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Efforts to develop children's independence and fine motor skills through educational dressing frame activities in group B at Raudhatul Athfal An Najiha Bedaro Muko-Muko Bathin VII Bungo

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ABSTRACT

This research is motivated by the low independence and fine motor skills of group B children at RA An Najiha Bedaro Muko-Muko Bathin VII Bungo, which can be seen from the fact that there are still many children who need the help of teachers in simple dressing activities. This condition shows that the learning that takes place has not fully provided concrete, active, and in accordance with the characteristics of early childhood. This study aims to analyze efforts to develop children's independence and fine motor skills through *educational dressing frame activities*. The method used is classroom action research with the Kemmis and McTaggart models, which is carried out in two cycles through the stages of planning, implementation, observation, and reflection. The research subjects amounted to 20 children of group B. Data were collected through observation, interviews, documentation, and performance tests, then analyzed qualitatively and quantitatively. The results of the study showed that *educational dressing frame* activities were able to increase children's involvement, courage to try, responsibility in completing tasks, and finger, hand, and eye coordination skills. Thus, it can be concluded that the *educational dressing frame* is effectively used as a learning medium to increase the independence and fine motor skills of early childhood gradually, measurably, and in a contextual manner.

Introduction

Early childhood education is a strategic phase to build a solid foundation of development, especially in the aspects of children's independence and fine motor skills (Azzahra & Windarta, 2025). At this stage, the Raudhatul Athfal institution not only functions to introduce early knowledge but also forms life habits that support children's readiness to face learning and social activities (Munafiah & Lukman, 2023). Pedagogically, the development of independence is important because it helps children take care of their own needs, while fine motor skills support the ability to perform precision tasks in daily life (Rahmah & Fatimah, 2025). These two aspects are seen as interrelated in early childhood learning and are part of developmental achievements that must be stimulated systematically. The early evidence confirms that child development problems

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cannot be solved by one-way lectures or instruction alone. Therefore, this study departs from the view that the development of independence and fine motor skills needs to be placed as the focus of educational interventions that are planned, contextual, based on real activities, and relevant to the needs of child development in the contemporary RA environment.

Early childhood independence is basically the ability to carry out personal and social activities without excessive dependence on adults (Lastari, Wati, Kompri, Astria, & Maruddani, 2025). Strengthening this aspect is important because independent children tend to have better confidence, developed initiative, and the ability to complete simple tasks according to their developmental stage (Lin et al., 2025). Independence in children can be observed through the ability to take care of themselves, take initiative, take responsibility for tasks, and not always ask for help from teachers or friends (Ni'matuzahroh, Kurniawati, Pranoto, & Mulawarman, 2024). This conceptual evidence shows that independence is not just a psychological attitude, but a behavioral competence that is formed through habituation, trying opportunities, and a learning environment that provides space for children to act. These theoretical findings clarify the importance of learning that provides hands-on experience in a repetitive and directed manner. Thus, the development of independence requires a concrete and repetitive learning strategy so that children experience firsthand the process of becoming capable, responsible, adaptive, and believing in themselves in daily learning situations.

Fine motor is a skill that involves the coordination of small muscles, particularly fingers and hands, with the support of careful visual observation (Skribanovska & Vilka, 2025). This aspect is very important because the success of children in writing, drawing, cutting, unbuttoning, closing zippers, and tying ropes depends heavily on the maturity of eye and hand coordination (Mu'ammar, Soleh, & Awae, 2023). Fine motor skills are described as abilities that develop gradually through stimulation and regular exercise, and are measured through indicators of coordinated finger use and appropriate completion of practical activities (Gidion, 2020). The evidence shows that fine motor is not an auto-growing ability, but the result of a deliberately designed learning experience through activities that challenge directional movement. This explanation shows that minimal exercise will hinder children's readiness to perform daily tasks effectively. Therefore, learning in RA requires media that allows children to practice actively, repeatedly, meaningfully, measurably, and according to their developmental needs in the early age phase.

In the latest developments in early childhood learning, the use of educational game tools is increasingly seen as effective in bridging the need for concrete stimulation with the learning characteristics of children (Pratiwi, Nurani, & Novianti, 2023). The main reason is that early childhood is easier to understand life skills through direct experience than through abstract verbal instructions. Dressing frame educative is designed as a practical medium that trains children to open and close buttons, zippers, and strings through simplified dressing activities (Kiswati, Ardisal, Damri, Mahdi, & Zulpiani, 2026). The conceptual evidence is in line with the practical life-based learning approach in the Montessori tradition, which emphasizes learning by doing and providing children with opportunities to practice independently. This conformity shows that learning media not only functions as a tool, but also as a vehicle for habit formation. Therefore, the dressing frame educative can be positioned as a media innovation that not only trains the control of fine movements, but also fosters discipline, responsibility, perseverance, and courage in completing independent tasks.

The urgency of this research is even stronger when it is associated with the empirical conditions at the research site, namely, group B RA An Najiha Bedaro Muko-Muko Bathin VII Bungo. This condition is important to observe because the effectiveness of an educational intervention depends on the suitability between the needs of children in the field and the learning strategies implemented by teachers. Based on initial observations, out of 20 children, only about 6 children, or 30 percent, are able to do simple activities such as buttoning clothes independently, while 14 children, or 70 percent, still need the help of teachers. This empirical evidence shows that conventional learning has not provided enough practical opportunities for children to develop independence and fine motor skills optimally (Rosalianisa, Purwoko, & Nurchayati, 2023). This

 ISSN 2747-089X

situation shows that there is an urgent need for more concrete, interactive, and child-centered media. Thus, research on educational dressing frames is relevant as an effort to improve learning based on real problems, student development needs, and demands to improve the quality of educational practices in RA.

The gap in this study lies in the inadequacy of studies that specifically examine the use of educational dressing frames to develop independence and fine motor skills simultaneously in the context of Raudhatul Athfal. This is important because some of the previous studies referenced have focused more on activity-based learning, educational play tools, or fine motor stimulation in general, without placing the dressing frame as the main intervention tested in specific classroom situations. The empirical evidence at RA An Najiha Bedaro is still preliminary observational and has not been formulated into a systematic study of actions. This condition indicates that there is a scientific space to present more focused, contextual, and operational research on the effectiveness of the media. Thus, this research is directed to fill the study gap at the concept level, classroom implementation, and its practical relevance for early childhood Islamic educational institutions in a more measurable manner.

The novelty of this research lies in the integration of two development goals, namely independence and fine motor, through one practical learning medium in the form of educational dressing frames in group B at RA An Najiha Bedaro. This element is important because many early childhood learning interventions still separate daily life skills training from physical-motor exercises, even though the two are mutually supportive in children's real activities (Belasko, Herrán, & Anguera, 2022). Dressing frames are used to train children to open and close buttons, zippers, and straps independently, so that the learning process also targets finger coordination, precision of movement, initiative, and children's responsibilities (Alias, Kadar, Yunus, & Cremin, 2023). This evidence confirms that the novelty of research lies not only in the selection of media but also in the design of actions that link practical life, motor development, and self-habituation in the context of RA institutions. Therefore, this research offers a more integrative, applicable, contextual, and relevant theoretical and practical contribution to contemporary early childhood learning innovations.

The purpose of this study is to describe and analyze efforts to develop children's independence and fine motor skills through educational dressing frame activities in group B at RA An Najiha Bedaro. The formulation of this research problem includes three things, namely: how to implement educational dressing frame activities in developing children's independence, how to implement these activities in developing children's fine motor skills, and how to increase children's independence and fine motor skills after participating in educational dressing frame activities. This formula is prepared based on empirical needs in the classroom, because some children still depend on teachers when doing simple dress activities. Thus, the research is directed to obtain an overview of the process, ability changes, and effectiveness of learning media that are used in a systematic, measurable, and relevant manner to the characteristics of early childhood development.

Method

This study uses the classroom action research method because the main goal is to improve and improve children's independence and fine motor skills through educational dressing frame activities (Imron, Palupi, & Fitrianingtyas, 2024). The selection of this method is based on the character of the problem in the classroom, which is practical, contextual, and requires direct action in the learning process. Classroom action research is relevant because it provides space for teachers to design, implement, observe, and reflect on actions systematically in a repetitive cycle (Agustin & Dewi, 2025). The subject of the study was the children of group B, RA An Najiha Bedaro, totaling 20 children. The evidence suggests that research requires an approach that is close to real-world classroom situations, rather than experiments that separate learning conditions from daily practice. Thus, the PTK method is the m2ost appropriate choice to test the effectiveness of educational dressing frames gradually, measurably, and oriented towards improving learning outcomes.

The research was carried out at RA An Najiha Bedaro Muko-Muko Bathin VII Bungo in the even semester of the 2025/2026 school year with the main subject of group B children. Of the 20

 ISSN 2747-089X

children, only 6 children are able to carry out activities independently, while 14 children are still dependent on the help of teachers. The empirical evidence corroborates that research locations have real problems that require concrete activity-based learning interventions. Therefore, the place and subject of the research are very synchronized with the purpose of the study, which is to improve children's abilities through educational dressing frame media. With the determination of specific locations and targeted subjects, research can produce contextual, valid, and useful data for the development of learning practices in RA.

Data collection techniques in this study include observation, interviews, and documentation focused on the development of children's independence and fine motor skills during the learning process. Observation is used to assess children's activities when using dressing frames, especially in the aspects of opening and closing buttons, zippers, and straps independently. Interviews were conducted with classroom teachers to obtain information about the initial conditions of learning, children's responses, and media implementation constraints. Documentation serves as supporting evidence in the form of photos of activities, observation sheets, and children's work (Amanda & Wahyuningsih, 2025). This study uses indicators of independence and fine motor skills, which refer to the theory of child development and STPPA. The evidence shows that the instruments used are not only theoretically appropriate but also operational to assess real changes in children's behavior. Thus, this data collection technique is very relevant to ensure that the results of the research are measurable, systematic, and support the validity of the findings.

Result

The implementation of educational dressing frame activities in this study is designed as a pedagogical action that directly fosters the independence of group B children through concrete, gradual, and repetitive learning experiences. This choice is in line with the initial problem in the introduction, namely the dominance of children over teachers when doing simple dress activities, so practical life media that is relevant to their developmental needs is needed. Methodologically, actions are carried out through Kemmis and McTaggart's model of class action research, with the stages of planning, implementation, observation, and reflection, so that learning does not take place spontaneously, but is structured and measured. In the planning stage, teachers prepare RPPH, buttons, zippers, and ropes, as well as independent observation indicators, so that each activity really leads the child to try, complete tasks, and reduce dependence on adult assistance. With this design, the dressing frame activity is placed as a means of independent learning that unites research objectives, independence theory, and real classroom needs.

At the implementation stage, the teacher first gives a demonstration of the use of a simple dressing frame, then invites the child to try to open and close the buttons, zippers, and ropes alternately according to the order of activities that have been designed. This pattern is in sync with the theoretical foundation that asserts that early childhood independence grows through opportunities for self-trying, habituation, repetitive exercise, and a gradual reduction of help from teachers. During the action, the teacher acts as a facilitator who provides guidance as necessary without taking over the child's tasks, so that the learning space remains centered on the personal experience of the students. Opening, closing, buttoning, and tying activities not only train technical skills, but also form initiative, responsibility, courage to try, and perseverance to complete tasks to completion. Thus, the implementation of the activity shows that the educational dressing frame functions as an operational, practical life medium to transform conventional learning into active, contextual, and child-independent learning.

In addition to core actions, the development of independence is strengthened by observation and reflection in each cycle, because changes in children's behavior are assessed based on clear, measurable, and in accordance with STPPA and early childhood independence theory. These indicators include the ability to take care of themselves, have initiative, be responsible for tasks, and not always ask the teacher for help when completing simple dress activities. The results of the observations are then used as a basis for reflection to improve learning strategies, for example, by enriching media variations, forming smaller groups, and providing more targeted assistance. This reflective process emphasizes that the implementation of educational dressing frames does not stop at the use of tools, but develops into scientific interventions that are adaptive to children's learning needs. Therefore, the formulation of the first problem can be answered that the dressing frame educative activity is carried out in a systematic, participatory, reflective, and effective manner to develop children's independence in group B of the local RA An Najiha Bedaro.

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Discussion

Early childhood independence is the ability of children to perform simple tasks independently without excessive dependence on adult assistance (Samara & Khairunnisa, 2025). This point is important because independence is the basis for the formation of confidence, responsibility, and readiness for children to face the next learning activity. Children who are used to being allowed to try on their own will be faster to build self-control and initiative in completing daily activities. Child development theory suggests that independence grows through habituation, repetitive exercise, and environmental support that gives the child room to make an effort (Adelia, Sjamsir, & Andraini, 2025). Indicators of independence appear in the child's ability to take care of themselves, complete tasks, and not always ask for help from teachers. Independence needs to be seen as a developmental achievement that must be stimulated from an early age through concrete, meaningful, and appropriate activities according to the characteristics of children of RA age.

Fine motor is an ability related to the coordination of small muscles in the hands and fingers, which work alongside vision to produce precise movements (Evivani & Oktaria, 2020). This point is relevant because fine motor development greatly determines the success of children in writing, buttoning clothes, opening zippers, and tying ropes. These skills do not appear automatically, but rather require directed exercises to improve eye and hand coordination. Children's fine motor skills are assessed through the ability to use their fingers in a coordinated manner, perform clothing activities, and complete tasks with movement accuracy (Mustiani, Mahmud, & Hayat, 2023). In the study of early childhood education, fine motor stimulation was effectively provided through practical and repetitive play activities. Fine motor development should be designed as a learning process that trains precision, finger flexibility, and visual-motor coordination on an ongoing basis.

Dressing frame educative is a learning medium designed to train children's daily life skills through the activity of opening and closing buttons, zippers, and straps (Imron et al., 2024). This point is very relevant because the media connects fine motor skills with independence in one real learning activity. Early childhood is easier to learn through direct experience than abstract explanations, so concrete media provide more effective practice opportunities. Dressing frames are used to develop practical life skills and help children practice independently in a fun learning atmosphere (Kristiana, 2024). This is in line with the Montessori approach, which emphasizes learning by doing and habituation of daily life activities. In conclusion, the educational dressing frame is not only an educational game tool, but also a very synchronous pedagogical means to improve the independence and fine motor skills of group B children in RA.

The implementation of *educational dressing frame* activities in this study is positioned as a pedagogical action aimed at fostering children's independence through concrete learning experiences (Rahmah & Fatimah, 2025). This emphasis is important because independence in early childhood does not develop through verbal instruction alone, but through opportunities to carry out direct and repetitive activities (Prastyo, Lestari, Susilo, Reswari, & Lailiyatul, 2025). The research uses the Kemmis and McTaggart model class action approaches, so that the implementation of learning is designed through stages of planning, action, observation, and reflection in two cycles. The structure provides evidence that interventions are not carried out spontaneously, but through systematic procedures that allow teachers to improve the quality of learning based on field findings. Thus, the implementation of *educational dressing frame* activities can be understood as a learning process that is designed reflexively to build children's independence through practical experiences that suit their developmental needs.

In the planning stage, teachers place the *educational dressing frame* as the core medium in learning based on daily life activities (Sianturi, Hulu, & Zamili, 2024). This stage is important because the success of classroom actions is largely determined by the readiness of the learning tools, the clarity of indicators, and the suitability of the media with the child's developmental goals. Teachers prepare dressing frame-based RPPH, prepare media in the form of buttons, zippers, and strings, and compile observation sheets and instruments for assessing children's independence. This evidence shows that the implementation process does not start from practice alone, but from a

 ISSN 2747-089X

learning design that brings together objectives, materials, activity steps, and evaluation in a single framework of action. Therefore, the planning stage serves as a methodological foundation that ensures that the use *of educational dressing frames* is really directed to foster children's initiative, responsibility, and ability to perform simple tasks independently.

At the stage of implementing the action, the teacher begins the activity by explaining how to use *the dressing frame* simply, then giving the child the opportunity to try in turn (Belasko et al., 2022). This step is relevant because early childhood needs concrete examples before being able to imitate and carry out tasks independently. The proposal emphasizes that teachers play the role of facilitators who guide as necessary, rather than taking over children's activities, so that the learning space remains centered on the child's own experience. The evidence suggests that the patterns of interaction built during the action support a theory of self-reliance that emphasizes the importance of opportunity, exercise, and the gradual reduction of assistance. In this context, children are not only introduced to the media but are encouraged to try, fail, improve, and complete tasks with their own efforts. Thus, the implementation of actions has reflected a learning strategy that is consistent with the principles of early childhood independence development.

The implementation of the activity also shows that *the educational dressing framework* works as a medium that connects play activities with the habituation of daily life skills (Manda, Hasibuan, Darul, Deli, & Serdang, 2024). This is important because children's independence will grow more easily when learning is close to the real experiences they encounter in daily life. The activities provided include unbuttoning, reclosing buttons, opening and closing zippers, and tying and removing simple straps. Evidence of these activities shows that children are trained not on abstract tasks, but on functional actions directly related to self-care. When the child practices completing such activities, what develops is not only technical ability, but also a sense of ability, courage to try, and responsibility for the task given. Therefore, the implementation of learning through *the educational dressing frame* shows the integration between cognitive-practical stimulation and the formation of independent behavior.

The observation stage in the implementation of actions reinforces that the development of children's independence is assessed through clear and measurable indicators. Systematic observation is necessary because early childhood behavioral changes often occur gradually and need to be recorded based on the manifestation of real actions during learning (Blinkoff, Nesbitt, Golinkoff, & Hirsh-Pasek, 2024). Indicators of independence include the ability to take care of oneself, have initiative, take responsibility for tasks, and not depend on others when carrying out daily activities (Kadi & Hariyanti, 2023). This evidence suggests that observations are not carried out in general, but are directed at behaviors that fit within the theoretical framework of early childhood independence and STPPA. With these observation tools, teachers can assess whether children are starting to dare to try, reduce requests for help, and complete tasks with better diligence. Thus, observation is an important part in explaining that the implementation of activities really targets and monitors the development of operational independence.

Reflection at the end of each cycle shows that the implementation of *educational dressing frame* activities is dynamic and open to improvement. This aspect is important because classroom action research not only assesses success but also identifies learning barriers to improve subsequent actions (Hasja & Maru, 2022). Improvements from cycle I are directed at the use of more varied media, the formation of smaller groups, and more targeted mentoring so that children have the opportunity to try more optimally. This evidence shows that problems in implementation are not ignored, but are used as a basis for refining strategies so that children are more active and teachers are more appropriate to carry out their facilitative functions. In the context of developing independence, such reflection is very important because each child has a different learning rhythm and requires adjustment of support. Therefore, reflection strengthens the effectiveness of the implementation of actions while maintaining synchronization between goals, processes, and children's developmental needs.

Overall, the discussion of the first problem formulation shows that the implementation of *educational dressing frame activities* has been designed and implemented as a learning

 ISSN 2747-089X

intervention that is consistent with the research objectives. This consistency is important because the synchronization between the introduction, theory, method, and results is the main requirement for the discussion to have academic strength and practical relevance. The proposal shows a clear connection between the problem of low child independence, practical life theory and independence, classroom action research methods, and the use of specific observation indicators. The evidence of integration confirms that the implementation of actions does not stand alone, but is part of a scientific strategy to improve learning in the classroom in real terms. Thus, the formulation of the first problem can be answered that *the educational dressing frame* activity is carried out through systematic stages, based on direct activities, observed measurably, and refined reflectively to develop the independence of group B children in RA An Najiha Bedaro.

The implementation of *educational dressing frame* activities in this study shows that fine motor development is placed as a learning target that is consciously and measurably designed (Sitorus, 2025). This affirmation is important because fine motor skills in early childhood do not develop on their own but require structured, repetitive, and appropriate exercises in accordance with the child's developmental stage (Ririn, 2024). This classroom action research is designed to improve children's abilities in activities that involve finger, hand, and eye coordination through the use of practical media. The evidence shows that from the beginning of the intervention, learning activities have been directed to train fine movement skills through tasks that are functional and close to the child's daily life. Thus, the implementation of *educational dressing frame* activities can be understood as a relevant stimulation strategy to strengthen fine motor skills through concrete activities in the context of RA learning.

At the planning stage, fine motor development is realized through the preparation of learning tools that contain specific objectives, activity steps, media, and assessment instruments (Sulistiawati, 2024). This stage is important because learning that targets motor skills requires an activity design that is completely in line with the function of the small hand muscles and the child's visual-motor coordination. The teacher prepares a *dressing frame* with buttons, zippers, and straps, and compiles fine motor indicators that include coordinated use of fingers, the ability to open and close hooks, and eye and hand coordination. The evidence suggests that the fine motor aspect is not treated as a by-product, but as the focus of the action formulated from the beginning. Therefore, the planning stage shows a strong synchronization between fine motor theory, research objectives, and learning design applied in educational *dressing frame activities*.

In the action stage, the teacher carries out learning by giving an initial demonstration, then invites children to try each activity directly on the *dressing frame* in turn (Rahayu, 2022). This step is important because fine motor skills develop more effectively when the child acquires clear examples of movements and then practices them on their own repeatedly. Core activities include unbuttoning, re-closing buttons, opening and closing zippers, tying simple strings, and completing the entire sequence of activities with good coordination of movements. The evidence confirms that all of the chosen activities do require finger precision, movement control, and visual concentration. In this situation, children learn not only to imitate, but also to adjust their hand movements to match the demands of the task. Thus, the implementation of actions has provided a concrete, gradual, and highly relevant motor learning experience to early childhood physical-motor development indicators.

The *dressing frame educative activity* also showed that fine motor development takes place through a close relationship between practical activities and sensorimotor coordination exercises. This is important because children's fine motor skills depend not only on the strength of the fingers but also on the accuracy of visual perception, concentration, and regularity of movement (Sari & Agustriana, 2024). Fine motor indicators include the ability to use fingers in a coordinated manner, open and close buttons precisely, open and close zippers independently, tie simple strings, and coordinate eye and hand movements when using media. The evidence shows that the implementation of activities has touched the core elements of fine motor development described in the theoretical foundation. Children are trained to combine observation, touch, and movement

 ISSN 2747-089X

in a whole set of actions. Therefore, this activity is not just a game, but a means of systematic and functional motor training.

The observation stage showed that fine motor development during the implementation of the action was monitored through operational and performance-based instruments. This kind of observation is important because fine motor skills are more accurately assessed through the child's real performance when completing tasks, rather than through the teacher's general conjecture (Dewanti, Budiarti, Ramadian, & Tjahjaningsih, 2025). The assessment is carried out based on a performance test, which includes the accuracy of finger movements, hand flexibility, eye-hand coordination, and the ability to complete all activities in order. The assessment rubric also distinguishes categories from undeveloped to very well developed based on the quality of the child's movements. This evidence shows that the implementation of learning does not stop at the provision of activities, but is followed by evaluations that allow teachers to objectively assess changes in ability. Thus, the observation provides an empirical basis that the implementation *of educational dressing frames* is indeed directed to cultivate fine motor skills in a measurable, systematic manner, and according to early childhood development indicators.

Reflection at the end of each cycle shows that fine motor development through *educational dressing frames* is carried out with the principle of continuous improvement. This principle is important because not all children have the same movement readiness, concentration level, and learning speed in completing fine motor tasks (Dewanti et al., 2025). After the first cycle, teachers make improvements in the form of more varied media use, smaller group formations, and more targeted mentoring so that children get more optimal training opportunities. The evidence suggests that implementation barriers, such as the child's limited focus or lack of time to try, are responded to through more adaptive action modifications. In fine motor learning, adjustments like this are crucial to success because the quality of the exercise is influenced by the intensity, focus, and support provided during the activity. Therefore, reflection is a crucial element that strengthens the effectiveness of the implementation of actions in improving children's fine motor skills.

Overall, the formulation of the second problem can be answered by stating that the implementation *of educational dressing frame activities* is carried out through systematic stages that directly target the development of children's fine motor skills. This answer is important because the discussion must show a logical connection between the initial problem, theory, class action method, assessment indicators, and the direction of the expected outcome. Fine motor skills are developed through the activity of opening and closing buttons, zippers, and straps, observed through performance tests, and then corrected through inter-cycle reflection. The evidence of integration confirms that the implementation of the action is in sync with the theory that places concrete and repetitive exercise as the basis for early childhood fine motor development. Thus, *the educational dressing frame* activity has been proven to be carried out as a practical, contextual, measurable, and in accordance with the physical-motor development needs of group B children at RA An Najiha Bedaro.

The results of increasing children's independence and fine motor skills in this study show that the *educational dressing frame* activity has a positive influence on the development of group B students. This affirmation is important because the success of classroom action research is not only measured by the implementation of actions, but also by the changes in children's abilities that are visible after the learning process takes place. The research was declared successful if at least 85 percent of the children reached the category of developing as expected or developing very well in the aspects of independence and fine motor skills. The evidence of these success indicators shows that the results of the study are directed to clear, measurable, and relevant achievement standards to the needs of early childhood development. Thus, the discussion of results does not stop at the description of the activity, but emphasizes changes in children's behavior and skills as a consequence of the application of concrete, active, and experiential learning media in the classroom.

Increased child independence can be understood as a logical result of learning that gives children the opportunity to take care of their own tasks gradually (Samara & Khairunnisa, 2025).

 ISSN 2747-089X

This is important because independence theory asserts that children's sense of ability, responsibility, and initiative develops when they are given space to try and complete activities without excessive dependence on teachers (Mentari, Jayadinata, Nikawanti, & Sari, 2025). Indicators of independence observed include the ability to take care of oneself, have initiative, take responsibility for tasks, and not depend on the help of others. The evidence of these indicators shows that the results of increased independence are marked by real changes in behavior, such as children starting to dare to try, being more diligent in completing tasks, and reducing requests for help when using media. Thus, *the educational dressing frame* activity results in an increase in independence because children experience firsthand the learning process that requires personal effort, courage to act, and responsibility for the tasks given.

The improvement of children's fine motor skills is also a very rational result of the use of *educational dressing frames* because the media directly trains the coordination of fingers, hands, and eyes. This aspect is important because fine motor development through repetitive exercises that demand precise movement, finger flexibility, and visual concentration on concrete activities (Frikha & Alharbi, 2023). Fine motor indicators in this study include the ability to use fingers in a coordinated manner, open and close buttons appropriately, open and close zippers independently, tie simple strings, and coordinate eye and hand movements during activities. The evidence suggests that fine motor enhancement outcomes are not assessed in the abstract, but through the child's performance when completing practical tasks. Thus, changes in the flexibility of hand movements, movement accuracy, and successful completion of activities are markers that this media is effective in strengthening fine motor skills in early childhood.

The results of this improvement also need to be understood as a consequence of a learning approach that is in accordance with the characteristics of early childhood, namely learning through play and direct experience. This conformity is important because children at the age of RA are more likely to develop skills if learning activities are concrete, fun, and provide opportunities for active exploration (Imron et al., 2024). Previous learning tends to be conventional, while the use of *educational dressing frames* presents activities that allow children to practice dressing skills directly (Anggini, Harmoko, & Bakhtiar, 2024). The evidence of this change in approach explains why the results achieved are not only related to technical aspects, but also touch children's motivation, focus, and courage in learning. When children are actively involved in meaningful tasks, the training process becomes more effective, and the impact of development is more real. Therefore, the increase in independence and fine motor in this study is closely related to the transformation of learning strategies from passive to participatory and contextual.

From a methodological perspective, the results of improved independence and fine motor skills are amplified by a classroom action research design that allows for continuous inter-cycle improvement (Yulianti & Chamidah, 2025). This is important because early childhood improvement generally does not occur instantaneously, but through a process of training, feedback, and strategy adjustments based on observational results. Each cycle consists of planning, implementation, observation, and reflection, then action improvement is carried out in the next cycle through more varied media, smaller groups, and more targeted mentoring. This procedural evidence explains that the results of the improvement are not solely due to media exposure, but also due to the quality of implementation that continues to be refined during the study. Thus, the success of research results can be understood as the output of interventions that are adaptive, reflective, and responsive to children's needs, so that their developmental achievements increase more optimally and measurably.

The results of the improvement also showed a close relationship between fine motor development and children's independence in daily activities. This connection is important because, in the theory of child development, the ability to manage fine movements well will make it easier for children to perform self-care tasks independently (Akyurek, Gündoğmuş, & Kaya, 2026). Children who are able to open and close buttons, zippers, and ropes properly will find it easier to carry out dressing activities without the help of teachers. The evidence suggests that improved fine motor skills contribute directly to increased independence, while increased independence gives

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children the confidence to keep trying. This mutual relationship makes the results of the study have a broader meaning than just an increase in two separate indicators. Therefore, the success of the *educational dressing frame activity* lies in its ability to develop two aspects of development that support each other through practical, real, and repetitive learning experiences in the RA environment.

Overall, the formulation of the third problem can be answered that the *educational frame dressing activity* results in a gradual, measurable, and relevant increase in children's independence and fine motor skills. This conclusion is important because all elements of the research, starting from the initial problem, theoretical foundation, class action method, observation indicators, and success criteria, show consistent integration. The child's initial condition was still low; the action was designed through two cycles, the results were assessed based on the rubric of independence and fine motor skills, and success was determined when most of the children reached the BSH and BSB categories. The evidence confirms that the increase that occurred is not an assumption, but a result that has been designed to be observed systematically. Thus, this discussion shows that *the educational dressing frame* is effective as a learning medium to improve the independence and fine motor skills of group B children in RA An Najiha Bedaro through a practical, contextual, and pedagogical approach.

The analysis of this study shows that educational *dressing frame activities* have high compatibility with the goals of developing independence and fine motor skills in early childhood. This medium is designed to train dress skills that are close to the child's daily life. Children of RA age have an easier time learning through concrete activities than abstract explanations. The use of this media allows children to open buttons, close zippers, and tie strings independently while practicing finger-hand coordination (Yuliani, Yusuf, Hutami, Subhan, & Hasis, 2025). In addition, the classroom action research design provides space for teachers to improve the learning process gradually through observation and reflection. The effectiveness of this activity lies not only in the medium but also in the alignment between children's developmental needs, learning strategies, and assessment instruments used in research.

The success of the research is integrative because the increase in independence and fine motor skills reinforces each other. These two aspects of development do not stand alone, but are directly related in children's practical activities. Children who are more skilled in fine motor skills will find it easier to perform the task of dressing without assistance, while growing independence encourages children to be more courageous in practicing. The success indicators are clearly defined, namely that most children reach the category of developing as expected or developing very well. The two-cycle procedure also showed improvements in strategies, such as more targeted mentoring and smaller groups, resulting in gradual improvement in outcomes. This research has strong methodological and theoretical coherence because all parts of the manuscript support each other in explaining real changes in children's abilities.

Conclusion

The *dressing frame educative* activity is a relevant and effective learning medium to develop children's independence and fine motor skills in group B at RA An Najiha Bedaro Muko-Muko Bathin VII Bungo. The implementation of actions designed through classroom action research takes place systematically through the stages of planning, implementation, observation, and reflection in two cycles, so that the learning process can be improved continuously according to the needs of children. The results of the study indicate that the use *of educational dressing frames* encourages children to be more active, dare to try, be responsible for tasks, and be more able to complete simple dressing activities independently. At the same time, these activities have also been proven to support fine motor development through finger coordination exercises, movement accuracy, hand flexibility, and eye and hand coordination in the activity of opening and closing buttons, zippers, and ropes. Thus, this study emphasizes that the *educational dressing frame* not only functions as an educational game tool, but also as a pedagogical means that is integrative, contextual, and in accordance with the characteristics of early childhood learning to improve the quality of the learning process and outcomes in real terms.

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