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## Train Children's Patience And Focus Cerebral Palsy Through Meroning Activities

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### ABSTRACT

Cerebral palsy children often have trouble with coordinating eyes and hands in children resulting in patience and focus that occurs in children. This study aims to explore challenges and solutions in increasing patience and focus in cerebral palsy children through increasing activity. This study was implemented in children with cerebral palsy Hemiplegic type. Research methods in this study used descriptive qualitative which is discussed about the subject of the study. Data collection tools in research This uses observation to 1 subject 5 years old. To provide deep stimulus to increase the child's patience and focus, this research uses meroning as a learning media by considering supportive environmental conditions, assessing the child's readiness to learn, and paying attention using easy language understood by children. The implications of this research show that these activities are effective for children who need special services, especially for Cerebral Palsy children aged 5 years.

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## 1. INTRODUCTION

Cerebral palsy is a condition that affects body movement and coordination in children. Even though the obstacles they face may be different, the desire to be creative and express themselves never disappears. Written in the 1945 Constitution (amendment) Article 31 paragraph (1): Every citizen has the right to education, and paragraph (2): Every joint that can result in disruption of coordination, communication, adaptation, mobilization and disruption of the development of personal integrity. Physical development and motor skills in children are often used as a reference to assess whether someone is experiencing obstacles or not. This condition is caused because progress in physical and motor terms tends to be clearly visible visually and can be observed directly.

Cerebral Palsy is defined as paralysis of the brain which causes lack of muscle control, postural abnormalities and motor disorders, both gross and fine motor skills (Fikri et al., 2022) . This affects hand-eye coordination, which often creates great obstacles for itself. One effective way to help children with cerebral palsy is through the Meronce Technique. Sometimes children are also less enthusiastic about the bouncing activity because this activity requires concentration and patience in inserting objects or holding small objects because children cannot wait to complete the activity (Hera & Latif, 2020) . Apart from involving fine motor development, they can also increase children's patience and focus.

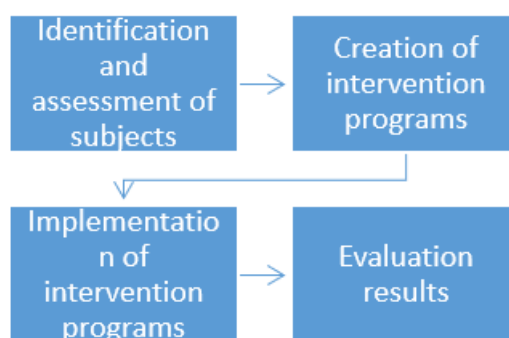
Cutting, cutting and packaging activities which aim to help develop fine motor skills through various media are very important as a strategy to attract children's attention and focus as well as their enthusiasm and provide maximum stimulation in activities ( Syamsuddin , & Cahaya, 2022) . In the research entitled Teaching activities and the implementation of meronce activities to train focus for young children carried out by Atiyah et al (2023) , there was a positive impact from meronce activities, namely training children to concentrate on inserting the rope into the hole and training children to be patient in doing so. his task.

There is other research entitled Improving Social Emotional Abilities through Meronce research conducted by Diah & Rosita (2023) Activities with the hope that participating in meronce activities can help children aged 5-6 years develop their focus and patience when completing various tasks with meronce activities. When children are first introduced to ronce activities, children often complain about completing the activity with observation scores below 25%. After carrying out the second experiment, the percentage value increased to 75% and ended at 95% with an average value of 91%. The results of the research show that there has been significant development in influencing children's social emotions through various activities. In other research conducted by Trimusqirfa et al (2023) entitled Increasing Learning Concentration Through Ronce Activities in Children Aged 5-6 Years in Group B RA Al-Islamiyah Al- Khalidiyah Samarinda , it showed that their activities had a positive impact with results increasing by 5%. in concentration percentage, namely from 72% in the pre-cycle to 77% in the first cycle after carrying out several stages such as planning, implementation, observation and reflection. In the Big Indonesian Dictionary, focus can be defined as the ability to concentrate or include attention to something or action. Focus is related to self-confidence, because the ability to concentrate attention on something or action affects the ability to use that ability well. The ability to focus is an important component in learning and development, because it allows a person to absorb the necessary information and use it well. Judging from the reality that shows that children's ability to control patience and focus is still low, this activity can increase focus and build strong self-confidence in every step of its implementation. However, until now there has been no research that discusses training patience and focus in children with cerebral palsy through their activities.

Children with cerebral palsy often have difficulty coordinating their eyes and hands, resulting in challenges with patience and focus. The aim of this research is to explore obstacles and solutions in increasing the level of patience and focus on children with Cerebral Palsy through their activities. This research focuses on children with Hemiplegia type. The research method used in this research is descriptive qualitative, which discusses the research subject using observations on one 5-year-old subject. To provide deeper stimulation and increase children's level of patience and focus, this research uses them as a learning medium. Factors such as supportive environmental conditions, children's readiness to learn, and the use of language that is easily understood by children were considered during the research. The implications of the research results show that these activities can be effective for children who require special attention, especially for Cerebral Palsy children aged 5 years.

## 2. METHODS

This research method uses a qualitative approach with the aim of describing the problem and focusing the research. Qualitative methods are used based on the characteristics of the research subjects and to obtain comprehensive information and cover deeper social aspects. **Figure 1.** Explain about the research stages in this research. The research subject studied was a 5-year-old child with the initials B who suffered from Hemiplegia type Cerebral Palsy. Hemiplegia is a spastic type of cerebral palsy which results in paralysis of one arm and one leg located in the same hemisphere of the body. The subject experiences stiffness or spasticity in his right arm and leg. This research was carried out at the Special Education Intervention Lab FIP UPI.



**Figure 1 .** Research stages

## 3. RESULTS AND DISCUSSION

### 3.1 Student Demographics

Cerebral palsy (CP) is a condition where there is impaired control of movement and posture caused by static, non-progressive lesions in the immature brain. According to [Efendi \(in Fikri, 2022\)](#) "Cerebral Palsy is a variety of abnormal changes in movement or motor function and arises as a result of accidents, injuries or diseases of the nervous system found in the cranial cavity." One classification of cerebral palsy is the spastic type, which is characterized by muscle stiffness and limited movement due to damage to the part of the brain that controls body movement and posture. Spastic type Spastic CP can affect one side of the body (hemiplegia), both sides of the lower body (diplegia), or the whole body (quadriplegia) ([Sumantri in Fikri, 2022](#)) .

### 3.2 Development program

Based on the data obtained through identification results for child B, the child experienced spastic cerebral palsy with a type of hemiplegia in the right hand and right leg. Currently the child is 5 years old. Regarding **Table 1.** the child's condition, the child can walk quickly even though he has stiffness in his right leg. For the condition of the child's right hand, the child has stiffness in the right hand towards the chest, so that the child does not function his right hand optimally and always relies on his left hand. In the language aspect, children can respond to words said by people around them, but cannot yet speak

**Table 1.** Profile

Ability	Obstacle	Need	Implications
Children can enter object to in receptacle or jar	Children don't can enter object to jar with hole small	Children need motor skills smooth and learned control his emotions .	Behavioral, motoric training fine ; enter object to in jar with more holes small
Children understand instructions given	Sometimes child No Want to follow instructions given	Children need it train For pay attention and follow instructions given	Behavioral training , namely with practice sitting neatly and with your hands folded on top table
Children are capable function hand his	Children don't can functioning hand right his optimally	Children are given motor skills smooth on hands right his	Motor training fine with take goods by hand right
Children are capable walk without parental help	Child still hold on moment up and down ladder	Children need it exercise balance	Practice balance : can done with tiptoe , walk over footbridge
Children are capable move mouth	Children not yet capable talk with clear	Children need it exercise motor oral imitation	Identification exercise using flash cards

**Pebriyanti & Gussevi (2023)** revealed that Motor nice smooth is development relate with ability physique involve coordination muscles small with eyes and hands , until encouraged from agreement For study and practice , then the more Lots time concentrated related activities with skills and development motor fine child . Obstacle the main problem experienced by children cerebral palsy (CP) viz problem which motor is connected? with patience as well as focus on children.

After finding profile child, researcher carry out a ronce program for practice child's patience and focus. Meronce is the activity of entering object hole to in thread nor rope. Nasarudding (2021) stated "Meronce is method making object ornamental or object use what you do with compile parts material hole or on purpose hollowed out use help thread, rope, and the like". Combining process beam hole with rope of course it is also very necessary high patience and focus. For children, especially those who might own challenge in matter attention and concentration like child with cerebral palsy, meronce Can become external tool normal in increase second matter the. As for the steps carry it out activity meronce according to Mulyawartini (2019), namely :

a. Stage preparation, which includes.

- 1) The teacher makes plan activity daily (RKH) as reference in carry out activity meronce.
- 2) The teacher prepares play activities through activity ronce, prepare tools and materials for activity meronce.
- 3) The teacher prepares sheet observation activity child in activity meronce.
- 4) The teacher prepares a camera for visual data and documentation.

b. Stage implementation:

- 1) Teachers manage beginning play environment for activity meronce.
- 2) Teacher plans intensity and identity of play
- 3) The teacher prepares playing ronce.
- 4) The teacher sets where to play ronce.
- 5) Teacher gives idea How use ingredients.
- 6) The teacher discusses ronce game rules.
- 7) Teachers manage children become several groups.
- 8) Teacher's design and implement play transition.
- 9) The teacher gives the child time managing and researching play tools.
- 10) The teacher welcomes it child for doing activity with clear.
- 11) Teachers do record activity student including ability.

c. Stage Closing / evaluation

- 1) Teachers use time for tidying up play equipment.
- 2) The teacher arranges the child for preparation finished playing.
- 3) The teacher pays attention documentation ability motor fine child.
- 4) The teacher closes the activity with prayer.

Based on results obtained after do observation and experiment many times against subject , activity meronce give visible results .

1. Subject seen experience improvement in skills motor smooth . Through activity meronce This is visible significant improvement in ability children For control movement fine hand .
2. Increase it child's concentration and focus . Activity meronce need high concentration because must enter tool one by one to in rope . That matter will give impact to emotion child that is patience and focus.

**Table 2.** Conditions before and after program implementation

Initial Conditions	Condition After carried out the program
Children not yet functioning hand right his	Children already realize For functioning hand right his
Children not yet capable enter goods to more holes small	Children can enter goods to more holes small like a pompom ball
Children always want to around or take a walk, so child difficult to sit still without guarding	Children already can sit on a chair on will himself Alone without guarding during more than 10 minutes
Children don't can control patience which one makes child always No finish his game do	Children already realize what 's been He do must He finish
Children are very difficult For enter rope to in beam so that child only will interesting interesting the rope (meronce)	Children already capable enter rope to in beam with guidance assessor in hand the right is holding it rope

There are obstacles that occur in implementation activity the that is because subject easy bored and fed up. When subject Already feel bored or saturation, subject The same very No want to touch tool games and only want to go for a walk. Although So, we stay provide that stimulus What should child start must also be resolved. At first it was very difficult to introduce activity meronce because the subject only will tugging the rope just. After doing demonstration many times and do it activity together, subject can enter beam (tool meronce) to in rope with happen Lots failure . That matter get exists enhancement patience and focus on the subject.

Approach descriptive qualitative in application meronce For child with cerebral palsy possible detailed and in-depth data collection about changes that occur in Skills motor skills , concentration and patience . Observation to every step in the process of ronce also experiment many times possible deep understanding about increasing patience and focus on children with cerebral palsy.

#### 4. CONCLUSION

Children with cerebral palsy often have difficulty coordinating their eye and hand movements, which can ultimately affect their level of patience and focus. The aim of this research is to explore the challenges and solutions in increasing the level of patience and focus in children with Cerebral Palsy through improving activities. This research focuses on children with Hemiplegia type Cerebral Palsy. The research method used is descriptive qualitative which discusses the research subject. Data was collected through observation of one subject aged 5 years. To provide deep stimulation and increase children's patience and focus, this research uses learning as a learning medium, taking into account supportive environmental conditions, evaluating children's readiness to learn, and using language that is easy for children to understand. The implications of this research show that meroning activities are effective for children who need special care, especially children with Cerebral Palsy aged 5 years.

## 5. ACKNOWLEDGMENT

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## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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