

# Improving Children's Fine Motor Skills through Meronce Activities in Kindergarten

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## Abstract

*This study aimed to determine the improvement of fine motor skills through Meronce Activities in Aisyiyah Mamajang Kindergarten, Makassar City. The research conducted in this research is a collaborative participation class action. At the same time, the population in this study is group B Aisyiyah Mamajang Kindergarten Makassar City, and the sample in this study amounted to 15 students. Data were collected using observation sheets. Then the data were analyzed using descriptive analysis. The survey results after the action were carried out in Cycle I; as many as six children, or 40% of the 15 children, received the criteria for developing according to expectations in the aspect of students' speed in carrying out Meronce activities. Regarding accuracy, four children obtained the category of developing as expected, or 27%. After taking action in Cycle II, there was an increase from 15 students who obtained the criteria for designing according to expectations, six people in the speed aspect, and nine children in the category of developing very well in the speed aspect or 100%. For the accuracy aspect, seven students got the developing as expected, and eight children got the developing very well or 100%. In Cycle II, the child has reached the indicator of success, so the research is stopped.*

*Keywords: Fine motor, Meronce, motoric ability.*

## INTRODUCTION

Early childhood education is an education that is organized to facilitate the growth and development of children as a whole, covering aspects of cognitive and physical-motor development, language, art, moral and religious values, as well as the socio-emotional development of children. Early childhood character development is essential to develop during the golden age; at this time, children have sensitivity or sensitivity to the stimulus obtained (Sumantri.2005). Early childhood development at a critical period significantly

influences the development of children to adulthood, so parents and educators need to take advantage of the child's childhood by providing various stimuli, especially on fine motor development. According to Novitasari, Nasirun., & D., D. (2019), Fine motor development is the development of a child's movements using small muscles and parts that will be influenced by the child's ability to learn and practice. Motor Development in children is centered on five principles (Setiani, R. E.2013) which are described as follows: 1) Centering on activities involving muscle and nerve maturity, namely striped muscle or striated muscle as the central controller of movements produced voluntarily, The child's motor development will develop rapidly when the muscle has reached maturity; 2) Muscle maturity will stimulate the nervous system motor skills well; 3) Motor development develops according to the child's development pattern, that is, the child can sit down earlier, then the child will walk in a faster time; 4) The norms of child development can be determined; 5) Each child has a different level of development.

According to Samsudin (2007), Motor is a translation of the word "motor", the motor is defined as a term related to muscles and their movement, state, and activity. Fine motor skills are also explained by Beaty (2013) that fine motor skills are skills in using hands and eyes in a coordinated manner. Another opinion also expressed by Rahayu (2016) is that development involving smooth muscles and small muscles in the body can affect coordination between eyes and hands, such as using fingers to write, press, squeeze and grasp.

Another point also stated by Santrock (2007) suggests that fine motor skills are skills between hand-eye coordination in using a medium to improve children's basic skills in drawing lines straight, curved, and others. Hand movements should be well developed, and the proper slope, arc, or circle can be constantly improved. Another statement from Field Khayyirah et al. (2020) found that fine motor movements are movements that will involve small muscles. Such as the ability to move fingers and wrists, coordination skills between eyes and hands, and control emotions in activities related to the child's fine motor. From this opinion, it can be concluded that fine motor development is a skill that involves the coordination of smooth muscles in the eyes and hands in carrying out an activity related to the forces of the child's movements through the provision of stimulus from the child to the child.

Motor development for early childhood is significant because through motor the child can learn to jump, walk, stalk and squeeze using his fingers. According to Darmiatun & Mayar (2019), fine motor skills in early childhood are essential for child development. Children need their hands to learn well and coordinate eye and hand movements to develop their fine motor skills properly. While Pangastuty et al. (2013) says the most important fine motor skill is the ability to withstand what is necessary to write correctly. Fine motor skills are also revealed by is an essential aspect of development for early childhood through learning activities to write, color, plagiarize, cut, fold and draw shapes to stimulate children's fine motor skills, the better the child's motor skills, the better the social adaptation in childhood and the better the child's motor development from an early age. According to Field Wati et al. (2017), fine motor development in early childhood can be supported in several ways, one of which is by making collages using materials from pencil sharpeners.

Santrock (2007), Suggests that fine motor skills in children aged 4-5 years are an effort to stimulate children's ability to use learning media for coordination between eyes and hands through various activities involving children's fingers moving based on eye intent through the action of building taller beam towers with more complicated structural arrangements. It is also described in the regulation by the Ministry of National Education (2010) that the characteristics of fine motor skills in kindergarten children are as follows: a) Children are already able to grasp objects with their thumbs and forefingers, but the resulting movements are still very stiff; b) The child can perform manipulative movements to improve the child's fine motor skills; c) Children can engage hands, arms, fingers, and body for coordination between eyes and hands through the use of a medium. Kindergartens are also creative and can participate in various activities, such as project-based learning. At the end of childhood (age 6), a preschooler can learn to move the tip of a pencil with fingers and wrists. Based on this opinion, it is necessary to know that fine motor development is significant for children after an early age because it is an easy way to train flexibility and coordination of fingers and hands. Fine motor development that is well facilitated will make optimal development and independence in fulfilling children's daily activities.

Bimrew Sendekie Belay (2022), factors affecting motor development in children include genetic factors (congenital or congenital), factors that support or interfere with the maturation of organic and psychological functions, and environmental factors, factors and activities of children. covered. They are free-willed, capable, emotional, and struggling to establish themselves. According to Pura & Asnawati (2019), the objectives of fine motor development in early childhood are: a) the development of bimanual motor skills; b) Children can create their work. c) to develop hand-eye coordination. d) It is very high to train the mastery of emotions (egocentrism). According to Fitri Ariyanti & Edia (2007), fine motor development in children aged 5-6 years is being able to carry out activities of moving 12 mung bean seeds in a row within 20 seconds, using the correct toothbrush, combing the hair, drawing a box from the example, interest in washing dishes, making the rhombic lines thicker. While a child who is over four years old can do a good toothbrush, move the block with two fingers (thumb or forefinger), and place it on the palm of the child's hand. Martini J, (2006) Developing motor or smooth muscle coordination skills related to the coordination of finger movements when performing various activities. a) The child can cut paper with scissors; b) Children can wear, unbutton, and zipper; c) Children can hold the paper with one hand and draw, write or perform activities; d) The child can insert the thread into the needle; e) The child can string some beads between the thread and the needle; and f) The child can fold paper.

Based on the assessment of the learning process of students in group B at Aisyiyah Mamajang Kindergarten, Makassar city, it was found that the child's fine motoric had yet to be developed. This is because kindergarten cannot contain aspects of child development, so children feel bored. Learning activities should be more diverse so that children will more easily assimilate what they learn and are more likely to engage in different workouts if the media they teach is up-to-date. The child is not optimally developed; most children cannot yet see the color and create symmetrical folds. To solve the above problems and improve children's fine motor skills, activities are used, namely Meronce. Meronce is an example of

fine motor skills development activities in kindergarten through stringing activities in which strands of cloth are pierced and connected with ropes or threads. Insert the line into the hole with the help of a needle/without using a hand. Meronce activities are designed to train your child's hand-eye coordination. Of course, it takes skill and creativity to get exciting results. He is good at doing Rongsean smoothly without hurting his fingers, and he is good at using needles and materials. These materials are found in the home and school environments, creatively combining and setting lines according to their shape (Nasaruddin. (2021). Gozansky (2017). Meronce makes ornaments by stringing and assembling perforated materials into disposable items and ornaments (Gozansky, 2017). Meronce manufactures ornaments by arranging or creating pieces of perforated material into disposable items or decorations.

Gradini (2016), Meronce activities are part of the methods needed to develop children's motor skills. They are instrumental in everyday life, especially involving the use of hands coordinated with the eyes, such as making a pattern using ropes or threads; children are directed to complete Meronce activities in velocity (completing activities in a faster time or before learning activities are met). Meronce activities are also conveyed by Mumpuni (2014) that Meronce activities can train accuracy by arranging and arranging objects carefully and expressing desires for the things requested by this game is also able to help early childhood to teach children's concentration and patience in addition, it also fosters strength of children's art and creativity. According to Hasbin et al. (2016), the game Meronce acts as a child's playground equipment, in which the assembled objects are not intended for specific needs but instead exercises to achieve pleasure and train movement for the child. Good skills in carrying out Meronce activities can produce objects that have aesthetic, creative, and practical value. This activity invites children to be more imaginative, using materials from yarn or rope to do work to have benefits.

Meanwhile, Effiana and Prawitasari (Rosen, A., Trauer, T., Hadzi-Pavlovic, D., Parker, G., Brown, N.2015) explained the purpose of Meronce activities as follows: a) Improving fine motor skills through Meronce activities using clay base material formed into spheres or balls which are then inserted into holes using ropes. b) Meronce activities can also train eye-hand coordination, a child uses both hands and eyes to insert a thread or rope through the hole in the beads provided. Therefore, coordination between the eyes and hands is required. c. Improves alertness and concentration. When the child is squatting, it requires practice and attention to insert the hole correctly. Pamadhi Hajar by Skardi Evan (2015) Regarding aspects of Meronce, namely: a) Games, construction, and Meronce can be used in children's play equipment. and understand beauty. b) Making and configuring, assembling, and Meronce can serve as children's toys objects assembled indeed for specific needs, but to exercise the sense and understanding of beauty c) Beauty, how aspects of the beauty of melons Place objects as components of the series of attention. Based on the foregoing, it can be concluded that Meronce fruits can improve fine motor skills in early childhood. This study aims to find out the picture of children's fine motor skills through Meronce activities in kindergarten.

## METODE

The type of research used in this study is classroom action research. This study focused on improving students' fine motor skills with Meronce activities at Aisyiyah Mamajang Kindergarten, Makassar City. In contrast, the population in this study was group B of Aisyiyah Mamajang Kindergarten, Makassar City, and the sample in this study was 15 students. The steps taken in this study are 1) Action planning, 2) Implementation of actions, 3) Observation, and 4) Reflection (Suharsimi Arikunto. (2006). In this study, qualitative description analysis was used, which is a research method that describes reality by the data that has been obtained to know the increase in children's creative intelligence, as well as to find out the improvement of teachers in managing the classroom (Vienna Sanjaya, 2016). The assessment of learning indicators in this study is a manual for the assessment of kindergarten education based on the observations and regulations of the Indonesian Minister of Education and Culture of the Republic of Indonesia on the 2013 curriculum of Early Childhood Education with the following categories:

Table 1. Categories for Assessment of Student Learning Outcomes

No	Ability	Value
1	<b>BB</b> meaning Undeveloped: if the child does so still need guidance	1
2	<b>MB</b> meaning Start to Develop: if the child does so it still needs to be reminded or assisted by the teacher.	2
3	<b>BSH</b> meaning Develop as Expected: when the child can do it independently and consistently without being reminded or assisted by the teacher.	3
4	<b>BSB</b> means Very Well Developed: if the child does it independently and can already help his peers who have not achieved the ability according to the expected indicators.	4

## RESULTS AND DISCUSSION

### Cycle I Data Exposure

The implementation of planning activities begins with making a daily learning plan, preparing media and learning resources to play with clay, and preparing survey tools (student observation sheets) for learning preparation. This activity follows fine motor activities with beads, which can be in the form of bracelets or necklaces, depending on the child's preferences. The scoring points are accuracy and speed. The teacher puts forward and demonstrates the Meronce method: a) The teacher invites the child to fill the Works first by inserting the work results and binding the loop. The goal is to keep the results of work from falling off the rope; b) When the child finishes working on the Meronce, it is crescent-shaped or not the same as the first results of the work shape; c) After that, remove the ribbon and tie the first and last ribbon; d) The teacher tells the children to rhyme and not to overdo it. The goal is to make it easier for children to tie ropes. Teachers and researchers observed the activity of thrashing with clay materials. Observations are made during Meronce activities to record the child's development and the results of observations. The result of this Cycle 1

is the student's fine motor ability with the Melone student's speed and precision. Here is the division of the child's fine motor skills.

Table 2. Distribution of learning outcomes of students in cycle I

No	Indicators	Observations				Sum	Average Value	%
		BB	MB	BSH	BSB			
1	Speed	5	4	5	1	32	2,13	40%
2	Propriety	5	6	3	1	30	2,00	27%

From the data above, it is obtained an illustration that of the 15 students who participated in the Meronce activity can be explained as follows: 1) In the aspect of speed, five children are in the undeveloped category, four children are in the developing category, five students are in the developing category according to expectations and one child is developing very well, with the average score of obtaining student outcomes is 2.13, and the learning completion score is 40%; 2) In the aspect of speed accuracy, five children are still in the undeveloped category, six children are in the starting to develop category, three students are in the developing category according to expectations and one child is developing very well, with an average score of 2.00% and a learning completion score of 27%. Cycle I showed that the child's acceptable motor ability improvement was less than optimal and needed to reach a 75% success index. Therefore, the research will continue in Cycle II.

Observations or data obtained by observation serve as a guideline for the researcher to consider the problems that arise, together with the teacher, so that solutions to the issues that arise can be found. Secondly, it aims to improve the child's fine motor skills the verbal actions. the implementation of the reflection carried out by the researchers is to describe the data before and after the performance of the cyclical movement I. As for the obstacles that must be resolved and improved, the barriers that need to be revised, formulated solutions and be improved, namely: 1) Children who still do not understand how to make Meronce; 2) The child who is sad because he has not put them into the rope hole ; 3) The work blade to be used is not large enough that some children have difficulty getting tai into the work; 4) Some children scramble when removing the work from the container; 5) Ujung rope that breaks when entered n into the work hole so that children find it challenging to insert the work.

From some of the obstacles encountered by peneliti and teachers, a solution so that the learning process can run smoothly to improve fine motor skills in Meronce activities. Adapunso lusi is found as follows: a) give examples of Meronce to the child so that the children feel less confused as the children are asked to follow the steps that have been exemplified. enter work first; b) researchers or teachers encourage children with the word "let's try again; you can do it". This is done so that children do not give up easily. The first step is to help to insert the rope into the hole in the work. then gives the child the opportunity to perform independently; c) the researcher increased the number of containers so that two children could get sau wadah; d) The researcher burned the end of the rope before it was shared with the child so that the children could easily insert the string into the work hole. Based on the Reflection of Cycle I Behavior conducted at TK Group B Aisyiyah Mamajang Makassar City, improving fine motor skills with Meronce activities has not reached the

reported success rate of 75%. Therefore, to be successful, we must continue to perform actions in the second cycle and make improvements in the first cycle.

### Cycle II Data Exposure

The implementation of planning activities begins with making a daily learning implementation plan, making a daily learning practice plan, preparing media and learning materials to play with clay, preparing survey tools (student observation sheets), and preparing to learn. Activities continued with fine motor activities: using ropes and beads, bracelets, or necklaces, depending on the child's wishes. The assessment aspect is accuracy and speed. The teacher explains and demonstrates how to demonstrate in Cycle 2. Teachers emphasize the results of Cycle I reflection to improve the implementation of Cycle II learning. 1) Emphasize the results of Cycle I reflection as an effort to improve cycle II learning outcomes. The instructions for Meronce activities are more precise so that the child understands. Children are asked to follow the steps, Insert the first cable into the rope; 2) The teacher gives positive words such as "I can. Let's try again" so that the child does not give up easily. The teacher's first step is to help the child insert the rope into the hole in the rose and then allow them to do it themselves. The results of cycle 2 are subject to the child's fine motor skills related to the child's speed and the accuracy of the Meronce. Here is the division of fine motor skills.

Table 3. Learning Outcomes Cycle 2

No	Indicators	Observations				Sum	Average Value	%
		BB	MB	BSH	BSB			
1	Speed	0	0	6	9	54	3,60	100%
2	Propriety	0	0	7	8	53	3,53	100%

Regarding speed, six students are in the category of developing according to expectations, and nine children are developing very well, with an average score of 3.60 students and a learning completion score of 100% of students 15 students get a score of 3 and above. Regarding speed accuracy, seven students are in the category of developing according to expectations, and eight children are developing very well, with an average score of 3.53 and a learning completion score of 100%. With a learning completion score of 100%. In cycle II, there is an increase because the hole in the work is enlarged, and the rope is replaced with a standard yarn or thread so that children can more easily insert the string into the work; in addition to that, in terms of speed, it is easier and can complete the job before the end of learning. from the results of cycle II observation/observation, it shows that the child's fine motor skills are significantly improved. The increase that has occurred has achieved an indicator of success more than expected, reaching 100%.

The observation of cycle II yielded satisfactory results. These data show an improvement in fine motor skills. Melon activity can improve a child's fine motor skills. Based on the data obtained in Cycle II, the researcher concluded that the learning objectives that had been set were achieved. Therefore, proceeding to the next cycle of activities is optional. Fine motor skills are developed through various activities such as forming or manipulating clay/wax/dough, coloring, gluing, hammering, marking, cutting, and plagiarizing shapes (Sumantri, 2005). Melon is a rope game in which hollow pieces are tied

with ropes or threads. This activity trains hand-eye coordination. In addition, Meronce activities can teach children creativity, and melons can also increase attention and concentration. The study follows the plans of researchers and teachers. At the end of each action is a discussion of observation. After observing, think over your subsequent actions and conclude. A maximum of 6 children, or 40% of 15 children, achieved the expected developmental standards regarding the speed of performing student melon activities due to reviewing children's behavior in Cycle I. Expected categories or 27% development. Consideration of Cycle I enhanced by Cycle II includes; Helping and being able to motivate children; Increasing the number of containers provided so that children are not overwhelmed when drinking immediately. After being given interventions in Cycle II, there was an increase of 15 children who met the expected developmental standards, six children in the Pace category, and 9 in the Excellent variety or 100% Classified Pace. Regarding accuracy, seven students reached the expected level, and eight reached the excellent or 100% level. Regarding accuracy, we found that seven children were in the category of developing according to expectations, and eight were in the very high or 100% category.

## CONCLUSION

The research results concluded that Meronce activities could improve children's fine motor skills in group B children at Aisyiyah Mamajang Kindergarten, Makassar City. After performing the First Cycle action, 40% obtained the criteria of developing as expected in terms of the speed at which the child completed the Meronce activity, in the aspect of the accuracy of achieving the category of developing as expected by 27%. After the Cycle II action, there was an increase in the criteria to develop according to expectations by 100%. A 100% accuracy spec for the category generates according to growing expectations as much as it is. In the implementation of Meronce activities, the teacher provides guidance, acts as a facilitator, and provides a variety of activities/learning materials so that children do not feel bored.

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