



Finger Painting to Improve Fine Motor Skills of early Age Children

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Abstract

This study aims to improve children's fine motor skills through finger painting activities in Group B at Rehoboth Christian Kindergarten, Central Sumba. This research is a type of Classroom Action Research with a collaborative method. The subjects of this study were children in Group B 5-6 years. The data collection technique is observation (checklist). Research instrument is an observation sheet. Data analysis techniques using descriptive qualitative and quantitative. This classroom action research was carried out in two cycles. The results of the research show that the fine motor component can be improved using finger painting activities. In the pre-action research action, the children who were said to have completed reached 15.46%, in the first cycle the children who were completed reached 72% and in the second cycle the children who were completed reached 95% were said to be in very good criteria. So it can be said that the children's fine motor skills after being given treatment increased with finger painting activities

Article Information:

Received Okt 09, 2022

Revised Nov 15, 2022

Accepted Dec 28, 2022

Keywords: *Finger painting, children's motor skills, early age*

INTRODUCTION

At an early age, learning experiences and early development are the basis for the child's subsequent learning and development process. Sanusi & Kaherunnisa (2022) explained that Early Childhood Education has an extraordinary impact because it can determine the development, growth, and success of children. Early Childhood Education is a very important education for children in later life. The quality of experience that children gain at an early age will make it more meaningful to achieve their future.

With early childhood education, it is hoped that it will be able to have a positive impact on young children so that they can grow and develop with a strong self-identity. This means that early childhood education is the determinant for the child's further development and growth into the future (Elya, 2020; Nengsi & Eliza, 2019). Learning in early childhood education is carried out through play (Hertzog & Bennett, 2004). Maghfuroh & Chayaning Putri (2017) stated that playing is not just for children to have fun, but in playing children acquire new skills, and prepare themselves for their future life when they are adults and by playing they help children achieve complete development both physically, intellectually, socially, morally and emotionally.

How to cite:

Kalamak, J. T., Danga, S. Y. (2023). Finger Painting to Improve Fine Motor Skills of early Age Children. *Journal of Islamic Early Childhood Education*, 1(2), 10-18.

E-ISSN:

3031-2159

Published by:

STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang

The aspect of physical motor development is the development of maturity and control of body movements which is the achievement of nerve and muscle maturity. In general, children's physical motor skills are divided into two, namely, gross motor skills and fine motor skills. Latif et al (2013) explains gross motor skills are movement activities related to large muscles, while fine motor skills are movement activities related to fine muscle movements. Fine motor skills tend to involve the use of fingers in activities that are influenced by opportunities to learn and practice such as writing, folding, cutting, and holding objects.

Early childhood children learn to control and coordinate eye and muscle movements in fine motor activities (Wallace, 2008). Putri et al., (2020) So the development of children's fine motor skills needs to be stimulated as early as possible because both directly and indirectly it will affect the child's daily activities (Hendraningrat & Fauziah, 2022; Suyadi, 2014). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills that are needed for themselves, society, nation, and state. Article I of the 2003 National Education System Law states that the aim of national education is to develop the potential of students to have intelligence, personality, and noble morals (Putri, 2022). Education gives a person life skills and be ability to face future challenges.

This is in line with the opinion Huliyah, (2016); Sak et al., (2016) This early childhood period is known as the golden age period. This period really determines what they will be like when they grow up and investment in human development at an early age is a very important investment for the development of quality human resources. Farhurohman, (2017) Emphasizing children at an early age, referred to as the golden age, is a golden opportunity for children to learn. This age is the best development for the child's physical and brain. So at that time, the child's development must be optimized.

One play activity that can stimulate children's fine motor development is finger painting (Pradana, 2019). Wahyuni & Erdiyanti (2020) believes that finger painting is a painting technique by applying paint to white paper with your fingers or the palm of your hand. Another opinion also says that finger painting activities can help children develop fine motor skills where the painting technique is directly without using tools, children can replace the brush with their fingers directly. So it can be concluded that the finger painting activity is a fun play activity where there is color play in the activity which involves the child's smooth muscles in working (Utaminingsih & Murrinie, 2022). This makes learning more meaningful for young children (Marlina & Mayar, 2020).

METHOD

The research method used in this research is classroom action research. Handini (2017) suggests that Classroom Action Research (PTK) is defined as action research carried out by teachers who are also researchers in their class or together with other people (collaboration) by designing, implementing, and reflecting on actions collaboratively and participatively. Aims to improve or improve the quality of the learning process in the class through certain actions (treatment) in a class.

Finger painting activities are very suitable because finger painting activities use fingers directly to paint so that children will feel control over their fingers. By learning finger painting, children can train their fine motor skills and children can express themselves in artistic creativity (Rahimah, 2021). Apart from that, finger painting activities can train children to flex their fingers and control eye and hand

coordination (Faradillah et al., 2022; Maclany & Widyaningsih, 2022; Utomo & Alawiyah, 2022).

This research uses observation sheets as a data collection technique (Crescenzi et al., 2014). The subjects in this research were children aged 5-6 years at the Rehoboth Umbu Ratunggay Christian Kindergarten, Central Sumba Regency, East Nusa Tenggara consisting of 9 boys and 6 girls (Paule Ruiz et al., 2023). Will be carried out from January to February 2023 (Fry et al., 2017). The action intervention design in this research

uses the Kemmis and Mc. Taggart model, Nababan & Tesmanto (2021) the process model in classroom action research according to Kemmis and Taggart consists of planning, acting, observing, and reflecting. Research and classroom action are carried out in 2 cycles, namely cycle I and cycle II, each cycle consists of four stages, namely planning, action, observation, and reflection (Polkinghorne, 2005). In this research, the aspect developed is children's fine motor skills through finger painting activities (Muyati & Watini, 2022).

RESULTS AND DISCUSSION

Description of the research results in the form of raw data obtained from the results of classroom action research at the Rehoboth Umbu Ratunggay Christian Kindergarten, Central Sumba Regency, East Nusa Tenggara with a total of 15 students, these results were obtained after carrying out finger painting activities to improve fine motor aspects child. So after carrying out finger painting activities through pre-action, it is still necessary to improve children's fine motor skills. Simple and fun activities are needed for children where children are directly involved in the activity (Lauruschkus et al., 2015).

Based on the results of the implementation of Cycle I actions, maximum improvement was not obtained after the evaluation was carried out, therefore further improvements were carried out because the indicators of success that were determined by the number of children were not yet achieved.

Cycle I and Cycle II

The results of research in cycle I and cycle II showed that there was an increase in children's fine motor skills through finger painting activities at the Rehoboth Umbu Ratunggay Christian Kindergarten, Central Sumba Regency, East Nusa Tenggara. Based on the results of research conducted in cycle I, the assessment of children in the underdeveloped category was no longer there, as was the case in cycle II. The research results show that the fine motor component can be improved through finger painting activities. An increase in the fine motor component can be seen before the action, 15.46% or 3 out of 15 children were in good criteria, in cycle I it was 72% or 11 out of 15 children in good criteria, and in cycle II it was 95% or 14 out of 15 children. on very good criteria. Children can do finger painting activities with the flexibility of their fingers so that they train the muscles in the child's hands. A more detailed description of the results of the assessment of children's activities can be seen as follows:

Table 1. Pre-action Child Activity Assessment Results

No.	Nama	Aspek yang diamati		Total Skor	Presentasi (%)
		Koordinasi Mata dan Tangan	Kelenturan Gerakan Tangan		
1.	MAZ	2	2	4	50

2.	PRS	1	1	2	25
3.	HNS	2	2	4	50
4.	LP	2	2	4	50
5.	BLS	1	1	2	25
6.	DNG	1	2	3	37,5
7.	ST	2	2	4	50
8.	GAP	2	2	4	50
9.	LPO	3	2	5	62,5
10.	ANF	1	1	2	25
11.	RPT	2	3	5	62,5
12.	GNT	1	1	2	25
13.	SZ	1	1	2	25
14.	RT	2	2	4	50
15.	MAN	2	3	5	62,5
Jumlah		25	27	5	62,5
Presentasi		43%	45%		

Table 2. Results of Cycle I Children's Activity Assessment

No.	Nama	Aspek yang diamati		Total Skor	Presentasi (%)
		Koordinasi Mata dan Tangan	Kelenturan Gerakan Tangan		
1.	MAZ	2	2	4	58
2.	PRS	2	3	5	62,5
3.	HNS	3	2	5	62,5
4.	LP	2	2	4	50
5.	BLS	2	3	5	62,5
6.	DNG	2	2	4	50
7.	ST	1	2	3	37,5
8.	GAP	2	3	5	62,5
9.	LPO	3	2	5	62,5
10.	ANF	2	2	4	50
11.	RPT	3	3	6	75
12.	GNT	2	2	4	50
13.	SZ	2	2	4	50
14.	RT	3	2	5	62,5
15.	MAN	2	3	5	62,5
Jumlah		33	35		
Presentasi		57%	59%		

Table 3. Results of Cycle II Children's Activities

No.	Nama	Aspek yang diamati		Total Skor	Presentasi (%)
		Koordinasi Mata dan Tangan	Kelenturan Gerakan Tangan		
1.	MAZ	3	4	7	87,5
2.	PRS	3	3	6	75
3.	HNS	3	4	7	87,5

4.	LP	2	2	4	50
5.	BLS	2	3	5	62,5
6.	DNG	4	3	7	87,5
7.	ST	2	2	4	50
8.	GAP	3	4	7	87,5
9.	LPO	3	4	7	87,5
10.	ANF	3	3	6	75
11.	RPT	3	4	7	87,5
12.	GNT	3	3	6	75
13.	SZ	3	3	6	75
14.	RT	2	2	4	50
15.	MAN	2	3	5	62,5
Jumlah		41	47		
Presentasi		70%	82%		

The results of the research show that playing finger painting can improve fine motor skills in children aged 5-6 years at the Rehoboth Umbu Ratunggay Christian Kindergarten, Central Sumba Regency, East Nusa Tenggara.

Table 4. Reflection Results from Cycles I and II

No.	Nama	Skor Pra Siklus	%	Skor Siklus I	%	Skor Siklus II	%
1.	MAZ	4	50	4	50	7	87,5
2.	PRS	2	25	5	62,5	6	75
3.	HNS	4	50	5	62,5	7	87,75
4.	LP	4	50	4	50	4	50
5.	BLS	2	25	5	62,5	5	62,5
6.	DNG	3	37,5	4	50	7	87,5
7.	ST	4	50	3	37,5	4	50
8.	GAP	3	4	7	62,5	7	87,5
9.	LPO	3	4	7	62,5	7	87,5
10.	ANF	3	3	6	50	6	75
11.	RPT	3	4	7	75	7	87,5
12.	GNT	3	3	6	50	6	75
13.	SZ	3	3	6	50	6	75
14.	RT	4	2	4	62,5	4	50
15.	MAN	5	3	5	62,5	5	62,5
Rata-rata			15,4%		72%		95%

The increase in children's fine motor skills from cycle I show that playing finger painting has had a positive impact on the fine motor skills of children aged 5-6 years at RA Ibnu Khaldun, Padang City. Children are successful in learning because researchers use methods and motivate children to carry out classroom actions. As for the results of these observations, researchers are able and successful in carrying out these classroom actions well so that learning can be achieved..

Playing is a child's world, through fun play activities learning in early childhood can be stimulated therefore there is an increase in cycle II because of the fun that children find in playing finger painting. Purnami & Asril (2021) in his research, it was revealed that through finger painting activities you can develop expression through the medium of painting and finger and hand movements, develop fantasy,

imagination, and creation, and train the muscles of the hands and fingers. The same thing was also explained by Basa et al., (2020) in his research, through finger painting activities, the aim is to train small muscle movements and mature nerves as well as playing with colors. Sundari & Zahro (2021) said that through finger painting activities, PAUD teachers provide training to be more creative and innovative when channeling students' potential, and the developmental stimulation provided can increase, one of which is increasing aspects of children's fine motor development. It is dedicated to the improvements made in each cycle.

Strooband et al., (2020) revealed that teachers need intervention in improving children's fine motor skills because these fine motor skills will have long-term impacts if they are not stimulated from an early age. Maghfuroh & Chayaning Putri, 2017; Saraswati, (2021) Fine motor skills are one aspect of development that must be developed in early childhood, aspects related to physical movements involving small muscles, such as coordination between eyes and hands in carrying out several activities such as grasping, drawing, painting, sticking, forming, and tracing.

Astria et al (2015); Wahyuningsih et al (2023) in his research explained "finger painting (painting with fingers) is a painting technique activity by applying paint to wet paper using the fingers which children can use to express their imagination through paintings made with the child's fingers, this activity can train fine motor skills and children's creativity." The benefits of finger painting are: "improving the ability to think and do creatively, developing the ability to express aesthetic values by drawing creative works and training finger muscles". Wahyudi & Fathani (2018) with Finger Painting activities, a form of painting activity using fingers with the aim of developing fine motor skills, training imagination development, and training artistic talents, especially in children's art activities. Based on the opinion above, it can be concluded that playing finger painting is an activity that requires movement skills and hand coordination so that playing finger painting can strengthen the muscles of the palms and fingers as well as train children's concentration and be fun (Rachmawati & Kurniati, 2015).

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the fine motor skills of group B children at the Rehoboth Christian Kindergarten, Central Sumba Regency can be improved through finger painting activities. The improvements that occur can be seen from the research stage, namely, observations made during pre-action, and implementation of actions in Cycle I and Cycle II.

This can be seen from the results of observations which show that the development of children's fine motor skills is experiencing very good changes. In pre-action research actions, children who were said to have completed reached 15.46%, in cycle I children who completed it reached 72% and in cycle II children who completed it reached 95%. Giving rewards in the form of motivation is also carried out to support children's enthusiasm. This classroom action research, can be a reference for parents, teachers, and other researchers to always try to improve learning media that is close to children's world and of course environmentally friendly and fun.

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Journal of Islamic Early Childhood Education

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