IMPROVING CHILDREN'S FINE MOTORIC SKILLS THROUGH MERONCE ACTIVITIES AT THE AGE OF 4-5 YEARS AT PROSPEROUS CITEKO KINDERGARTEN, PURWAKARTA REGENCY

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Abstract. The fine motoric development of children in Sejahtra Citeko Kindergarten is still low, this is indicated by the fact that children in using their fingers to pick up objects or hold objects still need assistance. This type of research is Classroom Action Research (CAR). Classroom action research is a study of social situations with a view to improving the quality of action through the process of diagnosis, planning, implementation, monitoring, and studying the effects it causes. The subjects of this study were group A children aged 4-5 years at TK Sejahtera Citeko, totaling 12 children, consisting of 6 boys and 6 girls. This research was conducted on group A children in the 2022/2023 academic year. Based on the results of observational data that has been obtained that the fine motor skills of children in each cycle experience development. This can be seen from the average score in the Pre-Cycle which is 33.58 with classical learning completeness of 16.7% with very low criteria. In Cycle I increased to an average score of 41.38 with classical learning completeness of 41.66% with moderate criteria. In Cycle II it increased with an average score of 49.94 with classical learning completeness of 91.66% with very high criteria.

Keywords: *Fine Motoric, Meronce, Class Action Research*.

INTRODUCTION

Improving the skills possessed by children can be done in various ways. Moreover, the world of early childhood education is a world that cannot be separated from playing and also various children's play tools (Sujiono, 2012). The game is one of the right ways to develop a variety of children's skills, both in terms of cognitive, affective, and psychomotor according to their age stage. Interesting games can be used as a medium for children to learn many things (Wiyani, n.d.). However, in reality, currently there are many kindergarten students who do not understand suitable activities so that children can develop their skills optimally, for example by using activities that only use kindergarten magazines. Learning that uses magazines cannot fully maximize student development, because magazines cannot explore aspects of child development and children feel bored with these activities. It is better if learning activities are carried out in a more varied manner so that children can more easily

absorb the learning being taught and if the media being taught is in accordance with the theme, then the child will explore more with various kinds of activities.

Based on observations made on children aged 4-5 years at Sejahtra Citeko Kindergarten, children's fine motor skills were not optimally developed. This can be seen from the fact that most of the children during coloring activities still had many out of line, difficulty holding or picking up objects. small, and when folding activities are still not symmetrical. Children use more gross motor skills, namely using muscles, such as running, jumping, climbing, kicking and so on. Whereas in developing fine motor skills it is very rarely done, in developing fine motor the things that are usually done by teachers are activities such as writing, coloring/holding crayons. With only that being done the children also feel bored so when given activities like that the children are just playing around and not doing it properly.

The fine motor development of Sejahtra Citeko Kindergarten children is still low, this is indicated by the children using their fingers to pick up objects or hold objects that still need assistance. This is very visible when the child is holding the crayons while coloring. There are several stimulations of fine motor skills for children, such as folding paper into a work, drawing with crayons, painting with watercolors, finger painting (painting with fingers), stringing beads, playing with candles/dough, tracing (following the dots). in the form of pictures/letters/numbers). Seeing from the fact that the fine motor skills of children in Sejahtra Citeko Kindergarten are still low, the researchers will conduct a study entitled "Improving Children's Fine Motor Skills Through Meronce Activities in Sejahtra Citeko Kindergarten."

Fine motor skills are important skills that enable children to complete academic and pre-academic tasks such as using a pencil and writing their own name (Zahari et al., 2022). Children who have difficulty coordinating the small muscle groups in their hands have difficulty dressing, manipulating pencils, crayons, and scissors (Asmuddin et al., 2022). This difficulty makes children dependent on others. According to researchers, fine motor skills are activities or motor movement activities that require fine muscles accompanied by eye and hand coordination and fingers, for example accuracy, speed, and good movement control (Mualli et al., 2022). Children's fine motor skills will develop properly if given a stimulus that is appropriate to their age stage.

Meronce is a way of making decorative objects or disposable objects which is done by arranging hollow parts of the material which are joined together with string or thread. In relation to learning in Kindergarten that meronce is an activity of practicing creating art which is carried out by assembling parts of the material that can be made into decorative objects or disposable objects using the help of assembly tools according to the child's skill level (Mualli et al., 2022). The essence of this meronce activity is that children can insert beads or so on into strings or threads, children are able to name colors and shapes, children can be creative in composing roncean materials (M. Fadlillah, 2017). The purpose of meronce activities is to train hand-eye coordination besides that with merronce activities children will feel and gain direct experience, train concentration and be skilled at carrying out activities that use fine motor skills and others (Annisa & Sutapa, 2019).

RESEARCH METHOD

This type of research is Classroom Action Research (CAR). Classroom action research is a study of social situations with a view to improving the quality of action through the process of diagnosing, planning, implementing, monitoring, and studying the effects it causes. The subjects of this study were group A children aged 4-5 years at TK Sejahtera Citeko, totaling 12 children, consisting of 6 boys and 6 girls. This research was conducted on group A children in the 2022/2023 academic year.

In this study, data collection techniques were carried out through direct observation by researchers by directly recording the abilities of the children to be observed. According to Wina Sanjaya, observation is a data collection technique by observing every ongoing event and recording it with an observation tool about the things to be studied (Wina Sanjaya, 2009).

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes and other materials so that they can be easily understood and the findings can be informed to others (Sugiyono, 2012). To determine the effectiveness of a method in learning activities, in this classroom action research used qualitative description analysis and quantitative analysis (John, 2013). Analysis of qualitative descriptive data is a research method that aims to determine the extent to which children are involved in togetherness, while analysis of quantitative data is to find out the average increase in children's learning outcomes (Fitrah, 2017). Percentage will be analyzed using descriptive statistics presented in the form of tables or graphs. According to Suharsini Arikunto data research instruments are tools that are selected and used by researchers in their activities to collect data so that these activities become systematic and made easier by them. In this study, researchers used observation and documentation sheets . Sanjaya states that a research instrument is a tool that can be used to collect research data. The instruments used in this research are: observation, documentation (Wina Sanjaya, 2009).

Subjects of Classroom Action Research which were carried out at Sejahtera Citeko Kindergarten Semester I of the 2022/2023 Academic Year. There were 12 students in group A, consisting of 6 boys and 6 girls. The object of Classroom Action Research in Citeko Prosperous Kindergarten is group A aged 4-5 years, totaling 12 children. This study uses a class action research design (CAR). The determination of the research design was based on the researcher's desire to improve fine motor skills in Citeko Prosperous Kindergarten children.

RESULT AND ANALYSIS

This research is planned to be carried out in 2 cycles. Each cycle consists of 4 stages, namely: Action Planning, Action Implementation, Observation/Observation, and Reflection. Teaching and learning activities have carried out meronce activities. Before carrying out the pre-cycle, the researcher made a Daily Learning Implementation Plan which was attached, an observation sheet, a checklist sheet for measuring children's fine motor skills, observing children's activities and teaching and learning activities from the time the child entered to school. From the results of observing the teaching and learning activities of this pre-cycle, the results obtained from the assessment of the measurement of fine motor skills of children in the pre-cycle, namely, the number of children who completed were 2 children and the number of children who had not completed were 10 children. The percentage of pre-cycle learning completeness is as follows:

Before carrying out the research action (cycle), the researcher made initial observations (pre-cycle), so the average score of the child was obtained, namely 33.58, with the lowest score being 22 and the highest score being 48. In this pre-cycle, the percentage of children's learning completeness was as many as 2 children (16.7%) have completed and as many as 10 children (83.3%) have not completed. From the results of pre-cycle observations, it shows that the target percentage of learning completeness is 90%, so researchers will continue research and teaching and learning activities to improve children's fine motor skills with CAR steps through meronce activities.

The Implementation of Cycle I was held in 3 meetings. In this study, learning was carried out in two cycles. To further develop fine motor skills individually, each cycle was carried out in three meetings. The planning stages in cycle I include the following: Before carrying out actions or learning activities, researchers and class A teachers (collaborators)

have made preparations. Researchers have prepared daily learning implementation plans, observation sheets of children's activities, assessment sheets of children's fine motor skills as well as tools and materials used in meronce activities. Implementation of learning is done with a scientific learning model and demonstration methods, lectures and questions and answers. The class teacher also functions as an observer when the researcher invites the children to do group activities.

Based on the actions that have been carried out in cycle I as many as three meetings. The results of the fine motor skills assessment of group A TK Sejahtera Citeko obtained in cycle I, namely, the number of children who completed were 5 children and the number of children who had not completed were 7 children. The percentage of learning completeness in cycle I is as follows: The results obtained from the average score of children in Cycle I are 41.38 with the lowest average score being 28.66 and the highest average score being 52.33. In this cycle, the percentage of children's learning completeness, namely as many as 5 children (41.66%) have completed and as many as 7 children (58.33%) have not completed. This means that it is still below the target percentage of learning completeness, namely 90%, so the researcher continues to cycle II.

The child's fine motor skills before the action is carried out have not developed optimally. With the implementation of the activities of merronce using beads, drinking straws, and pipe pieces by combining them, it has increased. The percentage of children's completeness has reached 90%, which means that the children's fine motor skills in cycle II are in line with expectations so that learning does not need to be continued in cycle III.

It can be seen that the average score in the Pre-Cycle is 33.58 with a classical learning mastery of 16.7% with very low criteria. In Cycle I it increased to an average score of 41.38 with classical learning mastery of 41.66% with moderate criteria. In Cycle II it increased with an average score of 49.94 with a classical learning mastery of 91.66% with very high criteria. Thank God, in cycle II, everyone played meronce so that the children at Prosperous Citeko Kindergarten were enthusiastic about playing meronce, and their results increased from the previous results.
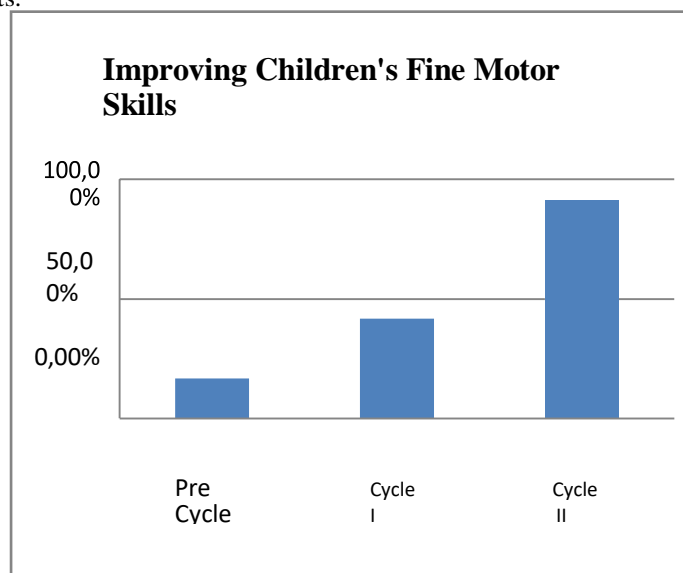

Chart 1.1 Improving Children's Fine Motor Skills

After seeing the results of the children's fine motor skills above, it can be concluded that merronce activities using beads, drinking straws, and pipe pieces by combining them can

improve children's fine motor skills. The increase is seen in each cycle. This research was a class action research conducted in two cycles, namely cycle I and cycle II. Each cycle consists of planning, action, observation and reflection. Each cycle consists of 3 meetings. Cycle II is an improvement from cycle I.

The fine motor skills of group A Citeko Prosperous Kindergarten children at their initial abilities or before the action is carried out have not developed optimally. Based on the results of the research that has been carried out in 2 cycles, each cycle has 3 meetings in group A TK Sejahtera Citeko, totaling 12 children, it can be seen that the average score in the Pre Cycle is 33.58 with classical learning completeness of 16.7% with very low criteria. In Cycle I it increased to an average score of 41.38 with classical learning mastery of 41.66% with moderate criteria. In Cycle II it increased with an average score of 49.94 with a classical learning mastery of 91.66% with very high criteria.

The results showed that there was an increase in children's fine motor skills in the pre-cycle, cycle I and cycle II. The increase obtained has reached the learning completeness target of 90%.

Through meronce activities in learning, children are very enthusiastic about doing it, children have independence and are not fighting over when picking up rhyme objects in containers. In addition, children can also create art according to their wishes. Meronce activities can be said to help children develop fine motor skills when children pick up small objects using their thumb and forefinger, children insert ropes or threads into holes precisely, children can make knots or tie them.

CONCLUSION

Based on the results of the study it can be concluded that through merronce activities can improve the fine motor skills of Group A Citeko Prosperous Kindergarten. Based on the results of observational data that has been obtained that the fine motor skills of children in each cycle experience development. This can be seen from the average score in the Pre-Cycle, which is 33.58 with a classical learning mastery of 16.7% with very low criteria. In Cycle I it increased to an average score of 41.38 with classical learning mastery of 41.66% with moderate criteria. In Cycle II it increased with an average score of 49.94 with a classical learning mastery of 91.66% with very high criteria.

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at Prosperous Citeko Kindergarten, Purwakarta Regency
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