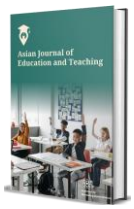
Asian Journal of Education and Teaching

Vol. 1 No. 1 JANUARY 2025



Implementing Gradual Sewing Activities to Improve Children's Fine Motor Skills at RA Darul Ma'sum Probolinggo

Ida Fitriyah[1], RA Darul Ma'sum, Indonesia
Herawati Asyiah[2], RA Al Kautsar, Indonesia

ABSTRACT

This study aims to improve the fine motor skills of early childhood by implementing gradual sewing activities. This study is a classroom action research. The classroom action research design used is the Kurt Lewin model with four stages, namely planning, action, observation and reflection. The subjects of this study were kindergarten students group A. The research data obtained in this study were qualitative and quantitative data. The data were obtained using observation and interview techniques. The results of the study showed that the implementation of gradual sewing activities in early childhood can improve their fine motor skills. This can be seen from the results of observations of the development of students' fine motor skills which showed significant development in each cycle of this study. Based on these results, it can be concluded that gradual sewing activities can be used as an alternative to improve the fine motor skills of early childhood.

OPEN ACCESS

ARTICLE HISTORY
Received: 17 Nov 2024
Revised: 27 Des 2024
Accepted: 5 Jan 2025
Published: 31 Jan 2025

KEYWORDS
Fine motor skills, step by step sewing, early childhood.

Corresponding Author:

Ida Fitriyah
RA Darul Ma'sum
idafitriyah@gmail.com

Introduction

Early childhood is an individual who experiences development throughout his life. According to Article 28 of the National Education System Law No. 20/2003 paragraph 1, it is explained that early childhood is a child who is in the age range of 0-6 years. During early childhood, children experience very rapid development and growth. According to Montessori (in Sujiono, 2009: 2) states that in the age range of birth to 6 years, children experience a golden age (the golden years) which is a time when children begin to be sensitive to receiving various stimuli. Early childhood education is a systematic effort to provide stimulus to children aged birth to 6 years for physical and spiritual development and growth so that they are mentally and physically ready for further education. This is in line with the goal of early childhood education for children, namely to develop various potentials for life readiness and adaptation to their environment. The development of

various potentials for children's life readiness can be started from the Kindergarten level of education. Kindergarten is one part of early childhood education.

Kindergarten is an education aimed at children aged four to six years before entering elementary education. The function of Kindergarten education is to foster, grow, and develop all of a child's potential optimally so that basic behavior and abilities are formed according to the development stage in order to be ready to enter further education (Ministry of National Education, 2014: 10). This is furthermore Kindergarten is one form of educational unit for early childhood on the formal education path that organizes educational programs for children aged four to six years (Sujiono, 2009: 22). There is a maturity of physical and psychological functions during the sensitive period which makes children ready to respond to every stimulus given by their environment. Appropriate and frequent stimuli will make the development achieved by children more optimal. Therefore, the role of parents and educators is very important in order to make aspects of child development develop well. Aspects of child development include cognitive abilities, language, motor skills, social emotional, moral and religious values, as well as art or creativity. One of the processes of optimizing the development of these aspects is through early childhood education. Early childhood grows and develops completely naturally. If the growth and development are stimulated, it will reach an optimal stage. Guidance and direction from educators play an important role in optimizing the growth and development. The aspects of development consist of cognitive, language, motor, emotional, social, moral, self-concept, and discipline development. The development of these aspects is integrated with each other. The optimal development of one aspect supports the development of other aspects. The aspect of motor development is one aspect of development that can integrate the development of other aspects. Motor development according to Elizabeth B. Hurlock is the development of physical movement control through coordinated nerve center, nerve, and muscle activities. The development of this control is formed from activities that are carried out repeatedly or continuously starting with the child's reflex movements since birth.

Optimizing children's motor development has a positive impact on development, namely; good health, children with good motor coordination will feel happy, motivated, more confident and active in coordinating their limbs, so their dependence on adults is reduced; self-entertainment, children's skills in controlling motor skills allow children to do their own pleasure even though there are no peers; socialization, good motor development helps children's acceptance in their environment; self-confidence, children who are able to control motor skills well and appropriately will produce self-confidence that is obtained psychologically. Hurlock put forward five principles of motor development. The first principle, motor development depends on muscle and nerve maturity. Children will not be able to do an activity if the muscles and nerves needed to do the activity are not yet mature. Muscle and nerve development begins with reflex

movements. Therefore, stimulated reflex movements will develop better so that if the movement is useful, it will become a well-coordinated movement. The second principle of motor development is that learning motor skills does not occur before the child is mature. If muscle and nerve abilities are not well developed, then activities that teach children certain skills will be in vain. The third principle is that motor development follows a predictable pattern. Based on this principle, educators can analyze the child's current development and predict what abilities or developments the child will master at the next stage. The fourth principle, motor development predictions can be used as a reference. This principle further clarifies that children's motor development can be used as a measure to compare normal or abnormal children. The last principle is that each individual's motor development is different. Although the average motor development is the same and can be predicted, each individual has a different development rhythm. Therefore, educators should be wiser in responding to children's difficulties when providing activities related to motor development. Motor development in children is divided into fine and gross motor development. Gross motor development is closely related to the development of coordination of gross muscles in the body such as walking, running, sliding, jumping, and so on. Fine motor development is related to the development of complex fine muscles in the body such as writing, buttoning clothes, holding a spoon, holding a brush, sticking sequins and so on. In essence, the development of gross and fine motor skills involves the coordination of every muscle and nerve.

Motor skills do not only develop through maturity but also need learning. To learn motor skills, there needs to be readiness to learn, this is related to the child's physical ability and readiness. Children who have reached physical maturity to do something will have better results in the skills they will learn. Second, to learn motor skills, every child needs to have the opportunity. Therefore, educators should provide opportunities and provide opportunities for children to practice their motor skills. Third, children will learn motor skills well if they find a good model, children get guidance to be able to obtain the correct model and need motivation from adults to maintain their interest in learning something. Fourth, motor skills should be taught individually and one by one. This is closely related to the principle of motor development that each child has their own rhythm in developing their motor skills. One aspect developed in Kindergarten is the fine motor aspect. Sujiono (2009:1.14) states that fine motor skills are movements that only involve certain parts of the body and are carried out by small muscles, such as the skill of using fingers and proper wrist movements. According to Sularmi (2014:3) efforts to improve children's fine motor skills include sewing, tracing, stringing, and so on. Related to sewing activities, Hastuti (2016:42) stated that sewing is one of the activities carried out for early childhood as an effort to develop fine motor skills. In addition, the purpose of sewing activities is to improve children's concentration, logical abilities, fine motor skills, and train children's eye and hand coordination, as well as for writing skills

and improving hand, wrist and finger movement skills (Christianti, 2014:3). This is clarified by Devianti's opinion (2013:139) that the benefits of sewing activities include training creativity, honing fine motor skills, training children's accuracy and patience, growing and developing children, honing neatness, and helping to develop coordination between children's eyes and hands.

According to Sujiono (2009:1.14) fine motor skills are movements that only involve certain parts of the body and are performed by small muscles, such as the skill of using fingers and precise wrist movements. This is further explained in the Minister of National Education Regulation No. 137 of 2014 as described in the Content Standards Concerning the Levels of Child Development Achievement as follows: a) making vertical, horizontal, curved left/right, slanted left/right, and circle lines, b) tracing shapes, c) coordinating eyes and hands to perform complex movements, d) performing manipulative movements to produce a form using various media, e) expressing oneself by creating art using various media and f) controlling hand movements that use fine muscles (picking, stroking, poking, clenching, twisting, twisting, squeezing). Early childhood education is organized to develop all aspects of early childhood development in religious and moral values, physical motor, cognitive, language, and social emotional. The field of motor development in children aims to develop fine motor and gross motor skills. Fine motor movements include tracing shapes, folding paper, stringing, weaving, matching, cutting, tracing, tearing, and sewing.

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, logic skills, and train children's eye and hand coordination, as well as for writing skills and improving hand, wrist and finger movement skills. In addition, sewing can also train children to be patient and able to solve problems, think creatively, and foster the spirit to continue fighting. Based on the results of field observations conducted by teachers, when teachers examined the work of children sewing pattern pictures, children's activities by inserting raffia rope into the picture holes. Many children who did the sewing task were wrong, the direction, the sequence, and the raffia rope was piled up in several holes only. This happened because the teacher when explaining the sewing steps was difficult for children to understand. The teacher only gave a brief explanation. There was no opportunity for children if anyone wanted to ask. From the results of the analysis of the cause of the failure in sewing activities, it was because the teacher's way of providing sewing activities did not match the child's abilities. Therefore, when teachers teach sewing activities, teachers should do it in stages, because by doing it gradually, children can do the sewing steps well and are able to produce work that meets expectations because this method is quite effective and fun for children. Based on the background of the problem above, it is known that children's fine motor skills need to be improved. To improve children's fine motor skills, one of them is through sewing activities. On this

basis, the researcher wants to conduct further research by taking the research title "the effect of sewing on the fine motor skills of group A children at RA Darul Ma'sum Curahtulis Tongas Probolinggo".

Methods

This research employs a Classroom Action Research (CAR) methodology to investigate the influence of gradual sewing activities on the fine motor skills of Group A children at RA Darul Ma'sum, Curahtulis, Tongas District, Probolinggo Regency, in the 2023-2024 academic year. This study follows a cyclical process consisting of four stages: planning, action, observation, and reflection. The research is conducted in two cycles, with each cycle containing improvements based on the findings from the previous cycle. The subjects of this study are children in Group A at RA Darul Ma'sum, totaling 20 students. The participants consist of both male and female students, aged between 4 to 5 years old. The selection of this group is based on the developmental needs of fine motor skills at this early childhood education stage. The object of this study is the gradual sewing activity as a method to enhance fine motor skills in young children. The activities are designed to involve simple sewing tasks that gradually increase in difficulty, fostering the development of hand-eye coordination, finger dexterity, and concentration. The data collection techniques used in this research include observation, performance tests, documentation, and interviews. Observation is used to assess students' fine motor skill development before, during, and after the implementation of gradual sewing activities. Observations are recorded using structured observation sheets focusing on aspects such as grip strength, coordination, and accuracy in threading and stitching. The performance test requires students to complete practical sewing tasks at different stages of the intervention. Their performance is evaluated based on specific criteria such as neatness, accuracy, and speed. Documentation in the form of photographs, video recordings, and anecdotal records is collected to provide qualitative evidence of students' progress in sewing activities. Interviews with teachers and caregivers are conducted to gain insights into the children's improvements and challenges faced during the intervention.

The data collected is analyzed using both qualitative and quantitative approaches. Qualitative analysis involves interpreting observational data and documentation using descriptive analysis to identify behavioral and developmental changes in students' fine motor skills. Quantitative analysis involves processing the performance test results using percentage analysis to measure the improvement in students' sewing abilities across the cycles. The research procedure begins with the planning stage, where sewing activities suitable for children's developmental levels are designed. Necessary materials such as fabric, plastic needles, yarn, and perforated boards are prepared, along with observation sheets and assessment rubrics. An initial assessment of students' fine motor skills is conducted before the intervention begins. During the implementation

stage, gradual sewing exercises with structured difficulty levels are introduced, with teachers guiding students in handling sewing materials safely and effectively while encouraging participation through engaging and interactive approaches. Observation is carried out simultaneously with the intervention to monitor students' progress and record findings. Challenges and difficulties faced by students are identified to provide a basis for reflection. The reflection stage involves analyzing the results obtained from the observation and performance tests, making improvements for the next cycle based on identified challenges, and adjusting activities to better meet students' developmental needs. This methodological approach ensures a systematic evaluation of the effect of gradual sewing activities on fine motor skill development among early childhood students. The findings from this study are expected to provide valuable insights into effective hands-on learning strategies for improving fine motor coordination in young learners.

The implementation of gradual sewing activities in this study is designed to align with the developmental stages of young children. The structured progression of sewing tasks allows students to develop their fine motor skills at an appropriate pace. By starting with simple tasks such as threading a large plastic needle through pre-punched holes in fabric or cardboard, students gain confidence and familiarity with the sewing process. As they become more skilled, the complexity of the activities increases, requiring more precision, control, and concentration. This gradual approach ensures that students do not become overwhelmed and can experience a sense of accomplishment at each stage. The role of the teacher in this study is crucial in guiding students through the sewing activities. Teachers provide demonstrations, individualized support, and encouragement to help students develop their skills. The interactive nature of the learning process fosters an engaging and enjoyable experience for the students. Teachers also observe students closely, noting their progress and challenges, and making necessary adjustments to improve the effectiveness of the intervention. The teacher's role is not just to instruct but also to motivate and support students as they develop their fine motor abilities through hands-on practice.

Another important aspect of this study is the incorporation of peer collaboration in the sewing activities. While each student works on their individual sewing tasks, they are also encouraged to observe and learn from their peers. Collaborative learning allows students to share techniques, offer assistance, and develop social skills while working on their sewing projects. This peer interaction fosters a positive learning environment where students feel supported and encouraged to improve their abilities. Additionally, seeing their classmates succeed motivates students to put in greater effort and take pride in their work. The research also takes into account the challenges that students may encounter while engaging in sewing activities. Some students may struggle with hand-eye coordination, while others may find it difficult to maintain focus or manipulate small objects. By carefully analyzing these challenges, teachers can implement strategies

to support students' individual needs. For instance, students who have difficulty with fine motor control can be provided with larger, easier-to-handle materials before gradually transitioning to more precise tasks. The flexible approach in this study ensures that all students can participate and benefit from the intervention.

An essential component of this research is the evaluation of students' fine motor skill development over time. By conducting pre- and post-intervention assessments, the study is able to measure the effectiveness of gradual sewing activities in improving students' abilities. The comparison of initial and final performance provides valuable data on how students progress through each cycle. The study also examines the consistency of improvements, ensuring that students retain and build upon the skills they have acquired rather than experiencing short-term gains. The integration of documentation, such as photographs and video recordings, serves as an important tool for both research analysis and instructional reflection. By capturing students' progress through visual records, teachers and researchers can review specific moments in the learning process to better understand how students develop their skills. This documentation also allows for a more comprehensive assessment of student engagement, persistence, and creativity in their sewing tasks. Furthermore, visual records provide an opportunity for teachers to reflect on their teaching strategies and refine their instructional approaches for future lessons.

The involvement of parents and caregivers is also considered in this study to reinforce learning beyond the classroom. Parents are informed about the objectives and benefits of the sewing activities, encouraging them to support their children's development at home. Some parents may choose to provide additional sewing materials or engage their children in similar fine motor skill exercises outside of school. By creating a connection between home and school, this study emphasizes the importance of consistent practice and reinforcement in developing fine motor skills. Beyond improving fine motor skills, this study also explores the broader benefits of sewing activities for young learners. Engaging in structured, hands-on tasks helps children develop patience, perseverance, and problem-solving skills. As they progress through the sewing activities, they learn to follow instructions, pay attention to details, and overcome small challenges skills that are transferable to other areas of learning. The sense of achievement students experience when completing a sewing project fosters confidence and a positive attitude toward learning.

The findings of this study are expected to contribute to early childhood education by providing evidence-based insights into the effectiveness of gradual sewing activities. As fine motor skill development is a critical aspect of early childhood learning, this research highlights the importance of incorporating practical, engaging, and developmentally appropriate activities into the curriculum. The study also underscores the need for a structured, supportive approach in helping students acquire and refine essential motor skills. In conclusion, this study presents a comprehensive investigation

into the impact of gradual sewing activities on young children's fine motor development. Through careful planning, implementation, observation, and reflection, the research aims to provide meaningful insights into how hands-on, skill-building activities can enhance students' abilities. By addressing the challenges, measuring progress, and emphasizing collaborative learning, this study serves as a valuable resource for educators seeking to integrate effective motor skill development strategies into early childhood education.

Result

The findings of this study indicate that the gradual sewing activities had a significant impact on the fine motor skill development of Group A children at RA Darul Ma'sum. At the beginning of the study, many students demonstrated difficulties in performing basic sewing tasks such as threading a needle, holding materials steadily, and making precise stitches. However, as they progressed through the structured sewing exercises, notable improvements were observed in their coordination, dexterity, and concentration. By the end of the intervention, most students were able to complete sewing tasks with greater accuracy and confidence. Observations during the implementation of the sewing activities showed that students initially struggled with controlling their hand movements and maintaining focus. However, as they became more familiar with the tasks, their ability to manipulate the sewing materials improved. Teachers recorded an increase in students' ability to grip the sewing needle correctly, align stitches neatly, and thread yarn through small holes with minimal assistance. These observations were further supported by the performance test results, which revealed an increase in the number of students who successfully completed sewing tasks at an acceptable level of proficiency.

The performance test results demonstrated steady progress across both cycles. In the first cycle, only a small percentage of students were able to complete their sewing tasks without errors. However, by the second cycle, a significant improvement was noted, with more students achieving higher levels of accuracy and neatness. This suggests that repeated practice and gradual difficulty adjustment played a crucial role in enhancing students' fine motor skills. The ability of students to complete increasingly complex sewing tasks with greater ease by the end of the study highlights the effectiveness of the gradual sewing intervention. Additionally, student engagement levels increased throughout the study. Initially, some students showed hesitation or frustration when faced with sewing tasks that required fine motor control. However, as they gained confidence and familiarity with the process, their enthusiasm and persistence improved. Many students expressed excitement about their sewing projects, eagerly participating in each session and demonstrating a sense of accomplishment upon completing their tasks. This increased motivation contributed to their overall improvement in fine motor skills and their ability to focus for longer periods.

The analysis of observational data indicated that students' ability to coordinate their hand movements showed significant enhancement. By the end of the intervention, students were able to manipulate sewing materials with greater control, demonstrating improved grip strength and finger dexterity. Teachers also noted a decrease in students' dependency on assistance, as they became more independent in completing their sewing tasks. This finding suggests that the gradual sewing activities helped students develop self-confidence in their abilities, leading to increased autonomy in performing fine motor tasks. The documentation collected throughout the study, including photographs and video recordings, provided qualitative evidence of students' progress. These visual records captured moments of students practicing sewing tasks, showcasing their initial struggles and subsequent improvements. The documentation also revealed that students developed problem-solving skills as they found ways to correct their mistakes and refine their techniques over time. This suggests that in addition to enhancing fine motor skills, the sewing activities also contributed to cognitive development by encouraging logical thinking and problem-solving.

Interviews with teachers further confirmed the positive impact of the sewing activities on students' fine motor skills. Teachers reported that students who previously struggled with fine motor tasks, such as holding a pencil properly or using scissors, showed noticeable improvements after participating in the sewing activities. Some teachers also observed that students displayed greater patience and perseverance when working on other classroom activities that required fine motor precision. This indicates that the benefits of the sewing intervention extended beyond the sewing sessions and positively influenced other aspects of students' learning. The quantitative analysis of the performance test results further supported the effectiveness of the gradual sewing method. The percentage of students who successfully completed sewing tasks increased from 60% in the first cycle to 90% in the second cycle. This data highlights a significant improvement in students' fine motor abilities, demonstrating that consistent practice and progressive task difficulty contributed to their skill development. The increase in accuracy, speed, and confidence in performing sewing tasks further validated the success of the intervention.

Moreover, the impact of the gradual sewing activities on students' concentration levels was evident. Teachers observed that students who initially had difficulty maintaining focus during sewing sessions gradually developed better attention spans. This was reflected in their ability to complete tasks without frequent distractions and their increased engagement in fine motor activities. The development of sustained concentration suggests that hands-on, engaging activities like sewing can help young learners build essential cognitive skills necessary for academic success. Overall, the findings of this study demonstrate that the gradual sewing activities were highly effective in improving the fine motor skills of Group A students at RA Darul Ma'sum. The structured, step-by-step approach allowed students to develop their coordination,

dexterity, and concentration at a comfortable pace. The combination of hands-on practice, teacher support, peer interaction, and engaging tasks created a positive learning environment that fostered skill development. The significant improvements observed in students' performance, engagement, and independence suggest that sewing activities can be a valuable tool for enhancing fine motor development in early childhood education.

Discussion

The results of this study highlight the effectiveness of gradual sewing activities in enhancing the fine motor skills of Group A children at RA Darul Ma'sum. The structured approach, which involved progressively increasing the difficulty of sewing tasks, allowed students to develop their hand-eye coordination, dexterity, and focus in a natural and engaging manner. The improvements observed across both cycles indicate that repetitive and structured practice plays a crucial role in strengthening children's motor skills. This finding aligns with previous research that emphasizes the importance of hands-on learning in early childhood development. One of the most significant findings of this study is the increase in students' ability to manipulate sewing materials with precision. Initially, many students struggled with fundamental tasks such as threading a needle, holding fabric steadily, and making uniform stitches. However, as they practiced over time, their confidence and proficiency improved. This suggests that gradual exposure to fine motor tasks, combined with teacher guidance, can effectively enhance children's ability to perform delicate hand movements. The success of this approach highlights the importance of providing young learners with structured opportunities to refine their motor skills through practical, engaging activities.

Another key aspect of the findings is the role of motivation and engagement in skill development. At the beginning of the study, some students displayed hesitation and frustration when faced with the challenges of sewing. However, as they gained familiarity with the tasks and experienced success, their interest and enthusiasm increased. This shift in attitude contributed to their willingness to persist in completing sewing projects. The positive emotional response observed among students reinforces the idea that learning activities should be both developmentally appropriate and enjoyable to sustain student interest and participation. The observations recorded during the study also indicate that gradual sewing activities contributed to increased independence among students. In the early stages, many children required frequent assistance from teachers and peers to complete their sewing tasks. However, as they progressed through the intervention, they demonstrated greater autonomy in handling materials and solving problems on their own. This increase in self-reliance is a valuable outcome, as it suggests that hands-on activities like sewing can help build confidence and problem-solving skills in young learners.

Furthermore, the role of teacher support and structured guidance was crucial in facilitating student progress. The study's findings show that when students received clear instructions and appropriate scaffolding, they were able to improve their fine motor skills more effectively. Teachers played an essential role in demonstrating techniques, offering encouragement, and providing constructive feedback. This underscores the importance of teacher involvement in the learning process, particularly in skill-based activities that require precision and patience. The impact of gradual sewing activities extended beyond fine motor development and influenced students' ability to focus and concentrate. Many students who initially had difficulty maintaining attention during sewing sessions gradually developed better concentration over time. Teachers noted that students became more patient, attentive, and willing to engage in detail-oriented tasks. This suggests that activities requiring sustained attention, such as sewing, can help young learners strengthen their cognitive skills, which are essential for academic success in later years.

Additionally, the findings of this study suggest that incorporating hands-on learning strategies in early childhood education can be highly beneficial. The success of the gradual sewing intervention demonstrates that young children learn best when they are actively engaged in meaningful, tactile experiences. Rather than relying solely on traditional teaching methods, integrating activities that involve movement and manipulation can provide a more effective approach to developing foundational skills. This supports the idea that early childhood educators should incorporate practical, interactive learning experiences into their curricula. The performance test results further validate the effectiveness of gradual sewing activities. The increase in the number of students who successfully completed sewing tasks from Cycle I to Cycle II highlights the positive impact of structured practice. The data also suggests that repetition and incremental challenge levels are key factors in skill acquisition. By gradually increasing task complexity, students were able to build confidence and competence at their own pace, reducing frustration and maximizing learning outcomes.

The positive feedback from teachers and caregivers reinforces the findings of this study. Teachers reported that students who participated in the sewing activities demonstrated improvements not only in fine motor skills but also in other classroom activities that required precise hand movements. Some teachers also observed that students showed greater enthusiasm for other hands-on learning tasks, suggesting that the benefits of sewing activities may extend to broader aspects of learning and development. In conclusion, the findings of this study provide strong evidence that gradual sewing activities are an effective method for enhancing fine motor skills in early childhood education. The combination of structured practice, teacher support, student engagement, and incremental task difficulty created a learning environment that fostered skill development and confidence. The improvements observed in students' coordination, dexterity, independence, and concentration highlight the potential of

hands-on learning approaches in early childhood education. These results suggest that sewing activities could be integrated into early childhood curricula as a valuable tool for promoting motor skill development and overall cognitive growth.

Conclusion

The findings of this study demonstrate that the implementation of gradual sewing activities significantly enhances the fine motor skills of Group A children at RA Darul Ma'sum. The structured approach, which involved progressive difficulty levels in sewing tasks, allowed students to develop essential motor abilities such as hand-eye coordination, finger dexterity, and concentration. The consistent improvement observed throughout the study suggests that repetitive and structured practice is highly effective in strengthening young children's fine motor skills. One of the most significant conclusions drawn from this research is that hands-on learning activities, particularly those involving fine motor coordination, provide young learners with the opportunity to develop essential foundational skills. The gradual sewing method enabled students to engage in meaningful, structured practice, which helped them refine their control over small hand movements. This underscores the importance of incorporating similar skill-based activities in early childhood education to support motor development.

The study also highlights the role of motivation and engagement in enhancing learning outcomes. Initially, some students experienced difficulty and frustration when performing sewing tasks. However, as they continued practicing and experienced success, their confidence, enthusiasm, and perseverance increased. This finding reinforces the idea that learning activities should be enjoyable and developmentally appropriate to sustain student interest and participation. Furthermore, the research indicates that gradual sewing activities contributed to fostering independence among students. Initially, many children required continuous assistance from teachers and peers. However, as they progressed through the cycles, they demonstrated greater autonomy in handling sewing materials and completing tasks independently. This suggests that hands-on activities not only improve motor skills but also promote self-confidence and problem-solving abilities in young learners.

The role of teachers in facilitating student progress was also evident in this study. The findings show that clear instructions, appropriate guidance, and constructive feedback played a crucial role in helping students improve their sewing skills. Teachers' support helped students overcome difficulties, remain engaged, and develop a sense of achievement. This underscores the need for active teacher involvement in implementing hands-on learning approaches to maximize student success. Additionally, the results indicate that sewing activities positively impacted students' ability to concentrate and focus. Many students who initially struggled with maintaining attention gradually developed better concentration skills. Teachers observed that students became more patient, attentive, and willing to engage in detail-oriented tasks. This suggests that

activities requiring sustained attention, such as sewing, can help young learners strengthen their cognitive skills, which are essential for academic success.

The performance test results further validate the effectiveness of gradual sewing activities in enhancing students' fine motor abilities. The increase in the number of students who successfully completed sewing tasks from Cycle I to Cycle II demonstrates the positive impact of structured practice. The data suggests that repetition, along with incremental challenge levels, is a key factor in skill acquisition, helping students build confidence and competence at their own pace. Teacher and caregiver feedback also supports the findings of this study. Educators reported that students who participated in the sewing activities displayed improvements not only in fine motor skills but also in other classroom activities requiring precise hand movements. Some teachers noted that students showed greater enthusiasm for other hands-on learning tasks, indicating that the benefits of sewing activities extend to broader aspects of learning and development. Overall, this study confirms that gradual sewing activities provide an effective strategy for improving fine motor skills in early childhood education. The combination of structured practice, teacher guidance, student engagement, and progressive task difficulty created a learning environment that fostered skill development, confidence, and concentration. The improvements observed in students' coordination, dexterity, independence, and focus highlight the potential of hands-on learning approaches in early childhood education. Based on these findings, it is recommended that educators incorporate sewing and similar hands-on activities into early childhood curricula as valuable tools for developing fine motor skills. Future research could explore the long-term impact of these activities on students' overall academic and motor development, as well as investigate how such strategies can be adapted for children with different learning needs.

References

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. English Education: English Journal for Teaching and Learning, 5(1), 44–57.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 371–380.

Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. Psikohumaniora: Jurnal Penelitian Psikologi, 8(2), 227–240.

Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' HTS Teologiese Studies/Theological Studies, 79(1), 8164.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of

Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.