journal* , 10 (1).
- Husnu, U. (2021). Analysis of Creativity in Drawing Activities in Early Childhood. *JM2PI: Mediakarya Journal of Islamic Education Students* , 1 (2). <https://doi.org/https://doi.org/10.33853/jm2pi.v1i2.123>
- Loita, A. (2017). Characteristics of Early Childhood Drawing Patterns. *Tambusai Journal of Education* , 1 (1), 1–14.
- Mustaqim, K. (2018). Drawing As A Vehicle For Research In Art And Design. *JSRW (Journal of Color Art)* , 5 (2). <https://doi.org/https://doi.org/10.36806/jsrw.v5i2.16>

- Ningrum, AR, Slamet, SY, & Usada, U. (2014). Improving the ability to draw creativity through the storytelling method for group A children in Kindergarten Widya Putra DWP UNS Jaten Karanganyar academic year 2013/2014. *Journal of Kumara Cendekia* , 3 (2).
- Grace, PS (2009). Journal of Qualitative Research. *Journal of Qualitative Research* , 5 (5).
- Reziaka, DG, Munastiwi, E., Na'imah, Munar, A., Aulia, A., & Bastian, ABFM (2022). Functioning Fingers through Mosaic Activities as an Effort to Improve Early Childhood Fine Motorics. *Obsession Journal: Journal of Early Childhood Education* , 6 (5), 4321–4334. <https://doi.org/https://doi.org/10.31004/obsesi.v6i5.2501>
- Salindeho, SC, Kustiawan, U., & Maningtyas, RDT (2022). Application of Drawing, Folding, Pasting (3M) Activities to Improve the Fine Art Skills of Group B Children in AGAPE Kindergarten. *Journal of Learning, Guidance and Education Management* , 2 (3), 181–195. <https://doi.org/https://doi.org/10.17977/um065v2i32022p181-195>
- Salmina, FM, & Nurtiani, AT (2020). The Effectiveness of Drawing Activities on the Special Visual Intelligence of Children in Kindergarten Group B at Mina Aceh Besar. *Student Scientific Journal of Education* , 1 (1), 1–16.
- Samsidar. (2019). Ripping Activities With Paper Media Can Improve Fine Motor Skills In Early Children In Group B Tk Pertiwi I, Jambi City. *Journal of Literasiology* , 8 (5).
- Sari, AH (2020). Case Study of Teacher's Strategy in Drawing Activities for Early Childhood Art Development. *Journal of Pelita PAUD* , 4 (2), 150–155. <https://doi.org/https://doi.org/10.33222/pelitapaud.v4i2.905>
- Siregar, ZU (2020). Teacher's Strategy in Improving Children's Fine Motor Skills Through Cutting and Pasting Activities at Early Childhood Education Cempaka Kec. Labuhan Field. *Umsu Repository* .
- Somantri, GR (2005). Understanding Qualitative Methods. *Makara Journal, Social Humanities* , 9 (2), 57–65.
- Sugiyono. (2017). *Quantitative Research Methods, Qualitative, and R&D* . Alfabet.
- Suryana, D., & Vaneza, T. (2020). The Effect of Cotton Collage on Fine Motoric Ability of Children Aged 5-6 Years in Bunda Tunas Harapan Kindergarten, Pasaman Regency. *Journal of Tambusai Education* , 4 (1).
- Yanti, A., & Utami, FB (2021). Sharpening Fine Motor Skills in Cutting and Pasting Activities at Tk Al Maftuh During the Covid-19 Pandemic. *Journal of Early Childhood Education* , 2 (2), 172–180. <https://doi.org/https://doi.org/10.21154/wisdom.v2i2.3267>
- Yulianingsih, Y., Ratnasih, T., & Lestari, K. (2022). Relationship Between Visual Spatial Intelligence and Drawing Skills. *The Conference on Islamic Early Childhood Education (CIECE)* , 13 .