



Empowering Early Childhood Educators: The Role of Montage in Developing Fine Motor Skills and Creativity

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ABSTRACT

This study explores the impact of montage activities on the development of fine motor skills and creativity in early childhood education, as implemented in a community service project at TK Dharma Bhakti Surabaya. The project aimed to train PAUD teachers to integrate montage as a pedagogical tool, fostering both physical and creative growth in children aged 4 to 6. The training provided teachers with hands-on experience in conducting montage activities and assessing student outcomes in these developmental areas. Data were collected through pre- and post-training assessments of both teachers and students. The results showed a significant improvement in teachers' confidence and competence in using montage for educational purposes. Additionally, students exhibited substantial gains in fine motor skills, with an average improvement of 20% in tasks involving cutting, pasting, and object manipulation. Creativity scores also improved, with 75% of students demonstrating enhanced creative expression through the use of diverse materials and techniques. The findings support the use of montage as an effective strategy for addressing the dual goals of motor skill development and creative thinking in early childhood education. Furthermore, the project highlights the importance of providing teachers with professional development opportunities that focus on creative pedagogies. While challenges such as resource availability and balancing academic content with creative activities were noted, the study offers valuable insights into the practical implementation of art-based learning in resource-constrained settings.

Keywords: Montage; fine motor skills; creativity; early childhood education; teacher training.

INTRODUCTION

Early childhood education (ECE) plays a critical role in shaping the cognitive, social, and motor development of young children. Among the various skills nurtured at this stage, fine motor skills and creativity are particularly significant as they form the foundation for future learning and academic success (Berk, 2021). Developing fine motor skills, which involve the coordination of small muscles, usually in the hands and fingers, is essential for children to achieve tasks such as writing, cutting, and manipulating objects (Zimmerman et al., 2022). Creativity, on the other hand, fosters a child's ability to express ideas, solve problems, and engage with their environment in innovative ways. Both of these skills are integral to a child's holistic development and are increasingly being recognized in the pedagogical approaches adopted in early childhood education settings (Chen et al., 2023).

Despite the recognition of their importance, many educators struggle with how best to develop fine motor skills and creativity in young children,

particularly in under-resourced settings (Santiago et al., 2021). Teachers in early childhood settings often lack the training, resources, and time to implement activities that effectively nurture these skills. Additionally, traditional methods of evaluation in preschools and kindergartens focus

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primarily on cognitive and academic outcomes, leaving the assessment of fine motor skills and creativity overlooked (Greenwood et al., 2020).

One effective pedagogical approach that addresses both of these developmental domains is the use of creative arts, particularly montage activities. Montage, a technique that involves assembling various materials to create a cohesive whole, has been shown to significantly enhance fine motor skills by requiring children to cut, paste, and manipulate different textures and shapes (Wong et al., 2020). Simultaneously, it encourages creative thinking by allowing children to experiment with materials and express their ideas visually. This dual impact makes montage activities an ideal tool for early childhood educators seeking to foster both motor development and creativity in young learners.

In response to this need, our community service project was designed to provide professional development for early childhood educators, specifically PAUD (Pendidikan Anak Usia Dini) teachers, in the use of montage as a pedagogical tool. The training was conducted at TK Dharma Bhakti Surabaya, a school that serves children from diverse socioeconomic backgrounds. The project aimed to empower teachers by equipping them with the skills and knowledge to integrate montage activities into their curriculum and use them as an evaluative tool for assessing both fine motor skills and creativity in their students.

Previous research highlights the effectiveness of hands-on, creative activities in improving children's fine motor skills. A study by Wong et al. (2020) found that students who regularly engaged in creative arts, including montage, demonstrated marked improvements in their ability to manipulate small objects, such as holding pencils and cutting with scissors. Similarly, Santiago et al. (2021) showed that early childhood programs that incorporated artistic projects saw a significant enhancement in students' problem-solving abilities and creative thinking. These findings align with the goals of our training program, which aimed not only to develop teachers' pedagogical strategies but also to provide them with tools for evaluating student progress in non-academic areas such as motor coordination and creative expression.

Moreover, the emphasis on creative arts in education aligns with broader educational trends toward more holistic child development models, which focus on nurturing cognitive, emotional, and physical growth simultaneously (Chen et al., 2023). The development of creativity through montage allows children to engage in exploratory learning, which is critical for their cognitive flexibility and ability to think divergently (Zimmerman et al., 2022). As children experiment with different materials and develop their artistic expressions, they also build the skills necessary to approach problems from multiple perspectives, a key aspect of creative thinking.

The training program provided at TK Dharma Bhakti aimed to address the gap between theoretical understanding and practical application of these techniques in the classroom. By offering teachers hands-on experience with montage activities, the project sought to bridge this divide and equip educators with the confidence to integrate these strategies into their daily teaching practices. In addition, the project introduced teachers to methods for evaluating fine motor skills and creativity, thereby providing them with a more comprehensive understanding of student development.

In summary, this article explores the implementation and outcomes of a professional development program designed to enhance early childhood educators' abilities to use montage activities for fostering fine motor skills and creativity. Through this initiative, we aim to provide a framework for how such activities can be integrated into PAUD curricula and offer practical insights into the challenges and successes of using creative arts as both an educational and evaluative tool.

LITERATURE REVIEW

In early childhood education, the development of fine motor skills and creativity is crucial for fostering holistic growth. Research by Berk (2021) highlights that fine motor skills, which involve the coordination of small muscles in the hands and fingers, are essential for tasks such as writing, cutting, and manipulating objects. Additionally, creativity plays a critical role in a child's ability to express ideas, solve problems, and engage with their environment in innovative ways (Zimmerman et al., 2022). These skills are foundational for future learning and academic success, making them a priority in early childhood education (Chen et al., 2023). However, many educators face challenges in effectively developing these skills due to limited resources and lack of training, especially in under-resourced settings (Santiago et al., 2021). One promising pedagogical approach to address both of these developmental domains is the use of montage activities. Wong et al. (2020) demonstrated that montage, which involves assembling various materials to create cohesive artworks, significantly enhances fine motor skills through tasks like cutting and pasting, while also encouraging creative thinking by allowing children to experiment with materials. Studies have further shown that children engaging in such activities exhibit marked improvements in both motor coordination and creativity (Santiago et al., 2021). Despite these benefits, implementing creative arts-based activities in resource-constrained environments remains a challenge, as teachers often lack the necessary materials and support (Peters & Thomson, 2023). Furthermore, the integration of creative arts like montage into the curriculum aligns with broader educational trends that emphasize holistic child development, where cognitive, emotional, and physical growth are interconnected (Johnson et al., 2020; Zimmerman et al., 2022). This framework underscores the importance of providing educators with the tools and training needed to effectively incorporate art-based learning into their classrooms, supporting the dual goals of motor skill development and creative expression.

RESEARCH DESIGN

The method employed in this community service project consisted of a structured training program designed to equip early childhood educators at TK Dharma Bhakti Surabaya with the skills to implement montage activities. These activities were aimed at improving the fine motor skills and creativity of their students, as well as providing tools for evaluation. The method section outlines the design of the training, the participants, the procedures followed, and the data collection and analysis techniques.

3.1 Design of the Training Program

The training was designed as a hands-on workshop to ensure practical engagement with the montage technique. It followed a four-phase approach: (1) introduction to theoretical foundations, (2) demonstration of montage techniques, (3) practical application by participants, and (4) reflection and feedback. This design was intended to provide a balanced mix of theoretical and practical knowledge, ensuring that participants not only understood the significance of developing fine motor skills and creativity but also had the opportunity to practice the techniques themselves (Johnson et al., 2020).

Each phase was divided into specific sessions over a two-week period, with a total of 20 hours of contact time. The theoretical sessions introduced participants to research on early childhood development, focusing on fine motor skills and creativity, while the practical sessions provided direct engagement with materials used for montage. The practical sessions were the cornerstone of the program, as they allowed teachers to experience first-hand the processes involved in creating montages and how these could be translated into classroom activities.

3.2 Participants

The participants in the training were 20 PAUD teachers from TK Dharma Bhakti Surabaya. The teachers were selected based on their experience working with children aged 4 to 6 years, as this is the critical period for the development of fine motor skills and creativity (Smith et al., 2021). The teachers had varying levels of experience, ranging from 1 to 15 years in early childhood education, ensuring a diverse group with different perspectives and teaching styles.

The selection of this group was strategic in ensuring that the training would have a wide-reaching impact on both the teachers and their students. Additionally, by focusing on teachers from a single institution, the project aimed to create a model of implementation that could later be adapted to other schools in the area.

3.3 Procedure

The training program followed a structured procedure to ensure the objectives were met effectively. Below are the key steps involved in the implementation:

- 3.3.1 **Needs Assessment:** Prior to the training, a needs assessment was conducted to determine the current knowledge and use of creative arts, specifically montage, in the participants' classrooms. This involved informal interviews with the teachers and classroom observations to assess the existing pedagogical practices concerning the development of fine motor skills and creativity. The assessment revealed that while some teachers occasionally used creative arts, none systematically integrated montage into their daily activities or used it as an evaluative tool.
- 3.3.2 **Phase 1: Theoretical Introduction:** The first phase of the training introduced participants to the developmental milestones associated with fine motor skills and creativity in young children. The session covered the latest research on early childhood development, particularly focusing on how hands-on, artistic activities like montage can enhance these skills (Wong & Liu, 2022). The importance of developing a curriculum that balances cognitive and motor development was emphasized.
- 3.3.3 **Phase 2: Demonstration of Montage Techniques:** In the second phase, trainers demonstrated various montage techniques, focusing on the use of diverse materials such as paper, fabric, natural objects (leaves, seeds), and recycled materials. Participants were shown how to guide children in using these materials to create cohesive artworks, helping to develop both creativity and motor coordination (Bennett et al., 2021).
- 3.3.4 **Phase 3: Practical Application:** In this phase, participants were given the opportunity to create their own montages. They worked in small groups, replicating a classroom setting where they could experiment with different techniques and materials. Trainers provided guidance and feedback throughout the session, helping participants refine their techniques and adapt them for their classroom needs. This phase was crucial in building the participants' confidence and skill in using montage as an instructional tool.
- 3.3.5 **Phase 4: Reflection and Feedback:** The final phase of the training involved a reflection session where participants discussed their experiences and shared insights on how they could integrate montage into their teaching practice. Feedback was collected through questionnaires and group discussions to evaluate the effectiveness of the training and identify areas for improvement (Peters & Thomson, 2023).

3.4 Data Collection and Evaluation

Two primary forms of data were collected to evaluate the success of the training program: (1) qualitative data from teacher feedback and reflection sessions, and (2) quantitative data from pre- and post-assessments of student performance in fine motor skills and creativity.

3.4.1 **Qualitative Data:** Teachers' perceptions of the training were collected through structured questionnaires and focus group discussions. These methods aimed to capture the participants' insights into how well the training prepared them to use montage activities in their classrooms and whether they felt it improved their teaching practice. Feedback was also sought on the relevance of the content and the applicability of montage techniques to their educational context.

3.4.2 **Quantitative Data:** To assess the impact of the training on students, pre- and post-training evaluations were conducted using standardized tests for fine motor skills and creativity. The fine motor skills assessment involved tasks such as cutting with scissors, drawing specific shapes, and manipulating small objects, while the creativity test measured the students' ability to generate original ideas and use materials in novel ways (Zhou et al., 2021). These assessments were administered by the teachers themselves, who were trained to observe and record student performance both before and after the training program.

3.5 Data Analysis

The qualitative data from teacher feedback was analyzed using thematic analysis, where common themes and patterns were identified from the responses. This method allowed us to gain insights into the perceived strengths and weaknesses of the training program from the teachers' perspective (Miles & Huberman, 2022).

The quantitative data from the student assessments were analyzed using paired sample t-tests to determine whether there was a statistically significant improvement in students' fine motor skills and creativity following the teachers' implementation of montage activities. This approach helped to measure the direct impact of the training on student outcomes.

RESULTS

The results of this study are presented in three parts: (1) the immediate outcomes of the teacher training in terms of skill acquisition and pedagogical changes, (2) the impact on students' fine motor skills and creativity, and (3) qualitative feedback from the participating teachers. These findings were derived from both quantitative and qualitative data collected throughout the training process and the subsequent implementation phase in the classroom.

4.1 Teacher Skill Acquisition and Pedagogical Changes

One of the primary objectives of the training was to equip early childhood educators with the necessary skills to integrate montage activities into their daily teaching routines. Pre-training observations and interviews revealed that many teachers were unfamiliar with the systematic use of montage as an educational tool, although some had sporadically used arts and crafts in their lessons. Most teachers reported low confidence in using art-based techniques to specifically target developmental outcomes such as fine motor skills and creativity (Smith et al., 2022).

However, following the training, teachers demonstrated a significant improvement in their ability to use montage as a pedagogical strategy. A post-training evaluation showed that 95% of the participants were able to correctly implement montage activities with their students, using a variety

of materials such as paper, fabric, and natural objects (Wong et al., 2021). This was a substantial improvement from the pre-training phase, where only 30% of the teachers indicated confidence in using such techniques.

The practical application sessions were particularly effective in helping teachers internalize the mechanics of montage creation, as well as the developmental benefits it offers. Participants noted that the hands-on aspect of the training gave them the confidence to experiment with new materials and methods in their classrooms. Many teachers reported that the training provided them with a new perspective on how artistic activities could be structured to serve both creative expression and fine motor development (Peters & Thomson, 2023).

Moreover, teachers indicated a shift in their understanding of how to evaluate student progress in fine motor skills and creativity. Prior to the training, most assessments were informal and lacked a structured approach. Post-training, 80% of the teachers developed clear criteria for evaluating their students' fine motor coordination and creativity, using guidelines provided during the training sessions. This change suggests that the training had a significant impact on how teachers approached both the teaching and assessment of these developmental domains.

Impact on Students' Fine Motor Skills

To assess the effectiveness of montage activities in improving fine motor skills, a standardized fine motor skills test was administered to the students both before and after the training. The test included tasks such as cutting shapes with scissors, manipulating small objects (e.g., beads or buttons), and drawing shapes with precision. A total of 100 students, aged 4 to 6, participated in this assessment.

The pre-training results indicated that 65% of the students were performing below the expected developmental level for fine motor coordination, struggling particularly with tasks requiring precision, such as cutting and drawing within lines. Post-training, however, there was a marked improvement in student performance. The average score on the fine motor skills test increased by 20%, with 85% of students demonstrating improved abilities in tasks such as cutting and manipulating small objects (Chen et al., 2023). A paired sample t-test revealed that this improvement was statistically significant ($p < 0.01$), indicating that the montage activities had a measurable impact on the students' fine motor development.

Teachers reported that after incorporating montage into their daily routines, students became more engaged with activities that required fine motor coordination. The repetitive use of cutting, pasting, and arranging materials in montage activities provided students with frequent opportunities to refine their motor skills. One teacher noted, "Students who previously struggled with holding scissors or cutting shapes are now able to complete these tasks with much more confidence and precision." This observation is consistent with research suggesting that structured, repetitive tasks in early childhood education are critical for the development of fine motor skills (Zimmerman et al., 2022).

4.2 Impact on Students' Creativity

In addition to improvements in fine motor skills, the training also aimed to enhance students' creativity. To evaluate this, a creativity assessment was administered both before and after the training. This test measured students' ability to generate original ideas, use materials in novel ways, and express their ideas through visual art. Students were asked to create a collage using a variety of materials, and their work was evaluated based on creativity, originality, and the use of diverse materials.

The pre-training assessment revealed that only 40% of the students displayed high levels of creativity in their work, with most students using materials in conventional or predictable ways. However, after the teachers implemented the montage activities, 75% of the students showed a

significant improvement in their creativity scores (Greenwood et al., 2020). The students began to experiment with different textures, colors, and materials, demonstrating a greater willingness to explore and innovate in their artistic creations.

Teachers observed that students became more engaged and imaginative in their use of materials after the introduction of montage activities. For example, one student used leaves and seeds to create a textured collage representing a forest, while another combined pieces of fabric and paper to design a landscape scene. These examples illustrate the creative potential of young children when provided with the opportunity and tools to express their ideas freely (Wong & Liu, 2022).

A paired sample t-test comparing the pre- and post-training creativity scores revealed a statistically significant improvement ($p < 0.01$). These findings align with previous research indicating that exposure to artistic activities in early childhood can foster creativity and divergent thinking (Chen et al., 2023).

4.3 Teacher Feedback on Training and Implementation

Qualitative feedback from the teachers provided further insights into the success of the training program. The majority of participants expressed satisfaction with the structure and content of the training, noting that it gave them practical tools to enhance their teaching practices. One teacher stated, "This training has changed the way I approach creative activities in the classroom. I now see how I can use art not just for fun, but to really help my students develop important skills."

Several teachers also highlighted the flexibility of montage activities, emphasizing that they could easily adapt the techniques to different classroom contexts and student needs. For example, some teachers chose to focus more on cutting and pasting for students who needed fine motor development, while others encouraged more free-form creativity for students who were already proficient in motor skills.

Teachers also appreciated the reflective sessions at the end of the training, where they could share their experiences and learn from one another. This collaborative element fostered a sense of community among the participants, encouraging them to continue exploring creative pedagogies in their teaching (Johnson et al., 2020).

However, some challenges were also noted. A few teachers expressed concerns about the availability of materials for montage activities, particularly in under-resourced classrooms. While the training provided strategies for using inexpensive or recycled materials, such as newspapers or leaves, teachers still felt that limited resources might hinder the consistent use of montage in their lessons.

DISCUSSION

The findings from this project reveal important insights into the benefits of using montage activities to enhance fine motor skills and creativity in early childhood education. In this discussion, we will analyze the outcomes in relation to existing literature and pedagogical theory, explore the broader implications for early childhood education, and address the challenges faced during implementation.

5.1 Montage as a Tool for Developing Fine Motor Skills

The significant improvements in students' fine motor skills, as evidenced by the post-training assessments, underscore the value of incorporating hands-on, creative activities into early childhood education. Fine motor skills are critical for many academic and daily tasks, such as writing,

drawing, and using tools, and early intervention in developing these skills has long-lasting benefits for children's cognitive and physical development (Zimmerman et al., 2022). The improvements seen in this study are consistent with findings from other research, which suggest that repetitive, structured activities like cutting, pasting, and manipulating small objects can significantly enhance children's motor coordination (Wong et al., 2021).

The practice of montage, with its emphasis on precise manipulation of materials, requires children to engage in fine motor tasks such as holding and maneuvering scissors, arranging small pieces, and applying glue. This repetitive practice strengthens the small muscles in the hands and fingers, which are essential for tasks such as writing and drawing (Chen et al., 2023). The findings of this study align with previous research that has shown the importance of integrating motor skill development into early childhood education, especially through creative activities that engage children's attention and motivation (Peters & Thomson, 2023).

Furthermore, the training provided teachers with a structured approach to evaluating fine motor skills, a domain that is often neglected in early childhood assessments, which traditionally focus more on cognitive outcomes (Greenwood et al., 2020). By incorporating montage activities into their daily routines, teachers could observe and assess their students' motor skills in a more systematic way, providing them with valuable insights into their students' developmental progress. This more holistic approach to assessment not only supports the development of motor skills but also encourages teachers to take a more comprehensive view of child development, recognizing the interrelatedness of physical, cognitive, and creative growth.

5.2 Fostering Creativity Through Montage

The enhancement of creativity in students, as demonstrated by the post-training assessments, is another key outcome of this study. Creativity is a crucial skill for problem-solving and innovation, and fostering it in early childhood has long-term benefits for cognitive flexibility and academic success (Smith et al., 2021). The improvements in students' creativity scores following the introduction of montage activities suggest that this artistic medium is particularly effective in encouraging children to experiment with new ideas and materials, fostering divergent thinking and creative expression.

Montage, by its very nature, encourages children to think outside the box, combining disparate elements into a cohesive whole. This process not only develops their creative thinking skills but also encourages them to take risks, make mistakes, and learn from them, all of which are essential components of the creative process (Wong & Liu, 2022). The students' increased willingness to experiment with different textures, colors, and materials, as observed by their teachers, indicates that montage can serve as a powerful tool for nurturing creativity in young children.

The findings from this study align with research conducted by Bennett et al. (2021), who found that early exposure to creative arts, including collage and montage, significantly enhances children's ability to think divergently and come up with novel solutions to problems. Moreover, the open-ended nature of montage activities allows for individualized expression, providing each child with the opportunity to develop their own creative voice. This is particularly important in early childhood education, where fostering a child's sense of agency and autonomy is crucial for their social-emotional development (Smith et al., 2021).

It is also worth noting that the teachers' improved ability to assess creativity, as a result of the training, represents an important shift in their pedagogical practice. Creativity is often considered difficult to measure, and as such, it is frequently overlooked in traditional educational assessments (Johnson et al., 2020). However, the training equipped teachers with practical tools and criteria for evaluating creativity, enabling them to provide more targeted feedback to their students and to design lessons that foster creative growth. This shift in perspective is an important step toward more holistic approaches to education, where both cognitive and creative development are valued equally.

5.3 Challenges and Limitations

Despite the successes of the training program, several challenges were encountered, particularly in relation to the implementation of montage activities in under-resourced classrooms. One of the primary concerns raised by teachers was the availability of materials. Although the training encouraged the use of inexpensive or recycled materials, such as newspapers, leaves, and fabric scraps, some teachers felt that their ability to consistently provide these materials was limited. This is a common issue in early childhood education, particularly in settings where resources are scarce (Peters & Thomson, 2023).

Moreover, while the training focused on the use of montage to develop fine motor skills and creativity, some teachers expressed uncertainty about how to balance these activities with the more traditional academic curriculum. In early childhood settings, where time and resources are limited, teachers are often pressured to prioritize academic skills, such as literacy and numeracy, over creative and motor development. This tension between academic and holistic development is a well-documented challenge in early childhood education (Zimmerman et al., 2022).

Another limitation of this study was the relatively short duration of the post-training observation period. While the results suggest that montage activities had a positive impact on students' fine motor skills and creativity, it is unclear whether these improvements will be sustained over the long term. Future studies could benefit from a longitudinal design, following students over a longer period to assess the lasting effects of montage activities on their development.

5.4 Broader Implications for Early Childhood Education

The findings from this study have several important implications for early childhood education, particularly in relation to the integration of creative arts into the curriculum. First, the success of the montage activities in enhancing both fine motor skills and creativity suggests that creative arts should be given a more central role in early childhood education. Current educational policies and curricula tend to prioritize cognitive skills, particularly literacy and numeracy, often at the expense of creative and physical development (Smith et al., 2021). However, this study provides further evidence that a more balanced approach, incorporating creative arts, can have significant benefits for children's overall development.

Second, the training program's focus on providing teachers with practical tools for both teaching and assessment highlights the importance of professional development in early childhood education. Many teachers, particularly those in under-resourced settings, lack the training and resources to effectively incorporate creative arts into their teaching. By providing teachers with hands-on experience and practical strategies, this training program empowered them to take a more active role in fostering their students' creative and motor development. This has important implications for teacher training programs more broadly, suggesting that more emphasis should be placed on creative pedagogies and holistic assessment strategies in teacher education.

Finally, the collaborative nature of the training program, which encouraged teachers to share their experiences and learn from one another, points to the value of creating professional learning communities in early childhood education. By fostering a sense of community and collaboration among teachers, the training program helped to create a supportive environment where teachers could continue to develop their skills and knowledge, even after the formal training had ended (Johnson et al., 2020). This suggests that professional development programs should not only focus on the acquisition of new skills but also on creating networks of support that can sustain teachers' ongoing professional growth.

This study provides valuable insights into the use of montage activities as a tool for developing fine motor skills and creativity in early childhood education. The significant improvements seen in both teachers' pedagogical practices and students' developmental outcomes suggest that montage

can play a key role in fostering holistic child development. However, challenges related to resource availability and balancing creative activities with academic instruction remain, highlighting the need for further research and support for teachers in under-resourced settings. Overall, this study contributes to the growing body of evidence supporting the integration of creative arts into early childhood education and underscores the importance of professional development in empowering teachers to adopt these practices.

CONCLUSIONS

The results of this community service project demonstrate the efficacy of montage activities in enhancing both fine motor skills and creativity in early childhood education. The significant improvements observed in student outcomes highlight the importance of integrating hands-on, artistic activities into the curriculum. The training program successfully equipped teachers with the skills and confidence to implement these activities, emphasizing their dual role as both developmental tools and evaluative measures. One of the key takeaways from this project is the potential for montage to bridge the gap between creative expression and physical development. By engaging in repetitive, fine motor tasks through montage creation, students not only developed important motor coordination but also nurtured their ability to think creatively and experiment with new ideas. These findings align with existing research, reinforcing the need for early childhood educators to adopt a more holistic approach to child development that encompasses physical, cognitive, and creative growth. However, challenges remain, particularly in under-resourced classrooms where access to materials may be limited. While this project provided teachers with strategies for using low-cost and recycled materials, continued support is necessary to ensure that creative activities can be sustained over the long term. Moreover, balancing these activities with the demands of academic instruction remains a challenge, suggesting the need for further research and professional development in this area. This project provides a valuable framework for the use of montage activities in early childhood education. By fostering both fine motor development and creativity, montage offers a powerful pedagogical tool that can enrich the learning experience for young children. The success of this project underscores the importance of ongoing teacher training and support in the implementation of creative pedagogies.

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