

ABSTRAK

Sri Darwahyuni. 2026. Peningkatan Kemampuan Motorik Halus Melalui Kegiatan Meronce pada Anak di KB Kamboja 1 Pangkur Kabupaten Ngawi Tahun Ajaran 2025/2026. Skripsi. Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun.

Memegang pensil merupakan aspek penting dalam kemampuan motorik halus anak untuk masa pra sekolah. Oleh karena itu, kegiatan meronce diterapkan sebagai upaya untuk meningkatkan kemampuan motorik halus anak. Penelitian ini bertujuan untuk mengetahui apakah kegiatan meronce dapat meningkatkan kemampuan motorik halus anak serta mengetahui peningkatan kemampuan motorik halus setelah diterapkannya kegiatan tersebut. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus, dengan tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 12 anak usia 3–4 tahun di KB Kamboja 1 Pangkur Kabupaten Ngawi. Teknik pengumpulan data menggunakan observasi dan dokumentasi, sedangkan analisis data dilakukan secara deskriptif kuantitatif dan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa kegiatan meronce mampu meningkatkan kemampuan motorik halus anak. Pada kondisi awal (prasiklus) anak berada pada kategori Mulai Berkembang (MB). Setelah tindakan pada Siklus I, terjadi peningkatan anak berada pada kategori Berkembang Sesuai Harapan (BSH). Pada Siklus II terjadi peningkatan kembali anak berada pada kategori Berkembang Sesuai Harapan (BSH) dan Berkembang Sangat Baik (BSB).

Kata Kunci: Motorik Halus, Meronce.

ABSTRACT

Sri Darwahyuni. 2026. Improving Fine Motor Skills Through Beading Activities Among Children at KB Kamboja 1 Pangkur, Ngawi Regency, for the 2025/2026 Academic Year. Undergraduate Thesis. Early Childhood Education Teacher Training Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun.

Holding a pencil is a crucial aspect of a preschooler's fine motor skills. Therefore, beading activities were implemented as an effort to enhance children's fine motor abilities. This study aims to determine whether beading activities can improve children's fine motor skills and to assess the extent of this improvement following the implementation of these activities. The study employs the Classroom Action Research (CAR) method, following the Kemmis and McTaggart model, conducted over two cycles—each consisting of planning, action implementation, observation, and reflection. The subjects of the study were 12 children aged 3–4 years at KB Kamboja 1 Pangkur, Ngawi Regency. Data collection techniques included observation and documentation, while data analysis was performed using both quantitative and qualitative descriptive methods. The results indicate that beading activities are effective in improving children's fine motor skills. Initially (pre-cycle), the children were categorized as "Beginning to Develop" (MB). Following the interventions in Cycle I, there was an improvement, with children reaching the "Developing as Expected" (BSH) category. In Cycle II, further improvement was observed, with children falling into the "Developing as Expected" (BSH) and "Developing Very Well" (BSB) categories.

Keywords: Fine Motor Skills, Beading.