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Improving Fine Motor Skills Through Sewing Activities In Early Childhood In Kindergarten Almahyra, Hamparan Perak District

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ABSTRACT

Fine motor development is a very substantial development for early childhood. Fine motor development also determines a child's ability and success in the academic field and life skills at a later stage. Therefore, there is a need for activities that can support and develop fine motor skills in early childhood. The purpose of this study is to improve fine motor skills through sewing activities in early childhood at Almahyra Kindergarten, Hamparan Perak District. The research method used in this study is Classroom Action Research (PTK). This research has two stages, namely: cycle I and cycle II, each cycle consists of: planning, action, observation and reflection. In this study, each cycle has two meetings, namely the first meeting and the second meeting.

Keywords:
Fine Motor Skills, Sewing, Early Childhood.

1. Introduction

Early childhood is one of the basic capital that has valuable value for the golden generation of human resources that have millennial quality and are in accordance with the development of the times (Ritonga et al., 2021). Early childhood is the golden age (*Golden Age*) which only occurs once in the development of human life. The stimuli that children get during this period will be very useful for survival in the future. This period is also a critical time in children's development. If at this time the child receives less attention in terms of education, care, care and health services as well as their nutritional needs, it is feared that the child will not be able to grow and develop optimally (Widya, 2019).

Children aged 5 – 6 years are cheerful and imaginative children, they are constantly moving and doing things. The world around them seems to invite them to wait to be discovered, mastered and full of challenges. For this reason, it is necessary to provide a good environment, rich in stimulus to help them develop all aspects of themselves (Nurlaini, 2018). According to Wahidah (2021), early childhood grows and develops comprehensively. If the growth and development are stimulated, it will reach the optimal stage.

Early Childhood Education is a non-formal education organized by the government. As referred to in Law No. 20 of 2003 concerning the National Education System in article 1 paragraph 14, states

that "Early Childhood Education is an effort organized by the government in fostering early childhood through the provision of educational stimulation in helping physical and spiritual growth and development, so that children are ready to enter basic education (Khadijah & Amelia, 2020).

According to Nurfaizah & Rahman (2020), Providing education in early childhood is the right step in developing children's potential and intelligence, because early childhood is in a process of growth and development that is also unique. The aspect of motor development is one of the aspects of development that can integrate the development of other aspects. In this activity, the researcher discussed fine motor skills in children.

Motor is a translation of the word "motor" which according to Gallahue is a biological or mechanical basis that causes a motion to occur. In other words, motion (*movement*) is the culmination of an action driven by a motor process. Because motor (motor) causes a motion (*movement*), So every use of the word motor is always associated with movement and in daily use is often not distinguished between motor and motion (Nofianti, 2020).

Fine motor skills are abilities that involve small muscles in parts of the body. These fine motor movements do not require energy but require careful and more careful eye and hand coordination. At the age of 5-6 years, children's fine motor coordination is developing rapidly, at this time children are able to coordinate eye movements with their hands simultaneously (Rahim et al., 2022).

Fine motor development is related to the development of complex fine muscles in the body such as writing, buttoning clothes, holding spoons, holding brushes, sticking sequins and so on. In essence, fine motor development involves the coordination of every muscle and nerve. Motor skills do not only develop through maturity, but there needs to be learning. To learn motor skills, there needs to be readiness to learn, this is related to the child's physical ability and readiness (Utami et al., 2024).

Sewing is one of the activities carried out for early childhood as an effort to develop fine motor skills. The purpose of other sewing activities is to improve children's concentration, logical skills, fine motor skills, as well as writing skills, improve implications, and children's eye and hand coordination. Through sewing activities from these conditions, it is how important it is for teachers to display various learning activities for children in striving to improve children's fine motor skills (Soleha & Sjamsir, 2022).

Sewing for a child is not the same as sewing for an adult. Basically, sewing techniques for children are the same as sewing techniques for adults, namely using thread, needles and materials. But for the fabric materials and tools, the needles and threads used are slightly different. Sewing materials and tools for children are created by meeting safety criteria and are easy to hold (Sholihati 2018).

Based on the results of observations and interviews, it is known that children's fine motor skills have not developed properly where children are still not right in holding a pencil, eye coordination with hands is not good, and children's hand pressure is not strong. The factor that causes the lack of development of children's fine motor skills is due to the lack of innovation in making activity plans to improve fine motor skills in early childhood. Therefore, the researcher is interested in conducting a research entitled "Improving Fine Motor Skills Through Sewing Activities in Early Childhood at Almahyra Kindergarten". With the hope that this research can improve basic skills, one of which is fine motor development. The development of sewing skills in children, including areas of

development that have an important role in helping lay the foundation for the ability to stimulate fine motor skills.

2. Literature Review

A. Early Childhood

Early childhood is a child who learns while playing "play while learning" so that children do not get bored of following the learning process, educators must also be able to design a game that is not commonly seen by children in other words a different game, so that they can design a game that can stimulate aspects of child development.

Early childhood is an individual who is undergoing a rapid and fundamental development process in the next life. During this period, there is a process of growth and development in various aspects, one of which is the aspect of social interaction (Munisa, 2020).

According to Efiawati et al., (2021) It is stated that early childhood is a special age because at this age each child will have a uniqueness or the child will look distinctive. Early childhood is a child whose growth and development are very rapid both physically and psychologically. Early childhood has unique characteristics, they are always actively excited and curious about what they see, hear, feel, they never seem to stop exploring and learning.

B. Fine Motor

Physical motor development in children includes gross and fine motor development. Gross motor is a movement that requires the coordination of large muscles such as jumping, running etc., while fine motor is a smooth movement that uses certain parts performed by small muscles only, as it does not require effort (Wahidah, 2021).

Fine motor is a movement that involves only certain parts of the body and is performed by small muscles. Therefore, this movement does not require too much energy, only what is needed is the precision and coordination of the eyes with the hands (Sitorus, 2016). Furthermore, if the stability and coordination of the eyes with the hands is getting better, it will have an impact on the emergence of children's independence in doing things that are supported by the cooperation of the eyes and hands.

According to Nofianti (2020), fine motor is a movement that uses fine muscles or parts of a particular limb, which are influenced by the opportunity to learn and practice. For example, the ability to move objects from the hand, doodle, arrange blocks, scissors, write and so on. This fine motor skill is very necessary for children in preparation for doing school assignments, because almost all day long children at school use fine motor skills for their academic activities (Parapat, 2021).

Practicing children's fine motor development is very important because it is this fine motor movement that will later create supportive conditions in every child's activity. If a child's fine motor skills are not developed properly, he will also have difficulty doing activities that involve motor skills with his hands, and even he will have difficulty dressing and walking on his own. Fine motor activities

that are usually carried out in PAUD learning are coloring, cutting, attaching, painting with fingers, sewing and others (Mayasri & Masliati, 2023).

C. Sewing Activities

Sewing is one of the activities carried out for early childhood as an effort to develop fine motor skills. In addition to developing fine motor skills, sewing is also used as an educational medium that can help children improve concentration, logical skills, and train children's eye-hand coordination, as well as for writing skills, and improve the ability to move hands, wrists and fingers (Halim & Fauzah, 2020).

According to Rohmah et al., (2021), stating that sewing is a hobby that can raise the level of fine motor skills in early childhood. In addition to being a creative activity, sewing also trains fine motor skills through the use of hands. The goal is to develop concentration, logic skills, fine motor skills, hand-eye coordination, and children's writing skills. In addition, sewing helps children learn to solve problems, practice creativity, be patient, and build their spirits.

According to (Kurniazuhroh & Adhe, 2019), sewing can also be used as a learning medium that can improve concentration, logical skills, and practice eye-hand coordination. Sewing can train children in solving problems, thinking creatively, and fostering enthusiasm. In addition, it is also a preparatory activity before children can be skilled in writing so that children's hands are trained in holding pencils correctly. Therefore, it can be concluded that sewing activities are useful for training children's fine motor skills. The benefits of sewing are fostering creativity, developing mechanical skills, hand-eye coordination and fine motor skills/finger dexterity, and encouraging patience, discipline and perseverance.

The tools for sewing are not only bought in the market but educators can make them themselves to train and develop creativity in children. Creating your own sewing game has many advantages, including: the price is cheaper, the resulting creations are also better, educators can also adjust the number of holes to the age level. In addition, the media can be combined in classroom activities that are in accordance with the theme. For example, the theme of today's activity is my needs with a sub-theme of dressing and a sub-sub-theme of clothes and pants, so one of the learning activities can be done by sewing clothes.

3. Methods

This research uses the type of Classroom Action Research (PTK). Classroom Action Research (PTK) is research conducted by teachers in their own classes through self-reflection with the aim of improving their performance so that student learning outcomes improve. This research has three stages, namely: Cycle I and Cycle II, each cycle consists of: planning (*Planning*), implementation (*action*), observation (*observation*) and reflection (*Reflecting*) (Utami et al., 2024). This research consists of two cycles, with the research subject being in Almahyra Kindergarten in the 4-5 years old Ausia group, Hamparan Perak District.

The implementation in this study uses a collaborative model of PTK, where the researcher collaborates with a collaborator, namely a group A teacher of Almahyra Kindergarten. The researcher here serves as the implementer of the activity assisted by the classroom teacher. This research was

conducted at Almahyra Kindergarten, Jalan Klambir Lima, Kampung Dusun II-b, Gang Duku, Hamparan Perak District, Deli Serdang Regency. The group to be studied is group A with a total of 15 children consisting of 9 girls and 6 boys. The data collection techniques in this study are: observation and documentation. Observation is used to collect data on children's fine motor skills in carrying out sewing activities.

The data obtained during the learning process will be analyzed in percentages using the formula presented by (Sugiyono, 2019) as follows:

$$\mathbf{P} = \frac{\boldsymbol{F}}{\boldsymbol{N}} \times \mathbf{100}\%$$

Description: P = Percentage to be achieved
F = Score obtained
N = Number of students in a class

Children's activities are said to increase if the percentage of children's activity results increases from the results of previous observations.

BSB : Develop very well, if the child is very able to show and sew on his own without help and can help friends.
BSH : Develop as expected, if the child is able to sew by himself without being guided by the teacher again.
MB : Start to develop, if the child has started to be able to sew but still needs to be guided by a teacher.
BB : Not yet developed, if the child is not able to sew at all and still needs special guidance and attention.

This ability can be percentaged, minimum completeness criteria (KKM):
90%-100% = Child is developing Very well.
80%-90% = Children Develop as Expected.
70%-80% = Children are starting to develop.
60%-70% = Children are not yet developed.

The research indicators are said to be successful if 80% of the number of children get a score of Very Good Development (BSB) or Developing as Expected (BSH) from Fine motor skills. If in cycle I the target of 80% of fine motor ability has not been achieved through sewing activities, it will be continued in cycle II.

4. Results And Discussion

This research is divided into two (two) cycles, each of which consists of two meetings. Cycle I was held in two meetings which can be described as follows:

1. Cycle I Meeting I
   a. Planning
      At the planning stage, teachers prepare learning tools in the form of learning implementation plans (RPPH) and ensure supporting equipment such as clothing patterns, sewing thread, and needles before the activity starts.
   b. Action
      The implementation of the first cycle of the first meeting was carried out on Thursday, December 4, 2024 from 08.00 to 10.00 WIB. Children's learning activities begin by saying greetings, singing and praying. Followed by a question and answer, then the teacher explained

the sewing activities that will be carried out and involves and introduces the media that will be carried out as well as showing and introducing the media that will be used in children.

c. Observation

The results of the observation of student activities in cycle 1 of meeting I of the level of student achievement in tracing the form, there were 13.5% of students at the BB stage, there were 13.5% of students at the MB stage, there were 73.3% of students at the BSH stage, and there were no children at the BSB stage. Coordinating eyes and hands to perform complicated movements, there are 0% of students at the BB stage, 26.6% of students at the MB stage, 53.3% of students at the BSH stage, 20.0% of students at the BSB stage. Carrying out manipulative movements to produce a form using various media, there were 0% of students at the BB stage, 26.6% of students at the MB stage, 53.3% of students at the BSH stage, and 20.0% of students at the BSB stage as a whole.

Table 1. Observation Results of Children's Sewing Activities Cycle I Meeting I

Observed activator indicators	BB	MB	BSH	BSB
Tracing shapes.	13,5	13,5	73,3	0
Coordinating eyes and hands to perform complex movements.	0	26,6	53,3	20,0
Perform manipulative movements to produce a form using various media.	0	26,6	53,3	20,0

d. Reflecting

Based on the results of the activities carried out by the teachers, the researcher made observations at the first meeting of the first cycle and recorded things that needed to be improved. Some of the problems identified include the lack of teacher control in activities. Therefore, teachers need to provide activities in a more creative and fun way so that children are more enthusiastic and involved in the learning process.

2. Cycle I Meeting II

a. Planning

At the planning stage, teachers prepare learning tools in the form of learning implementation plans (RPPH) and ensure supporting equipment such as skirt patterns, sewing threads, and needles before the activity starts.

b. Action

The implementation of Cycle I of the second meeting will be carried out on Thursday, December 11, 2024 from 08.00 to 10.00 WIB. Children's learning activities begin by saying greetings, singing and praying. Followed by a question and answer, then the teacher

explained the sewing activities that will be carried out and involves and introduces the media that will be carried out as well as showing and introducing the media that will be used in children.

c. Observation

The results of the observation of student activities in the first cycle of meeting II of the level of student achievement in plagiarizing the form, there were 0% students at the BB stage, there were 0% students at the MB stage, there were 66.6% students at the BSH stage, and 33.3% of students at the BSB stage. Coordinating the eyes and hands to perform complex movements, there were 0% of students at the BB stage, 0% of students at the MB stage, 53.3% of students at the BSH stage, and 46.6% of students at the BSB stage. Carrying out manipulative movements to produce a form using various media, there are 0% students at the BB stage, 0% students at the MB stage, 73.3% students at the BSH stage, and 26.6% students at the BSB stage.

Table 2. Observation Results of Children's Sewing Activities Cycle I Meeting II

Observed activator indicators	BB	MB	BSH	BSB
Tracing shapes.	0	0	66,6	33,3
Coordinating eyes and hands to perform intricate movements.	0	0	53,3	46,6
Perform manipulative movements to produce a form using various media.	0	0	73,3	26,6

d. Reflecting

Based on the teacher's reflection in the first cycle of the second meeting, revisions were made to overcome the shortcomings found at this meeting. The problems that arise at the second meeting are largely the same as those at the first meeting. Children's understanding of the causes of problems is still lacking, and the methods of the results of activities carried out by teachers have not changed much. Therefore, teachers need to provide activities in a more creative and fun way so that children are more enthusiastic and involved in the learning process.

Based on the results of the percentage, it is known that the ability to coordinate eyes and hands to perform complex movements with a target of 80% with the category of Very Developed (BSB), so the researcher continued to cycle II by changing the sub-theme and sewing pattern which aims to make students not saturated with the same theme in the previous meeting and become better for the next meeting.

3. Cycle II Meeting I

a. Planning

At the planning stage, teachers prepare learning tools in the form of learning implementation plans (RPPH) and ensure supporting equipment such as clothing patterns, sewing thread, and needles before the activity starts.

b. Action

The implementation of Cycle II of the first meeting will be carried out on Thursday, January 9, 2025 from 08.00 to 10.00 WIB. Children's learning activities begin by saying greetings, singing and praying. Followed by a question and answer, then the teacher explained the sewing activities that will be carried out and involves and introduces the media that will be carried out as well as showing and introducing the media that will be used in children.

c. Observation

The results of the observation of student activities in the second cycle of the first meeting of the research on the level of student achievement in plagiarizing the form, there were 0% of students at the BB stage, there were 0% of students at the MB stage, there were 26.6% of students at the BSH stage, and 60.0% of students at the BSB stage. Coordinating eyes and hands to perform complicated movements, there are 0% students at the BB stage, there are 0% students at the MB stage, there are 20.0% students at the BSH stage, there are 80.0% students at the BSB stage. Carrying out manipulative movements to produce a form using various media, there were 0% of students at the BB stage, 26.6% of students at the MB stage, 20.0% of students at the BSH stage, and 53.3% of students at the BSB stage.

Table 3. Results of Observation of Children's Sewing Activities Cycle II Meeting I

Observed activator indicators	BB	MB	BSH	BSB
Tracing shapes.	0	0	26,6	60,0
Coordinating eyes and hands to perform intricate movements.	0	0	20,0	80,0
Perform manipulative movements to produce a form using various media.	0	26,6	20,0	53,3

d. Reflecting

Based on the teacher's reflection in the second cycle of the first meeting, the children in the categories of "Developing as Expected" (BSH) and "Developing Very Good" (BSB) were shown from the previous cycle. This is due to sewing activities that have succeeded in attracting the attention of children, so that the learning process becomes more effective and fun for children.

4. Cycle II Meeting II

a. Planning

At the planning stage, teachers prepare learning tools in the form of learning implementation plans (RPPH) and ensure supporting equipment such as pants patterns, sewing threads, and needles before the activity starts.

b. Action

The implementation of Cycle II of the first meeting will be carried out on Thursday, January 9, 2025 from 08.00 to 10.00 WIB. Children's learning activities begin by saying greetings, singing and praying. Followed by a question and answer, then the teacher explained the sewing activities that will be carried out and involves and introduces the media that will be carried out as well as showing and introducing the media that will be used in children.

c. Observation

The results of the observation of student activities in the second cycle of the second meeting of the level of student achievement in plagiarizing the form, there were 0% of students at the BB stage, there were 0% of students at the MB stage, there were 0% of students at the BSH stage, and 100% of students at the BSB stage. Coordinating eyes and hands to perform complicated movements, there are 0% of students in the BB stage, 0% of students in the MB stage, 6.6% of students in the BSH stage, 93.3% of students in the BSB stage. Carrying out manipulative movements to produce a form using various media, there are 0% students at the BB stage, there are 0% students at the MB stage, there are 013.5% students at the BSH stage, and 86.6% students at the BSB stage. From the results of the recapitulation of student activity observations in the final cycle of the three learning indicators have reached the BSB stage as a whole.

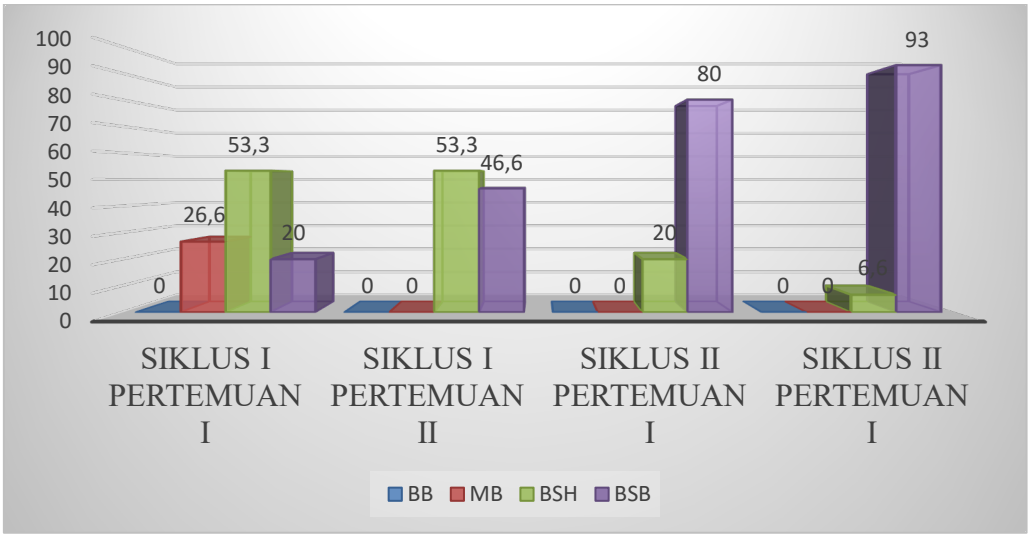
Table 4. Observation Results of Children's Sewing Activities Cycle II Meeting II

Indicators of observed activity	BB	MB	BSH	BSB
Tracing shapes.	0	0	0	100
Coordinating eyes and hands to perform intricate movements	0	0	6,6	93,3
Perform manipulative movements to produce a form using various media	0	6,6	13,5	80,0

d. Reflecting

Based on the results of observations in the second cycle of the second meeting, the results showed that there was an increase in fine motor skills in children in the category of "Developing Very Good" (BSB) in the activity of tracing shapes by 100%, in the activity of coordinating the eyes and hands to perform complex movements by 93% and the activity of performing manipulative movements to produce a shape using various media by 80%. Children who have made progress in understanding sewing activities are shown from the previous cycle.

The researcher ended the study in cycle II at the second meeting because from the results of the research data carried out, there was an increase in children's fine motor skills in the Very Good Development (BSB) category by 80%. This can be seen in the image below:



Picture 1. Graph image

The results of the above study are known that sewing activities in children can improve children's fine motor skills in group A of Almahyra Kindergarten, Hamparan Perak District. It is characterized by an increase in fine motor skills in each cycle. In the first cycle, fine motor skills developed Very Well (BSB) as much as 6.6% (1 child) so that in the second cycle it increased to 93.3% (14 children). The improvement in the ability to coordinate eyes and hands to perform complex movements can be seen from the child's ability to use fine motor skills through sewing activities.

Based on the teacher's reflection in the second cycle of the second meeting, the results showed that a significant increase in the implementation showed an increase in children in the category of "Developing Very Good" (BSB). Children who have made progress in understanding sewing activities are shown from the previous cycle. Children's ability increased from the percentage of cycle I to an average score of 20.0% increased in cycle I meeting II to 46.6% which was still not good. And continuing in the second cycle of meeting I, the average score of 80.0% increased in the second cycle of meeting II to 100%, a good criterion this is due to sewing activities that have succeeded in attracting the attention of children, so that the learning process becomes more effective and fun for children.

5. Conclusion

A. Conclusion

Based on the results of the research that has been described earlier, the researcher can draw the following conclusions, namely:

1. The fine motor skills of children in group A at Almahyra Kindergarten, Hamparan Perak District, before the sewing activities in children were still not developed optimally.
2. The fine motor skills of children in group A at Almahyra Kindergarten, Hamparan Perak District after sewing activities in children increased in each cycle. In the second cycle of the second meeting, the results showed that there was an increase in fine motor skills in children in the category of "Developing Very Good" (BSB) in the activity of tracing shapes by 100%, in the activity of coordinating the eyes and hands to perform complex movements by 93% and the

activity of performing manipulative movements to produce a shape using various media by 80%. So it can be concluded that sewing activities can improve fine motor skills in children at Almahyra Kindergarten, Hamparan Perak District.

B. Suggestion

By paying attention to the conclusion above, some of the suggestions put forward include for teachers. Optimize the use of sewing tools and methods appropriately in delivering material so that children do not feel bored when you deliver material. Besides that, it also recognizes the abilities of each child so that what you convey is according to the wishes of each child.

For the next researcher. It should be possible to research about other factors that can affect the improvement of children's fine motor skills. Because of course, it is not only the use of sewing tools and the variety of methods that can affect the improvement of children's fine motor skills.

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