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Assistance For Paud Kb Jambu Putih Teachers In Making Educational Toys (Ape) To Develop Children's Fine Motor Skills

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A B S T R A K

This community service activity was conducted to assist teachers at KB Jambu Putih in developing creative educational play equipment that could stimulate fine motor development in early childhood. The activity aimed to improve teachers' knowledge and skills in using simple and easily available materials to create educational, safe, attractive, and developmentally appropriate play media. The method consisted of observation, coordination, delivery of instructional material, demonstration, direct practice, and evaluation. The activities were carried out through face-to-face assistance with teachers at PAUD KB Jambu Putih, Desa Boyomoute, Kecamatan Liang, Kabupaten Banggai Kepulauan. The results showed that teachers understood the importance of educational play equipment in learning and were able to participate directly in preparing materials, making creative play equipment, and practicing its use. The resulting media was designed to support activities such as grasping, inserting, arranging, matching, and other hand movements that require eye-hand coordination. The activity strengthens teachers' ability to provide simple learning media and supports more active and enjoyable learning experiences for children

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INTRODUCTION

Educational play equipment (APE) is one of the tools that can be used to support the development of young children. Using APE not only provides a fun playing experience but also contains educational elements that can help develop various skills in children. Proper use of APE can support children's motor, cognitive, social, and emotional development (Muhammad Asip et al., 2023; Liana Lumbantoruan & Ahmad Nasir, 2026). (Asyipa et al., 2024; Bahri et al., 2023)

APE can be developed from simple materials that are easy to find in the surrounding environment. In this case, the teacher's creativity becomes important because the media created can be adjusted to the needs and developmental stages of the child (Vivi Hafizza & Yeni Setiawati, 2025). Through playing activities using APE, children get the chance to do various guided hand activities that can help provide stimulation for fine motor skills (Yonathan Natanael et al., 2025). (Maspupah et al., 2024; Syawalia et al., 2022)

Early childhood education teachers play an important role in creating an engaging learning environment while also providing media that can support children's development. However, the limited learning media can still be a challenge in carrying out learning activities (Destita Shari et al., 2024). Based on this situation, support for teachers is necessary so that they can create creative educational play tools using simple materials. Using appropriate educational play tools can also help stimulate fine motor skills, such as grasping abilities and hand-eye coordination (Baik Nilawati Astini et al., 2017). (Rupnidah & Suryana, 2022; Safitri et al., 2021)

The early childhood education (PAUD KB) Jambu Putih in Boyomoute Village, Liang District, Banggai Kepulauan Regency, became the place for coaching activities. Based on observations and interviews, teachers need learning media that are creative, simple, and easy to use to help with the children's learning process. This situation became the basis for carrying out guidance activities in making creative learning tools as an effort to support teachers in providing learning media that suit children's developmental needs.

The main issue in this activity is teachers' need for learning media that are creative, simple, educational, easy to make, and can help stimulate children's fine motor skills. This activity aims to improve the knowledge and skills of PAUD KB Jambu Putih teachers in making and using educational play tools (APE), while also encouraging teachers to be more creative in using simple materials available around them.

IMPLEMENTATION AND METHODS

The activities were carried out in several stages, namely observation, coordination, material delivery, demonstration, practice in making APE, direct assistance, and evaluation. The activities took place at PAUD KB Jambu Putih, Boyomoute Village, Liang District, Banggai Kepulauan Regency. Observation was conducted on July 23, 2026, through interviews and direct observation with the teachers at PAUD KB Jambu Putih to understand the learning conditions, the availability and use of APE, as well as the need for learning media that can

support the development of children's fine motor skills. Next, coordination was carried out regarding the time, place, implementation techniques, tools and materials, as well as the type of APE that was appropriate.

The main guidance took place on July 29, 2026. The material provided included the definition and benefits of APE, the importance of fine motor stimulation, an introduction to tools and materials, steps to create creative APE, and how to use it in learning activities. The methods used were demonstrations, discussions, and hands-on practice. The evaluation was done descriptively by observing teachers' understanding and skills during the guidance process, especially in recognizing tools and materials, following the steps to make APE, and practicing how to use it in teaching. The source article did not mention the number of participants or any assessment instruments in the form of scores.

Table 1. Stages and Methods of Activity Implementation

Stages	**Implementation**	**Method**	**Material**
Observations	Observation at PAUD KB Jambu Putih, Boyomoute Village, Liang District, Banggai Islands Regency; meeting with teachers and heads of PAUD.	Observations and interviews	Learning conditions; availability and utilization of APE; conditions of fine motor development of children.
Coordination	Coordination of place, time, technical activities, preparation of tools and materials, and determination of the type of APE.	Meetings and discussions	Preparation for the implementation and selection of appropriate APEs.
Mentoring	Assistance of PAUD KB Jambu Putih teachers in making creative APEs.	Demonstrations, discussions, and hands-on practice	Introduction to APE; benefits of APE; tools and materials; how to make creative APE; how to use.

RESULTS AND DISCUSSION

The implementation of guidance activities for creating creative APE was carried out face-to-face with the teachers of PAUD KB Jambu Putih. The activity was aimed at providing teachers with understanding and skills in making simple, creative play media that can be used in early childhood learning processes. (Oktaviani & Setiyono, 2022)

Observations on July 23, 2026, showed that teachers need learning media that are creative, simple, and easy to use. The results of these interviews and observations became the basis for determining the form of guidance. APE is considered important because it can provide learning through play while also helping to develop children's fine motor skills.

During the coordination stage, discussions were held regarding the preparation of activities, the time and place of implementation, as well as the tools and materials needed. Coordination was also used to determine the type of APE that is suitable for the purpose of stimulating children's fine motor skills.

The main mentoring took place on July 29, 2026, at PAUD KB Jambu Putih. Teachers received materials about the definition and benefits of APE, the importance of fine motor skill stimulation, introduction to tools and materials, steps to make creative APE, and how to use APE in learning activities. After that, teachers were directly involved in practice, starting from preparing the materials, designing and making APE, to trying out how to use the media.

The success of the activities was observed through the teachers' responses and activeness during guidance, their understanding of the benefits of APE, and their involvement in practicing making and using the media. The results showed that the teachers were able to understand the importance of APE and follow the media-making process directly. The APE produced is aimed at training skills like grasping, inserting, arranging, matching, sticking, and hand-eye coordination.

The advantage of this activity lies in using simple materials and giving teachers hands-on practice experience. This approach allows teachers to develop learning media according to children's needs. However, this article does not provide quantitative data on the number of teachers participating in the activity, the level of knowledge improvement, or measurements of children's fine motor skills development. Therefore, the success of the activity in this article is assessed based on descriptive observations, responses, participation, and teachers' skills during the activity.

Next, the educational games that have been created can continue to be used in learning activities and developed into various kinds of media that are more diverse according to the child's developmental stage. Further support can also focus on more measurable evaluation of the use of teaching materials to monitor changes in children's abilities.

The documentation of activities in the source article consists of: Picture 1. Observation activities at PAUD KB Jambu Putih; Picture 2. Coordination of mentoring activities; Picture 3. Mentoring activities for creating creative educational play tools; and Picture 4. The enthusiasm of students and teachers during the mentoring activities.

CONCLUSION AND RECOMENDATION

The activity that helped teachers from the Jambu Putih Early Childhood Education Center (PAUD/KB) in Boyomoute Village, Liang District, Banggai Islands Regency in creating creative educational play tools (APE) went smoothly and received positive responses as well as active participation from the teachers. The teachers joined a series of activities, from getting introduced to the tools and materials to hands-on practice in making the APE.

The activity provides an understanding boost to teachers about the importance of APE (Educational Play Tools) as a learning medium to support child development, especially fine motor skills. The APE created can be used for activities like grasping, inserting, arranging, matching, pasting, as well as exercises that train hand-eye coordination. The strength of the activity lies in a hands-on approach and the use of simple materials, while its limitation is the lack of quantitative measurement for improvements in teachers' abilities and children's fine motor development. Further development can be done through variations in APE and more measurable usage evaluations. (Ahmadin et al., 2023).

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