



# Paper Folding Art Activities in Early Childhood Learning

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## Abstract

The problem in writing this thesis is the delay in the development of fine motor skills in children aged 5-6 years. Based on this, the author is interested in further research, namely "How is the Implementation of Paper Folding Art for Children Aged 5-6 Years?" The purpose of this study is (1) to find out and understand the art of paper folding (2) to find out the supporting and inhibiting factors in this paper folding art activity. This type of research is qualitative research with teacher data sources with interview, observation, and documentation instruments and to draw conclusions. Based on the results of the research conducted, it can be concluded that paper folding activities are very rarely done so that children's fine motor skills in this activity have not been achieved as expected (3) Supporting and inhibiting factors when carrying out this paper folding activity process, namely, seen from the supporting factors of complete tools and materials and adequate facilities, the presence of enthusiasm, stimulus and motivation from teachers and parents. while the inhibiting factors are limited time and the condition of children who are difficult to direct, children who do not follow the rules during the activity because they are still young and in this folding activity there are children who are naughty and disturb friends so that they lack concentration.

## INTRODUCTION

The learning process of Early Childhood Education will provide full opportunity for students to fulfill the need to express themselves, imagine, be creative, in various ways and media such as crayons, pencils, plasticine, scissors, natural materials, used materials, and paper (Vygotsky, 2004). So that child development can be stimulated and children will create something they want, therefore there is often an expression that Early Childhood Education is an effort to foster children from an early age which includes providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter elementary school education and the next stage of life (Jeti & Yusuf, 2018). Simply put, the concept of PAUD is an educational concept that wants to offer the community the importance of education on the characteristics of early childhood behavior (Berkowitz & Grych, 2000).

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Fine motor skills are body movement control through coordinated activities between the nervous system, muscles and brain (Martins et al., 2024). Fine motor skills are body movements that involve small muscles such as the skill of using fingers and movements made by the wrists properly (Rosalianisa et al., 2023). Therefore, this movement does not require much energy, but it requires careful eye and hand coordination. In the process of motor development, in general motor development follows the law of development direction (Hadders-Algra, 2010). Predictable motor development patterns are evident from changes in mass activities to specific activities. With the maturity of the nerve mechanism, mass activities are replaced by specific activities (Halverson, 1966). This means that motor development can be seen from the patterns that generally occur. The pattern is formed by looking at the readiness and maturity of the motor nerves so that they reach a potential stage (McGraw, 1946).

Fine motor skills are body movement control through coordinated activities between the nervous system, muscles and brain (Randjelović et al., 2019). Fine motor skills are body movements that involve small muscles such as the skill of using fingers and movements made by the wrists properly (Gidion, 2020). Therefore, this movement does not require much energy, but it requires careful eye and hand coordination. In the process of motor development, in general motor development follows the law of development direction (Duncan et al., 2021). Predictable motor development patterns are evident from changes in mass activities to specific activities. With the maturity of the nerve mechanism, mass activities are replaced by specific activities (Adolph & Hoch, 2019). This means that motor development can be seen from the patterns that generally occur. The pattern is formed by looking at the readiness and maturity of the motor nerves so that they reach a potential stage (Goddard Blythe et al., 2022).

Based on the observations that the author saw at RA Ikhlas, it shows that the development of children's fine motor skills has not developed much. This can be seen from the lack of children's ability to use writing tools when starting to make patterns on origami like what was imitated in front of the class by their teacher (Mohzana & Murcahyanto, 2023). On the other hand, there are still some children who have not been able to imitate the folds exemplified by the teacher. This can be seen when the child starts to do folding activities, and this happens because their fine motor skills have not developed and there are also some children who have not been able to stick their work to the paper provided by the teacher (Simpson et al., 2019).

## METHOD

This type of research is qualitative research with descriptive methods, this descriptive research is a research where data collection is based on supporting factors of the research object, followed by analyzing these factors to find their role (Doyle et al., 2020). This qualitative research is conducted in order to build knowledge through discovery and understanding, qualitative research methods are research methods used to research natural objects, where the key in this qualitative research is the researcher himself, data analysis applied in this study is inductive based on facts found in the field (Nassaji, 2020). This study attempts to explain how the child's learning process improves fine motor skills through paper folding at Ra Raudhathul Athfal Ikhlas (Engkizar et al., 2018). While the purpose of this qualitative research is to obtain or find out about the form of development of children's fine motor skills through paper folding (origami) (Widayati et al., 2019). Data is collected by the researcher himself directly from the first source or the place where the research object is carried out. The researcher uses the results of incidents or goes directly to the field, namely

directly researching students in order to get informants regarding the research topic as primary data (Khoa et al., 2023). secondary data sources in this study are Teachers of RA Ikhlas Gunung Pangilun Padang. The data collection techniques are observation, interview techniques and documentation (Engkizar, Sarianti, et al., 2021).

## RESULTS AND DISCUSSION

The teacher prepares all the equipment and supplies needed, such as origami paper, drawing books, pencils, and glue, and creates a fun and comfortable atmosphere for the children (Yıldız & Yıldız, 2022). Thus, the teacher tries to facilitate the development of children's fine motor skills through this activity (Engkizar et al., 2022). However, the challenges faced by the teacher include the different abilities of students, students' interests that are not always interested in the activity, and challenges in managing the class so that the activity can take place in an orderly and focused manner (Franklin & Harrington, 2019). The teacher needs to make an effort to keep the activity interesting, and ensure that the class remains conducive for all students (Sybing, 2019).

There are several challenges faced by teachers when guiding children in pasting activities or works of art. These challenges include (Leung, 2020): (1) fine motor skills that are not fully developed in children aged 5 years, so they require special guidance from teachers; (2) excessive use of materials, such as glue, due to lack of concentration when receiving instructions; (3) errors in pasting that make it difficult for children to correct them, so teachers need to provide examples and encouragement; and (4) limited time in one activity session, which is overcome by planning ongoing projects. In addition, there are differences in pasting abilities based on the child's age and experience. Children aged 6 years generally have better motor coordination than children aged 5 years (Reyes et al., 2019). Environmental factors, such as parental guidance or additional programs outside of school, also contribute to the development of children's fine motor skills. In the paper folding activity, children are first invited to make a dotted line pattern with a pencil to make it easier for them to remember the direction of the fold (Wu & Sun, 2020). If there are children who cannot use writing tools, the teacher will provide individual guidance (Strobl et al., 2019). In addition, the teacher explains how to make a pattern in front of the class and provides additional assistance for children who have difficulty (Inganah et al., 2023).

The role of parents is very important in helping children master the use of stationery at home. Teachers work together with parents every year so that they train their children in using stationery, for example by making simple scribbles or drawings (Mullan, 2019). This support helps children develop fine motor skills and increases their confidence in using stationery (Engkizar, Munawir, et al., 2021). However, there are several challenges in teaching pattern making using pencils, such as (Pettersen et al., 2020): (1) children who are not used to or have difficulty using stationery, (2) children with short attention spans who easily lose focus, (3) children who have difficulty understanding instructions, (4) lack of interest in activities, and (5) children who get bored quickly so they leave their assignments and play, which can disrupt the classroom atmosphere. Therefore, teachers need to apply patient and creative strategies in guiding children so that they remain involved in activities (Kartel et al., 2022).

## CONCLUSION

Children in the playgroup at RA Ikhlas Gunung Pangilun Padang in this paper folding activity still experience delays in improving their fine motor skills. This is because there are still many children who have not been able to imitate the appropriate fold shape, have not been able to stick properly, and some children have not been able to use stationery correctly and well. The inhibiting factors in this activity are the lack of concentration of children when listening to instructions from the teacher, there are children who are busy themselves, and play, walk around when the teacher gives an example in front. There is a classroom atmosphere that has not been able to be conditioned by the teacher. The supporting factors are seen when carrying out the process of this paper folding activity, namely complete and adequate tools and materials, teachers utilize facilities at school, then always encourage children because this is the main supporting factor when doing an activity.

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