

Implementation Of Meronce Games In Developing Fine Motor Skills Of 4–5-Year-Old Children At Permata Hijau Menggala Kindergarten In 2025/2026

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Abstract

This study aims to analyze the effectiveness and impact of threading play on developing fine motor skills of children aged 4-5 years at TK Permata Hijau Menggala in the 2025/2026 academic year. The research employed a qualitative approach with a descriptive method. Data collection techniques included passive participatory observation, semi-structured interviews with the classroom teacher and the principal, and documentation. The study was conducted from May 26 to June 11, 2026. The research subjects were group A children (aged 4-5 years), focusing on several children who experienced fine motor delays. The results showed that: (1) Threading play is effective in improving children's fine motor skills, indicated by positive changes in how they hold tools (from palmar grasp to pincer grasp), improved eye-hand coordination, increased persistence and independence, and significant progress in children who initially experienced delays. (2) Positive impacts of threading play include improved cognitive abilities (color discrimination, pattern following, counting), improved social-emotional aspects (patience, concentration, self-confidence, cooperation, emotion regulation), and increased child independence. Supporting factors include school support, availability of materials, teacher creativity, and children's enthusiasm. Inhibiting factors (initial technical difficulties, children's frustration, time constraints, lack of teacher training) can be overcome through individual guidance and media variation.

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1. INTRODUCTION

Early Childhood Education (PAUD) is a crucial educational level for holistic child development. The Indonesian Ministry of Education and Culture defines PAUD as a developmental effort aimed at children from birth to six years of age, conducted through educational stimulation to support physical and spiritual growth and development, ensuring children are ready to enter further education. At the age of 4-5 years, children are in a golden age of brain development, optimal for developing various abilities, including fine motor skills.

Fine motor skills are a crucial developmental aspect that must be developed to prepare children for the next stage of development. These skills enable children to perform various tasks such as writing, drawing, buttoning clothes, and holding objects precisely because the coordination of small muscles, especially the fingers and hands, works together with eye coordination. Therefore, stimulation appropriate to the child's characteristics and developmental stage must be provided to improve fine motor skills in a continuous, planned, and repetitive manner (Ahmad, 2022).

One of the best ways to encourage fine motor development in early childhood is through educational play. Stringing requires finger manipulative skills, hand-eye coordination, precision,

and perseverance. Stringing also teaches children to move fine muscles in a directed manner and observe patterns, shapes, and colors. In Indonesia, there are several major problems with the development of fine motor skills in children aged four to five years. First, educational games that support fine motor development are limited. Without recognizing that fine motor skills are crucial for later academic progress, children's cognitive development has been hampered by technological advances, resulting in children spending more time with electronic devices than playing traditional games that involve fine physical activity (Christakis et al., 2023).

Stringing, which involves threading hollow objects through string, has been shown to help improve fine motor skills in early childhood. According to a recent study by Farida & Yanti (2023), stringing can significantly improve children's fine motor skills. Stringing also helps improve creativity, concentration, and emotional control (Tamtam.co.id, 2025). A study conducted by Solbia (2020) at Pelangi Early Childhood Education (PAUD Pelangi) showed that children often have difficulty stringing beads of various sizes. Furthermore, some organizations underutilize a variety of engaging stringing media, which reduces students' interest in participating (Kusmiati & Komala, 2023). Recent developments indicate that stringing can be modified by using more diverse media, such as letter blocks, to improve cognitive and fine motor skills (Asrul Faruq et al., 2024).

Based on initial observations conducted in Group A of Permata Hijau Kindergarten, Menggala Village, Pemenang District, the main problem was found to be a lack of fine motor development in some children. Of the 14 children, 5 (approximately 35.7%) experienced delays in fine motor skills. This condition was clearly visible when the children held crayons, picked up beads, or pinched seeds using two fingers. Children who experienced delays actually showed impatience and were easily angered when their expectations were not met. So far, teachers have tried to improve children's fine motor skills by providing various activities that move the fingers, such as tearing paper, but have not shown optimal results.

Given these conditions, stringing activities were chosen as the primary intervention because they have proven effective in training children's hand-eye coordination for optimal development. This study aims to analyze the implementation and effectiveness of stringing games in developing fine motor skills in group A children at Permata Hijau Menggala Kindergarten, as well as to analyze the impact of stringing games on the development of these children's fine motor skills.

2. RESEARCH METHOD

This research uses a qualitative approach with a descriptive method. This research is a type of exploratory field research. Qualitative research is also called naturalistic research because the research setting is conducted to examine natural conditions (Sugiyono, 2022). Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture (Walidin, Saifullah, Tabrani, 2015 in Fadli, 2021). The descriptive method was chosen because this study aims to describe in depth the implementation process of the meronce game.

The location of this research was at Permata Hijau Kindergarten Group A, located in Menggala Village, Pemenang District, North Lombok Regency. This research was conducted for 3 months, starting from May to July 2026. The subjects in this research were determined by purposive sampling. Informants in this research were parties directly related to the implementation of learning, consisting of the Principal, Group A teachers, several Group A students totaling 14 people (4 boys and 10 girls), and parents of students.

The determination of informants followed purposive sampling based on several specific criteria. The principal was selected as a key informant because of her authority over supervision, budgeting, and institutional policy related to learning media; the Group A teacher was selected because she was directly responsible for planning and implementing the stringing activities on a daily basis; while the fourteen Group A children and their parents were included to obtain a comprehensive picture of the children's motor development both at school and at home. Within

this group, particular attention was directed toward the five children (35.7%) identified during preliminary observation as experiencing delays in fine motor skills, since they represented the most information-rich cases for understanding the process, challenges, and effectiveness of the intervention; children who were already developing typically were used as a comparative reference to contextualize the extent of progress made by their peers with delays. This purposive focus on children with identified delays is consistent with the qualitative case-study principle of selecting information-rich cases capable of illuminating the phenomenon under study in greater depth, rather than aiming for statistical representativeness (Sugiyono, 2022).

Data sources consisted of primary data (observations, interviews, and direct documentation from the field) and secondary data (school overview, institutional profile, and supporting literature such as from Doro Edi et al.). Data collection techniques included passive participant observation, semi-structured interviews with teachers and principals, and documentation (Sugiyono in Anggy Gigi Prawiyogi et al., 2021).

Data analysis refers to the interactive model of Miles and Huberman (in Sugiyono, 2022), which includes Data Condensation, Data Display, and Conclusion Drawing/Verification.

In this study, each stage of the interactive model was applied concretely to the field data. During data condensation, interview transcripts, observation field notes, and documentation were selected, simplified, and coded according to emerging themes, namely the four dimensions of the meronce implementation process (planning, implementation, effectiveness, and impact) and the supporting and inhibiting factors. During data display, the condensed data were organized into narrative matrices and thematic tables comparing the accounts of the principal, the teacher, and observation results for each child, allowing patterns of change—such as shifts from palmar to pincer grasp—to be tracked systematically across the observation period. Conclusions were then drawn iteratively throughout the three-month research period and continuously verified by returning to the field notes and re-checking emerging interpretations against newly collected data, rather than being formulated only at the end of the study.

To ensure data validity, researchers used source triangulation techniques (comparing data from the principal, teachers, and students) and technical triangulation (comparing data from observations, interviews, and documentation) (Sugiyono in Zhahara Yusra et al., 2021).

3. RESEARCH RESULTS AND DISCUSSION

3.1 Research Results

3.1.1 Implementation of the Meronce Game: Planning, Implementation, and Evaluation

Planning is a crucial initial stage. Based on interviews with the class teacher (Mrs. Uswatun), the stringing activity was carefully planned and explicitly included in the Daily Learning Implementation Plan (RPPH). The teacher prepared a variety of media to prevent boredom. The media and materials prepared included plastic beads, wool, string, cut straws, used cardboard, and natural materials such as hollowed-out dried seeds.

The implementation of stringing activities takes place in five main stages: (1) Introduction to Tools: The teacher gathers the children, shows them the types of beads, and demonstrates how to hold the beads correctly using the pincer grasp. (2) Intensive Guidance and Physical Assistance: The teacher approaches and physically guides the children, especially those who have difficulty holding with the palm of their hand (palmar grasp). (3) Independent Practice with Remote Supervision: The teacher begins to reduce physical intervention and gives the children the freedom to string according to their imagination. (4) Creativity and Pattern Challenges: Children who are already fluent are given the challenge of following a certain color sequence pattern. (5) Evaluation and Cleaning of Tools: The teacher provides appreciation and invites the children to return the tools together.

Evaluation was conducted continuously through direct observation and anecdotal recording. Significant improvements were observed; the child's holding of the tool changed from a palm grip to a finger pinch, and his persistence increased dramatically.

3.1.2 Effectiveness of Stringing Games in Developing Fine Motor Skills

The effectiveness of the stringing game was assessed based on the achievement of fine motor skills. The principal (Mrs. Hilmiyani) stated that the stringing game was very effective because it directly trained fine motor skills, improving the skills of children who previously struggled with pencil holding. The class teacher also emphasized that this method was efficient, made children feel less pressured, and significantly improved their concentration and patience.

The most prominent indicators of success from the observations were improvements in the way of holding tools (pincer grasp), more accurate eye-hand coordination, persistence in solving problems, and increased independence of children in activities.

3.1.3 Impact of the Meronce Game

The impact of stringing extends across various developmental domains. Physical-motor skills include improvements in pincer grasp, bilateral coordination, and finger muscle strength. Cognitive skills include recognizing basic colors, following patterns, and counting beads. Social-emotional skills include increasing patience, improving emotional regulation, increasing self-confidence, and fostering empathy among peers. Independence-wise, children are able to prepare and clean their own tools without relying entirely on the teacher.

3.1.4 Supporting and Inhibiting Factors

Success is supported by several factors: full support from the principal in the form of budget provision, availability of cheap materials (beads, straws, cardboard), teacher creativity and patience, high enthusiasm of children, and a conducive classroom environment.

Obstacles identified include initial technical difficulties, frustration and negative emotions when children fail, limited learning time, and a lack of specific teacher training in fine motor skills. However, these obstacles can be overcome through a patient, individualized approach and the use of recycled materials (low-cost parts).

3.2 Discussion

The research results show that stringing toys effectively improves fine motor skills in children aged 4-5 years. This aligns with Santrock's (2022) theory, which states that fine motor skills require visual-motor coordination, control, and precision, which can be trained through manipulative activities. The pincer grasp directly trains small muscles.

These findings also support previous research by Rangkuti (2025) and Hasmidar et al. (2025), which found significant improvements in finger skills and hand-eye coordination after a stringing intervention. At Permata Hijau Kindergarten, qualitative improvements occurred in almost all children, confirming that repeated stimulation results in motor progress (Ahmad, 2022; Irmayanti et al., 2025; Nasaruddin, 2021).

Furthermore, the results of this study align with the findings of Alawiyah & Parhaini (2022), who demonstrated that the use of constructive media such as Lego is effective in improving fine motor skills in children aged 4-5 years through a systematic process in Classroom Action Research (CAR). Just as stringing together toys requires precise eye-hand coordination, playing with Lego also requires children to think strategically in building sturdy structures, which in turn strengthens finger muscles (Alawiyah & Parhaini, 2022). The integration of challenging and enjoyable media is key to successful fine motor stimulation during a child's golden age.

These findings are also consistent with a substantial body of international research on fine motor development and play-based learning. Cameron et al. (2012) demonstrated, in a longitudinal study of American kindergarteners, that fine motor skills independently predict early academic achievement alongside executive function, underscoring the developmental importance of manipulative activities such as stringing beyond motor competence alone. Similarly, Piek et al. (2008) found that early fine and gross motor development trajectories significantly predict later motor and cognitive ability, lending support to the present study's emphasis on early, structured intervention for children showing initial delays. From a

pedagogical standpoint, the international evidence review by Zosh et al. (2017) concluded that guided, hands-on play—characterized by active engagement, meaningful context, social interaction, and iterative thinking—produces deeper and more durable learning outcomes than passive instruction, a conclusion that closely mirrors the scaffolded, teacher-guided structure of the stringing activities implemented at Permata Hijau Kindergarten. Taken together, this international evidence reinforces the position that play-based, manipulative activities such as meronce are not merely a culturally specific pedagogical technique but align with globally recognized principles of early motor and cognitive development.

The stages of child development in stringing are in line with Vygotsky's Zone of Proximal Development (ZPD) concept. Teachers implement scaffolding by providing full assistance at the beginning and gradually removing intervention until the child is independent. The multidimensional impacts found (cognitive, social-emotional, independence) align with the views of Liani et al. (2023) and Rahmawanti (2023) that good learning media stimulate various aspects of early childhood development.

The observed technical and emotional challenges in children align with Aulia's (2025) findings regarding early difficulties in eye-hand coordination and frustration management. Treatment through individual guidance, verbal rewards, and media flexibility (using natural materials) has proven effective in mitigating these challenges.

Beyond these points of alignment, several differences between the present findings and prior studies deserve closer critical attention. Whereas Alawiyah and Parhaini (2022) found that Lego-based construction play improved fine motor skills primarily through strategic, goal-directed building tasks within a structured Classroom Action Research design, the improvement observed in this study emerged through a more open-ended, materially diverse activity using natural and low-cost materials such as dried seeds and cut straws rather than standardized manufactured toys. This suggests that the mechanism driving fine motor improvement in the present study was not merely task structure, as emphasized in CAR-based interventions, but also material variation and graduated scaffolding tailored to each child's starting ability, particularly the five children with identified delays. This finding nuances Rangkuti's (2025) and Hasmidar et al.'s (2025) conclusions, which reported general improvements in finger skills without differentiating between children with typical development and those with initial delays; the present study indicates that children with delays required more intensive physical guidance and a longer period of scaffolding before transitioning to independent practice, suggesting that the effectiveness of stringing play may not be uniform across children and depends on the intensity and individualization of teacher support. Moreover, unlike Aulia's (2025) findings, which primarily framed early difficulties in eye-hand coordination as a technical barrier to be resolved through practice alone, the present study found that frustration and negative emotion among children with delays functioned as a compounding barrier that, if left unaddressed, could undermine motivation independently of technical skill; this indicates that emotional scaffolding and technical scaffolding operated as two distinct but interacting mechanisms in this context, a nuance not fully captured in prior studies that treated technical and emotional support as a single undifferentiated intervention. These differences suggest that the effectiveness of manipulative play such as stringing is contingent not only on the type of media used but also on the extent to which interventions are individualized to account for children's baseline motor and emotional readiness.

4. CONCLUSION

4.1 Conclusion

Based on the research results, the implementation of the stringing game has proven very effective in developing fine motor skills in group A children (aged 4-5 years) at Permata Hijau Menggala Kindergarten. The effectiveness is characterized by a change in the way the tool is held from a palm grip to a finger pinch (pincer grasp), significant improvements in eye-

hand coordination, and increased perseverance and independence in children when carrying out tasks.

Stringing also has positive multidimensional impacts. Cognitively, children are able to recognize colors and follow patterns. Social-emotionally, children become more patient, develop better emotional regulation, and improve their concentration and self-confidence. This success is supported by school facilities, material availability, teacher creativity, and student enthusiasm, despite initial technical difficulties and time constraints that the teachers ultimately overcame.

These findings carry several practical implications for PAUD teachers and school administrators seeking to develop fine motor stimulation programs. For teachers, the results suggest that stringing activities are most effective when implemented through a graduated scaffolding approach that begins with intensive physical guidance for children showing initial delays and gradually shifts toward independent practice, rather than applying a uniform level of assistance to all children regardless of their starting ability; teachers may also benefit from preparing a range of low-cost and natural materials in advance to sustain children's interest and accommodate varying skill levels within the same classroom session. For school administrators, the finding that budget support, material availability, and a conducive classroom environment were key supporting factors implies that institutional investment in low-cost, locally sourced materials can be a cost-effective strategy for sustaining fine motor stimulation programs even in resource-constrained settings; administrators are further encouraged to institutionalize structured training on fine motor intervention techniques for teachers, given that the lack of specific training was identified as one of the main inhibiting factors in this study. At a broader program-development level, these implications suggest that fine motor stimulation initiatives in PAUD institutions should be designed as an integrated system combining accessible materials, trained personnel, and individualized scaffolding, rather than relying on any single component in isolation.

4.2 Suggestions

1. For Teachers: It is recommended to continue using stringing as a weekly activity. Gradually increase the challenges and expand the use of waste or natural materials to stimulate creativity.
2. For School Principals: It is hoped that they can facilitate teachers with special training (workshops) regarding fine motor development and intervention methods, and continue to allocate budgets for varied learning media.
3. For Further Researchers: It is recommended to compare the effectiveness of stringing with other fine motor educational games, or expand the subject to children with different age groups to see the effectiveness on a larger scale.

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