Journal of Research in Social Science And Humanities (2025); 5(4)
DOI: http://dx.doi.org/10.47679/jrssh.v5i4.
ISSN 2809-3356 (print), ISSN 2807-3916 (online)

RESEARCH ARTICLE

Implemantiation Of Video Tutorials In Art Center Activities As An Effort To Stimulate Fine Motor Skilis In Early Childhood

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Abstract

This study aims to implement and analyze the effectiveness of art activity video tutorials in the Art Center as a medium for stimulating fine motor skills in early childhood. Using a classroom action research (CAR) method with participants from Group B children (aged 5–6 years) in a kindergarten, instructional videos were developed containing demonstrations of activities such as tearing and pasting, cutting patterns, and paper folding. The results indicate that the implementation of video tutorials significantly improved children's fine motor skills, as evidenced by enhanced hand-eye coordination, finger movement accuracy, and hand muscle strength. The presence of video tutorials functioned as an engaging and clear visual model that successfully focused children's attention, increased learning motivation, and guided them to perform art activities more independently. The implications of this study suggest that video tutorials can be adopted as an innovative and effective medium to optimize the function of the Art Center in supporting fine motor development in early childhood education.

Keyword: Fine Motor Skill Stimulation, Early Childhood Art Center

Introduction

Early Childhood Education (ECE) is a form of education that emphasizes physical-motor development (fine and gross motor skills), social-emotional intelligence, spiritual intelligence, language skills, and cognitive development. Among these six developmental aspects, this study focuses on physical-motor development, particularly fine motor skills in early childhood. Fine motor development can be enhanced through the use of various learning media. Learning media are defined as all tools that can be used to deliver instructional messages, stimulate children's thoughts, feelings, attention, and abilities, and encourage the achievement of learning objectives (Makassar, 2024).

Based on the researcher's observations, several factors contribute to many children not achieving optimal fine motor development. The learning media used by teachers significantly influence children's motor development. Traditional lecture-based teaching methods are still commonly applied and are less engaging for children, resulting in low learning participation. Children often struggle with writing and coloring properly and complain of fatigue during fine motor activities. In the modern era, children also prefer playing with electronic devices rather than engaging in activities requiring fine and gross motor movement (Psikologi et al., 2023). Teachers' approaches to developing fine motor skills remain largely conventional, making learning less interactive and engaging (Rahmatillah, 2023).

Based on these issues, it can be concluded that the use of developmentally appropriate media—such as paper folding activities accompanied by instructional videos on YouTube—can enhance learning in early childhood education. Such learning activities, delivered in a more engaging and enjoyable manner, provide meaningful experiences and increase children's learning interest. This is supported by research conducted by Syukur and Amri (2023), which indicates that fine motor skills can be improved through paper folding activities. Furthermore, the role of parents and early childhood education institutions is crucial in supporting various aspects of child development, including moral, religious, cognitive, language, social-emotional, physical-motor, and artistic development. Children should be facilitated with opportunities, support, and activities that enhance creativity, allowing them to become more creative individuals who benefit both themselves and others (Agustin et al., 2024).

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Method

This study employed a qualitative research approach. Data collection techniques used triangulation, with inductive qualitative analysis emphasizing meaning rather than generalization. The researcher utilized video media to improve children's fine motor skills, and the findings were presented in narrative form, creating a comprehensive and complex depiction using descriptive language based on detailed perspectives from information sources within a natural setting (Makassar, 2024).

The data validity checking techniques included:

1. Comparing observational data with interview results, as well as comparing public statements with actual behavior.

2. Comparing statements made by individuals about the research situation at different times.

3. Comparing perspectives from individuals of varying backgrounds, such as those with different educational levels, socio-economic statuses, and government affiliations.

4. Comparing interview results with relevant documents.

Triangulation was essential to ensure data validity by cross-verifying information from multiple sources within the qualitative research framework.

Results and Discussion

The results of the study indicate that the use of animated video tutorials in Art Center activities significantly contributed to the fine motor development of children aged 5–6 years. Indicators included children's ability to explore various media and activities independently. When teachers presented video tutorials, children were able to follow instructions, draw according to their ideas, and perform activities independently. These findings suggest that children's fine motor development reached the "Developing as Expected" category.

Table 1. Recapitulation of Fine Motor Skill Observation Results

Assessment Indicators	BB	BS	BSB
Hand-eye coordination when drawing/cutting	2 Child (10%)	12 Child (60%)	6 Child (30%)
Accuracy of finger movenments when tearing/sticking	3 Child (15%)	14 Child (70%)	3 Child (15%)

Hand muscle strength when folding paper	1 Child (5%)	13 Child (65%)	6 Child (30%)
Ability to follow video guides independently	4 Child (20%)	10 Child (50%)	6 Child (30%)

To determine the extent of fine motor skill improvement, cumulative percentages of BS and BSB categories were calculated as indicators of success:

1. Hand-eye coordination: 60% + 30% = 90%

2. Finger movement accuracy: 70% + 15% = 85%

3. Hand muscle strength: 65% + 30% = 95%

4. Independence in following video guidance: 50% + 30% = 80%

Average success rate (BS + BSB): 87.5%

These results indicate that, on average, 87.5% of children achieved development categorized as "Developing as Expected" and "Very Well Developed" after participating in learning activities using video tutorials.

Teachers prepared the learning media, arranged comfortable seating positions, guided children to observe the art activity videos, and explained the learning objectives. Teachers ensured children were ready to watch the video tutorials, guided them to perform drawing activities based on the animated video instructions, and evaluated the learning outcomes. Creating enjoyable learning experiences is a crucial effort for teachers, and learning media—particularly animated video tutorials—serve as effective tools to support fine motor skill development in early childhood

Disscussion

Based on the implementation results, art activity video tutorials proved to be an effective medium for stimulating fine motor skills in early childhood within the Art Center. Videos functioned as clear and engaging visual models, allowing children to closely observe sequences of movements, techniques, and precision required for activities such as tearing, cutting, and folding. One key advantage lies in the video's ability to repeatedly demonstrate movements and highlight fine motor details—such as proper scissor grip and finger pressure control—that are difficult to consistently demonstrate through direct instruction. Observational data revealed significant improvements in hand-eye coordination, movement accuracy, and wrist flexibility after multiple sessions. Children appeared more motivated, focused, and capable of following instructions independently, indicating that video tutorials serve not only as instructional aids but also as catalysts for active learning engagement.

These findings further emphasize the role of the Art Center as an ideal learning environment for integrating digital media in fine motor skill development. Video tutorials facilitate differentiated learning, allowing children to adjust learning pace by replaying content as needed. Meanwhile, teachers can transition from direct instruction to facilitators, focusing on individual guidance, scaffolding, and developmental observation. The synergy between visual guidance, hands-on practice, and teacher support creates a holistic and responsive learning ecosystem. Thus, video tutorial implementation not only enriches fine motor stimulation strategies but also optimizes the Art Center's role as a structured and creative developmental space for early childhood learners

Conclusions and Recommendations

Based on the entire research process, it can be concluded that the implementation of art activity video tutorials in the Art Center is effective as an innovative medium for stimulating fine motor skills in early childhood. Video tutorials function as visual models that clearly and engagingly demonstrate techniques and activity sequences, significantly enhancing children's hand-eye coordination, finger movement precision, and fine motor control. This success is closely linked to the role of videos in increasing children's focus and motivation, while enabling teachers to act as more effective facilitators for individualized guidance. Therefore, this study offers a practical solution for fine motor development and reinforces the Art Center's position as an adaptive and technology-relevant learning environment in early childhood education.

The findings recommend integrating video tutorials into PAUD learning media development, particularly for center-based fine motor stimulation activities. Successful implementation underscores the importance of designing age-appropriate video content, appropriate duration, and interactive visual design. Thus, this study contributes both practically for educators in optimizing Art Center functions and academically by enriching references on the use of simple technology in child-centered, play-based early childhood learning.

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