

THE INFLUENCE OF MERONCE EDUCATIONAL GAME ON MOTOR DEVELOPMENT IN LEARNING COLORS

Nurjannah ⁽¹⁾, Nurdiana⁽²⁾

¹Pendidikan Bahasa Inggris, Universitas Jabal Ghafur ,

²Pendidikan Kewarganegaraan, Universitas Jabal Ghafur,
lnurjannahmyacob@gmail.com, 2 dieanagrace@gmail.com

ABSTRACT

This motor development is caused by several things, including habits in the limbs that allow students to be able to move places, genetics, psychological aspects, and muscle tone abnormalities or neuromuscular diseases. This research was a quasi-experimental with One Group Pretest-Posttest design. The sample was 15 students. The results of the study found that the majority of children in the preschool age group before being given the Meronce Educational Game was in the category of starting to develop as many as 7 respondents (46.7%). The fine motor development of students after being given the Meronce Educational Game was mostly in the category as expected as many as 8 respondents (53.3%). There is an effect of Meronce's Educational Game on Fine Motor Development of students, the significance value is = 0.000 where < 0.05 . It is hoped that students will improve their fine motor development through books and other information.

Keywords : Meronce, Educational Game, Motor Development

1. INTRODUCTION

Preschool education is education that occurs when individuals experience different developments from other children. Desires, abilities, and environmental living conditions are not the same. Preschool-age children at this time will go through a change in weight and height, this development is a fine motor development and gross motor development. So that preschoolers will experience less activity in fine motor development, for example, such as coloring, painting, and cutting out so that they need stimulation in their fine motor development. Because at this time children are more active in gross motor skills such as running, playing soccer, jumping, riding tricycles and others (Sumantri, 2019).

Fine motor skills in children cannot be developed perfectly because there are various factors that can influence such as environmental factors and other children's activities. This motor development is

caused by several things, including the ability of the limbs that allow children to move around, genetics, psychological aspects, and abnormalities in muscle tone or neuromuscular disease (Sujiono, 2019).

There are also several obstacles in the development of fine motor skills in preschoolers, namely obstacles in concentrating, switching easily, feeling bored quickly, fingers not being strong enough to pick up objects, or a lack of cooperation between the senses of sight and sense of touch. If a child lacks stimulation or gets stimulation, the child will easily dislike something. And with this good development, it can make children more courageous and play with friends of the same age, as well as for those who experience disorders in their fine motor development, they will experience barriers to the ability to play with friends of the same age and can have an impact on their psychology, they will feel uncomfortable. or being a depressed

child or feeling marginalized (Aisyah, 2019).

When the child is given an assignment by the teacher, he cannot imitate it neatly. The child does not want to write his name in his own work book. And children still ask the teacher for help when getting school assignments from the teacher. So with this it is said that there are still problems in the fine motor system that need to be overcome. Preschool age is a group of children aged 3-6 years who are at a stage of development or growth with distinctive characteristics, it is said to mean that children already have characteristics in motor development and growth, both cognitive and intellectual (the ability to think, the ability to create something).), the health of the body and language as well as on the social-emotional children. When the child is given an assignment by the teacher, he cannot imitate it neatly. The child does not want to write his name in his own work book. And children still ask the teacher for help when getting school assignments from the teacher. So with this it is said that there are still problems in the fine motor system that need to be overcome. Preschool age is a group of children aged 3-6 years who are at a stage of development or growth with distinctive characteristics, it is said to mean that children already have characteristics in motor development and growth, both cognitive and intellectual (the ability to think, the ability to create something).), the health of limbs and language is as well as on the social-emotional children (Masitoh, 2017).

According to research conducted by Winda (2018) it can be concluded that with 4 times the schedule of activities with each time of 30 minutes with each activity schedule and only 1 example is used of a

rhyme result that is adjusted to the development of fine motor skills so that children are able to stringing beads according to examples and variety, colors, and sizes and children can show the work they have made and can develop students' ability to recognize colors

The results of research conducted by Lutfiana (2020) obtained the results of the study before being given APE Meronce therapy, namely Not Developing (55.9%), Starting to Develop (14.7%), Developing According to Expectations (20.6%), Developing Very Well (8.8%). Child development after APE Meronce therapy is not yet developing (5.9%), starting to develop (5.9%). Growing As Expected was (17.6%). Very Well Developed was 70.6%. Wilcoxon statistical test results obtained p value 0.000 smaller than α 0.05 or ($p < \alpha$), then H_1 is accepted.

This game is an option for fine motor development by organizing objects by bringing out colors or shape components with the help of threads or ropes strung together. Meronce's educational games can improve his fine motor skills so that with these games children can arrange the same forms or not accidentally make them more interesting and produce works (Pamadhi, 2017).

The results of observations and interviews with teachers showed that children experienced fine motor delays in the field of physical development in fine motor skills, such as not being able to recognize colors in English. So, based on the above background the researcher feels interested in conducting further studies and put it into a study entitled "the influence of meronce's educational game on motor development in learning colors"

The research used was a quasi-experimental study with the One Group

2. METHOD

1. Subject

Pretest-Posttests design by examining the effect of the Meronce Tool on Fine Motor Development in learning colors. The subject group was observed before the intervention was carried out, and then observed again after the intervention (Nursalam, 2017). The sample is part of the population that is used as a research subject/representative of group members in research (Nizamuddin, 2021). The total numbers of sample in this research was 15 students.

2. Instrument

The instruments that had been used in previous studies or can use self-made instruments (Masturoh, 2018). Observation is a material accumulation technique as a way to immediately monitor research respondents with the aim of looking for metamorphosis or things to be studied. In this observation, the tools used include: observation sheets, monitoring guides (observations) or checklist sheets (Hidayat, 2016). Media used such as beads, rubber thread and scissors.

3. RESULT AND DISCUSSION

1. Data Collection

Data obtained using a questionnaire that has been prepared and distributed or distributed to respondents based on research objectives.

2. Data Analysis

Bivariate analysis can be seen in the two variables that are considered to be mutually influential or correlated, for example in the parameters of playing

meronce and fine motor development. So that it can be seen that there is a bond between these two variables whether it is significant or not significant or the truth is 0.05 using the Wilcoxon test with SPSS software, where $p < \alpha = 0.05$ so it can be concluded that there is an effect of educational game tools on learning motor development. color, if $p > \alpha = 0.05$, then there is no effect of the meronce educational game tool on the development of students' fine motor skills on children's ability to recognize color.

In the other hands, data analysis used the descriptive statistical methods, for each variable from the research results. In general, this analysis only produces the distribution and percentage of each variable (Budiarto, 2014). Then determine the percentage (P) using the following formula:

$$P = \frac{F}{n} \times 100\%$$

Where:

P : Percentage

F : Frequency

n : sample

3. Descriptive Analysis

The frequency of distribution of students based on the gender, the result as following:

Table 1. Gender Frequency Distribution of Respondents

No	Gender	Frequency	Percentage
1.	Male	8	53,3
2.	Female	7	46,7
Total		15	100

The table above shown, the frequency of male was 53.3 %. Male was higher than female. While the numbers students' ability before giving the treatment. It provided in the table below:

Table 2. Frequency Distribution of Students' Fine Motor Development Before Educative Meronce Game

No	Level of Students' Fine Motor Development before Treatment	Frequency	Percentage
1.	Great	0	0
2.	Very Good	2	13,3
3.	Good	7	46,7
4.	Bad	6	40,0
Total		15	100

The data of students' ability before giving the treatment was zero percentage, while the highest number students' ability was in the bad category. The number of percentage was 40.0%. After giving the treatment in the class, the students' ability of learning colors was increase significantly. The students were more active than before. The data showed in the table below:

Table 3. Frequency Distribution of Students' Fine Motor Development After Educative Meronce Game

No	Level of Students' Fine Motor Development After Treatment	Frequency	Percentage
1.	Great	5	33,3
2.	Very Good	8	53,3
3.	Good	2	13,3
4.	Bad	0	0
Total		15	100

The majority of students' fine motor development after being given the Meronce Educational Game was in the great category. The number of percentage was 33.3 % or 5 frequency. It means that the meronce gave the significant effect for the students' ability in learning color.

Table 4. The effect of using Meronce for the development of Fine Motor of Students

No	Variable	Mean	SD	T _{count}	Level of Significant	p value
1.	Pre- Test	7,27	1,870	-6,551	0,05	0,000
2.	Post- Test	11,33	2,410			

The Paired Samples T Test before and after being given the Meronce Educational Game obtained a significance value of $p = 0.000$ where $p < 0.05$ which means H_0 is rejected which means there was an influence of the Meronce Educational Game on Fine Motor Development of students.

4. CONCLUSION

In conclusion, Meronce is proven as a good game for the students in developing the fine motor in learning color. The students can mention one by one the colour in class. Besides, this game also can develop their fine motor when they play meronce game.

In contrast, this research was some limitation. There were a small numbers of samples. There were only 15 students. It hopes that for further research, it needs to explore the other advantage of the Meronce game for the students.

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