International Journal of Primary Education and Learning
Vol X No X Month Year
ISSN: xxxx-xxxx (Electronic)
Open Access: https://auroracendekia.com/i-jpeel

APPLICATION OF MERONCE ACTIVITIES AS A LEARNING MEDIUM TO IMPROVE FINE MOTOR DEVELOPMENT EARLY CHILDHOOD

[1]Dea Patricia*, [2]Dessy Syofiyanti
[1.2] STAI Madinatun Najah Rengat, Indonesia
[1]*deapatricia8@gmail.com**, [2]dessysyofiyanti@gmail.com

Article Info

Article history:
Received May 27, 2025
Revised May 30, 2025
Accepted May 30, 2025

Keywords:
Meronce
Learning Media
Fine Motor
Early Childhood

ABSTRACT

This study explores the application of meronce activities as a learning medium to improve fine motor development in early childhood. Fine motor skills, involving precise hand-eye coordination and finger dexterity, are crucial for foundational tasks such as writing, drawing, and manipulating objects. Through a qualitative library research approach, this study reviews previous research and theoretical perspectives on meronce, an activity involving stringing beads or objects, which fosters fine motor skills, concentration, and patience. The findings suggest that meronce activities provide effective stimulation for developing children's fine motor abilities and support cognitive, social, and emotional growth. Meronce's adaptability using natural and artificial materials makes it a practical and engaging tool for early childhood education. This study recommends the integration of meronce activities into early learning curricula to enhance holistic child development and encourages further empirical research to validate its effectiveness in practice.

INTRODUCTION

Based on the National Education System Law (UU Sisdiknas) No. 20 of 2003 Article 28 paragraph 1, Early Childhood Education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. At this age range, children need good stimulation to support the development of various aspects of their lives, both aspects of religious and moral values, cognitive, physical, motor, social-emotional, art, and language so that they are ready to enter further education.

In Early Childhood Education (PAUD), children are given educational stimuli that help children in increasing their growth and development, one of the aspects developed in Early Childhood is the physical motor aspect. Motor skills are the correct gestures or body parts or parts of the body. These movements are a complex arrangement of muscle-muscle coordination. These motor skills can be grouped based on the size of the muscles and related body parts, i.e. gross motor skills and fine motor skills (Hasanah, 2016).

Gross motor skills are skills that require the coordination of most of the child's body. Therefore, it usually requires effort because it is performed by larger muscles. Gross motor development also requires coordination of certain muscle groups in the child that allow him to jump, climb, run, ride a tricycle, and stand on one leg. Meanwhile, fine motor is the ability

`

of preschoolers to do activities using their fine muscles or small muscles such as writing, drawing, scissors, meronce and others (Sujiono et al., 2018).

According to (Roberts, 2019) see facts that show that children's fine motor skills are still weak, so they can be improved by providing stimulus in the form of activities that aim to improve their fine motor skills. Many activities are suitable for improving fine motor skills such as squeezing, shaping, shaping, etc. Meronce activities can train children's hand-eye coordination, as well as improve fine motor skills, such as the ability to pick, move objects from hand to hand, and control finger movements. In addition, meronce activities are also expected to train children's concentration and patience, two aspects that are often challenging for children at an early age.

According to Murtono and Murwadi in (Ramadhani, 2019) Meronce is a way of making ornamental objects or disposable objects by arranging pieces of material that are given holes or holes that are perforated with thread, rope, and others. Meronce activities aim to train children's hand-eye coordination so that they can develop. Sometimes children are less enthusiastic in meronce activities because this activity requires concentration and patience in inserting objects and holding small objects. With this meronce activity, it is hoped that children's fine motor skills will develop, especially at the stage of picking up or holding objects, moving objects from one hand to another, inserting and removing objects, and also from this meroce activity is also expected to train children's concentration and patience in carrying out various activities(Roberts, 2019).

This study aims to examine in depth some of the results of previous research related to the application of meronce activities in an effort to develop fine motor skills in early childhood. Through a *library research approach,* this study is expected to be able to describe the benefits of meronce activities as a form of effective stimulation for early childhood. In addition, this study also aims to recommend to early childhood educators in applying meronce activities into a fun and meaningful learning process, while still focusing on aspects of children's fine motor development.

Fine motor skills are one of the most important indicators of a child's development at an early age, which is closely related to basic skills such as writing, drawing, using assistive devices, and other daily activities. Unfortunately, many educational institutions for early childhood still rarely implement activities that support the development of fine motor skills, including meronce activities. Meronce activities as one of the educational game adaptations have significant potential to train coordination between vision and hand movements, improve focus, and strengthen small muscles in children. Therefore, this research is very important to be conducted in order to provide a deeper theoretical insight into the effectiveness of meronce activities as a tool to stimulate fine motor skills in early childhood.

This research has a novelty value in its analytical approach to previous studies that focused on meronce activities and its relationship with the development of fine motor skills in early childhood. In contrast to empirical studies that are more applicative, this study takes a library research approach to combine research results from various relevant sources. The analysis carried out not only emphasizes the effectiveness of meronce activities as a whole, but also compares various methods and strategies for the implementation of these activities in the realm of education for early childhood.

RESEARCH METHODS

The research method used in this study is qualitative research with a library research approach (Creswell, 2002). This approach was chosen because the research focuses on an in-depth review and analysis of various literatures, previous research results, and relevant theories regarding cognitive activity and fine motor development in early childhood. Data collection is carried out by reading, studying, and interpreting various written sources, both in the form of scientific journals, textbooks, dissertations, and reliable digital articles. The primary source used in this study is in the form of the results of previous research that are

directly related to the theme of meronce activities and children's fine motor development. Meanwhile, secondary sources include early childhood education books, popular articles, and other sources that are relevant and support the discussion of the topic.

The data obtained is then analyzed using the content analysis method, which is an analysis technique used to identify, classify, and draw conclusions from the content of various reading sources. The approach used is deductive, starting from exploring general theories about fine motor skills and learning through meronce activities, then linked to findings obtained from various literature. Through this process, the researcher seeks to develop a complete theoretical understanding of how meronce activities can function as an effective learning medium in improving fine motor development in early childhood.

RESULTS AND DISCUSSION

A. Benefits of Meronce Activities in Fine Motor Development

The results of the literature review show that meronce activities provide various benefits to children's fine motor development. According to (Adam et al., 2024) Fine motor stimulation focuses more on activities that require precision and hand-eye coordination, such as arts and crafts and manipulative games. While (Tyas et al., 2022) Fine motor skills are movement skills that include the components of the fine muscles in the fingers and hands that require precision, precision, control, precision, and coordination between movements to achieve a goal in the skill.

According to Sumanto in (Tyas et al., 2022) Skills of fine motor movements in early childhood include:

1. Flexibility in regulating hand movements and precision in coordinating them with the eyes
2. Smooth in moving fingers
3. Diligent in shaping an object using various media
4. Neat in completing the task at hand

It can be known that training children's fine motor skills can be done by improving eye and hand coordination, focus and concentration through meronce activities. Meronce can be interpreted as the activity of practicing the creation of art which is carried out by arranging parts of beads that can become useful items or decorative objects with the help of chain tools according to the child's skill level. Meronce is also a creative activity that requires eye, hand and finger coordination skills to carefully insert thread into the roncean hole (Anggraini et al., 2024).

Yuriastien in (Anisa Oktafiani, 2023) Explaining the benefits of Meronce games for children include:

1. Fine motor development, that is, when the child performs the meronce activity, the child inserts an object into the hole using a rope.
2. Coordinating between hands and eyes, children use both hands and eyes to insert ronces. So it requires eye and hand coordination
3. Increased focus and concentration. When the child is sneezing, the child needs practice and concentration when inserting the roncean into the hole correctly.

`

B. Purpose of Meronce Activities

There are various purposes of meronce, as for the purpose of meronce according to Hajar Pamadhi in (Hasbin et al., 2018)that is:

1. The stringing and meronce games function as children's playtools, the objects to be assembled are not intended for specific needs but for practice of obtaining satisfaction and understanding beauty. This is in accordance with the characteristics of a child that at all times the object is used as a play tool so that stringing is a type of play.
2. The creation and composition of possible objects or other components can be asked by the teacher to the child to arrange as it is. These objects are collected from the surrounding environment, such as used boards, or soap boxes.
3. Changes or innovations in stringing and meronce can be aimed at practicing creativity, namely by changing old functions into new functions. Activities can be done by changing children's activities, for example, children can already count based on shapes, then teachers can ask children to count on more difficult stages, namely counting based on shape and color.

C. Stages of Meronce Activities

According to Ayu Rini in (Karyadi et al., 2020) revealed that there are nine stages of meronce, namely:

1. Empty or filled, at this stage children get to know different beads.
2. Assembling/assembling, where this step is used as a material for role-playing, such as directing (instruction). At this stage, children learn to string several beads into a very simple series of chains.
3. Stringing the beads repeatedly (continuously), in this step the child repeats the beads (continuously). Kids are free to play until they get bored. Educators only provide feedback in the form of praise or questions to the ronces made by the child.
4. Classification by color, children begin to recognize beads based on their color, for example, only meronce with beads that are red or other colors.
5. Assembling beads based on shape, at this stage the child assembles beads based on their shape, for example beads that are only square or round in shape.
6. Assembling by shape or grouping by color, at this stage the child assembles beads that are sorted by shape or color.
7. Assembling based on color, shape and size, where in this step the child assembles beads that are grouped by color, shape and size.
8. The child makes the pattern according to his wishes At this stage, the child is free to follow the model he makes based on his own ideas. Children can knit beads as they wish and choose the color they want without being forced to do a certain order.
9. Reading patterns with different levels of difficulty, at this stage the child follows a pattern to be able to memorize according to the predetermined pattern.

The basic materials used in general for meronce include natural materials and artificial materials. Natural materials are all types of materials that can be obtained from the surrounding natural environment directly. Examples of natural materials are flowers, fruits, dried leaves, twigs and seeds. While artificial materials are types of materials in the form of

products or man-made, either in the form of semi-finished materials, finished materials or used materials such as beads, synthetic tapes, colored paper, drinking straws, plastic. In addition, there are also auxiliary materials to add to the impression of the beauty of the series made in the form of glue, rope, thread, paint, varnish and others(Roberts, 2019).

From these opinions, researchers concluded that meronce activities are one of the effective forms of stimulation in instilling fine motor skills in early childhood. The process of fine motor development does not only occur naturally, but also through various stimuli during children's play activities.

DISCUSSION

The results of the literature review indicate that meronce activities have a significant contribution to the development of fine motor skills in early childhood. These findings are in line with the theory of child development which emphasizes the importance of direct stimulation through sensorimotor play activities. Meronce, as an activity that involves the coordination of eyes, hands, and fingers, is a concrete form of educational play that is able to optimally develop the psychomotor aspects of children.

From the various sources studied, it can be seen that there is consistency that fine motor is a skill that does not develop spontaneously, but through repeated experience and training. Meronce activities provide specific and directed stimulation, as stated by Tyas et al. (2022), that this skill requires precision, precision, and high control of the smooth muscles. In this case, meronce activities are not just an aesthetic game, but also a training medium to form perseverance, patience, and thoroughness in children.

The stages of meronce presented by Ayu Rini in Karyadi et al. (2020) strengthen the argument that this activity can be used as a tool for assessing child development. Teachers or educators can map the extent to which a child's fine motor skills develop through these stages, from the exploration stage to the ability to create independent patterns and read complex patterns. This means that meronce activities can be designed as part of learning that is oriented towards achieving children's developmental competencies.

Furthermore, from the perspective of early childhood education, meronce activities also support a thematic and integrative learning approach. In one meronce activity, children not only train their motor skills, but also involve cognitive elements (such as recognition of shapes, colors, and sizes), social (through interaction with friends and teachers), and emotional (practicing patience and completing tasks to completion). Therefore, meronce has great potential to be used as a holistic learning medium.

However, the success of meronce activities in developing fine motor skills is largely determined by several factors, including the availability of appropriate materials, teachers' skills in providing guidance, and the approach used in the implementation of activities. If it is not designed systematically and in accordance with the stages of child development, then the purpose of this activity will not be achieved optimally. In this context, it is important for educators to plan and evaluate activities regularly so that the stimulation provided is right on target.

By paying attention to various findings and opinions from the literature, this discussion emphasized that meronce activities not only have the value of play, but also a form of active learning that supports the achievement of fine motor development in early childhood. For this reason, the integration of meronce activities into the early childhood learning curriculum is a strategic step that can help children develop basic skills that are essential for their academic and social lives in the future.

This research has several limitations that need to be observed. This research is a *library research*, so the data used is entirely sourced from the results of previous research and

literature references. Thus, there is no direct empirical data from the practice of meronce activities in the field that can strengthen the validity of the findings. Based on these limitations, the researchers recommend that further research be conducted with a more empirical approach, such as experimental methods or classroom actions, to directly observe the effectiveness of meronce activities on improving children's fine motor skills

CONCLUSION

Based on the literature review, it can be concluded that stringing (meronce) activities serve as an effective instructional medium to stimulate the development of fine motor skills in early childhood. This activity engages hand-eye coordination, precision, and controlled finger movements skills that are essential for foundational tasks such as writing, drawing, and cutting. Moreover, stringing helps foster children's concentration, patience, and creativity through enjoyable and meaningful play-based learning.

Stringing activities offer high flexibility, as they can be adapted using both natural and artificial materials available in the surrounding environment. Therefore, this activity can be effectively integrated into early childhood education as an educational game that supports children's physical and motor development. Educators are thus encouraged to incorporate stringing into daily learning strategies to enhance holistic growth and optimize children's fine motor development.

REFERENCE

Adam, G., Divan, S., & Taran, E. G. M. (2024). Priority Analysis of Fine and Gross Motor Stimulation in Early Childhood Education: Causes and Implications. ... *Education and Social Sciences*.

Anggraini, E. S., Sitanggang, F. R., Zahara, S., & Tambun, T. R. (2024). *Introducing Meronce activities in early childhood as a form of creativity development*. *2*(9), 586–588.

Anisa Oktafiani, R. (2023). The Application of Meronce Activities in Developing Fine Motor Skills in Early Childhood Education Institutions. *Journal of Obsession: Journal of Early Childhood Education*, *7*(2), 2245–2256. https://doi.org/10.31004/obsesi.v7i2.4198

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative.* Prentice Hall, Upper Saddle River,.

Hasanah, U. (2016). Development of Physical Motor Skills through Traditional Games for Early Childhood. *Journal of Child Education*, *2*(1), 21831.

Hasbin, H., Taib, B., & Arfa, U. (2018). Marks on fine motor skills in early childhood 5-6 years. *Early Childhood Education Teacher Education*.

Karyadi, A. C., Widosetyo Ayumurti Elsi, & Widiastuti, B. R. (2020). Improving Children's Fine Motor Skills through Meronce Activities. *Journal of Early Childhood Education Thought and Research*, *6*(2), 76–87.

Ramadhani, N. (2019). THE APPLICATION OF THE MERONCE GAME IN IMPROVING NUMERACY SKILLS IN GRADE II AUTISTIC STUDENTS AT SLB NEGERI WONOMULYO. *Sustainability (Switzerland*), *11*(1), 1–14.

Ropiah, R. (2019). Efforts to improve fine motor skills through meronce activities in children aged 5-6 years at Kindergarten Pembina 2 Jambi City. *Journal of Literaology*, *2*(1), 16. https://doi.org/10.47783/literasiologi.v2i1.27

`

Sujiono, B., Sumatri, M. S., & Chandrawati, T. (2018). The Importance of Physical Development in Children. *Methods of Physical Development*, 1–21.

Tyas, F., Khotimah, N., & Mas'udah. (2022). The Effect of Batik Jumputan Using Pipe Cleaners on Early Childhood Fine Motor Skills. *Journal of Scholars*, *10*(4), 317–330.