

## Improving Fine Motor Development Through Ronce Activities for Group B Children

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### Abstract

Integrated Anugrah Lingkitang River, Sangir District, South Solok Regency. Shows that the child's fine motor development condition is deficient. Based on this, the researchers implemented ronce activities. This research aims to improve children's fine motor development. This type of research is Classroom Action Research (PTK). The subjects of this research were group B children, which consisted of 10 Integrated PAUD children at Augrah Sungai Lingkitang, Sangir District, South Solok Regency. This research was carried out in two cycles, each with two meetings. The stages in this research are planning, action, observation, and reflection. There was an increase in children's fine motor development from cycle I to cycle II. In cycle I, meeting 1, the increase in children's fine motor development was 53%, and 63% in meeting 2. In cycle II, meeting 1, the increase in children's fine motor development was 93%, and 97% in meeting 2. Classroom Action Research using meronce activities was successful. Learning using repetitive activities can also train students' fine motor development well.

**Keywords** : Fine motor skills, ronce activities, PAUD.

### 1. Introduction

Early childhood education or PAUD is a coaching effort aimed at children from birth to 6 years of age (Fitri, 2020), which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. Early childhood education focuses on laying the foundation for physical growth and development (fine and gross motor coordination), social-emotional intelligence, language, and communication in accordance with the uniqueness and stages of development that are passed through. By young children

Physical motor skills are movements that involve the ability to move, both gross and fine movements. There are two types of physical motor skills: gross motor and fine motor skills. The physical motor skills taken in this discussion are fine motor skills. Fine motor development is related to a child's ability to observe things and carry out movements that involve only certain parts of the body, with the help of small muscles, and requires careful coordination of the eyes, hands, and fingers. Fine motor skills are fine coordination of small muscles that play a significant role, such as

drawing, coloring, painting, putting together puzzles, and arranging blocks according to shape.

According to Aulina (2017:1-2), the motor comes from the word "motor," which is a biological or mechanical basis that causes movement to occur (Gallahue). In other words, movement is the culmination of an action based on motor movement processes.

Wiyani in Fatmawati (2020:15) states that motor development is a change in body shape in early childhood, which affects the body's ability to move and the movements that the whole body must carry out. Motor development is a change that occurs progressively in control and the ability to carry out movements, which is obtained through the interaction between maturity factors and training or experiences during life, which can be seen through the changes/movements made.

Sukamti (2018) states that development is a compound maturation process related to definitive aspects of form or function, including social and emotional changes. Motor processes are movements that directly involve muscles and nervous processes that enable a person to move their body parts (hands, feet, and others) (Ulloa, 2022). Motor development is a motor maturity or movement process that directly involves muscles and nervous processes that enable a person to move their body parts (Lovell, Watt, & Spittle, 2023). During the process of motor development, for 4 or 5 years after birth, the child will still be able to control gross movements. This movement involves large body parts used in walking, running, jumping, swimming, and so on. After five years of age, there is a significant development in better coordination control involving the smaller muscle groups used for grasping, throwing, catching a ball, writing, and using tools.

Reswari, Lestaringrum, Iftitah, & Pangastuti (2022) explain that motor skills are all body movements, including invisible internal movements (motor), namely the capture of stimuli by the senses, the delivery of stimuli by the sensory nervous system to the brain, then processing and decision making by the brain and finally the delivery of decisions by motor nerves. To muscles and external movement (able to be seen, namely movement).

In line with this, Sukandiyanto in (Reswari et al., 2022) explains that motor skills are an individual's ability to produce basic and more complex movements. In the components of motor skills, namely automatic, accurate, and fast, each movement is a carefully coordinated series of hundreds of very complex muscles with interconnected movement signals between each movement. Fine motor skills must also involve interconnected small, interconnected muscles.

## 2. Research Method

This research is Classroom Action Research (CAR) conducted at the Anugrah Sungai Lingkitang Integrated PAUD. This method is kind of popular method that is usually used by other researchers in the field of education research, such as (Casey & Evans, 2018; Kunlasomboon, Wongwanich, & Suwanmonkha, 2015; Machfudi & Ferdiansyah, 2023; Vogelzang & Admiraal, 2017). This research involved 10 group B children as subjects, with observation as the main data collection technique. The instruments used include observation sheets, assessment sheets for children's fine motor development, and teacher activity assessment sheets. Observation results will be assessed using a certain formula to classify teacher performance and child development in certain groups, such as very good, good, sufficient, or poor.

## 3. Results and Discussion

Observation activities in cycle I meetings, meetings 1 and 2, researchers collaborated with observers to see children's progress during the teaching and learning process. Note down all deficiencies that must be corrected at the next meeting. Results of children's fine motor skills development through indang dancing activities in group B of Anugrah Sungai Lingkitang Integrated PAUD, Sangir District, South Solok Regency.

The results of observations of fine motor development in children's fine motor development have not developed well. This can be seen from the reflection from cycle 1 as follows.

- a. Some children, including DML and FZ, do not want to do the ronce activity given by the teacher and get a BB mark.
- b. There are several children, including ADR, NLP, and FAM, who have difficulties when carrying out ronce activities.
- c. Researchers pay less attention and do not motivate children when conducting ronce activities.

After the first cycle, children's motor skills, including DML, FZ, ADR, NLP, and FAM, have not yet reached indicators of success, so improvements are needed for the next cycle. Several obstacles that emerged during the implementation of cycle I include the following. 1) When the teacher explained, 5 children did not pay attention to the teacher when demonstrating the ronce, ADR, FZ, ADR, NLP, and DML, FAM activities, so when they did the activities, the children still couldn't because they weren't focused on the ronce activities. 2) Stringing should be done by inserting beads into a thread or string according to the teacher's directions so that they do not lead to the desired target. 3) The child has difficulty carrying out routine activities, so the child has difficulty starting the activity, and his movements look stiff. 4) The child is

too enthusiastic about playing, so he fights over his friend's turn. 5) some children are shy and don't want to try the game.

Based on the problems in cycle I, researchers and teachers discussed them to find solutions to existing problems. The solution for further action is: 1) The teacher again explainsteps on how to carry out the ronce Ronceity and gives examples repeatedly, so that children understand how to do the ronce Ronceity. 2) Teachers motivate children not to disturb their friends and can condition children better. 3) To make it easier for children when carrying out ronce activities, the teacher places the finished roncean results. 4) The teacher calls the children in the most orderly order to participate in the activity. 5) Giving rewards in the form of praise, "You are great," and motivating children to be confident and willing to participate in activities. 6) Teachers motivate children not to disturb their friends and can condition children better.

Based on the actions carried out in the implementation of cycle II, there is an increase in the development of children's fine motor skills. It has reached the predetermined level of success. So, this research can be stopped in cycle II and does not need to be continued in the next cycle. This research has been declared successful because the percentage of teacher achievement was 95% in the outstanding category (SB), and the success in children's fine motor development was 90% in the outstanding category (SB) with BSH and BSB scores obtained.

**Cycle I Meeting I**

A recapitulation of the results of data analysis on children's fine motor development through ronce activities in cycle I, meeting I, can be seen in the following table.

**Table 1. Qualification of Children's Fine Motor Development Using Meronce Activities in Cycle I, Meeting I**

No	Assessed Indicators	Value & (%)							
		BB		MB		BSH		BSB	
		Total	%	Total	%	Total	%	Total	%
1	Carrying out exploration with tools and ronce activities	2	20%	3	30%	5	50%	0	0
2	Melonce according to your own pattern or idea	1	10%	3	30%	6	60%	0	0
3	Eye and hand coordination when	2	20%	3	30%	5	50%	0	0

performing ronce  
activities

Based on the table above, it can be seen that children's motoric development in indicator 1, exploring with tools and mechanical activities for the underdeveloped category, is 2 children with a percentage of 20%. The category begins to develop 5 children with a percentage of 50%. The category develops according to the expectations of 1 child with a percentage of 0%. The very well-developed category has 0 children or a percentage of 0%.

Indicator 1 Meronce, according to its pattern or idea, is an underdeveloped category 1 child with a percentage of 10%. The category begins to develop 3 children with a percentage of 30%. The category was developed according to expectations by 6 people with a percentage of 60%. The category is developing very well with 0 people with a percentage of 0%.

Indicator 3 Eye and hand coordination when carrying out ronce activities for the underdeveloped category 2 children with a percentage of 20%. The category is starting to develop 3 children with the 30% category. The category was developed according to the expectations of 5 people with a percentage of 50%. Very well-developed category 0 people with a percentage of 0%.

**Cycle 1 Meeting 2**

A recapitulation of the results of data analysis on children's fine motor development in the meronce activity in cycle I, meeting 2, can be seen in the following table.

**Table 2. Recapitulation of Children's Fine Motor Development Using Meronce Activities in Cycle I, Meeting 2**

No	Assessed Indicators	Value & (%)							
		BB		MB		BB		BSB	
		Total	%	Total	%	Total	%	Total	%
1	Carrying out exploration with tools and ronce activities	1	10	3	30	6	60	0	0
2	Melonce according to your own pattern or idea	1	10	2	20	7	70	0	0
3	Eye and hand coordination when	0	0	4	40	6	60	0	0

performing ronce  
activities

Based on the table above, it can be seen that the development of children's fine motor skills in indicator 1, exploring with tools and meronce activities for the underdeveloped category, is 1 child with a percentage of 10%. The category begins to develop 3 children with a percentage of 30%. The category was developed according to the expectations of 6 children, with a percentage of 60%. The very well-developed category has 0 children or a percentage of 0%.

Indicator 1 Meronce, according to own pattern or idea, is an underdeveloped category 1 child with a percentage of 10%. The category starts to develop 2 children with a percentage of 20%. The category was developed according to the expectations of 7 people with a percentage of 70%. The category is developing very well with 0 people with a percentage of 0%.

Indicator 3 Eye and hand coordination when carrying out ronce activities for the underdeveloped category 0 children with a percentage of 0%. The category is starting to develop 4 children with a category of 40%. The category was developed according to the expectations of 6 people with a percentage of 60%. Very well-developed category 0 people with a percentage of 0%.

**Cycle II Meeting 1**

Data analysis on children's fine motor development through meronce activities can be seen in the following table.

**Table 3. Recapitulation of Children's Fine Motor Development Using Meronce Activities in Cycle II, Meeting I**

No	Assessed Indicators	Value & (%)							
		BB		MB		BB		BSB	
		Total	%	Total	%	Total	%	Total	%
1	Carrying out exploration with tools and ronce activities	0	0%	1	10%	2	20%	7	70%
2	Melonce according to your own pattern or idea	0	0%	0	0%	2	20%	8	80%
3	Eye and hand coordination when	0	0%	1	10%	2	20%	7	70%

performing ronce  
activities

Based on the table above, it can be seen that children's motoric development in indicator 1, exploring with tools and mechanical activities for the underdeveloped category, is 0 children with a percentage of 0%. The category starts to develop from 1 child with a percentage of 10%. The category developed according to the expectations of 2 children with a percentage of 20%. The very well-developed category is 7 children with a percentage of 70%.

Indicator 2 Meronce, according to their pattern or idea, underdeveloped category 0 children with a percentage of 0%. The category starts to develop 0 children with a percentage of 0%. The category was developed according to the expectations of 2 people with a percentage of 20%. The category developed very well with 8 people, a percentage of 80%.

Indicator 3 Eye and hand coordination when carrying out ronce activities for the underdeveloped category 0 children with a percentage of 0%. The category starts to develop 1 child with category 10%. The category was developed according to expectations by 2 people with a percentage of 20%. The category developed very well, with 7 people with a percentage of 70%.

**Cycle II meeting 2**

Data analysis on children's fine motor development through meronce activities can be seen in the following table.

**Table 4. Recapitulation of Children's Fine Motor Development Using Meronce Activities in Cycle II Meeting**

No	Assessed Indicators	Value & (%)							
		BB		MB		BB		BSB	
		Total	%	Total	%	Total	%	Total	%
1	Carrying out exploration with tools and ronce activities	0	0%	1	10%	1	10%	8	80%
2	Melonce according to your own pattern or idea	0	0%	0	0%	1	10%	9	90%
3	Eye and hand coordination when	0	0%	0	0%	2	20%	8	80%

performing ronce  
activities

Based on the table above, it can be seen that children's motoric development in indicator 1, exploring with tools and mechanical activities for the underdeveloped category, is 0 children with a percentage of 0%. The category begins to develop for children with a percentage of 10%. The category develops according to the expectations of 1 child with a percentage of 10%. The very well-developed category has 8 children, with a percentage of 80%.

Indicator 1 Meronce according to their own pattern or idea underdeveloped category 0 children with a percentage of 0%. The category starts to develop 0 children with a percentage of 0%. The category was developed according to expectations by 1 person with a percentage of 10%. The category developed very well with 9 people with a percentage of 90%.

Indicator 3 Eye and Hand Coordination When Carrying Out Meronce Activities for the underdeveloped category 0 children with a percentage of 0%. Category starting to develop 0 children with category 0%. The category was developed according to expectations by 2 people with a percentage of 20%. The category developed very well, with 8 people with a percentage of 80%.

**Table 5. Comparison of the Results of Children's Fine Motor Skills Using Meronce Activities in Cycle I and Cycle II**

No	Assessed Indicators	BB				MB				BSH				BSB			
		S1		S2		S1		S2		S1		S2		S1		S2	
		P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2
1	Carrying out exploration with tools and ronce activities	20	10	0	0	30	30	10	10	50	60	20	10	0	0	70	80
2	Melonce according to your own pattern or idea	10	10	0	0	30	20	0	0	60	70	20	10	0	0	80	90
3	Eye and hand coordination when performing ronce activities	20	40	0	0	30	40	10	0	50	60	20	20	0	0	70	80

Based on the table above, in cycle I, the indicators for exploring tools and activities showed that 20% of children were not developing at meeting 1 and 10% at meeting 2. In the Developing Category, 30% were at meeting 1, and 30% were at meeting 2. In the Category Developing, according to expectations, 50% will be at meeting I, and 60% will be at meeting 2. In the Very Well Developing Category at meeting 1, 0% and 0% at meeting 2.

In the indicators that conform to their patterns or ideas, children are not yet developing at meeting 1, 10%, and 10% at meeting 2. It is starting to develop in the category, with 30% at meeting 1 and 20% at meeting 2. In the Category of Developing according to expectations, 60% were at meeting I, 70 % were at the second meeting, and the Very Well Developed category was at meeting 1, 0%, and 0% at meeting II.

In the Eye and Hand Coordination indicator, when carrying out activities, children have not yet developed at meeting 1, 20%, and 40% at meeting 2. The Category is starting to develop, with 30% at meeting 1 and 40% at meeting II. In the Developing According to Expectations category, it was 50% at Meeting I and 60% at Meeting 2. The Category Developing Very Well at meeting 1 was 0% and 0% at meeting 2.

In cycle II, the indicators for exploring tools and activities showed that 0% of children were not yet developing at meeting 1 and 0% at meeting 2. In the category starting to develop, 10% is at meeting 1, and 10% is at meeting 2. In the Category Developing according to expectations, 20% will be at meeting I, and 10% will be at meeting 2. The Very Well Developed Category at meeting 1 was 70% and 80% at meeting 2.

According to the Meronce indicator, according to their pattern or idea, children have not yet developed at meeting 1, 0%, and 0% at meeting 2. In the Starting to Develop category, 0% is at meeting 1, and 0% is at meeting 2. In the Category Developing according to expectations, 20% will be at meeting I, and 10 % will be at meeting 2. In the Very Well Developed Category at meeting 1, 80% and 90% at meeting 2.

In the Eye and Hand Coordination When Carrying Out Carrying Activities indicator, children have not yet developed at meeting 1, 0%, and 0% at meeting 2. In the Starting to Develop Category, 10% is at meeting 1, and 0% is at meeting 2. In the Category Developing According to Expectations, 20% were at meeting I, and 20% were at meeting 2. The Very Well Developing Category at meeting 1 was 70% and 80% at meeting 2.

Learning through multiple activities can help improve children's motor development. This is in accordance with the opinion of Khadijah & Armanila (2017)

that playing with stringing beads can stimulate fine motor intelligence through stringing activities.

Meronce is an activity of combining beads with string into a series of beautiful shapes. Parents who want toys that can also help in their children's learning activities can use these learning activities by making them independent. The materials used are also easy to obtain. The color of these beads also attracts children's attention so that children can learn while playing, which can train children's fine motor skills.

#### **4. Conclusion**

Implementation of meronce activities can improve children's fine motor development at the Anugrah Sungai Lingkitang Integrated PAUD, Sangir District, South Solok Regency. There was an increase in children's fine motor development from cycle I to cycle II. In cycle I, meeting 1, the increase in children's fine motor development was 53% and 63% in meeting 2; in cycle II, meeting 1, the increase in children's fine motor development was 93% and 97% in meeting 2. Classroom Action Research, by implementing meronce activities, has been successful. Implementing learning using ronce activities can also train students' creativity well.

#### **5. Acknowledgement**

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