Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini
Volume 15, Number 3, 2026 pages 1934-1953
P-ISSN: 2301-9905 E-ISSN: 2775-409X
Open Access: https://jurnal.umt.ac.id/index.php/ceria/index

Developing Children's Independence and Fine Motor Skills Using Project Based Learning and Direct Instruction Models Assisted by Colored Paste Media in Group A

Noor Hafizah[1]*, Ratna Purwanti[2]
[1,2,3] Universitas Lambung Mangkurat, Banjarmasin, Indonesia
email : *[1]nhafizah2405@gmail.com , [2]ratna.purwanti@gmail.com

ARTICLE INFO

Article history:
Received: July 11, 2026
Accepted: October 8, 2026
Available online on:
October 14, 2026

Keywords:
Direct Instruction; Independence; Colored Paste Media; Fine Motor Skills; Project Based Learning

Copyright ©2026 by Authors. Published by Universitas Muhammadiyah Tangerang

ABSTRACT

The problem addressed in this study is the low level of children's independence and fine motor development in activities involving eye-hand coordination, caused by teacher-centered instruction, limited active participation among children, and insufficient activities that stimulate fine motor skills. This study aims to describe teacher activities, children's activities, children's independence, and improvements in children's fine motor development. This study employed a qualitative approach using Classroom Action Research (CAR), conducted over four meetings involving 23 children from Group A at TK Negeri Pembina Banjarmasin Timur. Data were collected through observation, interviews, documentation, and assessments of children's developmental outcomes. The data were analyzed using descriptive analysis and cross-tabulation techniques, with the results presented in tables, graphs, and percentages. The findings revealed that

teacher activity scores increased from 16 (Fairly Good) to 26 (Very Good). Children's activity increased from 13% (Almost No Children Active) to 100% (All Children Active). Children's independence increased from 13% (A Small Proportion of Children Independent) to 96% (Almost All Children Independent). Fine motor development also increased from 13% to 100%, reaching the Developing as Expected and Very Well Developed categories. Based on these findings, the implementation of Project Based Learning and Direct Instruction models assisted by Colored Paste Media was effective in improving children's independence and fine motor development in activities involving eye-hand coordination.

Introduction

Early Childhood Education (ECE) serves as an important foundation for supporting all aspects of children's development during the golden age. Therefore, learning activities need to be adapted to children's developmental characteristics and should be child-centered through active and meaningful learning experiences, in accordance with the implementation of the Merdeka Curriculum (Rahman et al., 2022; Ministry of Education and Culture, 2025).

In line with the importance of child-centered learning, several previous studies have examined the implementation of learning models and the use of instructional media to support early childhood development. Nurhaliza and Wahyudi (2025) demonstrated that the

Project Based Learning (PjBL) model influences children's fine motor skills. Their study emphasized the use of ecoprint batik and audiovisual media to stimulate fine motor development, while children's independence was not the primary focus. Nisa and Jamain (2022) showed that the Direct Instruction model influences children's fine motor skills. However, their study did not combine PjBL with Direct Instruction. Furthermore, Oktasya et al. (2025) found that combining PjBL with Direct Instruction and calico fabric media could improve teacher activities, children's activities, and fine motor skills through batik-making activities. Their research was similar in terms of combining learning models but differed in the use of calico fabric, whereas the present study employed colored paste media.

Independence refers to children's ability to think, make decisions, fulfill their needs, complete tasks, and take responsibility without depending on others (Janharira et al., 2022; Kadarsih et al., 2023). Fine motor skills refer to the ability to coordinate small muscles, particularly eye-hand coordination, in various activities such as coloring, cutting, pasting, and pre-writing activities. One developmental indicator for children aged 4–5 years is the ability to coordinate their eyes and hands when performing more complex movements (Setianingsih & Handayani, 2022; Permendikbud, 2014).

However, observations conducted in Group A at TK Negeri Pembina Banjarmasin Timur revealed that children's independence,

particularly in terms of self-confidence, intrinsic motivation, and the ability to act without relying on others, remained relatively low. In addition, children's fine motor skills had not developed optimally. Of the 23 children observed, only 3 children were categorized as Very Well Developed (BSB), and 5 children were categorized as Developing as Expected (BSH), while 6 children were in the Beginning to Develop (MB) category and 9 children were in the Not Yet Developed (BB) category. These conditions were evident when the children participated in coloring, cutting, pasting, and arranging small objects. Some children were not yet able to use tools appropriately, their work was still relatively untidy, and they tended to give up easily, frequently asking teachers for assistance before attempting to complete tasks independently.

These problems require learning activities that actively engage children through meaningful learning experiences. Therefore, teachers' innovation in learning is essential (Hartini et al., 2023; Khairunnisa et al., 2024; Widayati et al., 2024). The Project Based Learning (PjBL) model provides opportunities for children to construct knowledge through project completion, while Direct Instruction helps teachers provide demonstrations and gradual guidance so that children can understand the skills being learned. These two models were integrated with colored paste media as a concrete learning medium that is safe, attractive, and easy to manipulate, thereby increasing children's engagement while

stimulating eye-hand coordination (Maesaroh, 2022; Rezkya & Faqihatuddiniyah, 2024; Mila et al., 2024).

The novelty of this study lies in the combination of Project Based Learning and Direct Instruction models integrated with colored paste media to develop children's independence and fine motor skills. The purpose of this study is to describe improvements in children's independence and fine motor skills following the implementation of these two learning models assisted by colored paste media in Group A at TK Negeri Pembina Banjarmasin Timur.

Methods

This study employed a qualitative approach using Classroom Action Research (CAR). The qualitative approach was used to understand phenomena based on actual field conditions through inductive analysis, while Classroom Action Research aimed to continuously improve the quality of the learning process (Utami et al., 2025; Purwanza et al., 2022; Pahleviannur et al., 2022).

The study was conducted in Group A at TK Negeri Pembina Banjarmasin Timur, involving 23 children aged 4–5 years. Research data were collected through observations of children's activities, independence, and fine motor development in eye-hand coordination activities using the Project Based Learning and Direct Instruction models assisted by colored paste media. The implementation of Project Based Learning combined with Direct Instruction and colored paste

media involved several stages: communicating learning objectives, providing demonstrations through video media, explaining project procedures, implementing projects independently with teacher guidance, presenting the completed work, drawing conclusions, and reflecting on the learning process.

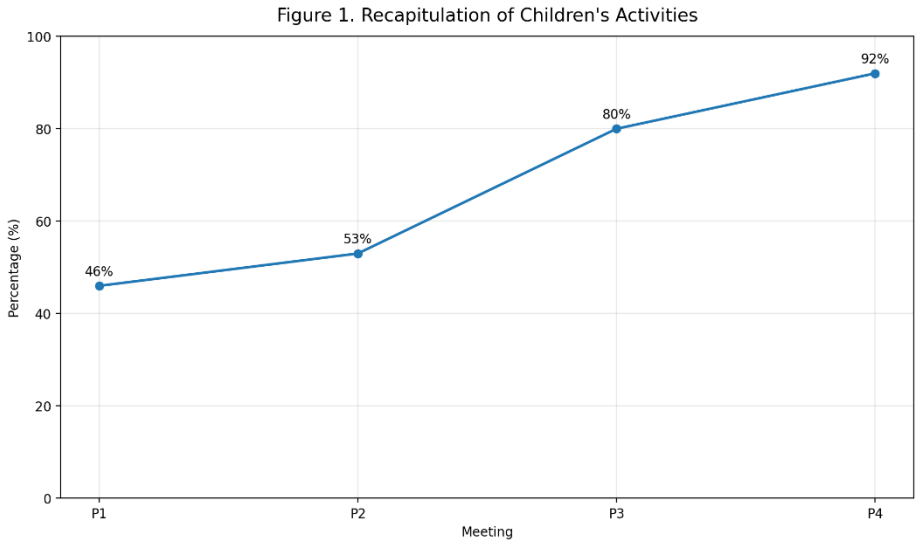
The data were analyzed using qualitative descriptive analysis to describe teacher activities, children's activities, children's independence, and fine motor development based on observations conducted at each meeting. This Classroom Action Research was considered successful if the implementation of Project Based Learning and Direct Instruction assisted by colored paste media demonstrated improvement and achieved the predetermined success indicators. Children's activities were considered successful when they obtained scores ranging from 17 to 20, categorized as "Very Active," with a classical achievement percentage of ≥81%, categorized as "Almost All Children Active." Children's independence development was considered successful when scores ranged from 10 to 12, categorized as "Very Independent," with a classical achievement percentage of ≥80%, categorized as "Almost All Children Independent." Meanwhile, children's fine motor development was considered successful when classical achievement reached ≥80%, corresponding to the Very Well Developed (BSB) category.

Result and Discussions

Based on observations conducted over four meetings, the

implementation of Project Based Learning and Direct Instruction models assisted by colored paste media demonstrated improvements in children's activities, independence, and fine motor development. The results of each meeting are presented in the following graphs.

Figure 1. Recapitulation of Children's Activities

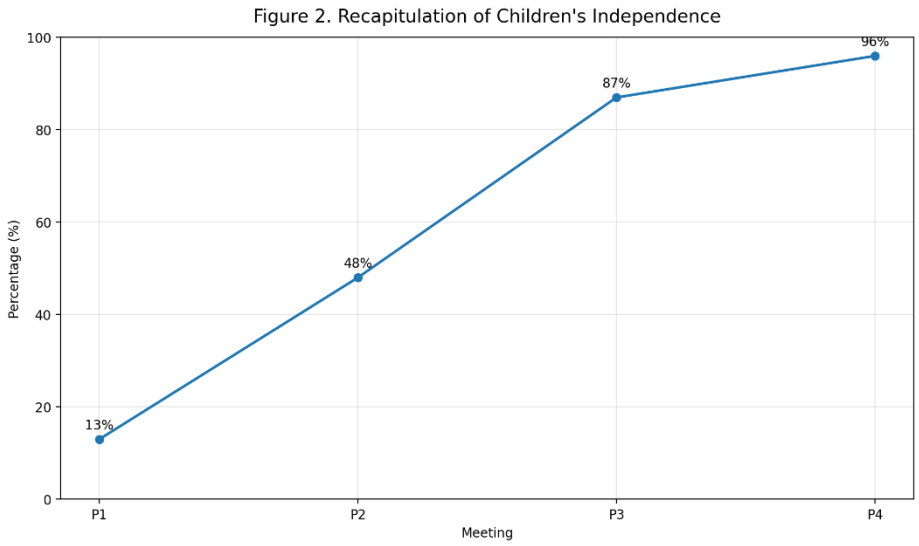


The graph indicates that children's activity scores increased consistently at each meeting. In Meeting 1, the percentage was 46%, categorized as "Some Children Active." In Meeting 2, the percentage increased to 53%, also categorized as "Some Children Active." In Meeting 3, the percentage reached 80%, categorized as "Almost All Children Active," and in Meeting 4, it increased to 92%, categorized as "Almost All Children Active." The improvement in children's learning activities at each meeting was attributed to the implementation of Project Based Learning and Direct

Instruction models assisted by colored paste media. Thus, children's activities had achieved the predetermined success indicators.

The improvement in children's activities indicates that the implementation of Project Based Learning and Direct Instruction models assisted by colored paste media was able to create active and child-centered learning experiences, encouraging children to become more involved in each learning activity. These findings are consistent with the studies of Rizkita and Sari (2025), Mufrida and Amelia (2024), and Hapisah and Suriansyah (2025), which stated that the implementation of these learning models could improve children's learning activities through meaningful learning experiences. The development of children's independence at each meeting is presented in Figure 2.

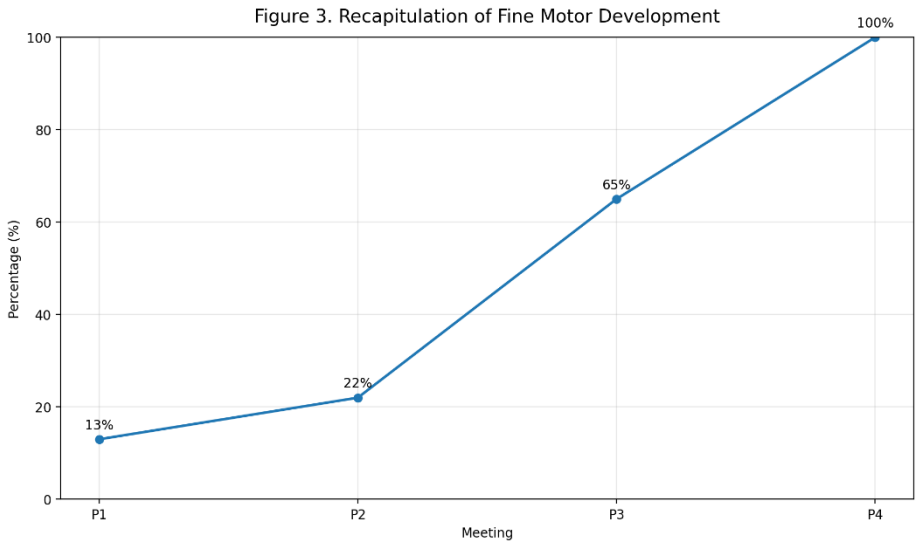
Figure 2. Recapitulation of Children's Independence



The graph indicates that children's independence increased progressively across the meetings. In Meeting 1, the percentage was 13%, categorized as "Almost No Children Independent." In Meeting 2, the percentage increased to 48%, categorized as "Some Children Independent." In Meeting 3, the percentage reached 87%, and in Meeting 4, it increased to 96%, categorized as "Almost All Children Independent." This improvement occurred because the children became increasingly accustomed to following activity procedures, receiving guidance from teachers, and being given opportunities to complete tasks independently. Consequently, by Meeting 4, the predetermined success indicators had been achieved. These findings are consistent with Chairilsyah (2019) and Rujiah et al. (2023), who stated that opportunities for direct learning experiences play an important role in developing independence among young children.

The development of children's fine motor skills at each meeting is presented in Figure 3.

Figure 3. Recapitulation of Children's Fine Motor Development

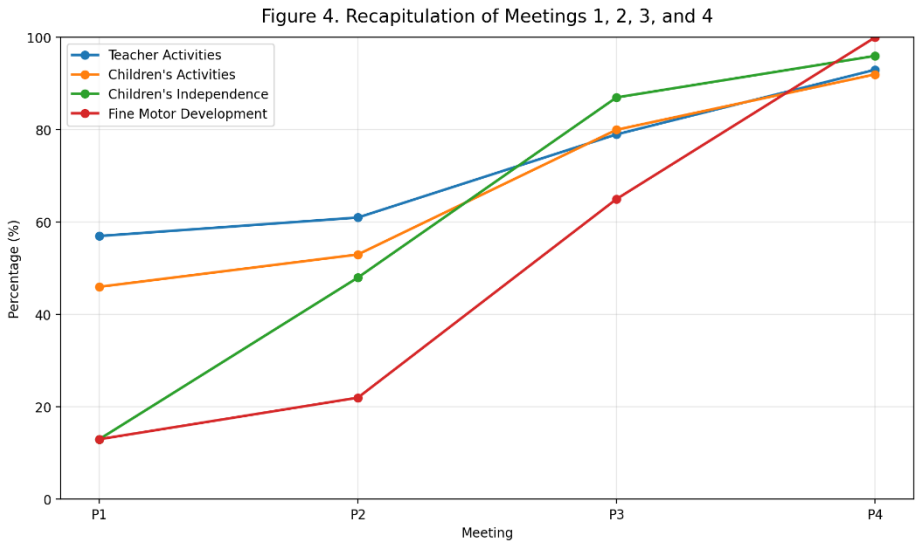


The graph above shows that improvements occurred consistently throughout the four meetings. In Meeting 1, the percentage was 13%, categorized as "Not Yet Developed." In Meeting 2, the percentage increased to 22%, also categorized as "Not Yet Developed." In Meeting 3, the percentage reached 65%, categorized as "Developing as Expected," and in Meeting 4, it increased to 100%, categorized as "Very Well Developed." The improvement in children's fine motor development occurred because teachers planned and implemented learning activities effectively and consistently used instructional media at each meeting. These findings indicate that the implementation of Project Based Learning and Direct Instruction models assisted by colored paste media was able to optimize children's fine motor development in eye-hand coordination activities and achieve the predetermined success indicators. Repeated activities at each

meeting helped children become increasingly skilled in controlling the precision of their hand movements and maintaining focus during learning activities. These developmental improvements are consistent with Rezieka et al. (2022) and Leluni et al. (2024), who explained that fine motor skills are associated with eye-hand coordination and support children's ability to perform activities independently.

The recapitulation of teacher activities, children's activities, independence, and fine motor development across the four meetings is presented in Figure 4.

Figure 4. Recapitulation of Meetings 1, 2, 3, and 4



The trend graph above shows that teacher activities and children's activities increased consistently at each meeting, followed by improvements in children's independence and fine motor development

until the predetermined success indicators were achieved. This indicates a relationship among these four aspects. Based on the graph, it can be concluded that the better teachers performed in implementing learning activities, the more actively children participated in the learning process. Increased participation in learning activities also contributed to improvements in children's independence. Furthermore, improvements in teacher activities, children's activities, and independence also affected children's fine motor development at each meeting.

The improvement in teacher activities observed in this study was reflected in teachers' increasing ability to manage learning activities, provide guidance, and use colored paste media in accordance with the learning stages. The implementation of Project Based Learning and Direct Instruction models enabled teachers to provide gradual guidance while allowing children to participate actively in learning activities. The attractive colored paste media also helped teachers create more enjoyable learning experiences, thereby increasing children's engagement. These findings are consistent with Azizah (2021), Cikka et al. (2021), Jannah et al. (2021), Fitriani et al. (2024), Olfah et al. (2023), and Nursaeni et al. (2023), who emphasized that teachers' roles, appropriate learning strategies, and suitable instructional media can support the creation of active and engaging learning experiences for children.

The improvement in children's activities was reflected in their increasing participation in observing, following instructions, using colored

paste media, and completing the assigned activities. This condition occurred because the implementation of Project Based Learning and Direct Instruction provided opportunities for children to participate directly in learning activities, while teacher guidance helped them follow the learning stages with greater confidence. The use of attractive colored paste media also contributed to increasing children's enthusiasm and concentration during the learning process. These findings are consistent with Latief (2023), Lubis et al. (2022), and Pebrianti and Qosyim (2023), who stated that learning activities involving children's direct participation can increase their engagement and enthusiasm for learning.

The improvement in children's independence was evident in their increasing ability to make choices, attempt activities, and complete tasks with progressively less teacher assistance. The implementation of Project Based Learning provided opportunities for children to participate directly in determining and completing tasks, while Direct Instruction enabled teachers to provide gradual guidance until children were able to perform activities independently. Through activities involving colored paste media, children also became accustomed to completing tasks, making decisions, and taking responsibility for the outcomes of their activities. These findings are consistent with Lestari and Fathiyah (2023), who stated that providing children with opportunities to participate directly in activities can support the development of independence.

Children's fine motor development in this study was reflected in their

increasing ability to coordinate eye and hand movements during activities involving colored paste media. At the beginning of the intervention, several children still required assistance with pasting activities. However, through gradual and repeated activities, the children became increasingly capable of controlling their hand movements and completing tasks more accurately. These improvements indicate that stimulation through play and direct practice activities appropriate to children's developmental stages can support fine motor development. These findings are consistent with Ahmadi and Sholeh (2005), Rohman (2019), and Nurasyiah and Atikah (2023), who explained that children's fine motor development is associated with maturation and stimulation through activities appropriate to their developmental stages.

Based on the discussion above, the implementation of Project Based Learning and Direct Instruction models assisted by colored paste media can improve children's activities, independence, and fine motor skills. Unlike previous studies that generally examined learning models or instructional media separately, this study combined both models with colored paste media to develop independence and eye-hand coordination simultaneously. These findings indicate that this combination can serve as an alternative approach to early childhood education that actively involves children while providing stimulation for interconnected developmental aspects.

Azhara and Purwanti (2025) stated that the use of the Direct Instruction

model can improve fine motor skills among children in Group A. Research conducted by Febrinavani and Faqihatuddiniyah (2025) indicated that the Project Based Learning model increases children's active participation in learning, provides new experiences, and improves children's independence. These findings are further supported by Yuwinda et al. (2025), who reported that the implementation of Project Based Learning (PjBL) and Direct Instruction models is effective in improving fine motor skills among young children.

Conclusion

Based on the research findings and discussion, the implementation of Project Based Learning and Direct Instruction models assisted by colored paste media among Group A children at TK Negeri Pembina Banjarmasin Timur improved children's learning activities, independence, and fine motor development in eye-hand coordination, achieving the predetermined success indicators. The contribution of this study lies in the implementation of a combination of these two learning models with colored paste media as an alternative learning activity that actively and gradually engages children. The findings of this study can serve as an alternative approach for early childhood educators in creating active and meaningful learning experiences that support the development of children's independence and fine motor skills.

References

Abd Rahman, B. P., Munandar, S. A., Fitriani, A., Karlina, Y., &

Yumriani, Y. (2022). Pengertian Pendidikan, Ilmu Pendidikan Dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, *2*.

Ahmadi, A., & Sholeh, M. (2005). *Psikologi Perkembangan*. PT Rineka Cipta.

Azhara, D., & Purwanti, R. (2025). Mengembangkan Motorik Halus Menggunakan Model PJBL , Demonstrasi dan Media Flanel Pendahuluan. *Jurnal Inovasi Pembelajaran*, *1*.

Azizah, A. (2021). Pentingnya Penelitian Tindakan Kelas Bagi Guru dalam Pembelajaran. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, *3*, 15–22. https://doi.org/https://doi.org/10.36835/au.v3i1.475

Chairilsyah, D. (2019). Analisis Kemandirian Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini*, *3*.

Cikka, H., Kahar, I. M., & Wahyuningsih, N. E. (2021). Problematika Guru dalam Pembelajaran di Masa Pandemi Covid-19. *Karangan: Jurnal Bidang Kependidikan, Pembelajaran, Dan Pengembangan*, *3*(2), 108–115. https://doi.org/https://doi.org/10.55273/karangan.v3i2.137

Febrinavani, D., & Faqihatuddiniyah. (2025). MENGEMBANGKAN KETERAMPILAN MOTORIK HALUS MELALUI MODEL PROJECT BASED LEARNING, METODE DEMONTRASI, DAN EKSPERIMEN DENGAN MEDIA PLAYDOUGH PADA ANAK KELOMPOK A. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *5*(2), 48–56. https://doi.org/https://ppjp.ulm.ac.id/journals/index.php/jikad

Fitriani, A., Suriansyah, A., & Purwanti, R. (2024). Belajar Pendidikan Pancasila jadi menyenangkan dengan model BANUA dan media Wordwall. *Jurnal Teknologi Pendidikan*, *5*(2), 111–123.

Hapisah, A. N., & Suriansyah, A. (2025). Inovasi Pembelajaran: Project Based Learning, Direct Instruction dan Media Pembelajaran Loose Parts untuk Mengembangkan Aktivitas dan Keterampilan Motorik Halus. *Jurnal Caksana : Pendidikan Anak Usia Dini*, *8*. https://doi.org/https://doi.org/10.31326/jcpaud.v8i2.2298

Hartini, L., Suriansyah, A., & Purwanti, R. (2023). Pengaruh kondisi internal sekolah dan dukungan eksternal terhadap inovasi pembelajaran di SMK Muhammadiyah 4 Al Amin Banjarmasin. *Diklat Review: Jurnal Manajemen Pendidikan Dan Pelatihan*, *9*(1), 159–166.

Janharira, M., Bendriyanti, R. P., Sari, R. P., & Haryono, M. (2022). Evaluasi Pemahaman Orang Tua Terhadap Hakikat Pendidikan Anak Usia Dini di PAUD TUNAS HARAPAN Kabupaten Seluma. *Early Childhood Research and Practice*, *3*(01), 28–31. https://doi.org/10.33258/ecrp.v3i01.3147

Jannah, M., Dewi, N. K., & Oktaviyanti, I. (2021). Analisis Faktor Kesulitan Guru dalam Menyusun Rencana Pelaksanaan Pembelajaran (RPP) di SDN 05 Ampenan. *Jurnal Ilmiah PENDAS: Primary Educational Journal*, *2*, 42–50. https://doi.org/https://doi.org/10.29303/pendas.v2i1.100

Khairunnisa, K., Zuhairiah, A. R., Indrasari, W., Apriani, T., Rahmaniah, R., et al. (2024). Motivasi nonmaterial kepala sekolah dan praktik kolaboratif guru: Studi kualitatif di SDS Tunas Cahaya. *Jurnal Serasi*, *24*(1), 31–53.

Latief, A. (2023). Peranan Pentingnya Lingkungan Belajar Bagi Anak. *Jurnal Kependidikan*, *7*, 61–66. https://doi.org/https://e-journallppmunsa.ac.id/index.php/kependidikan/article/view/1126

Leluni, E., Suriansyah, A., & Purwanti, R. (2024). Kepemimpinan responsif dan kolaboratif untuk pemenuhan kebutuhan anak dan orang tua dalam pembelajaran PAUD berbasis digital. *Sindoro: Cendikia Pendidikan*, *16*(10), 21–30.

Lestari, S., & Fathiyah, K. N. (2023). Analisis Pembelajaran dalam Meningkatkan Kemandirian pada Anak Usia 5-6 Tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *7*, 1–10. https://doi.org/https://doi.org/10.31004/obsesi.v7i1.3693

Lubis, D. M., Muslihin, H. Y., & Giiyartini, R. (2022). Efektivitas Media Pembelajaran dalam Menstimulus Motorik Halus Anak Usia 4-5 Tahun. *Jurnal Pendidikan Dan Konseling*, *4*, 3002–3011. https://doi.org/https://journal.universitaspahlawan.ac.id/index.ph

p/jpdk/article/view/5971

Maesaroh, S. (2022). Pengaruh Model Project Based Learning Terhadap Motivasi Belajar Siswa. *Jurnal Mediakarya Mahasiswa Pendidikan Islam*, *03*.

Mila, V. El, Romadhoni, W., Ovianti, W., Khasanah, U., & Hasanah, U. (2024). The Implementation of Drawing Methods Using Mirror Painting Technique with Colored Paste Media to Enhance Creativity of 4-5 Year Old Children at RA Manda Wonosari Ngaliyan Semarang. *Journal Profesionalisme Guru*, *1*, 488–493.

Mufrida, A., & Amelia, R. (2024). MENGEMBANGKAN AKTIVITAS, KEMANDIRIAN, DAN ASPEK MOTORIK HALUS DENGAN MODEL PADI MELALUI KEGIATAN MOZAIK PADA ANAK KELOMPOK B1 TKN 1 ALALAK HANDIL BAKTI. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *4*(3), 76–90. https://doi.org/https://ppjp.ulm.ac.id/journals/index.php/jikad

Nisa, H., & Jamain, R. R. (2022). MENGEMBANGKAN MOTORIK HALUS MENGGUNAKAN MODEL PICTURE AND PICTURE, DIRECT INSTRUCTION DAN PEMBERIAN TUGAS PADA KELOMPOK B3. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *2*(2), 8–18. https://doi.org/https://ppjp.ulm.ac.id/journals/index.php/jikad

Nurasyiah, R., & Atikah, C. (2023). Karakteristik Perkembangan Anak Usia Dini. *Khazanah Pendidikan*, *17*(1), 75. https://doi.org/10.30595/jkp.v17i1.15397

Nurhaliza, S., & Wahyudi, M. D. (2025). MENGEMBANGKAN AKTIVITAS DAN KREATIVITAS MELALUI MODEL PROJECT BASED LEARNING, METODE DEMONSTRASI, MEDIA MEMBATIK ECOPRINT DAN AUDIO VISUAL DI TK. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *5*(1), 47–60. https://doi.org/https://ppjp.ulm.ac.id/journals/index.php/jikad

Nursaeni, N., Firmansyah, F., & Nurmiati, N. (2023). Deskripsi pelaksanaan administrasi kesiswaan di sekolah menengah atas negeri 4 Palopo. *Jurnal Manajemen Pendidikan*, *9*(3), 314–320. https://doi.org/https://doi.org/10.34125/jmp.v9i3.351

Oktasya, V. A., Suriansyah, A., & Purwanti, R. (2025). Meningkatkan Kemampuan Motorik Halus Anak Menggunakan Project Based Learning (PjBL), Direct Instruction dan Media Kain Blacu. *Jurnal Caksana : Pendidikan Anak Usia Dini*, *8*, 1–15. https://doi.org/https://doi.org/10.31326/jcpaud.v8i2.2300

Olfah, K., Purwanti, R., & Suriansyah, A. (2023). Meningkatkan aktivitas dan keterampilan kerja sama menggunakan model pembelajaran SOLID berbantuan media audio visual. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, *10*(4), 435–463.

Pahleviannur, M. R., Mudrikah, S., Mulyono, H., Bano, V. O., Rizqi, M., Syahrul, M., Latif, N., Prihastari, E. B., Aini, K., Zakaria, & Hidayati. (2022). *PENELITIAN TINDAKAN KELAS*. Pradina Pustaka.

Pebrianti, P., & Qosyim, A. (2023). Analisis Aktivitas Belajar Siswa dengan Model Pembelajaran Contextual Teaching and Learning Dipadukan dengan Game Based Learning. *PENSA E-JURNAL: Pendidikan Sains*, *11*, 201–207. https://doi.org/https://doi.org/10.26740/pensa.v11i2.54710

Purwanza, S. W., Wardhana, C. A., Mufidah, A., Renggo, Y. R., Hudang, A. K., Setiawan, J., Darwin, Badi'ah, A., Sayekti, S. P., Fadlilah, M., Nugrohowardhani, R. L. K. R., Amruddin, Saloom, G., Hardiyani, T., Tondok, S. B., Prisusanti, R. D., & Rasinus. (2022). *METODODLOGI PENELITIAN KUANTITATIF, KUALITATIF DAN KOMBINASI*. CV. MEDIA SAINS INDONESIA.

Rezieka, D. G., Munastiwi, E., Munar, A., Aulia, A., Billah, A., & Muhammadkan, F. (2022). *Memfungsikan Jari Jemari melalui Kegiatan Mozaik sebagai Upaya Peningkatan Motorik Halus Anak Usia Dini*. *6*(5), 4321–4334. https://doi.org/10.31004/obsesi.v6i5.2501

Rezkya, J., & Faqihatuddiniyah, F. (2024). Mengembangkan Motorik Halus (Menggunting) Menggunakan Model Direct Instruction Dan Media Gambar Pada TK Kelompok B. *Jurnal Inovasi, Kreatifitas Anak Usia Dini*, *4*, 40–49.

Rizkita, P. S. D., & Sari, N. P. (2025). MENGEMBANGKAN KETERAMPILAN MENGGUNTING SESUAI POLA MENGGUNAKAN MODEL PROJECT BASED LEARNING,

DIRECT INSTRUCTION DAN MEDIA KERTAS BUFFALO PADA KELOMPOK B TK ISLAM KHADIJAH PLUS. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *5*, 11–22. https://doi.org/https://ppjp.ulm.ac.id/journals/index.php/jikad

Rohman, T. (2019). *PSIKOLOGI PEERKEMBANGAN*. Penerbit Buku Literasiologi.

Rujiah, Rahman, I. K., & Sadiyah, M. (2023). *Pembelajaran Kemandirian untuk Anak Usia Dini*. *8*(2), 238–246. https://doi.org/https://doi.org/10.51169/ideguru.v8i2.491

Setianingsih, A., & Handayani, I. N. (2022). *Aulad : Journal on Early Childhood Implementasi Media Loose Parts untuk Mengembangkan Aspek Motorik Halus Anak Usia Dini*. *5*(1), 77–86. https://doi.org/10.31004/aulad.v5i1.301

Sri Kadarsih, Al Munip, Siti Aminah, Hafifatul Auliya, R. (2023). Strategi Guru Pembimbing Dalam Pembentukan Kemandirian Anak Usia Dini. *Journal of Islamic Guidance and Counseling*, *7*.

Utami, T. N., Arrazy, S., & Wahyudi. (2025). *METODE PENELITIAN*. CV. Merdeka Kreasi Group.

Widayati, P. N., Purwanti, R., & Suriansyah, A. (2024). The role of strategic management in strengthening students' character and digital literacy. *Jurnal Inspirasi Pendidikan*, *15*(2), 158–165. https://doi.org/https://doi.org/ 10.21067/jip.v15i2.12321

Yuwinda, E., Suriansyah, A., & Purwanti, R. (2025). Mengembangkan Aktivitas dan Aspek Motorik Halus Menggunakan Model Project Based Learning, Direct Instruction dan Media Bahan Alam Pada Anak Usia Dini. *Jurnal Caksana : Pendidikan Anak Usia Dini*, *8*, 1–15. https://doi.org/https://doi.org/10.31326/jcpaud.v8i2.2296