

**SYSTEMATIC LITERATURE REVIEW (SLR):  
THE CONTRIBUTION OF EDUCATIONAL GAMES TO THE EARLY FINE MOTOR  
DEVELOPMENT OF PRESCHOOLERS**

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**ABSTRACT**

This study discusses educational games that can provide benefits for early childhood with fine motor skills. The Systematic Literature Review (SLR) method is a research methodology used. By collecting publications about comparative studies, data is collected. Seven national journal articles collected through the application published or destroyed from the Google Scholar database were used in this study. These findings point to the importance of the role of educational play in helping children develop their fine motor skills through hand-eye coordination and sensory stimulation. The study emphasizes how important it is to incorporate educational games into the ECCE curriculum to encourage children's overall growth during critical developmental phases.

**Keywords:** *Early Childhood; Character; Motor; Educational Games*

**INTRODUCTION**

Early childhood education, according to Article 20(1)(14) of the National Education System Law, is training intended for children aged one to six years. This is done through teaching that encourages physical and mental development to prepare children for further education. Early childhood education (PAUD) is one type of education that emphasizes the development of social, emotional, mental, language, and cognitive intelligence in addition to physical movement skills (fine and gross motor).

Early childhood education is meant by coaching for children from birth to the age of six, as stated in Article 14 of the National Education System Law Number 20 of 2003. This formation is provided through educational stimulation to improve the physical and spiritual development of children and prepare themselves, they for further education. Activities related to six domains of development – religious and moral values, physical, motor, cognitive, linguistic, social-emotional, as well as art and creativity can serve as a means of providing educational stimulation. These six things are needed by a teenager as basic capital to help the development of his life in the future (Dewi, 2017b).

A truly comprehensive understanding of children's personal development, especially with regard to learning to encourage children's physical motor development, is needed to improve the quality of

children's education. Teaching requires the ability to organize and implement the use of instructional games. The "golden age" of educational toys designed for the growth and development of toddlers is commonly called this period. Children experience remarkable holistic development during this time, encompassing the physical, motor, emotional, cognitive, and psychosocial realms. The development of physical motor abilities becomes the foundation for other components. Development in the next section will be affected if the child's physical motor development is hampered.

Because a child's motor activity is determined by his physical development, which further affects his daily activities and behavior. In addition, more sophisticated social activities, especially play activities, are the result of motor development and entering early childhood education. Children live in a world where play is everything. They played most of the day. Play is the foundation of learning and child-centered (Dewi, 2017a). Children learn through play, so that children who learn are children who play, and children who play are children who learn. Through movement activities including walking, running, swimming, digging, climbing, jumping, singing, patching blocks, drawing, bouncing, coloring, and so on, children play in various ways.

According to Article 14 of the National Education System of 2003, early childhood education is instruction intended for children under the age of six. This is done through the provision of educational incentives that aim to encourage the physical and mental development of early childhood to be ready for further development.

The Kindergarten Curriculum (2010) outlines the objectives of Kindergarten as follows:

- a) laying the foundation for students to grow into human beings who believe and are devoted to God Almighty, have noble character and noble personality, healthy, knowledgeable, capable, critical, creative, innovative, independent, and selfish; and who believe in and are responsible citizens in a democratic society.
- b) Maximize students' potential in an educational and fun game environment by cultivating brain, intellectual, emotional, kinesthetic, and social intelligence in this golden age of development.

To achieve this, the child must get enough stimulation to develop basic verbal, physical, moral, and religious values as well as social, emotional, and cognitive abilities through a variety of engaging teaching strategies. In addition, arrangements that encourage the development of children's abilities as well as possible.

A child's basic development is determined by early childhood education. Early teaching, direction, and support for children will enhance their physical and mental growth and health, which will impact their learning. In the end, children will be able to be independent and take advantage of all existing opportunities.

In addition to being a lot of fun, educational games can be a helpful teaching tool or approach to improve linguistic proficiency, critical thinking, and environmental interaction, as well as to enhance and develop motor skills, personality development, and engagement in children. Individuals become more familiar with each other. Students and teachers then exchange student projects, and so on. The

child's world is a world of play , through play the child acquires lessons that include aspects of cognitive, social, emotional, and physical development. By playing a variety of games, children are encouraged to develop in general, including thinking, emotional, and social.

Children can learn and play in early childhood education (0–8 years). Children learn independence, responsibility, self-discipline, and rules through play. In addition to learning how to adjust to the surrounding environment, show affection to peers, and collaborate with other children, children are also taught these life skills. A child's childhood is when they still enjoy fun activities like playing. Play and children go hand in hand. Until reaching adolescence, a child cannot be separated from the world of play from birth.

At this time, children usually use games to express various fantasies. There are many different games available today from toy companies. From classic games often seen in toy stores to games that are computer or software based. Some of these toys provide educational value in addition to entertaining, such as games.

Early childhood education goals have not prepared children for success in reading, writing, math, or other academic subjects. But in fact, the child's learning orientation is essentially the development of learning attitudes and interests as well as various potentials and fundamental skills. Early childhood learning, especially in terms of material delivery, states that any topic can be taught to any age group in a developmentally appropriate way, according to Jerome Bruner (Dedi Supriadi in PADU Bulletin, 2002: 40). The gameplay or the game itself holds the key. An important term in early childhood education is "play" or "play". It serves both as a teaching tool and subject matter. As a result, content can be amplified through the use of classic games, so that learning becomes interesting. In addition to being able to complete them quickly and cheaply, children always like to play various types of classic games even if they don't realize that they are learning the content their teacher wants.

As a child grows, so do early childhood practices. When a child is 4-6 years old and has developed language skills, they can communicate effectively and continue to learn directly through asking questions. Young people have questions about everything they observe, and these questions often take the form of endless questions. Children's cognitive abilities are now developing rapidly and have a strong desire to learn. Children learn knowledge through questioning and speaking.

From an educational point of view, a child can gain all knowledge through several approaches, techniques, and educational settings. Teachers often combine teaching and learning with play, because the child's world is centered on play. The three most important components in a learning process plan are media, techniques, and learning strategies. Subject instructors usually make a learning process plan with the aim of achieving the learning objectives that have been set as effectively as possible. The availability of a learning environment usually supports the tactics and approaches used by teachers.

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Playing has the following benefits:

- a) Helps physical development. Children can perform a variety of movement activities during play, which helps develop a healthy physique. In addition, children can channel their energy and let their body parts move so as to help prevent anxiety in children.
- b) Fine and gross motor skills can be developed through play. Play activities, such as children playing after friends, can help develop gross motor skills. Playing coloring, sketching certain shapes, or making various shapes from various materials can help children develop fine motor skills.
- c) The benefits of play for the growth of social skills. Children learn how to express themselves, communicate with peers, and understand what their friends are saying through play, which helps them build relationships and share knowledge.
- d) Play helps emotional and personality development. Kids can escape the stress of everyday life by playing this game. In addition, children who play with their friends develop self-confidence and, as a result, their self-concept, self-confidence, and self-esteem increase because they perceive themselves as possessing certain qualities.
- e) Cognitive characteristics develop. Children are expected to understand various concepts from an early age, including colors, sizes, shapes, directions, and numbers. These concepts became the foundation for writing, language, mathematics, and the social sciences. Playing games will make this topic easier to understand.
- f) Mental acuity is an advantage of playing games. Sight, hearing, smell, taste, and touch are among the senses. Children can develop their five senses through play activities, which will help them become more perceptive and aware of their surroundings.
- g) How to play helps you get better at sports and dancing. Children utilize athletic movements such as running, jumping, hitting, and throwing a ball while exercising, which helps them develop a strong and flexible body.

The initiative, desire, and support of the child are the three main determinants of the outcome of the game. In this case the teacher acts as a guide, always willing to help the child when needed. Play and learning for children becomes fun when they participate in daily activities. Playing without restrictions helps children feel more at peace, eliminates all unwanted behaviors, and improves their health. Children can express themselves and develop their social skills through play. In addition to entertaining, playing games fosters creativity and originality.

Through games, various moral principles and life guidelines are realized. Play has a very good impact on the development of the child's brain and also the brain development of everyone. In addition, educational play can refer to any kind of activity in which students, either consciously or unconsciously, value the resources or learning techniques used in the game activity and contain teaching materials that

can aid their personal growth. Therefore, instructional play is a type of learning activity that uses instructional techniques or a game environment. Simply put, instructional games are only educational.

Given that children have different personalities and physical characteristics, as we already know, the tactics and teaching methods used must pay attention to these characteristics. In particular, learning through play strategies should be used. For children, play is a great way to gain valuable learning experiences. Because playing games is a source of experience and trial and error, games can also be a means to develop creativity. From an educational standpoint, a game is considered educational if it utilizes resources that can enhance cognitive, emotional, social, and physical development. The purpose of early childhood education is to guide, improve, encourage, and develop the skills and capacities of young learners.

Early childhood education is in the form of initiatives carried out to lead, nurture, and stimulate early childhood in order to develop their abilities and skills. According to Siswanto (2008 in Wandu, Mayar "Children's education must start from an early age so that children can develop their potential to the maximum with the aim that children who attend PAUD become more independent, disciplined and easily directed in absorbing knowledge optimally".

Kindergarten education seeks to lay the foundation for the attitudes, behaviors, abilities, recognition, and creativity that children need as they grow and develop over time. Early childhood education institutions should offer a variety of activities that support child growth and development from various aspects of child development, including cognitive, linguistic, physical, motor, social, emotional, religious, morality, and art. This is because the purpose of early childhood education is to develop all children's abilities. Children still have difficulty moving fingers when cutting, drawing, folding, filling patterns with small objects, etc., even though fine motor skills often improve early, especially in kindergarten. Many factors contribute to this problem, including lack of media exposure, poor hand-eye coordination of children, difficulty following patterns, and improper use of teaching techniques and learning methodologies.

Research progress is accelerating in the modern globalized world. Early childhood education is one of the areas of education covered by this science. There are many efforts to provide children with quality education in a variety of methods. Early childhood is a golden period that only occurs once in a person's growth (Murdiono, 2019).

Humans change and evolve in a variety of ways, including physical, emotional, and cognitive growth (Khosibah and Dimiyati, 2021). According to Nabilah et al. (2019), children's moral and religious values can be seen as a psychological transformation they experience when understanding and practicing their religious teachings.

Religious values come from the scriptures of our religion, while moral values come from wisdom given by previous generations. Given the relationship between moral and religious values, moral and religious ideals need to be instilled in children from an early age. Because self-discipline is the foundation of moral education and has always been a tool of internal control over moral adaptive

behavior, it is important to instill morality in children from an early age, especially in an increasingly globalized world (Wahyuni, 2018).

The goal of early childhood education is to help a child reach his maximum potential so that he can mature and develop according to his skills. In addition, everyone's development in the early years is very important and amazing (Apriliyanti et al., 2021).

Early childhood is characterized by a physiognomic approach to life, a naïve egoistic attitude, social ties with simple and perfunctory objects and people, and physical and spiritual wholeness that cannot be separated into one unit (R. Sihadi). Darmono Wihardjo 2020 Early infancy is a time of very rapid personal growth and development—some even argue that there is a leap in development. Children can learn everything quickly during this time, which is why this period is often referred to as the "golden age" (Metafiziko et al., 2022).

It is true that the formation of good character from an early age is very important, because the child's growth period is quite an important period. a young boy. character development in children. It takes time to build superior character, therefore parents need to continue to support, guide, motivate, and help their children get quality education (Irmalia, 2020).

According to Sufiati and Afifah (2019), basic education is a crucial phase in a person's educational career and has a significant impact on child development. To prepare children to face the challenges of an increasingly complex world, early childhood education (PAUD) is very important as a foundation for their growth and development (Nurlina et al., 2023).

The need for pedagogy innovation in education is shown by the importance of early childhood education as a foundation in preparing children for the future. In order to effectively implement educational stimulation during the teaching and learning process in accordance with the natural demands of children's learning, this innovation is needed (Lestarinigrum et al., 2021; Nurlina et al., 2023).

Young children can engage in a wide variety of gaming activities. However, it would be beneficial if games helped children grow and develop. Early childhood games are a great method to discover things about yourself and the world around you. In addition, games are a valuable educational resource (Cambridge University Press, 2014), so parents and educators need to recognize the educational aspects of their children's use of play.

Educational games can be used for decision making, grouping, matching, building, structuring, and other tasks. However, it is necessary to pay attention to the media, setting, suitability of the game, and the level of difficulty of each game played at school. Puzzles aren't the only educational games that improve cognitive abilities—role-playing games qualify, too. Games that simulate the activities of a particular character, such as father, mother, or seller, are known as role-playing games. When children

role-play, they usually use nearby objects. It can help children grow in a number of areas, including cognitive development, as young children learn to use concrete things and still develop abstract thinking capacity.

One way to improve kinesthetic intelligence is through the art of dance. In early childhood, learning usually involves dance practice for students. There are still problems with the learning methodology of PAUD Tunas Insan Kamil. Therefore, the school offers extracurricular programs to students who want to explore their interests and expand their expertise in various fields. Good extracurricular activities can help the development of students' potential. (Rosmaladewi, Haila, Darmawan, 2021)

The factory offers young children the means to develop their language, imitate what they observe and hear, and learn to identify emotions in pleasurable ways (Fitri and Waluyo, 2020; Masruroh and Ramianti, 2022; Sumual, 2022). The development of internal contact between young children and their caregivers or teachers, the ability to communicate ideas to them, the development of their imagination, the training of their emotions and feelings, the process of helping them define who they are, and enrichment are some of them. Benefits of narrative methods in early childhood education. experience, can provide entertainment to children and help shape their personality (Devananti, R., Sari, S.L., and Bangsawan, I. (2020).

Physical development, aggressive motor skills, and fine motor skills are the three components of physical motor development. A child's fine motor skills are still developing around age four. Gross motor development and fine motor development are two categories that distinguish physical development. Activities that involve the muscles of the arms, legs, or the whole body, such as walking, running, jumping, and standing, are called gross motor skills Taznidaturrohmah and friends. (2020).

Small muscles in the body are connected by fine motor skills. In elementary school, a child's academic performance is greatly influenced by his fine motor skills. To manage unwanted social behaviors, such as bullying, and to ensure that children have a high level of self-regulation and are appropriate for early childhood development, parental participation is essential. Hartati, Putri, and Yetti (2020:715).

The Indonesian government has recognized the existence of alternative education or what is known as equality education as stated in the National Education System Law No. 20 of 2003, while it is explicitly stated that equality education is part of a program rather than a non-formal education pathway (Mutaqim, 2022).

Education in the current era faces quite a complex situation along with adjustments changes simultaneously with technological disruption. Then those changes has implications for the learning process which usually uses a learning approach oriented towards the transfer of knowledge into learning by constructing experience learners. Learning carried out in alternative education such as equality education currently held by the PKBM unit does not show good climatic conditions and learning outcome orientation (Rosmilawati, 2023).

## RESEARCH METHODS

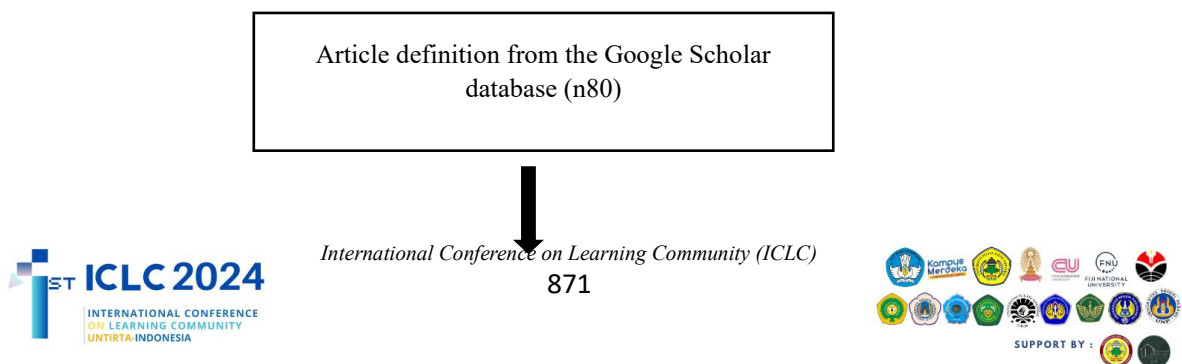
This study conducted a literature review using the Methodical Review (SR) method which is often referred to as Systematic Literature Review (SLR). This method is a methodological approach to analyze, synthesize, and organize the findings of one or more research topics. the topic you want to raise. Finding relevant articles to read is the first step in the research process. Systematic review is a method of examining certain problems by identifying, assessing, and selecting certain problems and asking questions with answers based on well-determined criteria. This comes after another remarkable study relating to the research question. The Systematic Literature Review (SLR) approach is a systematic, transparent, and iterative way to discover, assess, and summarize previous research and concepts. That was the method used in this study. The purpose of research conducted by practitioners and researchers is to catalog, analyze, and assess all previous research efforts. There are various steps in this study, including:

First of all, what educational games help young children develop their fine motor skills?

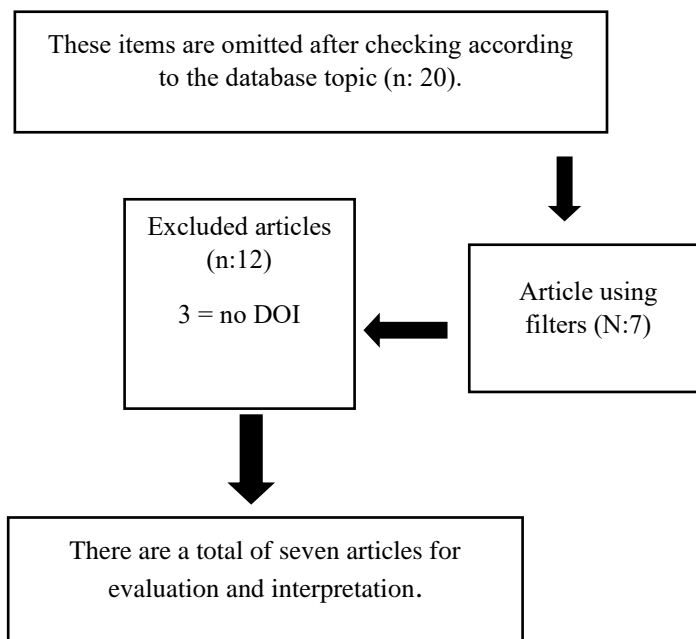
Second, magazines that focus on their role were used to collect data for the study. Educational games in ECCE that encourage fine motor development from an early age. The Publish or Perish tool is used to collect existing Google Scholar data, which is where textbook searches begin. The keyword of the 2014 to 2024 bordering article is "the role of educational play on the development of fine motion in early childhood".

Third, after obtaining many publications. Using a Google Scholar database search, researchers found 80 publications about the contribution of educational games to the early development of fine motor skills in children. From these publications, 20 articles related to the research subject were selected. Next, take a good look at articles related to the content of the Early Childhood Learning Community. Twenty items will be entered and carefully examined to select seven items related to the topic of discussion; The remaining sixty articles will not be discussed. Alternatively, look for Saadi's seven works, most of which address the subject of study covered in the discussion and conclusion sections.

The flowchart of the inclusion and exclusion procedures of the systematic review stage (n: journal article) is shown below.







**Figure 1 shows the stages of a flowchart of systematic literature review.**

## RESULTS AND DISCUSSION

Children in the early years can learn new material quickly, therefore using play as a teaching method can help encourage language development (Wani et al., 2023). Children can also practice vocabulary and language concepts naturally and relevantly by playing learning games. Children can improve their vocabulary and learn how words are used in sentences, for example by playing word games (Omar et al., 2020). It offers a practical understanding of everyday language use in addition to just the academic component of education. The fact that children learn better when they feel challenged and actively participate further underscores the importance of adopting educational play (Karunia et al., 2023).

The research findings are presented in Table 1 and based on sources from 7 journal publications accepted are eligible for participation.

**Table 1 presents research findings on how educational games help young children develop fine motor skills.**

Research and Research Years	Journal	Research Results
Rina Setyaningsih (2023)	Educational Game Functions on Early Childhood English Speaking Skills	The findings of this study support the use of engaging and dynamic teaching techniques.

Yetti Supriyoti, Jenny Rose Bidayati, & Rien Safrina (2020)	Study of the development of science literacy in early childhood through educational game tools	Research findings show that the use of PP IPTEK TMII Jakarta learning toys combined with concepts, procedures, and the application of science at an early age can increase science literacy.
Mirta Haryani of The Heart of Zahratul (2021)	Understanding Educational Game Tools (APE) by PAUD Teachers of TK Pertiwi 1 Bengkulu City	The findings of this study support the statement that PAUD-i teachers at TK Pertiwi 1 Kota Bengkulu have a "very broad" awareness of teaching and learning resources.
Khamim Zarkasih Putro and Siti Nur Hayati (2021)	Games and games of young children	According to this study, engaging in games and playing can be beneficial. Early childhood involvement enables the growth of all developmental domains, including moral, religious, social, emotional, linguistic, cognitive, physical motor, and artistic domains.
Herliana Cendana and Dadan Suryana (2022)	Creation of classic games to improve early childhood language skills	The study's findings led to the conclusion that playing classic games can help children develop their language skills, including their ability to listen, imitate three to four words, understand instructions given at once, understand the games played, and distinguish between them. Choose adjectives, make short sentences, respond to questions, share thoughts with others, tell details of the games they play, and listen to the sounds around.
Ma'ruf Fathir	Creation of learning games with flash interfaces for ECCE students	based on ingenious investigation. The validity of material experts is 94%, and media experts are 78%. It is generally agreed that the creation of flash memory-based learning games is beneficial for ECCE students.
Aulia Humaimah Sufyana and Octavian Dwi Tanto (2020)	Early Childhood Fine Motor Development Stimulus in Traditional Art of Inlaid Sungging	The study's findings show how children's ability to play tanha songs reflects their strong motor

		skills, which are boosted during this process.
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Research findings published in seven journals show how educational games can help early childhood ECCE strengthen fine motor skills. Play can help children develop a variety of skills. For example, research (Pahrul and Amalia, 2020) shows how playing circular games can help children develop their cognitive abilities, which include memory, listening, problem solving, and imitation. The fine motor skills of five- to six-year-olds are shown in the table below, based on a study conducted on 21 students. Observations and interviews involving various fine motor tasks are used to produce their fine motor achievements. Knitting, coloring simple pictures, making collages, scissors, tracing simple paper folds, finger painting, and drawing lines are some of these activities. The following table shows the detection results.

**Table 2. Attainment of Fine Motor Skills in Children Aged 5 to 6 Years**

NO	Child Development	Achievement Activities		
		BB	MB	BSH
<b>BSB</b>				
10	Knitting	13	7	1
20	Simple coloring pictures	14	7	0
30	Make pictures with collages	17	3	1
40	Scissors	13	8	0
50	Imitating simple paper folds	21	0	0
60	Painting with fingers	11	10	0
70	Imitating making paper	12	8	1

Based on the table above, out of 21 children, only one child achieved knitting development, seven children began to develop (MB) and 13 of 21 children achieved underdeveloped development (BB) according to expectations met (BSH). According to the minimum developmental achievement standards according to age, 62% of children still cannot knit, 33% have started, and the remaining 5% are proficient. Later, when the children colored out the basic drawings, it was discovered that only one child (BSH) was developing as expected, while the other seven children (MB) were just beginning to develop, and fourteen of the twenty-one children achieved Developmental Not Developing (BB). Based on this, 67% of children have not developed the ability to color basic drawings, 33% are just starting to do it, and none of them have not reached the level of minimal developmental achievement. The child's fingers are strengthened by the practice of holding, pressing, and scratching with a wide variety of tools. 17 children received the Undeveloped (BB) award and 3 received the Evolution (MB) achievement after using collage techniques to create simple drawings. and a young person meets the goals of BSH (Thrive Below Expectations). This shows that 81% of children have not mastered collage skills, 14.3% have begun to master, and the remaining 4.7% have developed as expected. Therefore, it was concluded that 8 new children (MB) were beginning to develop and 13 of the 21 children had an underdeveloped child (BB) at the time the procedure was performed. This shows that according to the minimum age requirement, 62% of children are still uncircumcised. However, 38% of children have not reached the minimum developmental level for their age, and they are just beginning to show cutting ability. None of the children in the study, aged 5–6, had crossed the minimum age limit when they imitated simple paper folding. Furthermore, the results of finger painting and line tracing are basically the same. On the finger painting task, 11 of the 21 children (52%) and on the imitation line activity, 12 of the 21 children (57%) both achieved retarded skills (BB). Only 8 children (38%) and 10 out of 21 (48%) participated in finger painting and artificial line formation exercises that fall into the early development (MB) category. Classification Of the remaining children, only one (4%) managed to draw a mock line as expected, while no one managed to draw a mock line as expected. The basic practice of folding imitation paper and collage activities in this study had other activities compared to the lowest achievement of all activities that showed improvement in children. In addition to maturation and physical stimulation, there are various other possible causes, including variables related to pregnancy.

## CONCLUSION

A child's fine motor skills can be improved efficiently by playing educational games. This includes tasks such as coloring, putting together puzzles, and getting creative with materials such as clay or sand. I would suggest observing the adaptability of the game, giving them encouraging feedback, and engaging them in activities appropriate to their developmental stage. It's also important to make sure the game is fun and encourages innovation and exploration.

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