

Bracelet Making for the Development of Creativity and Fine Motor Skills in Children at Subang Mewah Cultural Center, Kuala Lumpur, Malaysia

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Abstract: This research explores the impact of bracelet-making activities on children's development at the Subang Mewah Children's Center, Malaysia. The study focuses on the development of creativity, fine motor skills, social interaction, and self-confidence among children, particularly those from migrant communities. The research aims to understand how these activities contribute to children's cognitive and emotional growth. Using qualitative methods, including observation and interviews with teachers and children, the study evaluates the effectiveness of bracelet-making as a tool for development. The main findings reveal that bracelet-making allows children to express creativity through design, improves fine motor coordination, fosters collaboration and communication, and enhances self-esteem. Children not only learn technical skills but also develop social abilities by working together and helping each other. Completing a creative project boosts their confidence, encouraging them to face new challenges. The research concludes that creative activities like bracelet-making are valuable tools in non-formal educational settings, promoting holistic development in children. The study suggests that integrating such activities can be an effective way to support migrant children's growth and social integration. Future studies could explore incorporating digital tools into these activities to further enhance learning experiences.

Keywords: Development of Creativity, Children's Talents, Bracelet-Making, Fine Motor Skills, Early Childhood Education, Subang Mewah.

1. Introduction

Creativity is a fundamental skill that significantly contributes to children's development. It enhances their ability to think flexibly, solve problems innovatively, and express themselves emotionally and socially. Creative children tend to exhibit greater confidence, improved social skills, and better adaptability in various situations (Hadi et al., 2020). This research focuses on developing children's creativity through non-formal educational activities, specifically bracelet making, at the Subang Mewah Learning Center (SB), a non-formal education center for Indonesian migrant children in Malaysia.

Research on children's creativity and motor skills development through arts and crafts activities has been extensively conducted (Fitriani & Indrawati, 2021; Mariana et al., 2022). These studies have highlighted the importance of creative activities in enhancing cognitive and fine motor skills. Fine motor skills, such as hand-eye coordination, are cultivated through crafts that involve precise movements, such as arranging beads or cutting materials (Hadi et al., 2020). Previous studies have also explored the integration of technology in education, particularly in creative learning environments (Wulandari, 2021). However, limited research has been conducted specifically on the integration of creative craft activities with digital tools in non-formal educational settings for migrant children.

The strengths of traditional crafts in educational settings are well-established, particularly in enhancing creativity and fine motor skills (Rohmawati & Kusnadi, 2023). However, these methods are often limited by a lack of access to modern technological tools and digital

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learning platforms. While traditional crafts provide hands-on learning experiences, they do not fully exploit the potential of digital media that could further enrich the creative process (Fitriani & Indrawati, 2021). One major weakness in non-formal education for migrant children is the lack of access to resources that combine traditional learning methods with modern technological innovations. Furthermore, the low engagement of parents in supporting their children's education presents another challenge (Pratama et al., 2023).

The key research problem addressed in this study is how bracelet-making activities can be leveraged to foster creativity and motor skill development among migrant children at the Subang Mewah Learning Center. Additionally, the study investigates the integration of technology into these activities to enhance the learning experience. The challenges of limited resources, traditional methods of teaching, and the lack of digital engagement in the learning process will also be explored.

This research proposes that integrating digital tools such as video tutorials, simple design applications, and digital marketing strategies for children's artworks can augment the traditional craft activities. By combining these elements, the learning experience will be more dynamic and accessible, providing children with the necessary skills to thrive in both creative and digital domains. This study also emphasizes the importance of creating a more engaging learning environment through innovative teaching approaches, which would cater to the digital age while nurturing creativity (Wulandari, 2021).

The contributions of this research include (1) examining the role of bracelet-making in enhancing creativity and fine motor skills, (2) exploring the integration of technology into non-formal learning settings for migrant children, (3) identifying innovative approaches to teaching and learning in resource-limited environments, and (4) providing practical recommendations for improving educational outcomes for migrant children. The study aims to contribute to the growing body of research on non-formal education, particularly in the context of migrant communities, by proposing a more integrated approach that bridges traditional crafts and modern technology.

The paper proceeds by outlining the theoretical framework of creativity and its importance in child development, followed by a detailed description of the methodology used to analyze the effectiveness of bracelet-making in the context of fine motor and cognitive skills development. It then discusses the challenges faced by migrant children in accessing quality education and the potential for integrating digital tools to overcome these barriers. Finally, the paper presents the findings of the study, implications for practice, and recommendations for future research.

2. Literature Review

This section presents a review of the state-of-the-art research on creativity development in children, the role of crafts like bracelet-making in enhancing fine motor and cognitive skills, and the integration of technology in non-formal education. The review focuses on related papers and theories that have been explored in previous studies, and identifies gaps and differences with the current research.

Creativity Development in Children

Creativity is widely regarded as an essential cognitive and emotional skill that children need to develop from an early age. It not only fosters cognitive flexibility but also promotes emotional resilience, self-expression, and adaptive problem-solving skills. Research indicates that fostering creativity during childhood enhances a child's capacity to think critically, adapt to new situations, and develop innovative solutions to problems (Hadi et al., 2020). This highlights creativity as a pivotal factor in a child's overall development, influencing their ability to navigate both academic and social challenges effectively.

Berk (2013) elaborates on how creativity influences emotional development in children. According to Berk, creative activities provide children with a safe space to express their emotions and ideas, which in turn contributes to their emotional intelligence. This process of self-expression allows children to build stronger social connections, improve their communication skills, and develop greater self-confidence. Moreover, creativity supports cognitive development by encouraging children to explore different ways of thinking and solving problems, which are crucial for later academic success and future career readiness.

In line with this, a study by Mariana et al. (2022) underscores the importance of creative play in the development of children's problem-solving abilities. Their research reveals that engaging children in hands-on activities like arts and crafts can significantly enhance their ability to think abstractly and systematically. These findings echo Piaget's cognitive-

developmental theory, which posits that creative activities contribute to cognitive growth by encouraging children to explore new ideas and solve problems in innovative ways. Piaget's theory stresses the active role children play in constructing their understanding of the world, with creative play serving as an essential vehicle for this process.

In addition to Piaget's theory, Vygotsky's socio-cultural theory also supports the notion that creativity is central to cognitive development. Vygotsky emphasized the role of social interaction and cultural tools in the development of cognitive processes. Creative activities, when embedded in social contexts such as group projects or collaborative tasks, facilitate learning by exposing children to diverse perspectives and problem-solving approaches. This social component of creativity enables children to learn not only from their own actions but also from observing and interacting with others, thereby enhancing their cognitive development in a more holistic and collaborative manner.

While the majority of studies have focused on the positive impact of creativity on children's cognitive and emotional development, there is a significant gap in research that explores the role of creativity in non-formal education settings for migrant children. Non-formal education, which often includes after-school programs, community-based learning centers, and informal learning environments, has yet to be extensively studied in the context of fostering creativity. In particular, migrant children—who often face limited access to formal education—stand to benefit from creative activities that can bridge the gap in their academic and social development. This research aims to address this gap by examining how non-formal educational programs can integrate creativity into learning activities, particularly for migrant children who may lack access to formal educational resources.

Furthermore, studies have shown that creative play not only supports cognitive and emotional development but also enhances social skills, which are critical for children's overall well-being. Children engaged in creative activities tend to develop better problem-solving skills, stronger interpersonal relationships, and a more positive self-image (Berk, 2013). Therefore, fostering creativity is not only about enhancing academic abilities but also about helping children navigate their social world more effectively.

In sum, while existing literature highlights the importance of creativity in early childhood development, there is a need for further research that addresses the specific context of migrant children in non-formal education settings. These children, who face unique challenges, can particularly benefit from creative activities as they provide both cognitive stimulation and emotional support. By incorporating creativity into non-formal education programs, educators can provide migrant children with tools to better engage with their environment, solve problems, and build social connections, ultimately contributing to their academic and personal growth.

The Role of Arts and Crafts in Child Development

Arts and crafts activities, including those like bracelet-making, play a pivotal role in enhancing various aspects of child development. Among these, the development of fine motor skills stands out as one of the most critical areas of improvement. Fine motor skills refer to the small movements that require the coordination of muscles in the hands and fingers, such as holding a pencil, using scissors, or manipulating small objects. These skills are essential for everyday tasks like writing, drawing, eating, and dressing (Fitriani & Indrawati, 2021). For example, bracelet-making activities, which often require threading beads or arranging small pieces of material with precision, help children hone their dexterity, coordination, and control, all of which are foundational for other fine motor tasks.

According to Jamilah (2019), engaging in fine motor activities such as crafting can significantly enhance children's physical development, particularly their hand-eye coordination and manual dexterity. These skills are crucial not only for academic tasks like writing but also for daily activities such as using utensils, tying shoes, and even social gestures such as handshakes. The repetition of tasks like threading beads onto a string or carefully cutting materials helps improve the fine motor muscles, giving children greater control and precision over their physical movements. Moreover, such activities contribute to the development of spatial awareness, which involves understanding how objects fit together in space. This skill is foundational for later academic success, especially in subjects like mathematics and geometry, where the ability to visualize and manipulate shapes and sizes is essential.

In addition to physical development, arts and crafts activities foster children's cognitive development. Studies show that these activities not only help children refine their motor skills but also stimulate their cognitive abilities. Fitriani and Indrawati (2021) highlight that engaging children in craft-making activities encourages creativity, emotional regulation, and self-

expression. The creative process involved in crafting allows children to explore their imagination and solve problems in unique ways, which supports their intellectual growth. Furthermore, when children create something tangible through crafts, it boosts their sense of accomplishment and encourages perseverance. These outcomes align with cognitive developmental theories, such as Piaget's stages of cognitive development, which assert that hands-on, manipulative learning activities allow children to internalize new concepts by physically engaging with materials and environments.

The hands-on nature of arts and crafts makes them particularly valuable in non-formal education settings, where children may not always have access to the structured, academic curricula found in formal schools. In such environments, children can engage in creative activities that not only enhance fine motor and cognitive skills but also offer emotional benefits. Crafts like bracelet-making offer children the opportunity to express themselves, explore their emotions, and develop self-regulation skills. This is especially important in non-formal education settings that serve children from disadvantaged backgrounds, such as migrant children, who may face challenges in other areas of their lives, including emotional and social development. Craft activities can offer a safe and engaging outlet for these children to work through their emotions and build self-confidence.

Further supporting these claims, research by Mariana et al. (2022) highlights the positive correlation between engaging children in arts and crafts and their development of both cognitive abilities and fine motor skills. Their study found that when children participated in hands-on activities like crafting, they not only enhanced their motor skills but also improved their ability to think abstractly and systematically. This dual benefit of arts and crafts – strengthening both physical skills and intellectual abilities – makes them an essential tool in early childhood education, especially in informal settings like community learning centers or after-school programs.

However, while numerous studies emphasize the cognitive and motor benefits of arts and crafts, the literature often overlooks the unique needs of migrant children in non-formal education settings. Migrant children, who frequently experience disruptions in their education due to language barriers, economic instability, and social marginalization, can particularly benefit from creative activities. These activities serve as both a bridge to developing essential academic skills and an emotional outlet for children coping with challenging circumstances.

In many cases, non-formal education settings for migrant children often face resource limitations, making traditional teaching methods difficult to implement effectively. As such, incorporating arts and crafts into these settings can offer an accessible and cost-effective way to enhance children's cognitive and emotional development. Craft activities like bracelet-making offer a low-cost, yet highly effective, tool for teaching motor skills, creativity, and problem-solving, while also fostering a sense of belonging and self-expression in environments that may otherwise feel alienating.

While studies such as those by Fitriani and Indrawati (2021) and Mariana et al. (2022) emphasize the benefits of craft activities on fine motor and cognitive development, few have specifically focused on the context of migrant children in non-formal education settings. This gap in the literature presents an opportunity to explore the unique advantages of craft activities, such as bracelet-making, in non-formal educational contexts for children who may be more vulnerable or marginalized. By investigating how these activities can benefit migrant children, particularly in the Subang Mewah Learning Center, this study aims to address a critical gap and provide valuable insights into how non-formal education programs can leverage arts and crafts to support children's development in a holistic manner.

In conclusion, arts and crafts activities like bracelet-making play a significant role in enhancing children's fine motor skills, cognitive abilities, and emotional well-being. While much of the existing research has focused on the physical and intellectual benefits of crafts, further exploration is needed to understand how these activities can be integrated into non-formal education settings for migrant children. By incorporating creative, hands-on learning into their routines, non-formal education programs can foster essential skills in both the cognitive and emotional domains, offering migrant children a more comprehensive and supportive learning experience.

Integrating Technology in Non-Formal Education

The integration of technology in education has garnered significant attention in recent years, particularly within formal education settings. Numerous studies have explored how digital tools can complement traditional educational methods, enriching both teaching and learning experiences. Wulandari (2021) highlights the increasing recognition of technology's potential to enhance educational practices, especially in fostering creativity and providing

interactive learning environments. Educational apps, video tutorials, and digital design programs are examples of digital tools that have been shown to engage students in meaningful ways, offering hands-on, interactive, and personalized learning opportunities. These tools allow students to extend their learning beyond the confines of the physical classroom, offering a flexible, accessible, and dynamic way to acquire new skills, especially in creative domains.

For instance, digital platforms that facilitate the creation of digital artwork, coding, or design projects can empower children to express their creativity in new, diverse ways. By using apps or online tutorials, children can learn how to draw, design, or develop other artistic skills, all while interacting with the digital world in a way that complements their traditional learning experiences. The ability to integrate digital media into creative activities helps students develop not only their artistic abilities but also their digital literacy, an essential skill in the 21st century. Technology can also assist children in accessing a vast array of information, thus broadening their knowledge and allowing them to approach learning from various perspectives.

Despite the growing body of research in this area, the integration of technology into non-formal education settings, particularly for migrant children, remains significantly underexplored. While technology is often utilized in formal classroom settings, many non-formal education programs—especially those serving migrant communities—have yet to fully embrace digital tools or integrate them into their curricula. Non-formal education environments, which serve a diverse range of children, including those from marginalized backgrounds, face unique challenges such as limited access to resources, technological infrastructure, and digital literacy. These barriers can hinder the implementation of technology-based learning, leaving a significant gap in the opportunities available to children in these settings.

One notable example of this gap is seen in community learning centers, such as the Subang Mewah Learning Center, which serves a diverse population of migrant children. While the center provides valuable educational support to these children, it has yet to integrate digital tools effectively into its teaching practices. This lack of technological integration in non-formal educational settings is a missed opportunity, as digital technology has the potential to not only improve children's educational outcomes but also to prepare them for the demands of an increasingly digital world. The digital divide between formal and non-formal education systems further exacerbates disparities in learning opportunities, particularly for children from disadvantaged backgrounds.

Incorporating digital technology into non-formal education could open up new avenues for learning, enabling children to access a wider range of educational content and interactive learning experiences. For instance, integrating technology into arts and crafts activities, such as bracelet-making, can provide students with the opportunity to use design programs or video tutorials to enhance their understanding of the creative process. These tools can help children visualize the steps involved in crafting, explore new design techniques, and receive real-time feedback on their work, thus improving both their creative and technical skills. Furthermore, digital tools can help bridge language barriers by offering instructional content in multiple languages, making learning more accessible to migrant children who may not be fluent in the dominant language of their host country.

Moreover, the integration of technology into non-formal education can help foster essential 21st-century skills, such as problem-solving, critical thinking, and collaboration. By engaging with digital media, children can develop their digital literacy, which is increasingly important in both academic and professional settings. Digital tools also provide opportunities for personalized learning, where children can learn at their own pace and according to their interests, thereby promoting self-directed learning. This is particularly valuable for migrant children, who may have disrupted education histories or varying levels of prior educational experiences.

Additionally, the integration of technology can facilitate greater engagement and motivation among children. Studies have shown that interactive and gamified learning experiences can increase student engagement and make learning more enjoyable (Wulandari, 2021). When children see the immediate results of their work through digital platforms, it can boost their sense of accomplishment and motivate them to continue learning. This motivation is particularly important in non-formal educational settings, where children may lack the external pressures of formal schooling and where educational experiences often need to be more flexible and tailored to individual needs.

Despite the significant potential for technology integration, several barriers remain. One of the primary challenges in non-formal education is the lack of technological infrastructure,

including access to computers, tablets, or internet connectivity. In many low-income or marginalized communities, these resources may be limited, making it difficult to fully integrate technology into educational practices. Additionally, there may be a lack of trained educators who are familiar with digital tools and how to incorporate them into their teaching methods. This underscores the importance of providing professional development opportunities for educators in non-formal education settings, so they can effectively use technology to enhance the learning experience.

The current research seeks to address this gap by exploring how technology can be integrated into non-formal educational programs, particularly at the Subang Mewah Learning Center. This study will focus on how digital tools can be used alongside traditional craft activities like bracelet-making, combining the tactile experience of hands-on learning with the flexibility and creativity offered by digital media. By examining the potential for integrating digital media into craft activities, this research aims to create a more holistic learning experience that blends physical and digital forms of engagement. Such an approach can help enhance children's creative skills, promote their cognitive development, and prepare them for future challenges in a rapidly digitalizing world.

In conclusion, the integration of technology into non-formal education, particularly for migrant children, is an area that warrants further exploration. While technology has been shown to enrich learning experiences in formal educational settings, its use in non-formal contexts remains largely underdeveloped. This gap presents an opportunity to investigate how digital tools can complement traditional learning methods, particularly in creative activities like arts and crafts. By exploring how technology can enhance the learning process at the Subang Mewah Learning Center, this study aims to provide insights into how digital tools can be leveraged to support children's development in non-formal educational settings and help bridge the digital divide.

Gaps in Previous Research

While significant research has been conducted on creativity development, arts and crafts in child development, and the use of technology in education, few studies have integrated all these elements within the context of non-formal education, particularly for migrant children. Previous research has primarily concentrated on specific areas, such as fine motor skill development through arts and crafts or the cognitive benefits of creative activities. However, these studies often overlook the potential synergy between creativity, motor skills development, and the use of technology, particularly in non-formal educational environments. This is a notable gap, especially when considering the unique needs of migrant children, who face various challenges in accessing formal education and technological resources.

Research on arts and crafts tends to focus on the physical aspects of child development, such as fine motor skills, or the cognitive benefits of engaging in creative activities. For example, studies have shown that arts and crafts improve children's fine motor skills, including hand-eye coordination, dexterity, and spatial awareness (Fitriani & Indrawati, 2021). These activities also enhance cognitive development, promoting problem-solving abilities, critical thinking, and abstract reasoning. However, most research tends to treat these domains separately and does not explore how the integration of technology can amplify these benefits, especially in non-formal educational contexts. In many cases, the potential of technology to enhance the learning experience, such as through digital tools or online resources, is not fully explored in relation to creative activities like crafting. Digital tools, such as instructional videos, design programs, and educational apps, can serve as valuable extensions of hands-on learning, but there is limited research on how these tools can be integrated into creative activities to foster both cognitive and motor skill development.

In addition, research on migrant children's education has primarily focused on the barriers they face in accessing formal education, such as language difficulties, legal status, and economic instability. Migrant children often experience disrupted schooling, which can result in gaps in their academic progress. Furthermore, they may have limited access to educational resources, including technology, which further exacerbates the digital divide between them and their peers in more formal educational settings. While there is some research on the challenges migrant children face in education, there is a lack of studies examining how non-formal education settings, such as community centers or informal learning environments, can play a role in enhancing their development. Additionally, the potential of these non-formal settings to integrate arts, crafts, and technology to address both cognitive and physical development needs has not been sufficiently explored.

This gap in research is particularly evident in the context of migrant children in Malaysia, where non-formal education programs are often the primary source of learning for many children from marginalized communities. These children, who may have limited access to formal schooling or face significant language barriers, can benefit greatly from creative activities that promote both cognitive and motor development. However, the integration of technology into these activities remains underexplored. In many non-formal education settings, such as the Subang Mewah Learning Center, technology is not yet fully integrated into the curriculum, limiting the potential for children to benefit from the advantages digital tools can offer. While many traditional craft activities are employed in such settings, they are often conducted without the support of technology, which could enhance the learning process by providing children with more interactive, engaging, and personalized learning experiences.

This research attempts to address these gaps by exploring the integration of bracelet-making activities into non-formal education for migrant children. By combining traditional arts and crafts with digital technology, the study seeks to create a more comprehensive approach to fostering creativity and development in non-formal educational environments. The study will examine how technology, such as digital design tools, instructional videos, and educational apps, can enhance the creative and cognitive benefits of bracelet-making activities. Specifically, it will explore how these digital tools can provide children with new ways to engage with the crafting process, visualize their designs, and learn new skills, all while reinforcing fine motor development and cognitive growth.

Moreover, the research will explore how integrating technology into non-formal education can help migrant children overcome some of the barriers they face in accessing educational resources. By incorporating digital media into learning activities, this study aims to broaden the scope of educational opportunities available to migrant children, thus helping to bridge the digital divide and providing them with the tools they need to succeed in an increasingly digital world. The research will also consider how technology can promote inclusion, offering migrant children new ways to interact with learning materials, regardless of their language or cultural background.

In conclusion, this study seeks to fill the significant gap in the existing literature by examining how the integration of arts, crafts, and technology can provide a holistic learning experience for migrant children in non-formal education settings. By combining creativity, motor skill development, and digital media, this research aims to offer new insights into how non-formal education programs can better support the development of migrant children and contribute to their academic, social, and emotional growth. Ultimately, this research seeks to demonstrate the potential of non-formal education, when enhanced with technology, to improve the learning outcomes for marginalized children and provide them with the tools to thrive in the digital age.

Theoretical Framework

This study draws on several theories related to creativity, motor skills development, and educational practices. Piaget's theory of cognitive development highlights the importance of hands-on activities for cognitive growth, while Vygotsky's social development theory emphasizes the role of social interaction in learning. These theories align with the idea that creative activities not only develop cognitive skills but also foster social and emotional growth. Additionally, the theory of multiple intelligences, proposed by Gardner (1983), supports the idea that different kinds of creative activities, such as crafting, can stimulate various forms of intelligence, including spatial, logical, and interpersonal skills.

Incorporating technology into learning can be understood through the lens of constructivist theory, which emphasizes that learners actively construct knowledge through experiences. In this context, digital tools like video tutorials and design apps can offer children new ways to interact with and explore creative ideas, thus enhancing the learning process (Berk, 2013).

3. Research Methods

This study uses a qualitative research approach with a case study design to explore how bracelet-making activities at the Subang Mewah Learning Center contribute to the development of creativity and fine motor skills in children aged 6 to 12 years, particularly among Indonesian migrant children in Malaysia. Data will be collected through non-participant observations, semi-structured interviews with children, parents, and facilitators, and focus group discussions with children. Thematic analysis will be used to identify patterns

and themes related to creativity, motor skills, and cognitive development. Ethical considerations will be addressed through informed consent, confidentiality, and voluntary participation. The findings aim to provide insights into the role of craft activities in children's learning and the potential for integrating technology in non-formal educational settings.

4. Results and Discussion

Result

In this study, the findings highlight the significant benefits of bracelet-making activities for children's development, particularly in terms of creativity and fine motor skills. The hands-on nature of the activity not only engages children in crafting but also serves as an important tool for nurturing their cognitive and physical growth. By exploring how children interact with the materials and process of bracelet-making, the study reveals how such activities contribute to various developmental aspects. Below are the key findings related to creativity and fine motor skills development based on the observations conducted.

Child Creativity Development

The observations showed that the bracelet-making activity provided children with significant opportunities to develop their creativity. During the process, children were not only allowed to select materials like beads, elastic strings, and decorative elements but also had the freedom to design patterns and create their own bracelet designs based on their imagination and preferences. This activity taught children the importance of thinking freely, being original, and expressing unique ideas. Each bracelet created was different, reflecting the individual personality and taste of the child. The activity demonstrated how children can express themselves through simple crafts like bracelet-making, showcasing their creativity in a tangible way.

Fine Motor Skill Development

The findings highlighted the importance of developing fine motor skills through engaging and enjoyable activities. Teachers interacted productively with the children by offering a variety of activities aimed at exploring their development, addressing weaknesses, and supporting their strengths through play-based learning. Fine motor skills developed early in life have a positive impact on academic performance and independence. Children who regularly engage in activities that involve fine motor skills are better prepared to face challenges in school, such as writing neatly, drawing, and using school tools. Therefore, activities like bracelet-making are highly beneficial for promoting children's physical, cognitive, and emotional development. The bracelet-making process is especially effective in improving fine motor skills. It requires movements that involve hand-eye coordination, such as stringing beads, tying knots neatly, and arranging colors and patterns. Each step in creating the bracelet demands careful attention, patience, and concentration, helping children develop the ability to focus and be more meticulous in their tasks.



Figure 1. Activities for Developing Creativity and Fine Motor Skills in Children

Social Skills and Collaboration

The bracelet-making activity at the Subang Mewah Children's Workshop not only focuses on individual creativity development but also plays an essential role in fostering social interactions among children. During the bracelet-making process, it was evident how children naturally engaged in positive group dynamics. They did not only work independently but also actively collaborated—exchanging ideas, providing feedback on designs, and even helping peers who faced difficulties. For instance, some children formed small groups to design bracelets with specific themes, while others willingly lent materials or tools to their friends.

Such interactions inadvertently nurtured various crucial social skills essential for their development. First, communication skills were enhanced as they had to express their creative ideas and listen to their peers' opinions. Second, values of sharing and togetherness emerged when they lent beads or thread to each other voluntarily. Third, teamwork was cultivated as they worked together to complete projects, such as creating bracelets with patterns that required coordination among group members.

Moreover, the activity also encouraged empathy and social awareness. More skilled children often helped those who were still learning, creating an inclusive learning environment. The facilitators at the workshop noted that this activity reduced individualistic tendencies and boosted children's confidence in interacting with others. Therefore, bracelet-making became not only a medium for artistic expression but also a natural and enjoyable tool for social learning.

Increased Self-Confidence

Another benefit gained from this activity was the boost in children's self-confidence. When they successfully completed a bracelet, they felt proud of their own work. This sense of achievement motivated them to keep trying new things and not be afraid to create. Additionally, activities like this strengthened social bonds among the children as they shared ideas, worked together, and appreciated each other's creations.

After completing their bracelets, the children felt proud of their accomplishments. The success in finishing a creative project enhanced their self-esteem. Children who previously doubted their abilities started to feel more confident, not just in making bracelets, but also in facing other challenges in their everyday lives.

Tabel 1: Disucusion

Aspect	Findings	Comparison with Literature
Creativity Development	Bracelet-making encourages children to express their unique ideas through material selection and design.	Hands-on creative activities help children develop original thinking and problem-solving skills (Heldanita, 2019).
Fine Motor Skills	Activities like stringing beads and tying knots improve children's fine motor coordination and precision.	Activities involving fine motor skills positively impact children's academic abilities and readiness for school (Ginsburg, 2007).
Social Skills and Collaboration	Children work together, share materials, and help one another, promoting communication and teamwork.	Group activities enhance social skills, teamwork, and empathy (Pratiwi, 2020).
Self-Confidence	Completing a bracelet boosts children's self-esteem and motivates them to take on new challenges.	Successful creative projects enhance children's self-confidence and willingness to face challenges (Adi & Fahrudin, 2019).
Comparison with Literature	Results confirm the importance of creativity, motor skills, social skills, and confidence in child development.	Literature supports that such activities foster cognitive, social, and emotional growth in children (Berk, 2013; Mariana et al., 2023).
Contributions	Creative activities like bracelet-making can be effective in promoting child development in non-formal settings.	This research suggests integrating creative activities for children's growth, particularly for migrant children in non-formal settings.

6. Conclusions

This study demonstrates that bracelet-making activities play a significant role in the development of children, especially in fostering creativity, fine motor skills, social interaction, and self-confidence. The findings align with existing literature, which highlights the value of hands-on, creative activities in enhancing various aspects of child development. Children not only develop their motor skills through tasks like stringing beads and tying knots, but they

also express their creativity and work collaboratively, improving their social skills and teamwork abilities. Additionally, successfully completing a project like bracelet-making boosts children's self-esteem and encourages them to take on new challenges.

The study suggests that integrating creative activities in educational settings, particularly for children in non-formal environments like migrant communities, can support their overall growth. Future research could explore the inclusion of digital tools in such activities to further enhance learning outcomes. Overall, this research underscores the importance of creative, social, and skill-building activities in supporting children's holistic development.

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