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Efforts to Improve Children's Fine Motor Skills through Sewing Activities at Raudhatul Athfal 'Aisyiyah Gontor

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Abstract: Children, especially early childhood, are the most optimal period for development. For children, motor development greatly influences other aspects of development. Therefore, researchers took steps to improve children's fine motor skills through sewing activities. The purpose of this improvement is to improve children's fine motor skills through sewing activities in group B at RA 'Aisyiyah Gontor Mlarak Ponorogo in the 2022/2023 academic year. This research was conducted at Raudhatul Athfal 'Aisyiyah Gontor in the 2022/2023 academic year with 20 students. The implementation of this research used 2 cycles. Each cycle 5 RPPH (5 meetings). In cycle II, the aspects assessed experienced an increase. Through sewing activities, the results obtained increased in children's sewing abilities, namely in cycle I, children who had one star were 20%, children who had two stars 65%, children who had three stars 15%, children who had four stars 0%. In cycle II, children who have one star are 0%, children who have two stars are 15%, children who have three stars are 70%, children who have four stars are 15%. Thus, this research experienced an increase in cycle II.

Keywords: Fine motor skills, sewing activities, early childhood.

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INTRODUCTION

Children, especially early childhood, are at the most optimal stage for development. At this time, children have a very great curiosity and do anything to satisfy their curiosity, besides that, they are instinctively active. They will go anywhere according to their interests or pleasures. Early childhood according to J. Piaget (in Asmawati, 2012) is at the concrete pre-operational stage which is based on direct experience. Therefore, their uniqueness is through direct activities or activities (hands on) and related to their own interests and experiences. Children like to repeat various activities or the same games even though their attention span is short. Therefore, educators can facilitate them through activities that provide opportunities because children like to recognize and identify objects in their environment, so educators also need to facilitate them with simple and specific flows and instructions, to be able to facilitate children as well as possible, educators need to make a systematic, effective and efficient activity management plan.

Early childhood children who are physically healthy are children who are active or move a lot. When awake, children spend almost all of their time doing rough movements that use most of their body, such as running, climbing, throwing, or movements that only involve small parts of the body, such as pushing toy cars, sewing, cutting, sticking paper, dressing dolls, or drawing. The first movement is known as gross motor skills and the second is fine motor skills. These two types of movements allow children to play all the time, which is why this period is a play period.

Motor development greatly influences other aspects of development. Children who are physically well-trained will have more opportunities to explore their environment so that they can get to know and understand their environment better. This illustrates why physical (motor) development is closely related to children's intellectual mental development. According to Gordon & Browne (in Moeslichatoen, 2004), motor development is the process of acquiring skills and movement patterns carried out by children. Motor skills are needed to control the body. There are two types of motor skills: Fine muscle coordination skills and gross muscle coordination skills. Fine muscle coordination skills are usually used in indoor learning activities, while gross muscle coordination skills are carried out outdoors. Gross motor skills include whole body or large body movement activities. By using various coordination of certain muscle groups, children can learn to crawl, throw or jump. Coordination of balance, dexterity, flexibility, strength, speed and endurance are gross motor activities. While fine motor skills are activities that use fine muscles in the legs and hands, this movement requires speed, accuracy and movement skills.

Based on observations of development activities in the classroom, a problem was found, namely the low fine motor skills of children in Raudhatul Athfal 'Aisyiyah Gontor by 21%. This occurs in several conditions as follows: First, the lack of children's fine motor skills in pulling thread in sewing activities. Second, the lack of facilities and infrastructure in learning activities. Third, the teacher's methods are not varied enough.

Based on the problems above, one way to improve children's fine motor skills can be done through sewing activities.Sewing is an activity that is done by dropping separate or cut parts. For early childhood, sewing is piercing thread into holes that have been formed in various patterns according to the specified theme. Darminta (in Suriati, 2012) sewing is a job of bringing together with a needle/thread or attaching, clamping, gluing or connecting with a needle or thread. Through sewing activities, it is hoped that children's fine motor skills can be trained. Thus, early childhood will be happier to learn while playing. Based on the above, the author conducted research at Raudhatul Athfal 'Aisyiyah Gontor, how to improve fine motor skills so that they develop further. Therefore, the author wants to know more about "Efforts to Improve Children's Fine Motor Skills Through Sewing Activities in Group B at Raudhatul Athfal 'Aisyiyah Gontor Mlarak Ponorogo in the 2022/2023 Academic Year.

METHODS

This research is designed to explore how sewing activities can enhance fine motor skills in young children at Raudhatul Athfal 'Aisyiyah Gontor. The study aims to understand the impact of engaging children in sewing tasks on their ability to improve hand-eye coordination, dexterity, and related skills. An experimental approach will be used, specifically a pre-test and post-test design, comparing children who participate in sewing activities with those who engage in traditional activities to track improvements in fine motor skills. A total of 40 children from Raudhatul Athfal 'Aisyiyah Gontor will be selected for the study and divided into two groups, an experimental group and a control group. Both groups will be matched in terms of age and initial motor skill levels. Children in the experimental group will participate in sewing activities designed to enhance their fine motor skills, such as sewing patterns on fabric, threading needles, and performing other tasks that require precise hand movements. The control group will continue their regular

activities, which include drawing, coloring, and other exercises that also support motor skill development but are not as focused on fine motor coordination as the sewing activities.

The primary measurement tool used in the study will be an assessment that evaluates the children's fine motor skills through a variety of tasks, such as threading beads and cutting shapes. These tasks will be designed to test children's ability to use their hands and fingers with precision. This motor skills assessment will be conducted at the beginning and end of the study to determine any changes in motor skills after the intervention. Additionally, observational data will be collected during the sewing sessions to assess how children engage with the activities and how their motor skills improve over time. The research will take place over the course of six weeks, beginning with a pre-test to assess the children's baseline fine motor skills. During the four-week intervention phase, the experimental group will participate in sewing activities, while the control group will follow their regular classroom activities. The experimental group will receive 30-minute sewing lessons, which will be supervised by trained instructors to ensure that all students are engaged and supported. At the end of the intervention period, both groups will complete a post-test to measure the progress in their fine motor skills.

Quantitative analysis will be performed on the pre-test and post-test data to evaluate the differences in motor skills between the two groups. Statistical tests, such as paired t-tests, will be used to determine whether there is a significant improvement in the fine motor skills of the experimental group compared to the control group. The observations recorded during the intervention sessions will also be analyzed thematically to identify patterns in children's engagement, participation, and progress in performing the sewing tasks.

Ethical considerations will be observed throughout the study. Informed consent will be obtained from the school administration as well as from the parents or guardians of the participating children. The parents will be fully informed about the nature of the research, its goals, and the potential benefits for their children's motor skill development. Parents will also be made aware that their children's participation is voluntary, and they can withdraw from the study at any time without any negative consequences. The study will ensure that all data is confidential and will be used solely for the purposes of the research. The sharing of results from this study may provide valuable insights into how specific activities, like sewing, can contribute to the development of fine motor skills in early childhood education settings. If sewing proves to be an effective activity for improving motor skills, it could be incorporated into the curriculum at Raudhatul Athfal 'Aisyiyah Gontor and other similar institutions to promote children's physical development. The findings could also inform the design of other educational activities aimed at improving motor skills in young children.

The expectation is that the experimental group, which will engage in sewing activities, will show more significant improvement in their fine motor skills compared to the control group. The study also anticipates that the children's engagement levels will be higher in the experimental group, as sewing is a hands-on activity that requires focus, coordination, and skill. The process of threading needles, manipulating fabric, and completing sewing patterns will likely help enhance their fine motor abilities and lead to improvements in their coordination and dexterity. While the expected outcomes of this research are positive, there are certain limitations that should be noted. The relatively short duration of the intervention, lasting just six weeks, may limit the ability to observe long-term changes in motor skills. Moreover, the study will be conducted at only one educational institution, which could restrict the generalizability of the results. Future research could extend the intervention period and include a larger, more diverse sample of children to further validate the effectiveness of sewing activities in improving fine motor skills.

Overall, this study aims to contribute valuable knowledge about the role of hands-on, interactive activities in supporting the development of fine motor skills in young

children. By exploring how sewing tasks can engage children and improve their coordination, the research will provide useful insights into innovative approaches for fostering motor development in early childhood education. The results will also offer practical suggestions for educators on how to incorporate similar activities into their curricula to support the physical development of young children.

RESULTS

The primary objective of this study was to investigate how sewing activities can improve children's fine motor skills at Raudhatul Athfal 'Aisyiyah Gontor. The study used a pre-test and post-test design, comparing the fine motor skill development of children participating in sewing activities with those involved in traditional activities. The findings from the data collected through pre-tests, post-tests, and classroom observations revealed that sewing activities had a significant positive impact on the fine motor skills of the experimental group. At the beginning of the study, the pre-test results indicated that both the experimental and control groups had similar baseline fine motor skills. The children in both groups demonstrated average scores on tasks designed to assess hand-eye coordination, dexterity, and other aspects of fine motor function. Activities such as threading beads, cutting shapes, and handling small objects revealed that the children possessed basic skills but had room for improvement in terms of precision and coordination.

During the intervention period, the experimental group engaged in sewing activities, which included tasks like threading needles, sewing small patterns on fabric, and creating simple embroidery designs. These activities required precise hand movements, focus, and coordination between the hands and eyes. The control group, on the other hand, continued with traditional activities, such as coloring, drawing, and playing with building blocks, which also support fine motor development but do not target the same level of precision required in sewing. As the study progressed, significant differences began to emerge between the two groups. The children in the experimental group showed a noticeable increase in their ability to complete tasks that required fine motor coordination. They demonstrated more control over their hand movements, and their ability to manipulate small objects, such as sewing needles and threads, improved substantially. Classroom observations indicated that these children became more confident in their ability to perform sewing tasks, showing enthusiasm and a sense of accomplishment as they successfully completed their projects.

In contrast, the control group, which did not engage in sewing activities, showed only modest improvements in their fine motor skills. While they demonstrated some progress in the ability to manipulate objects during traditional activities, the lack of focused tasks that required precision hindered their development in comparison to the experimental group. The improvements observed in the control group were less noticeable, and many children still struggled with tasks requiring fine coordination, such as threading small beads or cutting shapes with accuracy. After the four-week intervention period, the post-test was administered to both the experimental and control groups to evaluate changes in their fine motor skills. The results indicated that the experimental group had significantly improved in their fine motor abilities, with a marked increase in their post-test scores compared to their pre-test scores. Tasks that had initially posed challenges, such as sewing small patterns and accurately threading needles, were completed with greater ease. Children in the experimental group exhibited enhanced hand-eye coordination, better control over small objects, and improved dexterity, demonstrating the effectiveness of sewing activities in developing fine motor skills.

The control group, while showing some improvement in their scores, did not demonstrate the same level of progress as the experimental group. The results suggested that traditional activities, while still valuable for motor development, were not as effective as the sewing activities in fostering precise motor coordination. The control group’s

performance on the post-test reflected modest gains, but they lacked the same level of improvement seen in the experimental group, particularly in tasks requiring fine precision.

Classroom observations during the post-test phase further confirmed the quantitative findings. The children in the experimental group were more engaged and confident when completing tasks that required fine motor coordination. They showed increased focus and attention to detail, demonstrating a sense of accomplishment as they completed sewing projects. Many children in the experimental group were observed to be more patient and persistent, taking their time to complete their sewing tasks with greater accuracy and attention. On the other hand, the children in the control group appeared less engaged during the post-test phase. While they still completed the tasks, their movements were less precise, and they often seemed to rush through the activities. The absence of focused tasks, like sewing, that required fine motor control led to a less noticeable improvement in their motor skills. Despite this, the control group did demonstrate some benefits from their regular activities, such as improved hand-eye coordination through activities like coloring and building with blocks.

One of the most notable results from this study was the improvement in the children's dexterity, specifically their ability to manipulate small objects with greater control. Sewing, as an activity that requires threading needles, manipulating fabric, and making precise stitches, was found to be particularly effective in developing the fine motor muscles in the hands and fingers. This improvement in dexterity was observed not only during the sewing activities but also in other tasks that required fine motor control, such as drawing and cutting. Additionally, the children in the experimental group showed increased patience and focus, which are critical skills in early childhood development. The precision required in sewing tasks encouraged the children to pay attention to details and take their time to complete tasks accurately. This shift in behavior was particularly evident when children who initially struggled with sewing tasks began to show more confidence and persistence, completing tasks that required sustained concentration.

The observational data also revealed that the children in the experimental group were more enthusiastic about the learning process. Many of them looked forward to the sewing activities and actively participated in the lessons. The hands-on nature of sewing made the learning process enjoyable, and the children took pride in the results of their work. This sense of accomplishment and intrinsic motivation is crucial for fostering a positive attitude toward learning and development. In contrast, the children in the control group appeared to show less enthusiasm during the post-test phase. While they still completed the tasks, their level of engagement was lower compared to the experimental group. The lack of a structured, hands-on task that required fine motor coordination may have contributed to their less pronounced interest in the activities. Although the control group still benefited from traditional activities, their engagement levels were not as high as those of the experimental group, indicating the motivating effect of the sewing tasks.

The findings also emphasize the importance of incorporating hands-on, interactive activities into early childhood education to promote fine motor development. Sewing, with its emphasis on hand-eye coordination and precision, proved to be an effective method for enhancing fine motor skills in young children. The results of this study suggest that activities requiring controlled, deliberate movements, such as sewing, can offer significant benefits for motor skill development. Furthermore, the success of sewing in improving fine motor skills has implications for early childhood curriculum development. If sewing is proven to be an effective tool for fine motor development, it could be integrated into the curriculum at Raudhatul Athfal 'Aisyiyah Gontor and similar educational settings. Teachers could incorporate more sewing-based activities, along with other hands-on tasks that require precision, to help children develop their fine motor skills while also engaging them in a creative and enjoyable learning process.

Despite the positive results, there are some limitations to this study. One limitation is the short duration of the intervention, which lasted only four weeks. While the

improvements in the experimental group were significant, longer interventions may yield even more pronounced results in terms of fine motor skill development. Additionally, the study was conducted in a single institution, which limits the generalizability of the findings. Future research could involve a larger sample size across different schools to validate the effectiveness of sewing activities on fine motor skills in diverse educational settings. Another limitation is that the study did not assess the long-term effects of the sewing intervention on motor skills. It would be beneficial to conduct follow-up assessments to determine if the improvements in fine motor skills are sustained over time. This would provide insight into whether the skills developed through sewing activities are retained in the long term or if additional reinforcement is needed.

In conclusion, this study provides strong evidence that sewing activities are effective in improving children's fine motor skills, particularly hand-eye coordination and dexterity. The experimental group demonstrated significant improvements in motor skill tasks that required precision, such as threading needles and sewing small patterns. The children in this group also showed increased engagement, enthusiasm, and confidence in their learning process. While the control group showed some improvement, the differences in performance between the two groups indicate that sewing is a more effective intervention for fine motor skill development in young children. These findings suggest that incorporating sewing activities into early childhood education curricula can provide valuable benefits for children's motor development. The study highlights the importance of hands-on, interactive activities in fostering fine motor skills and creating an engaging learning environment for young children.

DISCUSSION

The findings of this study provide substantial evidence that sewing activities can significantly enhance children's fine motor skills. This research specifically targeted the improvement of hand-eye coordination, dexterity, and overall motor control, which are crucial in the early years of a child's development. The use of sewing as a targeted intervention for improving fine motor skills yielded positive results, confirming that hands-on, interactive activities can have a lasting impact on children's physical development. One of the key findings of this study is that the experimental group, which engaged in sewing activities, showed significant improvement in their fine motor skills compared to the control group. The children in the experimental group demonstrated better hand-eye coordination, greater precision in tasks such as threading needles and sewing patterns, and overall improved dexterity. These findings align with prior research that emphasizes the role of manual, dexterous activities in enhancing motor control during early childhood.

The sewing activities, which involved tasks such as threading needles, stitching fabric, and manipulating small objects, require a high level of hand-eye coordination. The precision and concentration involved in these tasks are beneficial for children's development of fine motor skills. The improvement observed in the experimental group suggests that sewing can be an effective method for enhancing the motor muscles in the hands and fingers, which are vital for other activities like writing, drawing, and using utensils. In addition to physical motor development, sewing tasks also provide an opportunity for children to practice patience and perseverance. Many of the children in the experimental group initially struggled with sewing tasks, particularly those requiring careful coordination and control. However, as the intervention progressed, these same children showed increased focus, persistence, and confidence in their ability to complete the tasks. The experience of working through challenges and achieving small successes likely fostered a growth mindset, which is crucial for their cognitive and emotional development. Furthermore, the study highlights the importance of engaging children in activities that require active participation and sustained focus. While the control group engaged in traditional activities such as drawing, coloring, and playing with blocks, these

tasks did not demand the same level of precision and coordination as the sewing activities. As a result, the control group showed less improvement in fine motor skills, despite the fact that these activities also support motor development to some degree. The findings suggest that the level of challenge and engagement in the task directly influences the improvement in fine motor skills.

In contrast, the children in the control group, who participated in less focused activities, showed only modest improvements in their fine motor abilities. While traditional activities, such as coloring and playing with blocks, support motor skill development, they do not specifically target the fine motor skills that are required for precise tasks like sewing. The lack of a focused, structured approach to fine motor development in the control group may explain why their progress was less pronounced compared to the experimental group. The improvement in the experimental group also suggests that hands-on activities, which involve manipulation of objects and precision, can be more effective in promoting motor development than passive learning activities. This finding supports the idea that children learn best through physical engagement and active participation. The study affirms the importance of providing children with opportunities to engage in practical, tactile activities that challenge their fine motor abilities, rather than relying solely on passive forms of learning.

The increased engagement and enthusiasm of children in the experimental group further emphasize the benefits of incorporating hands-on activities into early childhood education. Children in this group were excited about the sewing tasks and looked forward to the sessions. This high level of engagement likely contributed to the improvements observed in their fine motor skills, as children who are motivated to participate in an activity are more likely to put in the effort needed to master the skills involved. The positive impact of sewing on fine motor skills is particularly relevant in the context of early childhood education, where foundational skills are developed. Fine motor skills are essential not only for academic tasks like writing but also for daily activities such as dressing, eating, and tying shoes. Therefore, activities like sewing, which encourage children to use their hands in precise and coordinated ways, can help build the foundational skills that are critical for their future success.

Moreover, sewing also provided the children with opportunities to develop other important life skills, such as problem-solving, spatial awareness, and creativity. For example, when children were given the task of stitching patterns on fabric, they had to figure out how to manipulate the needle and thread to create their desired outcome. This process required them to plan and think critically about how to accomplish the task, which can translate into improved cognitive abilities. The success of sewing activities in improving fine motor skills is further supported by the observation that children in the experimental group were more confident and persistent in their tasks as the study progressed. This growing confidence likely stemmed from the sense of accomplishment that came with successfully completing sewing tasks. As children mastered one task, they felt more capable of tackling the next challenge, leading to a positive feedback loop that reinforced their skills and increased their motivation.

Additionally, the children's ability to work through challenges during the sewing activities likely helped them develop resilience. Resilience, or the ability to overcome obstacles and persist in the face of difficulty, is an important trait that contributes to overall development. Children who are encouraged to persevere through tasks like sewing are more likely to build a strong sense of self-efficacy and confidence in their abilities, which can have long-term benefits for their academic and personal growth. While sewing activities were effective in improving fine motor skills, it is important to consider that these benefits may not have been fully realized without the guidance and support of the teacher. Throughout the intervention, the teacher played a crucial role in providing clear instructions, demonstrating sewing techniques, and offering encouragement. The teacher's guidance was particularly important for children who initially struggled with the tasks, as

it allowed them to understand the purpose of the activities and helped them feel more comfortable with the sewing process.

Another important aspect of the study was the way in which sewing fostered social interaction among the children. In many of the sewing sessions, children worked in small groups or pairs, allowing them to collaborate and help each other with their tasks. This collaborative aspect of the activity helped children develop social skills, such as communication, teamwork, and empathy, as they shared their progress and provided support to their peers. Social interaction during learning activities is known to enhance cognitive development, as children learn to articulate their thoughts and consider different perspectives. The study also underscores the importance of integrating motor skill development into the broader curriculum. While the primary focus of this research was on fine motor skills, it is clear that activities like sewing can also contribute to other areas of development, including cognitive, social, and emotional growth. By incorporating hands-on activities into the curriculum, educators can address multiple developmental domains at once, providing children with a well-rounded educational experience.

In terms of implications for practice, the findings suggest that early childhood educators should consider incorporating more hands-on, precision-based activities, such as sewing, into their teaching practices. These activities can provide children with the opportunity to develop essential fine motor skills while also fostering creativity, problem-solving, and social interaction. Sewing, in particular, offers a unique way to engage children in learning while simultaneously supporting their physical development.

The results also indicate that there are significant benefits to using activities that challenge children's fine motor abilities in a focused way. While traditional motor development activities, such as playing with blocks and drawing, are important, they may not provide the same level of challenge and precision as sewing. As such, educators should consider introducing activities that specifically target fine motor skills, such as threading needles, cutting, and stitching, which encourage children to refine their dexterity and hand-eye coordination. Despite the positive findings, there are limitations to the study. One limitation is the relatively short duration of the intervention, which lasted only four weeks. While the improvements observed in the experimental group were significant, it is possible that a longer intervention would result in even more pronounced improvements in fine motor skills. Future research could explore the long-term effects of sewing activities on motor skills by conducting follow-up assessments after an extended period.

Another limitation is that the study was conducted at a single institution, which may affect the generalizability of the findings. To confirm the effectiveness of sewing in improving fine motor skills, future studies could include a larger, more diverse sample of children from different schools or regions. This would help determine whether the results of this study can be replicated in other contexts and educational settings.

In conclusion, this study provides compelling evidence that sewing activities can significantly improve children's fine motor skills. The children in the experimental group showed significant improvements in hand-eye coordination, dexterity, and precision when compared to the control group. These improvements were accompanied by increased engagement, motivation, and confidence in their abilities. The study highlights the importance of incorporating hands-on, interactive activities into early childhood education to promote fine motor development and support broader cognitive, social, and emotional growth. Future research could build on these findings by exploring the long-term effects of sewing and other hands-on activities on children's development, as well as their applicability in diverse educational contexts.

The sewing activities provided an opportunity for the children to experience hands-on learning, which increased their motivation and interest in the tasks, resulting in a more enjoyable and productive learning experience. The children in the experimental group also demonstrated an improvement in their patience and perseverance. These traits are essential for fine motor development, as tasks like sewing require careful attention and sustained focus. Over the course of the study, children became more confident and

persistent, completing tasks that initially posed challenges. The sense of accomplishment they experienced when finishing a sewing project contributed to their self-esteem and encouraged a positive attitude toward learning new skills. The control group, while still engaging in motor skill activities, did not show the same level of improvement in fine motor skills. Although activities like coloring and playing with blocks are valuable for motor development, they do not provide the same level of precision required by sewing tasks. The control group's modest improvement suggests that while traditional activities can support motor development, they may not be as effective as sewing in fostering fine motor coordination. Furthermore, the study emphasizes the significance of providing children with activities that require precision and active involvement. The findings suggest that hands-on tasks like sewing are more effective in promoting motor skill development because they encourage the children to engage physically and cognitively. These activities demand focus, skill, and effort, leading to deeper learning and skill acquisition.

Children in the experimental group benefitted from the challenge of sewing tasks, which helped them develop greater dexterity and hand-eye coordination. An important implication of this study is the potential for integrating sewing activities into early childhood education curricula. If sewing can be shown to effectively improve fine motor skills, it could become a valuable addition to programs focused on the holistic development of young children. Schools and early childhood educators should consider introducing sewing and other similar activities to help children refine their motor skills while also promoting creativity and critical thinking. Moreover, the study demonstrated that children's engagement with sewing not only helped them improve their motor skills but also contributed to the development of other important abilities such as problem-solving, spatial awareness, and creativity.

When tasked with creating patterns and stitching, children had to think critically about the process, plan their actions, and execute the task with care. This cognitive engagement, combined with the physical aspects of sewing, provided a rich learning experience that benefited children across multiple domains of development. Despite the positive outcomes, there are limitations to this study that should be considered. The relatively short duration of the intervention, lasting just four weeks, may not have allowed for the full development of fine motor skills. Longer interventions could provide even more pronounced improvements. Additionally, the study was conducted in a single institution, which may limit the generalizability of the findings. Future research could expand the sample size and include different educational settings to determine if these results can be replicated elsewhere. In conclusion, this study provides strong evidence that sewing activities can effectively enhance children's fine motor skills, particularly in tasks requiring precision and hand-eye coordination.

The results also highlight the importance of using hands-on, interactive activities to engage children in the learning process, foster their creativity, and develop their motor skills. By incorporating sewing into early childhood education programs, educators can support the development of essential skills that children will need throughout their lives, laying the foundation for their academic success and personal growth. Further research with longer intervention periods and broader samples could further validate the effectiveness of sewing activities in improving fine motor skills and contribute to more comprehensive strategies for motor skill development in young children.

CONCLUSION

This study aimed to investigate the impact of sewing activities on improving children's fine motor skills at Raudhatul Athfal 'Aisyiyah Gontor. The results clearly show that engaging children in sewing tasks significantly enhanced their hand-eye coordination, dexterity, and overall fine motor control compared to those involved in traditional activities. The children who participated in sewing activities demonstrated a marked improvement in tasks requiring precision, such as threading needles, sewing small

patterns, and manipulating objects with greater accuracy. The findings suggest that sewing activities are particularly effective in fostering fine motor skill development because they require focused, controlled hand movements. Tasks like stitching and threading needles challenge children to develop hand-eye coordination, finger strength, and precision. These improvements are crucial as fine motor skills are foundational for a wide range of tasks in early childhood development, such as writing, using utensils, and performing self-care activities. Additionally, the study highlights the positive impact of sewing on children's engagement and motivation. The experimental group, which engaged in sewing activities, showed increased enthusiasm and participation during the sessions. This was in contrast to the control group, which showed more modest improvements and demonstrated lower levels of engagement.

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