

THE IMPACT OF JUMPATAN ACTIVITIES TO THE DEVELOPMENT LEVEL OF FINE MOTOR SKILLS IN EARLY CHILDHOOD

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Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan kurang berkembangnya motorik halus pada anak usia dini di kelompok A RA Baitussalam Ciwastra Bandung. Maka dari itu dibutuhkan kegiatan pembelajaran yang dapat membantu kemampuan motorik halus pada anak usia dini, sehingga perkembangan motorik halus pada anak akan berkembang lebih optimal. Salah satu kegiatan pembelajaran yang dapat membantu perkembangan motorik halus yaitu melalui kegiatan jumputan. Penelitian ini bertujuan untuk mengetahui perbedaan perkembangan motorik halus melalui kegiatan jumputan dan membatik pola titik serta dan mengetahui pengaruh kegiatan jumputan terhadap tingkat perkembangan motorik halus anak usia dini. Metode penelitian yang digunakan melalui pendekatan kuantitatif dan menggunakan metode quasi eksperimen dengan desain non-equivalent control group desain. Subjek pada penelitian ini adalah kelompok A RA Baitussalam Ciwastra Bandung sebanyak 12 orang yang dibagi menjadi dua kelas yaitu kelas eksperimen dan kelas kontrol. Analisis data yang dilakukan dengan uji validitas, uji realibilitas, uji parsial item per indicator, uji normalitas, uji homogenitas dan uji hipotesis. Hasil penelitian menunjukkan bahwa kemampuan motorik halus melalui kegiatan jumputan diperoleh nilai rata-rata *pretest* 66,66 dengan kategori cukup dan nilai rata-rata *posttest* 77,6 dengan kategori baik. Sedangkan kemampuan motorik halus melalui kegiatan membatik pola titik-titik diperoleh nilai rata-rata *pretest* 62,39 dengan kategori cukup dan nilai rata-rata *posttest* 83,85 dengan kategori sangat baik. Hasil hipotesis menunjukkan terdapat pengaruh penerapan kegiatan jumputan terhadap kemampuan motorik halus anak usia dini di kelompok A RA Baitussalam Ciwastra Kota Bandung dengan nilai yang dihasilkan dari uji hipotesis $t_{hitung} = 2,440 > t_{tabel} = 2,228$ pada taraf signifikansi 5%. dengan kata lain H_0 ditolak dan H_a diterima.

Kata kunci : Perkembangan, Motorik Halus, Kegiatan Jumputan

Abstract

This research is motivated by the problem of underdevelopment of fine motor skills in early childhood. Therefore, learning activities are needed that can help fine motor skills in early childhood so that the development of fine motor skills in children will develop more optimally. One of the learning activities that can help the development of fine motor skills is through jumputan activities. This study aims to determine differences in fine motor development through jumputan activities and batik dot pattern and to determine the effect of jumputan activities on the level of fine motor development in early childhood. The used research method is a quantitative approach and uses a quasi-experimental method with a non-equivalent control group design. The subjects of this study were A group of RA Baitussalam Ciwastra Bandung consisting of 12 students who were divided into two groups, namely the experiment and control groups. Data analysis was carried out by validity test, reliability test, partial item per indicator test, normality test, homogeneity test and hypothesis test. The results showed that fine motor skills through jumputan activities obtained an average pre-test score of 66.66 in the quite good category and an average post-test score of 77.6 in the good category. Meanwhile, fine motor skills through batik dot pattern activities obtained an average pre-test score of 62.39 in the quite good category and an average post-test score of 83.85 in the very good category. The results of the hypothesis show that there is an effect of implementing jumputan activities on fine motor skills of early childhood in A group of RA Baitussalam Ciwastra, Bandung City with the resulting value from the hypothesis test $t_{count} = 2.440 > t_{table} = 2.228$ at a significance level of 5%, or in other words H_0 is rejected and H_a is accepted.

Key words: Development, Fine Motor, Jumputan Activities

INTRODUCTION

Imam Al-Ghazali said “parents had the responsibility to maintain the pure and innocent sides of their children because they were the role model for them. In this case, if parents used to teach and familiar their children with good things and kindness, so they would imitate to do the same good things. Hence, parents would live happily in this world and in the afterlife. The opposite condition was also applied by teaching them bad things. Regarding the children’s nature, their future versions were depended upon and shaped by their parents’ upbringing”.

Early childhood is the most crucial period during human’s development and growth. Children in this period have any experience from a unique process of growth and development including the coordination of gross and fine motor functions (intellectual, creativity, emotional and spiritual intelligence); social intelligence (attitude, behavior and religion), a specific communication and language to each period of growth and development in early childhood (Khorida, 2017). Early childhood also refers to the golden ages for children because their potency can be well developed during this time. According to Gardner and cited by Khorida (2017), early childhood is an important period for children because the development of their brain will optimally reach to 80%.

Based on the Law of Republic Indonesia Number 20 of 2003 on national education system article 1 section 14, early childhood education (PAUD) aims to foster physical and spiritual development in children from the ages of 0 to 6 years old by giving educational stimulation so that they are ready to enter further education stage. Based on Widodo (2019), early childhood education has roles to direct, evoke and develop children full potential, and therefore forming behavior and basic competency align with their development stage.

Motor skills relate to the body development like strong muscles that help children to increase skills involving the use of hand and foot muscles. In addition, motor skills become one of the clearest developments that can be easily monitored by parents and teachers (Mulyani 2018). As claimed by Hurlock and cited by Mulyani (2018), motor skills are the development of coordinated control on body movement through the activity of nerve centre, nerve and muscle.

Generally, motor development in early childhood is classified into two including the development of gross and fine motor skills. According to Sujiono and cited by Hapsari (2014), gross motor skills require most parts of the body while fine motor skills involve only certain parts of the body done by tiny muscles such as using fingers and wrists rightly.

Fine motor skills turn to be a significant development aspect in children and tend to require

hand-eye coordination. Children can manage themselves with parental monitoring once their hand-eye coordination is improving. Significantly, a right stimulus to fine motor skills on children takes an important role to their optimum development by exposing them to activities as the stimuli, and it can be sticking, cutting, folding, colouring, drawing, writing, and arranging things using a piece of string (*meronce*) (Hapsari, 2014).

During this time, teachers tend to develop fine motor skills in early childhood through writing, drawing, colouring without considering other activities like arranging things that uses a piece of string (*meronce*), doing batik, weaving, and sewing. Hence, education is known to be more about assignments than playing, and therefore influencing children’s motor skills to be not optimally developed because they start losing interest to those activities (Hapsari, 2014).

Teachers have to offer interesting activities to early childhood students as providing a stimulus. Specifically, *jumputan* can be a stimulus to develop fine motor skills. *Jumputan* is one of many techniques in making *batik* (Indonesian technique of wax-resist dyeing applied to the whole cloth), namely this technique applies wax to a cloth by dripping it onto the surface of that tied cloth using a small stick or other toll, and then dyed.

According to Murtono and cited by Hapsari (2014), *batik jumputan* is different from written and stamped batik based on the making process because this kind of batik method ties parts of a fabric that will be dyed. According to Herni and cited by Hapsari (2014), the process of making *batik jumputan* is basically a process of dyeing of some parts of tightly bonded fabric based on decided patterns.

According to the result of observation done by A group from RA Baitussalam Bandung, specifically located in Margasari, Buah Batu, it shows that the acquired average score of the development of motor skills is 5,27 or 64%, specifically the scores of 12 children are undeveloped. Additionally, the result explains that the majority of children are undeveloped in expressing themselves through artwork using different kinds of medium, coordinating the movement of hand and eye, and moving fingers’ tiny muscles.

LITERATURE REVIEW

1. The Activity of Making *Batik Jumputan*

Batik holds a high artistic value and a part of Indonesia culture from many years ago, especially Java. Basically, batik is a type of fabric that has a strong tie with the society’s values and also coming from the culture of the people (Lisbianto: 2013).

According to Morphology, the term of *Batik* derives from two joined words which are “*ba*” and “*tik*”, and these two words have no any meaning.

Furthermore, these two words have an equivalence which “*ba*” and “*han*” while “*tik*” and “*tik*”, so then these two joined words create meanings of *bahan* (fabric) dan *titik* (dot). Hence, *Batik* comes from a shortened version of those joined words (Rasjoyo, 2008).

Batik is a two-dimensional fine art, and the fine art elements in *Batik*’s patterns are related to each other. The elements are arranged according to the principles of the fine art, and therefore creating a beautiful and aesthetic batik. Also, the elements include dots, lines, contour, texture, space, and color (Lestari: 2015).

In line with Rasjoyo’s thought, batik is the drawing result of a variety of intricate design on the cloth using a small copper tool and wax (*malam*). According to Arini (2011), batik techniques have the same condition to painter that they are not depended on a small copper tool during the process of making batik. Alwi (2017) described batik as a drawn cloth that the making process involved writing patterns using wax in a particular way.

Based on those previous thoughts, it can be concluded that batik is a creative and interesting art on cloth applying related elements of fine arts and techniques, resulting a variety of patterns.

Batik jumputan involves a tie-dye process which in detail is tying the cloth, and dyed it afterward. It represents a simple type of batik referring to the simplicity of the making process, and it doesn’t need wax as other types of batik outside there. (Rosyidah: 2017)

According to Handoyo (2016), the name of jumputan comes from the word “*jumput*” belonging to Javanese which is related to its making process where the cloth is pulled (*dijumput*). While Herni (2007) explained that *jumputan* applied to the process of making batik, especially a tightly tied cloth following certain patterns and dyed afterward.

Jumputan is a type of formed batik with particular patterns using a certain tying tool and type of grain. The design of batik jumputan is patterns resulted from the color barriers, and this kind of patterns can be created from stiches or ties. (Suwanto: 1988).

From various perspectives above, it can be concluded that the making process of *batik jumputan* involves the process of tying and dyeing. This kind of activity will help children to coordinate their eye and hand movement during the process of tying the cloth, and therefore resulting the pattern of *batik jumputan*.

2. The Fine Motor Development

The motor development relates to the body development. Strong muscles contribute to skills that actively use hand and foot muscles. In general, the motor development in early childhood includes gross and fine motor development.

Hurlock described that the motor development was the development of coordinated control on body movement through the activities of nerve centre, nerve and muscle, and the coordination control came

from both the development of reflexes and the activities of newborn baby. On the other hand, Marimbi (2010) referred to the motor development as the growth of children movement. Also, it included the additional skills on the structure and function of the body which were more complex in an arranged pattern and could be predicted as the result of mature nerves and muscles. Other than that, it depended on the previous children development related to their process of learning and acquiring knowledge, and their experience.

Based on Mulyani (2018), the fine motor development refers to a movement involving smooth muscles which control hand and foot. The focus of this development in early childhood is their skills in controlling, coordinating and their agility in moving hand and finger.

Laura E. Berk said that the fine motor activity enhances the coordination of body movement involving the group of muscles and other small nerves whereas Janet W. Lerner described that fine motor skills used media with the help of the eye-hand coordination (Mulyani: 2018).

Susanto (2011) said that fine motor movements described as subtle movements involving certain parts and performed by tiny muscles because it did not need a lot of strength. According to Sudayi (2010), fine motor relates to the body movement involving smaller muscles and nerves.

Based on Darmastuti (2013), fine motor aspects relate to the development of children skills in doing movements that involve certain parts of body and performed by tiny muscles, but it requires an accurate coordination such as observing, tying the cloth during the process of making batik, cutting, and arranging things using a piece of string (*meronce*).

Based on those definitions above, it can be concluded that the fine motor development cannot be separated from coordinated smooth muscles, eyes, hands, and therefore it needs an accuracy. Related activities regarding the fine motor development of can be tying the cloth in the process of making batik, arranging things using a piece of string (*meronce*), folding, and cutting. Beforehand, the fine motor development in early childhood has been simulated to mature because it will affect their quality in doing those activities.

3. The Impact of *Jumputan* to the Fine Motor Development in Early Childhood

Batik Jumputan can easily attract early childhood attention, and this kind of activity also offers a space for them to express and explore themselves. Other than that, the beautiful patterns, distinctive color and ties of batik jumputan can help student to be creative, especially its color harmony and beautiful shapes.

Because the activity of making *batik jumputan* involves the process of tying and dyeing, it helps the fine motor development in early childhood, namely developing fingers movement and eye-hand coordination; increasing the agility of hand in

making the patterns. Furthermore, children can engage in the activity of folding, tying, and dyeing to create a pattern of *batik jumputan*.

Practicing their fingers and increasing the agility of their hands, children are able to do their daily activities independently. In conclusion, the activity of making *batik jumputan* in early childhood aims to give a stimulus and sharpen their fine motor development because it will contribute to their optimal development.

METHOD OF RESEARCH

The approach of this research is qualitative. The used method of this research is a quasi-experimental method. The design of this experimental research is non-equivalent control group design as there are control and experiment groups chosen regularly.

The groups of control and experiment in this research are given pre-test and post-test. Importantly, the different treatment on these two groups pertains to the activity, namely the activity of making *batik jumputan* to experiment group and *batik dot* pattern to control group.

The variables of this research use independent variable (x) and dependent variable (y). The activity of making *batik jumputan* is the independent variable (x) while the fine motor development in early childhood is the dependent variable (y).

The population of this research is all students from A group at RA Baitussalam Ciwastra Bandung, and the sample of this research includes 12 students of A group at Baitussalam Ciwastra Bandung divided into two groups which are 6 students into control and the rest into experiment groups.

The type of data using on this research is quantitative. According to Salim and Haidir (2019), quantitative data is a type of research using an instrument or data collection tool resulting numbers. The data source of this research is primary and secondary sources. While the primary data source comes from subject and object of the research, secondary data source is obtained from additional data.

The data collection technique of this research includes observation, documentation, and test. This research uses the type of direct observation as researchers are directly involved in observing the subject and object. Also, the used documents are obtained from the process of this research such as pictures while the applied test in this research aims to measure the fine motor development in early childhood through a skill-building activity.

The data analysis starts from the validity and reliability tests. Specifically, the validity test functions to show the validity degree of the instrument, and the validity process of this research analyse data of instrument test using the product moment correlation coefficient of number formula. The reliability test that comes afterward has a role to

show the determined test result. To find out the reliability, this research uses Cronbach's Alpha formula.

Further data analysis contains the normality, homogeneity and hypothesis tests. The normality test takes a role to identify the normality of data distribution. (Sudjana 2005, dalam Imani 2021: 42). The normality test in this research uses Chi square. The homogeneity test functions to observe the homogeneity on compared data. The hypothesis test is to observe whether the activity of making *batik jumputan* has an impact on the fine motor development in early childhood.

This research takes place at RA Baitussalam Bandung which is spesifically located at Komplek Baitussalam Kav. 59 RT 05 RW 10 Margasari, Buahbatu Kota Bandung. This research was done in even semester 2022/2023.

RESULT AND DISCUSSION

Result

Data result of this research will be analyzed with compatible method and technique. Analyzed data of this research derives from the result of fine motor development in early childhood through the activity of making *batik jumputan* and *batik dot* pattern, and each activity is orderly done by experiment and control groups. Pre-test aims to find out the early skills of those two groups.

Table 1. The Average Score Category of the Fine Motor Skills in Early Childhood

No	Scale	Category
1	80-100	Very good
2	70-79	Good
3	60-69	Quite good
4	50-59	Less good
5	0-49	Bad

The result of analyzed data obtained from pre-test and post-test

1. Pre-test on experiment group

This pre-test has a goal to identify the fine motor skills in early childhood before doing the activity of making *batik jumputan*. The average score of this pre-test is 66,66, and this score takes place in the range of 60-69 referring to **quite good** category. From that finding, it can be identified that their skills in the pre-test performance is categorized into **quite good**.

2. *Post-test* on experiment group

This post-test aims to identify the fine motor skills in early childhood after doing the activity of making *batik jumptan*. The average score of this post-test reaches to 77,6 included to the range score 70-79 so that it belongs to the **good** category. Hence, the post-test result shows that fine motor skills in early childhood by the support of *batik jumptan* activity is categorized as **good**.

3. *Pre-test* on control group

The purpose of pre-test on control group is to identify fine motor skills in early childhood before doing the activity of making *batik dot* pattern. The average score of this pre-test is 62,39 categorized into **quite good** because it happens to be in the range of 60-69. Therefore, the pre-test result of fine motor skills in early childhood children is **quite good**.

4. *Post-test* on control group

This post-test aims to identify the fine motor skills in early childhood after doing the activity of making *batik dot* pattern. The acquired average score on control group is 83,85 which belongs to the range of 80-100, and therefore it categorized into **very good**. In conclusion, the score of the fine motor skills in early childhood through *batik dot* pattern is **very good**.

To identify the impact of *jumptan* activity to the fine motor development in early childhood children, this research then uses parametric test which is normality and homogeneity tests.

This conducted normality test has a purpose to identify the normal and abnormality of data distribution. The result of pre-test from experiment and control groups shows the normal distribution because experiment group $X^2 \text{ count } (0,93) \leq X^2 \text{ table } (3,841)$ while control group $X^2 \text{ count } (3,46) \leq X^2 \text{ table } (3,841)$. To be concluded, the normality test on experiment and control groups shows **normally** distributed.

The result of post-test from two groups is also normally distributed because experiment group $X^2 \text{ count } (0,94) \leq X^2 \text{ table } (3,841)$ while control group $X^2 \text{ count } (0,95) \leq X^2 \text{ table } (3,84)$. Hence, the result of normality test on experiment and control groups is **normally** distributed.

The purpose of homogeneity test is to distinguish the acquired data which can be homogeneity or heterogeneity. The pre-test result on experiment and control groups shows the score $F_{\text{count}} = 0,47 < F_{\text{table}} = 5.05$ so that it can be categorized as **homogeneity**. Additionally, here is the acquired post-test result on those two groups $F_{\text{count}} = 0,99 < F_{\text{table}} = 5.05$, and therefore it can be interpreted that the variation of experiment and control groups is **homogeneity**. The hypothesis test aims to identify the final result of this research, and this test is done to both pre-test and post-test data. On post-test data, the hypothesis test has a purpose to identify the impact of this research. The obtained value result of hypothesis test t_{table} at the level of significance 5% with db 10 is 2,440 so that $t_{\text{count}} = 2,440 > t_{\text{table}} = 2,228$ is acquired and in consequence of rejected H_0

and accepted H_a . In addition, it can be concluded that there is an impact on the fine motor skills in early childhood through the activity of making *batik jumptan* based on the experiment group's post-test result.

Discussion

There is a significant effect of making *batik jumptan* on fine motor skills in early childhood, and the conducted pre-test and post-test show the increase that can be seen from the analyzed data result. Specifically, the significance can be seen from the acquired score of the pre-test categorized as **quite good** increasing to **good** based on the acquired score of the post-test.

According to Kasantati and cited by Millah (2019), the activity of making *batik jumptan* involves the proses of dyeing certain parts of the tied cloth. This kind of activity provides a space for children to explore a variety of media and activities, expressing themselves by making various patterns, and making real their ideas into the patterns. Hence, this activity applied into learning process has a significant role to train the fine motor skills in early childhood children.

According to pre-test and post-test results, the activity of making *batik dot* pattern takes an important role to increase fine motor skills in early childhood from **quite good** to **very good** as orderly the result of pre-test to post-test. Based on Liderma and Marlana, this kind of activity is an interesting activity that has a special quality which is the secret of writing.

The final conclusion of this research can be found from the result of the conducted hypothesis test. The test result obtains $t_{\text{count}} = 2,440 > t_{\text{table}} = 2,228$, and therefore $t_{\text{count}} > t_{\text{table}}$ so that it can be interpreted rejected H_0 and accepted H_a which are defined as the significant effect on fine motor skills in early childhood children through the activity of making *batik jumptan*.

The activity of making *batik jumptan* is a designed activity to foster the development and growth of fine motor skills in early childhood. This kind of activity provides a space for children to explore a variety of media and activities, expressing themselves by making various patterns, and making real their ideas into the patterns. By doing this activity, early childhood can train their eye-hand coordination, hand skills using smooth muscles by actively moving finger and wrist.

The research result is strengthened by (Fatmaning T., Nurul K., and Ma'udah, 2022). The activity of making *batik jumptan* will help to strengthen the fine motor skills of early childhood children in various skills including the accuracy in holding things involving the use of fingers; the capability of controlling the movement between shoulders, hands, wrists and fingers; the accuracy of body movement; the power control of smooth

muscles; the stability of hand movement; the skill of giving and controlling a size and form by pulling or holding; and eye-hand coordination in doing a movement.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the research result, the activity of making *batik jumputan* has a significant role to stimulate the fine motor development in early childhood. It can be seen from the result of pre-test and post-test on experiment and control groups, and acquired values of hypothesis test is $t_{\text{count}} = 2,440 > t_{\text{table}} = 2,228$ so that $t_{\text{count}} > t_{\text{table}}$. Hence, there is a significant impact of *jumputan* to fine motor skills in early childhood, or in other words rejected H_0 and accepted H_a which is defined the significancy of implementation of *jumputan* on fine motor skills in early childhood, namely A group from RA Baitussalam Ciwastra Bandung.

Recommendations

According to the conclusion above, here are the recommendations:

1. For school, they can take advantage of this research result and maximize the facility due to its function to enhance the development and learning in early childhood education.
2. For teachers, they can create a variety of attractive activities for early childhood by designing a better learning process that can be both method or learning media so that children become interested during the learning process.
3. For researchers, this research can be a reference for further research in the activity of making *batik jumputan* or fine motor skills in early childhood children extending to other variables, so this research contributes to further research and completes preliminary research result. For researchers, this research is considered to bring benefits to us and other researches.

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