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CODE ATI: Sewing activities with various patterns affect the cognitive aspects of kindergarten children

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ABSTRACT Children need cognitive abilities to develop their knowledge of what they see, hear, feel, touch, or smell through their five senses. CODE ATI is used by teachers in the learning process in kindergarten as a form of approach and strategy. This research aims to e the influence of sewing activities with various picture patterns on aspects of cognitive development and creativity of group B children in Idhata Kindergarten, Bucinri District. Pangkep, Kec. Pangkajene. The method used in this study was classroom action research (PTK) carried out in two cycles. Each cycle consists of planning, implementing, observing, and reflecting. This research was scheduled to be carried out for ten days. The research subjects were group B children of TK Idhata Bucinri, totaling 17 children. The study's results showed that the success in developing creativity and cognition in sewing patterns for new children in the first cycle was 53.7% of the predetermined target of 75%. In cycle II, 79.1% of children were very well-developed. The development of children's creativity and cognition through sewing activities has reached 79.1% and exceeds the set target. This change can be seen from research cycle I to cycle II, which has increased by 26%

1. INTRODUCTION

Children need cognitive abilities to develop their knowledge of what they see, hear, feel, touch, or smell through their five senses. CODE ATI is used by teachers in the learning process in kindergarten as a form of approach and strategy. CODE ATI itself is a name used to show the picture that the word CO means "cognitive," then the word DE means "kindergarten children," while the word ATI comes from the word "affective and student creativity." Idhata Bucinri Kindergarten is a Kindergarten located in Bucinri Village, Kel. Mappasaile. The growth and development of Idhata Bucinri Kindergarten children is a golden age in their cognitive development and creativity. To improve children's creativity and cognitive abilities in group B at Kindergarten Idhata Bucinri, this can be done by sewing various picture patterns that interest children.

Education children aged in early stages before entering the education base McClain (2020), Which aims to accompany a child from born until with age of six years Tremblay-Perreault (2020). Education Thiis s achieved through gift incentives Which support growth access to education advance held through formal, non-formal Sugianto & Darmayanti (2021) and informal Akmaliyah (2021); Anhar (2023). From age 0 until six yea years, thee-gold moment brain child develops rapidly. According to children, children need stimulation appropriately. That is, through active play or having a factive expl explanation set brain can achieve the ed in a manner optimal for the young if the environment supports it with the type of stimulation appropriate for all elements of development (, Daubert, 2019,S).

Children need cognitive skills to develop knowledge about What they Look at (Hudha, 2023; Anggraini, 2022), hear, feel, touch, or kiss with five senses. In institutional education, child age early, like park child, in cognitive development, also called mental growth or mental development (Pedditzi, 2022; Safitri, 2023). The discussion of cognitive development includes studying visual development in thinking, cognition, or knowing processes (Mustakim, 2023; Santiago et al, 2023). Jean Piaget is one of the figures who strongly influence the discussion of cognitive development. Miller argues that Piaget's theory is the most influential phasing theory in developmental psychology, in which, at each stage, Piaget describes how humans gain knowledge about their world (Fauza et al, 2023; Rizqi, 2023).

Piaget says that Wrong One-factor development cognitive child is maturity organ and environment child. Accord-

ing to Piaget, the more-old somebody is cells the body, the more Lots develop And influence development ability. Besides, when somebody is old and experience various matter That leads to adaptation t the natural environment, the structure of cognition changes on a level That is more-tall. Somebody must grow and develop by What Whi gave her (food, nutrition, board, social condition, interaction, etc.) so that every child has cognitive stages of development, which are different, depending on One The same other. Depends on the environment. And fulfill his needs (Cahyadi, 2023; Widodo, 2023).

Dialektika (2016) briefly explained the theory Piaget that in journey development, somebody experiences a change in structure thinking. The more arranged and structured think reviewed was always built-in on the structure stage previously. Growth in phase This is caused by four factors: maturity physique, experience with object physique, experience social, And balance. Cognitive ability can be interpreted as reasoning power, creativity, or ingenuity (Akmaliyah, 2021; Ariyanti, 2016), skills, and in-depth knowledge of memory. The combination of childhood maturity and environmental influences is called cognition. Development Cognitive is the foundation ability to think child. Because of That, they developed my cognition related to letting the vel of intelligence (intelligence), Which characterizes ideas, Study somebody. Development of cognitive roles is vital to the success of Study children because part of learning is always related to the problem of thinking and creativity of children (Dialektika, 2016).

According to Iksan (2020), Creativity development must be carried out from an early age so that one day they can create something new in the future, whether it is a product in the form of ideas that can be applied to solve problems or the ability to see elements which existed before. According to Fakhriyani (2016), developing creativity is very important because creativity can increase achievement. Therefore, the more creative a person is, the better his academic achievement(Tatminingsih, 2019). The invention teaches children to find opportunities to solve problems and think in flexible, fluid, original, detailed, and reconstructed ways that characterize creative thinking. This sewing activity is one of the activities that Nanaimo stimulates the development of children's cognitive abilities and creativity (Khofifatin, 2022).

Widia (2022) stated that Sew is an early activity that develops Skills in child cognition. Based on this opinion, one can explain that sewing is the Wrong activity That pushes the development cognitive child. Sewing helps train cognitive abilities in children. Sewing is one of the activities carried out in early childhood to develop cognitive skills. In addition to developing recognition skills related to sewing, it is also used as an educational environment for children to improve their concentration, logical abilities, and adjustments. Hands, wrists, and fingers. Sewing for children is not the same as sewing for adults. Sewing techniques for children are the same as for adults, using thread, needles, and materials. However, children's fabrics, hands, and lines are slightly different. Sewing materials and tools for children are created to meet safety criteria and are easy to handle. Many sewing game tools are now marketed in various shapes and models. Game tools for sewing are not only bought in the market, but educators can make them themselves to train and develop creativity in children.

Creating your sewing game tools has many advantages, including lower prices and better creations. Educators can also adjust the number of holes according to the age level. In addition, the media can be integrated into classroom activities that match the theme. For example, the piece of today's action is my needs with the sub-theme of dressing, then the learning activities. One way to do this is by sewing clothes (Viliani, 2014).

Along with increasing age, kindergarten children's cognitive development and creativity will gradually and continuously increase from a simple, disorganized, and less skilled state to a more complex and better-organized state. For the development of children's fundamental abilities, seen from their cognitive abilities, sewing various picture patterns will help children to increase their creativity. Thus, learning through sewing patterns can improve children's mental and creativity.

2. METHOD

This research is a class action research (CAR) which was carried out in two stages cycle. Every cycle consists of planning, implementation, observation, And reflection. This research was conducted at the IDHATA BUCINRI Kindergarten in Bucinri, Mappasaile Village, Pangkajene District, Pangkep Regency, Sulawesi Province South. Place it is in choose because it is research place teach. Study This is done on semester even year learning 2022/2023. Reflection This is planned to be implemented for ten days; the subject study is a child group B Kindergarten IDHATA BUCINRI with 17 children.

The method used is PTK because it is a study done Teacher as a planner And executor in the classroom and helped by collaborators to improve and add expertise to the learning process so that the learning process is more varied. Moreover, produce more Good quality learning.

3. RESULTS & DISCUSSION

3.1 Results

During the study on cycle I that was held on date two until 6 May 2023, during the five-day activity, the child observed development. Observation recapitulation was carried out using observation sheets carried out by the teacher as follows:

TABLE 1. ecapitulation sheet evaluation cycle I

Indicator Which observed	BB	MB	BSB
Sew pattern various picture	21.1%	31.3%	47.6%
Process sew Correct	26.3%	22.1%	51.6%
Results Sew Creative	26.3%	15.8%	57.9%
Help a Friend Feels Difficulty	15.9%	26.5%	57.9%
Average	22.45%	23.9%	53.7%

The research occurred in cycle II from the 8th until 12 May 2023. During a 5-day activity, the child observed development. Observation recapitulation done with sheet observation done by the teacher is as follows:

TABLE 2. ecapitulation sheet evaluation cycle II

Indicator Which observed	BB	MB	BSB
Sew pattern various picture	0%	31.6%	68.4%
Process sew Correct	0%	16%	79%
Results Sew Creative	0%	15.8%	84.2%
Help a Friend Feels Difficulty	5%	15%	85%
Average	1.25%	19.6%	71.9%

3.2 Discussion

The results of research that has been carried out for ten days since the activity started 2 to 6 May 2023 for the cycle I then continued cycle II on From 8 to 12 May 2023 data was obtained that the effect of sewing on the image pattern to development creativity And cognitive child group B amount 17 child experience enhancement. On cycle I of 17 children There is, 53.7% child Which develop very well (BSB) in carrying out activities, and 23.9% of children are starting to grow (MBl. Still, there is a child who Which Not yet developed (BB) with an amount of 22.4%, matter This show there are still weaknesses in the activity, then what I will do is necessary to repair to reach the objective from the target, which has set 75%. From results, they Still Need to show results Which maximum. Enthusiastic child towards activities increases with the teacher's guidance, direction, and motivation. In cycle II, only 1.25% of 17 children show results yet develop (BB), 19.6% show start development (MB), as well as 79.1% offer development very Good (BSB). Influence sew to creativity And the cognitive child has reached 79.1% And exceeded the target Which has been set.

Matter: This shows the influence of sewing pattern pictures on the development of creativity, and the cognitive child show is successful. From exposure in on as well as based on results evaluation and observation on the initial condition, cycle I And cycle II can is known that with sewing pattern picture for development children's creativity and cognitive abilities are very influential and have increased. An observation happens to change in the child, with activities sew can develop creativity and a cognitive child. With sew child, more thorough, careful, and understanding as well as creativity and Power through child or mental development. Changes the can in Look from study cycle I to cycle II experience enhancement reach 26%. On cycle II activity, the child goes 79.1%, with a percentage that has reached the target, which is expected researcher.

Limitations in a study this is very minimal, like in activity sew patterns of various pictures where some children still need to be fluent in sew, and several children Not yet Can hold tool sew with Correct. As well as, some children have not been able to cooperate with their peers and have not been able to show their creativity in sewing. Children have not been able to develop ideas when sewing patterns, so the effect of activity sewing with various patterns of images on aspects of cognitive development and creativity Group B children at Kindergarten Idhata Bucinri District. Pangkep Kec. Pangkajene was right implemented in Kindergarten Idhata Bucinri District. Pangkep, because of learning media or tools displayed Which used in activity sew pattern various pictures can attractive-interest Study child. This sewing activity aims to stimulate the development of children's cognitive abilities (Williams, 2022).

4. CONCLUSION

Based on the results of classroom action research conducted in cycle I and cycle II, it can be concluded that sewing activities can increase ability in cognitive development and creativity in child group B TK IDHATA BUCINRI. This is evidenced by increased activity from cycle I to cycle II, so activity sews for increased cognitive development and a child's creativity success.

Based on the conclusions of the research results, several suggestions can be used to improve the quality of learning. Kindergarten teachers are expected to Keep following development about world education child age early to increase quality development. Activity sew with various variations needs to be done consistently to stimulate the brainchild or cognitive child as well as creativity, not only on one activity development but on all development activities to improve creativity and cognitive child.

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