Journal of Asian Primary Education (JOAPE)
Volume 2 Issue 2 Year 2025 Pages 145-155
e–ISSN: 3062-9268
DOI: 10.59966/joape.v2i2.2152
e-mail : : joapejournal@gmail.com
https://jurnal.kalimasadagroup.com/index.php/Joape

Improved Fine Motor Skills in Early Childhood Through the Traditional Game of Chess (Class Action Research in Kober Az-Zahra Ciamis)

Soni Samsu Rizal[1], Nia Nuraida[2], Taktik Kusmiati[3]
Universitas Islam Darussalam (UID) Ciamis, Indonesia[123]
soni.samsurizal@uidc.ac.id, nia.nuraida24@uidc.ac.id , takemeta81@gmail.com

Abstract This research is motivated by the problem of children lacking focus and being quiet that impact concentration, social interaction, and fine motor coordination. The traditional game of congklak is one solution because it is interactive, structured, and fun, so it can stimulate eye-hand coordination, concentration, and active participation of children. This research uses a qualitative approach with a case study method. The research subjects were 18 students at Kober Az-Zahra Ciamis. Data were collected through observation, interviews, and documentation using observation sheets and interview guidelines. The results showed that children's fine motor skills before the implementation of congklak were classified as low with an average score of 1.4 in the poor category. Children still had difficulty regulating finger movements, inserting congklak seeds, and maintaining concentration. After the implementation of the congklak game, the average score increased to 3.22 in the often able category. Children were more skilled in eye-hand coordination, more flexible in moving their fingers, and more focused on following rules. This proves that congklak is effective as an innovative learning medium to optimally stimulate the development of fine motor skills in early childhood.

Keywords: ECE, Fine Motor Skills, Congklak, Traditional Games, Child Development

Article info: Submitted: 30 June 2025 | Accepted : 3 September 2025 | Published : 17 September 2025

How to Cite : Soni Samsu Rizal, Nia Nuraida, & Taktik Kusmiati. Improved Fine Motor Skills in Early Childhood Through the Traditional Game of Chess (Class Action Research in Kober Az-Zahra Ciamis). *Journal of Asian Primary Education (JoAPE)*, *2*(2). Retrieved from https://jurnal.kalimasadagroup.com/index.php/Joape/article/view/2152

Introduction

Education at this time faced with the demands of increasingly sophisticated goals, increasing both the Variety, the more the quality (Shukri et al., 2019). Effective education has a huge impact on the development of children, especially in developing their potential. These potentials are diverse and require appropriate support to develop. Children are supposed to grow according to their talents and interests, without pressure from the environment (Watini, 2020).

Development of children's potential should be done with a comfortable and pressure-free approach, in accordance with the principle of Ki Hadjar Dewantara that education should give birth to children who live independently (Fuadah et al., 2024). This principle is important to apply from an early age, when the initial foundations of development are formed. Early Childhood Education (ECD) is a coaching effort for children from birth to six years, through educational stimuli that support physical and spiritual growth. At the age of 0-8 years, children's brain development is very rapid, making educational stimulation in this period crucial for their intelligence and physical development. Aspects of early childhood education include physical-motor development, social-emotional, moral and religious, language, art, and cognitive.

One important aspect is fine motor skills, such as holding, drawing, and squeezing. These skills support the child's independence in daily activities, such as eating alone and tying shoelaces. However, lack of exercise and the influence of technology, such as online games, can hinder fine motor development (Trisnadewi et al., 2024). To overcome this challenge, traditional games such as congklak can be used. These games help develop fine motor skills and provide a fun learning experience, while supporting the expression of children's feelings and thoughts. Congklak is one of the traditional games that have been widely known in Indonesia (ATI et al., 2025).

Traditional games such as congklak can be an effective means to develop cultural literacy as well as student character (Netry et al., 2023). In addition to providing fun, this game also instills noble values such as cooperation, honesty, respect for others, patience and responsibility. So that this game helps in the formation of character and skills of children holistically in education. Congklak game is also a learning tool that supports the development and psychological aspects of children, namely cognitive, social emotional and fine motor aspects. Through the traditional game of congklak, early childhood can learn about the local culture in a fun and effective way (Purnamasari & Sefriyanti, 2025).

The game involves the activity of picking up and moving congklak seeds from one hole to another, which requires hand and eye coordination and fine motor skills. Research shows that congklak games can improve early childhood fine motor skills (Permatasari & Wulansuci, 2025). By adapting the congklak game, it is hoped that children can develop their fine motor skills more effectively. Playing congkang is an interactive game, structured, and creative, so as to provide optimal stimulation for Child Development (Iswahyuni et al., 2023).

Based on observations made at Kober Az-Zahra Ciamis which was held on September 21, 2025 to September 24, 2025, it was found that:

First, there are students who lack focus. In a research problem in Kober Az-Zahra Ciamis described that some children have difficulty in maintaining attention while participating in learning activities. This condition is characterized by the behavior of children who are easily distracted by things around them, often lose concentration when given instructions, and are less able to complete activities as directed by the teacher. The problem of lack of focus is very influential on fine motor development, because children need full concentration to perform movements that require proper eye and hand coordination. Thus, there are learning obstacles that must be overcome through interesting learning strategies, such as the traditional game of congklak, so that children can focus more.

Second, students are quiet. In the research problems in Kober Az-Zahra Ciamis showed that there are children who tend to be passive in the learning process and less interaction with teachers and peers. Quiet children are usually reluctant to express opinions, rarely ask questions, and prefer to observe rather than actively participate. This condition can affect social and emotional development, as well as having an impact on fine motor skills, because children lack the courage to try activities that require interaction and cooperation. Quiet nature also makes children at risk of delays in training coordination, finger flexibility, and concentration. Therefore, fun and interactive learning media, such as congklak games, are needed to encourage the active participation of quiet children.

Fine motor skills are activities that use the fine muscles of the fingers such as cutting, tying shoelaces, buttoning clothes and pulling zippers. Basic skills in developing fine motor skills in early childhood using hand skills include the ability to grasp (grasping), holding, pinching, tearing and cutting (Aisyah & Nuraeni, 2020).

There is still a low motor ability of children to the optimal functioning of the limbs due to the lack of stimulation for children to express (Pujiati & Sari, 2024). Fine motor skills are very important in supporting a child's academic ability. These skills play a role in activities such as writing, drawing, and using school tools (Apriyanda et al., 2024). Children who have good fine motor skills tend to find it easier to learn to write and complete tasks that require precision. In addition, the development of fine motor skills can also improve cognitive abilities, such as concentration and memory (Khumaidah et al., 2025).

In every aspect of this development, not only one aspect needs to be considered but all other aspects of development must also be considered. Because among other aspects are also interrelated in order to prepare the child to be a healthy person, physically and spiritually. Therefore, early childhood education services are very important because through such education, these six aspects of development can develop optimally, so that children can move on to the next step of development without a single deficiency. The developmental aspects referred to in this study include various aspects consisting of aspects of the development of religious and moral values, physical motor, cognitive, language, social emotional and also art in accordance with the stage of Child Development (Minister of Education and culture, 2014); (Harbiyah et al., 2022).

Congklak game is a game that is very focused on mastery of counting. With traditional games congklak children can play while learning to count using seeds congklak. Through the traditional game of congklak, teachers can also introduce that the traditional game of congklak is an original Indonesian game (Lestaria & Anggreni, 2020).

Congklak is a game that is much loved by Indonesian children, especially young women. The game is different names in each region, but the most call is Congklak. This game equipment or media is very flexible, because it can take advantage of surrounding objects. For example, when there is no congklak board, it can be replaced by digging a small hole in the ground, making a circle on the floor, and the seeds can be replaced with small pebbles and other grains. Congklak is an exciting game, easy to get game material from the environment (Matulessy et al., 2022).

Methodology

The type of research used is qualitative research with Case Study Method. This research was conducted in Kober Az-Zahra which is located in Dusun CIHIDEUNG RT 23 RW 09 Desa Utama, Cijeungjing, Ciamis. The object of the study involved 18 students as subjects. Data collection technique is done through observation, interview, and document study. Research instruments used in the form of observation sheets and interview guidelines prepared according to research needs. Data analysis was carried out using qualitative data analysis techniques, namely through the stages of data reduction, data presentation, and conclusion so that an in-depth picture of improving fine motor skills of early childhood through the application of the traditional game congklak in Kober Az-Zahra Ciamis.

Result and Discussion

Fine Motor Skills Of Early Childhood In Kober Az-Zahra Ciamis Before The Traditional Game Of Congklak

Fine motor skills of early childhood in Kober Az-Zahra Ciamis before the traditional game of congklak was still relatively low. The observation results showed that the average score only reached 1.4 which included the category of less or not able. This condition can be seen from various indicators in the research instruments, such as eye and hand

coordination, skills to move objects, finger flexibility, accuracy, and concentration. Children still often drop seeds when trying to put them into congklak holes, finger movements look stiff, and lack of focus in following the flow of activity. This indicates that most children have not been optimally trained in developing fine motor skills. This initial Data is an important benchmark that shows the need for intervention through more appropriate and fun learning methods, one of which is the traditional game of congklak.

Thickness 1

Fine Motor Skills Of Early Childhood

In Kober Az-Zahra Ciamis Before The Traditional Game Of Congklak Was Applied.

No	Name	Total Score	Description
1	ALVIANI	16: 8 = 2	(sometimes possible)
2	AQILA	16: 8 = 2	(sometimes possible)
3	AFIZA	14: 8= 2	(sometimes possible)
4	DELA	16: 8 = 2	(sometimes possible)
5	INTAN	15: 8 = 2	(sometimes possible)
6	MONICA	10: 8= 1	Less (Not Yet Able)
7	MAFAZA	14: 8= 2	(sometimes possible)
8	MEILANI	16: 8 = 2	(sometimes possible)
9	NOVI	16: 8 = 2	(sometimes possible)
10	FARGAN	8: 8 = 1	Less (Not Yet Able)
11	MIHRAN	8: 8 = 1	Less (Not Yet Able)
12	RANGGA	8: 8 = 1	Less (Not Yet Able)
12	RAFKA	8: 8 = 1	Less (Not Yet Able)
14	RAYYAN	8: 8 = 1	Less (Not Yet Able)
15	RIZKY	8: 8 = 1	Less (Not Yet Able)
14	AEESA	8: 8 = 1	Less (Not Yet Able)
17	MIKHYLA	8: 8 = 1	Less (Not Yet Able)
18	NADIA	8: 8 = 1	Less (Not Yet Able)
		26: 18 = 1,4	Less (Not Yet Able)

No	Inerval	Categorization
1	1	Less (Not Yet Able)
2	2	(sometimes possible)
3	3	(often able)
4	4	(always capable)

Fine motor skills of early childhood in Kober Az-Zahra Ciamis before the implementation of the traditional game Congklak classified as less (not able), because it obtained an average of 1.4.

The results showed that fine motor skills of early childhood in Kober Az-Zahra Ciamis before the implementation of the traditional game congklak was still low, with an average score of 1.4. This figure is in the category of “less” based on the assessment guidelines used, where a score of 1 means that it has not been able and a score of 2 indicates that it is quite capable. These findings confirm that most children still have difficulty moving their fingers skillfully, combining eye and hand coordination, and regulating concentration during fine motor activities. Thus, the initial data provide a real picture that children need a specific stimulus that can help improve their fine motor skills.

When associated with research instruments, such low scores reflect the child's weakness on several important indicators. Fine motor observation instruments include aspects of eye and hand coordination, object movement skills, finger flexibility, and precision and concentration. For example, the child has not been able to pick up congklak seeds correctly, or still often drops seeds when trying to put them in the hole. This condition indicates that children are in the early stages of fine motor skills development and require repeated practice in order to reach higher categories, namely enough, good, to very good.

An average of 1.4 also shows that fine motor skills have not been evenly distributed among children. Of the 18 subjects, there were several children who had achieved sufficient scores, but more were still in the less category. This difference can be due to individual factors, such as previous experience, the support of the home environment, as well as the intensity of exercise obtained by the child. However, overall, the findings still confirmed that the group of children in Kober Az-Zahra Ciamis needed a systematic learning intervention to stimulate fine motor development.

This initial condition is relevant to the first indicator on the instrument, which is eye and hand coordination. Low average scores indicate that most children are not yet able to perform simple movements such as picking up congklak seeds correctly. Activities that require high precision still cause difficulties. Children often fail to place objects on the correct target, which means that coordination between the senses has not developed optimally. This has an impact on daily learning activities, for example when children write, draw, or use props.

The second indicator, namely the ability to enter congklak seeds without scattering, also appeared weak in the initial conditions. A low score indicates that the child does not yet have sufficiently strong and flexible finger control. Simple activities such as putting small objects in a container often lead to errors, such as falling seeds or movements that are too rigid. In terms of development, this indicates that the child is still at the stage of prerequisites for fine motor skills, so it requires getting used to it through fun educational games.

In addition, the aspect of the skill of moving objects, as stated in the third indicator of the instrument, is also undeveloped. Children still have difficulty using their fingers correctly to move congklak seeds from one place to another. The results of the observations showed irregular movement of the fingers, in fact, some children used the palm to help, not the fingers. This condition reinforces the quantitative data that the average fine motor skills of children have not reached sufficient category.

The fourth aspect of the instrument, which is the ability to adjust the number of seeds according to the rules of the game, has not been seen at the initial stage. A low score describes that the child is less able to count, divide, or adapt movements to the rules of the game. This not only reflects fine motor limitations, but also shows a link with cognitive aspects, especially concentration and understanding of instructions. Thus, low fine motor skills at the beginning of the study were also closely related to the child's mental readiness to participate in the game.

In terms of finger flexibility, children still look stiff when doing activities. The movements that are done are not natural, even some children seem to be overly careful so that they slow down the game process. This indicator greatly affects the smoothness of fine motor activity, because the flexibility of the fingers determines the child's ability to perform daily activities such as buttoning clothes, grasping pencils, or using stationery. An average score of 1.4 with a category of less confirms that this aspect of flexibility needs to be intensively stimulated.

The accuracy and concentration of children are also low in the initial conditions. Many children are easily distracted when it comes to focusing on their turn to play. This can be seen from the seventh and eighth indicators of the instrument, which assess the child's focus in following the flow of the game and his ability not to be easily distracted. Data shows that children do not yet have a stable concentration power, so that fine motor activity is not running optimally. This aspect reinforces the finding that traditional games can serve a dual function, namely training fine motor skills while building concentration.

Overall, the average data reading of 1.4 in the initial conditions of the study illustrates that the fine motor skills of children in Kober Az-Zahra Ciamis are still at the basic stage. When it comes to research instruments, almost all indicators still fall under the category of sufficient. This provides a strong foundation that the need for special treatment through traditional games congklak as a medium of learning. Thus, the initial data not only serve as an overview of the weaknesses, but also as a very important benchmark to compare the results after the intervention has been carried out, so that the improvement can be objectively measured.

The Process Of Implementing Learning Through Traditional Games Congklak In An Effort To Improve The Fine Motor Skills Of Early Childhood In Kober Az-Zahra Ciamis

The process of implementation of learning through traditional games congklak in an effort to improve the fine motor skills of early childhood in Kober Az-Zahra Ciamis implemented systematically by combining elements of play and learning. Congklak game was chosen because it contains simple activities that can stimulate finger movements, eye and hand coordination, and concentration of children naturally. Before the activity begins, the teacher gives an explanation of the rules of the game, then the children are directed to play congklak in turns according to instructions. During the activity, teachers act as facilitators who observe, guide, and record the development of children based on research instruments. Through a process that is done repeatedly, children get a fun learning experience as well as beneficial in improving finger flexibility, accuracy, and fine motor skills that support learning readiness in the next stage.

Tabal 3

Recapitulation Of The Results Of The Implementation Of Learning Through Traditional Games Congklak In An Effort To Improve The Fine Motor Skills Of Early Childhood In Kober Az-Zahra Ciamis

No	Name	Total Score	Description
1	ALVIANI	24: 8 = 3	(often able)
2	AQILA	24: 8 = 3	(often able)
3	AFIZA	32: 8 = 4	(always capable)
4	DELA	24: 8 = 3	(often able)
5	INTAN	24: 8 = 3	(often able)
6	MONICA	32: 8 = 4	(always capable)
7	MAFAZA	24: 8 = 3	(often able)
8	MEILANI	24: 8 = 3	(often able)
9	NOVI	24: 8 = 3	(often able)
10	FARGAN	24: 8 = 3	(often able)
11	MIHRAN	24: 8 = 3	(often able)
12	RANGGA	24: 8 = 3	(often able)
12	RAFKA	32: 8 = 4	(always capable)

14	RAYYAN	32: 8 = 4	(always capable)
15	RIZKY	32: 8 = 4	(always capable)
14	AEESA	32: 8 = 4	(always capable)
17	MIKHYLA	16: 8= 2	Enough
18	NADIA	16: 8= 2	(sometimes possible)
		58: 18 = 3,22	(often able)

Tabel 4
Interval Score

No	Inerval	Categorization
1	1	Less (Not Yet Able)
2	2	(sometimes possible)
3	3	(often able)
4	4	(always capable)

Based on the process of implementation of learning through traditional games Congklak in an effort to improve fine motor skills of early childhood in Kober Az-Zahra Ciamis classified as often able, because obtained an average of 3.22.

The results showed that after applying the traditional game congklak, fine motor skills of early childhood in Kober Az-Zahra Ciamis increased significantly with an average score of 3.22. This number is in the “often able " category according to the guidelines of the observation instrument, where a score of 3 indicates that the child is often able to perform the observed fine motor indicators. This means that most children are already able to perform fine motor activities more skillfully, although they have not yet reached the level of “always able” or very good. These Data confirm that the congklak game is effective as a learning medium that facilitates fine motor stimulation, since children practice it directly through concrete and fun activities.

The average increase of 3.22 shows a very clear difference compared to the initial score of 1.4 before the implementation of the traditional game congklak. That is, there is a surge from the category of less to the category of often able. These Data indicate that the traditional congklak game not only provides a playful experience, but also contributes to developing children's motor coordination skills. Children who previously had difficulty moving seeds or lack of Focus are now more skilled and more concentrated. This increase also proves the relevance of the theory that traditional games are able to stimulate children's development, both motorically and cognitively.

When viewed from the first indicator, namely eye and hand coordination, a score of 3.22 reflects that children are often able to take congklak seeds appropriately. This activity trains children to focus their attention between sight and hand movements. In the initial conditions, many children drop seeds due to immature coordination, but after repeated practice through congklak games, they make mistakes less and less often. This fact shows that congklak games are very relevant to improve the precision of children's movements, which later have an effect on other activities such as writing or drawing. Thus, research instruments prove the existence of a direct link between coordination indicators and score achievement.

The second indicator in the instrument, namely the ability to enter congklak seeds without scattering, also showed a noticeable improvement. An average score of 3.22 confirms that the child is often able to perform this movement correctly. Compared to the

initial conditions, children no longer drop seeds excessively, even some have been able to do it smoothly without errors. An increase in this skill indicates that the child's fingers have become more controlled and flexible. From a learning perspective, this is important because simple skills such as inserting seeds can become basic exercises for complex activities, for example, using stationery or neatly cutting paper.

The indicator of the skill of moving objects is also progressing. Children who previously still use their palms now more often use their fingers correctly in moving congklak seeds. A score of 3.22 indicates that the child is often able to regulate the movement of his fingers well. This proves that congklak game can be an efficient means of fine motor exercise. By repeating the same movements, the trained child masters the coordination, dexterity and strength of the fingers. This skill is very important in the early stages of development, because it is the foundation for academic activities as well as daily life skills.

The fourth indicator, that is, the ability to regulate the number of seeds according to the rules of the game, also increases. The child is often able to divide the seeds appropriately according to the turn and congklak rules. A score of 3.22 indicates that the child is rarely wrong in counting and adjusting the number of seeds moved. This ability not only shows fine motor skills, but also cognitive aspects such as counting, concentration, and obeying rules. Congklak game, thus, proved to function as an integrated learning media that is able to combine motor, cognitive, and social elements.

From the aspect of finger flexibility, children increasingly look flexible in playing congklak. In the initial condition, many children are stiff, unnatural finger movements, even seem difficult. After going through several meetings with congklak, children more often show smooth and flexible movements. A score of 3.22 supports the finding that finger flexibility has significantly improved. This is very important, because the flexibility of the fingers will help children in doing various activities, ranging from tying shoelaces, buttoning clothes, to formal learning activities such as writing with a pencil.

The aspect of rigor is also developing positively. The child is often able to carefully follow the flow of the game without much error. A score of 3.22 confirms an increase in concentration and seriousness in carrying out the game. At first, many children seem to be in a hurry or lack of focus so that they are wrong in the step of the game. However, through habituation, they learn to pay attention to details and keep the flow of the game. Thus, the congklak game not only trains fine motor skills, but also educates children to be thorough, patient, and focused in completing a task.

The child's concentration also shows encouraging development. In the initial condition, children are easily distracted by friends or other activities. However, after playing congklak regularly, they are more often able to concentrate on their turn. A score of 3.22 describes an improvement in the ability to maintain focus during the game. This indicates that congklak can be an effective concentration training medium, because children are trained to wait their turn, count, and pay attention to the game carefully. This skill is especially useful in formal learning that requires longer focus.

Overall, the average score of 3.22 proves that learning through traditional congklak games successfully improves fine motor skills of early childhood in Kober Az-Zahra Ciamis to be in the category of often able. All indicators on research instruments, ranging from eye and hand coordination, skills to move objects, finger flexibility, to concentration, significantly improved compared to the initial conditions. This Data confirms the effectiveness of congklak as a learning medium that is not only fun, but also functional in stimulating Child Development. Thus, traditional games can continue to be used as an alternative learning strategy to support children's fine motor development optimally.

3. Improvement Of Fine Motor Skills Of Early Childhood After Applying The Traditional Game Congklak In Kober Az-Zahra Ciamis

The improvement of fine motor skills of early childhood in Kober Az-Zahra Ciamis after applying the traditional game congklak can be said to be significant. The study Data showed that the average score of children increased from 1.4 in the initial condition to 3.22 after treatment. The increase in the score reflects a shift in the category from “less” to “often able”. This means that most children are often able to perform fine motor skills according to the indicators of research instruments. This change not only shows the development of physical skills, but also confirms that the traditional game of congklak is able to be an interesting, effective learning tool, and in accordance with the needs of Early Childhood Development.

The research instruments used include eight important indicators, namely eye and hand coordination, the ability to enter congklak seeds without being scattered, the skill to move objects, set the number of seeds according to the rules, finger flexibility, not rigid in movement, accuracy, and concentration. After the congklak game was implemented, almost all of these indicators increased significantly. For example, children are more often able to pick up seeds precisely without dropping, and rarely experience errors in placing seeds into holes. Thus, an average score of 3.22 reflects positive changes in almost all aspects of fine motor skills, which were previously seen to be very limited in the early stages of the study.

From the indicators of eye and hand coordination, an improvement is clearly visible. In the initial condition, children still often mistakenly take or drop congklak seeds because hand movements are not in line with the direction of eye sight. After several meetings, children show Better Skills, where they are more often able to coordinate precisely. This change is very important because eye and hand coordination is the basis for various learning activities, such as writing, drawing, and other practical activities. The increasing average score proves that congklak game is able to train children's coordination effectively through simple but meaningful activities.

The second indicator, namely the ability to enter congklak seeds without scattering, also showed encouraging development. If earlier many children had difficulty controlling the movement of their fingers to the point of often dropping seeds, after treatment they were more often able to do it correctly. An average score of 3.22 indicates that finger control skills are already better trained. This indicates that the game congklak can strengthen the smooth muscles of the fingers, so that the movement becomes more precise. This skill is very useful, because early childhood requires a strong motor foundation for other activities, such as cutting, buttoning clothes, or holding a pencil properly.

In addition, the skill of moving objects reflected in the third indicator also increases. At first, many children use their palms because they are not used to relying on their fingers. But after getting used to playing congklak, they more often move the seeds using only their fingers. High scores obtained reflect the flexibility and strength of the fingers are getting better. This repetitive activity simultaneously trains children's dexterity, because they must adjust the speed of movement to the rules of the game. This reinforces the evidence that congklak can be a great way to train fine motor skills naturally through traditional games.

The fourth indicator, namely the ability to regulate the number of seeds according to the rules of the game, also increased significantly. The child is more often able to correctly count and divide the seeds, so the game goes according to the plot. This improvement not only shows motor skills, but also cognitive aspects, because children are

trained to count while following the rules. The score of 3.22 shows that most children rarely make mistakes in managing the number of seeds. This proves that congklak games provide an Integrative Learning Experience, where children's fine motor skills and thinking skills can develop simultaneously.

Finger flexibility, precision and concentration also show positive results. Children more often show finger movements that are flexible, not rigid, and focused on following the course of the game. If at the beginning of the study they were easily distracted, now the child is able to maintain attention better. A high score in this aspect indicates that congklak not only trains physical skills, but also builds patience, conscientiousness, and ability to concentrate. Thus, the benefits of congklak are proven to be extensive, covering psychomotor dimensions as well as nonphysical aspects that support children's readiness to learn.

Overall, the results showed that the application of traditional games congklak able to improve fine motor skills of early childhood in Kober Az-Zahra Ciamis significantly. An increase in the average score from 1.4 to 3.22 indicates a change from the category of less to often able. Almost all indicators in the research instruments experienced consistent development, both in terms of coordination, finger flexibility, skills to move objects, and concentration. Thus, congklak can be recommended as an effective, fun, and relevant learning medium to support the optimal fine motor development of early childhood, according to their needs and stage of development.

Conclution

Based on the results of the study it can be concluded that the fine motor skills of early childhood in Kober Az-Zahra Ciamis increased significantly after the application of the traditional game congklak. Before treatment, most children are not yet able to coordinate eyes and hands, finger movements are still stiff, and easily distracted. After the application of congklak, the child shows increased skills in moving the fingers, moving objects appropriately, as well as being able to concentrate on following the rules of the game. The average ability score increased from 1.4 (category less) to 3.22 (category often able). Thus, the traditional game of congklak proved effective as a fun and relevant learning media to stimulate fine motor development in early childhood optimally

References

Aisyah, A., & Nuraeni, L. (2020). Meningkatkan Kemampuan Motorik Halus Anak Usia Dini melalui Kegiatan Menggunting. *NANAEKE: Indonesian Journal of Early Childhood Education*, *3*(2), 101. https://doi.org/10.24252/nananeke.v3i2.16130

Apriyanda, Lubis, N. K. M., Sinaga, N. A., Nadeak, A. C., & Siddik, F. (2024). Pengaruh Olahraga Permainan Tradisional Congklak terhadap Perkembangan Psikomotorik dan Kognitif Siswa Sekolah Dasar. *Jurnal Sadewa : Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, *2*(4), 201–210. https://doi.org/10.61132/sadewa.v2i4.1289

Ati, R. W., Watini, S., & Kurniawaty, L. (2025). Implementasi Model Atik dalam Permainan Congklak untuk meningkatkan Kemampuan Motorik Halus Anak Usia 4–5 Tahun. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *5*(1), 65–73. https://doi.org/10.54371/jiepp.v5i1.661

Fuadah, E. L., Mulyadi, S., & Rahman, T. (2024). Pengembangan Permainan Congklak untuk Memfasilitasi Pemahaman Geometri Anak Usia Dini. *Jurnal Usia Dini*, *10*(2), 1–12.

Harbiyah, A., Marmawi, R., & Lukmanulhakim. (2022). Permainan Tradisional Congklak untuk Mengembangkan Aspek Perkembangan Anak Usia 5-6 Tahun di PAUD Taman Pena. *Khatulistiwa: Pendidikan Dan Pembelajaran*, *11*, 2715–2723. https://doi.org/10.26418/jppk.v11i10.58787

Iswahyuni, V., Muslihin, H. Y., & Rahman, T. (2023). Perkembangan Motorik Halus Anak Usia 4-5 Tahun. *Jurnal PAUD Agapedia*, *7*(1), 17–24.

Khumaidah, S., Muna, N. A., & Attalina, S. N. C. (2025). Meningkatkan Keterampilan Motorik melalui Permainan Gobak Sodor dan Congklak pada Peserta Didik Kelas III SD Negeri 1 Sukosono. *Fatih: Journal of Contemporary Research*, *2*(2), 789–804. https://doi.org/10.61253/hp6y5317

Lestaria, A. M., & Anggreni, M. A. (2020). Mengembangkan Kemampuan Berhitung Pada Anak dengan Permainan Tradisional Congklak. *Incrementapedia: Jurnal Pendidikan Anak Usia Dini*, *2*(01), 33–36. https://doi.org/10.36456/incrementapedia.vol2.no01.a2515

Matulessy, A., Ismawati, & Muhid, A. (2022). Efektivitas Permainan Tradisional Congklak untuk Meningkatkan Kemampuan Matematika Siswa: Literature Review. *AKSIOMA : Jurnal Matematika Dan Pendidikan Matematika*, *13*(1), 165–178. https://doi.org/10.26877/aks.v13i1.8834

Menteri Pendidikan dan Kebudayaan. (2014). Standar Nasional Pendidikan Anak Usia Dini. In *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia* (p. 13). Kementrian Pendidikan dan Kebudayaan.

Netry, M. L., Khotimah, N., & Maarang, M. (2023). Efektivitas Permainan Tradisonal Congklak terhadap Kemampuan Berhitung Anak Usia Dini. *Murhum : Jurnal Pendidikan Anak Usia Dini*, *4*(1), 296–308. https://doi.org/10.37985/murhum.v4i1.214

Permatasari, R., & Wulansuci, G. (2025). Congklak: Permainan Tradisional untuk Meningkatkan Kemampuan Motorik Halus Anak Usia Dini. *Ceria (Cerdas Energik Responsif Inovatif Adaptif)*, *8*(1), 36–43.

Pujiati, & Sari, A. Y. (2024). Upaya Meningkatkan Perkembangan Motorik Halus Pada Anak Usia 3-4 Tahun Melalui Permainan Congklak Kreasi Di Ppt Dahlia Surabaya. *Motoric*, *8*(1), 699–705.

Purnamasari, E., & Sefriyanti. (2025). Pengembangan Literasi Budaya melalui Permainan Tradisional Congklak di Era Digital Bagi Anak Usia Dini. *Jurnal Ilmiah Potensia*, *10*(1), 133–140. https://doi.org/10.33369/jip.10.1.133-140

Syukri, I. I. F., Rizal, S. S., & Al Hamdani, M. D. (2019). Pengaruh Kegiatan Keagamaan terhadap Kualitas Pendidikan. *Jurnal Penelitian Pendidikan Islam*, *7*(1), 17. https://doi.org/10.36667/jppi.v7i1.358

Trisnadewi, B. A. P., Kumalasari, E., & Tobing, E. R. (2024). Meningkatkan Aspek-Aspek Perkembangan Anak Usia Dini melalui Permainan Congklak: Studi Literatur. *Jurnal Jendela Pendidikan*, *4*(01), 48–57. https://doi.org/10.57008/jjp.v4i01.688

Watini, S. (2020). Pengembangan Model ATIK untuk Meningkatkan Kompetensi Menggambar pada Anak Taman Kanak-Kanak. *Jurnal Pendidikan Anak Usia Dini 5(2):1512–20. Doi: 10.31004/Obsesi.V5i2.899.*