

IMPROVING THE SKILLS OF CHILDREN MOZAIK THROUGH MERONCE IN MEDINA

Elihami Elihami¹, Suparman Suparman²

¹(Jurusan pendidikan Luar Sekolah, STKIP Muhammadiyah Enrekang, Indonesia)

✉Corresponding email: suparmanpps25@gmail.com¹

ABSTRAK

ABSTRACT

Early Childhood 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. This type of research is action research aimed at finding out whether a child's fine motor skills can increase with meronce activities at TPA Medina, Enrekang District, Enrekang Regency. The subject of this research is the children of TPA Medina. This research was conducted using the Kemmis and Mc. Taggart research model consisting of two cycles with each cycle consisting of: planning (planning), implementation (action), observation (observation), and reflection (reflection). Data collected by observation and documentation techniques. The learning steps in this study are the teacher preparing roncean and ropes with shapes that have been adapted to the theme, then the teacher gives examples of how to roncean and distribute roncean and ropes to children. The results showed that the results of the observation of Cycle I showed an increase in children's fine motor skills that was not optimal and had not reached an indicator of success of 80.00%. While the results of the actions in the second cycle increased with a percentage of 94.44% or as many as 15 children got very good criteria. Based on the results of the research that has been done it can be concluded that meronce using beads can improve children's fine motor skills at TPA Medina.

Keywords: Ability, Children's Fine Motor, Meronce.

INTRODUCTION

Motor development in children includes gross and fine motor skills. Gross motor is a body movement that uses large muscles or most or all members of the body that are affected by the child's own maturity. Fine motor is a movement that uses fine muscles or certain parts of the body, which is influenced by the opportunity to learn and practice. For example, the ability to move objects from hands, scribble, arrange blocks, cut, write and so on. Both of these abilities are very important so that children can develop optimally. Motor development is greatly influenced by brain organs. Through play stimulates the growth of muscles when the child jumps, throws, or runs. In addition, children play using all their emotions, feelings, and thoughts.

Delay in fine motor skills in meronce, which is characterized by the lack of skilled children in the development of creativity using paper media in learning. The cause is classroom management, namely the use of methods in developing children's creativity in improving fine motor skills. Education in the Child Care Park (TPA) will help improve the physical / motor skills of children in terms of introducing and training gross and fine motor movements of children, improve the ability to manage, control body movements and coordination, and improve body skills and healthy ways of life so as to support growth strong body healthy and skilled.

Meronce is a method of making decorative objects or objects that are used by arranging parts of perforated

material or deliberately perforated using the help of threads, ropes and the like. Following this in the TPA Medina meronce learning activities are taken to develop children's fine motor skills, where the teacher plans an evaluation form for children's fine motor development because most TPAs only use the methods of reading, writing, drawing and coloring. At TPA Medina carries out meronce activities to develop children's fine motor skills in using the fingers, muscles of the child's hands.

The purpose of meronce activities is to develop children's fine motor skills. From this activity children practice moving the wrist while holding the thread and also so that the child can channel his feelings and create beauty. The topic chosen was meronce skills. Activities will be carried out in class. The teacher also has planned what steps to do with the children in the class.

METHOD

The research method used by researchers is action research referring to Kemmis and McTaggart's research models. Kemmis and McTaggart's research model includes four stages - planning, acting, observing, and reflecting activities.

This research was conducted in two cycles. But before performing the cycle action, the object has been investigated in advance to determine the early ability of creativity in meronce activities in children. When the research was carried out for approximately 1 month. The subjects of this study were children aged 4-5 years in group A at TPA Medina, Enrekang District, Enrekang Regency with 15 children.

The criterion for the success of this class action research is marked by the increase in children's fine motor skills after playing the meronce game. The

increase in success can be seen by comparing the data on children's motor skills before conducting meronce. Success criteria for this study if at least 75% of all children of motor skills have reached BSH or Developed as Expected. Data collection techniques are done by observation and documentation

DISCUSSION

Pre-action Implementation of the pre-action was carried out on May 24, 2018. This activity was carried out by observing the fine motor skills of children, especially the ability of children to pause Medina TPA. This is still low. It can be seen from children who still cannot tie their own rope and complete the task after learning ends with the results of the study showing sufficient criteria with an average of 58.89%. This is obtained because some children have not been able to achieve the expected score in aspects accuracy and speed. In pre-action as many as 3 children or 20.00% of the 15 children who received criterias were very good, 3 children or 20%, 6% or 6%, 6% or 6%, 6% or 67%, 6% 6 33%. The problem was obtained because the child completed meronce after learning ended.

Activity in cycle I begins by working with LKA by completing simulations about workbenches and connecting images to work places, inserting Meronce into tubular containers, and cubes, forming girders or necklaces, folding paper-shaped clothes, showing the clarity of images by giving the signs to the tube, and writing the names of jobs. In the cycle I, the accuracy aspect was 97.78% or an increase of 24.45% with very good criteria because the number of children who completed the examination ended in the hole and tied it up. %. Increased action from the action to the cycle

because most of the children have experienced improvement in completing the academic before the end of the learning hours but still thank some of the children who completed the activity during the end of the learning and after the last learning. Based on the results of the reflections carried out in the Cycle I, the improvement of motorized skills must be achieved through the use of materials in the Medina TPA, which has not yet been achieved as much as 80.00%.

The activities in cycle II begin by working on LKA, rocket necklaces, coloring pictures, sun, moon, stars, clouds and rain in LKA, counting groups of images and writing the symbols of the numbers that exist in LKA, and meronce forms of bulbs and natives. In the Cycle II an amount of 100% or an increase of 2.22% with the criterion is very good due to the fact that most of it puts the rope in the hole and ties it.

Aspects of speed in the Cycle of 55.56% which increased by 11.12%. Increased work of the students who took action during the cycle of learning in the last cycle of 35%, after completing the cycle of the past, as many as 5% of the students have already experienced an increase in the cycle of 5%. accustomed to increasing activities so that the speed of child experience increases.

CONCLUSION

After conducting classroom action research there was an increase in fine motor skills from two aspects, namely accuracy and speed. In the pre-action condition there were 3 children or 20.00% of the 15 children obtained very good criteria on motor skills, 20.00% or 3 children got good criteria, 7 children or 46, 67% of 15 children get enough criteria and 2 children or

13.33% of 15 children get less criteria. After taking action in Cycle I, as many as 3 children or 20.00% out of 15 children received very good criteria, and experienced an increase in the criteria, both 53.33% from 15 children and 4 children or 26.67% of 15 children received sufficient criteria. obtain sufficient criteria. In the average results before the action of 58.89% (sufficient), in the cycle of 76.67% (good) and in the Cycle II reached 94.44% (very good). In the second cycle the children had reached indications for the success of the research stopped. meronce using beads can improve motor skill in children at Medina TPA.

BIBLIOGRPHY

1. Arikunto, Suharsimi.(2002).*Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
2. Arikunto, Suharsimi.(2005).*Manajemen Penelitian (Cetakan Ketujuh)*. Jakarta: Rineka Cipta.
3. Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT RINEKA CIPTA.
4. Ahmadi, Abu dan Widodo Supriyono. (2008). *Psikologi Belajar*. Jakarta: Rineka Cipta.
5. Aisyah Siti,dkk.(2007). *Perkembangan dan Konsep Dasar Perkembangan Anak Usia Dini*. Jakarta: Universitas Terbuka.
6. Aisyah Siti,dkk.(2010). *Perkembangan dan Konsep Dasar*

- Perkembangan Anak Usia Dini*. Jakarta: Universitas Terbuka.
- Kuantitatif, Kualitatif, dan R & D*. Bandung : CV. ALFABETA.
7. Elihami, E. (2016). Meningkatkan Hasil Belajar Al-Islam Dan Kemuhammadiyahannya Melalui Kuis Dengan Umpan Balik Pada Mahasiswa Kelas. *SAFINA: Jurnal Pendidikan Agama Islam*, 1(2), 27-37.
 8. Hami, E. (2016). Korelasi Antara Kemampuan Berpikir Ilmiah Dengan Prestasi Akademik Mahasiswa Jurusan Bimbingan Dan Konseling. *Istiqlah: Jurnal Pendidikan dan Pemikiran Islam*, 3(2).
 9. Mansur. (2005). *Pendidikan Anak Usia Dini Dalam Islam*. Yogyakarta: Pustaka Pelajar.
 10. MS.Sumantri.(2005). Pengembangan Keterampilan Motorik Anak Usia Dini. Jakarta : Dinas Pendidikan
 11. Pamadhi Hajar, dkk.(2012). *Seni Keterampilan Anak*. Tangerang Selatan, Universitas Terbuka
 12. Rusdinal,dkk. (2005). *Pengelolaan Kelas di Taman Kanak-kanak*. Jakarta : Depdiknas Dikjen Pendidikan Tinggi Direktorat Pembinaan Pendidikan Tenaga Kependidikan Dan Ketenagaan Perguruan Tinggi.
 13. Sofia Hartati. (2005). *Perkembangan Belajar pada Anak Usia Dini*. Jakarta: Depdiknas.
 14. Sugiyono. (2009). *Metode Penelitian Bisnis (Pendekatan*
 15. Sujiono, Yuliani Nurani. (2011). *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT Indeks.
 16. Sumanto.(2005).*Pengembangan Kreatifitas Seni Rupa Anak TK*. Jakarta: Depdikbud.
 17. Sumanto.(2006).*Pengembangan Kreatifitas Seni Rupa Anak Sekolah Dasar*. Jakarta: Depdiknas.
 18. Wina Sanjaya. (2009). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Prenada: Jakarta.
 19. Yamin Martinis. (2007). *Profesionalisasi Guru & Implementasi KTSP*. Jakarta: Gaung Persada Press