

# Enhancing Children's Motor Skills through Clay Media at SD IT Al-Fajar

Olivine Alifaprilina Supriadi<sup>1\*</sup>, Irfan Dwi Rahadianto<sup>1</sup>, Tiara Radinska Deanda<sup>1</sup>

<sup>1</sup> Visual Communication Design, Faculty of Creative Industries, Telkom University, Bandung, Indonesia.

Received: May 11, 2026

Revised: May 24, 2026

Accepted: June 25, 2026

Published: June 30, 2026

Corresponding Author:

Olivine Alifaprilina Supriadi

[olivinea@telkomuniversity.ac.id](mailto:olivinea@telkomuniversity.ac.id)

DOI: [10.29303/ujcs.v7i2.1622](https://doi.org/10.29303/ujcs.v7i2.1622)

© 2026 The Authors. This open access article is distributed under a (CC-BY License)



**Abstract:** This community service project addresses the critical need for holistic education and physical-motor development at SD IT Al-Fajar Bandung. Modern educational trends often prioritize cognitive outcomes at the expense of physical and aesthetic dimensions, leading to a neglect of essential motoric skills in primary school children. Utilizing clay as a tactile and flexible medium, this program aimed to stimulate fine motor coordination among 50 elementary students. The intervention was designed within a holistic-integrative framework, combining creative art activities with Islamic core values such as *Ihsan* (excellence) and *Amanah* (trustworthiness). The workshop followed a structured pedagogical approach, beginning with university-led demonstrations of fundamental shapes and transitioning into autonomous creative exploration. Results indicated that the "duck shape" instructional model effectively bridged the gap between imitation and independent problem-solving, enhancing students' dexterity, spatial reasoning, and creative confidence. Furthermore, the provision of instructional modules ensures the sustainability of these practices within the school's curriculum. This initiative demonstrates that integrating specialized tactile media into elementary education is a vital step toward nurturing the "whole child" and fulfilling institutional quality standards.

**Keywords:** Holistic Education, Clay Media, Elementary School, Community Service.

## Introduction

SD IT Al-Fajar Bandung is an educational institution that integrates the national curriculum with Islamic values to provide a holistic learning experience. As Arifin Ahmad (2018) explains, holistic education is a philosophy based on the premise that individuals find identity and purpose through connections to the community and spiritual values. He notes that a truly holistic pattern must accommodate six dimensions of learner potency: physical, emotional, intellectual, social, aesthetic, and spiritual. Chandra et al. (2024) emphasize that holistic education is not just a concept but a set of essential developmental services—including health, nutrition, and education—that must be fulfilled simultaneously.

The urgency of this program at SD IT Al-Fajar arises from a common weakness in many modern

educational settings. Arifin Ahmad (2018) observes that learning is often too oriented toward "teaching for the test" (focusing only on cognitive results) rather than "teaching for the whole task." This imbalance often leaves physical and aesthetic development neglected. In the context of primary education, children are at a critical stage where motoric skills are not just physical attributes but are foundational to cognitive growth.

The pursuit of holistic development at the elementary level must also prioritize the creation of an inclusion-friendly learning environment. According to Rijal et al. (2025), a holistic approach is essential to ensure that every student, regardless of their individual learning needs, receives equal educational rights and opportunities for growth.

The limitations of traditional, cognitive-heavy instruction are also highlighted by Patel (2003), who argues for an interaction-based approach to learning.

## How to Cite:

Supriadi, O. A., Rahadianto, I. D., & Deanda, T. R. (2026). Enhancing Children's Motor Skills through Clay Media at SD IT Al-Fajar. *Unram Journal of Community Service*, 7(2), 176–180. <https://doi.org/10.29303/ujcs.v7i2.1622>

Patel suggests that critical and holistic learners are developed through active engagement rather than passive observation. In this context, the clay workshop serves as a vital pedagogical tool that shifts the focus from purely theoretical knowledge to the development of practical, critical coordination skills.

Motor development, particularly fine motor coordination involving small muscle movements in the hands and fingers, is essential for a child's autonomy. According to Suryana (2021), art activities using tactile media like clay are vital for stimulating neural pathways. Arifin Ahmad (2018) further supports this by highlighting the "tactual" principle, where learning occurs through touch and physical interaction with the environment.

When children manipulate clay, they engage in "embodied cognition," which helps them internalize spatial concepts and creative problem-solving skills. Without this stimulation, children may face difficulties in handwriting, reduced dexterity, and a lack of creative confidence. This community service aims to bridge this gap by providing 50 students at SD IT Al-Fajar with the tools to explore these physical and aesthetic dimensions.

Statistical analysis (Gea, et. al., 2025) indicates that a comprehensive educational approach which treats physical, social-emotional, and cognitive growth as an inseparable unit, can account for a substantial portion of a child's developmental progress. By focusing specifically on clay as a tactile medium, this workshop directly addresses the physical-motor domain, which serves as a critical foundation for a child's overall readiness to engage in more complex academic and social tasks.

The usage of clay aligns with the principle that education at the elementary level should be an enjoyable and exploratory experience. Rodiah et al. (2024) emphasize that integrating "play" into the curriculum is essential for maintaining student motivation and ensuring long-term developmental success.

To ensure the effectiveness of this intervention, the program integrates modern management with spiritual values. Khoiroh, et al. (2025) argue that the transformation of Islamic education requires a holistic quality approach that combines Total Quality Management (TQM) with Islamic core values such as *Ihsan* (excellence) and *Amanah* (trustworthiness). By utilizing clay media, this service aims to fulfill the *Ihsan* principle—striving for excellence in a child's creative output—while ensuring the school meets the community's expectations for a balanced, high-quality education.

## Method

The implementation of this community service program follows a structured, three-stage process designed to ensure that the training is both effective and sustainable for the students at SD IT Al-Fajar.

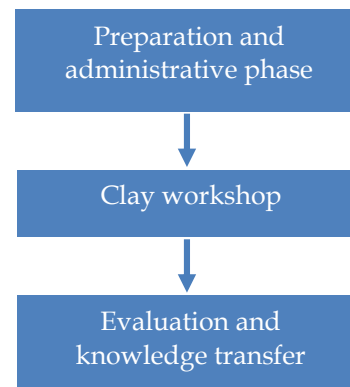


Figure 1. Process of community service

The implementation of this community service program follows a structured, three-stage process designed to ensure that the training is both effective and sustainable for the students at SD IT Al-Fajar. The program begins with a formal administrative stage to ensure alignment between the university and the partner institution. This involves finalizing the partnership agreements and sorting all necessary administrative documentation required for the community service execution. During this phase, the team conducts a strategic discussion with the school leadership to determine the specific target groups. It was decided that the workshop would be tailored to a maximum of 50 students, ranging from class 5 to 6.

The second stage is the direct implementation of the training through a hands-on workshop. To ensure a conducive learning environment, the 50 participating students are guided by the community service team. A key element of this method is the involvement of Telkom University students as facilitators. Each student assistant is responsible for mentoring a small group of children, assisting them in exploring the medium, mastering basic techniques, and encouraging creative expression. This peer-mentoring approach allows for personalized attention.

The final stage focuses on program evaluation and the sustainability of the intervention. Immediate feedback is gathered from the participants and school staff to assess the workshop's impact on the students' motor coordination and engagement levels. To ensure the program leaves a lasting legacy, the university team provides the school with specialized modules. These modules contain comprehensive guides on how to work with clay, allowing teachers to replicate the activities

and integrate clay-based learning into their future creative curriculum independently.

## Result and Discussion

The community service program was successfully conducted on May 5, 2026, as the university team arrived at SD IT Al-Fajar to implement the practical workshop. The execution of the program yielded highly positive outcomes, characterized by high levels of student engagement and the successful application of fine motor techniques.

The workshop took place in an open area within the school grounds, providing a conducive and collaborative environment for creative exploration. A total of 50 students from Class 5 and Class 6 participated in the session. This specific age group was selected because, as noted in the developmental context, these students possess the cognitive maturity to process complex instructions and the imaginative capacity to translate abstract ideas into physical clay forms.



**Figure 2.** Workshop location. Students are divided by genders

The session began with an introductory presentation on clay as a medium, explaining its unique tactile properties. To foster teamwork and social interaction, the students were split into small teams of 2–3 people. The core of the training focused on basic shaping techniques; the team provided a step-by-step demonstration starting with a duck shape to teach the fundamental principles of volume, proportion, and smoothing. This allowance to explore various animal forms beyond the initial ‘duck shape’ encourages independent problem-solving and creative flexibility within a new learning environment. As Xiao et al., (2022) writes, successful educational programs must ensure that students can communicate their ideas in new situations and understand that real-world problems often have multiple causes.



**Figure 3.** Presentation on basic of shaping clay

Following the initial demonstration, the students began their hands-on practice. Members of the university team, including student facilitators, moved among the groups to provide direct support and corrective guidance on hand positioning and pressure. While the duck was the primary instructional model, students were given the autonomy to either perfect their duck shape or venture into creating other animal forms.



**Figure 4.** Guidance from community service team



Figure 5. Guidance from community service team

This freedom of choice led to a diverse range of outputs, with many students experimenting with different textures and anatomical structures. As Arifin Ahmad (2018) suggests, this "Creative Expression" allows students to move beyond rote imitation toward genuine "being" and self-actualization. From a motoric perspective, the act of pinching, rolling, and smoothing the clay served as an intensive exercise for their fine motor coordination.

Due to the technical nature of the material, the workshop session was dedicated exclusively to shaping. Since clay requires a minimum of 24 hours to air-dry before further processing can occur, the shaping phase was treated as the foundational "Whole Task" for the day.

To ensure the sustainability of the learning process, the workshop does not end with the physical session. Upon completion of the shapes, the school was informed that they would receive a comprehensive instructional module. This module allows the students to continue the progress independently once the clay has dried, covering the subsequent stages of:

1. Sanding (*Amplasing*): To smooth the surface and refine the edges.
2. Coloring: To enhance the aesthetic and expressive value of the work.
3. Finishing: To protect the final product and provide a professional appearance.

This approach aligns with the Total Quality Management (TQM) principles of providing a complete "Standard Operating Procedure" (module) to the partner institution, ensuring that the skill transfer remains permanent and the school can maintain the quality of the art education independently (Khoiroh et al., 2025). The enthusiastic feedback from the 50 participants confirms that such tactile-based interventions are highly effective in breaking the monotony of academic-heavy curricula and stimulating the "aesthetic and physical" dimensions of holistic development.



Figure 6. Students and community service team

## Conclusion

The community service program at SD IT Al-Fajar successfully demonstrated that integrating creative art activities into the primary school environment significantly enhances children's development. By using clay as a primary medium, the initiative provided 48 students from Class 5 and Class 6 with a rare opportunity to balance their academic routines with intensive fine motor practice and aesthetic exploration.

The workshop held on May 5, 2026, proved that an interactive, mentor-led approach effectively bridges the gap between following instructions and exercising personal creativity. Starting with a simple foundational shape and moving toward autonomous animal sculpting allowed students to build confidence in their manual dexterity and spatial reasoning. The collaborative atmosphere, supported by university facilitators, ensured that every child received the guidance necessary to translate their imagination into physical form.

Furthermore, the project was designed with a focus on long-term impact rather than a one-time interaction. By providing the school with specialized modules for the drying, sanding, coloring, and finishing phases, the team ensured that the learning process continues beyond the workshop. This transfer of knowledge empowers the school to maintain a high standard of arts education independently, ultimately supporting the students' growth into more creative, coordinated, and expressive individuals.

## References

- Arifin Ahmad, Z. (2018). Pola pembelajaran agama Islam di madrasah dalam perspektif pendidikan holistik (Studi kasus di Madrasah Aliyah Negeri 3 Sleman Yogyakarta). *Sukma: Jurnal Pendidikan*, 2(1), 121-136.
- Chandra, A., Tjalla, A., Saptono, A., Hartati, S., Jalal, F., Sukatmi, S., Ismail, M., & Kurniawaty, L. (2024).

- Early childhood education: Integrative holistic early childhood development program implementation. *Child Education Journal*, 6(2), 76-87.
- Gea, J. J., Diana, & Aeni, K. (2025). Holistic-integrative early childhood education and its impact on social-emotional, physical, and cognitive development: A multi-regional regression analysis. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak*, 10(1), 163-171. <https://doi.org/10.14421/jga.2025.101-13>
- Khoiroh, U., Arifin, M., & Iman, D. Z. (2025). Integrasi nilai Islam dan Total Quality Management: Model pendekatan mutu berbasis spiritualitas untuk optimalisasi pendidikan Islam. *Jurnal Penelitian dan Evaluasi Penelitian*, 12(2), 79-86.
- Patel, Nandish. (2003). A holistic approach to learning and teaching interaction: Factors in the development of critical learners. *The International Journal of Educational Management*. 177. 272-284. <https://doi.org/10.1108/09513540310487604>
- Rijal, M. S., Badrun, A., & Syakaqi, A. R. (2025). A holistic approach to enhancing the quality of education for inclusive students in elementary schools. *Journal of Education and Social Science*, 1(2), 43-48. <https://doi.org/10.30644/jess.v1i2.107>
- Rodiah, I., Zulaika, G., & Saputra, D. G. (2024). The importance of holistic education for early childhood: Integrating cognitive, emotional and social aspects. *Gemilang: Early Childhood Education Programs*, 1(3), 1-8.
- Suryana, D. (2021). Pendidikan anak usia dini teori dan praktik pembelajaran. Prenada Media.
- Xiao, C., Wan, K., & Chan, W. F. C. (2022). Ensuring the effectiveness of eService-learning in holistic education under social distancing. *Journal of Experiential Education*, 45(4), 367-391. <https://doi.org/10.1177/10538259221077184>