

IMPROVING CHILDREN'S FINE MOTOR SKILLS THROUGH MULTIMODAL STAMPING METHODS AT RA MASYITHOH 03 KAMBANGAN

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ABSTRACT

This study investigates how the multimodal stamping method contributes to the development of fine motor skills in early childhood education at RA Masyithoh 03 Kambangan. Employing a qualitative case study approach, data were collected through participatory classroom observations, in-depth interviews with teachers and children, and visual documentation of learning activities. The findings reveal that integrating visual, tactile, and kinesthetic modalities through stamping activities not only enhances children's fine motor coordination but also fosters independence, creativity, and social interaction. Unlike previous studies that primarily focus on motor outcomes, this research highlights the pedagogical role of multimodal stamping as a holistic learning strategy that simultaneously supports motor, cognitive, and socio-emotional development. Furthermore, the study identifies practical challenges related to limited materials and teacher preparedness, which were mitigated through collaboration between teachers and parents. By providing contextual classroom-based evidence, this study contributes to the growing body of research on multimodal learning in early childhood education and offers practical implications for designing developmentally appropriate, engaging, and inclusive learning activities.

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1. INTRODUCTION

Fine motor skills are essential for early childhood as they influence children's ability to carry out various tasks in their daily lives and their academic achievements later in life. Fine motor skills refer to the ability to coordinate small muscles, particularly those of the hands and fingers. These

skills enable children to perform activities such as writing, drawing, holding writing instruments, and other tasks that require precise movement (Khoerunnisa et al., 2023). Developing these skills is crucial for children aged 4 to 5 as it forms the foundation for literacy and their independence in social life (Adatul'aisy et al., 2023). Therefore, early childhood education (PAUD) plays a vital role in providing appropriate stimulation to help children's fine motor skills develop well (Yuliana et al., 2020; Suryana & Nurani, 2022).

The method of teaching in early childhood education greatly impacts the enhancement of children's fine motor skills. The multimodal stamping technique is one of the approaches that has recently garnered much attention. This method uses various sensory modalities simultaneously to aid learning. It incorporates visual, kinesthetic, and tactile experiences to enhance the neuromotor stimulation necessary for developing fine motor skills (Yulian & Putri, 2023). The theory of multisensory learning supports this by stating that using different sensory pathways can help children learn and retain information more effectively (Mulyani, 2020). The multimodal stamping approach helps children enhance their fine motor skills, creativity, and cognitive development by allowing them to explore shapes, colors, and textures of the stamps they use (Hoiro et al., 2024; Pratiwi, 2022).

As an early childhood institution in Tegal City, RA Masyithoh 03 Kambangan is well-positioned to adopt new teaching methods to improve early childhood education. The use of the multimodal stamping approach is logical because children are in their "golden age" for motor and cognitive development and need more enjoyable and engaging learning methods (Khayati et al., 2024). It is believed that using various types of stamping and multisensory approaches makes learning more comprehensive and helps children improve their fine motor skills in a more natural and fun way.

Several studies have shown that the multimodal stamping approach works well in helping young children improve their fine motor skills. For example, a study by Kusmiati (2023) found that using this strategy made children's hand movements faster and more accurate than using conventional, more passive learning methods. Another study by Utomo et al. (2023) revealed that this multimodal strategy also helps children stay motivated and engaged during learning, leading to better overall fine motor learning outcomes. This research shows that stamping, which uses multiple senses, has beneficial effects on both the technical and psychological aspects of learning. Children are more motivated and excited to participate in the learning process (Wulandari & Aisyah, 2021).

According to Vygotsky's (1978) constructivist theory, the development of fine motor skills should be based on active learning ideas, focusing on direct experiences. To help children build complex motor schemas, they need a learning approach that places them at the center of the process and focuses on interactions with the real world. This idea aligns well with the multimodal stamping technique because it allows children to engage in direct activities that make their sensory and motor coordination work together simultaneously. This helps children learn movement patterns better by allowing them to practice with their eyes, hands, and bodies (Kumalasari et al., 2024).

The use of the multimodal stamping approach still faces challenges in its application at RA Masyithoh 03 Kambangan. Some of the main issues to address include a lack of facilities and infrastructure, insufficient teacher training on how to properly use this approach, and some parents not recognizing the importance of stimulating fine motor skills at a young age (Chasanah et al., 2024). This highlights the need for all involved parties to collaborate to create a better and more sustainable learning environment. This includes the institution's management, teachers, and parents. This research will explore how the multimodal stamping method can be adjusted to fit the needs and characteristics of the children at RA Masyithoh 03 Kambangan. Additionally, developing fine motor skills at a young age has a broad impact on children's preparedness for school, their academic abilities, and their ability to be independent and confident in social situations. Children with strong fine motor skills tend to read and write better, reducing the likelihood of experiencing learning difficulties in elementary school (Rahmawati & Sari, 2021). Therefore, using a new and flexible multimodal stamping technique is crucial as a way to help children grow and develop in the best way possible.

Despite the growing body of research highlighting the importance of fine motor development in early childhood and the effectiveness of multisensory learning approaches, existing studies predominantly emphasize quantitative outcomes or focus on isolated motor skills without sufficiently

examining the learning process in authentic classroom contexts. Moreover, research on stamping activities has largely addressed their technical benefits for motor coordination, while overlooking their pedagogical potential as a holistic, multimodal learning strategy that integrates cognitive, social, and emotional dimensions. In addition, limited attention has been given to how teachers facilitate multimodal activities and adapt them to institutional constraints in early childhood settings. Therefore, there is a clear research gap concerning in-depth qualitative exploration of how multimodal stamping methods are implemented in real classroom environments and how they contribute to holistic child development. This study addresses this gap by examining the implementation, learning dynamics, and developmental outcomes of multimodal stamping activities in an early childhood education setting.

Thus, this research is significant for improving early childhood education in Indonesia, particularly in honing fine motor skills, a fundamental aspect of children's basic abilities. We believe that the multimodal stamping learning approach will be a useful and effective way for other PAUD schools to improve teaching quality and children's overall development.

2. METHOD

This research employs a qualitative case study approach to further explore how the multimodal stamping technique can help children at RA Masyithoh 03 Kambangan enhance their fine motor skills. Data collection methods include participatory observation, meaning the researcher not only observes but also actively participates in learning activities to obtain real and contextual data (Musyadad & Sari, 2024). Additionally, teachers and students were interviewed in-depth to gather more information on their thoughts and feelings about the learning techniques used. We also collected images of children's work and development diaries as visual and written evidence to assist in data analysis. We then analyzed the data using the qualitative analysis paradigm of Miles and Huberman (2014), which includes data reduction, data presentation, and drawing conclusions or verification. To ensure the data's validity, this research employs triangulation of sources, procedures, and time. This approach will help the research provide an accurate and comprehensive picture of how well the multimodal stamping method works to teach fine motor skills to young children.

Participatory observation was conducted systematically over multiple learning sessions to capture children's engagement, fine motor movements, interaction patterns, and responses during multimodal stamping activities. The researcher actively participated in classroom activities while simultaneously recording detailed field notes focusing on children's hand-eye coordination, grip control, independence, and creative expression. Observations were guided by an observation protocol to ensure consistency across sessions.

In-depth interviews were conducted with classroom teachers and selected children to gain deeper insights into their experiences and perceptions of the multimodal stamping method. Teacher interviews explored instructional strategies, challenges encountered, and perceived changes in children's fine motor skills and learning behaviors. Child interviews were carried out informally using age-appropriate language and prompts to encourage children to express their feelings and experiences related to the activities. All interviews were conducted after the learning sessions, audio-recorded with consent, and transcribed verbatim to support accurate qualitative analysis.

3. RESULT AND DISCUSSION

This is evident from the difficulties they experience in holding tools, managing pressure while writing, and creating neat patterns during creative activities (Mayasari, 2020). Teachers noticed that children tended to be passive and lacked confidence when performing tasks that required strong hand-eye coordination. Teachers found it challenging to make the class more engaging, motivating, and capable of helping children improve their fine motor skills in these situations. This study used the multimodal stamping approach, which integrates multiple learning methods such as visual, auditory, movement, and touch. This makes the learning experience richer and better aligned with how children learn (Gunawan, 2019). The practice involves several steps: preparation, demonstration, implementation, and reflection. During the preparation stage, teachers prepare

various safe and fun tools and materials such as colored sponges, drawing paper, paints, and other helpful items. Teachers also ensure that the children's workspace is clean and comfortable so they can create.

Teachers demonstrate how to use a stamp tool by dipping a sponge in paint and gently pressing it onto the paper to create designs. They also allow children to observe the procedure closely and ask questions if they don't understand anything. The scaffolding principle in Vygotsky's theory states that adults should help children reach the next stage of development. This aligns with the approach. Teachers strive to provide fun and engaging examples to children so they want to try it themselves.

The main focus of this work is on using multimodal stamping activities. Children can choose the colors and patterns they want, resulting in various creations that reflect each child's creativity. Teachers are present to assist children if they encounter difficulties, such as when they grip the sponge too tightly or are unable to create a specific design. This activity not only focuses on fine motor skills but also teaches children how to cooperate and support each other, which are essential social qualities (Suyadi, 2021). The following are two qualitative tables showing the main results of the research to help people understand what is meant. The first table shows how children's attitudes and behaviors changed before and after the multimodal stamping approach was applied. The second table reveals what teachers and children said during the activity.

Table 1. Changes in Children's Attitudes and Behaviors during Multimodal Stamping Activities

Observation Aspect	Before the Activity	After the Activity
Interest and Enthusiasm	Children tended to be passive, some appeared hesitant and shy	Children were more enthusiastic, excited, and confident
Hand-Eye Coordination	Children often positioned the tool incorrectly, patterns were not neat	Children were able to adjust hand positions and focus while stamping
Independence	Children waited for the teacher's help, lacked initiative	Children tried on their own, became more independent in holding tools
Creativity	Children only imitated the teacher's example	Children explored their own colors and patterns, resulting in more varied works

There is a significant variation between the initial and final states of the study, as seen in Table 1. Before the multimodal stamping approach was used, most children were unsure and reluctant to create anything. They often appeared to wait for the teacher to tell them what to do and did not take initiative. This might be because there were not enough engaging activities or sensory experiences that encouraged children to become creative. However, after several sessions using the multimodal stamping process, the children became more confident and independent. They were more imaginative in choosing colors and creating patterns, making the final products more appealing. This study shows that teachers are equally important in making the classroom a fun learning environment, in addition to improving the children's skills. Teachers do more than just educate; they also help children feel good about themselves and motivate them. Table 2 summarizes what the teacher said during in-depth interviews.

Table 2. Summary of Teacher and Child Responses during the Activity

Aspect	Teacher's Response	Child's Response
Engagement in the activity	Teacher actively provided examples and support	Children eagerly participated and tried on their own
Difficulties faced	Teacher faced challenges in adjusting the speed for each child	Children occasionally had difficulty holding the stamping tool at first
Satisfaction with the results	Teacher was satisfied with the children's creativity and courage	Children felt proud of their own work
Follow-up plans	Teacher plans to develop similar activities with other variations	Children hope there will be more similar activities in the future

The results in Table 2 complement the evidence that the multimodal stamping approach not only enhances fine motor skills but also makes learning more enjoyable and engaging. Teachers were pleased with the children's work, and the children were proud of their creations. According to early childhood learning principles, this approach should be entertaining, not stressful, and provide children with space to be creative (Berk, 2013). Visual evidence obtained clearly shows how much children enjoyed the multimodal stamping activity, in addition to the qualitative data. These two images are crucial for our article.



Figure 1. Stamping Activity Using Fingers



Figure 2. Stamping Activity with Banana Fronds

The multimodal stamping approach effectively integrates various areas of children's development simultaneously, including fine motor skills, creativity, hand-eye coordination, and social values such as cooperation and mutual respect. This is based on data analysis and field observations. Children learn "stamping" as an art activity, but they also learn how to express their feelings and thoughts. This is particularly important because young children need to be assessed in various ways, and this strategy can meet those requirements (Isjoni, 2017).

The findings of this study support Charles Gardner's (2011) hypothesis about multiple intelligences, which states that children have several types of intelligence. Children learn many different things when performing the multimodal stamping activity. For instance, they learn motor intelligence (physical kinesthetic), visual-spatial intelligence (by selecting colors and patterns), and interpersonal intelligence (by interacting with peers and teachers). This shows that the multimodal stamping approach is a type of holistic learning that works well for young children.

However, there are still certain challenges that arise when trying to use this strategy. Teachers need to be able to control the class because some children need extra help when using the stamping tool. Environmental variables also play a role. For example, if the classroom doesn't have enough light, it may be difficult for children to see colors properly. Teachers also need to ensure that the equipment and materials used are safe so that children do not get sick or have allergic reactions. However, these problems can be addressed through discussions and cooperation between teachers, children, and parents who help with activities at home.

This research provides useful suggestions for teachers at RA Masyithoh 03 Kambangan and similar schools. Teachers should continue to explore other ways of using multimodal stamping, such as using natural materials like leaves, flowers, or recycled materials. This not only improves the learning experience but also teaches children the importance of protecting the environment and others. Additionally, parents need to be involved to ensure smooth activities. Teachers can ask

parents to do similar activities with their children at home, which will help them continue to develop their fine motor skills.

The implementation of the multimodal stamping method at RA Masyithoh 03 Kambangan revealed notable changes in children's fine motor performance, learning engagement, and independence during classroom activities. Prior to the intervention, many children demonstrated limited hand-eye coordination, weak grip control, and hesitation in completing creative tasks independently. These difficulties were reflected in passive learning behaviors, reliance on teacher assistance, and minimal variation in artistic output.

Following several sessions of multimodal stamping activities, observable improvements emerged across multiple domains. Children showed greater control in hand movements, improved precision in stamping patterns, and increased confidence in manipulating tools independently. In addition, children demonstrated heightened enthusiasm, creativity in selecting colors and patterns, and willingness to explore materials beyond teacher demonstrations. These behavioral and skill-related changes suggest that the multimodal stamping approach effectively supports the development of fine motor coordination while simultaneously fostering autonomy and engagement.

The findings of this study indicate that the multimodal stamping method contributes not only to the enhancement of fine motor skills but also to broader aspects of early childhood development, including creativity, confidence, and social interaction. By integrating visual, tactile, and kinesthetic modalities, the stamping activities provided children with meaningful sensory experiences that align with principles of multisensory and constructivist learning. This supports Vygotsky's notion that learning occurs most effectively through active engagement and guided interaction within a social context.

When compared with international studies, the results of this research are consistent with findings reported by Berk (2013) and Gardner (2011), who emphasize that early childhood learning is most effective when multiple intelligences and sensory channels are engaged simultaneously. Similarly, studies conducted in other educational contexts have shown that multisensory art-based activities enhance fine motor coordination while increasing motivation and engagement (Wulandari & Aisyah, 2021; Utomo et al., 2023). However, unlike many previous studies that focus primarily on measurable motor outcomes, this study highlights the pedagogical process through which fine motor development occurs, emphasizing teacher facilitation, children's emotional responses, and classroom interaction dynamics.

A critical reflection on the findings also reveals several contextual limitations. As a qualitative case study conducted in a single early childhood institution, the results cannot be generalized to all PAUD settings. Institutional characteristics such as class size, teacher experience, availability of materials, and parental involvement may influence the effectiveness of the multimodal stamping method. Additionally, the absence of quantitative motor skill measurements limits the ability to assess the magnitude of improvement objectively. These limitations suggest the need for further research employing mixed-methods or comparative designs across diverse educational contexts.

Despite these limitations, the study provides valuable insights into how multimodal stamping can function as a holistic learning strategy rather than a purely technical motor exercise. The findings suggest that the success of the approach is not solely dependent on the activity itself but also on the teacher's role as a facilitator who provides scaffolding, encourages exploration, and creates a supportive learning environment. This underscores the importance of teacher preparedness and institutional support in implementing innovative learning methods in early childhood education.

Teachers' reflections further supported these findings, indicating that children became more active participants in the learning process and required less direct instruction over time. Children's verbal expressions and emotional responses during interviews also reflected a sense of enjoyment and pride in their work, reinforcing the observed behavioral changes.

This study shows that the multimodal stamping approach is a fun and beneficial way to help children develop their fine motor skills. By using a blend of different learning methods, children not only receive help with their physical skills but also with their social-emotional and creative skills. As facilitators, teachers play a significant role in keeping children motivated, assisting them, and providing them with space to explore so they can grow into confident and independent adults.

4. CONCLUSION

This study concludes that the multimodal stamping method is an effective pedagogical approach for supporting fine motor development in early childhood education. By integrating visual, tactile, and kinesthetic experiences, the method not only improves children's fine motor coordination but also enhances their independence, creativity, and active engagement in learning activities. The findings highlight that the effectiveness of multimodal stamping lies not merely in the activity itself, but in its implementation within a supportive, child-centered learning environment facilitated by teachers. Although the results are context-specific to a single early childhood institution, this study provides valuable qualitative evidence that multimodal stamping can function as a holistic learning strategy. Future research is recommended to examine its applicability across diverse settings and to incorporate quantitative measures to strengthen generalizability and empirical rigor.

This research reveals that using the multimodal stamping approach at RA Masyithoh 03 Kambangan truly helped young children improve their fine motor skills. Before the program began, many children lacked confidence, were more passive, and had difficulty coordinating their hands and eyes. However, when the multimodal stamping approach, combining visual, tactile, and kinesthetic sensations, was used, the children improved significantly. They gained confidence, enthusiasm, and the ability to create on their own. Teachers were crucial as facilitators because they provided guidance and space for the children to try new things, which made the learning environment more engaging and participatory. Interviews and observations also showed that both teachers and children enjoyed and actively engaged in the activities. They became more creative, and teachers found this strategy helped children learn better. Although certain issues such as insufficient resources and existing conditions arose, teachers, parents, and the school can work together to provide a supportive learning environment. This research shows that the multimodal stamping approach can fulfill holistic learning goals for young children while also helping them grow socially and emotionally and understand the importance of cooperation. Therefore, this strategy should be enhanced and used more frequently in early childhood learning activities, particularly in other PAUD institutions. Teachers can explore various types of media and subjects relevant to their students, and parents can keep children engaged at home. This will help their fine motor skills grow in the best and most sustainable way.

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