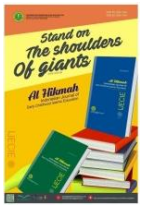
AL HIKMAH: INDONESIAN JOURNAL OF EARLY CHILDHOOD ISLAMIC EDUCATION
ISSN (P): 2550-2200, ISSN (E): 2550-1100,
VOL. 8 (1), 2024, PP. 217 - 229
https://journal.uaindonesia.ac.id/index.php/ijecie



Meronce Activities as A Means of Improving Fine Motor Skills in Early Children

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ARTICLE INFO

Article history:
Received December 13, 2023
Revised June 02, 2024
Accepted June 04, 2024
Available online June 29, 2024

Keywords:
Fine Motor Skills in Children, Bead Stringing, Bead Media

ABSTRACT

One learning approach that can be used to improve the fine motor skills of young children is meronce activities. This research aims to improve fine motor skills in young children through bead stringing activities. This type of research is classroom action research carried out in two cycles using data collection instruments in the form of observation sheets. Data analysis refers to the reference for the development of children's fine motor skills with standards for the level of achievement of children's development. The research subjects were students of RA Al-Mabrur Klunggen Slogohimo, Wonogiri. This study found that 64% of children's fine motor skills were underdeveloped, 9% were as expected, and 27% were very good. After the Cycle I intervention, children's fine motor skills increased by 19% in the underdeveloped group, 45% in the predictive group, and 36% in the superior group. Cycle II shows that children's fine motor skills are increasing. 82% of the category developed very well, 18% of the category developed as expected, and there were no children who developed poorly. The research was stopped in the second cycle because the prerequisites for success had been met. Therefore, the activity of stringing beads seems to be able to improve fine motor skills in young children. This activity develops hand-eye coordination, finger strength, and finger flexibility.

INTRODUCTION

Early childhood education is a type of education that aims to help children grow optimally physically, cognitively, linguistically, socially emotionally, and confidently. Preschool provides various interesting activities and suits children's interests because they give children the opportunity to develop their best potential. According to Tanu (2019) , motor development is one of the components of early childhood development that must be paid attention to. Fitriani & Adawiyah (2018) added that motor development indicates good growth and development. Baan et al. (2020) added that the development of motor skills in early childhood is divided into two, namely the development of fine motor skills and the development of gross motor skills.

Fine motor skills include body movements that use small muscles, such as drawing, writing, or shaking small objects. In contrast, gross motor skills include body movements that use large muscles, such as running, jumping, or playing ball (Sanenek et al., 2023). Regularly using small muscle groups, such as the fingers, which often require hand coordination and precision, as well as control of tools and work tools, is called fine motor skills (Sundari & Ardhian, 2022). Susanti (2021) states that early childhood fine motor skills include making

small movements with the fingers, wrists, and hands. These skills allow children to draw, write, sing, and cook. The aim of fine motor skills training is to improve the ability and accuracy in using your fingers every day, namely drawing according to ideas, imitating shapes, exploring various media, using writing equipment correctly, cutting according to patterns, pasting pictures correctly, and drawing in detail.

Children's fine motor skills are critical to their cognitive and language development. Fine motor skills help children prepare for more complex tasks such as writing and reading. As a result, parents and teachers must take the time to help children improve their fine motor skills through fun and varied activities (Mardatillah, 2023). The focus of this research is improving fine motor skills in young children. Consequently, effective learning approaches must be found to improve children's fine motor skills. Early childhood learning media are tools or objects used in learning to help children understand the ideas and skills being taught and internalize them. Children like to use things that are eye-catching, easy to hold and have colors and shapes that are easy to understand. This is confirmed by Susilawati et al. (2023) which states that media has an important position in influencing the success of the learning process.

One learning approach that can be used to improve the fine motor skills of young children is meronce activities. Meronce is an art and craft that combines hollow parts of the media with the help of a rope or thread (Yanti, 2023). Yunita et al., (2021) stated that coordination of fingers, eyes, and hands is needed to insert the thread into the hole. This method is designed to increase children's imagination and creativity as well as a means of improving their fine motor skills.

Juniarti et al. (2023) said that one of the meronce activities is using beads as a medium or material. This material is usually used to decorate or decorate Meronce products. Still, using beads can also affect children's fine motor skills because they have to make smooth movements when placing and threading the beads on the thread provided. Hera & Latief (2020) stated that using bead media in meronce activities can offer variety and attract children's attention. By having bead media, children will be more interested and enthusiastic about participating in meronce activities. Using bead media can also help children become more creative and have better imaginations. This is because children have to pay attention to the color, size, and shape of the beads used to create the desired pattern. Research related to improving fine motor skills with Meronce activities was carried out by Darmastuti (2012) who said that the enthusiasm of young children in activities to improve fine motor skills needs to be taken into account, meaning that activities like this require active involvement by students (early childhood).

In connection with the development of fine motor skills at RA Al-Mabrur Klunggen Slogohimo, Wonogiri Regency, and based on observation activities and interviews with teachers, it shows that the development of fine motor skills of young children at RA Al-Mabrur Klunggen Slogohimo, Wonogiri Regency needs to be improved. This shows that the child is not yet able to sing well, the child is not able to hold a pencil, the child is not able to draw correctly, and the child is not able to cut paper correctly. Thus, researchers focused more on improving fine motor skills with dancing. Apart from that, this research involves the active role of children starting from preparing bead media that children can access around them.

According toTjaya et al. (2020) when children can carry out singing activities skillfully, the child's fine motor skills will be a preparation for beginning writing.

METHODS

This study uses a classroom action research (PTK) approach. According to Hastuti (2022) PTK is research carried out by teaching class teachers and focusing on improving the learning process and practice in learning. Actions are carried out by the teacher and students according to the teacher's instructions. In line with the ideas of Triyono & Dharma (2018) , classroom behavior research is research into social situations to determine the quality of behavior through diagnosis, planning, implementation, and observation to improve related impacts and the focus of PTK is improving the quality of learning in the classroom. Thus, the research flow in this study refers to Taznidaturrohmah et al. (2020) , namely, 1) Carrying out initial observation activities to see a detailed picture of fine motor skills, 2) Planning learning tools for research, 3) Carrying out research and observations, and 4) Reflecting on research activities.

This study was carried out collaboratively and participatively, the researcher did not carry it out alone but collaborated with the class teacher to carry out the research, with the hope that it could improve practice in learning. The researcher's participatory method will be carried out step by step. The subjects of this research were all students in class A RA Al Mabrur, Klunggen Village, Slogohimo Wongiri District, totaling 11 children. This study was conducted in the first semester of the 2023/2024 academic year.

Reference for children's fine motor development as a reference for research data analysis using the Child Development Achievement Level (STPPA) standards contained in Minister of Education and Culture Regulation No. 137 of 2014, namely that children can coordinate their eyes and hands to carry out complex movements, can control hand movements using fine muscles, including picking up objects with their fingers, moving objects from one hand to another, putting objects in and taking them out. Thus, the indicators for this research are that children can pick up objects with their fingers, can move objects from one hand to another, and can put objects in and take them out. Apart from that, in this study, children were able to carry out meronce activities if they were in the very well-developed (BSB) category. Percentage of observations that researchers have carried out at RA Al Mabrur Slogohimo (Sujiono, 2010):

$$P = \frac{f}{N} \times 100\%$$

untuk P = percentage, f = number of children developing very well (BSB), dan N = total number of children. Apart from that, children who are able to carry out meronce activities correctly

$$\frac{3}{11} \times 100\% = 27{,}3\%$$

Meanwhile, children are not yet able to carry out meronce activities correctly

$$\frac{8}{11} \times 100\% = 72{,}7\%$$

Table 1 shows initial data on the abilities of RA Al-Mabrur Slogohimo students related to meronce activities.

Tabel 1. Preliminary Data on Fine Motor Skills of RA Al-Mabrur Slogohimo Children

No	Initial Name	Assessment Indicators Children Who Are Able To...															
		Hold a pencil				Cut paper				Meronce activities				Draw			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	AF				√		√						√		√		
2	AL	√				√				√				√			
3	AU	√				√				√				√			
4	DE				√		√						√		√		
5	FN	√				√						√		√			
6	FI	√				√				√				√			
7	AI				√		√						√		√		
8	KA	√				√				√				√			
9	KH	√				√				√				√			
10	ND	√				√				√				√			
11	NA	√				√				√				√			

Note:

BB: not yet developed
MB: starting to develop
BSH: developing as expected
BSB: developing very wellBased

Table 1 above, shows that seven children have not yet developed their throwing ability, and one child is developing as expected. Thus, it can be seen that eight children need to improve their fine motor skills through meronce activities.

RESULT

1.1 Description of Research Cycle I

This research was carried out in stages in the form of a learning cycle. Two cycles were used in this research. The goal of each cycle, which lasts four sessions, is to improve the child's fine motor skills. The planning stage of Cycle I consists of 1) consultation with the main teacher as observer. At this stage, the researcher and main teacher work together to discuss research questions, and 2) create a daily learning implementation plan (RPPH) with the theme Sakinah Family. To achieve the goal, accompanying teachers and researchers must work together, 3) provide fun material, 4) provide the necessary learning media, and 5) provide observation sheets to determine the level of development of children's abilities.

The first meeting was held on Tuesday, October 17 2023 with the theme Sakinah Family and the sub-theme “My Mother is My Idol”. Class teachers and accompanying teachers play a very important role in this classroom action research. The implementation of the learning process is as follows: Teachers and children line up in the schoolyard for

gymnastics activities. After gymnastics, children do toilet training. Next, the children enter the classroom to form a circle for initial learning activities by the standard operating procedures (SOP) that have been implemented in the institution. Before entering the main activity, the children were invited to watch a video about “My Mother, My Idol”, and then a question and answer session was held as a trigger question for the children. In core activities using the central method, before starting the core activities, children are explained about the types of play, how to play, materials and tools, and the rules of the game.

First activity: Composing the words "my mother" using blocks. Second activity: String large beads into necklaces based on color. Third activity: Group beads based on color, shape, and size. Fourth activity: Drawing according to the theme. When children carry out meronce activities, researchers are assisted by accompanying teachers to take documentation as an evaluation tool using observation sheets. During meronce time, researchers together with accompanying teachers supervised meronce activities. It was found that the children enjoyed doing each activity, the children's motor skills were very developed, and the children found it difficult. Many children still have difficulty making the lock so it doesn't come off. Apart from that, there are still many children who don't understand how to hold threads and strings correctly. But we also found children who wanted to help their friends.

During the meronce activity, there were still children who needed guidance because the children did not like ronce. The child is active, he can't sit and focus on spinning the beads, he can't wait, and needs guidance. After the play activity is finished, the child is then invited to clean up, after that the teacher recoils by giving praise, then the child is invited to wash his hands. , prayer for eating, lunch, and rest, closing according to the closing SOP that has been implemented by the institution, then the children go home and the children shake hands with the teacher one by one.

Meeting 2 was held Tuesday, 24 October 2023 with the theme "Sakinah Family" and the sub-theme "My Cute Little Brother" and those who played a role in this classroom action research were the class teacher and accompanying teacher. The learning process starts from the first time the teacher and the children line up in the schoolyard for gymnastics activities. After gymnastics, children do toilet training. Next, the children enter the classroom to form a circle for initial learning activities by the SOP that has been implemented in the institution. Before entering the main activity, the children were invited to watch a video about "My Cute Little Brother", and then a question and answer session was held as a trigger question for the children. In core activities using the central method, before starting the core activities, children are previously explained about the types of play activities, how to play, materials and tools, and the rules of the game.

The first activity is composing the words "a-d-i-k", the second activity is using large beads and combining them with papaya fronds to form a bracelet, and the third activity is moving the beads according to color, shape, and size into a bottle. The fourth activity is a collage of pictures of your sister's clothes with pieces of paper. When children carry out meronce activities, researchers are assisted by accompanying teachers to take documentation as an evaluation tool using observation sheets. During meronce time,

researchers and accompanying teachers supervised meronce activities. It was found that the children enjoyed doing each activity, and the children's motor skills were very developed. Many children still have difficulty making the lock so it doesn't come off. Apart from that, there are still many children who do not understand how to hold threads and strings correctly. However, some children want to help their friends.

During the activity of combining pieces of papaya stem and green beads, there were still children who did not listen to the teacher's orders. When arranging the beads, the teacher was invited to arrange green beads combined with pieces of papaya stem. There were still two incidents. This will attract the attention of researchers when giving explanations, so that children quickly understand the instructions given, so that children are interested and willing to take part in the learning activities. After playing, children are invited to clean up. After cleaning up, the teacher collates by giving rewards or praise. After that, the children sing "Let's wash our hands" then wash their hands, pray to eat, rest then cover according to the SOP that has been implemented. Observations that were paid attention to by researchers and collaborators were when children were doing play activities. Things to pay attention to include timing, picking up an object with your fingers, moving an object from one hand to another, and inserting and removing an object from a container.

Table 2. Recapitulation Results of Cycle 1 Observations

No	Kriteria	Pre-Cycle		Cycle 1	
		Frequency	%	Frequency	%
1	BSB	3	27	4	36
2	BSH	1	9	0	0
3	MB	0	0	5	45
4	BB	7	64	2	18
Total		11	100	11	100

Children's fine motor skills can be improved by using rocking, as shown in Table 2. Initially, there were 27% of subjects with BSB criteria increasing to 36%, while the number of subjects with BSH criteria fell to 0, and MB criteria did not increase, namely 45%. and the BB criterion was initially reduced to 18%. After cycle I ended, the researcher and accompanying teacher conducted a reflection on cycle I to discuss problems or issues that were hampering cycle activities and to use this information as material for planning the next cycle. The results of cycle I reflection are expected to improve the learning process in cycle II. The learning system is fun, giving children time to express what they don't know.

One of the problems in the first cycle learning process was children who did not want to participate in meronce activities. This is because these children belong to a group that cannot control their patience. Researchers compared data on children's fine motor skills before and after the research. This comparison shows that children's fine motor skills were better before and after the study. The researchers wanted to achieve their goal by maximizing the increase in children's fine motor skills. Table 3 depicts the average cycle I actions in this way to make it clearer.

Table 3. Data on Children's Fine Motor Skills in Cycle 1

No	Kriteria	Number Of Kids	Percentage
1	BSB	3	27
2	BSH	1	9
3	MB	0	0
4	BB	7	64
Total		11	100

The children's fine motor skills have been improved, as shown in Table 3. The results of the cycle I will be used by researchers to maximize implementation. It is hoped that children's fine motor skills will increase significantly. Researchers will prepare learning actions for cycle II by considering existing problems and increasing their hopes of achieving the best results. The fine motor skills of children in class A RA Al-Mabrur Slogohimo can be improved gradually through stringing activities that use beads, threads, straws, seeds, and containers.

1.2 Description of Research Cycle II

Researchers collaborate with teachers to evaluate previous action plans based on cycle I reflections. The changes needed include the learning process, materials, and tools, as well as games that are interesting to children. After talking with the collaborators, a basis was built for improvements to the next cycle's class actions. Some of these basics include, 1) To make the learning process smoother, teachers and collaborators agree that children who do activities well should always be rewarded, 2) teachers make children feel motivated by answering trigger sentences, and 3) teachers give children time to ask questions if children do something they don't do.

In this activity, teachers and collaborators create a Daily Learning Implementation Plan (RPPH), which aims to improve the learning process and provide materials and tools for cycle II meetings. Apart from that, in other activities, teachers and collaborators made observation sheets related to children's fine motor skills during learning. The second cycle discussed “the Sakinah Family”. The second cycle of action involves two meetings. Tuesday, October 31, 2023, is the day of the first meeting. The theme of the meeting was the Sakinah Family, and the main theme was “My Idol Father”. In the schoolyard, children and educators line up for gymnastics activities. Children do toilet training after gymnastics. The children then form a circle to start the lesson according to the institution's SOP.

In the core activity using the central method, the type of activity, how to play, materials and tools, and the rules of the game are explained to the children before the activity begins, and the researcher explains the activities that will be carried out. The first activity is to make some cutouts. Children are invited to cut out a geometric shape a triangle and stick it on paper to form their father's hat. The next activity involves stringing large beads. This refers to the threading stage by color. At this time, the teacher will explain everything first. The teacher will explain the teaching materials prepared for them. Apart from that, the researcher will explain each step of the meronce, as well as explain the shape and color. At the first meeting, the teacher gave examples of meronse

procedures such as continuous stringing, making sequences based on color, and stringing based on shape and size. The third activity is drawing based on a theme. Teachers and researchers asked children to choose their favorite games.

Researchers and collaborators see children playing with an observation sheet. They then record how they play them. Children are invited to clean up after playing. After that, the educator reconciles by praising or giving awards. Before recess, children are invited to wash their hands, pray for food, and eat their lunch. Closing is carried out by the institution's closing SOP. Tuesday, November 7, 2023, is the second meeting day, with the theme Sakinah Family and the theme My House, My Palace. In the schoolyard, the teacher invites the children to line up for gymnastics activities. After gymnastics, children do toilet training. The children then gather in a circle in the classroom and start lessons according to the SOP that has been implemented in the institution.

The core activities involve central methods. Before the core activities begin, children are explained the type of activity, how to play, materials and tools, and the rules of the game. Unlike previous lessons, there is a little variety of games for enrichment material. The teacher gives children the opportunity to choose the type of game they like. The first job is to search and find the missing elements in the prepared image. Children cut out the shapes of the house parts, connect them to the picture of the missing part of the house, and complete it according to the teacher's instructions. The next activity is to use a straw with medium-sized beads.

In this second meeting, the meronce activity began with the teacher explaining the materials needed, such as thread, beads, and straws. To make it easy for children to understand, teachers and researchers explain the steps in stages. Children follow the teacher's commands by picking up the thread first and then the beads. The pattern given by the teacher consists of straws, beads, straws, beads, straws, and straws until the thread is full. Children are advised to draw according to the theme so they don't get bored. Collaborators and researchers made observations at this second meeting to see whether the racing activity helped the children improve their fine motor skills. After the play activity is finished, the children are asked to clean up. After that, the teacher gives praise and teaches the children to wash their hands. After eating their lunch, they were asked to eat, and then rest. Covers are made by the cover SOP that has been used by the institution. The observed observation activity is when children carry out meronce activities using the observation sheet as a reference. The process of pulling a string with large, medium, and small beads is observed.

Measuring children's fine motor skills, especially by using indicators to pick up objects with their fingers, move objects from one hand to another, place objects in containers, and remove them from containers. The following table shows the results of observations from the Cycle II learning process, children's fine motor skills have increased significantly.

Tabel 4. Observation Results of Children's Fine Motor Skills in Cycle II

No	Initial Name	Meeting		Percentage	Information
		I	II		

1	AF	3	3	100%	BSB
2	AL	3	3	100%	BSB
3	AU	3	2	83,33%	BSB
4	DE	3	2	83,33%	BSB
5	FN	3	3	100%	BSB
6	FI	2	2	70%	BSH
7	AI	3	3	100%	BSB
8	KA	3	3	100%	BSB
9	KH	3	3	100%	BSB
10	ND	2	2	100%	BSH
11	NA	3	2	83,33%	BSB
Average				93%	

Based on Table 4 above, it can be concluded that the achievement at the end of cycle II shows the BSB criteria for 9 children and the BSH criteria for 2 children. The children's fine motor skills for the final results can be seen in the table below.

Table 5. Data on Children's Fine Motor Skills in Cycle II

No	Kriteria	Number Of Kids	Percentage (%)
1	BSB	9	82
2	BSH	2	18
3	MB	0	0
4	BB	0	0
Total		11	100

In cycle II, the child's fine motor skills reached the BSB criteria with an increase of 82%. This shows that in the second cycle, most children were able to improve their fine motor skills. Based on the findings above, it can be concluded that the child's fine motor skills have developed and are in line with the expected targets. During reflection cycle II, researchers and collaborators carried out assessments during the meronce activities. The assessment results show that the child's fine motor skills have improved significantly. Cycle I improves the challenges, and cycle II allows children to use their fine motor skills without the help of others. Children use their fine motor skills to complete daily activities.

The materials used were also modified by the researchers. The thread material is replaced with mattress thread, and the meronce combination is replaced with straw. Researchers in cycle II can also make children interested in participating in play activities by giving praise or rewards for the work the children do. Children's fine motor skills are positively influenced by these changes. Most children can carry out daily activities well using their fine motor skills.

From the results of this increase, it can be concluded that of the 7 children who were previously in the BB and MB criteria, 2 rose to the BSH category and the other 9 children rose to the BSB category. Of the 11 children who improved, 9 were in the good category, which means the study was stopped. RA Al-Mabrur Slogohimo's fine motor skills had not developed well before the action. Meronce activities that use large, medium, and small-sized

beads combined with materials such as papaya fronds and straws improve children's fine motor skills. Cycles I and II show an increase in children's fine motor skills based on initial observation results, as shown in Table 6.

Tabel 6. Observation Results of Children's Fine Motor Skills in Pre-Cycle, Cycle I & Cycle II

No	Initial Name	Pre-Cycle	Cycle I	Cycle II
1	AF	33,33%	33,33%	66,33%
2	AL	66%	80%	100%
3	AU	33,33%	33,37%	83,33%
4	DE	33,33%	33,33%	83,33%
5	FN	33,33%	33,33%	100%
6	FI	66,67%	70%	90%
7	AI	90%	90%	100%
8	KA	33,37%	50%	100%
9	KH	33,33%	66,68%	70%
10	ND	33,37%	50%	100%
11	NA	33,37%	41,60%	75%
Average		44,49%	52,88%	88,00%

Data in Table 6 shows an increase in children's fine motor skills during cycle I and cycle II. In cycle I, 9 children met the BSB criteria, but none met the BSH criteria; in cycle II, five children met the MB criteria, and two children met the BB criteria. The results of pre-and post-action observations continue to improve because of the information above. Cheerful children encourage this improvement. This can be seen from the enthusiasm of the children in bead activities in large, medium, and small classes. Table 7 displays pre-cycle observation data, Cycle I results, and Cycle II results to clarify these improvements.

Table 7. Data on Children's Fine Motor Skills in Pre-Cycle, Cycle I, & Cycle II

No	Kriteria	Pre-Cycle		Cycle 1		Cycle II	
		Frequency	%	Frequency	%	Frequency	%
1	BSB	3	27	4	36	9	82
2	BSH	1	9	0	0	2	18
3	MB	0	0	5	45	0	0
4	BB	7	64	2	18	0	0

The percentage of children's fine motor skills from the data Table for pre-cycle, cycle I, cycle II can be seen in Figure 1 below:

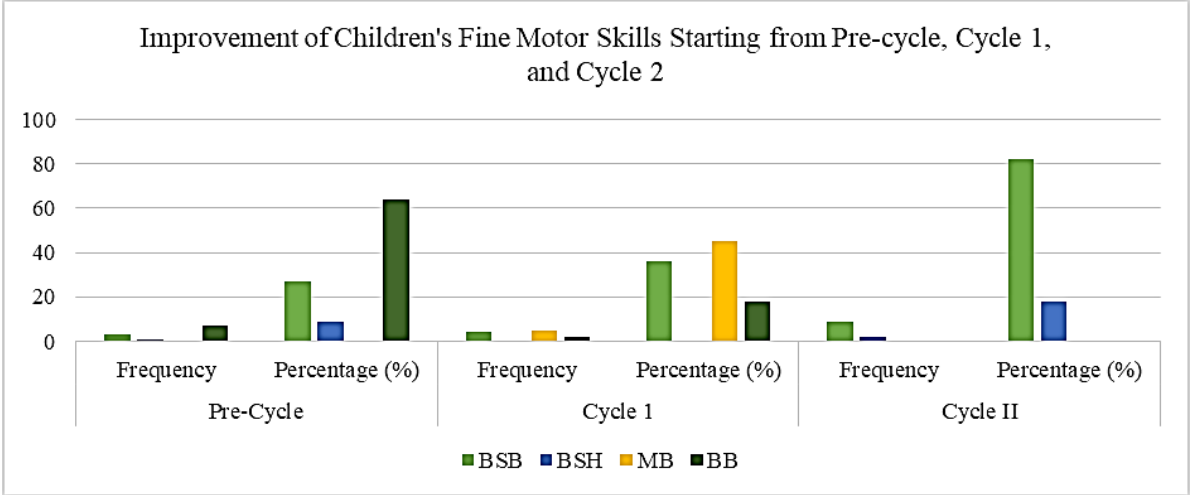

Figure 1. Improvement of Children's Fine Motor Skills Starting from Pre-cycle, Cycle 1, and Cycle 2

Figure 1 above shows the increase in children's fine motor skills during the pre-cycle, cycle I, and cycle two. Children showed an increase in fine motor skills in the pre-cycle (BSB criteria 27%) and cycle I (BSB criteria 36%). This fine motor development increased to 82% reaching the BSB criteria.

DISCUSSION

This research was conducted in two cycles; the first cycle includes planning, action, observation, and reflection; the second cycle is a refinement of the first cycle. The results of the second cycle showed that the bead-based activity improved children's fine motor skills. Children need coordination between hands, fingers, and eyes in this activity. This is in line with Maretiani et al. (2021), who state that fine motor skills involve the organized use of small muscle groups, such as fingers, and often require hand-eye coordination and precision. In addition, these skills include mastery of work tools and equipment or mastery of machines, such as typing and sewing.

The fine motor skills of children with RA Al-Mabrur were not fully developed before intervention. Look at the researchers' initial ability to prove this. The results show that children's fine motor skills have not developed well. As a result, to improve children's motor skills, researchers carried out stringing activities with various bead sizes. This is in line with research by Nasaruddin (2021) mprove children's fine motor skills.

The following indicators were used to measure meronce activities carried out at the previous meeting: (1) Picking up objects with fingers, (2) Moving objects from one hand to another, and (3) Putting objects in and out of containers. Children can improve their fine motor skills through racing activities. Fine motor data is at the heart of this. Children are asked to pick up objects with their fingers during the ronce learning process. Man-made materials were used in this study. According to the type and shape, roncean materials are divided into two categories. The first consists of materials made by humans, while the second consists of materials that come from nature. Meanwhile, according to Hasno & Abubakar (2018) and Oktaviani (2020). You can use straws other than beads for roncean.

It is hoped that this activity will encourage children to participate in meronce activities. Kids will enjoy it and will be more interested in making small beads to give as gifts. Incorporating hard materials such as string and straws will improve children's performance. Melonce activities can also help children stay focused and patient during activities. As a result, meronce activities can help children improve their fine motor skills. This is proven by direct observations of children in the classroom that when used with other learning materials, meronce activities improve their fine motor skills quickly. This is in line with the meronce activity developed by Wandi & Mayar (2019), which includes making objects such as bracelets and necklaces which can increase children's enthusiasm according to the child's needs and make children look enthusiastic when participating in activities. Ropiah (2019) also emphasized that playing meronce helps children learn fine motor skills such as picking up, moving objects from one hand to another, and placing and removing objects.

CONCLUSION

Research shows that RA Al-Mabrur Slogohimo's fine motor skills can be improved through meronce training. Arranging large, medium, and small beads is part of the development of fine motor skills. Playing with fingers can help improve fine motor skills in young children. Some examples of these skills include picking up objects with the fingers, transferring objects from one hand to the other, putting objects in and out of containers, and picking up grain. According to research data, children's fine motor skills grow every cycle. Before pre-treatment, children's fine motor skills increased on average by 27% to 36% in cycle I and 82% in cycle II.

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