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Implementation of 3M Activities (Drawing, Tearing, and Pasting) to Improve Fine Motor Skills in Group B Children at RA Syagaf Aflah, Bengkulu City

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ABSTRACT

This study employs a qualitative approach with a descriptive research design. The research subjects consisted of 12 children from Group B and their classroom teacher. Data collection techniques included observation, interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results indicate that the implementation of 3M activities helps improve the children's fine motor skills. Most children were able to draw simple patterns, tear paper into specific shapes as directed, and paste the torn pieces neatly. Using mobile phone images as visual aids for the 3M activities made the children more interested and enthusiastic about the learning process. However, some children still experienced difficulties with hand and finger coordination, requiring intensive guidance and support from the teacher. Factors supporting the implementation of 3M activities included the availability of learning materials, teacher creativity, and child motivation. Conversely, inhibiting factors included variations in individual fine motor abilities, a lack of concentration, and limited instructional time. Based on the findings, it can be concluded that the implementation of 3M activities (Drawing, Tearing, and Pasting) is effective in improving the fine motor skills of Group B children at RA Syagaf Aflah, Bengkulu City.

Introduction

Early childhood education is a crucial stage in a child's life, as this is a period of rapid growth and development. During early childhood, various developmental aspects require stimulation tailored to each child's developmental stage and individual needs. These

aspects include religious and moral values, language, cognition, social-emotional skills, and physical-motor skills. One developmental aspect requiring attention in early childhood learning is physical-motor development, specifically fine motor skills (Dewi, A. P., & Hartati, S. 2023)

Fine motor skills refer to a child's ability to use small muscles—particularly those in the fingers, hands, and wrists—which requires hand-eye coordination. These skills are vital as they are linked to a wide range of activities, both in educational settings and daily life. Such activities include drawing, writing, holding a pencil or crayon, tearing paper, pasting, cutting, and performing tasks that require precision and manual dexterity. Fine motor skills do not develop optimally on their own; they require stimulation, practice, and experience that are gradual, repetitive, and aligned with the child's developmental stage (Prasetya, 2022).

Children in Group B generally fall within the 5–6 age range. At this age, hand and finger coordination begins to improve significantly. Children become capable of performing activities that require accuracy, precision, finger strength, and control over hand movements. Therefore, learning activities for 5–6-year-olds should be designed to be engaging and enjoyable, offering children opportunities for direct involvement. Children need chances to use their fingers and hands through activities suited to their abilities and developmental characteristics (Pura, D. N., & Asnawati. (2019).

One activity that can stimulate fine motor development is the 3M approach: Menggambar (Drawing), Merobek (Tearing), and Menempel (Pasting/Collage). The 3M method comprises a series of activities involving the small muscles of the hands and fingers. Drawing, for instance, helps train a child's ability to hold writing instruments and control hand and finger movements. Tearing activities help develop finger strength, flexibility, and coordination. Meanwhile, pasting activities foster precision, attention to detail, concentration, and hand-eye coordination. Thus, these 3M activities (tearing, pasting, and the associated drawing) serve as an alternative learning method that directly stimulates children's fine motor development (Sabillah et al., 2022).

In this study, the 3M activities were implemented through the creation of a mobile phone collage. The mobile phone image was chosen as the medium because it is a familiar object closely related to the children's daily lives. Using familiar media is expected to capture attention, boost interest, and increase the children's enthusiasm for the learning activity. During implementation, the children were guided to draw the outline or shape of a mobile phone, tear colored paper into small pieces (or as needed), and then paste these pieces onto the drawing to form a collage.

Preliminary observations conducted with Group B at RA Syagaf Aflah in Bengkulu City revealed that the children's fine motor skills had not yet developed optimally. This was evident as some children struggled to hold pencils or crayons correctly and had difficulty controlling their hand movements while drawing. During drawing tasks, some children were unable to create lines or shapes that matched the examples provided by the teacher. In tearing activities, some children had trouble tearing paper according to specific patterns or sizes and required teacher assistance to complete the task.

Difficulties were also observed during pasting activities. Some children struggled to use glue correctly and had trouble placing paper pieces in the designated areas. Consequently, the finished collages of some children lacked neatness and did not align well with the drawn patterns. These conditions indicate that each child possesses a different level of fine motor development; while some children could perform the activities quite well, others still

required guidance, assistance, and support from the teacher. These issues indicate that children require learning activities that provide opportunities to practice hand-eye coordination, finger strength, movement precision, concentration, and independence.

Method

This study employs a qualitative approach and a descriptive research design. It was conducted at RA Syagaf Aflah in Bengkulu City during the second semester of the 2026 academic year. The research subjects consisted of 12 children from Group B and their classroom teacher. The researcher served as the primary instrument for data collection. Data were gathered through observation, interviews, and documentation. Observations were conducted to directly monitor the implementation of the 3M activities and the development of the children's fine motor skills. Interviews were held with the classroom teacher and the school principal to obtain information regarding the implementation of the 3M activities, as well as the supporting and inhibiting factors. Documentation served as supplementary research data.

The 3M activities were carried out in three stages preparation, implementation, and assessment. During the preparation stage, the teacher prepared the necessary tools and materials and explained the activities. In the implementation stage, the children engaged in drawing, tearing, and pasting activities under the teacher's guidance. During the assessment stage, the teacher observed the process and the children's work, evaluating aspects such as tool-handling skills, hand-eye coordination, precision, neatness, concentration, and independence. Data analysis was conducted in three stages: data reduction, data presentation, and conclusion drawing. Data validity was ensured by triangulating the findings from observations, interviews, and documentation (Asih, K., Durrotunnisa, Amrullah, & Nurhayati. 2025)

Results and Discussion

1. Children's Fine Motor Skills Following the Implementation of 3M Activities

The findings of this study indicate that the implementation of 3M activities, consisting of drawing, tearing, and pasting, contributed positively to the development of fine motor skills among Group B children at RA Syagaf Aflah, Bengkulu City. Most children demonstrated measurable progress in performing fine motor tasks after participating in these activities. Their improvements were reflected in their ability to hold pencils or crayons correctly, draw simple shapes, tear paper along patterns, apply an appropriate amount of glue, and paste paper pieces accurately (Sabillah, L., Kustiawan, U., & Maningtyas, R. D. T., 2022).

The findings suggest that repeated participation in the 3M activities provided children with opportunities to practice coordinated hand movements in meaningful learning situations. Continuous practice enabled children to strengthen the small muscles of their fingers and hands while improving the coordination between visual perception and motor control. These experiences contributed to gradual improvements in their overall fine motor performance.

Drawing activities provided children with opportunities to practice controlling hand movements while using pencils or crayons. During the learning process, children gradually developed greater control over writing instruments and became more confident when completing drawing tasks. These improvements indicate that regular drawing activities can strengthen children's manual control and support fine motor development.

Several children were able to produce simple shapes that matched the learning theme, demonstrating better hand-eye coordination than observed during the initial

activities. Their drawings became more organized and recognizable, indicating progress in visual-motor integration. Although the quality of the drawings varied among children, most participants showed positive improvement after repeated practice.

Tearing activities also contributed to children's fine motor development. Most children learned to use both hands and coordinate finger movements while tearing paper according to the teacher's instructions. Repeated practice helped children regulate finger pressure and produce paper pieces that were more suitable for the assigned task.

Some children, however, continued to experience difficulty controlling the tearing process. Their paper pieces remained uneven or larger than expected, indicating that their finger strength and coordination were still developing. In these situations, teachers provided additional demonstrations, encouragement, and individual assistance to help children complete the activity successfully.

Pasting activities further supported the development of children's precision and coordination. Most children demonstrated improvement in applying an appropriate amount of glue and positioning paper pieces in the designated areas of the drawing. Their finished work appeared neater than in previous activities, reflecting better control of hand movements and increased attention to detail.

Classroom observations showed that most children were able to complete all stages of the 3M activities with increasing independence. They became more confident in selecting and using learning materials while requiring less assistance from teachers. Improvements were also evident in the quality of their drawing, tearing, and pasting products, which became more accurate and organized over time.

The level of development was not identical among all children. Some participants continued to experience difficulties in drawing, tearing, and pasting because of differences in fine motor ability and learning readiness. These findings indicate that children require continuous practice, appropriate motivation, and individualized teacher guidance to achieve optimal fine motor development through the implementation of 3M activities.

2. Factors Supporting the Implementation of 3M Activities

The findings of this study identified several factors that supported the successful implementation of 3M activities (drawing, tearing, and pasting) in developing the fine motor skills of Group B children at RA Syagaf Aflah, Bengkulu City. These factors contributed to the effectiveness of the learning process by creating a supportive environment for children's participation and skill development.

The availability of appropriate learning tools and materials was one of the primary supporting factors. The school provided essential materials, including drawing paper, crayons, colored pencils, glue, origami paper, and sample artworks. The availability of these resources enabled children to participate in each activity without interruption and allowed teachers to conduct the learning process effectively.

The active role of teachers also contributed significantly to the implementation of the 3M activities. Before each activity, teachers demonstrated the correct procedures and explained the learning objectives using clear and simple instructions. During the activities, teachers continuously observed children's performance, provided encouragement, and offered individual guidance to

children who experienced difficulties. This instructional support helped children complete the activities with greater confidence and accuracy.

Children's enthusiasm was another important factor influencing the success of the learning activities. Most children participated actively and showed enjoyment while drawing, tearing, and pasting. Their positive attitudes increased their willingness to practice repeatedly, which is essential for the development of fine motor skills. High levels of engagement also encouraged children to complete the assigned tasks independently.

The use of mobile phone-based visual learning media further enhanced children's interest in the activities. Visual demonstrations presented through digital devices helped children understand the sequence of each task more easily. These learning media also increased children's attention and motivation, making the classroom activities more interactive and enjoyable.

Support from the school principal and parents strengthened the implementation of the 3M activities. The school principal facilitated the availability of learning media and encouraged teachers to apply creative instructional strategies. In addition, several parents supported the learning process by providing opportunities for their children to practice fine motor activities at home. This collaboration between the school and families helped reinforce children's learning experiences beyond the classroom.

The findings suggest that the effectiveness of the 3M activities was influenced by the interaction of instructional, environmental, and family-related factors. Adequate learning resources, teacher guidance, children's active participation, the use of engaging learning media, and support from both the school and parents created favorable conditions for improving children's fine motor skills. These factors demonstrate that successful fine motor development requires continuous collaboration among teachers, schools, families, and children.

3. Factors Hindering the Implementation of 3M Activities

The findings of this study identified several factors that hindered the implementation of 3M activities (drawing, tearing, and pasting) in Group B at RA Syagaf Aflah, Bengkulu City. These challenges influenced the effectiveness of the learning process and the level of children's participation in fine motor activities. The results indicate that children's motor development is affected not only by classroom instruction but also by individual characteristics and environmental conditions.

Variation in children's fine motor abilities was one of the primary obstacles. Each child demonstrated a different level of motor development and previous learning experience, resulting in different instructional needs. Some children completed the activities independently, while others required repeated demonstrations and individual guidance from teachers. This variation required teachers to apply flexible instructional strategies that addressed the developmental level of each child.

Limited concentration also affected the implementation of the activities. Several children became distracted during drawing, tearing, and pasting tasks, reducing their ability to complete the activities carefully and accurately. Suboptimal

hand-eye coordination further influenced children's performance because some children experienced difficulty following drawing patterns, tearing paper in a controlled manner, and pasting materials precisely. These findings indicate that fine motor development requires continuous opportunities for practice to improve coordination and control.

Restricted instructional time represented another challenge during the learning process. Teachers were expected to provide guidance to all children within a limited classroom schedule, making it difficult to deliver individual support whenever needed. Limited opportunities for fine motor practice at home also reduced the continuity of stimulation outside the classroom. As a result, several children progressed more slowly because they received fewer opportunities to strengthen their motor skills through repeated practice.

The results demonstrate that the implementation of 3M activities contributed positively to the development of children's fine motor skills despite these challenges. Drawing, tearing, and pasting required children to use the small muscles of the fingers and hands while coordinating visual information with precise hand movements. Continuous participation in these activities supported gradual improvement in children's motor control and manual dexterity.

The findings are consistent with Elizabeth B. Hurlock's theory of fine motor development, which explains that fine motor skills develop through the coordinated use of small muscles and hand-eye coordination. According to this perspective, children's motor abilities improve through regular practice and repeated stimulation. The results of the present study support this theory because children who participated consistently in the 3M activities demonstrated better control of hand movements and greater accuracy when completing classroom tasks.

Each component of the 3M activities contributed to different aspects of fine motor development. Drawing activities improved children's ability to control pencils or crayons and produce simple shapes. Tearing activities strengthened finger muscles and increased finger flexibility, while pasting activities enhanced precision and visual-motor coordination. The integration of these activities provided comprehensive stimulation that supported children's overall fine motor development.

The findings also reflect the principles of early childhood education that emphasize learning through play. Children participated actively in enjoyable and meaningful learning experiences while developing concentration, creativity, independence, and self-confidence. Although improvements were observed in most children, the level of achievement varied according to individual developmental differences. This result indicates that effective learning should be implemented gradually and adapted to the unique abilities and learning pace of each child.

The learning environment also played an important role in determining the effectiveness of the 3M activities. Adequate learning materials, teacher creativity, support from the school principal, children's enthusiasm, and parental involvement

created favorable conditions for learning. At the same time, differences in developmental abilities, limited concentration, restricted instructional time, and insufficient practice at home reduced learning outcomes for some children. Overall, the findings suggest that 3M activities represent an effective instructional strategy for promoting fine motor development in early childhood education when implemented regularly, supported by appropriate learning resources, and accompanied by guidance that responds to each child's developmental needs.

Conclusion

The findings of this study indicate that the implementation of 3M activities, consisting of drawing, tearing, and pasting, effectively promoted the fine motor development of Group B children at RA Syagaf Aflah, Bengkulu City. Most children demonstrated noticeable progress in performing fine motor tasks, including holding writing instruments correctly, drawing simple shapes, tearing paper along patterns, applying an appropriate amount of glue, and pasting paper more accurately. In addition to improving fine motor skills, these activities also enhanced children's independence, concentration, creativity, and self-confidence. The successful implementation of the 3M activities was supported by the availability of learning materials, teacher creativity and active involvement, children's enthusiasm, and support from the school principal and parents. However, differences in children's developmental abilities, limited concentration, suboptimal hand-eye coordination, restricted instructional time, and insufficient practice at home reduced the effectiveness of the activities for some children. Overall, the findings suggest that 3M activities provide an effective and developmentally appropriate learning strategy for stimulating fine motor skill development in early childhood education.

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