



Integrating Fine Motor Skill Development with Qur'anic Memorization Activities in Islamic Early Childhood Education: A Teacher Role Analysis

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ABSTRACT

This study aims to analyze the role of teachers in fine motor skill learning among children aged 5–6 years at TK Tahfidz RHQ Samarinda, an early childhood education institution that integrates Qur'anic memorization (*tahfidz*) with child development programs. This study employed a qualitative approach using a case study method, focusing on the educational setting as the research context. The participants included classroom teachers and children aged 5–6 years, while the object of the study focused on teachers' roles in planning, implementing, and evaluating fine motor skill learning integrated with *tahfidz* activities. Data were collected through observation, in-depth interviews, and documentation and analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal that teachers play strategic roles as planners, facilitators, and evaluators by integrating fine motor activities into *tahfidz* learning, including writing *hijaiyah* letters, coloring simple calligraphy, and engaging children in manipulative activities that support Qur'anic memorization readiness. The novelty of this study lies in the integration of fine motor skill development with *tahfidz*-based learning in an Islamic early childhood education setting, an area that remains underexplored in previous studies. The findings imply the importance of developing contextual and integrative learning strategies to optimize children's fine motor development while simultaneously supporting holistic learning readiness.

INTRODUCTION

Fine motor development is one of the fundamental aspects of early childhood education, as it is closely related to children's readiness to participate in learning activities at the primary education level (Ambarwati, 2024; Liani et al., 2023). At the age of 5–6 years, children are expected to demonstrate adequate hand–eye coordination, finger flexibility, and manipulative skills to support pre-writing activities, drawing, cutting, and the use of writing tools (Rubiana et al., 2025). Optimizing fine motor development during this stage is essential because delays in stimulation may affect children's learning readiness in subsequent educational phases (Latifah et al., 2026).

However, learning practices in early childhood education institutions still tend to emphasize early academic activities, such as reading, writing, and memorization, rather than providing structured fine motor stimulation (Adam et al., 2024). Children are often directed

to engage in writing activities or worksheet-based tasks for extended periods, even when their motor coordination skills have not yet developed optimally (Kumalasari et al., 2024). Such conditions may reduce learning effectiveness, create boredom, and decrease children's engagement in the learning process (Hidayat et al., 2025).

This phenomenon becomes more complex in tahfidz-based early childhood education institutions. Tahfidz programs generally emphasize sitting activities, repetition, and concentration on memorization for specific periods of time. Meanwhile, young children continue to require physical and motor stimulation that aligns with their developmental characteristics (Ningsih & Wiyani, 2024). If fine motor learning activities are not balanced and integrated with tahfidz programs, children's development may not progress optimally (Husni & Rohanita, 2026). Furthermore, variations in fine motor abilities among children within the same age group present additional challenges for teachers, as not all children possess the same level of readiness to perform manipulative activities, such as holding writing tools, cutting, or pasting (Lubis et al., 2025). In practice, fine motor learning activities are often implemented uniformly without considering the individual needs of each child (Monomo et al., 2025).

Previous studies have examined fine motor development in early childhood from various perspectives. Jf & Mahrani, (2025) emphasized that systematic fine motor stimulation can improve children's hand-eye coordination. Liani et al. (2023) found that variations in teaching methods and learning media influence children's engagement in fine motor activities, while (Laili & Andiya, 2026) highlighted the importance of teacher assistance for children with lower fine motor abilities. Nevertheless, previous research has primarily focused on the effectiveness of methods, learning media, or the outcomes of fine motor development. Studies specifically exploring the role of teachers in designing, implementing, and evaluating fine motor learning integrated with tahfidz activities in Islamic-based early childhood education institutions remain limited (Alpiansyah et al., 2026). Therefore, there is still a research gap concerning how teachers mediate children's fine motor developmental needs within the context of tahfidz learning, which possesses characteristics distinct from those of conventional early childhood education settings (Syabily, 2024).

This study employs Vygotsky's sociocognitive development theory, which emphasizes the importance of social interaction and guidance from more knowledgeable individuals in supporting children's development. Within the context of early childhood education, teachers act as facilitators who provide scaffolding to help children develop skills appropriate to their developmental stages. This perspective is utilized to understand the role of teachers in supporting children's fine motor development through learning activities integrated with tahfidz programs.

The novelty of this study lies in its analysis of teachers' roles in fine motor learning integrated with tahfidz activities in Islamic-based early childhood education institutions. Previous studies generally focused on the effectiveness of methods, media, or stimulation strategies for fine motor development, whereas this study specifically examines how teachers function as planners, facilitators, and evaluators in integrating fine motor development with tahfidz activities. Consequently, this research offers a new perspective on integrative learning practices that connect physical-motor development with religious education in early

childhood settings.

Based on the foregoing discussion, this study aims to analyze the role of teachers in integrating fine motor development with tahfidz activities for children aged 5–6 years in Islamic-based early childhood education institutions, as well as to identify supporting and inhibiting factors in its implementation. The expected outcome of this research is a comprehensive description of teachers' strategies in planning, implementing, and evaluating fine motor learning integrated with tahfidz activities. The findings are expected to contribute theoretically to the development of Islamic early childhood education studies and serve as a practical reference for educators in designing integrative, contextualized learning experiences that are responsive to children's developmental needs.

METHODS

This study employed a qualitative approach with a case study design to gain an in-depth understanding of teachers' roles in integrating fine motor development with tahfidz Al-Qur'an activities for children aged 5–6 years in an Islamic-based early childhood education institution (Salsabila & Mahmud, 2025). The study was conducted in February 2026. The participants consisted of two kindergarten B teachers and eighteen children aged 5–6 years. Informants were selected using purposive sampling based on their direct involvement in fine motor learning activities, a minimum of one year of teaching experience, and their understanding of the implementation of tahfidz activities in the classroom.

Data were collected through observation, in-depth interviews, and documentation. Observations were conducted over eight learning sessions, each lasting between 60 and 90 minutes, using a structured observation checklist developed according to the research objectives. The observation focused on teachers' roles in lesson planning, the implementation of fine motor activities, the integration of tahfidz activities, strategies for assisting children, and learning evaluation. Semi-structured interviews were conducted with each informant for approximately 30–45 minutes to explore teachers' strategies for developing children's fine motor skills, forms of integration with tahfidz activities, and the supporting and inhibiting factors affecting the implementation of learning activities.

Prior to data collection, the observation checklist and interview guidelines were validated through expert judgment involving two early childhood education lecturers and one educational practitioner experienced in tahfidz-based learning. The validation results were used to refine the clarity of indicators, ensure the alignment of instrument items with the research focus, and improve the measurability of the observed and interviewed aspects. The research instrument blueprint is provided in the appendix to support the transparency and reproducibility of the study.

Documentation, including lesson plans, children's work samples, and photographs of learning activities, was used to strengthen and confirm the research findings. Data were analyzed using the interactive model of Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing (Ahmad et al., 2026). Data trustworthiness was ensured through source triangulation and methodological triangulation by comparing findings obtained from observations, interviews, and documentation to verify the consistency of the collected data. In addition, the validity of the findings was strengthened

through member checking, a process in which the researcher returned the interpreted data to the informants to ensure that the analysis accurately reflected their experiences and the actual conditions observed in the field.

To provide a clearer overview of the research procedures, the research flow—including participant selection, data collection, data validation, and data analysis—is presented in Figure 1.

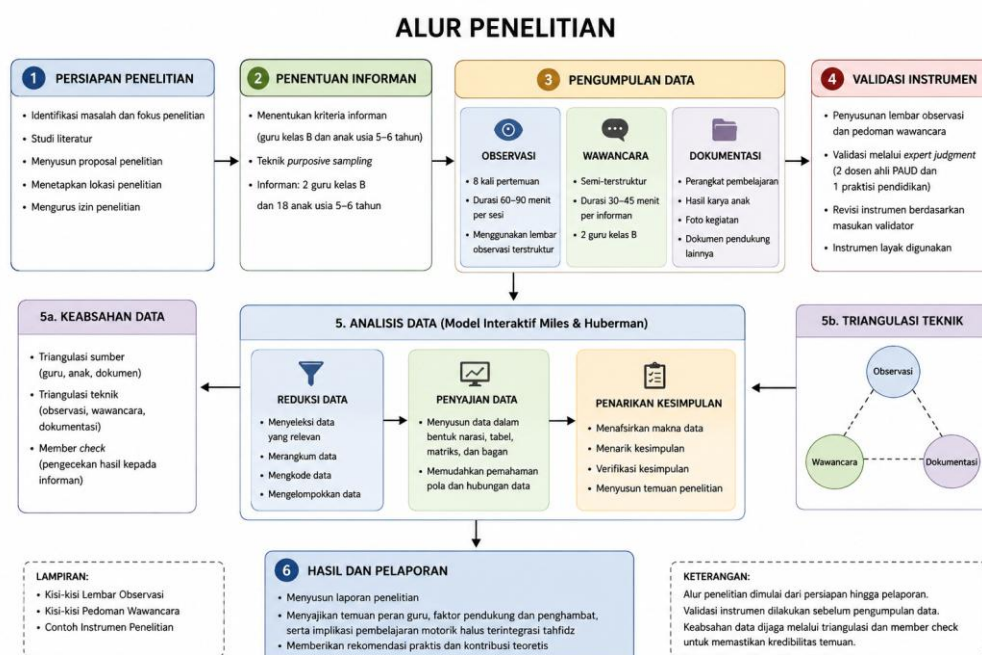


Figure 1. Research Procedure

RESULTS

1. Teachers' Role as Planners of Fine Motor Learning at RHQ Kindergarten

The findings from interviews, observations, and documentation revealed that teachers at RHQ Tahfidz Kindergarten, Samarinda, play an active role as planners of fine motor learning activities for children aged 5–6 years. Teachers recognized that fine motor skills constitute an essential developmental domain that must be optimally stimulated to support children's readiness for primary education. These skills include hand–eye coordination, the ability to hold writing tools, cut along patterns, paste objects, and write simple shapes or letters.

One teacher explained that fine motor development should be conducted gradually and continuously because children aged 5–6 years are in a developmental phase characterized by the strengthening of hand and finger coordination (G1, interview, February 13, 2026).

This finding was supported by classroom observations showing that teachers designed various fine motor activities integrated with daily learning themes and tahfidz programs. Activities included coloring, cutting and pasting, bead stringing, paper folding, tracing lines, and practicing the writing of hijaiyah letters. Documentation of lesson plans further demonstrated that these activities had been systematically

incorporated into teaching modules and adjusted to children's developmental levels.

In addition, observations indicated that teachers implemented differentiated instruction by adjusting task difficulty according to each child's abilities. Children who experienced difficulties received more intensive assistance, while those who demonstrated higher competence were provided with additional challenges appropriate to their developmental stage.

Table 1. Findings on Teachers' Role as Learning Planners

Planning Aspect	Key Findings	Frequency	Level of Implementation
Developmentally appropriate activity design	Implemented by all teachers	2 of 2 teachers	High
Integration with <i>tahfidz</i> activities	Included in daily lesson planning	2 of 2 teachers	High
Differentiated instruction	Tasks adjusted to children's abilities	2 of 2 teachers	High
Follow-up planning	Special assistance for children experiencing difficulties	1 of 2 teachers	Moderate

Based on Table 1, teachers carried out the planning function systematically by considering children's developmental needs, integrating tahfidz activities, and providing stimulation aligned with learners' characteristics. These findings indicate that teachers function not only as curriculum planners but also as designers of adaptive learning experiences oriented toward children's development.

2. Teachers' Role as Facilitators of Fine Motor Learning Integrated with Tahfidz Activities at RHQ Kindergarten

The findings showed that teachers served as facilitators of fine motor learning through routine thematic activities integrated with tahfidz programs. Teachers provided children with various manipulative activities, including coloring, cutting, bead stringing, paper folding, puzzle assembly, and simple writing exercises. In several activities, fine motor learning was integrated with tahfidz through tracing hijaiyah letters, coloring Arabic letters, and arranging simple verse fragments.

One teacher stated that young children tend to become bored when learning activities are monotonous; therefore, motor-based activities are necessary to maintain learning engagement, such as writing and coloring hijaiyah letters (G2, interview, February 15, 2026).

However, interview findings also indicated that the integration of fine motor learning and tahfidz had not been implemented uniformly because of the division of responsibilities between classroom teachers and tahfidz teachers. Classroom teachers primarily focused on fine motor development, while tahfidz activities were conducted separately by specialized tahfidz instructors (G1, interview, February 18, 2026).

Observations conducted during the research period in February 2026 revealed

that children who participated in fine motor activities before memorization sessions demonstrated greater focus and engagement compared to their previous learning conditions. They appeared calmer and less likely to experience boredom during the learning process.

Table 2. Findings on Teachers' Role as Facilitators of Fine Motor Learning

Aspect	Field Findings	Data Source
Types of activities	Coloring, bead stringing, folding, puzzles, writing	Observation
Integration with <i>tahfidz</i>	Tracing and coloring <i>hijaiyah</i> letters	Interview
Learning impact	Children became more focused and calmer during memorization activities	Observation

Based on Table 2, teachers functioned as facilitators by providing fine motor activities tailored to the developmental characteristics of young children. These activities not only aimed to enhance motor coordination but also supported children's engagement in *tahfidz* learning. The integration of fine motor learning with religious activities reflects teachers' efforts to create more contextualized, engaging, and developmentally appropriate learning experiences.

3. Teachers' Role as Evaluators of Fine Motor Learning at RHQ Kindergarten

The findings revealed that teachers at RHQ Tahfidz Kindergarten, Samarinda, fulfilled their role as evaluators of fine motor learning through authentic assessment conducted continuously throughout the learning process. Evaluation was not carried out through formal testing; rather, it was based on systematic observations of children's performance during fine motor activities.

Interview data indicated that teachers assessed children's development using process-oriented indicators, such as how children held writing tools, their accuracy in following patterns, the neatness of their work, and their level of independence in completing tasks. Assessments were conducted simultaneously with learning activities, allowing teachers to obtain a more natural and contextual understanding of children's developmental progress.

Observational findings showed that teachers documented children's development through anecdotal records and portfolios of children's work. Documentation further revealed that developmental records were used as the basis for determining follow-up actions, including reinforcement, repetition of activities, or individualized assistance for children experiencing difficulties.

Data triangulation from interviews, observations, and documentation demonstrated that evaluation was not solely outcome-oriented but emphasized the gradual developmental process of children's fine motor skills. Evaluation results were

also utilized as a basis for communication between teachers and parents to support continued stimulation at home.

Table 3. Findings on Teachers' Role as Evaluators of Fine Motor Learning

Evaluation Aspect	Key Findings	Frequency	Level of Implementation
Continuous observation	Conducted by all teachers	2 of 2 teachers	High
Anecdotal records and portfolios	Used to document children's progress	2 of 2 teachers	High
Follow-up planning	Reinforcement and individualized assistance	2 of 2 teachers	High
Communication with parents	Not yet implemented consistently	1 of 2 teachers	Moderate

Based on Table 3, fine motor learning evaluation at RHQ Kindergarten was authentic, continuous, and process-oriented. All teachers consistently conducted observations and recorded developmental progress. However, communication of evaluation results to parents had not yet been implemented uniformly. This suggests that while internal evaluation practices were well established, the dissemination of assessment outcomes still requires further improvement.

4. Supporting and Inhibiting Factors in Fine Motor Learning at RHQ Kindergarten

The findings indicated that the implementation of fine motor learning at RHQ Tahfidz Kindergarten, Samarinda, was influenced by several supporting and inhibiting factors. Supporting factors included teachers' creativity in designing learning activities, the availability of simple learning media, the integration of fine motor learning with tahfidz activities, and parental support in continuing stimulation at home.

One teacher stated:

"When children are accustomed to writing, coloring, or bead stringing at school, parents often continue these activities at home so that the children do not forget" (G2, interview, February 22, 2026).

On the other hand, several inhibiting factors were also identified, including differences in children's fine motor abilities, limited instructional time, and the suboptimal integration of learning activities due to the division of responsibilities between classroom teachers and tahfidz teachers.

"Children's abilities vary; some learn quickly, while others still require continuous guidance" (G1, interview, February 24, 2026).

Table 4. Supporting and Inhibiting Factors in Fine Motor Learning

Aspect	Field Findings	Data Source
Supporting factors	Teacher creativity, learning media, integration with <i>tahfidz</i> , parental support	Interviews, observations

Inhibiting factors	Differences in children's abilities, limited instructional time, division of teaching responsibilities	Interviews
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Based on Table 4, the success of fine motor learning is influenced by teacher preparedness, the learning environment, and family support. Meanwhile, learning barriers are primarily related to variations in children's developmental abilities and limitations in achieving optimal integration between fine motor learning and tahfidz activities.

DISCUSSION

The findings of this study indicate that teachers at RHQ Tahfidz Kindergarten, Samarinda, play a strategic role in designing, implementing, and evaluating fine motor learning activities for children aged 5–6 years that are integrated with tahfidz instruction. Teachers planned fine motor activities based on children's developmental indicators, such as the ability to hold writing tools, cut, paste, and perform simple writing tasks, all of which constitute essential components of early academic readiness (Kencana, 2025; Kharismawati & Suwargono, 2026). These activities were implemented through thematic learning experiences combined with tahfidz-related tasks, including coloring, tracing, and arranging hijaiyah letters.

From the perspective of Vygotsky's sociocognitive development theory, these instructional practices reflect the application of the Zone of Proximal Development (ZPD), whereby children's abilities develop through gradual assistance provided by teachers as more knowledgeable others (Damanik et al., 2025). Teachers offered scaffolding through demonstrations, verbal guidance, and adjustments to task difficulty according to individual children's abilities. This finding suggests that fine motor learning occurs through structured pedagogical interactions that are responsive to children's developmental needs.

These findings are consistent with previous studies demonstrating that fine motor stimulation contributes significantly to the development of visual–motor coordination and pre-writing readiness among young children (Amanah et al., 2024; Fitri & Pratiwi, 2026). Furthermore, diverse learning activities such as drawing, cutting, and artistic tasks have been shown to enhance both children's engagement and fine motor skills (Dewanti et al., 2025; Latifah et al., 2026). Experiential learning activities also provide positive impacts on children's overall development (Adatul'aisy et al., 2023; Saap, 2023).

Regarding assessment practices, teachers conducted authentic evaluations through continuous observation, children's work samples, and developmental documentation. This approach aligns with process-based assessment, which emphasizes children's holistic development rather than merely focusing on outcomes (Laana, 2025; Miâ & Azizah, 2023). Evaluation was conducted throughout the learning process without the use of formal testing, making it more appropriate for the developmental characteristics of early childhood learners. The assessment results were subsequently used to determine follow-up interventions and individualized support for children requiring additional assistance.

In addition, this study identified several supporting factors, including teachers' creativity, the supportive environment of a tahfidz-based school, and the availability of

simple learning materials and media. Conversely, inhibiting factors included variations in children's fine motor abilities, limited instructional time, and the suboptimal integration of learning activities due to the division of responsibilities between classroom teachers and tahfidz instructors. These findings suggest that the success of learning implementation is influenced not only by teachers' instructional strategies but also by institutional management and organizational coordination (Fuad et al., 2023; Sholeh, 2023).

The findings reinforce Vygotsky's sociocognitive development theory, particularly the concept of the Zone of Proximal Development (ZPD), within the context of Islamic-based early childhood education. The results indicate that scaffolding functions not only in cognitive development but can also be effectively applied to the development of motor skills through learning activities integrated with religious values. Thus, this study expands the understanding that social interaction within educational settings can simultaneously optimize fine motor development and support children's overall learning readiness.

From a practical perspective, the findings suggest that teachers in tahfidz-based early childhood education institutions should develop fine motor learning designs that are more varied, structured, and contextualized. Fine motor activities can be utilized as a strategy to enhance children's concentration and readiness during Qur'anic memorization sessions. Furthermore, stronger coordination between classroom teachers and tahfidz instructors is necessary to ensure that learning integration operates as a unified and mutually reinforcing instructional system rather than as separate educational components.

Compared with previous studies, this research offers a distinct contribution. Earlier studies primarily focused on fine motor development through specific methods or activities such as drawing, collage-making, games, and artistic practices seni (Jf & Mahrani, 2025) (Liani et al., 2023). In contrast, the present study positions teachers as the central actors in integrating fine motor learning with tahfidz instruction. This integration not only contributes to children's motor development but also supports their concentration, emotional calmness, and readiness to participate in Qur'anic memorization activities.

This study has several limitations. First, the research was conducted in only one tahfidz-based early childhood education institution, limiting the generalizability of the findings. Second, the relatively short research duration of one month restricted the observation of children's fine motor development over an extended period. Third, the study did not comprehensively incorporate parental perspectives or institutional policy considerations.

Based on these limitations, future research is recommended to employ comparative designs involving multiple Islamic-based early childhood education institutions in order to generate broader and more diverse findings. Longitudinal studies are also needed to examine the sustainability of fine motor development over time. Additionally, future research should include the perspectives of parents and institutional administrators to provide a more comprehensive understanding of the long-term effectiveness of integrating fine motor learning with tahfidz instruction.

CONCLUSION

Based on the findings of this study, teachers at RHQ Tahfidz Kindergarten,

Samarinda, play a strategic role in the development of fine motor skills among children aged 5–6 years through their functions as planners, facilitators, and evaluators of learning activities integrated with tahfidz programs. The integration of fine motor learning and tahfidz activities was found to contribute positively to the improvement of children's motor coordination, concentration, engagement, and readiness to participate in Qur'anic memorization processes. The implementation of learning activities was supported by the availability of learning media, a tahfidz-based school environment, and continuous teacher guidance. However, several challenges were identified, including variations in children's developmental abilities, limited instructional time, and the lack of optimal coordination between classroom teachers and tahfidz instructors. From a theoretical perspective, these findings reinforce Vygotsky's concept of scaffolding by demonstrating its relevance not only to cognitive development but also to the enhancement of fine motor skills within an Islamic early childhood education context. Practically, the study highlights the importance of designing fine motor learning experiences that are varied, contextualized, and integrated with religious instruction in Islamic-based early childhood education institutions. Future research is recommended to examine the effectiveness of integrated fine motor and tahfidz learning models across different age groups and educational settings with more diverse curriculum implementations.

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